

**NUMBERED MEMO CC26-001**

**TO:** Senior Continuing Education Administrators

**FROM:** Dr. Andrew Gardner  
Associate Vice President, Workforce Strategies

**SUBJECT:** State Board Workforce Continuing Education and College and Career Readiness  
Course Approvals

**DATE:** January 16, 2026

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On **January 16, 2026**, the State Board approved new and modified Workforce Continuing Education courses for placement in the Combined Course Library. See Attachment A for detailed information for each course.

Colleges are reminded that new and modified courses must be downloaded to the local course library (XUIC) and applied to local course copies (XULU). These processes are a mandatory workflow following all State Board changes to the Combined Course Library. Staff requiring assistance on the course download/update process should access the "Curriculum Management for Continuing Education User Guide" ([KB0010403](#)) in [ServiceNow](#) for a step-by-step guide.

If you have questions concerning these courses or if you have questions regarding the process for submitting a new course or requesting a modification to an existing course in the CCL, send an email to the Workforce and Continuing Education Program staff at [WCERequests@nccommunitycolleges.edu](mailto:WCERequests@nccommunitycolleges.edu).

**CC:** Dr. Brian Merritt, Senior Vice President and Chief Academic Officer  
Chief Academic Officers  
College and Career Readiness Directors  
Continuing Education Registrars  
Distance Learning Administrators  
Registrars  
System Administrators  
Planners  
Workforce Development Leadership Committee Members

**Attachment A**  
**Workforce and Continuing Education and College and Career Readiness**  
**New Course Approvals, Modifications, and Tier Designations**

The State Board approved the following courses for placement or modification in the Combined Course Library (CCL).

**New Course 1 of 9**

**Requesting College or Agency: Surry Community College**

<b>Course ID</b>	<b>Course Title</b>	<b>Recommended Hours</b>	<b>Program Area</b>	<b>Tier/ Workforce Sector</b>
CIS-3005	Digital Navigator Essentials	24	F30 - Computer Training	Tier 3/ Information Tech.

Description:	This course provides an overview of the skills needed to be an effective digital navigator. After completing this course, the learner should be able to effectively assist clients with using the internet and digital devices, providing digital technical skills, application support, finding digital resources within the local community, suggesting affordable community resources, and identifying and providing solutions to clients to meet their digital needs.
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**Rationale:** Digital Navigators provide support to individuals in educational and community settings to help them make full use of digital tools and access community resources. This course was developed and piloted as an online course through the VLC as part of a \$1.3M initiative of the NC Department of Information Technology's Division of Broadband and Digital Opportunity. Approval of this item would put it into the CCL for use through the VLC or through other delivery methods chosen by individual community colleges.

**New Course 2 of 9****Requesting College or Agency: Robeson Community College**

<b>Course ID</b>	<b>Course Title</b>	<b>Recommended Hours</b>	<b>Program Area</b>	<b>Tier/ Workforce Sector</b>
ELC-3017	Utility Technician Fundamentals	462	H30-Construction/ Skill Trades	Tier 1A/ Trades/Transport.

Description:	This course provides targeted training in key utility skill areas to prepare students for entry-level employment in renewable energy, power generation, and construction industries. Instruction emphasizes hands-on and safety-focused training in multiple occupational pathways, including power industrial truck/equipment operation, radiation protection support, electrical helper tasks, rigging, and turbine assistance. Students will develop the foundational knowledge, technical skills, and workplace readiness required to support utility operations and related infrastructure projects. Successful completion of the course will equip students with versatile, industry-relevant experience that can lead directly to employment or serve as a pathway to advanced training opportunities.
Credential:	NCCER Rigger I
Credentialing Agency:	National Center for Construction Education and Research (NCCER) <a href="https://www.nccer.org/craft-catalog/rigger/">https://www.nccer.org/craft-catalog/rigger/</a>

**Rationale:** This course was developed by Robeson Community College to prepare students for various jobs in utilities, across various industries. The course was developed in partnership with industry, recognizing a gap in available offerings beyond electrical lineworker training, and employers expressed an eagerness to the college to set up the training quickly.

**New Course 3 of 9****Requesting College or Agency: Stanly Community College**

<b>Course ID</b>	<b>Course Title</b>	<b>Recommended Hours</b>	<b>Program Area</b>	<b>Tier/ Workforce Sector</b>
EDU-2149	Autism Technical Concepts	48	J30 - Teacher Professional Dev.	Tier 3/ Personal Svcs. II

Description:	This course is an introduction to Autism Spectrum Disorders and the skills and competencies needed to work within programs and facilities providing supervised services to persons diagnosed with ASD. Topics include knowledge of characteristics and services, evidence-based practices to address social, behavioral, educational, developmental and communication needs through appropriate assessment, planning, implementation of services, and strategies for effective family/community engagement and advocacy for persons with ASD. Upon completion, students should be able to demonstrate knowledge of the characteristics of Autism Spectrum Disorders, application of techniques and interventions used when working with the ASD population, understanding of how to write and implement plans to provide approved documentation, and provide hands-on experiences within programs or facilities serving persons with ASD.
Credential:	Registered Behavior Technician (RBT)
Credentialing Agency:	Behavior Analyst Certification Board (BACB) - <a href="http://www.bacb.com">www.bacb.com</a>

