

STATE BOARD OF COMMUNITY COLLEGES

Mr. Thomas Looney, Chair

Mr. John Kane, Vice Chair

Friday, January 16, 2026

North Carolina Community College System

Dr. W. Dallas Herring State Board Room, Caswell Building

200 West Jones Street, Raleigh, North Carolina 27603

Thursday, January 15, 2026

Transformation Committee 10:00 am – 11:30 am Dr. W. Dallas Herring State Board Room

Ellucian Banner Software-as-a-Service Standard Technology Platform Demonstration

Presenters: Ms. Laura Ipsen, President & CEO, Ellucian and Team

LUNCH 11:30 am – 12:00 pm State Board Lounge

COMMITTEE MEETINGS		
Transformation Committee (see details above)	10:00 am – 11:30 am	Dr. W. Dallas Herring State Board Room
Finance Committee	12:00 pm – 1:00 pm	Dr. W. Dallas Herring State Board Room
Accountability and Audit Committee	1:05 pm – 1:50 pm	Dr. W. Dallas Herring State Board Room
Programs and Student Success Committee	1:55 pm – 2:55 pm	Dr. W. Dallas Herring State Board Room
State Board Policy and Governance Committee	3:00 pm – 3:30 pm	Dr. W. Dallas Herring State Board Room
Strategic Planning Committee	3:35 pm – 4:20 pm	Dr. W. Dallas Herring State Board Room
Personnel Committee	4:25 pm – 5:10 pm	Dr. W. Dallas Herring State Board Room

Friday, January 16, 2026

BOARD MEETING 9:00 am Dr. W. Dallas Herring State Board Room

- Call to Order
- Pledge of Allegiance – Mr. Jason Stanberry, CWO-2, U.S. Coast Guard
- Military Engagement Update – Dr. Jack Bagwell, President, and Ms. Michelle Waters, Dean of Business, Industry, and Applied Technologies, College of The Albemarle
- North Carolina Children of Veterans Scholarship Support – Secretary Jocelyn Mitnaul Mallette, North Carolina Department of Military & Veterans Affairs
- Special Contribution Presentation – AT&T: Mr. Trey Rabon, President, AT&T North Carolina, and Dr. Janet Spriggs, President, Forsyth Tech Community College, with Dr. Jeff Cox, NCCCS President
- Roll Call
- Ethics Awareness and Identification of Conflicts or Potential Conflicts of Interest
- Approval of the Minutes – November 21, 2025
- Approval of the Agenda

- Approval of the Consent Agenda
- Introduction of College President – Introduction of Dr. Sylvia Cox, President, Rockingham Community College by Mr. Charles Rakestraw, Board Chair, Rockingham Community College

REPORTS

NC Association of Community College Presidents (NCACCP), Dr. Amanda Lee, President of Bladen Community College and Chair, NCACCP

NC Association of Community College Trustees (NCACCT), Mr. Gene Rees, Trustee, Surry Community College and Chair, NCACCT

NC Comprehensive Community College Student Government Association (N4CSGA), Mr. Bannock Scott, President, N4CSGA

TRANSFORMATION COMMITTEE, Mr. Scott Ottman, Chair

FOR INFORMATION

Enterprise Resource Planning Modernization (Attachment TC 01)

Ellucian Banner Software-as-a-Service Standard Technology Platform Demonstration (Attachment TC 02)

FINANCE COMMITTEE, Ms. Lisa Estep, Chair

FOR ACTION

NC Children of Veterans Scholarship Support (Attachment FC 01)

Allocation for Apprenticeship Building America (ABA) to Fund Apprenticeship NC Marketing and Media Campaign focused on Expanding Registered Apprenticeship Programs (Attachment FC 02)

Contract Approval for Learning Management System RFP (Attachment FC 03)

Allocation for Hurricane Helene Enrollment Stabilization (Attachment FC 04)

FOR CONSENT AGENDA

Construction and Property – January 2026 (Attachment FC 05)

FOR INFORMATION

Legislative Update (Attachment FC 06)

System Office Budget Update (Attachment FC 07)

Grants Update (Attachment FC 08)

Tuition and Registration Fee Waiver Report (Attachment FC 09)

Delegated College Allocations Reports as of December 2024 (Attachment FC 10)

Estimated Receipts – November 2025 (Attachment FC 11)

ACCOUNTABILITY AND AUDIT COMMITTEE, Mr. Geoff Lang, Chair

FOR INFORMATION

College Accreditation Status Report (Attachment AUD 01)
College Compliance Reviews 4 Year Summary (Attachment AUD 02)
2025-2026 Risk Assessment and Internal Audit Plan (Attachment AUD 03)

PROGRAMS AND STUDENT SUCCESS COMMITTEE, Ms. Sarah West, Chair**FOR ACTION**

NCCCS Special Program Application Update Request (Attachment PROG 01)
Legislative Report for Student Success Initiative (SSI) (Attachment PROG 02)

FOR CONSENT AGENDA

Curriculum Program Applications – Fast Track for Action (Attachment PROG 03)
Combined Course Library – Workforce Continuing Education and College & Career Readiness (Attachment PROG 04)
Courses of Instruction to Captive Co-Opted Groups (Attachment PROG 05)

FOR INFORMATION

Curriculum Program Applications as Approved by the System President (Attachment PROG 06)
Curriculum Program Terminations as Approved by the System President (Attachment PROG 07)

STATE BOARD POLICY AND GOVERNANCE COMMITTEE, Hon. Chaz Beasley, Chair**FOR ACTION**

Amendment of 4A SBCCC 100.3 – Definitions (Attachment SBPG 01)
Review of Public Comments for Proposed Adoption of 4A SBCCC 100.13 – Pre – Apprenticeship Program Standards (Attachment SBPG 02)
Amendment of 2A SBCCC 300.2 – Application for License Renewal (Attachment SBPG 03)
Amendment of 2A SBCCC 300.6 – North Carolina Proprietary School Fee Schedule (Attachment SBPG 04)
Amendment of 2A SBCCC 400.11 – Student Records (Attachment SBPG 05)

STRATEGIC PLANNING COMMITTEE, Dr. Dale McInnis, Chair**FOR FUTURE ACTION**

System Office Mission Statement (PLAN 01)
2026-29 System Strategic Plan Strategic Goals (PLAN 02)

FOR INFORMATION

2026-29 Strategic Plan Timeline Update (PLAN 03)
2022-26 System Strategic Plan Update (PLAN 04)

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair

FOR INFORMATION

System Office Vacancy Report—December 2025 (Attachment PER 01)

College Presidential Status Report—January 2026 (Attachment PER 02)

CLOSED SESSION

- FINANCE COMMITTEE
- STATE BOARD AWARD COMMITTEE
- PERSONNEL COMMITTEE

NCCCS PRESIDENT REPORT, Dr. Jeff Cox

PRESIDENTIAL SEARCH UPDATE

NEW BUSINESS

EXPIRING TERMS AND VACANCIES

BOARD MEMBER QUESTIONS/COMMENTS

DATE OF FUTURE MEETINGS

The next State Board Meeting is scheduled for Thursday, February 19, 2026, and Friday, February 20, 2026, in the Dr. W. Dallas Herring State Board Room located in the Caswell Building in Raleigh, NC. More information regarding these meetings will be communicated.

ADJOURNMENT

CONSENT AGENDA

FINANCE COMMITTEE, Ms. Lisa Estep, Chair

Construction and Property – January 2026 (Attachment FC 05)

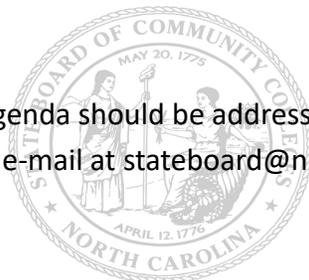
PROGRAMS AND STUDENT SUCCESS COMMITTEE, Ms. Sarah West, Chair

Curriculum Program Applications – Fast Track for Action (Attachment PROG 03)

Combined Course Library – Workforce Continuing Education and College & Career Readiness (Attachment PROG 04)

Courses of Instruction to Captive Co-Opted Groups (Attachment PROG 05)

Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs
at (919) 807-6970 or by e-mail at stateboard@nccommunitycolleges.edu





STATE BOARD OF COMMUNITY COLLEGES
Dr. W. Dallas Herring State Board Room, Caswell Building
200 West Jones Street, Raleigh, North Carolina 27603
Friday, November 21, 2025 – Meeting Minutes

CALL TO ORDER

Following proper public notice, Chair Tom Looney called the November 21, 2025 meeting of the State Board of Community Colleges (SBCC) to order at approximately 9:00 a.m. in the Dr. W. Dallas Herring State Board Room of the Caswell Building in Raleigh, North Carolina.

Chair Looney welcomed the board members, expressed appreciation for the high level of energy in the room, and acknowledged viewers joining via YouTube, thanking them for their interest in the work of the North Carolina Community College System.

The Board began with the monthly Military Engagement segment, now in its fourth month. The purpose of this standing item is to highlight relationships between the community college system and military-affiliated students.

President JB Buxton of Durham Tech introduced the following speakers:

- Mr. Brandon Armani, U.S. Army veteran and current Durham Technical Community College student
- Mr. Demetrius Bullock, Veteran Services Coordinator, Durham Technical Community College

Mr. Armani was invited to lead the Pledge of Allegiance, followed by a presentation from Mr. Bullock on Durham Tech's military engagement efforts.

PLEDGE OF ALLEGIANCE

Mr. Armani gave a comprehensive personal narrative highlighting his military background, professional post-service experience, pathway to Durham Technical Community College, and observations regarding the veteran student community and support services at the College. He then led the Board in the Pledge of Allegiance.

MILITARY ENGAGEMENT UPDATE

Chair Looney welcomed and introduced Mr. Demetrius Bullock, Veteran Services Coordinator at Durham Technical Community College. Mr. Bullock provided an in-depth overview of Durham Technical Community College's veteran services, including student demographics, program operations, support initiatives, and future plans.

SPECIAL FUNDING PRESENTATION

The Board welcomed Mr. Ralph Strayhorn, Chair of Golden LEAF Foundation Board of Directors and Mr. Scott Hamilton President & Chief Executive Officer, Golden LEAF Foundation for a special funding presentation.

The Golden LEAF Foundation, established in 1999, works to increase economic opportunities in North Carolina's rural, economically distressed, and tobacco-dependent communities. A central focus is preparing North Carolinians for careers aligned with current and future workforce needs. Recent Golden LEAF Foundation investments include over \$12 million dollars awarded to 22 projects at 17 community colleges, supporting internships, apprenticeships, advanced manufacturing, healthcare, agriculture, and high-demand skilled trades training. \$3 million dollars has also been awarded for scholarships for students in qualifying counties across all 58 community colleges.

Mr. Hamilton announced a \$1 million dollars commitment from the Golden LEAF Foundation to support the AdvanceNC initiative. AdvanceNC will develop 10 micro-pathways designed to standardize training and connect learners to high-demand career opportunities in collaboration with the Education Design Lab and regional employers. Mr. Strayhorn emphasized that AdvanceNC closely aligns with Golden LEAF's mission to build workforce capacity in rural communities and ensure residents gain skills needed for advanced manufacturing and other high-growth industries.

The Foundation's funding will support instructional staffing and equipment at five rural community colleges, serving 12 of the most rural counties in central North Carolina:

- Piedmont Community College
- Sandhills Community College
- Randolph Community College
- Vance-Granville Community College
- Central Carolina Community College

Dr. Lisa Chapman, President of Central Carolina Community College, discussed the importance of the AdvanceNC partnership and Golden LEAF's support. She emphasized that AdvanceNC leverages collaboration among colleges, universities, workforce boards, and employers to drive regional economic impact. Dr. Chapman also noted that the System Office and State Board are working to secure additional private funding for community colleges, using this model as a framework for replication statewide and across multiple sectors.

ROLL CALL

Ms. Amy Mast called the roll, and the following members were present:

Mr. Tom Looney, Chair
Mr. John Kane, Vice Chair *
Ms. Paula Benson
Mr. Eric Naisbitt (for State
Treasurer Brad Briner)
Ms. Lisa Estep
Mr. Chris Bullard (for Labor
Commissioner Luke Farley)

Ms. Stacy Griffin
Lt. Governor Rachel Hunt
Mr. Geoffrey Lang
Mr. Chris Lumsden
Mr. Bill McBrayer
Dr. Dale McInnis
Mr. Robert Moore
Mr. Scott Ottman

The Hon. David Price
Mr. Bannock Scott
Mr. Ray Trapp *
Ms. Sarah West
Mr. Terry Yeagan

*Attended Via Zoom

Ms. Mast confirmed that a quorum was present.

ETHICS AWARENESS AND IDENTIFICATION OF CONFLICTS OF INTEREST

Ms. Jonnell Carpenter read the ethics statement and reminded all members of their duty to monitor conflicts of interest. No conflicts or potential conflicts of interest were noted.

APPROVAL OF THE MINUTES

Chair Looney asked for a motion to approve the minutes from the October 17, 2025 meeting. A motion to approve was made by Mr. Bill McBrayer and seconded by Mr. Robert Moore. The minutes were approved unanimously.

APPROVAL OF THE AGENDA

Chair Looney polled committee chairs (or vice chairs) for any proposed changes to the agenda.

- Transformation Committee (Mr. Scott Ottman): No changes.
- Strategic Planning Committee (Dr. Dale McInnis): No changes.
- Finance Committee (Ms. Lisa Estep): No changes.
- Programs and Student Success Committee (Ms. Sarah West): No changes.
- State Board Policy and Governance (Hon. Chaz Beasley): Five items moved from future action to action.
- Personnel Committee (Mr. Bill McBrayer): Four items for closed session.

A motion to approve the agenda as amended was made by Mr. Chris Lumsden and seconded by Mr. Scott Ottman. The motion carried unanimously.

APPROVAL OF THE CONSENT AGENDA

Chair Looney inquired if there were any questions regarding the consent agenda. Given the absence of questions or comments, a motion to approve the consent agenda was made by Dr. Dale McInnis and seconded by Ms. Stacy Griffin. The motion carried unanimously.

FINANCE COMMITTEE, Ms. Lisa Estep, Chair

Construction and Property – November 2025 (Attachment FC 07)

PROGRAMS AND STUDENT SUCCESS COMMITTEE, Ms. Sarah West, Chair

Curriculum Program Applications – Fast Track for Action (Attachment PROG 04)

Combined Course Library – Workforce Continuing Education and College & Career Readiness (Attachment PROG 05)

Courses of Instruction to Captive Co-Opted Groups (Attachment PROG 06)

STATE BOARD POLICY AND GOVERNANCE COMMITTEE, Hon. Chaz Beasley, Chair

Recommendation for Initial Proprietary School Licensure (Attachment SBPG 06)

REPORTS

Dr. Amanda Lee, President of Bladen Community College and Chair, NC Association of Community College Presidents (NCACCP):

Dr. Amanda Lee, President of Bladen Community College and Chair of the NC Association of Community College Presidents (NCACCP), provided an update highlighting the active and celebratory period on local community college campuses as the semester concludes, including student recognitions, performances, and community engagement activities. She reported strong systemwide enrollment growth, positive economic development activity, and notable achievements such as 20 North Carolina community colleges being named Aspen Institute Prize finalists based on performance data. Dr. Lee also referenced ongoing nominations for state awards, the recent Dallas Herring Lecture, and leadership transitions, including the upcoming retirement of Dr. Boyd. She emphasized the importance of courageous leadership, holistic student support, and campus initiatives addressing food insecurity, mental health, and holiday assistance. Dr. Lee acknowledged support during the ERP transition, underscored the need for competitive employee salaries as part of the legislative agenda, highlighted the work of the N4CSGA on financial literacy and childcare advocacy, and expressed appreciation for partnerships—particularly with Golden LEAF—while closing with gratitude and optimism for the year ahead.

Mr. Gene Rees, Trustee, Surry Community College and Chair, NC Association of Community College Trustees (NCACCT):

Chair Looney welcomed Mr. Gene Rees, who reported on North Carolina's strong participation in the ACCT National Leadership Congress in New Orleans. He highlighted major achievements, including national and regional awards for Dr. Janet Spriggs and Ms. Stacey Sholar, and noted that seven North Carolina colleges were represented at the conference. Mr. Rees also emphasized collaboration with the System Office through trustee training and strategic planning efforts, announced the April 22–24, 2026 Law and Legislative Seminar in the Research Triangle area, and underscored continued trustee engagement in legislative advocacy. Chair Looney thanked Mr. Rees for his report.

Mr. Bannock Scott, President, NC Comprehensive Community College Student Government Association (N4CSGA):

Chair Looney welcomed Mr. Bannock Scott. Mr. Scott reported that the organization had increased college participation by 50%, with 31 colleges and 186 attendees at the fall conference (October 17-19, 2025).

Key updates included:

- Establishment of a Childcare Focus Group with nine student representatives to address barriers for parenting students.
- Expansion of the Financial Literacy Survey in partnership with the State Employees' Credit Union (SECU).
- Regional Division Meetings held at Forsyth Tech, South Piedmont, and Johnston CC, featuring training on Robert's Rules of Order and legislative updates.
- Enhanced digital communication networks linking all 58 SGAs statewide.

Mr. Scott announced upcoming events: Town Hall at Bladen Community College (November 15, 2025, already held); Community College Legislative Assembly (January 23–24, 2026) at the General Assembly; spring division meetings (schools to be confirmed); 2026 spring conference at Marriott Crabtree Valley (April).

TRANSFORMATION COMMITTEE, Mr. Scott Ottman, Chair:

Chair Looney recognized Mr. Scott Ottman, Chair of the Transformation Committee.

FOR INFORMATION

Vision & Value Proposition (Attachment TC 01)

Mr. Ottman thanked Dr. Cox, Mr. Patrick Fleming, Mr. Deante Tyler, and the System Office team working on transformation priorities. He also thanked the five Banner pilot college presidents, CIOs, and teams. He shared the vision and value proposition, which was developed with feedback from the System Office and developed collaboratively with CIOs from the five pilot colleges. The vision is to build a future-ready community college system grounded in innovation, trust, collaboration, and continuous improvement by simplifying processes, embracing digital tools, and empowering people to better serve students, employees, and communities. The transformation will create new value through stronger connections between colleges and the System Office, foster a culture of collaboration and innovation, simplify how students and employees work, and enhance transparency, efficiency, consistency, confidence, and overall system responsiveness.

Enterprise Resource Planning Program Update (Attachment TC 02)

Mr. Ottman stated that progress on the ERP projects (Colleague and Banner), is moving forward with optimism for completion.

Banner pilot CIOs meeting with Ellucian December 9-11, 2025, for full product demonstrations and feedback. Emphasis on collaboration: forming Student Experience Group, Banner Pilot CIO Group, and End-User Group by workflow.

The effort emphasizes collaboration through new working groups, with key takeaways highlighting trust, teamwork, and celebrating successes. Campus visits show strong enthusiasm for modernization, alongside a need for clearer communication to ease concerns.

Board Discussion and Q&A:

- Mr. Chris Lumsden sought clarification on acronyms (e.g., Banner, Ellucian, ERP, CMS, LMS, ILM) and their fit. Mr. Ottman agreed to provide a perspective diagram.
- Mr. Bill McBrayer inquired about transformation's impact on colleges and embrace of change. Mr. Ottman noted differences among 58 colleges adds complexity; colleges recognize need to modernize but seek involvement; difficult decisions and trade-offs ahead, but inclusion builds trust.

Mr. Ottman concluded the report, noting the committee's focus on modernization and alignment.

Chair Looney thanked Mr. Ottman for his leadership and 11 campus visits, encouraging board meetings at colleges.

STRATEGIC PLANNING COMMITTEE, Dr. Dale McInnis, Chair:

Chair Looney recognized Dr. Dale McInnis, Chair of the Strategic Planning Committee.

FOR INFORMATION

NC Association of Community College Presidents (NCACCP) Input on NCCC System Strategic Plan (Attachment PLAN 01)

Dr. McInnis stated that Dr. Zach Barricklow and Ms. Alex Doles led sessions at five regional locations with participation from over 80% of presidents. Discussions focused on clarifying the System Office's role, improving governance and accountability, strengthening a culture of collaboration, and affirming community colleges as

co-owners. There was also consideration of developing a System Office mission statement to support clarity and the presidential search.

2026-29 Strategic Planning Timeline Update (Attachment PLAN 02)

Dr. McInnis stated the next steps for the 2026-29 strategic plan include gathering board input through a survey, engaging trustees' leadership and advisory groups, and drafting goals for board review in January 2026, with approval planned for February 2026, aligned with legislative and presidential search timelines.

Legislative Update (Discussion Only)

Mr. Alex Fagg provided a legislative update focused on the General Assembly budget process, refining the legislative agenda for January, and monitoring federal developments, including appropriations and potential shifts of workforce programs from the U.S. Department of Education to the U.S Department of Labor.

2022-26 System Strategic Plan Update (Discussion Only)

Monthly updates were provided on key initiatives, including ApprenticeshipNC, NCEdge, and Short-Term Pell, highlighting enrollment declines, funding and staffing challenges, and upcoming eligibility changes, with plans for deeper review through the Programs and Student Success Committee.

Dr. McInnis outlined progress on input sessions and goal development, emphasizing accountability, measurable outcomes, and alignment with the Transformation Committee. Board discussion focused on apprenticeship barriers, funding shortfalls, successful models, employer engagement, and the urgency of addressing these issues, and alignment with the presidential search.

Chair Looney thanked Dr. McInnis for his leadership, and Dr. Barricklow and Ms. Doles for their work on the strategic planning process.

FINANCE COMMITTEE, Ms. Lisa Estep, Chair:

Chair Looney recognized Ms. Lisa Estep, Chair of the Finance Committee.

FOR ACTION

Contract for Managed Services Support for Enterprise Resource Planning Support (Attachment FC 01)

Ms. Estep stated this amendment is for a contract not to exceed \$3.1 million, and it is to support our current ERP solution and future ERP solutions. This contract will go through September 30, 2027.

On behalf of the Finance Committee, Ms. Estep recommended and moved for approval of FC 01 as presented. The motion passed unanimously.

Forsyth Technical CC Request for Multi-Campus Center Approval (Attachment FC 02)

Ms. Estep explained the process for multicampus approval and stated there are 10 criteria to be met for approval. The process includes the college sending the application to the System Office for review. Once confirmed the college meets all ten criteria, the request is sent to the Board for preliminary approval. If approved, it goes to the General Assembly for approval and funding and then it comes back to the Board and gets funded through our budget process.

Mr. McBrayer suggested a review on the FTE threshold to benefit rural colleges. Ms. Estep noted the need to balance with the General Assembly funding (\$631,000 administrative support per center).

Ms. Estep stated that Forsyth Technical Community College has met the criteria for multi-campus and recommends approval of the request.

On behalf of the Finance Committee, Ms. Estep recommended and moved for approval of FC 02 as presented. The motion passed unanimously.

Wake Tech CC Request for Multi-Campus Center Approval (Attachment FC 03)

Ms. Estep stated that Wake Tech Community College has met the criteria for multi-campus and recommends approval of the request.

On behalf of the Finance Committee, Ms. Estep recommended and moved for approval of FC 03 as presented. The motion passed unanimously.

Allocation for Golden LEAF Foundation – Scaling Learning Opportunities & Economic Growth Across Central North Carolina Project (Attachment FC 04)

Ms. Estep referenced Dr. Chapman’s remarks earlier regarding the award commitment from the Golden LEAF Foundation for \$1 million dollars for AdvanceNC micro-pathways, funding five rural colleges.

On behalf of the Finance Committee, Ms. Estep recommended and moved for approval of FC 04 as presented. The motion passed unanimously.

Modernization of Degree Program Competencies (Attachment FC 05)

Ms. Estep stated this was a \$40,000 State Board Reserve request to Gaston College and Mayland Community College. The two colleges will work with the System Office in updating core competencies for general education programs that exist in code. These will be examined, updated, reviewed and rolled out to the other colleges.

On behalf of the Finance Committee, Ms. Estep recommended and moved for approval of FC 05 as presented. The motion passed unanimously.

Public Safety Instructor Training Pilot (Attachment FC 06)

Ms. Estep stated this is a \$20,000 State Board Reserve request for train-the-trainers in the public safety sector. This will help build internal capacity and strengthen instructors and the instructional model.

On behalf of the Finance Committee, Ms. Estep recommended and moved for approval of FC 06 as presented. The motion passed unanimously.

FOR INFORMATION

Due to time constraints, the following For Information items were not discussed during the meeting:

- **Summary of 2024-25 State Funded Financial Aid Programs for community college Students (Attachment FC 08)**
- **Estimated Receipts – October 2025 (Attachment FC 09)**

CLOSED SESSION

Ms. Estep moved to go into closed session pursuant to NC General Statue 143-318.11 (a1) to prevent the disclosure of confidential or privileged information in accordance with NC General Statue 143-129.8 (d).

to prevent the disclosure of confidential or privileged information

The motion to go into closed session was seconded and the committee went into closed session at 10:57 a.m.

OPEN SESSION

Upon returning to open session at 11:20 a.m., Ms. Estep stated the Board had voted and approved a vendor for the unified Learning Management System for the North Carolina Community College System and that the System Office will begin working with the colleges on the implementation schedule as soon as the contract is finalized.

Ms. Estep also stated that the Board voted to approve the contract for the Integrated Library System and the vendor will be announced as soon as the contract is finalized. Chair Looney thanked Ms. Estep.

PROGRAMS AND STUDENT SUCCESS COMMITTEE, Ms. Sarah West, Chair:

Chair Looney recognized Ms. Sarah West, Chair of the Programs and Student Success Committee.

FOR ACTION

New Curriculum Prefix-Tiered Funding Formula Recommendations (Attachment PROG 02)

Ms. West stated this item is the new curriculum prefix for this sector funding formula recommendation. The state board is being asked to approve the request for the electrical vehicle crossover (EVX) as a new curriculum prefix to the North Carolina Community College System funding formula. This request reflects focused work underway at the System Office to be Propel ready. This would be a new course prefix under the trades and transportation sector of the Propel model. Ms. West shared the System Office has completed a Perkins funded curriculum review project to modernize the automobile systems curriculum with the intent of aligning with the evolving needs of this industry and employer need.

On behalf of the Programs and Student Success Committee, Ms. West recommended and moved for approval of PLAN 02 as presented. The motion passed unanimously.

Policy Recommendation on Registered Pre-Apprenticeship FY 2025-2026 (Attachment PROG 03)

Ms. West stated this item is a request to approve a new policy recommended by the Apprenticeship NC Council. The purpose of the policy is to establish criteria for registering pre-apprenticeship programs in North Carolina. Pre-apprenticeship programs are a structured training model designed to prepare individuals to enter and succeed in a registered apprenticeship program recognized by Apprenticeship NC and by the US Department of Labor Wage & Hour Division. A pre-apprenticeship program must have a documented partnership with a registered apprenticeship participating employer.

Ms. West noted that we have been registering for pre-apprenticeship programs since 2014, but it became clear that a specific policy and additional guidance was needed to ensure that these programs have effective support connections and pathways for students to register for apprenticeship programs and provide them with comprehensive training. The policy has been shared and vetted over the past year in conversations with President's Association partners, the Apprenticeship Council and other key stakeholders at the state level. The proposed policy codifies what has been in practice and aligns with the US Department of Labor Wage & Hour Division guidelines while also highlighting best practices that might be incorporated into a future policy revision.

On behalf of the Programs and Student Success Committee, Ms. West recommended and moved for approval of PLAN 03 as presented. The motion passed unanimously.

FOR INFORMATION

Ms. West encouraged the Board to review the For Information items and spoke about two items.

Legislative Report for the NC Child Care Grant Program for Community College Students (Attachment PROG 07)

Child Care Grant: \$3 million dollars allocated; 20 colleges fully expended; \$457,000 unexpended (reduction from prior years); met with CFOs to address challenges (e.g., upfront payments, program flexibility); plan toolkits and earlier allocations.

Legislative Report for the High-Cost Healthcare Start Up and Expansion Grant (Attachment PROG 08)

High-Cost Healthcare Grant: \$55 million dollars non-recurring; 161 awards (95 startups, 66 expansions) across all 58 colleges; 3,500 new healthcare professionals graduated; focus on nursing, EMS, dental, behavioral health, medical imaging; expanded capacity in Tier 1 counties.

STATE BOARD POLICY AND GOVERNANCE COMMITTEE, Ms. Lisa Estep, Vice Chair:

Chair looney recognized Ms. Lisa Estep, Vice Chair of the State Board Policy and Governance Committee.

FOR ACTION

Proposed Amendment of 4A SBCCC 100.3 – Definitions (Attachment SBPG 01)

Ms. Estep explained the proposed change to State Board Code 4A SBCCC 100.3, which includes definitions for a pre-apprenticeship program.

On behalf of the State Board Policy and Governance Committee, Ms. Estep recommended and moved for approval of SBPG 01 presented. The motion passed unanimously.

Proposed Adoption of 4A SBCCC 100.13 – Pre-Apprenticeship Program Standards (Attachment SBPG 02)

Ms. Estep stated that this item contains the program standards for the pre-apprenticeship program and reflects the adoption of State Board Code 4A SBCCC 100.13.

On behalf of the State Board Policy and Governance Committee, Ms. Estep recommended and moved for approval of SBPG 02 presented. The motion passed unanimously.

Proposed Amendment of 2A SBCCC 300.2 – Application for License Renewal (Attachment SBPG 03)

Ms. Estep stated the next three items deal with proprietary schools.

Ms. Estep stated that SBPG 03 is a proposed change to State Board Code 2A SBCCC 300.2, Application for License Renewal, which establishes a deadline for renewal applications and outlines closeout procedures and written confirmation requirements in the event of a license lapse.

On behalf of the State Board Policy and Governance Committee, Ms. Estep recommended and moved for approval of SBPG 03 presented. The motion passed unanimously.

Proposed Amendment of 2A SBCCC 300.6 – North Carolina Proprietary School Fee Schedule (Attachment SBPG 04)

Ms. Estep stated that the proposed amendment to State Board Code 2A SBCCC 300.6 addresses an increase in fees for late filings. She explained that the number of proprietary schools has increased significantly, as has the number of late required filings. The Office of Proprietary Schools proposes increasing the late fee from \$500 to \$1,000 to help deter late submissions.

