



**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**  
***Dr. R. Scott Ralls, President***

November 18, 2013

**MEMORANDUM**

TO: Presidents  
Chief Academic Officers

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

SUBJECT: State Board Action on November 15, 2013  
Revised Curriculum Standards  
Revised *Career and College Promise Operating Procedures*

On November 15, 2013, the State Board of Community Colleges approved the requested revisions to the following curriculum standards:

**Dietetic Technician (A45310)**  
**Early Childhood Education (A55220)**  
**Emergency Medical Science (A45340)**

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 programs.

In addition, the State Board of Community Colleges approved the following revisions to the *Career and College Promise Operating Procedures*:

- inclusion of procedures related to academic transition pathways for qualified freshmen and sophomore students
- reflection of the revised ACT Benchmark for Reading
- clarification concerning the program of study approval process
- reflection of exclusive authority of the State Board of Community Colleges to provide location waivers for Cooperative Innovative High Schools located on a community college campus

If you have any questions concerning the State Board action items, please contact Ms. Jennifer Frazelle at 919.807.7120 or [frazellej@nccommunitycolleges.edu](mailto:frazellej@nccommunitycolleges.edu). An outline of the specific curriculum standard revisions, revised standards and the revised CCP Operating Procedures are attached for your convenience. You may view all curriculum standards by visiting the Programs website at:

<http://www.nccommunitycolleges.edu/Programs/index.html>

WB/JF/gr

Attachments

c: Dr. Sharon E. Morrissey  
Ms. Elizabeth Self

Ms. Jennifer Frazelle  
Program Coordinators

Email  
CC13-023

**Outline of Curriculum Standard Revisions  
State Board of Community Colleges – November 15, 2013**

**Dietetic Technician (A45310)**

- Added the following courses to the required Core:

DET 112 Introduction to Nutrition	DET 222 Nutr Counseling & Education
DET 113 Basic Food Service	DET 223 Community Nutrition
DET 114 Supervised Practice I	DET 224 Supervised Practice III
DET 116 Food Man Sys & Nutr Concepts	DET 226 Medical Nutrition Therapy
DET 117 Foodservice Management Systems	DET 227 Dietetics Overview
DET 118 Supervised Practice II	DET 228 Supervised Practice IV
DET 221 Nutr Assess & Skill Develop	
- Removed the following courses from the required Core:
  - DET 110 Dietetic Technician I
  - DET 120 Dietetic Technician III
  - DET 210 Dietetic Technician IV
  - DET 220 Dietetic Technician V

The addition and deletion of courses to the core result in a change of core hours from 51 SHC to 52 SHC for the associate degree program.

*Note: The revised curriculum standard includes new and revised courses, which were approved by the Curriculum Review Committee (CRC) on November 7, 2013.*

**Early Childhood Education (A55220)**

- Added the following course to the required core:
  - EDU 234 – Infants, Toddlers and Twos

*Please note that the course addition will result in an increase in required core hours from 35 to 38 semester hour credits.*

## **Emergency Medical Science (A45340)**

- Revised the curriculum description
- Added the following required subject areas to the Core:
  - Anatomy & Physiology
  - Terminology
  - Advanced EMT/Paramedic
- Removed the following Subject areas from Core
  - Clinical/Field Internship I
  - Clinical/Field Internship II
  - Clinical/Field Internship III
  - Clinical/Field Internship IV
- Removed the following courses from the required Core:
  - EMS 140 Rescue Scene Management
  - EMS 150 Emergency Vehicles & EMS Commun
  - EMS 210 Advanced Patient Assessment
- Removed the Emergency Medical Care section.
- Removed “not recommended (NR)” from diploma and identified courses designated for diploma.
- Added the following prefixes to the Other Major Hours section of the curriculum standard:
  - EPT and OST

*Note: The proposed curriculum standard revision includes new and revised courses which were approved by the Curriculum Review Committee (CRC) on November 7, 2013. The addition and deletion of courses to the core will result in a change of core hours from 49 SHC to 49-52 SHC for the Associate degree program.*

# CURRICULUM STANDARD

*Effective Term*  
Fall 2014  
2014\*03

Curriculum Program Title	<b>Dietetic Technician</b>	Code	<b>A45310</b>
Concentration	<b>(not applicable)</b>		<b>CIP Code: 51.3104</b>

## ***Curriculum Description***

The Dietetic Technician program prepares individuals to promote optimal health through proper nutrition by providing personalized services to meet client’s needs, and ensure balanced diets. Dietetic Technicians work under the supervision of a registered, licensed dietician.