**Rationale:** The course was developed to prepare individuals for a variety of roles that support individuals with autism, in occupations with titles including Registered Behavior Technicians, Behavior Support Specialists, Habilitation Technicians, and Substitute Healthcare Support Technicians. Demand for trained support specialists is high, leading many families to seek care outside their county. If this course is taught by Board Certified Behavior Analyst (BCBA) and students successfully complete the course, students will be eligible to take the certification exam to become a certified RBT.

**New Course 4 of 9****Requesting College or Agency: Stanly Community College**

<b>Course ID</b>	<b>Course Title</b>	<b>Recommended Hours</b>	<b>Program Area</b>	<b>Tier/ Workforce Sector</b>
EDU-2120	Intro to School-Age Care	64	J30 – Teacher Professional Dev.	Tier 3/ Professional Services II

Description:	This course introduces the foundations of responsive and accessible school-age care and education, including planning intentional, developmentally appropriate experiences, learning activities, and teaching strategies for children ages five to twelve. Topics include theoretical foundations, child and school-age development, national and state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, guidance strategies, and curriculum responsive to the needs of each child and family. Upon completion, students should be able to implement developmentally appropriate environments, guidance strategies, engaging curriculum, and effective teaching strategies across developmental domains while supporting children and families with diverse backgrounds and needs.
Credential:	NC School-Age Care Credential <a href="https://ncchildcare.ncdhhs.gov/works_simulator/programCoordinator.html">https://ncchildcare.ncdhhs.gov/works_simulator/programCoordinator.html</a>
Credentialing Agency:	NC Division of Child Development and Early Education (DCDEE)
Legislative reference:	NC General Assembly – H412 (SL 2025-36) <a href="https://www.ncleg.gov/BillLookup/2025/H412">https://www.ncleg.gov/BillLookup/2025/H412</a>

**Rationale:** NC House Bill 412 states the NC Community College System will create new courses that align with a new School-Age Credential and a new School-Age Administration Credential. Also, House Bill 412 directs the Division of Child Development and Early Education (DCDEE) to award credentials to individuals who complete continuing education courses that are *equivalent to child care curriculum courses as determined by the NC Community College System*. To implement this mandate and support statewide workforce alignment, the NCCCS should formally recognize eligible Continuing Education courses for Credit for Prior Learning to allow students to receive credit if they choose to continue in a curriculum program. This will create an efficient, stackable pathway that prevents duplication of learning and accelerates credential and degree completion for the early childhood workforce.

## New Course 5 of 9

Requesting College or Agency: Stanly Community College

Course ID	Course Title	Recommended Hours	Program Area	Tier/Workforce Sector
EDU-2236	School-Age Admin. I	48	J30 – Teacher Professional Dev.	Tier 3/ Professional Services II

Description:	This course introduces principles and practices essential to preparing and supporting administrators of programs serving school-age children in before and after school programs, summer care, and intersession care. Topics include program philosophy, policies and procedures, state licensing and regulations, business planning, fiscal and staff management, and fund development. Upon completion, students should be able to articulate a developmentally-appropriate program philosophy, ensure compliance with state regulations, develop comprehensive business plans, and explore career development opportunities.
Credential:	NC School-Age Administration Credential <a href="https://ncchildcare.ncdhhs.gov/works_simulator/schoolAgeAdmin.html">https://ncchildcare.ncdhhs.gov/works_simulator/schoolAgeAdmin.html</a>
Credentialing Agency	NC Division of Child Development and Early Education (DCDEE)
Legislative reference:	NC General Assembly – H412 (SL 2025-36) <a href="https://www.ncleg.gov/BillLookup/2025/H412">https://www.ncleg.gov/BillLookup/2025/H412</a>

**Rationale:** NC House Bill 412 states the NC Community College System will create new courses that align with a new School-Age Credential and a new School-Age Administration Credential. Also, House Bill 412 directs the Division of Child Development and Early Education (DCDEE) to award credentials to individuals who complete continuing education courses that are *equivalent to child care curriculum courses as determined by the NC Community College System*. To implement this mandate and support statewide workforce alignment, the NCCCS should formally recognize eligible Continuing Education courses for Credit for Prior Learning to allow students to receive credit if they choose to continue in a curriculum program. This will create an efficient, stackable pathway that prevents duplication of learning and accelerates credential and degree completion for the early childhood workforce.