On behalf of the State Board Policy and Governance Committee, Ms. Estep recommended and moved for approval of SBPG 04 presented. The motion passed unanimously.

Proposed Amendment of 2A SBCCC 400.11 – Student Records (Attachment SBPG 05)

Ms. Estep explained that the amendment to State Board Code 2A SBCCC 400.11 adds a new requirement for the transfer of student records to the North Carolina Archives and requires confirmation of that transfer with the Office of Proprietary Schools within 45 days if a school loses its license or closes.

On behalf of the State Board Policy and Governance Committee, Ms. Estep recommended and moved for approval of SBPG 05 presented. The motion passed unanimously.

PERSONNEL COMMITTEE, Mr. Bill McBrayer, Chair:

Chair Looney recognized Mr. McBrayer, Chair of the Personnel Committee.

CLOSED SESSION

Mr. McBrayer made a motion to enter Closed Session pursuant to G.S. § 143-318.11(a)(1) and (a)(6) to prevent the disclosure of information that is confidential and privileged in accordance with the general statute 115D-27 and consider the qualifications, competence, performance, character, and fitness of individual public employees and prospective public employees. The motion to go into closed session was seconded and the Board went into closed session at 11:40 a.m.

OPEN SESSION

Upon returning to Open Session at 11:51 a.m., Mr. McBrayer reported on the three items reviewed during closed session and recommended the following.

- approval of candidates for James Sprunt Community College president search.
- re-election of Dr. Jason Hurst as President of Cleveland Community College (effective July 1, 2025, through 2030).
- salary adjustments for proprietary schools' staff (Scott Coral, Rashida McCormack, Candace Null).

Chair Looney stated the Personnel Committee recommends approval of the three items discussed during closed session and made a motion to approve the three items. The motion passed unanimously.

FOR INFORMATION

System Office Vacancy Report—October 2025 (Attachment PER 01)

College Presidential Status Report—October 2025 (Attachment PER 02)

Mr. McBrayer noted steady progress in system-level human resources alignment and a reduction in vacancies, with a reported vacancy rate of 6.67%.

NCCCS PRESIDENT REPORT, Dr. Jeff Cox

Dr. Cox acknowledged that Ms. Kelli Reale's last day of employment with the System Office was November 21, 2025, noting her 11-month tenure and praising her contributions to transforming the Human Resources Office, broader System Office operations, and her leadership.

Dr. Cox highlighted a recent Department of Information Technology (DIT) announcement, noting that Mr. Keith Werner, Chief Information Officer at Appalachian State University, was elected IT Strategy Board Chair, bringing visionary experience to the role. He also noted that Mr. Patrick Fleming, NCCCS Senior Vice President and Chief Information Officer, was elected Vice Chair and will bring collaborative expertise to advance initiatives.

Dr. Cox shared the Governor's Workforce and Apprenticeship Council PowerPoint presentation, which was distributed to Board members. He noted that the presentation outlines 11 goals with strong alignment to NCCCS priorities and places community colleges at the center of workforce and apprenticeship efforts. He encouraged Board members to review the materials.

Dr. Cox stated that he plans to invite five Banner Pilot Chief Information Officers to join System Office and Ellucian teams in Raleigh on December 9–11, 2025, for a product demonstration and to provide feedback on successes and issues.

Dr. Cox reported that 20 North Carolina community colleges were named among the Aspen Institute's Top 200 institutions nationally (biennial competition; \$1 million dollars prize for number one). He noted that North Carolina ranked second only to Illinois (21 institutions) and exceeded the combined totals of South Carolina, Tennessee, Georgia, and Virginia. Dr. Cox thanked Mr. Josh Wyner of the Aspen Institute for the data-driven recognition.

PRESIDENTIAL SEARCH UPDATE

Chair Looney provided an update on the System President Search Process, co-chaired by Mr. John Kane, referencing a recent EdNC news article regarding the search. He also reviewed materials from the most recent committee meeting with the Board.

Chair Looney reviewed the RFP process for the national search for the next community college president and identified the members of the search committee and advisory committee. He stated that the RFP will be released on November 21, 2025, with vendor presentations scheduled for mid-December, and that a firm selection recommendation will be brought to the Board for approval at the January Board meeting.

Chair Looney emphasized the importance of confidentiality in the search process and reminded members that all information should be routed through Mr. Nathan Hardin, Executive Director of Communications, and that all media inquiries should be referred to the Communications Director. Mr. Ray Trapp encouraged inclusion of a student representative, and Chair Looney acknowledged his feedback.

NEW BUSINESS

None.

EXPIRING TERMS AND VACANCIES

None.

DATE OF FUTURE MEETINGS

The next State Board meetings are scheduled for Thursday, January 15, 2026, and Friday, January 16, 2026, in the Dr. W. Dallas Herring State Board Room, Caswell Building, Raleigh, North Carolina.

ADJOURNMENT

Chair Looney adjourned the meeting at 12:03 p.m.

RESPECTFULLY SUBMITTED BY:

APPROVED BY:

Dr. Jeff Cox, System President

Mr. Thomas Looney, Chair

STATE BOARD OF COMMUNITY COLLEGES
SBCC Code Report



STATE BOARD POLICY AND GOVERNANCE COMMITTEE

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Amendment of 4A SBCCC 100.3 - Definitions	Initiation of Rulemaking Process	November 21, 2025	COMPLETE
	Publication on NCCCS Website	November 25, 2025	COMPLETE
	Written Comment Period Ends	December 25, 2025	COMPLETE
	Review Comments with SBCC Committee	January 15, 2026	PENDING
	2 nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	January 16, 2026	
	Prospective Effective Date of Rule	February 1, 2026	

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Adoption of 4A SBCCC 100.13 – Pre- Apprenticeship Program Standards	Initiation of Rulemaking Process	November 21, 2025	COMPLETE
	Publication on NCCCS Website	November 25, 2025	COMPLETE
	Written Comment Period Ends	December 25, 2025	COMPLETE
	Review Comments with SBCC Committee	January 15, 2026	PENDING
	2 nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	January 16, 2026	
	Prospective Effective Date of Rule	February 1, 2026	

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Amendment of 2A SBCCC 300.2 – Application for License Renewal	Initiation of Rulemaking Process	November 21, 2025	COMPLETE
	Publication on NCCCS Website	November 25, 2025	COMPLETE
	Written Comment Period Ends	December 25, 2025	COMPLETE
	Review Comments with SBCC Committee	January 15, 2026	PENDING
	2 nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	January 16, 2026	
	Prospective Effective Date of Rule	February 1, 2026	

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Amendment of 2A SBCCC 300.6 – North Carolina Proprietary School Fee Schedule	Initiation of Rulemaking Process	November 21, 2025	COMPLETE
	Publication on NCCCS Website	November 25, 2025	COMPLETE
	Written Comment Period Ends	December 25, 2025	COMPLETE
	Review Comments with SBCC Committee	January 15, 2026	PENDING
	2 nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	January 16, 2026	
	Prospective Effective Date of Rule	February 1, 2026	

RULE ACTION	RULEMAKING PROCESS	EXPECTED DATE	STATUS
Proposed Amendment of 2A SBCCC 400.11 – Student Records	Initiation of Rulemaking Process	November 21, 2025	COMPLETE
	Publication on NCCCS Website	November 25, 2025	COMPLETE
	Written Comment Period Ends	December 25, 2025	COMPLETE
	Review Comments with SBCC Committee	January 15, 2026	PENDING
	2 nd Written Comment Period Ends (if substantive changes)	N/A	
	Hearing Date (if applicable)	N/A	
	Presented to SBCC for Adoption	January 16, 2026	
	Prospective Effective Date of Rule	February 1, 2026	

AGENDA
State Board of Community Colleges
TRANSFORMATION COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, January 15, 2026 – 10:00 a.m. – 11:30 a.m.
Mr. Scott Ottman, Chair
Mr. Robert Moore, Vice Chair

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – November 20, 2025

For Information

- Enterprise Resource Planning Modernization (Attachment TC01)
- Ellucian Banner Software-as-a-Service Standard Technology Platform Demonstration (Attachment TC02)

New Business

Adjourn

MINUTES

State Board of Community Colleges

TRANSFORMATION COMMITTEE

Thursday, November 20, 2025 – 12:00 p.m. – 12:30 p.m.

COMMITTEE MEMBERS PRESENT:

Mr. Scott Ottman, Chair	Lt. Governor Rachel Hunt	Hon. Sam Searcy *
Mr. Robert Moore, Vice-Chair	Mr. Geoffrey Lang	
Mr. Eric Naisbitt, designee	Mr. Tom Looney	
Ms. Lisa Estep	Dr. Dale McInnis	

Attended virtually*

Members Absent: Labor Comm. Luke Farley and Mr. Bannock Scott

OTHERS IN ATTENDANCE:

Mr. Patrick Fleming	Mr. Deante Tyler
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CALL TO ORDER

Chair Scott Ottman called the meeting to order at 12:01 p.m. in the Dr. W. Dallas Herring State Board Room at the Caswell Building.

ROLL CALL

Mr. Fleming took roll of the Strategic Planning Committee members. A quorum was in attendance.

ETHICS STATEMENT

Mr. Fleming read the Ethics Awareness and Conflict of Interest Statement and asked if there were any known conflicts of interest. None were noted.

APPROVAL OF THE MINUTES

Chair Ottman requested a motion to approve the minutes from the August 14, 2025, meeting. Dr. McInnis made the motion, Lt. Governor Hunt seconded, and the minutes were approved via voice vote.

APPROVAL OF THE AGENDA

Chair Ottman requested a motion to approve the agenda for the November 20, 2025, meeting. Hon. Searcy made the motion, Dr. McInnis seconded, and the agenda was approved via voice vote.

Chair Ottman thanked Co-Chair Mr. Moore for covering the August meeting and commended his efforts. He expressed appreciation to Dr. Cox, Patrick Fleming, Deante Tyler, and their teams, as well as Dr. Price, Dr. Merritt, and Dr. Schneider, for their work on the transformation initiative. He also

recognized the five pilot colleges—their presidents, CIOs, and teams—for their contributions to the transformation process.

FOR INFORMATION

Vision & Value Proposition (Attachment TC 01)

Chair Ottman provided an update on the transformation initiative, reflecting insights from visits to eleven (11) colleges and extensive stakeholder feedback. He emphasized the need for a clear vision, value proposition, stronger collaboration, and a roadmap to guide modernization efforts. The strategic vision is to create a future-ready community college system that thrives on innovation, trust, collaboration, and continuous improvement, while the strategic direction focuses on building a connected, student-centered system that empowers learners, strengthens communities, and drives regional prosperity. The value proposition centers on unlocking efficiencies through streamlined processes, modernized technology, and fostering a culture of collaboration and innovation—delivering simpler, more effective tools for students and colleges alike.

Chair Ottman outlined guiding principles, including a student-centered approach, integrated alignment of process and technology, continuous improvement, accountability, and governance. Key enablers include modernized data, strong people and culture, process-driven change, centralized procurement, and robust project management. Success will be measured through defined KPIs such as process digitization, workflow coverage, adoption rates, feedback scores, data quality, ROI, and minimizing customization. He acknowledged challenges such as cultural resistance, resource constraints, vendor oversight, and transformation overload, recommending mitigation strategies like regular communication, prioritization, training, and clear governance.

Three immediate actions were announced: establishing a Student Experience Group to gather direct feedback, creating a Banner Pilot CIO Group for hands-on evaluation and vendor accountability, and forming a User Experience Group to ensure usability before deployment. Chair Ottman also shared a roadmap prioritizing delivery of four system applications, followed by the Banner pilot, digital transcript, LMS, CRM, and longer-term initiatives such as a master data strategy and AI integration. He closed by stressing that successful transformation depends on communication, empathy, and shared purpose, noting that “change happens at the speed of trust.” Transformation is a team effort, requiring collaboration across all committees, and success should be celebrated along the way to maintain engagement and morale.

Chair Looney emphasized that the student experience initiative is not just conceptual but includes an actionable execution plan. He highlighted an upcoming delegation visit to Kentucky in February, organized in partnership with SHEEO and the Data Quality Campaign, with support from Arnold Ventures. Approximately 20 participants, including legislators, board members, System Office staff, and business partners—will engage in peer-to-peer discussions with Kentucky leaders to learn best

practices for statewide transformation and data unification. Chair Looney noted that this visit follows valuable insights shared during the recent State Board Summit, where other states provided lessons learned and advice for successful transformation. He stressed that sharing information across states is critical for deploying effective and efficient strategies.

Enterprise Resource Planning Program Update (Attachment TC 02)

Chair Ottman reported steady progress on the four system applications and ERP initiatives. He noted productive sessions with Ellucian in early November, where business leaders and their teams worked collaboratively to identify issues and solutions. CBAS appears closest to completion, with monthly reconciliation now being tested in production. Common Course Library remains the most complex and will require additional work, with another on-site session scheduled after Thanksgiving. For the data warehouse, 13–14 pipelines have been tested and approved, with Ellucian moving them into production; remaining pipelines are being addressed, after which live data testing will begin. Chair Ottman also highlighted plans to engage the five Banner pilot colleges during meetings on December 10–11 to review progress and next steps. He expressed appreciation for the hard work of all teams involved and reiterated that while challenges remain, significant progress has been made toward implementation.

NEW BUSINESS

No new business

ADJOURN

Chair Ottman asked for a motion to adjourn. Mr. Looney made the motion, Dr. McInnis seconded. The meeting adjourned at 12:44 p.m.

Recording Secretary
Deante Tyler

STATE BOARD OF COMMUNITY COLLEGES
Enterprise Resource Planning Modernization
For Information

Purpose

This report provides an update for the Enterprise Resource Planning Modernization Program.

Background

On March 29, 2023, NC Community College System signed Amendment 4 to the ERP Enhancement and Support Services Agreement (RFQ 50-NCCCS-05112017) to provide modern technologies using the Ellucian Banner® Standard Technology Platform. This Amendment includes new applications to replace System Office technologies that are past end of life.

The new System Office technologies will be interoperable with the existing Ellucian Colleague ERP and provide a pathway to adopt future modernized ERP solutions.

System Office applications include:

- The Combined Course Library (CCL) allows anyone to search through all the Curriculum and Continuing Education courses offered by the NC Community College System.
- The College Budgeting and Accounting System (CBAS) is used by all colleges to transmit cash certification requests to the System Office Finance and Operations division.
- The Customized Training program fosters and supports Job Growth, Technology Investment, and Productivity Enhancement by providing education, training, and support services for new, expanding, existing business & industry.
- The Data Warehouse provides a centralized repository for college data. This information is used to create reports, performance data, and various data extracts.

In addition, the Ellucian Banner Standard Technology Platform will be configured to provide a standard student information system template providing student services, core financial management, grant management, human resource management, and payroll.

This effort will deliver a standard template that meets system level functional needs, aligns with North Carolina's Statewide Information Security manual, enables systems integrations and interoperability, and allows for local college configurations where necessary. This template will enable system level transition to the modern SaaS solution.

Status

System Office Applications:

Combined Course Library (CCL) – The Programs & Student Services team, in collaboration with Ellucian, continues testing exercises for the delivery of courses to colleges using the new platform. The test cases included six types of course delivery including curriculum, continuing education, prerequisites, credentials, captive courses and public safety.

College Budget & Accounting System (CBAS) – The State Aid team, in collaboration with Ellucian, continue parallel testing of the Banner CBAS environment for all business processes including: Daily Cash Analysis, College Cash Certification Requests, Supplemental Cash Certifications and the monthly Periodic Closeout reconciliation process. The Periodic Reconciliation Process remains outstanding and still undergoes significant testing.

Customized Training – Complete and in production use by the System Office and all 58 Community Colleges. April 2025.

Data Warehouse - The System Effectiveness team, in collaboration with Ellucian, continues training on how to provide ongoing operations and maintenance on Banner Data Warehouse. The team is also conducting user acceptance testing of all data pipelines associated with the modernized NCCCS data warehouse before moving the pipelines into production. There are 17 pipelines in scope. 9 pipelines are in production, 8 are still in development.

Ellucian Banner Standard Technology Platform:

On December 10th, Chief Information Officers and Presidents from Caldwell Community College & Technical Institute, Forsyth Technical Community College, Fayetteville Technical Community College, Surry Community College and Rowan-Cabarrus Community College (Cohort 0 Colleges) were invited to attend onsite meeting with the System Office and Ellucian leadership teams to showcase the capabilities of the North Carolina Community College System's new ERP environment. The team reviewed the capabilities of the new Banner user experience, including how students, faculty, and a registrar can:

As a Student:

- Use a mobile-native experience on their phones or tablets
- Track progress toward degree completion
- Understand the impact of changing majors through a degree what-if analysis
- Easily communicate with their academic advisor and register for classes
- View all financial options in one place, including financial aid, scholarships, and federal work-study

As a Faculty Advisor:

- Check alerts from students needing assistance
- Reviewing the student's degree audit information, plans, and registration details to provide immediate data-driven support
- In real-time, make a change to the student's registration plan and review with the student the ramifications of doing so and the inefficient terms that are created along with any additional cost

As a Registrar:

- Reviews a dashboard that filters overall enrollment numbers
- The academic standing dashboard enables administrators to view students who are on academic probation, suspension, or warning, and allows them to communicate with these students with a simple click.
- Highlighted the fact that the registrar can only see academic records from his/her college
- When creating a person record, the system checks for potential matches before allowing the creation of a new person. It will also only display certain information if the person is a student or employee of the institution.

STATE BOARD OF COMMUNITY COLLEGES
Enterprise Resource Planning Modernization
For Information

Ellucian Banner Software-as-a-Service Standard Technology Platform Demonstration

Purpose

Ellucian will demonstrate the capabilities of the Ellucian Banner Software-as-a-Service (SaaS) Standard Technology Platform environment configured for the North Carolina Community College System.

Background

The North Carolina Community College System's Enterprise Resource Planning (ERP) system, serving the 58 community colleges and the System Office, is built on the Ellucian Colleague application platform. This platform is a highly customized suite of applications installed locally at 58 community colleges and the System Office. The Colleague ERP system entered full production for all colleges and System Office March 2008.

In February 2023 the State Board of Community Colleges authorized the North Carolina Community College System in collaboration with Ellucian to configure a standard student information system template providing student services, core financial management, grant management, human resource management, and payroll.

The new solution will:

Improve the Student Experience

- Reduce friction in admissions, registration, advising, and financial-aid
- Enable consistent, student-centered experiences across colleges

Enable Better Decisions

- Replace fragmented data with trusted, shared information
- Improve reporting, analytics, and outcomes tracking

Increase Operational Efficiency

- Eliminate duplication and manual work
- Standardize core processes where it makes sense
- Free staff time for student-facing and mission-critical work

Reduce Risk & Improve Security

- Improve data privacy, compliance, and resilience
- Reduce dependence on custom workarounds and tribal knowledge

Prepare for the Future

- Create a foundation for Artificial Intelligence, automation, and personalization
- Ensure long-term sustainability in a constrained funding environment

AGENDA
State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, January 15, 2026 – 12:00 p.m. – 1:00 p.m.
Ms. Lisa Estep, Chair
Ms. Paula Benson, Vice chair

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – November 20, 2025

For Action

- NC Children of Veterans Scholarship Support (Attachment FC 01)
- Allocation for Apprenticeship Building America (ABA) to Fund Apprenticeship NC Marketing and Media Campaign focused on Expanding Registered Apprenticeship Programs (Attachment FC 02)
- Contract Approval for Learning Management System RFP (Attachment FC 03)
- Allocation for Hurricane Helene Enrollment Stabilization (Attachment FC 04)

For Consent Approval

- Construction and Property – January 2026 (Attachment FC 05)

For Information

- Legislative Update (Attachment FC 06)
- System Office Budget Update (Attachment FC 07)
- Grants Update (Attachment FC 08)
- Tuition and Registration Fee Waiver Report (Attachment FC 09)
- Delegated College Allocations Reports as of December 2024 (Attachment FC 10)
- Estimated Receipts – November 2025 (Attachment FC 11)

Closed Session

New Business

Adjourn

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building, J. Gregory Poole Conference Room
Thursday, November 20, 2025 – 1:25 p.m. – 2:25 p.m.
Ms. Lisa Estep, Chair
Ms. Paula Benson, Vice Chair

Finance Committee Members Present

Ms. Lisa Estep	Mr. Robert Moore	Mr. Scott Ottman
Ms. Paula Benson*	Labor Commissioner Luke	
Mr. Tom Looney	Farley	The Hon. Sam Searcy

Attended via phone or Zoom technology*

Members absent: Mr. Ray Trapp

Other SBCC Members:

Dr. Dale McInnis	The Hon. David Price	Mr. Bill McBrayer
Ms. Stacey Griffin	Mr. Terry Yeargan	
Mr. Chris Lumsden	Mr. Geffory Lang	Dr. David Lowry
Ms. Sarah West		

OTHERS IN ATTENDANCE:

Dr. Jeff Cox (President)	Ms. Makel Drollinger	Mr. Patrick Fleming
Dr. Phillip Price	Mr. Alex Fagg	Mr. John Loyack
Dr. Kimberly Gold	Mr. Jamal Njai	Ms. Ashley Croom
Dr. Brian Merritt	Ms. Deanna Kubinak	Ms. Kelli Reece
Dr. Lisa Eads	Ms. Delany Davis	Mr. JB Buxton (Durham Tech CC)
Dr. Jennifer McLean	Ms. Brenda Burgess	Dr. Amanda Lee (Bladen CC)
Dr. Andrew Gardner	Mr. Deante Tyler	
Ms. Amy Mast	Mr. Tory Ruso	
Ms. Mary Rehbein	Ms. Kathy Davis	
Ms. Angela Dorman	Dr. Andrea Crowley	
Ms. Petrina Herring	Ms. Jonnell Carpenter	
	Mr. Kenny Weatherington	

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building, J. Gregory Poole Conference Room
Thursday, November 20, 2025 – 1:25 p.m. – 2:25 p.m.
Ms. Lisa Estep, Chair
Ms. Paula Benson, Vice Chair

CALL TO ORDER

Ms. Estep called the meeting to order at 2:01 p.m.

ROLL CALL

Ms. Herring took the roll of the Finance Committee members.

ETHICS STATEMENT

Ms. Estep read the required ethics statement.

APPROVAL OF THE AGENDA

Ms. Estep asked for a motion to approve the agenda of the meeting as presented. Mr. Moore moved, Mr. Looney seconded and the motion was unanimously approved via voice vote.

THE MINUTES

Ms. Estep asked for a motion to approve the minutes of October 16, 2025, Finance Committee meeting. Mr. Moore moved, Mr. Ottman seconded the motion, and the motion was unanimously approved via voice vote.

For Action

Contract for Managed Services Support for Enterprise Resource Planning Support (Attachment FC 01)

Ms. Estep explained that the vendor for this contract is Ferrill, with a total cost not to exceed \$3.1 million.

Ms. Estep stated that the staff has been supporting the as is ERP solution for some time, and this agreement will provide continued support for both as is and planned ERP solutions. The contract term will run through September 30, 2027.

Mr. Tyler and the Committee discussed the item.

Mr. Moore motioned for approval; Ms. Benson second the motion. The Committee approved the Contract for Managed Services Support for Enterprise Resource Planning Support (Attachment FC 01) via voice vote.

Forsyth Technical CC Request for Multi-Campus Center Approval (Attachment FC 02)

Ms. Estep provided background on the approval process for multi-campus centers. Ms. Estep explained that in 2010, there was no formal process or written guidelines in place. Applications were submitted to the State Board, which would review them and forward approved requests to the General Assembly for funding.

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building, J. Gregory Poole Conference Room
Thursday, November 20, 2025 – 1:25 p.m. – 2:25 p.m.
Ms. Lisa Estep, Chair
Ms. Paula Benson, Vice Chair

Following the recession, several multi-campus requests were not funded. The General Assembly then required the process to be codified, resulting in the establishment of nine guidelines, including the minimum number of FTEs required for a center to qualify as a multi-campus site.

Ms. Estep explained to the Committee that the initial guidelines and funding amounts were set by the General Assembly. Over time, additional issues arose, particularly regarding FTE requirements—such as what happens when enrollment falls below the threshold and what constitutes FTE.

Ms. Estep stated a task force was formed, and new guidelines were added, including a gradual phase-out process for centers falling below the 300 FTE threshold and a distance requirement of 10 miles between campuses.

Ms. Estep explained that the distance required was later reduced to four miles, and the current process includes ten requirements. Colleges submit applications to the System Office, which verifies compliance with the guidelines. Approved applications are presented to the State Board for a vote and then forwarded to the General Assembly for funding.

Ms. Estep, Dr. Price, and the Committee discussed the item.

Mr. Moore motioned for approval; Mr. Searcy second the motion. The Committee approved Forsyth Technical CC Request for Multi-Campus Center Approval (Attachment FC 02) via voice vote.

Wake Tech CC Request for Multi-Campus Center Approval (Attachment FC 03)

Ms. Estep stated that it is Wake Tech Community College requesting multicampus center approval and has met all the requirements.

Ms. Estep and the Committee discussed the item.

Ms. Benson motioned for approval; Mr. Looney second the motion. The Committee approved Wake Tech CC Request for Multi-Campus Center Approval (Attachment FC 03) via voice vote.

Allocation for Golden LEAF Foundation – Scaling Learning Opportunities & Economic Growth A North Carolina Project (Attachment FC 04)

Ms. Estep stated that this is a \$1 million allocation to five community colleges: Central Carolina CC, Piedmont CC, Randolph CC, Sandhills CC, and Vance-Granville CC. Funding for this item is for the Golden Leaf Foundation.

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building, J. Gregory Poole Conference Room
Thursday, November 20, 2025 – 1:25 p.m. – 2:25 p.m.
Ms. Lisa Estep, Chair
Ms. Paula Benson, Vice Chair

Ms. Estep explained that a year ago, the board awarded reserve funds to the Advanced NC Consortium, which at that time consisted of ten colleges (soon to be eleven), along with universities, workforce boards, and other partners. These groups collaborated with the Education Design Lab to build micro-pathways.

Ms. Estep stated that matching funds of \$1.4 million will be available through the Education Design Lab and My Future NC to support this work.

Dr. Merritt and the Committee discussed the item.

Mr. Moore motioned for approval; Ms. Benson second the motion. The Committee approved Allocation for Golden LEAF Foundation – Scaling Learning Opportunities & Economic Growth A North Carolina Project (Attachment FC 04) via voice vote.

Modernization of Degree Program Competencies (Attachment FC 05)

Ms. Estep stated that this is a \$40,000 State Board Reserve request for two colleges: Gaston CC and Mayland CC.

Dr. Merritt explained that the purpose of this request is to ensure that every graduate across our 58 colleges leaves with durable and transferable skills that employers consistently identify as essential.

He noted that current General Education programs, as outlined in State Board Code, require colleges to include five competencies: reading, writing, math, oral communication, and basic computer use.

Mr. Moore motioned for approval; Mr. Looney second the motion. The Committee approved Modernization of Degree Program Competencies (Attachment FC 05) via voice vote.

Public Safety Instructor Training Pilot (Attachment FC 06)

Ms. Estep stated that this request is for \$20,000 from the State Board Reserve. The funds will support a train the trainer model and AI-assisted teaching to build internal capacity and strengthen instructional quality in public safety programs.

Ms. Estep explained to the Committee that this model was successfully used in the Master Instructor Program, and the same approach will now be applied to the public safety sector.

MINUTES
State Board of Community Colleges
FINANCE COMMITTEE
Caswell Building, J. Gregory Poole Conference Room
Thursday, November 20, 2025 – 1:25 p.m. – 2:25 p.m.
Ms. Lisa Estep, Chair
Ms. Paula Benson, Vice Chair

Dr. Price and Ms. Estep confirmed that, if approved, \$69,000 will remain in the State Board Reserve.

Mr. Moore motioned for approval; Mr. Looney second the motion. The Committee approved Public Safety Instructor Training Pilot (Attachment FC 06) via voice vote.

Consent Agenda

Construction and Property – November 2025 (Attachment FC 07)

Ms. Dorman reviewed the item.

Ms. Benson motioned for approval; Mr. Searcy second the motion. The Committee approved Construction and Property – November 2025 (Attachment FC 04) via voice vote.

For Information

Summary of 2024-25 State Funded Financial Aid Programs for CC Students (Attachment FC 08)

Dr. Price reviewed the item.

Estimated Receipts – September 2025 (Attachment FC 09)

Dr. Price reviewed the item.

Dr. Price and the Committee discussed the item.

Closed Session

Ms. Estep moved to go into closed session pursuant to NC General Statute 143-318.11 (a1) to prevent the disclosure of confidential or privileged information in accordance with NC General Statute 143-129.8 (d).

New Business

ADJOURNMENT

Mr. Ottman motioned for approval; Mr. Looney second the motion. The meeting was adjourned at 3:21 p.m. by Ms. Estep.

Respectfully
Submitted,

MINUTES

State Board of Community Colleges

FINANCE COMMITTEE

Caswell Building, J. Gregory Poole Conference Room

Thursday, November 20, 2025 – 1:25 p.m. – 2:25 p.m.

Ms. Lisa Estep, Chair

Ms. Paula Benson, Vice Chair

Petrina L. Herring,
Recording
Secretary

**STATE BOARD OF COMMUNITY COLLEGES
NC Children of Veterans Scholarship Support
FY 2025-26**

Request:

The State Board of Community Colleges is requested to approve the reallocation of \$50,000 in prior-year returned Targeted Assistance/Less-than-Half-Time financial aid funds to cover the shortfall in the North Carolina Children of Wartime Veterans scholarship for the Spring 2026 semester. These funds will be released to colleges if funding is not approved by the General Assembly.

Strategic Plan References:

Goal 3: Student Success-Provide resources inside and outside the classroom for all students to successfully enroll, persist, and complete education or training in a chosen career path.

Strategy 3.1.1

Background/Rationale:

The North Carolina Scholarship for the Children of Wartime Veterans was created to honor the service and sacrifice of the state's war veterans. The program offers eligible children up to eight academic semesters of support and includes specific categories of deceased POW/MIA veterans. Recently, the North Carolina Department of Military and Veterans Affairs (NCDMVA) notified students of a funding reduction for the Spring 2026 semester.