Course work includes content related to food, nutrition, communication, and management. The physical, biological, behavioral, and social sciences support these areas.

Employment opportunities include childcare centers, hospitals, correctional centers, public health agencies, retirement centers, rehabilitation centers, hospices, clinics, nursing homes, home care programs, or medical offices.

## ***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.

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

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

## *Major Hours*

[ref. ID 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.

### **Dietetic Technician A45310**

	<b>AAS</b>	<b>Diploma</b>	<b>Certificate</b>
<b>Minimum Major Hours Required</b>	<b>49 SHC</b>	<b>30 SHC</b>	<b>12 SHC</b>
<b>A. CORE</b>	<b>52 SHC</b>	<b>NR</b>	
<b>Required Courses:</b> BIO 275 Microbiology 4 SHC CHM 130 Gen, Org, & Biochemistry 3 SHC CHM 130A Gen, Org, & Biochemistry Lab 1 SHC DET 112 Introduction to Nutrition 3 SHC DET 113 Basic Food Science 3 SHC DET 114 Supervised Practice I 2 SHC CUL 110 Sanitation & Safety 2 SHC DET 116 Food Man Sys & Nutr Concepts 3 SHC DET 117 Foodservice Management Systems 5 SHC DET 118 Supervised Practice II 4 SHC DET 221 Nutr Asses & Skill Develop 3 SHC DET 222 Nutr Counseling & Education 3 SHC DET 223 Community Nutrition 3 SHC DET 224 Supervised Practice III 2 SHC DET 225 Profession of Dietetics 2 SHC DET 226 Medical Nutrition Therapy 3 SHC DET 227 Dietetics Overview 1 SHC DET 228 Supervised Practice IV 2 SHC PSY 241 Developmental Psychology 3 SHC			
<b>Required Subject Areas:</b> None			
<b>B. CONCENTRATION</b> ( <i>Not applicable</i> )			
<b>C. OTHER MAJOR HOURS</b>  BIO, CHM, CIS, COE, CUL, DET, ENG, HEA, MAT, MED, NUT, PED, PSF, PSY, SOC, and WBL.  <i>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.</i>			

# CURRICULUM STANDARD

*Effective Term*  
*Fall 2014*  
*[2014\*03]*

Curriculum Program Title	<b>Early Childhood Education</b>	Program Code	<b>A55220</b>
Concentration	<b>(not applicable)</b>	CIP Code:	<b>13.1210</b>

## ***Curriculum Description***

The Early Childhood Education curriculum prepares individuals to work with children from birth through eight in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

## ***Curriculum Requirements\****

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

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

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

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

# Major Hours

[ref. 1D SBCCC 400.9 (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.