**New Course 6 of 9****Requesting College or Agency: Stanly Community College**

<b>Course ID</b>	<b>Course Title</b>	<b>Recommended Hours</b>	<b>Program Area</b>	<b>Tier/ Workforce Sector</b>
EDU-2237	School-Age Admin. II	48	J30 – Teacher Professional Dev.	Tier 3/ Professional Services II

Description:	This course builds on the foundational principles introduced in School Age Administration I, focusing on advanced topics essential for administrators of programs serving school-age children. Topics include advocacy and leadership, public relations, community outreach and partnerships, program quality and evaluation, and ethical conduct. Upon completion, students should be able to evaluate program quality, develop advocacy strategies, and integrate community resources into school-age programs.
Credential:	NC School-Age Administration Credential <a href="https://ncchildcare.ncdhhs.gov/works_simulator/schoolAgeAdmin.html">https://ncchildcare.ncdhhs.gov/works_simulator/schoolAgeAdmin.html</a>
Credentialing Agency:	NC Division of Child Development (DCDEE)
Legislative reference:	NC General Assembly – H412 (SL 2025-36) <a href="https://www.ncleg.gov/BillLookup/2025/H412">https://www.ncleg.gov/BillLookup/2025/H412</a>

**Rationale:** NC House Bill 412 states the NC Community College System will create new courses that align with a new School-Age Credential and a new School-Age Administration Credential. Also, House Bill 412 directs the Division of Child Development and Early Education (DCDEE) to award credentials to individuals who complete continuing education courses that *are equivalent to child care curriculum courses as determined by the NC Community College System*. To implement this mandate and support statewide workforce alignment, the NCCCS should formally recognize eligible Continuing Education courses for Credit for Prior Learning to allow students to receive credit if they choose to continue in a curriculum program. This will create an efficient, stackable pathway that prevents duplication of learning and accelerates credential and degree completion for the early childhood workforce.

**New Course 7 of 9****Requesting College or Agency: Stanly Community College**

<b>Course ID</b>	<b>Course Title</b>	<b>Recommended Hours</b>	<b>Program Area</b>	<b>Tier/ Workforce Sector</b>
EDU-3151	Creative Activities	48	J30 – Teacher Professional Dev.	Tier 3/ Professional Services II

<b>Description:</b>	This course introduces developmentally supportive, diverse, equitable, and inclusive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials and activities that align with the NC Foundations for Early Learning and Development. Emphasis is placed on best practices providing process-driven culturally diverse, learning experiences in art, music, creative movement, dance, and dramatic play integrated across all domains and academic content in indoor/outdoor environments for every young child age birth through age eight. Upon completion, students should be able to observe, examine, create, adapt, and advocate for developmentally appropriate creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse.
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**Rationale:** Under the New Quality Rating Improvement System (QRIS) model, licensed childcare programs can choose Continuing Education Units (CEUs) as a pathway to increase their star rating. CEUs are options in Pathways 1-3 for 2-5 star rated levels. This course can also be used to meet professional development required hours.



**New Course 8 of 9****Requesting College or Agency: Stanly Community College**

<b>Course ID</b>	<b>Course Title</b>	<b>Recommended Hours</b>	<b>Program Area</b>	<b>Tier/Work-force Sector</b>
EDU-3154	Social/Emotional Behav. Dev.	48	J30 – Teacher Professional Dev.	Tier 3/ Professional Services II

Description:	This course covers the emotional/social development of young children and the varied causes, expressions, prevention methods and management strategies of challenging behaviors. Emphasis is placed on culturally responsive and supportive caregiver/family/child relationships, positive emotional/social environments, developmental concerns, risk factors, and planning culturally responsive, equitable, developmentally appropriate intervention strategies. Upon completion, students should be able to identify factors that influence emotional/social development, utilize screening measures, and design positive behavioral supports for children and the environment, as well as effective teaching strategies.
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**Rationale:** Under the New Quality Rating Improvement System (QRIS) model, licensed childcare programs can choose Continuing Education Units (CEUs) as a pathway to increase their star rating. CEUs are options in Pathways 1-3 for 2-5 star rated levels. This course can also be used to meet professional development required hours.

**New Course 9 of 9****Requesting College or Agency: Stanly Community College**

<b>Course ID</b>	<b>Course Title</b>	<b>Recommended Hours</b>	<b>Program Area</b>	<b>Tier/ Workforce Sector</b>
EDU-3280	Language and Literacy Experiences	48	J30 – Teacher Professional Dev.	Tier 3/ Professional Services II

Description:	This course provides evidence-based strategies for enhancing language and literacy experiences that align with NC Foundations for Early Learning and Development. Topics include developmental sequences for children's emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement, and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically, and ability diverse.
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**Rationale:** Under the New Quality Rating Improvement System (QRIS) model, licensed childcare programs can choose Continuing Education Units (CEUs) as a pathway to increase their star rating. CEUs are options in Pathways 1-3 for 2-5 star rated levels. This course can also be used to meet professional development required hours.