The North Carolina Scholarship for the Children of Wartime Veterans program is facing a shortfall of approximately \$40,000 for community college students. This leads to a 25% decrease in awards for 109 students enrolled across 33 community colleges. The requested \$50,000 will be allocated to the colleges where recipients attend, fully covering the deficit and ensuring that each student receives their full scholarship award. The additional \$10,444 will be held in System Office Reserve to offset any additional scholarship recipients that may enroll in the Spring 2026 semester.

Fund Source and Availability:

Funds are available from remaining Targeted Assistance/Less-than-Half-Time Financial Aid returned at the end of Fiscal Year 2024-25.

Contact(s)

Brenda Mercer Burgess
State Director, Student Aid

Dr. Torry Reynolds
Associate Vice President, Student Services

College	# Students	25% Proration	Total Allocation
Alamance CC	1	\$572.00	\$572.00
Beaufort County CC	3	\$1,248.00	\$1,248.00
Bladen CC	1	\$322.00	\$322.00
Blue Ridge CC	1	\$322.00	\$322.00
Brunswick CC	1	\$322.00	\$322.00
Caldwell CC & TI	1	\$269.00	\$269.00
Cape Fear CC	6	\$2,432.00	\$2,432.00
Carteret CC	2	\$894.00	\$894.00
Catawba Valley CC	3	\$844.00	\$844.00
Central Carolina CC	3	\$799.00	\$799.00
Central Piedmont CC	5	\$2,257.00	\$2,257.00
Coastal Carolina CC	1	\$276.00	\$276.00
College of The Albemarle	1	\$205.00	\$205.00
Craven CC	7	\$2,692.00	\$2,692.00
Fayetteville Tech. CC	12	\$4,172.00	\$4,172.00
Forsyth Tech. CC	6	\$2,214.00	\$2,214.00
Gaston CC	3	\$837.00	\$837.00
Guilford Tech. CC	5	\$1,574.00	\$1,574.00
Halifax CC	1	\$322.00	\$322.00
James Sprunt CC	1	\$322.00	\$322.00
Johnston CC	3	\$1,514.00	\$1,514.00
Mayland CC	1	\$461.00	\$461.00
Mitchell CC	1	\$330.00	\$330.00
Montgomery CC	1	\$322.00	\$322.00
Nash CC	2	\$592.00	\$592.00
Pitt CC	6	\$1,744.00	\$1,744.00
Robeson CC	1	\$253.00	\$253.00
Sandhills CC	5	\$1,866.00	\$1,866.00
South Piedmont CC	3	\$1,112.00	\$1,112.00
Southeastern CC	2	\$601.00	\$601.00
Wake Tech CC	15	\$5,866.00	\$5,866.00
Wayne CC	2	\$612.00	\$612.00
Wilkes CC	3	\$1,388.00	\$1,388.00
SO Reserve			\$10,444.00
Total	109	\$39,556.00	\$50,000.00

Note: Amounts are based on the number of students paid/accepted/awarded in Fall 2025, assuming continuous enrollment in Spring 2026.

STATE BOARD OF COMMUNITY COLLEGES
Allocation for Apprenticeship Building America (ABA) to Fund
ApprenticeshipNC Marketing and Media Campaign focused on
Expanding Registered Apprenticeship Programs
FY 2025-26

Request: The State Board of Community Colleges (SBCC) is requested to approve a contract with Vitalink not to exceed \$450,000 for a statewide marketing and media campaign.

Background: The U.S. Department of Labor awarded the Apprenticeship Building America Grant (Award No.: 23A60AP038638) to NCCCS/ApprenticeshipNC \$4 million, with an award period beginning July 1, 2022, and ending June 30, 2026, to expand Registered Apprenticeship across central North Carolina.

The Apprenticeship Building America grant program advances the USDOL's efforts to establish new Registered Apprenticeship Programs and diversify the industries that use Registered Apprenticeship. This grant was originally approved by the Board in [FC 02- Allocation for Apprenticeship Building America Grant Program](#) on November 18, 2022.

Grant funds have been budgeted for marketing and outreach, educational assistance, and employer incentives to support the continued expansion and sustainability of Registered Apprenticeship Programs across North Carolina.

Rationale:

This allocation will:

- Continue to build employer awareness of Registered Apprenticeship.
- Drive traffic to the ANC website.
- Capture employer leads from website directly in NCRAN.
- Boost click-through rates (CTRs) and engagement with website content.
- Execute PR push via podcasts, sponsored print articles, and other channels.

Deliverables:

The following deliverables will be associated with this allocation:

- Video
 - Success Stories — New shoot, 2locations, :30 & :15
 - Success Stories — Combined old/new footage, :30 & :15
 - Success Stories — Vertical format :15
 - Success Stories — Vertical format :15
 - New — 5 Easy Steps — Animated :60
 - Scripting & audio ad production — 3 versions, :30 and :10 or :15
 - Digital ad sets — 2 versions, all standard sizes
- Social Media Ads – 5-7 for LinkedIn & Meta
- Draft sponsored articles – 5
- Print Ads – 2 versions, 3 sizes (including digital versions for newsletter sponsors)
- Landing page contest (revisions)

- Vitalink PR push for speaking engagements, etc.
- Toolkit/supporting assets
 - Infographics (Uses: sponsored articles, social media, toolkit)
 - Updated rack card
 - FAQ
 - Branded folder
 - Intro letter – ANC provides content & signature file
 - Package & mail 50 toolkits to high value targets

Allocation Amount and Time Period: The total allocation for this project is \$450,000 for the period January 2026 through June 30, 2026, which aligns with the end of the Apprenticeship Building America (ABA) Grant Program. ABA marketing funds may only be used to pay costs incurred during the grant period of performance. In accordance with federal closeout requirements, the System has up to 120 days following June 30, 2026, to process and pay invoices for allowable expenses incurred during the period of performance.

Fund Source and Availability: This project is funded by ABA Grant / Marketing

Contact:

John Loyack,
VP Economic Development

Dr. Chris Harrington
ApprenticeshipNC State Director

Amy M. Davis-Moore
Communications Director, ApprenticeshipNC

STATE BOARD OF COMMUNITY COLLEGES
Contract Approval for Learning Management System RFP

Request: The State Board of Community Colleges is asked to approve this report of information on the competitive process to award a Learning Management System (LMS) as directed by Session Law 2025-62, which resulted in a contract awarded in December 2025 to Instructure Inc. (Canvas) for a term of three years with two one-year options to renew for a cost not to exceed \$12,466,496.72.

Background: In March 2010, the State Board approved two LMS for the fifty-eight (58) community colleges: Blackboard® Learn and Moodle®. The two LMS solutions provide standardized online course delivery services, platform training for community colleges, and local community college branding for the two online instruction solutions.

The System Office Blackboard and Open LMS (Moodle) hosting contracts support an environment for course development for the Virtual Learning Community (VLC), other curriculum improvement projects (CIP), and program alignment projects. Community colleges download these courses for use at their institutions.

During the May 17, 2024, meeting, the State Board directed the System Office to competitively solicit a new LMS contract. The solicitation project was initiated in June 2024 with the NC Department of Information Technology (NCDIT). The solicitation was issued on the State Procurement website on April 23, 2025, and closed for proposals on May 22, 2025. The Request for Proposal (RFP) evaluation team, composed of System Office and college representatives, reviewed the proposals, and selected three proposals for vendor presentations. The evaluation team conducted a comprehensive analysis using a standard evaluation rubric and unanimously recommended one vendor. However, after submitting the recommendation to NCDIT for approval, NCDIT deemed the recommended vendor as non-responsive because of a missing document. Due to NCDIT's determination, the evaluation team unanimously voted to recommend canceling the RFP based on a lack of viable vendors to recommend. The evaluation team recommended reposting the LMS RFP.

[SL 2025-62](#) was enacted on July 3, 2025, which reads:

PART I. COMMUNITY COLLEGE LEARNING MANAGEMENT SYSTEMS

SECTION 1.(a) The State Board of Community Colleges shall conduct a competitive solicitation, including a request for information or a request for proposals, to provide a learning management system to all community colleges. The competitive solicitation shall be completed by December 31, 2025, and the transition to the new learning management system shall be completed by December 31, 2027. Answers to the competitive solicitation shall include information on how the learning management system would align with the learning management systems (i) offered by the Department of Public Instruction to local school administrative units and (ii) used by the constituent institutions of The University of North Carolina.

SECTION 1.(b) By December 31, 2025, the State Board shall report to the Senate Appropriations Committee on Education/Higher Education, the House Appropriations Committee on Education, and the Fiscal Research Division on the information received.

On July 18, 2025, the State Board subsequently voted to amend its earlier May 17, 2024 directive to competitively solicit for a new LMS contract that aligns and is in use by the Department of Public Instruction and by constituent University of North Carolina institutions. This amendment provides clarification for compliance with the new law. The issuance of a new LMS RFP included guidance based on this directive and language in the new Session Law.

A revised RFP was issued on September 22, 2025, and closed on October 3, 2025. An evaluation team of Community College voting members and System Office non-voting members reviewed the proposals, selected finalists for vendor demos, and selected a final vendor to recommend to the State Board.

The State Board approved an award to Instructure Inc. (Canvas) on November 21, 2025. The contract award is for three years with two options to renew for a total cost of \$12,466,496.72.

On December 22, 2025, at the conclusion of contract negotiations and legal review, President Jeff Cox signed the contract and notified the fifty-eight (58) community colleges of the RFP award. The goal is to transition all colleges to the awarded solution by Dec. 31, 2027.

Contract Amount and Time Period: The contract period will be from July 1, 2026, through June 30, 2031, for an amount not to exceed \$12,466,496.72.

Fund Source and Availability: Funding is contingent on FY 2026-27 State General Fund appropriation.

Contact(s):

Dr. Brian S. Merritt
Senior Vice President and Chief Academic Officer
Programs and Student Services

Katherine Davis
Associate Vice President, Distance Learning Technologies
Programs and Student Services

STATE BOARD OF COMMUNITY COLLEGES
Allocation for Hurricane Helene Enrollment Stabilization
FY2025-26

Request: The State Board of Community Colleges (SBCC) is requested to approve a reallocation of \$1,156,837 to three community colleges that experienced enrollment declines from the 2023-24 academic year to the 2024-25 academic year.

Background: Section 2A.2(b) of The Disaster Recovery Act of 2025 – Part II (SL 2025-26), provided flexibility for \$2,473,971 of unused funds that were originally appropriated to the North Carolina Community Colleges System by Section 4A.3 of Session Law 2024-53. At the September 2025 meeting, the SBCC approved the reallocation of \$1,317,134 in item FC 07. This request provides additional dollars to stabilize funding for colleges with enrollment losses.

Rationale: This reallocation ensures that financial support is directed to the institutions most affected by Hurricane Helene, enabling them to continue providing essential educational services and support to students during recovery. The reallocation also aligns with the legislative intent to maximize the impact of available disaster recovery funds.

Method of Allocation: Funds were allocated based on a comparison of budget FTE between FY2024-25 and FY2025-26. Each college experiencing a decline received funding for the enrollment lost at current fiscal year FTE values.

College	Amount of Funding
Asheville-Buncombe TCC	\$819,655
Haywood CC	50,677
Mayland CC	286,505
Total	\$1,156,837

Allocation Amount and Time Period: The allocation of funding is for the period of July 1, 2025 until June 30, 2026.

Fund Source and Availability: These funds are available from the initial appropriation in SL 2024-53, and as modified by SL 2025-26.

Contact Person

Phillip D. Price, Ed.D., CPA
 Vice President and CFO

STATE BOARD OF COMMUNITY COLLEGES
Construction and Property – January 16, 2026

Request: The State Board of Community Colleges is requested to approve the new and amended projects, property acquisitions and disposals, and final project closeouts presented in the attached listing. NCCCS Capital staff has reviewed each item and finds all to be in order.

Background: North Carolina G.S. 115D-5 specifies the authority of the State Board of Community Colleges related to capital projects for individual institutions. State Board of Community Colleges Code details this authority in section 1H 400.4, which reads as follows:

1H SBCCC 400.4 Capital Project Approval and Obtaining Capital Funds

(a) Project Approval. The State Board shall approve all formal capital improvement projects, regardless of the source of funds, and all informal college capital improvement projects that are supported in part or in total with State funds. As part of the request submitted to the State Board, the college shall certify that its board of trustees has voted to approve the project. The State Board delegates to the President of the North Carolina Community College System the authority to approve, subject to State Board ratification, a capital improvement project if the college has an urgent need and provides evidence that the college will be negatively impacted if approval is delayed until the next regularly scheduled meeting of the State Board. The System President shall present the project to the State Board for ratification at its next regularly scheduled meeting.

(b) Amendments to approved projects. The State Board shall approve amendments to capital projects approved under subsection (a) of this rule, except the State Board delegates to the President of the North Carolina Community College System or the President's designee the authority to approve an amendment that meets one or more of the following conditions:

- 1) Decreases project funding,
- 2) Increases project funding solely with non-State funds, or
- 3) Transfers previously approved State funds (excluding bond funds) to another previously approved project.

January 2026 Update:

This month there are 16 total projects: 3 new projects, 8 amended projects, 1 final closeout and 4 acquisitions/disposals.

Contact:

Phillip D. Price, Ed.D., CPA
Vice President and CFO

State Board of Community Colleges
Construction and Property
January 16, 2026
FY 2025-2026

A. New Projects								
Item	College	Project Number	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget	
1	Durham	3011	West Collins Building HVAC Replacement (Main Campus) Replacement of air handler units that are over 25 years old and have reached the end of useful life.	Non-State	\$0.00	\$1,100,000.00	\$1,100,000.00	
				Total	\$0.00	\$1,100,000.00	\$1,100,000.00	
2	Durham	3012	East Collins Building VAV Boxes and Exhaust Fan Replacement (Main Campus) Replacement of VAV boxes, exhaust fans, and upgrade controls that have reached the end of useful life.	Non-State	\$0.00	\$1,155,000.00	\$1,155,000.00	
				Total	\$0.00	\$1,155,000.00	\$1,155,000.00	
3	Rowan-Cabarrus	3005	North Campus Driver Training Building (Main Campus) Construction of a new building approximately 12,000 sq. ft. for driver training programs.	42120 - SCIF New	\$0.00	\$1,600,000.00	\$1,600,000.00	
				Unidentified	\$0.00	\$6,400,000.00	\$6,400,000.00	
				Total	\$0.00	\$8,000,000.00	\$8,000,000.00	

State Board of Community Colleges
Construction and Property
January 16, 2026
FY 2025-2026

B. Amended Projects								
Item	College	Project Number	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget	
1	Alamance	2835	Veterinary Medical Technician Instructional Barn Project (Main Campus) Project is amended to increase budget and reduce scope from original 2800 sq. ft. to 1734 sq. ft. due to updated design estimates.	Non-State	\$1,000,000.00	\$0.00	\$1,000,000.00	
				42120 - SCIF New	\$250,000.00	\$600,000.00	\$850,000.00	
				Total	\$1,250,000.00	\$600,000.00	\$1,850,000.00	
2	Cape Fear	2886	McLeod Building S Replace Centrifugal Chillers (Main Campus) Project is amended to increase budget due to price escalation and increased scope. The scope is increased to add a second chiller, additional piping, and equipment removal.	Non-State	\$1,000,000.00	\$302,000.00	\$1,302,000.00	
				42120 - SCIF R&R	\$0.00	\$236,500.00	\$236,500.00	
				Total	\$1,000,000.00	\$538,500.00	\$1,538,500.00	
3	Isothermal	2804	Health & Sciences Building (Main Campus) Project is amended to fully fund the project and begin procurement process. President Cox under the authority granted to him by the State Board, approved this amendment on 11/12/2025.	Non-State	\$236,908.00	\$2,789,668.22	\$3,026,576.22	
				OSBM	\$30,000,000.00	\$0.00	\$30,000,000.00	
				OSBM Interest	\$478,891.21	\$232,961.89	\$711,853.10	
				Unidentified	\$1,284,200.79	(\$1,284,200.79)	\$0.00	
				Total	\$32,000,000.00	\$1,738,429.32	\$33,738,429.32	
4	Pamlico	2867	Allied Health Center (Bayboro Center) Project is amended to identify funds.	OSBM	\$5,000,000.00	\$15,000,000.00	\$20,000,000.00	
				Unidentified	\$15,000,000.00	(\$15,000,000.00)	\$0.00	
				Total	\$20,000,000.00	\$0.00	\$20,000,000.00	
5	Robeson	2995	Property Purchase Driver Training Pad (Lumberton) Project is amended to cover closing costs.	42120 - SCIF New	\$230,000.00	\$15,000.00	\$245,000.00	
				Total	\$230,000.00	\$15,000.00	\$245,000.00	
6	South Piedmont	2522	Aseptic Training Facility (West Campus) Project is amended to increase scope for landscape and hardscape improvements.	Non-State	\$6,175,100.00	\$812,100.00	\$6,987,200.00	
				OSBM	\$18,000,000.00	\$0.00	\$18,000,000.00	
				OSBM Interest	\$1,593,527.00	\$554,819.00	\$2,148,346.00	
				42020	\$1,500,000.00	\$0.00	\$1,500,000.00	
				Total	\$27,268,627.00	\$1,366,919.00	\$28,635,546.00	

State Board of Community Colleges
Construction and Property
January 16, 2026
FY 2025-2026

B. Amended Projects - Continued								
Item	College	Project Number	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget	
7	Vance-Granville	2855	Advanced Manufacturing & Applied Technology Training (OCC Granville County) Project is amended to increase budget based on updated designer cost estimation for completion with schematic design.	Non-State	\$1,116,000.00	\$764,250.00	\$1,880,250.00	
				OSBM	\$11,500,000.00	\$0.00	\$11,500,000.00	
				42120 - SCIF New	\$2,023,845.00	\$3,235,750.00	\$5,259,595.00	
				Total	\$14,639,845.00	\$4,000,000.00	\$18,639,845.00	
8	Vance-Granville	2925	Transportation Technologies Training Center (OCC Warren County) Project is amended to increase budget based on updated designer cost estimations and to transfer SCIF funds to the Advanced Manufacturing & Applied Technology Training project (2855).	OSBM	\$3,000,000.00	\$0.00	\$3,000,000.00	
				42120 - SCIF New	\$2,326,560.00	(\$2,235,750.00)	\$90,810.00	
				Unidentified	\$0.00	\$5,065,896.00	\$5,065,896.00	
				Total	\$5,326,560.00	\$2,830,146.00	\$8,156,706.00	

State Board of Community Colleges
 Construction and Property
 January 16, 2026
 FY 2025-2026

C. Final Close-Out Projects								
Item	College	Project Number	Description	Fund Source	Prior Budget	Board Action Funding Increase/ Decrease	Current Budget	
1	Gaston	2575	Gaston College Fiber Innovation Center (Kimbrell Campus) Project is reduced for final closeout.	Non-State	\$7,800,000.00	(\$1,737,031.73)	\$6,062,968.27	
				OSBM	\$5,000,000.00	\$0.00	\$5,000,000.00	
				OSBM Interest	\$0.00	\$10,998.30	\$10,998.30	
				42120 - SCIF New	\$5,527,478.00	\$0.00	\$5,527,478.00	
				Total	\$18,327,478.00	(\$1,726,033.43)	\$16,601,444.57	

State Board of Community Colleges
 Construction and Property
 January 16, 2026
 FY 2025-2026

D. Acquisition and Disposal of Real Property		
Item	College	Action Requested
1	Caldwell	<p>The Board of Trustees of Caldwell Community College & Technical Institute requests permission as per G.S. 115D-20 to acquire, by purchase, approximately 27.90 acres of property with an 1,000 sq. ft. building (Parcel ID-033 55 1 2/PIN 2767260779) located at 3935 Coy Hartley Lane, Hudson, NC, Caldwell County. The college had a Phase I Environmental Site Assessment performed, to which the executive summary states, "This assessment did not identify any RECs in association with the subject property."</p> <p>The Board of Trustees of Caldwell Community College & Technical Institute requests permission as per G.S. 115D-15 to dispose of, by demolition, the 1,000 SF building. The Board of Trustees has found the building undesirable for college purposes.</p>
2	Catawba	<p>The Board of Trustees of Catawba Valley Community College requests permission as per G.S. 115D-20 to acquire, by donation, approximately 1.20 acres of property (Parcel Number 372214) located at 9th Ave. SE, Hickory, NC, Catawba County. This property is adjacent to the property owned by the college. The college had a Phase I Environmental Site Assessment performed, to which the executive summary states, "This assessment has revealed no evidence of recognized environmental conditions (RECs), controlled recognized environmental conditions (CRECs), or historical recognized environmental conditions (HRECs) in connection with the Site..."</p>

State Board of Community Colleges
Construction and Property
January 16, 2026
FY 2025-2026

D. Acquisition and Disposal of Real Property - Continued			
Item	College	Action Requested	
3	Guilford	The Board of Trustees of Guilford Community College requests permission as per G.S. 115D-15 to dispose of by sale, 3,091 sq. ft. (Parcel 218381) located at 7998 Leabourne Road, Greensboro, NC, Guilford County. The Board of Trustees has found the property unnecessary for college purposes.	
4	Tri-County	<p>The Board of Trustees of Tri-County Community College requests permission as per G.S. 115D-20 to acquire, by purchase, approximately 33.18 acres of property consisting of three lots:</p> <p>1) approximately 12.23 acres (Parcel Number 551102664351000) at 4495 US-64 Murphy, NC 28906 2) approximately 17.95 acres (Parcel Number 551102664351000) at 4495 US-64 Murphy, NC 28906 3) approximately 3.00 acres (Parcel Number 551102565615000) at 4495 US-64 Murphy, NC 28906</p> <p>These properties are adjacent to the property owned by the college. The college had a Phase I Environmental Site Assessment performed, to which the executive summary for each property states, "The Phase I ESA did not identify any on-site findings that would indicate or represent a Recognized Environmental Condition for the subject property."</p>	

State Fund Legend

- 40720 - Special Projects/Equipment to Capital/Advanced Planning Funds S.L. 2006-66
- 41220 - Equipment to Capital S.L. 2011-145
- 41520 - Equipment to Capital S.L. 2015-241
- 41720 - Special Project S.L. 2017-57
- 41820 - Special Project S.L. 2018-5, Hurricane Relief funds S.L. 2018-136
- 41920 - Special Project S.L. 2019-235
- 42020 - Special Project S.L. 2019-235
- 42120 - SCIF (\$400M) S.L. 2021-180
- 42160 - SCIF (Remaining Connect NC Bond Funds as of October 1, 2022 converted to SCIF)
- Interest - OSBM - Interest earned on OSBM Administered Funds
- OSBM - OSBM Grants S.L. 2021-180, 2022-74, 2022-6, 2023-134
- State-Other - State Funds handled locally by college

STATE BOARD OF COMMUNITY COLLEGES
Legislative Update

Not Available at Time of Printing

STATE BOARD OF COMMUNITY COLLEGES
System Office Budget Update

Background: The attached report contains budget information for the NC Community College System Office. Reserve and transfer accounts have been removed to show a more accurate representation of the actual budget. Below is information related to the captions used.

Salaries and Benefits – This line contains budget and expense information for salaries, FICA, Retirement, health insurance, unemployment, workers compensation and flexible spending accounts. It does not show temporary employees who are shown in purchased services. We have listed the number of Full-time Employees (FTE) for each division.

Purchased Services – This line contains budget and expense information for travel, postage, maintenance agreements, temporary employees, subscriptions, etc.

Supplies – This line contains budget and expense information for various supplies needed in operations.

Property, Plant and Equipment – This line contains budget and expense information for furniture, IT equipment, and other equipment items.

Other Expenses – This line contains budget and expense information for items not categorized above.

While submitting the System’s response to the DAVE Act, the following financial KPI was included and relates to the budget information presented in this item.

- Ensure optimal use of allocated operating funds to support strategic and operational goals. This KPI is measured by looking at the percentage of operating funds remaining unexpended at the end of the fiscal year.
 - The target is less than 5% of total allocated operating funds remaining.

Quarterly Update: Attached is a report showing results from the second quarter of fiscal year 2026. This quarter has not been closed at the current time and corrections could be made during the close process.

Contact:

Phillip D. Price, Ed.D., CPA
Vice President and CFO

NC Community College System Office
Budget versus Actual Expense Report
Quarter Ended December 31, 2025

	State Funds		Other		Federal		Total	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual
Executive Management								
Salaries and Benefits (42 FTE)	\$ 5,865,515	\$ 2,714,277	\$ 505,941	\$ 262,230	\$ 70,183	\$ 39,778	\$ 6,441,639	\$ 3,016,286
Purchased Services	290,302	212,564	431,819	11,469	-	-	722,121	224,033
Supplies	9,250	16,098	262	174	-	-	9,512	16,272
Property Plant and Equipment	2,745	6,821	5,000	-	-	-	7,745	6,821
Other Expenses	10,650	6,377	130,076	-	-	-	140,726	6,377
Total	\$ 6,178,462	\$ 2,956,138	\$ 1,073,098	\$ 273,873	\$ 70,183	\$ 39,778	\$ 7,321,743	\$ 3,269,789
Technology Division								
Salaries and Benefits (58 FTE)	\$ 9,180,484	\$ 4,248,219	\$ -	\$ -	\$ -	\$ -	\$ 9,180,484	\$ 4,248,219
Purchased Services	1,778,165	499,534	-	-	-	-	1,778,165	499,534
Supplies	10,943	984	-	-	-	-	10,943	984
Property Plant and Equipment	138,962	43,950	-	-	-	-	138,962	43,950
Other Expenses	11,213	1,350	-	-	-	-	11,213	1,350
Total	\$ 11,119,767	\$ 4,794,037	\$ -	\$ -	\$ -	\$ -	\$ 11,119,767	\$ 4,794,037
Business and Finance								
Salaries and Benefits (31 FTE)	\$ 3,327,441	\$ 1,459,274	\$ 447,201	\$ 180,809	\$ -	\$ -	\$ 3,774,642	\$ 1,640,083
Purchased Services	170,331	57,570	13,345	13,342	-	-	183,676	70,912
Supplies	24,580	8,935	-	-	-	-	24,580	8,935
Property Plant and Equipment	8,200	785	-	-	-	-	8,200	785
Other Expenses	1,525	-	-	-	-	-	1,525	-
Total	\$ 3,532,077	\$ 1,526,564	\$ 460,546	\$ 194,151	\$ -	\$ -	\$ 3,992,623	\$ 1,720,715
Academic and Student Affairs								
Salaries and Benefits (60 FTE)	\$ 4,821,546	\$ 2,342,192	\$ 1,591,559	\$ 805,125	\$ 1,503,930	\$ 745,181	\$ 7,917,035	\$ 3,892,498
Purchased Services	1,278,694	317,684	824,484	260,194	477,386	161,241	2,580,564	739,119
Supplies	11,965	6,194	9,800	126	7,320	725	29,085	7,045
Property Plant and Equipment	500	-	7,286	-	1,000	-	8,786	-
Other Expenses	900	-	245,949	602	283,078	-	529,927	602
Total	\$ 6,113,605	\$ 2,666,070	\$ 2,679,078	\$ 1,066,047	\$ 2,272,714	\$ 907,147	\$ 11,065,397	\$ 4,639,263
Economic Development								
Salaries and Benefits (45 FTE)	\$ 2,909,754	\$ 1,389,071	\$ 792,302	\$ 285,890	\$ 1,744,366	\$ 749,932	\$ 5,446,422	\$ 2,424,893
Purchased Services	146,708	103,482	327,712	98,479	853,366	33,453	1,327,786	235,414
Supplies	17,521	10,335	19,994	1,858	3,041	770	40,556	12,962
Property Plant and Equipment	75	-	2,550	-	-	-	2,625	-
Other Expenses	1,685	4,719	132,497	-	343,850	-	478,032	4,719
Total	\$ 3,075,743	\$ 1,507,607	\$ 1,275,055	\$ 386,227	\$ 2,944,623	\$ 784,155	\$ 7,295,421	\$ 2,677,988
Total								
Salaries and Benefits	\$ 26,104,740	\$ 12,153,034	\$ 3,337,003	\$ 1,534,054	\$ 3,318,479	\$ 1,534,891	\$ 32,760,222	\$ 15,221,979
Purchased Services	3,664,200	1,190,834	1,597,360	383,484	1,330,752	194,694	6,592,312	1,769,012
Supplies	74,259	42,545	30,056	2,158	10,361	1,495	114,676	46,198
Property Plant and Equipment	150,482	51,556	14,836	-	1,000	-	166,318	51,556
Other Expenses	25,973	12,446	508,522	602	626,928	-	1,161,423	13,047
Total	\$ 30,019,654	\$ 13,450,415	\$ 5,487,777	\$ 1,920,297	\$ 5,287,520	\$ 1,731,080	\$ 40,794,951	\$ 17,101,792

**STATE BOARD OF COMMUNITY COLLEGES
Grants Update**

Background: This report provides an update on the status of current grants and identifies upcoming grant prospects and priorities for NCCCS. The grants listed here include only those for which the System Office is the fiscal agent, which excludes grants and funding being secured with System Office staff support for which the System Foundation or colleges are the fiscal agents. This document is for information and does not require any action from the Board.

Strategic Plan Reference: Goal 5: System Funding and Effectiveness
Redefine System Office support for colleges by implementing strategies that improve functional services based on college size and requirements. Identify services that are most effectively provided statewide, regionally, or at the college level. Strategy 5.3.1

Board Snapshot

Total Active Grants	Total \$ Managed	Delivery Health*	Burn Rate Health**	Pipeline Strength***
18	\$69,884,730			

***Burn Rate Health Rubric (1–5)**

- 5 | Excellent | 90–110% aligned to plan; variance explained; strong forecasts; no risk to delivery.
- 4 | Good | 80–120% aligned; minor variance; adjustments manageable; forecast credible.
- 3 | Moderate | 60–140% aligned; meaningful variance; reforecasting needed; potential delivery impact.
- 2 | Weak | <60% or >140% aligned; structural variance; risk to outcomes or grant close-out.
- 1 | Critical | Severe variance, unplanned interruptions, freeze, clawback, or material compliance issues.