## Early Childhood Education A55220

	AAS	Diploma	Certificate																														
<b>Minimum Major Hours Required</b>	<b>49 SHC</b>	<b>30 SHC</b>	<b>12 SHC</b>																														
<p><b>A. CORE</b>  <i>Courses required for the diploma are designated with *</i></p> <p><b>Required Courses:</b></p> <table style="width: 100%; border: none;"> <tr><td>* EDU 119</td><td>Intro to Early Child Edu</td><td style="text-align: right;">4 SHC</td></tr> <tr><td>* EDU 131</td><td>Child, Family, &amp; Commun</td><td style="text-align: right;">3 SHC</td></tr> <tr><td>* EDU 146</td><td>Child Guidance</td><td style="text-align: right;">3 SHC</td></tr> <tr><td>* EDU 151</td><td>Creative Activities</td><td style="text-align: right;">3 SHC</td></tr> <tr><td>* EDU 153</td><td>Health, Safety &amp; Nutrit</td><td style="text-align: right;">3 SHC</td></tr> <tr><td>* EDU 221</td><td>Children with Exceptional</td><td style="text-align: right;">3 SHC</td></tr> <tr><td>EDU 234</td><td>Infants, Toddlers &amp; Twos</td><td style="text-align: right;">3 SHC</td></tr> <tr><td>EDU 271</td><td>Educational Technology</td><td style="text-align: right;">3 SHC</td></tr> <tr><td>EDU 280</td><td>Language &amp; Literacy Exp</td><td style="text-align: right;">3 SHC</td></tr> <tr><td>EDU 284</td><td>Early Child Capstone Prac</td><td style="text-align: right;">4 SHC</td></tr> </table> <p><b>Required Subject Area:</b>  <b>*Child Development. Select one set:</b>  EDU 144 Child Development I 3 SHC  &amp; EDU 145 Child Development II 3 SHC  <i>OR</i>  PSY 244 Child Development I 3 SHC  &amp; PSY 245 Child Development II 3 SHC</p>	* EDU 119	Intro to Early Child Edu	4 SHC	* EDU 131	Child, Family, & Commun	3 SHC	* EDU 146	Child Guidance	3 SHC	* EDU 151	Creative Activities	3 SHC	* EDU 153	Health, Safety & Nutrit	3 SHC	* EDU 221	Children with Exceptional	3 SHC	EDU 234	Infants, Toddlers & Twos	3 SHC	EDU 271	Educational Technology	3 SHC	EDU 280	Language & Literacy Exp	3 SHC	EDU 284	Early Child Capstone Prac	4 SHC	<b>38 SHC</b>	<b>25 SHC</b>	
* EDU 119	Intro to Early Child Edu	4 SHC																															
* EDU 131	Child, Family, & Commun	3 SHC																															
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EDU 280	Language & Literacy Exp	3 SHC																															
EDU 284	Early Child Capstone Prac	4 SHC																															
<b>B. CONCENTRATION</b> (Not applicable)																																	
<p><b>C. OTHER MAJOR HOURS</b></p> <p><i>The remaining other major hours may be chosen from the following prefixes:</i></p> <p>ACC, ANT, ART, ASL, AST, BIO, BUS, CHM, CIS, COE, COM, CSC, CTS, DAN, DBA, DRA, ECO, EDU, ENG, FRE, GEO, GER, HEA, HIS, HUM, MUS, OST, PED, PHI, PHS, POL, PSY, REL, SCI, SOC, SPA, WBL, and WEB</p> <p><i>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.</i></p>																																	

# CURRICULUM STANDARD

*Effective Term  
Spring 2014  
[2014\*01]*

Curriculum Program Title	<b>Emergency Medical Science</b>	Program Code	<b>A45340</b>
Concentration	<b>(not applicable)</b>	CIP Code:	<b>51.0904</b>

## ***Curriculum Description***

The Emergency Medical Science curriculum provides individuals with the knowledge, skills and attributes to provide advanced emergency medical care as a paramedic for critical and emergent patients who access the emergency medical system and prepares graduates to enter the workforce.

Students will gain complex knowledge, competency, and experience while employing evidence based practice under medical oversight, and serve as a link from the scene into the healthcare system.

Graduates of this program may be eligible to take state and/or national certification examinations. Employment opportunities include providers of emergency medical services, fire departments, rescue agencies, hospital specialty areas, industry, educational and government agencies.

## ***Curriculum Requirements\****

*[for associate degree, diploma, and certificate programs in accordance with ID 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.

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

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



## Major Hours

[ref. 1D SBCCC 400.97(3)]

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

**B. Concentration** (if applicable). A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.

**C. Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours of credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work-based learning may be included in associate in applied science degrees up to a maximum of 8 semester hours of credit; in diploma programs up to a maximum of 4 semester hours of credit; and in certificate programs up to a maximum of 2 semester hours of credit.