****Pipeline Strength Rubric (1–5)**

- 5 | Very Strong | Pipeline volume exceeds next 12–24 month target; strong strategic fit; balanced stage distribution; high conversion probabilities.
- 4 | Strong | Near targets; balanced distribution; adequate throughput; moderate conversion confidence.
- 3 | Adequate | Meets minimum targets; uneven stage distribution or moderate gaps in alignment or timing.
- 2 | Weak | Under target by stage or total volume; thematic/geographic misalignment; attrition concerns; low conversion

probability.

1 | Critical | No credible pipeline; severe gaps vs. targets; inability to deploy strategically or on schedule.

*****Delivery Health Rubric (1–5)**

5 | Excellent | All milestones on track; no material operational risk; high confidence in delivery of outcomes.

4 | Good | Minor deviation from original goals, but recovery actions in place; acceptable performance; confidence remains high.

3 | Moderate | Notable delays, milestone slippage, or execution complexity; outcomes still achievable but require corrective action.

2 | Weak | Material underperformance; milestones missed with unclear recovery; emerging risk that outcome achievement.

1 | Critical | High likelihood of failure, withdrawal, or restructuring; severe operational or contextual risks; possible non-delivery of outcomes.

Active Grants — Delivery & Burn Rate

Grant Funder/ Grant Name	Grant Award	Remaining Balance as of 11/30/25	% Spent	Award Dates	Owner/Finance Person
Golden LEAF Scholarships	\$3,000,000	\$2,453,687.76	18%	7/1/25 – 6/30/26	Brenda Burgess/ Elizabeth Heath
Partnership to Advance Youth (PAYA) New America	\$100,000	\$99,082.32	0.01%	3/31/25-9/30/26	Chris Harrington/ Janice Goodman-Long
NC Department of Public Instruction/ US Dept of Education	\$16,244,107	\$14,506,288.38	11%	7/1/25 – 9/30/26	Rob Van Dyke/ Elizabeth Heath
DHHS More Than a Job (formally SNAP E&T)	\$3,654,724	\$3,654,724	0%	10/1/25-9/30/26	Michelle Johnson/ Janice Goodman-Long
US Dept of Commerce, EDA, Build Back Better Regional Challenge	\$16,422,220	\$8,236,670.59	50%	9/2/22 – 5/28/27	Rondra McMillan/ Elizabeth Heath
NCCC Foundation MOU – JMBE - Long Term Support	\$3,200,000	\$3,104,911.04	3%	12/1/24–12/31/27	Zach Barricklow/ Elizabeth Heath
Golden LEAF Open Grants Program	\$1,000,000	\$1,000,000.00	0%	8/7/25 – 8/6/28	Lisa Eads/ Elizabeth Heath
NCCC Foundation MOU – Arnold Ventures Boost Award (System Office portion only)	\$2,102,092	\$2,018,995.52	4%	1/1/25 – 7/31/31	Nicole Ditillo/ Elizabeth Heath

Expiring Grants — Risk & Decisions

Grant Funder/ Grant Name	End Date	\$ Remaining as of 11/30/25	Criticality*	Renewal**	Risk***
NC Department of Public Instruction/ US Dept of Education	9/30/25	\$409,338.03	5 – Funding is provided to 58 colleges.	5 – A new DPI grant continues this work (see above).	5 – Major services disrupted.
Belk- Basic Needs Initiative, Rapid Response Team, and Communications Capacity	12/31/25	\$0.00	1 – Always a planned sunset.	5 – A new JMBE grant continues this work (see above).	1 – Clean sunset.
Belk – System Office Staffing & Infrastructure (High-Capacity Grant)	12/31/25	\$0.00	1 – Always a planned sunset.	5 – A new JMBE grant continues this work (see above).	1 – Clean sunset.
SHEEO - SOVA	2/28/26	\$20,000.00	1 – Always a planned sunset.	1 – Intentional sunset	1 – Clean sunset.
Apprenticeship Building America (ABA)	6/30/26	\$1,858,784.28	5 – Loss of funding affects staffing and service delivery	2 – Funding limited to current award	5 – Loss of funding affects staffing and service delivery
Gear Up Apprenticeship	6/30/26	\$142,848.19	5 – Loss of funding affects staffing and service delivery	2 – Funding limited to current award	4 – Loss of funding affects staffing and service delivery
Gear Up Career Coach	6/30/26	\$221,595.27	4 – Funds career coaches at 4 colleges	3 – Uncertainty at the Federal Level	4 – Impacts staffing at 4 colleges
UNC-G – Evaluation of Career & College Promise	6/30/26	\$62,840.45	4 – Provided valuable research about success of program	2 – Funding limited to current award	3 – Evaluation would shift to system office staff

***Criticality Framework:**

Score	Descriptor	Clear Criteria
5 – Mission-Critical	Core system function	Required for statutory compliance, statewide operations, or flagship strategy
4 – High	Strong strategic alignment	Directly advances Strategic Plan goals; difficult to replace funding
3 – Moderate	Valuable but substitutable	Enhances outcomes but could be absorbed, scaled down, or replaced
2 – Low	Peripheral	Discrete project or pilot with limited system-wide impact
1 – Minimal/Planned as Time-Limited	Time-limited Grant/Non-essential	Nice-to-have; limited consequences if sunset; or always a planned sunset

****Renewal Framework:**

Score	Descriptor	Meaning
5 – Highly Likely	Strong candidate	High performance + clear funder appetite
4 – Likely	Good odds	Renewal plausible with refinement
3 – Uncertain	50/50	Depends on strategy shifts or redesign
2 – Unlikely	Weak case	Low funder interest or internal ROI
1 – Not Pursuing	Intentional sunset	No strategic rationale to renew

*****Risk Framework:**

Score	Descriptor	Typical Indicators
5 – High Risk	Severe consequences	Major service disruption, layoffs, public scrutiny
4 – Elevated	Material impact	Program instability, strained partners
3 – Moderate	Manageable	Workarounds exist but with cost
2 – Low	Limited impact	Minor adjustments required
1 – Minimal	Negligible	Clean sunset, no downstream effects

Grants Pipeline — New Opportunities

The grants listed here include only those for which the System Office is the fiscal agent, which excludes grants and funding being secured with System Office staff support for which the System Foundation or colleges are the fiscal agents.

Opportunity	Funder	Est. \$	Stage	Due/ Decision Date	Owner
Fund for the Improvement of Postsecondary Education (FIPSE) Special Projects Program (AI-enhanced Instruction)	Department of Education	\$4,000,000	Applied. Not Funded. A record-breaking number of applications were submitted nationwide.	Due: 12/3/25 Decision: 12/31/25	Brian Merritt, Andrea Crowley, Chanell Butler
Supporting the Implementation of Statewide Credit for Prior Learning through an Evidence-Based Community of Practice	The Council for Adult and Experiential Learning (CAEL), in partnership with RAND,	\$40,000	Applied. Awaiting Notification.	Due: 11/21/25 Decision: Spring 2026	Seth Kamen, Chanell Butler
Economic Development Administration (EDA) Disaster Supplemental Grant Program	US Department of Commerce	\$20,000,000	Proposal in Development.	Due: 3/3/26 Decision: TBD	Chanell Butler, John Loyack
The Connecting Talent to Opportunity Challenge: Pre-Phase Award	Sponsored by Department of Education	\$1,000,000	Opportunity Identified. Awaiting application to open January 2026.	Due: April 2026 Decision: May 2026	Chanell Butler, and TBD

Opportunity	Funder	Est. \$	Stage	Due/ Decision Date	Owner
The Connecting Talent to Opportunity Challenge: Phase 1 Award	Sponsored by Department of Education	\$4,000,000	Opportunity Identified. Awaiting application to open.	Due: November 2026 Decision: January 2027	Chanell Butler, and TBD
The Connecting Talent to Opportunity Challenge: Phase 2 Award	Sponsored by Department of Education	\$10,000,000	Opportunity Identified. Awaiting application to open.	Due: January 2027 Decision: March 2028	Chanell Butler, and TBD
National Registered Apprenticeship's (RA) Program Development Support and Artificial Intelligence Integration and Education in RA Support	Department of Labor	TBD	Opportunity Identified. Awaiting application to open January 2026.	Spring 2026	Elizabeth Orion

Contact(s):

Phillip D. Price, Ed.D., CPA
Vice President and CFO

Zach Barricklow, Ed.D.
Interim Vice President for Strategic Initiatives

Chanell Butler, Ed.D.
Director of Grants



Tuition and Registration Fee Waiver Report

February 1, 2026

A Report to the Joint Legislative Education Oversight
Committee

As Required by G.S. 115D-5(b2)

STATE BOARD OF COMMUNITY COLLEGES
Tuition and Registration Fee Waiver Reporting for FY 2024-25

Background: G.S. 115D-5(b2) requires an annual report to the Joint Legislative Education Oversight Committee on the number and type of tuition waivers granted.

Procedures: The North Carolina Community College System provides colleges with a program to generate a report of tuition waivers granted from their financial system and transmit it to the System Office. The information contained in the attached report was compiled from this data transmission.

Scope: The report contains information about tuition that is waived pursuant to G.S. 115D-5, with the exception that there is no data for the following two groups, as these groups do not have tuition or registration fees charged and therefore have nothing to waive:

- persons not enrolled in elementary or secondary schools who are taking courses leading to a high school diploma or equivalent certificate; and
- trainees enrolled in courses conducted under the Customized Training Program

Although the State Board of Community Colleges does not require to report on tuition waivers granted under the authority of G.S. 115B-2, they have been included in this report. These waivers include waivers for survivors of law enforcement officers, firefighters, volunteer firefighters, or rescue squad workers killed as a direct result of a traumatic injury sustained in the line of duty; spouses and children of such workers who become disabled as a direct result of a traumatic injury sustained in the line of duty; and wards of the State.

Executive Summary:

Tuition and registration fee waivers overall increased 5.1% during FY2024-25 to \$132,625,374. Interest continues to be strong in the popular Career and College Promise program, which allows North Carolina's high school students to be dually enrolled in postsecondary courses while earning their high school diploma. There was an increase in the Career and College Promise program of \$7.4 million over the prior year. This program continues to represent the highest amount of waivers with \$86.7 million (65.4% of all waivers) during the reporting year. Training for emergency service workers, such as law enforcement, fire, EMS, rescue, emergency response, and lifesaving personnel decreased to \$38.5 million (29.0%) of total waivers. Human resource development waivers reduced minimally by \$43 thousand but remains active at \$3.4 million (2.6%) of all waivers. The remaining \$4.0 million (3.0%) of waivers consist of those for corrections employees, CPR courses for elementary and secondary education employees, the youth apprenticeship program, and the waivers granted under G.S. 115B-2, as described previously. The following table provides the amounts and student counts for each waiver type.



Finance and Operations Division
2023-24 Tuition Waiver Analysis

	\$ WAIVED	# WAIVERS	# STUDENTS
Fire department (volunteer)	\$ 10,656,714	133,196	24,846
Fire department (municipal, county, or state)	\$ 8,959,009	112,175	16,417
EMS or rescue and lifesaving departments (volunteer)	\$ 1,645,833	21,015	5,720
EMS or rescue and lifesaving departments (municipal, county, or state)	\$ 3,483,371	41,254	12,077
Law enforcement, fire, EMS & rescue/lifesaving entities as an eligible lake authority	\$ 210	3	3
Law enforcement agencies (municipal, county, or state)	\$ 13,545,236	147,967	41,984
Radio Emergency Associated Citizen Teams (REACT)	\$ 21,490	252	154
Division of Adult Correction (Department of Public Safety) employees	\$ 2,324,611	28,243	10,550
Division of Juvenile Justice (Department of Public Safety) employees	\$ 7,640	106	81
Eastern Band of Cherokee Indians law enforcement, fire, EMS rescue/lifesaving programs	\$ 3,460	29	27
North Carolina Criminal Justice Fellows Program	\$ -	-	-
Fire, EMS, or rescue and lifesaving personnel whose duty station is on a NC military installation	\$ 176,095	2,225	505
Elementary and secondary school employees in first aid/CPR courses	\$ 447,810	6,397	6,190
Human resources development program (eligible enrollees)	\$ 3,469,923	28,768	20,294
High school students (Career and College Promise)	\$ 86,746,517	386,144	98,850
Youth Apprenticeship	\$ 1,102,627	4,568	796
Eligible survivor ¹	\$ 19,928	61	7
Eligible spouse ¹	\$ -	-	-
Eligible child ¹	\$ 5,624	26	5
Ward of the state	\$ 250	2	2
Basic Skills Plus	\$ 9,026	47	34
	\$ 132,625,374	912,478	238,542
¹ Authorized by NCGS §115B-2			
Unless otherwise noted, all waivers are authorized by NCGS §115D-5			

STATE BOARD OF COMMUNITY COLLEGES
Delegated College Allocations Report FY 2025-26

Request: The State Board of Community Colleges is requested to review the allocations approved by the North Carolina Community Colleges System (NCCCS) President presented in the attached listing. NCCCS College Funding staff have reviewed each item and find it to be in order.

Background: North Carolina G.S. 115D-5 specifies the authority of the State Board of Community Colleges related to fiscal management for community colleges. The State Board of Community Colleges Code details this authority in Section 1H 200.1, and further delegates authority to the NCCCS President to approve allocations to colleges in certain circumstances in subsection (b), which reads as follows:

1H SBCCC 200.1 Allocation of Funds

(b) Notwithstanding subsection (a) of this rule, the State Board delegates to the President of the North Carolina Community College System the authority to approve allocations made pursuant to any of the following:

- 1) 1H SBCCC 200.1(a)(2) if the total amount of funds allocated under the competitive process does not exceed \$250,000.
- 2) 1H SBCCC 200.1(a)(3)(A) and (B).
- 3) 1H SBCCC 200.1(a)(3)(C) if the total amount of funds allocated to the college does not exceed \$250,000.

The System Office shall provide at least biannually a report to the State Board listing any allocations approved by the President pursuant to this delegated authority.

December update: There have been no funds allocated pursuant to this authority for the period July 1, 2025 – December 31, 2025.

Contact:

Phillip D. Price, Ed.D., CPA
Vice President and CFO

STATE BOARD OF COMMUNITY COLLEGES
Estimated Receipts
Through November 30, 2025
Information Only

Background: The System Office establishes an estimated receipts number for the system for each fiscal year. Each month, the Estimated Receipts report is presented to the State Board to provide information on the rate of actual receipt collections compared to that estimate. Details on enrollment numbers and trends can be found on the system office website at [Data Dashboards - NCCCS](#).

Contact(s):

Phillip D. Price, ED.D., CPA
Vice President and CFO

STATE BOARD OF COMMUNITY COLLEGES
ESTIMATED TUITION AND FEES COLLECTED THROUGH
November 30, 2025

	2023-24	2024-25	2025-26	INCR/DECR OVER PRIOR YEAR
BUDGETED RECEIPTS	\$ 291,987,824	\$ 304,711,266	\$ 334,959,162	9.9%
ACTUAL NET RECEIPTS COLLECTED	138,673,354	147,215,231	159,957,981	8.7%
BUDGETED RECEIPTS UNCOLLECTED	\$ 153,314,470	\$ 157,496,035	\$ 175,001,181	
PERCENT OF BUDGET COLLECTED	47.5%	48.3%	47.8%	

AGENDA
State Board of Community Colleges
ACCOUNTABILITY AND AUDIT COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, January 15, 2026, 1:20 – 1:50pm
Mr. Geoffrey Lang, Chair
Ms. Paula Benson, Vice Chair

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes –October 16, 2025

For Information

- College Accreditation Status Report (Attachment AUD 01)
- College Compliance Reviews 4 Year Summary (Attachment AUD 02)
- 2025-2026 Risk Assessment and Internal Audit Plan (Attachment AUD 03)

New Business

Adjourn

MINUTES
State Board of Community Colleges
ACCOUNTABILITY AND AUDIT COMMITTEE
Thursday, October 16, 2025

ACCOUNTABILITY AND AUDIT COMMITTEE MEMBERS

Mr. Geoffrey Lang, Chair	Hon. David Price	Mr. Chris Lumsden
Ms. Paula Benson, Vice Chair	Mr. Raymond Trapp	Mr. Terry Yeargan
Mr. Tom Looney	Dr. David Lowry*	Mr. Bill McBrayer

OTHER STATE BOARD MEMBERS

Ms. Sarah West	Dr. Dale McInnis
Ms. Lisa Estep	Mr. Scott Ottman
Ms. Stacy Griffin	

OTHERS IN ATTENDANCE

Dr. Jeff Cox	Deante Tyler	Kelli Reale	Mr. David Heatherly, Coastal CC
Dr. Kim Gold	Dr. Philip Price	Deante Tyler	Amanda Lee, Bladen CC
Patrick Fleming	Amy Mast	Dr. Bill Schneider	Mr. JB Buxton, Durham Tech CC
David King	Jonnell Carpenter	Dr. Brian Merritt	Makel Drollinger
Stephen Reeves	Dr. Phillip Price	Delaney Davis	Jamal Njai
Deanna Brunner	Mary Rehbein		

*Attended via Zoom

CALL TO ORDER

Mr. Lang called the Accountability and Audit Committee meeting to order at 3:29 p.m.

ROLL CALL

Dr. Kimberly Gold called the roll for the Accountability and Audit Committee members and stated there was a quorum.

ETHICS STATEMENT

Chair Lang read the Ethics Awareness and Conflict of Interest Statement. No conflicts were noted.

APPROVAL OF AGENDA

Mr. Lang requested a motion to approve the agenda. Mr. Yeargan motioned to approve, seconded by Mr. Ottman, and approved unanimously by voice vote.

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APPROVAL OF MINUTES – August 14, 2025

Mr. Lang requested a motion to approve the minutes from the August 14, 2025, meeting. Ms. Benson motioned to approve, seconded by the Mr. Ottman, and approved unanimously by voice vote.

FOR ACTION

Accountability and Audit Charter (Attachment AUD 01)

Chair Lang stated there is one item for action, the approval of the Accountability and Charter. He stated this was reviewed during the August meeting and asked if there were any questions. Hearing none, Chair Lang asked for a motion to approve the charter. Mr. Lumsden made the motion, Ms. Benson seconded it, and Aud01 was approved unanimously by voice vote.

FOR INFORMATION

Internal Audit Resources Discussion (Attachment AUD 02)

Chair Lang recognized Mr. David King who provided an overview of internal audit staffing constraints and presented feasible options to address resource limitations. He explained that while management recognizes the risks associated with limited staffing, current conditions do not support adding a permanent position.

Three potential solutions were presented:

1. Temporary Staffing: Utilize the State’s “Temporary Solutions” vendor to hire experienced internal auditors at a controlled cost.
2. Leveraging Internal Employees: Engage system office employees with relevant expertise to assist with audit projects, ensuring independence and objectivity are maintained.
3. Secondary Employment: Hire auditors from other state agencies outside regular working hours (least preferred due to scheduling conflicts).

Ms. West inquired whether internal employees assisting on audits would be auditing their own departments. Mr. King clarified that they would not, as doing so would violate independence and objectivity standards.

Post Helene Assessment (Attachment AUD 03)

Chair Lang called on Dr. Gold to provide an update on Helene recovery efforts and assessment.

Dr. Gold then gave an update on the System’s risk mitigation and disaster recovery efforts following the impacts of Hurricane Helen.

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Key Highlights:

- Partnered with *Nation Hahn* to develop a lessons-learned report from the 14 most impacted colleges.
- Metrics regarding most impacted colleges were based on length of college closures due to loss of utilities and access.
- Recommendation to develop preparedness toolkits and tabletop training materials to enhance future disaster response.
- Encouraged systemwide documentation of disaster response procedures and continuity planning.
- System Office supported recovery through delivery of Starlink systems, supplies, and FEMA contract renewal.
- Chairman Looney led a fundraising initiative to provide emergency relief to affected colleges.

Dr. Gold emphasized the ongoing recovery efforts and the importance of documenting processes for institutional memory and future preparedness.

Cybersecurity Update (Attachment AUD 04)

Chair Lang recognized Mr. Reeves to give an update on Cybersecurity

Mr. Reeves presented updates on two key cybersecurity initiatives:

1. State and Local Cybersecurity Grant Program:
 - FEMA approved the Department of Emergency Management's recipient list for FY2024.
 - Community colleges continue to have strong representation and utilize grants to strengthen security infrastructure.
2. Fraudulent Student Applications:
 - Since July 1, 2024, colleges have reported 1,213 fraudulent student applications targeting financial aid.
 - Colleges are improving fraud detection through collaboration with the Information Security Office and data warehouse analysis.
 - All incidents are referred to the Federal Student Aid Office of Inspector General for investigation.

Chair Lang inquired whether identified fraudulent applicants are prosecuted. Mr. Reeves confirmed that once cases are reported to the Inspector General, they become federal criminal investigations. Colleges also flag fraudulent accounts internally to prevent reenrollment.

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Accreditation Update (Attachment AUD 05)

Chair Lang recognized Dr. Brian Merritt to give an update on community college accreditation.

Dr. Merritt provided a legislative and operational update following the passage of House Bill 358 (Session Law 2025-92).

Key Points:

- The law removes the 2023 prohibition requiring accreditation by a different agency in consecutive cycles.
- All 58 community colleges remain accredited and in good standing with SACSCOC.
- Colleges may now elect to retain SACSCOC or pursue another approved accreditor.
- The UNC System is pursuing a separate accreditation commission for four-year institutions, not currently applicable to community colleges.

For the benefit of newer members, Dr. Merritt reviewed that accreditation serves as the gateway for colleges to award federal student financial aid, including Pell Grants and federal loans. It also functions as a quality assurance and integrity process, ensuring compliance with standards governing instruction, student support, and institutional governance. Accreditation is a peer-review process, with site visits occurring every ten years and ongoing institutional review throughout the cycle.

Dr. Merritt emphasized that the new flexibility provided under Session Law 2025-92 represents a significant benefit to the colleges. He also noted that the UNC System is currently exploring the establishment of a Commission for Public Higher Education in collaboration with other state systems. At this time, that effort is focused on four-year institutions, though community colleges may be invited to participate at a later date.

Currently, community colleges may select from the five accrediting agencies identified in State Board Code.

Dr. McInnis inquired whether all community colleges are presently accredited and in good standing. Dr. Merritt confirmed that all institutions are in good standing, as reflected in the most recent accreditation status report provided to the Board in August 2025. Accreditation actions are reviewed twice annually, following SACSCOC's June and December meetings.

Financial Statement Audits Update (Attachment AUD 06)

Chair Lang called on Dr. Price to give a financial statement audit update.

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State Board of Community Colleges
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Dr. Phillip Price presented an overview of financial statement audits for FY2025.

Summary:

- 24 colleges were audited (16 by the State Auditor, 8 by private CPA firms).
- Only one college had audit findings.
- Average audit cost: approximately \$49,000.
- The System Office is promoting best practices through biweekly CFO mentoring calls and a year-end processing pilot program involving five colleges.

Chair Lang inquired about colleges that voluntarily undergo annual audits. Dr. Price confirmed that a few colleges, including Asheville-Buncombe Technical Community College and Cleveland Community College, elect to do so based on local board preference or historical factors.

Division of Accountability, Value, and Efficiency (DAVE) Act (Attachment AUD 07)

Chair Lang asked Dr. Gold to explain what the DAVE act is and provide an update.

Dr. Gold provided an overview of the DAVE Act (Session Law 2025-89) and its reporting requirements.

- Requires reporting on vacancies, fiscal management, and operational efficiency.
- The System Office had five vacancies exceeding six months: one filled, two grant-funded and expired, and two restructured.
- All 58 colleges submitted reports by October 1.
- Data submitted relied solely on existing reports; no new data was generated.
- The System Office emphasized efficiency and the strategic use of “lapsed salary funds” for temporary staffing and leadership initiatives.

Chair Lang inquired about the intent behind the DAVE Act. Dr. Gold explained that the act’s purpose is to identify long-standing vacancies and assess whether resources are being used efficiently.

Congressman Price asked whether the reporting process required creation of new data. Dr. Gold confirmed that only existing data were reorganized and summarized — no new data collection occurred.

NEW BUSINESS

No new business was presented before the committee.

ADJOURN

There being no further business, Chair Lang called for a motion to adjourn.

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Mr. McBrayer made the motion to adjourn, and it was seconded by Mr. Ottman.
Chair Lang declared the meeting adjourned at 4:09 p.m.

Respectfully submitted,
Mary Rehbein
Recording Secretary

**State Board of Community Colleges
College Accreditation Status Report**

REPORT SUMMARY

Background:

Per SBCC Code 1B SBCCC 400.1 – Institutional Accreditation:

All colleges shall obtain and maintain accreditation with an agency or association that accredits institutions of higher education and in accordance with North Carolina law. The System Office shall provide, biannually, a report to the State Board listing any accreditation actions taken by institutional accreditors with regards to a North Carolina community college.

Historically, colleges within the North Carolina Community College System (NCCCS) have been accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). SACSCOC holds two annual Board of Trustees meetings in June and December, during which official accreditation actions are taken. In alignment with SBCCC policy, biannual accreditation reports are submitted to the State Board following these meetings.

Accreditation Action Updates:

During its December 2025 meeting, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Board of Trustees took the following actions related to NCCCS institutions:

Institution Placed on Warning Status:

- Edgecombe Community College, Tarboro, NC
For six (6) months for failure to comply with Core Requirement 8.1 (Student achievement), Standard 6.2.b (Program faculty), Standard 6.2.c (Program coordination), and Standard 8.2.a (Student outcomes: educational programs) of the Principles of Accreditation. A Special Committee was not authorized to visit the institution.

Continued accreditation resulting from a Substantive Change Committee review of the previously approved change:

- Robeson Community College, Lumberton, NC
Reviewed off-campus instructional sites in North Carolina at Fairmont High School, Fairmont and Saint Pauls High School, Saint Pauls
- Surry Community College, Dobson, NC
Reviewed off-campus instructional sites at Elkin Center, Pilot Center, and the Center for Public Safety, Mt. Airy, NC

Focused review with no additional report requested:

- Haywood Community College
- Martin Community College
- Mitchell Community College

Contact

Dr. Brian S. Merritt
Senior Vice President, Programs & Student Services
Chief Academic Officer

STATE BOARD OF COMMUNITY COLLEGES
College Compliance Reviews 4 Year Summary

Background: Consistent with State Board Code Subchapter 400 as described in 400.1 General Provisions, the State Board shall maintain an accountability function to ensure the credibility of the number of budget FTE (Full-time equivalent) students reported to the General Assembly for funding purposes and the equitable distribution of State and federal funds among the colleges. This function includes periodic reviews of college compliance with the provisions in Title 1, Chapter G and in Title 1, Chapter E of the State Board Code, and any rules referenced therein. This function also includes coaching from the System Office in areas of potential risk of non-compliance, sound documentation practices, and the use of mitigating controls.

Reviews of each college are conducted once every two fiscal years unless the college's prior year review had material findings. If a college has material findings, a compliance review is conducted during the subsequent fiscal year in the area of the material findings.

Definitions

No Findings: The number of incorrectly reported hours in the sample does not exceed 1%.

Coaching Letter: Communicates risks found during the review process.

Minimal Finding: The number of incorrectly reported hours in the sample exceeds 1% but does not exceed 5%.

Material Finding: The number of incorrectly reported hours in the sample exceeds 5%.

Training

Compliance Services offers training to all colleges through individual college training sessions, regional training sessions, conference sessions, and in conjunction with other System Office departments as requested.

Timeline

Compliance reviews are conducted by reviewing records from the previous fiscal year. The June 30, 2026, Findings and Exceptions are based on records from the fiscal year 2024-2025.

Update:

Compliance reviews completed in FY2025-26 – final report not completed

Beaufort County Community College

Forsyth Technical Community College

Pamlico Community College

Pitt Community College

Reports completed since August 2025 Accountability and Audit Committee Meeting

Davidson-Davie Community College – final no finding report
Durham Technical Community College – final minimal finding report
Montgomery Community College – final minimal report
Roanoke-Chowan Community College – final no finding report
Rockingham Community College – final no finding report
Stanly Community College – final minimal finding report

Training Sessions During FY2025-26

Regional Training Sessions – Summer 2025

Fayetteville Technical Community College
Lenoir Community College
College of The Albemarle – regional training for only COA staff
McDowell Technical Community College
Mitchell Community College
Nash Community College
Pamlico Community College
Roanoke-Chowan Community College
Tri-County Community College with Southwestern Community College
Wake Technical Community College

Individual College Training Sessions

Beaufort County Community College
Davidson-Davie Community College
Durham Technical Community College
Forsyth Technical Community College
Montgomery Community College
Pitt Community College
Roanoke-Chowan Community College
Rockingham Community College
Stanly Community College

System Office Training Sessions Where Compliance Participated

Public Safety Training – Beaufort CCC, Blue Ridge CC, Forsyth Technical CC
Registrars Group with Dr. Monty Hickman
Chief Academic Officers with Dr. Brian Merritt
WCE Monthly Meeting with Dr. Andrew Gardner
Senior Leader Orientation

System Wide Conferences

IIPS Conference

NCCCAEA Conference

Work Based Learning Conference

STATE BOARD OF COMMUNITY COLLEGES
College Compliance Reviews 4 Year Summary

Attachment AUD 02

College	Findings/Exceptions June 30, 2023	Findings/Exceptions June 30, 2024	Findings/Exceptions June 30, 2025	Findings/Exceptions June 30, 2026
Alamance Community College	Final Minimal	X	Final No Finding w/ Coaching Letter	
Asheville-Buncombe Tech Community College	Final Minimal w/ Coaching Letter	X	Final Minimal w/ Coaching Letter	X
Beaufort County Community College			Final No Finding w/ Coaching Letter	
Bladen Community College	Final No Finding			Fall Semester 2025
Blue Ridge Community College	Final Minimal w/ Coaching Letter	X	Final No Finding w/ Coaching Letter	
Brunswick Community College	Final Minimal w/ Coaching Letter	X	Final Material w/ Coaching Letter	X
Caldwell Community College & Tech Institute	Final No Finding w/ Coaching Letter		Final No Finding	
Cape Fear Community College	Final Material w/ Coaching Letter	X	Final No Finding	
Carteret Community College			Final No Finding w/ Coaching Letter	
Catawba Valley Community College	Final Minimal w/ Coaching Letter	X	Final Minimal	X
Central Carolina Community College			Final No Finding	
Central Piedmont Community College			Final No Finding	
Cleveland Community College			Final No Finding	
Coastal Carolina Community College			Final Minimal	X
College of The Albemarle	Final No Finding w/ Coaching Letter		Final No Finding	
Craven Community College			Final No Finding	
Davidson-Davie Community College			Final No Finding w/ Coaching Letter	Final No Finding
Durham Technical Community College	Final Minimal w/ Coaching Letter	X	Final Minimal	X
Edgecombe Community College			Final Minimal w/ Coaching Letter	X
Fayetteville Technical Community College	Final Material & Minimal w/Coaching Letter	X	Final Minimal w/ Coaching Letter	X
Forsyth Technical Community College			Final No Finding w/ Coaching Letter	
Gaston College	Moved to FY2023-24		Final No Finding w/ Coaching Letter	
Guilford Technical Community College	Final No Finding w/ Coaching Letter		Final No Finding	
Halifax Community College	Final No Finding		Final No Finding	
Haywood Community College			Final No Finding w/ Coaching Letter	
Isothermal Community College			Final No Finding w/ Coaching Letter	
James Sprunt Community College	Final Minimal w/ Coaching Letter	X	Final Minimal	X
Johnston Community College	Final Minimal w/ Coaching Letter	X	Final No Finding	
Lenoir Community College	Final Minimal w/ Coaching Letter	X	Final Material	X
Martin Community College	Final Minimal w/ Coaching Letter	X	Final Minimal w/ Coaching Letter	X
Mayland Community College	Final No Finding		Final No Finding	
McDowell Technical Community College	Final Minimal w/ Coaching Letter	X	Final Minimal	X
Mitchell Community College			Final Minimal	X
Montgomery Community College			Final Minimal w/ Coaching Letter	X
Nash Community College	Final No Finding		Final No Finding	
Pamlico Community College	Final Minimal w/ Coaching Letter	X	Final Material/Minimal/Coaching Letter	X
Piedmont Community College	Final Minimal	X	Final No Finding w/ Coaching Letter	
Pitt Community College			Final Minimal w/ Coaching Letter	X
Randolph Community College			Final No Finding w/ Coaching Letter	
Richmond Community College	Final No Finding w/ Coaching Letter		Final Minimal w/ Coaching Letter	X
Roanoke-Chowan Community College	Final Minimal w/ Coaching Letter	X	Final Material/Minimal/Coaching Letter	X
Robeson Community College	Final No Finding		Final No Finding	
Rockingham Community College			Final No Finding	Final No Finding
Rowan-Cabarrus Community College	Final No Finding w/ Coaching Letter		Final Minimal	X
Sampson Community College			Final No Finding	
Sandhills Community College			Final No Finding w/ Coaching Letter	
South Piedmont Community College	Final No Finding w/Coaching Letter		Final No Finding w/ Coaching Letter	

STATE BOARD OF COMMUNITY COLLEGES
College Compliance Reviews 4 Year Summary

Attachment AUD 02

College	Findings/Exceptions	Findings/Exceptions	Findings/Exceptions	Findings/Exceptions
Southeastern Community College	Final Finding w/Coaching Letter		Final No Finding	
Southwestern Community College		Final Minimal	X	
Stanly Community College		Final No Finding w/ Coaching Letter		Final Minimal
Surry Community College		Final No Finding		
Tri-County Community College	Final No Finding w/ Coaching Letter		Final Minimal	X
Vance-Granville Community College	Final No Finding w/ Coaching Letter		Final Minimal w/ Coaching Letter	X
Wake Technical Community College	Final No Finding w/ Coaching Letter		Final No Finding w/ Coaching Letter	
Wayne Community College	Final No Finding		Final Minimal	X
Western Piedmont Community College		Final No Finding w/ Coaching Letter		
Wilkes Community College		Final No Finding		
Wilson Community College	Final No Finding w/Coaching Letter		Final Minimal	X
Total Reviewed	34	29	29	10
Total With Findings	16	9	14	3
Percent	47%	31%	48%	30%
Review Complete - Reports not finalized				

STATE BOARD OF COMMUNITY COLLEGES
2025-2026 Risk Assessment and Internal Audit Plan

Background: To comply with the Internal Audit Charter and Global Audit Standards, the Internal Audit Director provides the annual audit plan status and any changes to System Office management and the Audit Committee throughout the year.

Purpose: This document serves to present the status of the annual internal audit plan that was approved in the August 2025 Accountability and Audit Committee meeting. The status of the audit plan is shown below. Page two of this document shows the audit plan as it was approved in August.

July 2025- June 2026 Audit Plan Update as of January 2026

Engagement	Focus area / Preliminary Objective	Status
Risk Based Engagements		
Risk Management	Document Risk Management processes and recommend improvements to organization risk management maturity.	In progress. Long term project. To be completed in June. Risk Register generated. Next steps are identifying Controls and Residual risk levels.
SOP Management	Audit of process to publish, review and update SOP's.	Preliminary research, Planning starts in Jan, expected completion in March.
Grant Management	Audit of process to track and manage grants focused on controls and compliance for specified grant.	Starts in March, expected completion in May.
Contract Management	Audit of controls used to manage and track contracts, mitigate contract related risks.	Starts in March, expected completion in May.
Travel Compliance	Travel compliance with state and agency rules and regulations.	Intern Starts in Jan 2026, expected completion in April 2026.
Motor Fleet Management	State Owned vehicles managed in compliance with state and agency rules and regulations.	Intern Starts in Jan 2026, expected completion in April 2026.
Recurring Items		
2027 Risk Assessment and Audit Plan	Conduct Risk Assessment, develop 2026-2027 Audit Plan.	Starts in April 2026, expected completion in June 2026.
2026 Follow Up	Tracking recommendation progress and action plans status.	Occurs in May 2026.
Other Council Projects	Various reporting and uploading requirements to meet Internal Audit Council Requirements.	Ongoing. 2025 year-end and early 2026 submissions submitted.
Quality Assurance and Process Improvement		
Quality Improvement	Review Internal Audit Processes and revise Internal Audit Manual, Audit Charter, and other documents to follow new Global Audit Standards.	2025 year-end reviews and changes complete.
2026 Self-Assessment Maturity Model	Determine compliance with new Global Internal Audit Standards as required by the audit standards.	Occurs in May 2026.
EAGLE Project		
2026 EAGLE project for the State Controller	Annual requirement set forth by the NC Office of the State Controller.	Preliminary work started in December; project goes through July 2026.

July 2025- June 2026 Audit Plan

Engagement	Focus area / Preliminary Objective	Budgeted Hours
Risk Based Engagements		
SOP Documentation and Review	Audit of process to publish, review and update SOP's	200
Grant Management	Audit of process to track and manage grants focused on controls and compliance for specified grant.	200
Risk Management Consulting Engagement	Document Risk Management processes and recommend improvements to organization risk management maturity.	160
Contract Management Audit	Audit of controls used to manage and track contracts, mitigate contract related risks.	160
Compliance Audits	Travel, P-Card, State-Owned Vehicles (intern support).	120
Recurring Items		
2027 Risk Assessment and Audit Plan	Conduct Risk Assessment, develop 2026-2027 Audit Plan	120
2026 Follow Up	Tracking recommendation progress and action plans status.	40
Quality Assurance and Process Improvement		
Quality Improvement	Review Internal Audit Processes and revise Internal Audit Manual, Audit Charter, and other documents to follow new Global Audit Standards.	128
2026 Self-Assessment Maturity Model (SAMM)	Determine compliance with new Global Internal Audit Standards. Self-assessment is required by the audit standards.	48
Other Council Projects	Various reporting and uploading requirements to meet Internal Audit Council Requirements	20
EAGLE Project		
2026 EAGLE project for the State Controller	Annual requirement set forth by the NC Office of the State Controller	220
Other Engagements		
Technical Assistance	Placeholder for unscheduled activities	40
Investigations	Placeholder for unscheduled activities	40
Consulting Engagement	Placeholder for unscheduled activities	40

AGENDA
State Board of Community Colleges
PROGRAMS AND STUDENT SUCCESS COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, January 15, 2026 – 1:55 p.m. – 2:55 p.m.
Ms. Sarah West, Chair
Mr. Bill McBrayer, Vice Chair

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – Thursday, November 20, 2025

For Action

- NCCCS Special Program Application Update Request (Attachment PROG 01)
- Legislative Report for Student Success Initiative (SSI) (Attachment PROG 02)

For Consent Agenda

- Curriculum Program Applications – Fast Track for Action (Attachment PROG 03)
 - Cape Fear Community College
 - Aviation Management and Career Pilot Technology (A60180)
 - Biotechnology (A20100)
 - Guilford Technical Community College
 - Digital Media Technology (A25210)
 - North Carolina Community College System
 - Birth through Kindergarten Residency Licensure Certificate (C55491)
 - High School Math Residency Licensure Certificate (C55492)
 - High School Science Residency Licensure Certificate (C55493)
 - Middle School Math Residency Licensure Certificate (C55494)
 - Middle School Science Residency Licensure Certificate (C55495)
 - Special Education Residency Licensure Certificate (C55496)
- Combined Course Library – Workforce Continuing Education and College & Career Readiness (Attachment PROG 04)
 - New Course Approvals, Modifications, and Tier Designations
 - New Course Approval – Surry Community College
 - Digital Navigator Essentials (CIS – 3005)
 - New Course Approval – Robeson Community College
 - Utility Technician Fundamentals (ELC – 3017)
 - New Course Approval – Stanly Community College
 - Autism Technical Concepts (EDU – 2149)
 - Intro to School-Age Care (EDU – 2120)
 - School-Age Admin. I (EDU – 2236)
 - School-Age Admin. II (EDU – 2237)
 - Creative Activities (EDU – 3151)
 - Social/Emotional Behav. Dev. (EDU – 3154)
 - Language and Literacy Experiences (EDU – 3280)

Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs at (919) 807-6970 or by e-mail at stateboard@nccommunitycolleges.edu

AGENDA
State Board of Community Colleges
PROGRAMS AND STUDENT SUCCESS COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, January 15, 2026 – 1:55 p.m. – 2:55 p.m.
Ms. Sarah West, Chair
Mr. Bill McBrayer, Vice Chair

- Courses of Instruction to Captive Co-Opted Groups (Attachment PROG 05)
 - Gaston College – Gaston Correctional Center
 - Auto Detailing – (AUT – 3110)

For Information

- Curriculum Program Applications as Approved by the System President (Attachment PROG 06)
 - Cape Fear Community College
 - Health Sciences (A45230)
 - Fayetteville Technical Community College
 - Health Sciences (A45230)
 - Piedmont Community College
 - Health Sciences (A45230)
- Curriculum Program Terminations as Approved by the System President (Attachment PROG 07)
 - Alamance Community College
 - Histotechnology (A45370)
 - Manicuring/Nail Technology (Certificate) (C55400)
 - Asheville-Buncombe Technical Community College
 - Physical Therapist Assistant (2-year program) (A45620)
 - Cape Fear Community College
 - Emergency Management (A55460)
 - Sustainability Technologies (A40370)
 - Carteret Community College
 - Building Construction Technology (A35140)
 - Central Carolina Community College
 - Computer-Aided Drafting Technology (A50150)
 - Nurse Aide (Certificate) (C45840)
 - Central Piedmont Community College
 - Health Information Technology (A45360)
 - High School Adjunct Instructor (Certificate) (C55190)
 - Nurse Aide Certificate (Certificate) (C45840)
 - Cleveland Community College
 - Cosmetology Instructor (Certificate) (C55160)
 - Esthetics Instructor (Certificate) (C55270)
 - Health Science: Therapeutic & Diagnostic Services/Emergency Medical Science (D45910)
 - Health Science: Therapeutic & Diagnostic Services/Medical Assisting (D45920)
 - Mechanical Drafting Technology (A50340)
 - Craven Community College
 - Infant/Toddler Care (Certificate) (C55290)
 - Davidson-Davie Community College
 - Applied Engineering Technology (A40130)
 - Associate in General Education (A10300)
 - Health Science: Therapeutic & Diagnostic Services/Nurse Aide (D45970)
 - Health Science: Therapeutic & Diagnostic Services/Therapeutic Massage (D45960)

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AGENDA
State Board of Community Colleges
PROGRAMS AND STUDENT SUCCESS COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, January 15, 2026 – 1:55 p.m. – 2:55 p.m.
Ms. Sarah West, Chair
Mr. Bill McBrayer, Vice Chair

- Durham Technical Community College
 - Health Science: Therapeutic and Diagnostic Services/Pharmacy Technology (D45940)
- Guilford Technical Community College
 - Healthcare Management Technology (A25200)
 - Industrial Systems Technology (A50240)
 - Telecommunications and Network Engineering Technology (A40400)
- Halifax Community College
 - Foodservice Technology (Certificate) (C55250) (Captive – Roanoke River Correctional Institution #3305)
 - Masonry (Certificate) (C35280)(Captive – Roanoke River Correctional Institution # 3305)
 - Phlebotomy (Certificate) (C45600)
 - Plumbing (Certificate) (C35300) (Captive – Roanoke River Correctional Institution # 3305)
- Haywood Community College
 - Electronics Engineering Technology (A40200)
 - Practical Nursing (Diploma) (D45660)
- Martin Community College
 - Cosmetology Instructor (Certificate) (C55160)
 - Esthetics Technology (Certificate) (C55230)
 - Nurse Aid (Certificate) (C45840)
 - Public Safety Administration (A55480)
- Mayland Community College
 - Masonry (Diploma) (D35280)
- Nash Community College
 - Manufacturing Technology (A50320)
 - Phlebotomy (Certificate) (C45600)
- Pamlico Community College
 - Associate in Arts in Teacher Preparation (AATP) (A1010T)
 - Associate in Science in Teacher Preparation (ASTP) (A1040T)
 - Information Technology (A25590)
- Piedmont Community College
 - Carpentry (Diploma) (D35180) (Dan River Prison Work Farm # 3080)
 - Cosmetology Instructor (Certificate) (C55160)
- Pitt Community College
 - Associate in Fine Arts in Theater (A10800)
 - Cosmetology (A55140)
 - Health Science: Therapeutic & Diagnostic Services/Nurse Aide (D45970)
 - Health Science: Therapeutic & Diagnostic Services/Phlebotomy (D45950)
 - Mammography (Certificate) (C45830)
 - Nurse Aide (Certificate) (C45840)
 - Phlebotomy (Certificate) (C45600)
 - Positron Emission Tomography (Diploma) (D45820)
 - Recreational Therapy Assistant (A45150)

Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs at (919) 807-6970 or by e-mail at stateboard@nccommunitycolleges.edu

AGENDA
State Board of Community Colleges
PROGRAMS AND STUDENT SUCCESS COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, January 15, 2026 – 1:55 p.m. – 2:55 p.m.
Ms. Sarah West, Chair
Mr. Bill McBrayer, Vice Chair

- Randolph Community College
 - Mechatronics Engineering Technology (A40350)
- Richmond Community College
 - Nurse Aide (Certificate) (C45840)
- Robeson Community College
 - General Occupational Technology (A55280)
 - Hospitality Management (A25110)
 - Simulation and Game Development (A25450)
 - Supply Chain Management (A25620)
- Southwestern Community College
 - Career and Technical Education Teacher Education Program (A55320)
 - Health Science: Therapeutic & Diagnostic Services/Emergency Medical Science (D45910)
 - Health Science: Therapeutic & Diagnostic Services/Medical Assisting (D45920)
 - Health Science: Therapeutic & Diagnostic Services/Nurse Aide (D45970)
 - Health Science: Therapeutic & Diagnostic Services/Phlebotomy (D45950)
 - Health Science: Therapeutic & Diagnostic Services/Therapeutic Massage (D45960)
 - School-Age Expanded Learning and Enrichment (A55440)
- Surry Community College
 - Collision Repair & Refinishing Technology (A60130)
 - Electronics Engineering Technology (A40200)
 - Graphic Design (A30100)
 - Industrial Systems Technology (A50240)
 - Mechanical Drafting Technology (A50340)
 - Medical Assisting (A45400)
 - Project Management Technology (A25390)
- Tri-County Community College
 - Health Science: Therapeutic & Diagnostic Services/Medical Assisting (D45920)
 - Hunting and Shooting Sports Management (A25600)
- Wake Technical Community College
 - Healthcare Simulation and Technology (A45980)
 - Phlebotomy (Certificate) (C45600)
 - Therapeutic Massage (A45750)

New Business

Adjourn

Questions relating to items on the Agenda should be addressed to the Office of State Board Affairs at (919) 807-6970 or by e-mail at stateboard@nccommunitycolleges.edu

MINUTES
State Board of Community Colleges
PROGRAMS & STUDENT SUCCESS COMMITTEE
Caswell Building – Dr. W Dallas Herring State Board Room
Thursday, November 20, 2025

MEMBERS PRESENT:

Sarah West, Chair
Bill McBrayer, Vice Chair
Stacy Griffin
Tom Looney
Chris Lumsden
Hon. David Price
Terry Yeargan

NCACCP LIAISONS:

Amanda Lee, President, Bladen Community College

SYSTEM OFFICE STAFF AND OTHERS:

Brian S. Merritt	Todd Roth	Ashley Parrott
Ashley Croom	Kathy Davis	Seth Kamen
Jeff Cox	Jamal Njai	Anne Bacon
Kimberly Gold	Hilmi Lahoud	Andrea Crowley
Melissa Smith	Torry Reynolds	
Amy Mast	Brenda Burgess	Julie Woodson
Delany Davis	Lisa Eads	President, NCACCT
Jonnell Carpenter	Mary Olvera	
Aaron Mabe	Ariel O'Quinn	

WELCOME AND ETHICS STATEMENT: Chair West called the virtual meeting to order at 3:26 p.m. Roll was taken and there was a quorum. Ms. Croom read the Ethics Awareness and Conflict of Interest Statement and asked if there were any known conflicts. None were noted.

APPROVAL OF THE AGENDA: Chair West requested a motion to approve the November 20, 2025, agenda. Mr. Yeargan made the motion, seconded by Hon. Price. The agenda was approved via voice vote by the committee.

APPROVAL OF THE MINUTES: Chair West requested a motion to approve the October 16, 2025, minutes. Mr. McBrayer made the motion, seconded by Mr. Yeargan. The minutes were approved via voice vote by the committee.

FOR FUTURE ACTION:

Curriculum Program Application (New to System) (Attachment PROG 01)

- North Carolina Community College System
 - Birth through Kindergarten Residency Licensure Certificate (C55491)
 - High School Math Residency Licensure Certificate (C55492)
 - High School Science Residency Licensure Certificate (C55493)
 - Middle School Math Residency Licensure Certificate (C55494)
 - Middle School Science Residency Licensure Certificate (C55495)
 - Special Education Residency Licensure Certificate (C55496)

Chair West reviewed the Systems application to establish six new residency licensure certificates and eighteen new courses included in these programs. The item will remain on the future action agenda for one to two

months to allow presidents and chief academic officers time to confirm alignment on the new certificates. Eight colleges participated in developing and reviewing the curriculum standards and courses: Central Piedmont, Davidson-Davie, Forsyth, Johnson, Richmond, Rowan-Cabarrus, Pitt, and Wayne Community Colleges. Residency programs replace the previous lateral entry programs and aim to provide streamlined, accelerated pathways to teacher licensure for individuals with a bachelor's degree, a GPA of 2.7 or higher, and a provisional teaching license. This initiative addresses the teacher shortage in North Carolina, especially in rural areas.

Dr. Mary Olvera outlined current teacher education pathways, including two transfer programs—the Associate in Arts in Teacher Preparation (AATP) and Associate in Science in Teacher Preparation (ASTP)—offered by all fifty-eight colleges. Enrollment has steadily increased, with nearly three thousand students enrolled in 2024–2025 and about five hundred graduates. The elementary education residency licensure certificate program will be expanded to include additional licensure areas. The Career and Technical Teacher Education Program, formerly the occupational education associate degree, was revised and renamed to clarify its purpose. It enables individuals, such as those in welding, to earn a CTE teaching license through eighteen credit hours. CTE remains one of the largest areas of teacher vacancies in the state. The Early Childhood Education Degree has a uniform articulation agreement allowing students to transfer sixty to sixty-one credits and begin as juniors toward licensure.

The lateral entry program had high turnover, prompting the creation of residency programs to improve effectiveness and continuity. Legislation requires program-wide support through coaching, with faculty or hired coaches providing classroom observation and feedback. The community college system applied for approval from the State Board of Education to operate as an Educator Preparation Program (EPP), which is necessary to recommend candidates for licensure. The State Board of Education approved a framework allowing colleges to apply for EPP status if they certify compliance. There is a two-layer approval process involving both the State Board of Community Colleges and the State Board of Education. Currently, twenty-eight colleges are approved. To qualify for residency licensure, individuals must hold a bachelor's degree, be employed as a teacher of record in a North Carolina public school, have a 2.7 GPA, and at least twenty-four hours in the content area. Residency certificates will be consistent at eighteen credits and six courses.

Dr. Olvera highlighted the success of the elementary education program, which launched in Fall 2023 with ten colleges offering the program. By Fall 2024, another ten colleges joined, and eight more will begin in 2025–2026, totaling twenty-eight colleges. Enrollment grew from twenty-seven students in Fall 2023 to 244 students in Spring 2025. The request for additional licensure areas stems from teacher vacancies and local needs, with some colleges planning new areas for Fall 2026.

Chair West inquired about affordability, and Dr. Olvera noted the cost is \$76 per credit hour plus study guides and assessments, totaling under \$2,000, making it the most affordable option in the state. Mr. Lang asked about teacher pay, and Dr. Olvera explained that residency license holders earn first-year teacher pay while completing the program. The license lasts one year and can be renewed twice, allowing up to three years for completion.

Hon. Price asked about enrollment numbers for AATP and ASTP, which were confirmed at 2,514 and 308 respectively, with nearly 3,000 students enrolled overall. Enrollment grew steadily from fewer than 300 students in 2021. Hon. Price suggested strategies to increase enrollment and noted scholarship systems have not kept pace. Dr. Olvera shared that some campuses have secured scholarship funds and Pell grants for students.

Dr. Merritt highlighted the importance of the Pell grant because typically if a student has a bachelor's degree they do not qualify for Pell grants.

FOR ACTION:

New Curriculum Prefix-Tiered Funding Formula Recommendations (Attachment PROG 02)

- Tier 1A – (EVX – Electric Vehicle/Crossover)

Chair West reviewed the item and noted that it will be amended to Sector 1 in lieu of Tier 1A. The request focuses on continuing work to be Propel ready. The course will be a new course prefix under the trades and transportation sector of the Propel model.

Dr. Merritt highlighted a Perkins-funded project that brought faculty together to review the transportation and automotive systems curriculum. Plans include introducing new courses and requesting a new prefix to reflect the transition within the industry. This initiative aligns with industry demand and recent job announcements over the past few years.

Chair West requested a motion to approve PROG 02 with the amendment for the For Action agenda. On a motion made by Ms. Griffin, seconded by Mr. McBrayer PROG 02 was approved for the For Action agenda.

Policy Recommendation on Registered Pre-Apprenticeship FY 2025 – 2026 (Attachment PROG 03)

Chair West reviewed the item. The committee had no questions or concerns.

Chair West requested a motion to approve PROG 03 for the For Action agenda. On a motion made by Ms. Griffin, seconded by Mr. Yeargan PROG 03 was approved for the For Action agenda. Motion was approved via voice vote.

FOR CONSENT AGENDA:

Curriculum Program Applications – Fast Track for Action (Attachment PROG 04)

- Forsyth Technical Community College
 - Physical Therapist Assistant (1+1) (A45640)
- Rowan-Cabarrus Community College
 - Therapeutic Massage (A45750)
- Stanly Community College (Albemarle Correctional Institution (4580))
 - Business Administration (A25120)

Chair West reviewed the item.

Mr. McBrayer lightheartedly inquired whether the correctional institution receives FTE for the prisoners. Yes, they do receive FTE.

Combined Course Library – Workforce Continuing Education and College & Career Readiness (Attachment PROG 05)

- New Course Approvals, Modifications, and Tier Designations
 - New Course Approval – NC Fire Rescue Mission NC OSFM
 - Technical Rescuer Health and Wellness (FRC – 1218)
 - New Course Approval – Surry Community College/Virtual Learning Community
 - Property Insurance (INS – 3130)
 - Casualty Insurance (INS – 3131)
 - Golf Course Equipment Technician (TRF – 3400)
 - Course Modification – Sandhills Community College
 - Golf Course Operator (TRF – 3300)

Chair West reviewed the item. The committee had no questions or concerns.

Courses of Instruction to Captive Co-Opted Groups (Attachment PROG 06)

- Randolph Community College – Randolph Correctional Center
 - Manufacturing Production Tech (Certified Manufacturing Associate (MFG – 3111)
 - Plumbing (PLU – 3024)
 - Work-based Learning (Plumbing 2) (WBL – 3100)

Chair West reviewed the item. The committee had no questions or concerns.

Chair West requested a motion to approve PROG 04, PROG 05, and PROG 06 for the For Consent agenda. On a motion made by Ms. Griffin, seconded by Mr. Yeargan PROG 03, PROG 04, and PROG 05 were approved for the For Consent agenda. Motion was approved via voice vote.

FOR INFORMATION:

Legislative Report for the NC Child Care Grant Program for Community College Students (Attachment PROG 07)

Chair West reviewed the item. The committee had no questions or concerns.

Legislative Report for the High-Cost Healthcare Start Up and Expansion Grant (Attachment PROG 08)

Chair West reviewed the item. The committee had no questions or concerns.

Curriculum Program Applications as Approved by the System President (Attachment PROG 09)

- Alamance Community College
 - Health Sciences (A45230)

Chair West reviewed the item. The committee had no questions or concerns

Curriculum Program Standard Revisions as Approved by the System President (Attachment PROG 10)

- Central Carolina Community College
 - Veterinary Medical Technology (A45780) (Alignment Project)
- Forsyth Technical Community College
 - Alternative Transportation Technology (D60420) (Alignment Project)
 - Digital Effects and Animation Technology (A30130) (Alignment Project)
- Guilford Technical Community College
 - Aviation Systems Technology (A60200) (Alignment Project)
- North Carolina Community College System
 - Basic Law Enforcement Training (Certificate) (C55120)
 - Emergency Medical Science (A45340)
- Western Piedmont Community College
 - Interpreter Education (A55300) (Alignment Project)

Chair West reviewed the item. The committee had no questions or concerns.

Curriculum Program Terminations as Approved by the System President (Attachment PROG 11)

- Bladen Community College

- Public Safety Administration (A55480)

Mr. Lang asked about the availability of grants for 2024–2025 and whether the lack of an approved state budget means there are no grants for new startup programs until the budget is passed. Dr. Merritt explained that it depends on the type of grant. For example, the child care grant is funded through a recurring allocation, so it remains available. However, the High-Cost Healthcare grant, which was a \$55 million appropriation approved in the last biennium, is not available this year because there is no current budget.

NEW BUSINESS

ADJOURN

On a motion made by Mr. McBrayer, seconded by Mr. Yeagan, the meeting was adjourned at 4:03 p.m.

Recording Secretary
Ashley Croom

STATE BOARD OF COMMUNITY COLLEGES
Curriculum Special Program Application Update Request

Request:

- Expand the Special Application Program List by adding additional program titles reviewed and recommended by System Office subject matter experts and Chief Academic Officers. The proposed program title additions are highlighted in the attached document.
- Update the Special Application document to separate programs that are currently grouped under other program approval requirements (e.g., Cosmetology, Culinary, Early Childhood Education, Real Estate, and concentration degrees) and to allow each program to be approved individually. The highlighted sections in the attached document indicate program titles that have been moved from separate listings to the primary program list.

Rationale:

Expanding the Special Application Program List supports timely responses to emerging workforce needs by enabling colleges to more efficiently offer program titles with demonstrated statewide demand and that align with Propel NC. For programs included on the Special Application list, an impact assessment will no longer be required, further streamlining the approval process. Moving forward, clinical requirements will be considered as one factor in determining program eligibility for the list. This approach both reduces administrative burden for colleges and appropriately reflects the distinct approval and oversight structures that already exist for these programs. The highlighted sections in the attached document reflect the impact assessment procedural changes.

Background:

The State Board of Community Colleges is authorized to approve curriculum programs (1D SBCCC 400.6(a)(1)). The State Board delegates to the President of the North Carolina Community College System the authority to grant a college the approval to award the associate degree, diploma, or certificate for program titles that have been approved for this delegation by the State Board of Community Colleges based upon a widespread immediate need for the job training and minimal impact upon other colleges (1D SBCCC 400.6(4)). The State Board delegates to the President of the North Carolina Community College System the authority to grant a college the approval to award a curriculum program which is classified as a concentration if the applying college already has approval to offer the parent program (1D SBCCC 400.6(5)).

The Special Application Program List identifies titles that fall under this delegated

authority and require streamlined review processes. Updating the list and refining associated requirements ensures alignment with current workforce needs, supports efficient application processing, and reflects evolving curriculum priorities across the System.

Contact(s):

Dr. Lisa Eads, Associate Vice President of Academic Programs



CURRICULUM PROCEDURES REFERENCE MANUAL

Section 3A

Special Curriculum Program Application for Selected Curriculum Titles Procedures

(Associate in Applied Science, Diploma, and Certificate Selected Curriculum Programs)

Implementation October 1, 2012

State Board Revised 08/16/12; editorial revision 06/03/14; SBCC Revised 07/18/14; SBCC Revised 08/15/14; editorial revision 05/15/2015; editorial revision 09/28/15; editorial revision 12/04/15; editorial revision 06/07/16; SBCC revised 08/19/2016; SBCC revised 09/16/2016; editorial revision 12/12/16; editorial revision 02/02/17; SBCC revised 03/16/18; Editorial revision 12/01/18; Editorial revision 01/08/19; Editorial Revision 04/01/19; Editorial Revision 07/29/19; Editorial Revision 08/24/20; Editorial Revision 7/9/21; Editorial revision 3/31/2022; Editorial Revision 16/14/2022; SBCC revised 09/16/2022; SBCC Revised 05/19/2023; SBCC Revised 10/20/2023; SBCC Revised 07/18/2025; Revised 11/25/2025; SBCC Revised XX/XX/26.