### Emergency Medical Science A45340

	AAS	Diploma	Certificate
<b>Minimum Major Hours Required</b>	<b>49 SHC</b>	<b>30 SHC</b>	<b>12 SHC</b>
<b>A. CORE</b> (Courses required for the diploma are designated with *)	<b>49-52 SHC</b>	<b>40 SHC</b>	
<b>Required Course:</b> *EMS 110 EMT-Basic 8 SHC  <b>Required Subject Areas:</b> <b>Anatomy &amp; Physiology.</b> Select one: BIO 163 Basic Anatomy & Physiology 5 SHC BIO 166 Anatomy and Physiology II 4 SHC BIO 169 Anatomy and Physiology II 4 SHC  <b>Terminology.</b> Select one sequence: MED120 Survey of Med Terminology I 2 SHC <i>or</i> MED 121 Medical Terminology I 3 SHC & MED 122 Medical Terminology II 3 SHC <i>or</i> OST 141 Medical Terminology I - Medical Office 3 SHC & OST 142 Medical Terminology II - Medical Office 3 SHC  <b>Required Subject Area: Advanced EMT/Paramedic</b> (Choose one of the following sets)  <b>Advanced EMT</b> EMS 120 Advanced EMT 6 SHC EMS 121 AEMT Clinical Practicum 2 SHC  <b>Paramedic</b> *EMS 122 EMS Clinical Practicum I 1 SHC *EMS 130 Pharmacology 4 SHC *EMS 131 Advanced Airway Management 2 SHC *EMS 160 Cardiology I 2 SHC *EMS 220 Cardiology II 3 SHC *EMS 221 EMS Clinical Practicum II 2 SHC *EMS 231 EMS Clinical Practicum III 3 SHC *EMS 240 Patients with Special Challenges 2 SHC *EMS 241 EMS Clinical Practicum IV 4 SHC *EMS 250 Medical Emergencies 4 SHC *EMS 260 Trauma Emergencies 2 SHC *EMS 270 Life Span Emergencies 3 SHC EMS 285 EMS Capstone 2 SHC			
<b>B. CONCENTRATION</b> (Not applicable)			
<b>C. OTHER MAJOR HOURS</b> To be selected from the following prefixes: <i>BIO, CIS, COE, CSC, EMS, EPT, HSC, MED, ODL, OST, PED, and WBL.</i> 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>			

## **Career and College Promise Operating Procedures**

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. A Core 44 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.

### **Core 44 College Transfer Pathway**

1. The Career and College Promise Core 44 College Transfer Pathway requires the completion of at least thirty semester hours of transfer courses, including English and mathematics.
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 Core 44 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.
5. A student must enroll in one Core 44 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 Core 44 College Transfer Pathway, while still enrolled in high school, may continue to earn college transfer credits leading to the completion of the 44-hour general education transfer core.
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 Core 44 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.
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 freshman 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 8<sup>th</sup> 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 8<sup>th</sup> 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.
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 Education and the~~ State Board of Community Colleges may waive the requirement that a Cooperative Innovative High School Program is located on the community college campus.

### **Gateway to College Pilot at Durham Technical Community College**

Session Law 2012-142, the Appropriations Act of 2012, requires the State Board of Community Colleges and the State Board of Education to approve the Gateway to College program at Durham Technical Community College as a Career and college pathway pilot program. This program shall concurrently provide high school and college education to high school students who have previously dropped out.

Further, Section 8.7(b) requires the State board of Community Colleges to include developmental education and curriculum course work associated with this program when computing budget FTE for Durham Technical Community College in the 2012-2013 fiscal year.

1. The Gateway to College Pathway Pilot is a dropout recovery program which allows students to complete an Adult High School diploma while concurrently earning college credits.
2. Eligibility is limited to students who have dropped out of Durham Public Schools, who are between the ages of 16 and 21, who test at the 9<sup>th</sup> grade level in Reading, and who demonstrate a commitment to the program through a structured intake process.
3. Students must be able to complete the Adult High School program by age 21, through a combination of high school credits already earned, Adult High School courses, and dual credit developmental education and college-level courses.
4. All developmental education and college-level courses must be mapped to dual credit for high school courses. Adult High School students may not enroll in college courses that are not mapped to award dual credit toward completion of the Adult High School diploma.
5. Students must demonstrate college readiness on an assessment or placement test to enroll in college-level English and math courses or other courses with developmental course prerequisites.

Durham Technical Community College shall report to the House and Senate Education Appropriation Subcommittees by March 1, 2013, on student outcomes and program costs, including administrative expenses incurred by Durham Public Schools and Durham Technical Community College.

### **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. Programs of study may not include elective options for students.
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.

## College Readiness\* Benchmarks on Approved Diagnostic Assessment Tests

Test	PLAN**	PSAT**	Asset (NCCCS Cut Score)	COMPASS (NCCCS Cut Score)	Accuplacer (NCCCS Cut Score)
<b>English</b>	15	45	41 Writing	70 Writing	86 Sentence Skills
<b>Reading</b>	17	47	41 Reading	81 Reading	80 Reading
<b>Mathematics</b>	19	47	41 Numerical Skills and 41 Int. Algebra	47 Pre-Algebra and 66 Algebra	55 Arithmetic and 75 Elem. Algebra

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	<del>21</del> <u>22</u>
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.