**North Carolina Community College System
 Special (Abbreviated) Curriculum Program Application Procedures and Accountability
 Report for Selected Curriculum Titles**

*The State Board of Community Colleges is authorized to approve curriculum programs (1D SBCCC 400.6(a)(1)).
 The State Board delegates to the President of the North Carolina Community College System the authority to grant a college the approval to award the associate degree, diploma, or certificate for program titles that have been approved for this delegation by the State Board of Community Colleges based upon a widespread immediate need for the job training and minimal impact upon other colleges. (1D SBCCC 400.6 (4))
 The State Board delegates to the President of the North Carolina Community College System the authority to grant a college the approval to award a curriculum program which is classified as a concentration if the applying college already has approval to offer the parent program. (1D SBCCC 400.6 (5))*

The following curriculums have been approved by the State Board of Community Colleges for the Special Application process:

911 Communications & Operations (A55470)	Fire Protection Technology (A55240)
Agribusiness Technology (A15100)	Foodservice Technology (Diploma) (D55250)
Agriculture Education (A15330)	Forestry Management Technology (A15200)
Air Conditioning, Heating, & Refrigeration Tech (A35100)	Geomatics Technology (A40420)
Applied Engineering Technology (A40130)	Health and Fitness Science (A45630)
Artificial Intelligence (A25710)	Health Sciences (A45230)
Automotive Systems Technology (A60140)	High School Adjunct Instructor (Certificate)(C55190)
Basic Law Enforcement Training (Certificate) (C55120)	Industrial Systems Technology (A50240)
Building Construction Technology (A35140)	Infant/Toddler Care (Certificate)(C55290)
Business Analytics (A25350)	Information Technology (A25590)
Career and Technical Teacher Education Program (A55320)	Lateral Entry (Certificate)(C55430) (Obsolete Program)
Carpentry (Diploma)(D35180)	Manicuring Instructor (Certificate)(C55380)
Community Spanish Interpreter (A55370)	Manicuring/Nail Tech. (Certificate)(C55400)
Construction Management Technology (A35190)	Masonry (Diploma) (D35280)
Cosmetology Instructor (Certificate)(C55160)	Mechatronics Engineering Technology (A40350)
Criminal Justice Technology (A55180)	Medical Office Administration (A25310)
Criminal Justice Technology/Forensic Science (A5518C)	Plumbing (Diploma) (D35300)
Diesel and Heavy Equipment Technology (A60460)	Project Management Technology (A25390)
Early Childhood Administration (Certificate)(C55850)	Public Safety Administration (A55480)
Early Childhood Preschool (Certificate)(C55860)	Natural Hair Care (Certificate)(C55170)
Early Child Care Workforce (Certificate) (C55820)	Real Estate Licensing (Certificate) (C25480)
Electrical Systems Technology (A35130)	School-Age Expanded Learning and Enrichment (A55440)
Emergency Management (A55460)	School-Age Expanded Learning and Enrichment (Certificate)(C55450)
Emergency Medical Science (A45340)	Supply Chain Management (A25620)
Entrepreneurship (A25490)	Sustainable Agriculture (A15410)
Esthetics Technology (Certificate)(C55230)	Sustainability Technologies (A40370)
Esthetics Instructor (Certificate)(C55270)	Welding Technology (A50420)

**College must have approval for the Industrial Systems Technology (A50240) program or the Automation Engineering Technology (A40120) program.*

The following curriculums have been approved by the State Board of Community Colleges for the Special Application process, but require that the college have prior approval for the Cosmetology (A55140) program:

Cosmetology Instructor (Certificate)(C55160)	Manicuring Instructor (Certificate)(C55380)
Esthetics Instructor (Certificate)(C55270)	Manicuring/Nail Tech. (Certificate)(C55400)
Esthetics Technology (Certificate)(C55230)	Natural Hair Care (Certificate)(C55170)

The following curriculums have been approved by the State Board of Community College for the Special Application process, but requires that the college have prior approval for the Early Childhood Education (A55220) program:

Early Childhood Administration (Certificate)(C55850)	Early Childhood Preschool (Certificate)(C55860)
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The following curriculum has been approved by the State Board of Community Colleges for the Special Application process, but requires that the college have prior approval for the Real Estate (A25400) program:

Real Estate Licensing (Certificate) (C25480)
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The following curriculum has been approved by the State Board of Community Colleges for the Special Application process, but requires that the college have prior approval for the Culinary Arts (A55150) program:

Foodservice Technology (Diploma) (D55250)

All concentrations have been approved by the State Board of Community Colleges for the Special Application process, but require that the college have prior approval for the parent program. See Section of the Curriculum Procedures Reference Manual for a list of concentration/parent programs.

Submission of Special Program Application:

Colleges seeking curriculum program approval process, through the special application process, should submit an application using the attached procedures. The following items must be completed and documented as indicated before the program can be considered for approval by the State Board:

- 1) Local Certification (accompanied by a copy of the minutes from the Board of Trustees meeting(s) where the proposed program was discussed and approved must be attached to the application.)
- 2) Proposed Program of Study
- 3) Impact Assessment Form(s) from colleges approved to offer the same or similar health science program which has a clinical component

The completed application should be submitted via email to: programs@nccommunitycolleges.edu

SPECIAL CURRICULUM PROGRAM APPLICATION PROCEDURES

Instructions for Completing Attached Application:

All items must be completed and documented as indicated before the program can be considered for approval by the System Office. Please note that colleges may only utilize the Special Curriculum Program Application process when applying for a concentration program if the applying college already has approval for the parent program or when applying for an approved special application program title. See page 2 for a list of approved titles.

I. Local Certification:

Complete the institutional certification form. A copy of the minutes from the Board of Trustees meeting(s) at which the proposed program was discussed and approved must be attached to the application.

II. Proposed Program of Study

The proposed program of study should be designed to be in compliance with the curriculum standard approved by the State Board of Community Colleges. The State Board approved curriculum standard for each program is located at:

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

The proposed program of study should also be designed using the appropriate courses from the *Combined Course Library* which is located at:

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

III. Impact of the Proposed Program on Other Programs in the System

A. Impact Assessment Form

If the proposed program includes a clinical requirement, send the Impact Assessment Form to all NCCCS colleges approved to offer the same or similar programs. The Impact Assessment Form should document the perceived impact of the proposed program on existing program(s) at other colleges, including the impact on clinical sites used by other colleges.

An impact assessment is **not** required for programs which do not include a clinical requirement.

B. Documenting Impact Assessment

If applicable, include in the application a list of colleges who received an Impact Assessment Form, due to the clinical requirement of the proposed program, and a narrative summary of the responses received. If the applying college does not receive a response from a college, please attempt to contact that college's president to obtain a response. Attach copies of signed Impact Assessment Forms from all responding college(s).

If the applying college receives a negative response as a result of the original Notification or the Impact Assessment Form, provide a narrative summary of the actions the college took to resolve the negative responses and the outcome of those actions. Document the outcome of a resolution meeting using the Impact Assessment Resolution Form.——

C. Impact Assessment Conflict Resolution Appeals Process

If the college presidents cannot reach agreement on the impact of the proposed program, the Senior Vice President and Chief Academic Officer will refer the issue to the System President. If a meeting with the System President does not resolve the issues, the presidents may request a hearing before the Program Committee of the State Board. The Program Committee will make a recommendation to the State Board on the disposition of the proposed program. The State Board's decision regarding resolution of the matter is final.



SPECIAL CURRICULUM PROGRAM APPLICATION

College _____

Program Title _____

Concentration Title _____
(If applicable)

Program Code _ _ _ _ _

Credential (*Indicate the highest credential to be awarded*)

_____ AAS _____ Diploma _____ Certificate

Proposed Semester and Year of Implementation

_____ Spring _____ Summer _____ Fall 20__ __

Contact Person (Name/Title): _____

Phone (_____) _____ Extension _____ E-mail _____

Does this application include the use of a Level III Cooperative Curriculum Agreement (CCA)?

_____ Yes _____ No

(If yes, please be sure to include the CCA with your application.)

I. Institutional Certification: Complete the following form and obtain required signatures. Form with original signatures should be included in the application.

Institutional Certification

This curriculum program _____
(Program Title) (Program Code)

will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.

(Community College Name)

has assessed the need for this program and the resources required to maintain a viable program and certifies that the college can operate this program efficiently and effectively within the resources available to the college.

The college understands that this proposed program will require a program accountability report that will include items such as student success measures, enrollment trends, completion rates, and employment data three years after implementation if the program is approved by the State Board.

(A copy of the minutes from the Board of Trustees meeting(s) where the proposed program was discussed and approved must be attached to the application.)

Signature, President of College Date

Signature, Board of Trustees Chair Date

II. Proposed Program of Study: Complete the following to indicate the proposed program of study.

A. 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.

1. Communication:

The following course(s) are required:

Course Number	Course Title (Credit)	
ENG 111	Writing and Inquiry (3)	(Example format)

Communication Pick List if applicable:

Select a course(s) from the following:

2. Humanities/Fine Arts:

The following course(s) are required:

Course Number	Course Title (Credit)
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Humanities/Fine Arts Pick List if applicable:

Select a course(s) from the following:

3. Social/Behavioral Sciences:

The following course(s) are required:

Course Number	Course Title (Credit)
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Social/Behavioral Pick List if applicable:

Select a course(s) from the following:

4. Natural Sciences/Mathematics:

The following course(s) are required:

Course Number	Course Title (Credit)
----------------------	------------------------------

Natural Sciences/Mathematics Pick List if applicable:

Select a course(s) from the following:

Total General Education Semester Hour Credits Required _____

B. MAJOR HOURS

1. Core

The core is comprised of specific courses and/or subject areas which are required for each curriculum program. These are identified on the curriculum standard for each program.

The following course(s) are required:

Course Number Course Title (Credit)

Required Subject Area(s) if applicable:

Total Core Semester Hour Credits_____

2. Concentration (if applicable)

If the proposed program is a concentration, please list the required courses and/or subject areas. Only utilize the courses and/or subject areas identified on the curriculum standard.

The following course(s) are required:

Course Number Course Title (Credit)

Required Subject Area(s) if applicable:

Total Concentration Semester Hour Credits_____

3. 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 unique prefixes as noted on the standard.

The following course(s) are required:

Course Number Course Title (Credit)

Required Subject Area(s) if applicable:

Total Other Major Semester Hour Credits_____

Total Major Semester Hour Credits_____

Please note:

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.

Selected topics or seminar curriculum courses may be included in associate in applied science degree up to a maximum of 3 semester hours of credit; and in diploma or certificate programs up to a maximum of 3 semester hours of credit. Such curriculum courses shall be listed on a program of study as "other major" hours. Selected topics and seminar curriculum courses shall not be used more than once in a program.

C. OTHER REQUIRED COURSES (If applicable)

A college may require other courses in order to meet graduation or local employer requirements. These requirements may be met through a maximum of 7 semester hours of credit in a degree program; 4 semester hours of credit in a diploma program, and 1 semester hour of credit in a certificate program. Restricted, unique or free elective courses may not be included as other required courses.

The following course(s) are required:

Course Number Course Title (Credit)

Total Other Required Semester Hour Credits_____

Total Semester Hours Credit in Program_____

Course Substitution (if applicable)

Course in Program_____ **Substitute Course(s)**_____

Course in Program_____ **Substitute Course(s)**_____

STATE BOARD OF COMMUNITY COLLEGES
Annual Report Student Success Initiative (FY 2024–2025)

Request: For Action

Strategic Plan Reference: Goal 3 – Student Success

Background:

The purpose of the North Carolina Community Colleges Student Success Initiative is to address and enhance the progression and completion rates of underachieving students within the community college system with the goal of strengthening workforce pipelines by increasing the number of credentialed completers within the System. Students in need of targeted intervention are identified using research-based, data-informed criteria. The goals of the Student Success Initiative are to (1) increase the academic achievement and persistence of students in North Carolina Community Colleges identified as in jeopardy of underachieving and to (2) improve transfer and workforce entry postgraduate outcomes for students in North Carolina Community Colleges.

The 2022-2026 grant cycle is focused on four areas of intervention to impact the success of the students served. For the current grant cycle, according to data and metrics provided by the System Effectiveness team, four areas of focus for program activities were identified as they were reflective of the most common challenges to student success in our System. These areas are:

Recruitment/Access
Retention/Persistence
Completion
Campus Environment/Sense of Belonging

Statutory Requirement:

This report fulfills GS 115D-58.17, Sec. 6.3 and is submitted February 15, annually, to the Joint Legislative Education Oversight Committee.

Contact(s):

Michelle Lair, State Director of Student Success

**Student Success Initiative
Report for Fiscal Year 2024-2025**

**Annual Report to the
Joint Legislative Education Oversight
Committee**

**Submitted by the North Carolina State Board
of Community Colleges**

As Required by GS 115D-58.17, Sec. 6.3

February 15, 2026



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- FY 2024-2025 Key Achievements

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- Requirement 2- FY 2024-2025 Program Expenditures
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Appendix: FY 2024-2025 SSI Budget Expenditures

Section 1 Executive Summary FY 2024-2025

This report provides an overview of the Student Success Initiative (SSI) accomplishments and expenditures for FY 2024-2025 and is submitted as required by § 115D-58.17. *Report on certain recurring programs.*

SSI Program Overview and NC Community College System Strategic Plan Reference

SSI Program Overview

The purpose of the North Carolina Community Colleges Student Success Initiative is to address and enhance the progression and completion rates of underachieving students within the community college system with the goal of strengthening workforce pipelines by increasing the number of credentialed completers within the System. Working collaboratively with the System Effectiveness division and with the participating colleges, students in need of targeted intervention will be identified using research-based, data-informed criteria. To better provide required reporting on the impact of the program and to align with the identified need for data to delineate program impact, the goals of the Student Success Initiative are:

- (1) to increase the academic achievement and persistence of students in North Carolina Community Colleges identified as historically underachieving, and
- (2) to improve transfer and workforce entry postgraduate outcomes for program identified students in North Carolina Community Colleges.

A competitive RFP application process was utilized to allocate available funding to campuses for programming. Funding was awarded for a four-year grant cycle to support the long-term sustainability of practices instituted during the grant period. The current SSI grant cycle encompasses FY 2022-2023, FY 2023-2024, FY 2024-2025, and FY 2025-2026. For the 2022-2026 grant cycle, 21 NCCCS colleges were selected to receive funding for SSI programming. Allocations to selected colleges are contingent upon approval of the State General Fund appropriation and adjusted by any legislative action. Selected colleges have not received funding to continue program activities for FY 2025-2026.

North Carolina Community College System Strategic Plan Reference

The SSI purpose, objectives and activities align with the North Carolina Community College System (NCCCS) Strategic Plan 2022-2026, *Leading Through Change*.

Strategic Plan Reference: Goal 3: Student Success

Provide programming that offers all students the interventions, advising, and support needed to succeed academically. Strategy 3.2.3

FY 2024-2025 Key Achievements

FY 2024-2025 included a change in program focus. Colleges began programming with a focus on a narrow population of students and expanded that focus later in the fiscal year. Despite the expanded scope, Student Success Initiative colleges demonstrated marked impact on student outcomes across their respective institutions. Academic and student development interventions were utilized to address student achievement in the classroom and to meet their needs outside of the classroom clearing the path to completion, transfer and workforce entry. The funding allocated for this program supported the following key achievements for FY 2024-2025:

- SSI colleges provided 1,211 unique activities and services reaching over 27,000 students with programming and interventions using both case management and whole college approaches.
- FY 2024-2025 saw 1.9% of allocated funds being unspent representing a 66% decrease in allocated funding returned.
- The largest program of enrollment for identified students at SSI colleges is College Transfer (43%) with Associate in General Education (16%) and Business Technologies (14%) as the second and third largest programs of enrollment.
- Course success rates for Developmental, General Education, and Career and Technical (CTE) courses have risen substantially at SSI colleges, outpacing growth in success rates in these courses at non-SSI colleges.
- Successful completion of credit-level English and math courses at SSI colleges has risen over time, closing the gap between SSI colleges and non-SSI colleges.
- Persistence and completion at SSI colleges have improved over time.

Section 2
Legislative Reporting Requirements

Requirement 1- FY 2024-2025 Program Objectives, Activities, and Accomplishments

Program Objectives

The primary objective of the SSI program is to improve outcomes for students who have been identified as historically academically underachieving. To affect outcomes for this population, funded colleges employ research informed interventions and strategies specific to their campus context to increase integration and engagement with the campus environment, including improving access to available resources, with the goal of fostering academic achievement, persistence, and completion. Colleges also integrate career development and skill building programming to assist with preparing students for their post-graduation destination.

For the 2022-2026 grant cycle, colleges choose from among four project focus areas for their campus program. These project focus areas are as follows:

Recruitment/Access
Retention/Persistence
Completion
Campus Environment/Sense of Belonging

Colleges could provide programming and interventions in one or more project focus areas. All SSI-funded colleges identified at least one project focus area for FY 2024-2025. 52.4% of colleges identified a second area of focus, and 33.3% identified a third area of focus for FY 2024-2025. See Table 1 for details.

Table 1: FY 2024-2025 SSI Project Focus Areas by Campus

College Name	Recruitment/Access	Retention/Persistence	Completion	Campus Environment/Sense of Belonging
Alamance CC		X	X	X
A-B Tech CC	X	X		X
Beaufort CC		X		
Caldwell CC&TI	X			
Central Carolina CC		X	X	
Davidson-Davie CC	X	X	X	
Durham Tech CC			X	
Fayetteville Tech CC	X	X	X	
Forsyth Tech CC				X
Guilford Tech CC		X		
Haywood CC	X	X		
Johnston CC		X		
Nash CC		X		
Pitt CC	X	X		X
Richmond CC	X		X	X
Robeson CC		X		
Rowan Cabarrus CC		X		X
Sampson CC	X			
Southeastern CC	X			
Wake Tech CC		X	X	X
Western Piedmont CC		X		

Additionally, for the 2022-2026 grant cycle, colleges selected the target population(s) on which to focus their efforts within their chosen project focus area(s). These target populations include the following:

- Curriculum (CU)
- Continuing Education (CE)
- College and Career Readiness (CCR)
- Dual Enrollment (CCP)

Colleges could choose to provide programming and interventions to one or more target population based on the specific needs of their campus. See Table 2 for a breakdown of target populations by college.

Table 2: FY 2024-2025 SSI Target Population by Campus

College Name	CU	CE	CCR	CCP
Alamance CC	X			
A-B Tech CC	X	X		
Beaufort CC	X	X	X	X
Caldwell CC&TI				X
Central Carolina CC	X			
Davidson-Davie CC	X	X	X	X
Durham Tech CC		X		
Fayetteville Tech CC	X	X	X	X
Forsyth Tech CC	X			X
Guilford Tech CC	X			
Haywood CC	X	X	X	X
Johnston CC	X			
Nash CC	X			X
Pitt CC	X	X		X
Richmond CC	X	X	X	X
Robeson CC	X			X
Rowan Cabarrus CC	X			X
Sampson CC	X	X	X	
Southeastern CC	X	X		X
Wake Tech CC				X
Western Piedmont CC	X			

Program Activities and Students Served

For FY 2024-2025, funded colleges employed both a case management approach and a whole college approach with regard to their program activities. SSI colleges reported serving a total of 27,415 students providing 1,211 unique program activities and services aligned with their selected project focus area(s). The total students served is a duplicated count as students could participate in multiple program activities. SSI funded colleges reported employing both academic and student development interventions to improve student access, persistence, completion and engagement with the campus. Below is a listing of the number and types of activities utilized in FY 2024-2025 for the SSI. See Table 3 and Table 4 for a breakdown of activity totals and categories by project focus area.

Table 3: FY 2024-2025 SSI Program Activities by Project Focus Area

	Recruitment/ Access	Retention/ Persistence	Completion	Campus Environment/Sense of Belonging	FY 2024-2025 Total Program Activities
FY 2024-2025 Activity Totals	310	385	213	303	1211

Table 4: FY 2024-2025 SSI Program Activity Categories by Project Focus Area

	Recruitment/Access	Retention/Persistence	Completion	Campus Environment/Sense of Belonging
FY 2024-2025 Activity Categories	Community Engagement and Targeted Outreach Career Exposure and Exploration Campus Visits/Open Houses Secondary Partnership Building Social Media and Digital Outreach	Academic Support and Progress Monitoring Mentorship Resource Accessibility and Referrals College, Career and Leadership Skill Development Cultural Enrichment Financial Literacy/Financial Aid CRM Retention Software	Case Managed Success Coaching/Academic Advising Academic Monitoring and Assessment Study Skills Workshops Career Readiness and Preparation/Job Search Transfer Preparation Support/College Visits	Campus Engagement/Social Events Cultural Awareness Community Service Recognition Events Student Wellness

Requirement 2- FY 2024-2025 Program Expenditures

SSI Allocation and Expenditures FY 2024-2025

Total funding for the SSI for the 2022-2026 grant cycle totals \$3,240,000. Each fiscal year \$810,000 is allocated to the 21 funded colleges for SSI programming as follows in Table 5.

Table 5: SSI 2022-2026 Grant Cycle Allocation by Campus

COLLEGE	FY 2022-23	FY 23-24	FY 24-25	FY25-26	TOTAL ALLOCATION
Alamance CC	\$42,819	\$42,819	\$42,819	\$42,819	\$171,276
A-B Tech CC	\$39,033	\$39,033	\$39,033	\$39,033	\$156,132
Beaufort CC	\$38,676	\$38,676	\$38,676	\$38,676	\$154,704
Caldwell CC&TI	\$40,086	\$40,086	\$40,086	\$40,086	\$160,344
Central Carolina CC	\$41,033	\$41,033	\$41,033	\$41,033	\$164,132
Davidson-Davie CC	\$26,669	\$26,669	\$26,669	\$26,669	\$106,676
Durham Tech CC	\$24,764	\$24,764	\$24,764	\$24,764	\$99,056
Fayetteville Tech CC	\$41,247	\$41,247	\$41,247	\$41,247	\$164,988
Forsyth Tech CC	\$42,462	\$42,462	\$42,462	\$42,462	\$169,848
Guilford Tech CC	\$42,604	\$42,604	\$42,604	\$42,604	\$170,416
Haywood CC	\$40,390	\$40,390	\$40,390	\$40,390	\$161,560
Johnston CC	\$37,708	\$37,708	\$37,708	\$37,708	\$150,832
Nash CC	\$40, 572	\$40, 572	\$40, 572	\$40, 572	\$162,288
Pitt CC	\$38,676	\$38,676	\$38,676	\$38,676	\$154,704
Richmond CC	\$39,390	\$39,390	\$39,390	\$39,390	\$157,560
Robeson CC	\$39,604	\$39,604	\$39,604	\$39,604	\$158,416
Rowan Cabarrus CC	\$43,604	\$43,604	\$43,604	\$43,604	\$174,416
Sampson CC	\$38,747	\$38,747	\$38,747	\$38,747	\$154,988
Southeastern CC	\$29,743	\$29,743	\$29,743	\$29,743	\$118,972
Wake Tech CC	\$44,104	\$44,104	\$44,104	\$44,104	\$176,416
Western Piedmont CC	\$38,069	\$38,069	\$38,069	\$38,069	\$152,276
Total Allocation	\$810,000	\$810,000	\$810,000	\$810,000	\$3,240,000

Student Success Initiative Funded Campus's Expenditures- FY 2024-2025

The YTD expenditures for FY 2024-2025 for SSI totaled \$794,369.18 as displayed in Table 6. Of the \$810,000 allocated for the FY, \$15,630.82 went unspent. This represents a 1.9% return for FY 2024-2025. For FY 2023-2024, 5.6% of the allocated funds went unspent. FY 2024-2025 saw a 66% decrease in returned funds. Funds unspent are returned to the General Assembly.

Table 6: FY 2024-2025 Expenditures by Campus

COLLEGE	BUDGETED ALLOCATION	YTD EXPENDITURES 2024-2025
Alamance CC	\$42,819	\$42,819.00
A-B Tech CC	\$39,033	\$35,372.41
Beaufort CC	\$38,676	\$38,676.00
Caldwell CC&TI CC	\$40,086	\$40,085.60
Central Carolina CC	\$41,033	\$41,033.00
Davidson-Davie CC	\$26,669	\$26,669.00
Durham Tech CC	\$24,764	\$20,866.68
Fayetteville Tech CC	\$41,247	\$41,179.43
Forsyth Tech CC	\$42,462	\$42,462.00
Guilford Tech CC	\$42,604	\$37,683.28
Haywood CC	\$40,390	\$40,390.00
Johnston CC	\$37,708	\$37,708.00
Nash CC	\$40,572	\$40,572.00
Pitt CC	\$38,676	\$36,631.38
Richmond CC	\$39,390	\$39,390.00
Robeson CC	\$39,604	\$38,564.40
Rowan Cabarrus CC	\$43,604	\$43,604.00
Sampson CC	\$38,747	\$38,747.00
Southeastern CC	\$29,743	\$29,743.00
Wake Tech CC	\$44,104	\$44,104.00
Western Piedmont CC	\$38,069	\$38,069.00
Total	\$810,000	\$794,369.18

Fund Sources

The Business and Finance Division of the NCCCSO provides a comprehensive FY accounting of all SSI funding and expenditures. This information is provided as an Appendix to this report.

Requirement 3- FY 2024-2025 Program Impact

SSI programming continued to have a positive impact on student outcomes. Enrollment data evidences the degree to which SSI funded campuses are serving students who have historically demonstrated underachievement. Additionally, enrollment in programs of study provides an indication of workforce pipeline potential. The SSI's impact on student achievement is measured by overall course success rates and English and math course success rates, as successful course completion provides leading indication of successful program of study completion. Fall-to-fall persistence and completion rates for SSI colleges demonstrate the impact on overall persistence and completion, which provides insight into the rate at which students can transfer or enter the workforce.

Enrollment Data: SSI College Student Characteristics

The SSI cohort definition for this report consisted of students who were first-time in college, took developmental math (MAT) or English (ENG) in their first term of enrollment, and attended a SSI-funded college. The comparison group at non-SSI colleges consisted of students who met the same criteria but did not attend a SSI-funded college. Data looked across fall semesters from 2022-2024, the data available for the identified cohort.

Below are tables providing enrollment data for the number of unique student enrollments, the cohort characteristics, and the cohort demographics for SSI-funded college cohorts for the academic years for which data are available. Given the cohort definition, which is inclusive of students taking developmental math or English in their first term of enrollment, SSI colleges enroll a higher number of students who have historically demonstrated academic underachievement, indicating that the SSI is operating at colleges with high numbers of underachieving students. Enrollment numbers for non-SSI colleges is provided for comparison.

Table 7: SSI Student Enrollment Count Over Time

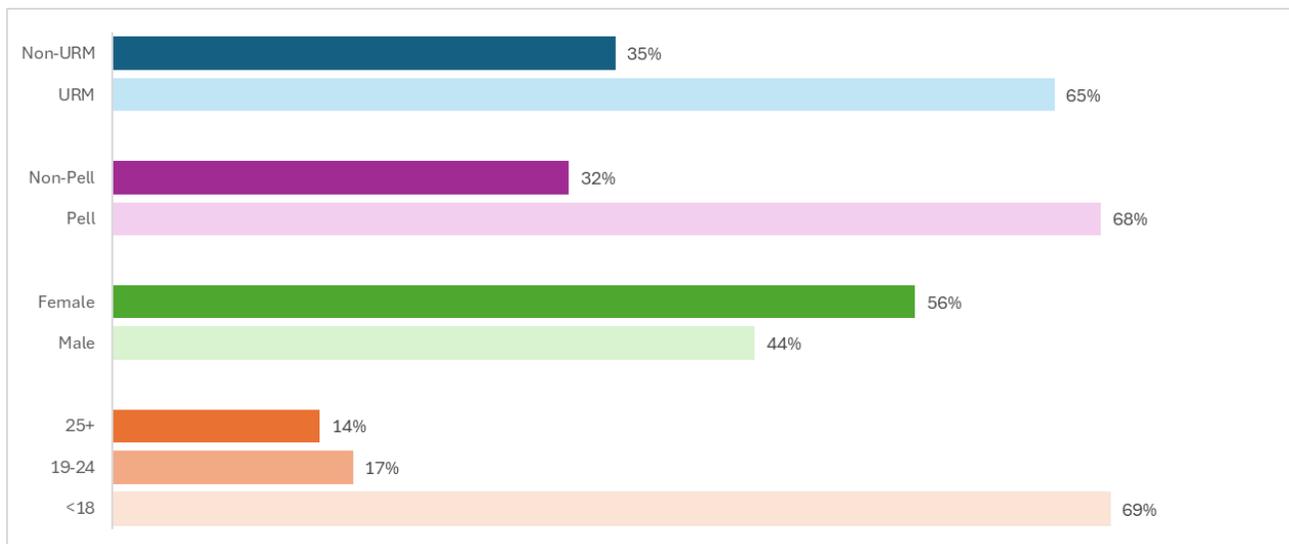
Unique Student Enrollments		
	SSI	Non-SSI
Fall 2022	4,332	3,594
Fall 2023	4,464	3,555
Fall 2024	5,296	3,819

Table 8: SSI Cohort Characteristics Over Time

Cohort Characteristics (SSI Colleges Only)								
	Student Age		Student Sex		Student Pell Status		Student Race/Ethnicity	
	≤18	19-24	Male	Female	Pell	Non-Pell	URM	Non-URM
Fall 2022	70%	17%	47%	53%	63%	37%	63%	37%
Fall 2023	69%	17%	46%	54%	65%	35%	64%	36%
Fall 2024	69%	17%	44%	56%	68%	32%	65%	35%

*** URM includes American Indian/Alaskan, Black, Hawaiian/Pacific Islander, Hispanic, and Multiple Races

Table 9: Fall 2024 Cohort Demographics at SSI Colleges



Program of Study Enrollment Data: Workforce Pipeline Impact

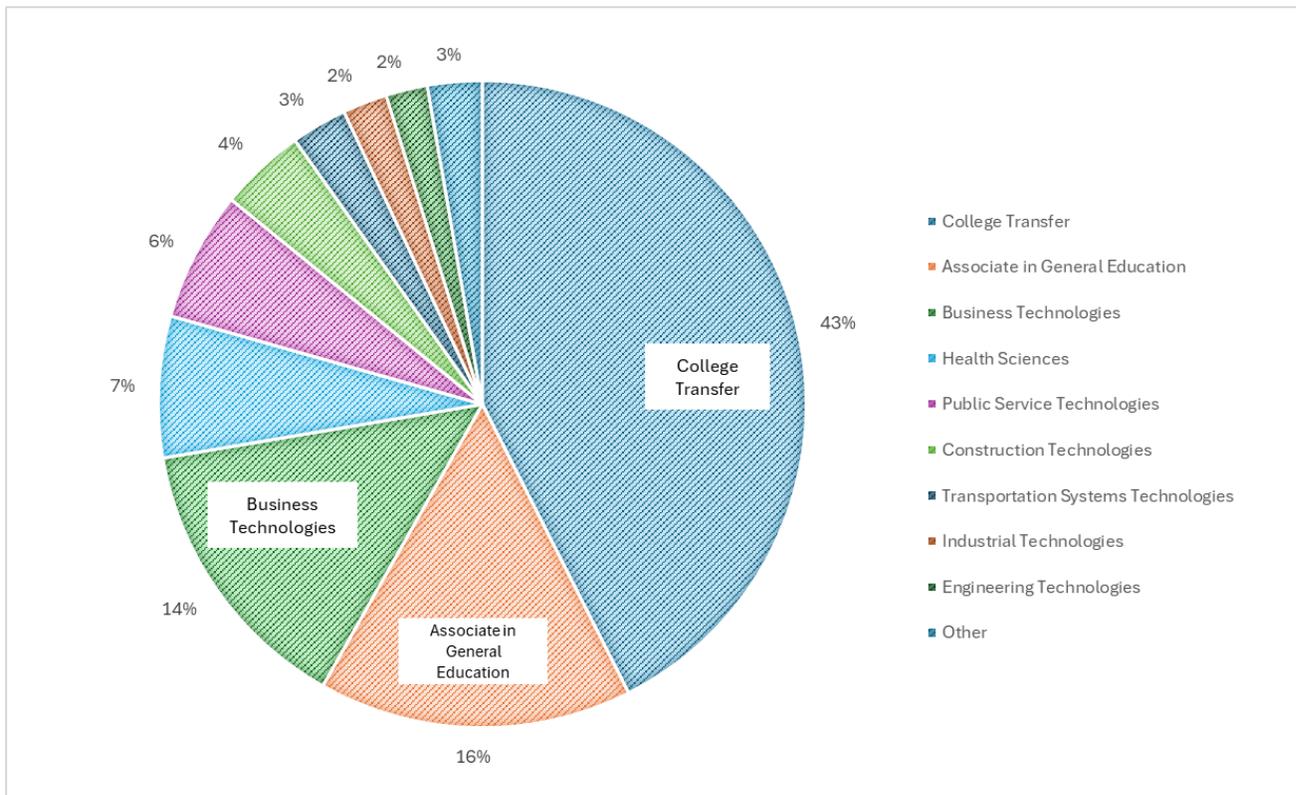
By supporting historically underachieving students to completion in their respective area of enrollment, the SSI is essential in meeting North Carolina's workforce needs and credential attainment goals. Enrollment in programs aligned with critical workforce sectors is essential to ensuring a strong workforce pipeline. The career services provided to program participants aid in preparing students for workforce entry.

The share of cohort students at SSI colleges within each program area has remained relatively steady over time. The top program areas for SSI college students are College Transfer (43%), Associate in General Education (16%), and Business Technologies (14%), respectively.

Table 10: Percent Enrollment of SSI Cohort Students by Program Area Over Time

Program Area	Fall 2022	Fall 2023	Fall 2024
Agricultural and Natural Resources Technologies	0%	0%	0%
Associate in General Education	17%	15%	16%
Biological and Chemical Technologies	1%	0%	0%
Business Technologies	17%	15%	14%
College Transfer	41%	45%	43%
Commercial and Artistic Production Technologies	1%	1%	1%
Construction Technologies	2%	3%	4%
Engineering Technologies	2%	2%	2%
General Occupational Technology	1%	1%	1%
Health Sciences	6%	6%	7%
Industrial Technologies	2%	2%	2%
Public Service Technologies	8%	7%	6%
Transportation Systems Technologies	2%	2%	3%

Table 11: Fall 2024 Program Area Enrollments of SSI Cohort Students at SSI Colleges



Academic Achievement Impact

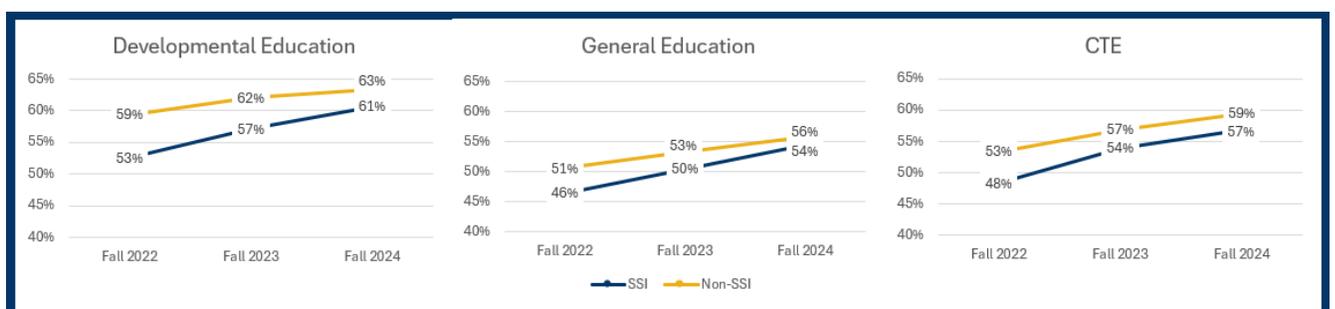
Overall Course Success

One of the primary goals of the SSI is to increase the academic achievement of historically underachieving students to positively impact student progression towards completion, transfer or workforce entry. To assess academic achievement for SSI colleges, course success rates in Developmental, General Education, and Career and Technical (CTE) courses were examined.

In assessing course success within the initiative's grant cycle, the analysis considered students who entered college for the first time in a summer semester as part of the first-time fall cohort. Students who took at least one course within a given course type (Developmental, General Education, or CTE) were included in the calculations for success rate.

Course success outcomes for all three course types, Developmental, General Education and CTE, have risen substantially between fall 2022 and fall 2024, the years for which data were available at the time of preparation for this report. Developmental and General Education course success rates saw an 8% increase over this time period, and CTE course success rates saw a 9% increase at SSI colleges. Additionally, growth in course success at SSI colleges outpaced growth in success rates at non-SSI colleges. For example, the change in success in Developmental Education courses grew by 5% more across the three-year period at SSI colleges compared to non-SSI colleges. These data indicate that gains in a leading indicator for overall improved academic achievement, course success, is evident at SSI colleges.

Table 12: Successful Developmental, General Education, and CTE Course Completion Rates Across One Academic Year Over Time at SSI and Non-SSI Colleges

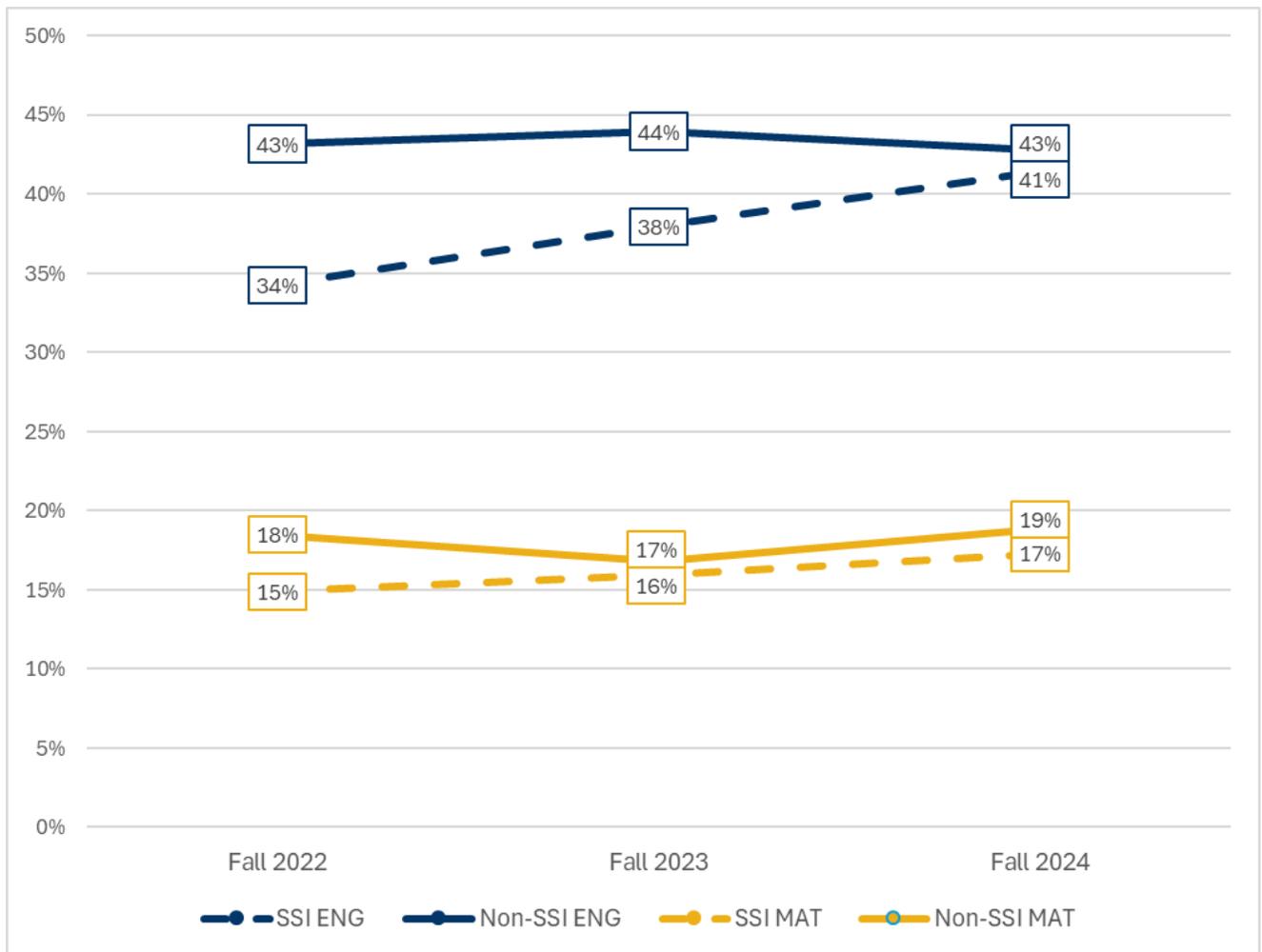


Credit-Level English and Math Course Success

Credit-level English and math courses often represent gateway courses that are foundational, required courses for most all curriculum programs of study. Success in these courses provides an indication that students are successfully progressing towards program completion. An analysis of credit-level English and math courses for SSI colleges indicates year-over-year

improvement in success rates for both English and math, which is closing the gap in success rates between SSI and non-SSI colleges. Success in these courses at non-SSI colleges has either dropped or remained the same over the same period.

Table 13: Successful Completion of Credit-Level English and Math in the First Academic Year of Attendance Over Time at SSI and non-SSI Colleges

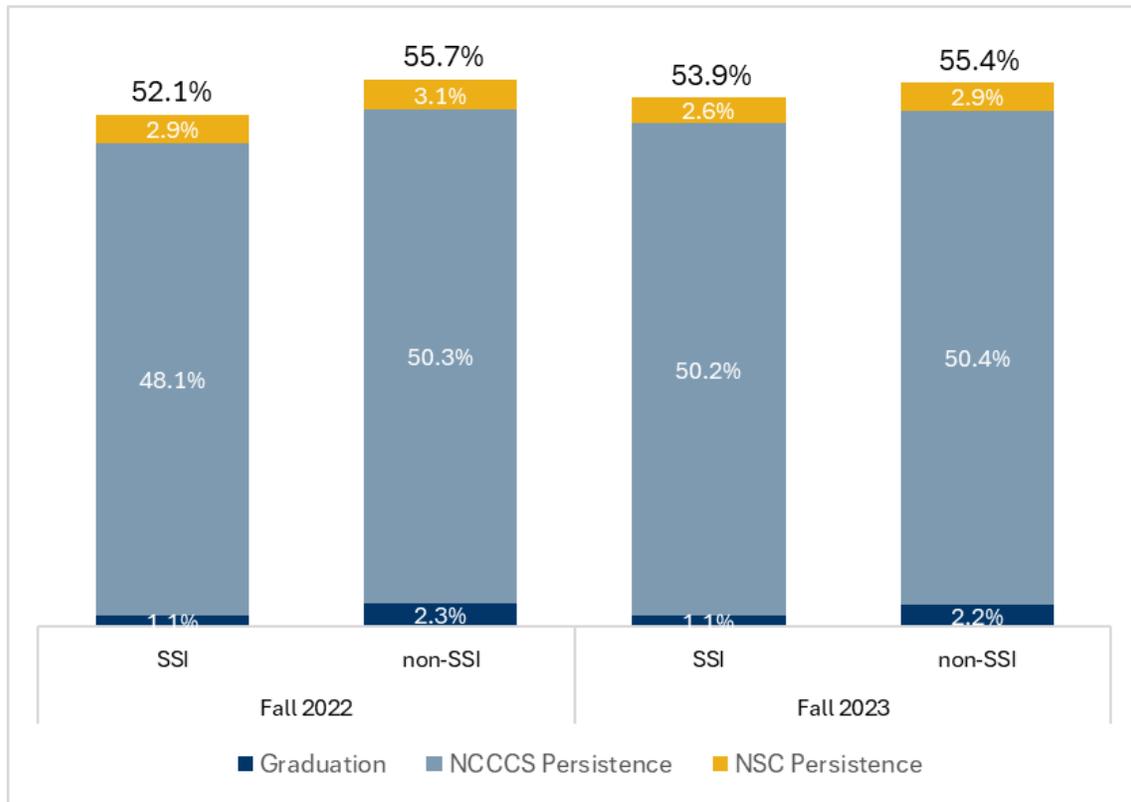


Persistence and Completion Impact

The NCCCS measures persistence by First-Year Progression/Persistence (PM4) percentage. First-time, fall credential-seeking students who graduate prior to or enroll in post-secondary education the subsequent fall term is the indicator of success for this performance measure. A similar methodology was employed in examining persistence and completion for SSI colleges.

To assess persistence and completion success for SSI colleges, graduation, persistence at a NCCCS college, and enrollment at another higher education institution, respectively, were considered demonstrations of successful completion or persistence. For SSI colleges, persistence at a NCCCS college increased in the years examined (from 48.1% to 50.2%), while graduation rates remained steady. The gap between SSI colleges and non-SSI colleges in persistence at a NCCCS college is closing, evidencing the gains in persistence that SSI colleges have made. Overall, persistence and completion at SSI colleges improved from 52.1% to 53.9% from 2022 to 2023.

Table 14: Fall-to-Fall Persistence and Completion Rates at SSI Colleges and Non-SSI Colleges Over time



**Appendix:
Fund Sources
FY 2024-2025 Student Success Initiative
Budget Expenditures**

**FY 2024-2025 Student Success Initiative
Budget and Expenditures**

The Business and Finance Division of the NCCCSO provides a comprehensive FY accounting of all SSI funding and expenditures. SSI program expenditures for FY 2024-2025 by budget category are provided by object code- a structured code to identify the nature of assets, liabilities, fund balance, revenues and expenses. Program expenditures for FY 2024-2025 by object code for the SSI program are as follows:

Personnel	Supplies/Materials/ Equipment	Contractual and Other Services	Professional Development
511300 518700	523000	519130 539602	531110 531130
511310 512000	526000	519200 544000	531140 539508
512010 526100	526010	519220 544010	531150
515000 515010	526030	519250 555200	531210
516030	526060	519400	531220
518100	527000	531500	531240
518200	555100	534100	531250
518300	560070	539500	531420
Total	Total	Total	Total
\$484,233.14	\$59,239.89	\$162,245.29	\$88,650.86

**STATE BOARD OF COMMUNITY COLLEGES
CURRICULUM PROGRAM APPLICATIONS
Fast Track for Action [FTFA*]**

Request: The State Board of Community Colleges is asked to approve the curriculum program at the listed college on the condition that equipment funds are available to the college and operating funds generated by the budget formula will permit the offering of the program without any special allocation of funds.

**Cape Fear Community College
Aviation Management and Career Pilot Technology (A60180)
Effective Term: Fall 2026**

**Biotechnology (A20100)
Effective Term: Fall 2026**

**Guilford Technical Community College
Digital Media Technology (A25210)
Effective Term: Fall 2026**

**North Carolina Community College System
Birth through Kindergarten Residency Licensure Certificate (C55491)
High School Math Residency Licensure Certificate (C55492)
High School Science Residency Licensure Certificate (C55493)
Middle School Math Residency Licensure Certificate (C55494)
Middle School Science Residency Licensure Certificate (C55495)
Special Education Residency Licensure Certificate (C55496)
Effective Term: Fall 2026**

Background: Program applications must meet the following criteria in order to be placed on the Fast Track for Action (FTFA) program approval request presented to the State Board of Community Colleges as part of the consent agenda:

- The curriculum program title currently exists within the System and does not require the creation of a new program title and new curriculum standard;
- The application is complete, requires no further analysis or documentation, and has the endorsement of Academic Programs;
- There are no negative impact assessments from other colleges; and
- The college does not go outside of its service area for planning purposes.

Contact(s):

Dr. Hilmi Lahoud
Senior State Director of Business and IT
and Academic Programs Operations

**PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Cape Fear Community College
Aviation Management & Career Pilot Technology (A60180)**

Program Planning: Cape Fear Community College is seeking approval for the Aviation Management and Career Pilot Technology (A60180) program to begin Fall 2026. The planning area is defined as the college's service area of New Hanover and Pender counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Cape Fear Community College on September 25, 2025. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Cape Fear Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.

Program Rationale: Cape Fear Community College (CFCC) indicates the following:

- The aviation industry in North Carolina offers strong employment prospects and competitive salaries. The average annual salary for a Commercial Pilot in the state is approximately \$126,740, while Airline Pilots earn an average of \$154,360 per year.
- According to the Bureau of Labor Statistics, the job outlook for pilots in North Carolina is highly favorable. From 2022 to 2032, the state is expected to see approximately 120 new job openings each year for Commercial Pilots, reflecting an annual growth rate of 15%-significantly higher than the national average of 6%.
- The Bureau of Labor Statistics also indicates that for Airline Pilots, projections indicate 300 annual job openings, also with a 15% annual growth rate, underscoring a strong and sustained demand for qualified professionals in the field.
- The demand for commercial airline pilots continues to grow due to several key factors. A significant portion of the current workforce is approaching the FAA's mandatory retirement age of 65, creating a wave of openings that must be filled. At the same time,

fleet growth and rising air travel demand, fueled by new aircraft orders, expanding routes, and increased passenger and cargo needs, are driving the need for more qualified pilots.

- The Aviation Management & Career Pilot Technology program at CFCC is designed to prepare students for entry-level employment and long-term career advancement in the aviation and aerospace industries. Located in southeastern North Carolina near Wilmington International Airport (ILM), major military installations, and a growing network of aviation-related businesses, CFCC is strategically positioned to support regional workforce needs and economic development.
- CFCC is proud to partner with Avelo Airlines and American Airlines. Both airlines have routes out of ILM and have demonstrated a strong commitment to workforce development and the future of aviation by providing guidance, industry insight, and support that will help ensure our students are career-ready. Their collaboration not only strengthens the program but also connects students with real-world opportunities in a growing industry.
- Partnerships with major carriers such as American Airlines and Avelo Airlines demonstrate strong employer investment in this program. In addition, New Hanover County Schools and Pender County Schools are partnering with the college to create direct pathways for high school students into aviation careers, ensuring a steady flow of motivated, well-prepared students into the program. This collaboration strengthens the regional workforce pipeline and inspires the next generation of pilots.
- As one of the few aviation programs within the North Carolina Community College System, this program reflects CFCC's commitment to delivering high-quality, workforce-responsive instruction. It is specifically structured to meet the academic, technical, and professional competencies required for success in the high-demand aviation and aerospace sectors, supporting both student achievement and regional economic priorities.
- CFCC's Aviation Management & Career Pilot Technology program is designed to serve a diverse student population, including recent high school graduates, veterans, and adult learners returning to complete their education. The program provides students with a comprehensive academic foundation in aviation science, flight operations, and management, ensuring graduates are technically proficient and it offers clear pathways

to both employment and further education whilst aligning with federal aviation standards and industry expectations.

- CFCC is planning to offer the program through face-to-face instruction at their North campus.

Impact of the Proposed Program on Other Programs: Six community colleges are currently approved to offer the Aviation Management and Career Pilot program. Even though none of those colleges are contiguous to CFCC, an impact assessment form was sent to all contiguous colleges. ***No negative impact assessments were received.***

Implementation of Collaborative Plan: Not Applicable

Curriculum Design: The proposed program of study is in compliance with the State Board approved curriculum standard.

Curriculum Description as Designated on Curriculum Standard:

The Aviation Management and Career Pilot Technology curriculum prepares individuals for a variety of aviation and aviation-related careers including the commercial airlines, general aviation, the aerospace industry, the military, unmanned aircraft systems industries, and state and federal aviation organizations. Course work includes fundamentals of flight, aerodynamics, aircraft performance, meteorology, navigation, federal regulations, aviation management, unmanned aircraft systems, and instrument and commercial ground training, flight and simulator training, and entrepreneurship or business management training. Graduates may earn a commercial pilot certificate with an instrument rating, specialize in aviation management or in unmanned air systems, and may find employment as commercial, corporate, and military pilots, fixed base operators and airport managers, as pilots or technicians in the unmanned aircraft systems industry, or as flight instructors, and flight dispatchers.

Contact(s):

Todd M. Roth

State Director of Skilled Trades and Work Based Learning

**STATE BOARD OF COMMUNITY COLLEGES
SUMMARY EVALUATION REPORT
Cape Fear Community College
Biotechnology (A20100)**

Program Planning: Cape Fear Community College is seeking approval for the Biotechnology Program (A20100) to begin Fall 2026. The planning area is defined as the college's service area of New Hanover and Pender counties. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Cape Fear Technical Community College on September 25, 2025. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Cape Fear Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.

Program Rationale: Cape Fear Community College (CFCC) indicates the following:

- According to the NC Biotechnology Center the demand for skilled biopharma manufacturing workers in North Carolina will increase by 7,000 over the next four years.
- NCWorks reports that the starting salary for graduates of the Biotechnology (A20100) program is approximately \$49,900 annually.
- Nine companies in the college's service area have immediate workforce needs in life science production and manufacturing. Two Wilmington companies, Alcami Corporation and Quality Chemical are expanding their operations and require bioprocessing technicians to support this growth.
- The college plans to pursue options for crosswalks between the BioWork CE course and the Biotechnology (A20100) degree as well as articulations to four-year colleges and universities.
- Letters of support from Alcami Corporation and Quality Chemical Laboratories are included in the application.

Impact of the Proposed Program on Other Programs: Thirteen colleges are currently approved to offer the Biotechnology (A20100) Program. Since the program does not contain a clinical component, an impact assessment form was sent to six contiguous colleges. ***All six colleges agreed with the impact assessment. No negative impact responses were received.***

Implementation of Collaborative Plan: Not Applicable.

Curriculum Design: The proposed program of study is in compliance with the State Board approved curriculum standard.

Curriculum Description as Designated on Curriculum Standard:

The Biotechnology curriculum (A20100) prepares individuals to apply scientific principles and technical skills in support of biologists and biotechnologists in research, industrial, and government settings. Coursework, most of which is hands-on, includes topics such as fermentation technology, cell culturing, protein purification, biologic synthesis, assaying and testing, quality control, industrial microbiology, bioprocessing, chromatography and bioseparation, genetic technology, laboratory and hazardous materials safety, and computer applications. Graduates should be qualified for employment in various biotechnology-related laboratory and manufacturing areas of industry and government, including research and development, QA, QC, process technicians, sales, and customer service.

Contact(s):

Ms. Melissa Smith
Senior State Director of Health Science Programs

**PROGRAM APPLICATION
SUMMARY EVALUATION REPORT
Guilford Technical Community College
Digital Media Technology (A25210)**

Program Planning: Guilford Technical Community College is seeking approval for the Digital Media Technology (A25210) program to begin Fall 2026. The planning area is defined as the college's service area of Guilford County. All colleges were notified of the planning process for this program.

The proposed program was approved by the Board of Trustees at Guilford Community College on July 31, 2025. Minutes from this Board meeting were attached to the program application. The President and the Board of Trustees of Guilford Community College have certified the following:

- The proposed program will enhance the workforce of North Carolina, will provide educational and training opportunities consistent with the mission of the college, and will not duplicate the opportunities currently offered.
- They have assessed the need for the proposed program and the resources required to maintain a viable program and certify that the college can operate the proposed program efficiently and effectively within the resources available to the college.

Program Rationale: Guilford Technical Community College (GTCC) indicates the following:

- The proposed Digital Media Technology program responds to significant workforce demand for professionals skilled in user experience design, digital content creation, and digital literacy.
- The Digital Media Technology program is distinct from existing programs at GTCC in that it bridges the gap between technical knowledge and design practice with a focus on user experience and content creation.
- Globally, the World Economic Forum's *Future of Jobs Report 2025* identifies UI and UX Designers among the fastest-growing job roles through 2030, underscoring the need for graduates who combine human-centered interactive design, adaptability, and fluency with emerging technologies.
- According to Lightcast Q3 2024 data, there were 1,414 job postings in the Triad region between September 2023 and August 2024, with 469 unique postings for occupations aligned with the proposed program. Roles involving user experience and user interface design show particularly strong projected growth, with median earnings of \$70,600 annually.
- The proposed program will be delivered through a blend of in-person and web-supported modalities, ensuring flexible access for students balancing work, family, and educational commitments. Its curriculum will prepare graduates for immediate entry into high-demand careers and provide a strong foundation for further study in related fields.

- The proposed program addresses the local labor market demand, aligning with global workforce trends, and filling an unmet educational need in the Triad. The Digital Media Technology program represents a timely and essential addition to GTCC's offerings. It will expand opportunities for students, strengthen the regional workforce pipeline, and advance the college's mission.
- Existing GTCC faculty with Digital Media Technology skills will serve as instructors for the proposed Digital Media Technology degree. One additional full-time faculty member will be hired upon approval. Additionally, adjunct faculty may be hired to teach specialized Digital Media Technology courses.
- GTCC currently has sufficient computer classrooms and lab space, as well as the required equipment to support the proposed degree program. Additional software and hardware needed for the program will be purchased as necessary through the college's normal budget processes.
- Upon approval of the program, GTCC will collaborate with local high schools to explore the possibility of offering Career and College Promise/Career Technical Education (CCP/CTE) pathways in Digital Media Technology.
- Guilford Technical Community College has received emails and letters of support to move forward with the program from the Looking Glass Services, Inc., Make-A-Wish Central & Western North Carolina, WebRealSimple, LLC, Global Fintech, and Kelsey Mabry Design.

Impact of the Proposed Program on Other Programs: Four colleges are currently approved to offer the Digital Media Technology (A25210) program. None of those colleges are in contiguous service areas. An impact assessment was not required. ***No negative impact assessments were received.***

Implementation of Collaborative Plan: Not Applicable.

Curriculum Design: The proposed program of study is in compliance with the State Board approved curriculum standard.

Curriculum Description as Designated on Curriculum Standard:

The Digital Media program prepares students for entry-level jobs in the digital design and multimedia industry. Students learn to synthesize multimedia, hypertext, computer programming, information architecture, and client/server technologies using both Internet and non-network-based media. Students develop skills in communication, critical thinking, and problem solving as well as interface design, multimedia formats, application programming, data architecture, and client/server technologies. The program develops technical skills through practical applications that employ current and emerging standards and technologies. Graduates should qualify for employment as web designers, graphic artists/designers, multimedia specialists, web developers, web content specialists, media specialists, information specialists, digital media specialists, animation specialists, interface designers, and many new jobs yet to be defined in this expanding field.

Contact(s):

Dr. Hilmi Lahoud
Senior State Director of Business and IT
and Academic Programs Operations

STATE BOARD OF COMMUNITY COLLEGES
Residency Licensure Certificates

Request: The North Carolina Community College System is requesting the approval of the following credentials:

1. Birth through Kindergarten (B-K) Residency Licensure Certificate (C55491)
2. High School Math Residency Licensure Certificate (C55492)
3. High School Science Residency Licensure Certificate (C55493)
4. Middle School Math Residency Licensure Certificate (C55494)
5. Middle School Science Residency Licensure Certificate (C55495)
6. Special Education Residency Licensure Certificate (C55496)
7. Eighteen (18) new EDU courses are included in the six (6) proposed Residency Certificates. The following is a list of the proposed courses:
 1. EDU-224 Found, Pol, & Prac in Spec Edu
 2. EDU-225 Inst & Beh Strat for Incl Class
 3. EDU-230 Des Res Math Instr for Mid Gra
 4. EDU-231 Instr Methods for Mid Gra Math
 5. EDU-232 Des Res Math Instr for Mid Gra
 6. EDU-238 Instr Methods for Mid Gra Sci
 7. EDU-239 App Sci Inquiry in Mid Gra
 8. EDU-246 Early Dev, Well Being & Res
 9. EDU-255 Curr Strat & Learn Exp BK
 10. EDU-260 BK Assmt & Fam Collab
 11. EDU-264 Strat for Adpt Math Instr
 12. EDU-265 Strat for Adpt Lit Instr
 13. EDU-266 Lang & Lit Dev BK
 14. EDU-267 Math Foundations BK
 15. EDU-268 Instr Methods for HS Math
 16. EDU-269 Des Res Math Instr for HS
 17. EDU-273 Instr Methods for HS Science
 18. EDU-274 App Sci Inquiry in HS Science
8. Delegated authority to the President of the North Carolina Community College System to grant a college the approval to award the certificate based on the widespread immediate need for jobs in this area (1D SBCCC 400.6 (4)).

Background: The North Carolina Community College System applied to become an Educator Preparation Program (EPP) in July 2021. In June 2022, the North Carolina State Board of Education (NCSBE) approved the framework for the program, including the curriculum and procedures for local community colleges to be approved to offer the program. The Elementary Education Residency Licensure Certificate project started in 2020 and was led by the NCCCS. The Residency Licensure Programs replaced the former Lateral Entry Certificate.

Residency programs are designed to provide streamlined opportunities that simplify, align, and accelerate an alternative pathway to teacher licensure for individuals who have completed a bachelor's degree with a 2.7 GPA or higher and have obtained a teaching position in a school system in North Carolina under a provisional teaching license. Graduates must have an overall GPA of 2.7 or higher in order to be recommended for licensure.

Since the Elementary Education Residency Licensure Certificate program was approved, twenty-eight (28) community colleges have been approved to offer the program. The colleges had their first graduates in May 2025, and enrollment has continued to increase. Local colleges have received many requests to add additional licensure areas. NC teacher vacancy data supports the need for additional licensure programs across the state.

Eight colleges participated in the development and review of the new curriculum standards and new courses including: Central Piedmont Community College, Davidson-Davie Community College, Forsyth Technical Community College, Johnson Community College, Richmond Community College, Rowan-Cabarrus Community College, Pitt Community College, and Wayne Community College.

Rationale: There is a critical teacher shortage in North Carolina. In rural North Carolina, this shortage is even more evident. Statewide, enrollment in teacher preparation programs is below capacity and the current teacher candidate pool is not diverse. The traditional teacher education pipelines will not remedy the shortage. As an approved Education Preparation Program, the North Carolina Community College System is well-positioned to serve students seeking an alternative pathway to licensure. Because community colleges serve all 100 counties, the NCCCS will provide an accessible, affordable resource to help meet the need for more high-quality teachers in North Carolina.

Community colleges must be approved to be an Educator Preparation Program (EPP) by the NC State Board of Education. Once a college receives EPP approval, they can offer one or more Residency Licensure areas.

Program Approval Procedure without Current EPP Approval

Community colleges must complete a two-step approval process to offer the Elementary Education Residency Licensure Certificate. Colleges must seek and receive approval as an Educator Preparation Provider from the State Board of Education (SBE). Community colleges must also receive State Board of Community Colleges (SBCC) approval to offer Residency Licensure Certificate Program(s). Consultation with the NCCCS EPP Coordinator is highly recommended prior to seeking EPP and program approval.

Required Documents:

The following items should be submitted to the System Office Director of Academic Programs in order to initiate the approval process:

- *NCCCS Elementary Education EPP Residency Request Form (signed by the president of the community college and the local board of trustees chair)*
- *Copy of local Board minutes*
- *Copy of the Program of Study*

Upon receipt of the required components, the NCCCS EPP Coordinator will submit the request to the State Board of Education (SBE) for approval to operate as an Educator Preparation Provider (EPP). Upon approval, the NCCCS EPP Coordinator will request of the System President approval through his/her delegated authority granted by the State Board of Community Colleges (SBCC) for the college to be approved to offer the Elementary Education Residency Licensure Certificate.

Once a college receives approval from SBCC and the SBE, a letter of program approval will be issued to the requesting college president and chief academic officer. The college should then enter the program of study (POS) electronically and is able to offer the program. Approval of the electronic POS must be received prior to implementation of the program.

Program Approval Procedure with Current EPP Approval

The proposed six (6) certificates will follow the same rules set for the current Elementary Education Residency Licensure Certificate (C55490) allowing colleges to utilize the special application process. Community colleges must complete the program application and process identified in [Section 03D of the NC Community Colleges Curriculum Procedures Reference Manual](#). Upon receipt of the required application documents, the NCCCS EPP Coordinator will submit the request to the System President for approval through his/her delegated authority granted by the State Board of Community Colleges (SBCC). The program application(s) will be presented at the next SBCC meeting for final approval.

Contact(s):

Dr. Mary Olvera

State Director of Teacher Education, Public Services, and Perkins Special Populations

The following are the proposed new courses for the Residency Licensure Certificates:

- Birth through Kindergarten Residency Licensure Certificate (C55491)
- High School Math Residency Licensure Certificate (C55492)
- High School Science Residency Licensure Certificate (C55493)
- Middle School Math Residency Licensure Certificate (C55494)
- Middle School Science Residency Licensure Certificate (C55495)
- Special Education Residency Licensure Certificate (C55496)

EDU-224 Found, Pol, & Prac in Spec Edu
(Foundations, Policies, and Practices in Special Education)

Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Corequisites: None

Course Prerequisites: None

This course provides an overview of federal and state legislation, policies, and procedures guiding K–12 special education programs, emphasizing ethical responsibilities, referral and placement processes, and collaboration among educators, families, and agencies. Emphasis is placed on understanding service delivery models, family and community partnerships, and the impact of research, trends, and legal mandates on programs for children and youth with disabilities. Upon completion, students should be able to explain key policies and procedural safeguards, identify roles in special education service delivery, and apply foundational knowledge to ensure compliance, advocacy, and equitable access for students with exceptional learning needs.

EDU-225 Inst & Beh Strat for Incl Class
(Instructional and Behavioral Strategies for Inclusive Classrooms)

Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Corequisites: None

Course Prerequisites: None

This course covers instructional and behavioral strategies that support diverse students with disabilities in inclusive K–12 settings, focusing on evidence-based practices that promote engagement, achievement, and positive learning outcomes. Topics include differentiation, Universal Design for Learning (UDL), Positive Behavioral Interventions and Supports (PBIS), and individualized supports aligned with IEP and 504 requirements to create equitable, responsive learning environments. Upon completion, students should be able to design and implement inclusive instructional plans, adapt materials, procedures, and environments to meet varied learning needs, apply effective behavioral supports, and use data to inform decisions that enhance academic and social-emotional development.

EDU-230 Dev Div & Res in You & Sec Stu
(Development, Diversity, and Resilience in Youth and Secondary Students)

Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Corequisites: None

Course Prerequisites: None

This course provides an overview of youth development with an emphasis on understanding how individual, cultural, and contextual factors influence learning, well-being, and resilience in middle and high school settings. Emphasis is placed on applying research-based knowledge of cognitive, social, emotional, and physical development to meet the needs of diverse students, foster motivation and engagement, and support healthy identity formation during the secondary years. Upon completion, students should be able to design learning environments and instructional practices that promote well-being, self-efficacy, and resilience; apply inclusive and developmentally appropriate strategies; and build positive relationships that enhance learning and growth among diverse youth.

**EDU-231 Instr Methods for Mid Gra Math
(Instructional Methods for Middle Grades Mathematics)**

Class 3 Lab 3 Clinical 0 Work 0 Credit 4

Course Corequisites: None

Course Prerequisites: None

This course provides an overview of instructional methods, learning theories, and content knowledge essential for teaching mathematics in the middle grades, emphasizing conceptual understanding, procedural fluency, and mathematical reasoning aligned with the North Carolina Standard Course of Study. Emphasis is placed on designing equitable, student-centered instruction that integrates number systems, algebraic reasoning, geometry, and data analysis with real-world problem-solving, technology use, and culturally responsive teaching practices. Upon completion, students should be able to plan and implement standards-based mathematics lessons, promote critical thinking and problem-solving, address student misconceptions, and adapt instruction to meet the diverse developmental and learning needs of all middle grades students.

**EDU-232 Des Res Math Instr for Mid Gra
(Designing Responsive Mathematics Instruction for Middle Grades)**

Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Corequisites: None

Course Prerequisites: None

This course introduces assessment strategies, differentiation methods, and applications of mathematical content knowledge to support effective, inclusive teaching in middle grades mathematics classrooms. Topics include formative and summative assessments, data-informed decision-making, Universal Design for Learning (UDL), Positive Behavioral Interventions and Supports (PBIS), and evidence-based strategies for engaging diverse students in mathematical reasoning and inquiry. Upon completion, students should be able to design and apply assessment tools, analyze student data to guide instruction, differentiate lessons to promote equity and access, and demonstrate a deep understanding of mathematical concepts that support conceptual growth and achievement for all students.

**EDU-238 Instr Methods for Mid Gra Sci
(Instructional Methods for Middle Grades Science)**

Class 3 Lab 3 Clinical 0 Work 0 Credit 4

Course Corequisites: None

Course Prerequisites: None

This course provides an overview of instructional methods, learning theories, and content knowledge essential for teaching science in the middle grades, emphasizing inquiry, scientific reasoning, and conceptual understanding aligned with the North Carolina Standard Course of Study. Emphasis is placed on designing student-centered, hands-on instruction that integrates life, physical, and earth sciences with real-world applications, technology, and engineering design practices that encourage curiosity and critical thinking. Upon completion, students should be able to plan and implement standards-based science lessons that promote inquiry, data analysis, problem-solving, and evidence-based reasoning while adapting instruction to meet the diverse developmental and learning needs of middle grades students.

**EDU-239 App Sci Inquiry in Mid Gra
(Applying Scientific Inquiry in Middle Grades)**

Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Corequisites: None

Course Prerequisites: None

This course introduces assessment strategies, differentiation methods, and applications of scientific content knowledge to support effective, inclusive science teaching in the middle grades classroom. Topics include formative and summative assessments, inquiry-based investigations, Universal Design for Learning (UDL), safety and lab management, and evidence-based strategies for engaging all students in scientific exploration and critical thinking. Upon completion, students should be able to design and use assessment tools to measure conceptual understanding, analyze student data to guide instruction, differentiate lessons to promote access and equity, and apply scientific inquiry skills to foster curiosity and achievement among diverse students.

**EDU-246 Early Dev, Well Being & Res
(Early Development, Well-Being, and Resilient Classrooms)**

Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Corequisites: None

Course Prerequisites: None

This course introduces the developmental foundations of young children from birth through kindergarten, emphasizing emotional well-being, resilience, and the creation of nurturing learning environments that promote healthy growth and school readiness. Emphasis is placed on understanding the cognitive, social, emotional, and physical stages of early development; recognizing the impact of relationships, environment, and stress; and applying responsive strategies that support secure attachment and adaptive coping in young children. Upon completion, students should be able to design supportive routines and learning experiences that promote self-regulation, confidence, and resilience; build positive relationships with children and families; and create inclusive, developmentally appropriate environments that strengthen early learning and well-being.

EDU-255 **Curr Strat & Learn Exp BK**
(Curriculum Strategies and Learning Experiences Birth through
Kindergarten)

Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Corequisites: None

Course Prerequisites: None

This course provides an overview of developmentally appropriate curriculum strategies and learning experiences for children from birth to age five, focusing on designing, implementing, and evaluating inclusive, responsive, and equitable learning opportunities across diverse early childhood settings. Emphasis is placed on integrating early childhood content domains, aligning curriculum with the NC Foundations for Early Learning and Development, and applying best practices for observation, assessment, and instructional design in culturally and linguistically diverse environments. Upon completion, students should be able to design and implement developmentally appropriate, inclusive, and culturally responsive curriculum plans that reflect best practices in early education, support individual and group learning needs, and promote holistic growth across multiple domains of child development.

EDU-260 **BK Assmt & Fam Collab**
(Birth Through Kindergarten: Assessment and Family Collaboration)

Class 3 Lab 0 Clinical 0 Work 0 Credit 3

Course Corequisites: None

Course Prerequisites: None

This course provides an overview of assessment practices and family collaboration strategies for children from birth through kindergarten, emphasizing the use of authentic, developmentally appropriate methods to support growth, learning, and equitable outcomes across diverse early childhood settings. Emphasis is placed on observation, documentation, and assessment techniques that respect cultural, linguistic, and ability diversity, as well as strategies for engaging families as active partners in understanding and supporting children's development. Upon completion, students should be able to implement effective assessment practices, analyze and use data to inform curriculum decisions, and collaborate with families to create inclusive, responsive learning environments that promote each child's developmental progress and success.

EDU-264 **Strat for Adpt Math Instr**
(Strategies for Adaptive Math Instruction)

Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Corequisites: None

Course Prerequisites: None

This course provides a comprehensive introduction of strategies, best practices, and skills to effectively teach math in K-12 special education settings while aligning instruction with NC DPI curriculum standards and the InTASC Model Core Teaching Standards. Topics include number sense and operations; data analysis and probability; mathematical problem solving,

communication, and reasoning; technology in math; and algebraic and geometric concepts individualized and tailored to each students' needs across various educational settings. Upon completion, students should be able to assess learning needs, implement and evaluate curriculum, ensure comprehensive and adaptive math instruction to support diverse, equitable and inclusive learning requirements.

EDU-265 **Strat for Adpt Lit Instr**
(Strategies for Adaptive Literacy Instruction)

Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Corequisites: None

Course Prerequisites: None

This course provides a comprehensive introduction to evidence-based strategies, best practices, and instructional skills for teaching reading and writing in K–12 special education settings while aligning with NC DPI curriculum standards and the InTASC Model Core Teaching Standards. Topics include phonological awareness, phonics, fluency, vocabulary, and comprehension; written expression; literacy assessment and progress monitoring; assistive and adaptive technologies; and differentiated instruction for diverse students across general and specialized settings. Upon completion, students should be able to design, implement, and evaluate individualized literacy instruction that fosters language development, reading proficiency, and equitable access to literacy for students with a wide range of learning needs and exceptionalities.

EDU-266 **Lang & Lit Dev BK**
(Language and Literacy Development Birth Through Kindergarten)

Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Corequisites: None

Course Prerequisites: None

This course introduces the foundations of language and literacy development in children from birth through age five, emphasizing evidence-based strategies and developmentally appropriate practices that foster communication, comprehension, and early literacy skills across diverse early learning environments. Emphasis is placed on the developmental stages of emergent literacy, including receptive and expressive language, print awareness, and early writing, as well as the influence of cultural, linguistic, and family factors on literacy growth. Upon completion, students should be able to plan, implement, and evaluate inclusive, literacy-rich experiences that promote language and literacy development, select diverse and developmentally appropriate materials, and design integrated activities aligned with the NC Foundations for Early Learning and Development.

EDU-267 **Math Foundations BK**
(Mathematical Foundations: Birth Through Kindergarten)

Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Corequisites: None

Course Prerequisites: None

This course introduces the fundamental concepts, developmental progressions, and instructional approaches that support early mathematical learning from birth through kindergarten. Emphasis is placed on understanding how young children construct number sense, spatial reasoning, and problem-solving skills through play, exploration, and meaningful everyday experiences aligned with the North Carolina Foundations for Early Learning and Development. Upon completion, students should be able to design and implement developmentally appropriate learning experiences that foster curiosity, mathematical thinking, and early numeracy; integrate math into daily routines and play; and adapt instruction to meet the diverse needs of young students.

**EDU-268 Instr Methods for HS Math
(Instructional Methods for High School Mathematics)**

Class 3 Lab 3 Clinical 0 Work 0 Credit 4

Course Corequisites: None

Course Prerequisites: None

This course provides an overview of instructional methods, learning theories, and content knowledge essential for teaching mathematics in high school, emphasizing conceptual understanding, procedural fluency, and mathematical reasoning aligned with the North Carolina Standard Course of Study. Emphasis is placed on designing rigorous, student-centered instruction that integrates algebra, functions, geometry, statistics, and calculus with real-world applications, inquiry-based learning, and the effective use of technology and mathematical modeling. Upon completion, students should be able to plan and implement standards-based mathematics lessons that foster critical thinking, problem-solving, and communication; address student misconceptions; and adapt instruction to meet the diverse developmental and learning needs of secondary students.

**EDU-269 Des Res Math Instr for HS
(Designing Responsive Mathematics Instructions for High School)**

Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Corequisites: None

Course Prerequisites: None

This course introduces assessment strategies, differentiation methods, and applications of mathematical content knowledge to support effective, data-driven instruction in high school mathematics classrooms. Topics include formative and summative assessments, data analysis for instructional planning, Universal Design for Learning (UDL), Positive Behavioral Interventions and Supports (PBIS), and evidence-based strategies that promote engagement, persistence, and achievement among diverse students. Upon completion, students should be able to design and use varied assessment tools, analyze student performance data to guide instruction, differentiate lessons to enhance access and equity, and apply advanced mathematical concepts in authentic, problem-based learning contexts.

**EDU-273 Instr Methods for HS Science
(Instructional Methods for High School Science)**

Class 3 Lab 3 Clinical 0 Work 0 Credit 4

Course Corequisites: None

Course Prerequisites: None

This course provides an overview of instructional methods, learning theories, and content knowledge essential for teaching science in high school, emphasizing inquiry, scientific reasoning, and conceptual understanding aligned with the North Carolina Standard Course of Study. Emphasis is placed on designing rigorous, student-centered instruction that integrates biology, chemistry, physics, and earth/environmental science with real-world applications, engineering design, and technology-enhanced investigations that develop critical and analytical thinking. Upon completion, students should be able to plan and implement standards-based science lessons that promote inquiry, data analysis, and scientific communication; address misconceptions; and adapt instruction to meet the developmental and learning needs of diverse secondary students.

EDU-274 App Sci Inquiry in HS Science
(Applying Scientific Inquiry in High School Science)

Class 2 Lab 3 Clinical 0 Work 0 Credit 3

Course Corequisites: None

Course Prerequisites: None

This course introduces assessment strategies, differentiation methods, and applications of scientific content knowledge to support effective, inclusive, and data-driven instruction in high school science classrooms. Topics include formative and summative assessments, data interpretation, Universal Design for Learning (UDL), safety and ethics in laboratory instruction, and evidence-based strategies for engaging diverse students in scientific reasoning and inquiry. Upon completion, students should be able to design and implement varied assessment tools, analyze student data to guide instruction, differentiate science instruction to enhance access and equity, and apply advanced content knowledge to real-world scientific problem solving.

CURRICULUM STANDARD

Effective Term
Fall 2026
[2026*03]

Curriculum Program Title	Birth Through Kindergarten Residency Licensure Certificate	Program Code	C55491
Concentration	(not applicable)	CIP Code	13.0101

Curriculum Description

The Birth Through Kindergarten Residency Certificate curriculum provides a course of study leading to the development of the pedagogical competencies needed to become certified to teach Birth Through Kindergarten by the North Carolina Department of Public Instruction.

Course work includes learning theory, instructional technology, school policies and procedures, expectations and responsibilities of educators, teaching strategies/methods for specific content/specialty areas, formative/summative assessment, data informed practice, and classroom organization/management to enhance learning for a wide range of student learning needs

Graduates should meet pedagogical competencies and demonstrate effective teaching practices. Additional requirements, such as pre-service training, passing the state required assessments, and the criteria included in the North Carolina Teacher Evaluation System, are required for licensure.

Curriculum Requirements*

[for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.10]

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

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

Major Hours

- 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.

Birth Through Kindergarten Residency Licensure (Certificate) C55491

	AAS	Diploma	Certificate
Minimum Major Hours Required	49 SHC	30 SHC	12 SHC
A. CORE	N/A	N/A	18 SHC
Required Courses: EDU 246 Early Dev, Well Being & Res 3 SHC EDU 255 Curr Strat & Learn Exp BK 3 SHC EDU 260 BK Assmt & Fam Collab 3 SHC EDU 266 Lang & Lit Dev BK 3 SHC EDU 267 Math Foundations BK 3 SHC EDU 283 Educator Preparation Practicum 3 SHC			
B. CONCENTRATION (Not applicable)			
C. OTHER MAJOR HOURS <i>To be selected from the following prefixes:</i> None			

CURRICULUM STANDARD

Effective Term
Fall 2026
[2026*03]

Curriculum Program Title	High School Math Residency Licensure Certificate	Program Code	C55492
Concentration	(not applicable)	CIP Code	13.0101

Curriculum Description

The High School Math Residency Certificate curriculum provides a course of study leading to the development of the pedagogical competencies needed to become certified to teach math by the North Carolina Department of Public Instruction.

Course work includes learning theory, instructional technology, school policies and procedures, expectations and responsibilities of educators, teaching strategies/methods for specific content/specialty areas, formative/summative assessment, data informed practice, and classroom organization/management to enhance learning for a wide range of student learning needs

Graduates should meet pedagogical competencies and demonstrate effective teaching practices. Additional requirements, such as pre-service training, passing the state required assessments, and the criteria included in the North Carolina Teacher Evaluation System, are required for licensure.

Curriculum Requirements*

[for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.10]

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

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

Major Hours

- 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.

High School Math Residency Licensure (Certificate) C55492

	AAS	Diploma	Certificate
Minimum Major Hours Required	49 SHC	30 SHC	12 SHC
A. CORE	N/A	N/A	18 SHC
Required Courses: EDU 230 Dev Div & Res in You & Sec Stu 3 SHC EDU 268 Instr Methods for HS Math 4 SHC EDU 269 Des Res Math Instr for HS 3 SHC EDU 270 Effective Instructional Enviro 2 SHC EDU 272 Technology, Data, and Assess 3 SHC EDU 283 Educator Preparation Practicum 3 SHC			
B. CONCENTRATION (Not applicable)			
C. OTHER MAJOR HOURS <i>To be selected from the following prefixes:</i> None			

CURRICULUM STANDARD

Effective Term
Fall 2026
[2026*03]

Curriculum Program Title	High School Science Residency Licensure Certificate	Program Code	C55493
Concentration	(not applicable)	CIP Code	13.0101

Curriculum Description

The High School Science Residency Certificate curriculum provides a course of study leading to the development of the pedagogical competencies needed to become certified to teach science by the North Carolina Department of Public Instruction.

Course work includes learning theory, instructional technology, school policies and procedures, expectations and responsibilities of educators, teaching strategies/methods for specific content/specialty areas, formative/summative assessment, data informed practice, and classroom organization/management to enhance learning for a wide range of student learning needs

Graduates should meet pedagogical competencies and demonstrate effective teaching practices. Additional requirements, such as pre-service training, passing the state required assessments, and the criteria included in the North Carolina Teacher Evaluation System, are required for licensure.

Curriculum Requirements*

[for associate degree, diploma, and certificate programs in accordance with 1D SBCC 400.10]

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

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

Major Hours

- 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.

High School Science Education Residency Licensure (Certificate) C55493

	AAS	Diploma	Certificate
Minimum Major Hours Required	49 SHC	30 SHC	12 SHC
A. CORE	N/A	N/A	18 SHC
Required Courses: EDU 230 Dev Div & Res in You & Sec Stu 3 SHC EDU 270 Effective Instructional Environ 2 SHC EDU 272 Technology, Data, and Assess 3 SHC EDU 273 Instr Methods for HS Science 4 SHC EDU 274 App Sci Inquiry in HS Science 3 SHC EDU 283 Educator Preparation Practicum 3 SHC			
B. CONCENTRATION <i>(Not applicable)</i>			
C. OTHER MAJOR HOURS <i>To be selected from the following prefixes:</i> None			

CURRICULUM STANDARD

Effective Term
Fall 2026
[2026*03]

Curriculum Program Title	Middle School Math Residency Licensure Certificate	Program Code	C55494
Concentration	(not applicable)	CIP Code	13.0101

Curriculum Description

The Middle School Math Residency Certificate curriculum provides a course of study leading to the development of the pedagogical competencies needed to become certified to teach math by the North Carolina Department of Public Instruction.

Course work includes learning theory, instructional technology, school policies and procedures, expectations and responsibilities of educators, teaching strategies/methods for specific content/specialty areas, formative/summative assessment, data informed practice, and classroom organization/management to enhance learning for a wide range of student learning needs

Graduates should meet pedagogical competencies and demonstrate effective teaching practices. Additional requirements, such as pre-service training, passing the state required assessments, and the criteria included in the North Carolina Teacher Evaluation System, are required for licensure.

Curriculum Requirements*

[for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.10]

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

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

Major Hours

- 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.

Middle School Math Residency Licensure (Certificate) C55494

	AAS	Diploma	Certificate
Minimum Major Hours Required	49 SHC	30 SHC	12 SHC
A. CORE	N/A	N/A	18 SHC
Required Courses: EDU 230 Dev Div & Res in You & Sec Stu 3 SHC EDU 231 Instr Methods for Mid Gra Math 4 SHC EDU 232 Des Res Math Instr for Mid Gra 3 SHC EDU 270 Effective Instructional Enviro 2 SHC EDU 272 Technology, Data, and Assess 3 SHC EDU 283 Educator Preparation Practicum 3 SHC			
B. CONCENTRATION (Not applicable)			
C. OTHER MAJOR HOURS <i>To be selected from the following prefixes:</i> None			

CURRICULUM STANDARD

Effective Term
Fall 2026
[2026*03]

Curriculum Program Title	Middle School Science Residency Licensure Certificate	Program Code	C55495
Concentration	(not applicable)	CIP Code	13.0101

Curriculum Description

The Middle School Science Residency Certificate curriculum provides a course of study leading to the development of the pedagogical competencies needed to become certified to teach science by the North Carolina Department of Public Instruction.

Course work includes learning theory, instructional technology, school policies and procedures, expectations and responsibilities of educators, teaching strategies/methods for specific content/specialty areas, formative/summative assessment, data informed practice, and classroom organization/management to enhance learning for a wide range of student learning needs

Graduates should meet pedagogical competencies and demonstrate effective teaching practices. Additional requirements, such as pre-service training, passing the state required assessments, and the criteria included in the North Carolina Teacher Evaluation System, are required for licensure.

Curriculum Requirements*

[for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.10]

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

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

Major Hours

- 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.

Middle School Science Licensure (Certificate) C55495

	AAS	Diploma	Certificate
Minimum Major Hours Required	49 SHC	30 SHC	12 SHC
A. CORE	N/A	N/A	18 SHC
Required Courses: EDU 230 Dev Div & Res in You & Sec Stu 3 SHC EDU 238 Instr Methods for Mid Gra Sci 4 SHC EDU 239 App Sci Inquiry in Mid Gra 3 SHC EDU 270 Effective Instructional Enviro 2 SHC EDU 272 Technology, Data, and Assess 3 SHC EDU 283 Educator Preparation Practicum 3 SHC			
B. CONCENTRATION (Not applicable)			
C. OTHER MAJOR HOURS <i>To be selected from the following prefixes:</i> None			

CURRICULUM STANDARD

<i>Effective Term</i> Fall 2026 [2026*03]

Curriculum Program Title	Special Education Residency Licensure Certificate	Program Code	C55496
Concentration	(not applicable)	CIP Code	13.0101

Curriculum Description

The Special ED Residency Certificate curriculum provides a course of study leading to the development of the pedagogical competencies needed to become certified to teach Special Education by the North Carolina Department of Public Instruction.

Course work includes learning theory, instructional technology, school policies and procedures, expectations and responsibilities of educators, teaching strategies/methods for specific content/specialty areas, formative/summative assessment, data informed practice, and classroom organization/management to enhance learning for a wide range of student learning needs

Graduates should meet pedagogical competencies and demonstrate effective teaching practices. Additional requirements, such as pre-service training, passing the state required assessments, and the criteria included in the North Carolina Teacher Evaluation System, are required for licensure.

Curriculum Requirements*

[for associate degree, diploma, and certificate programs in accordance with 1D SBCCC 400.10]

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

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

Major Hours

- 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.

Special Education Residency Licensure (Certificate) C55XXX

	AAS	Diploma	Certificate
Minimum Major Hours Required	49 SHC	30 SHC	12 SHC
A. CORE	N/A	N/A	18 SHC
Required Courses: EDU 224 Found, Pol, & Prac in Spec Edu 3 SHC EDU 225 Inst & Beh Strat for Incl Class 3 SHC EDU 264 Strat for Adpt Math Instr 3 SHC EDU 265 Strat for Adpt Lit Instr 3 SHC EDU 272 Technology, Data, and Assess 3 SHC EDU 283 Educator Preparation Practicum 3 SHC			
B. CONCENTRATION (Not applicable)			
C. OTHER MAJOR HOURS <i>To be selected from the following prefixes:</i> None			

STATE BOARD OF COMMUNITY COLLEGES
Combined Course Library
Workforce Continuing Education and College & Career Readiness
New Course Approvals, Modifications, and Tier Designations

The State Board is requested to approve the following courses for placement or modification in the Combined Course Library (CCL).

Request for New Course 1 of 9

Requesting College or Agency: Surry Community College

Course ID	Course Title	Recommended Hours	Program Area	Tier/Work-force Sector
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.

Request for New Course 2 of 9

Requesting College or Agency: Robeson Community College

Course ID	Course Title	Recommended Hours	Program Area	Tier/Workforce Sector
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 Rigger - NCCER

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.

Request for New Course 3 of 9

Requesting College or Agency: Stanly Community College

Course ID	Course Title	Recommended Hours	Program Area	Tier/Work-force Sector
EDU-2149	Autism Technical Concepts	48	J30 Teacher Prof. 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) - www.bacb.com

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.

Request for New Course 4 of 9

Requesting College or Agency: Stanly Community College

Course ID	Course Title	Recommended Hours	Program Area	Tier/Workforce Sector
EDU-2120	Intro to School-Age Care	64	J30 – Teacher Professional	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

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 CE courses for CPL 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.

Request for 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	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 School-Age Administrator Requirements DCDEE WORKS

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 CE courses for CPL 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.

Request for New Course 6 of 9

Requesting College or Agency: Stanly Community College

Course ID	Course Title	Recommended Hours	Program Area	Tier/Workforce Sector
EDU-2237	School-Age Admin. II	48	J30 – Teacher Professional	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 School-Age Administrator Requirements DCDEE WORKS

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 CE courses for CPL 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.

Request for New Course 7 of 9

Requesting College or Agency: Stanly Community College

Course ID	Course Title	Recommended Hours	Program Area	Tier/Work-force Sector
EDU-3151	Creative Activities	48	J30 – Teacher Professional	Tier 3/ Professional Services II

Description:	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.

Request for New Course 8 of 9

Requesting College or Agency: Stanly Community College

Course ID	Course Title	Recommended Hours	Program Area	Tier/Workforce Sector
EDU-3154	Social/Emotional Behav. Dev.	48	J30 – Teacher Professional	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.

Request for New Course 9 of 9

Requesting College or Agency: Stanly Community College

Course ID	Course Title	Recommended Hours	Program Area	Tier/Work-force Sector
EDU-3280	Language and Literacy Experiences	48	J30 – Teacher Professional	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.

STATE BOARD OF COMMUNITY COLLEGES
Courses of Instruction to Captive/Co-Opted Groups

Request: The State Board is asked to approve the following to be offered to Captive/Co-opted groups as listed, to be offered to Captive/Co-opted Groups under current operating procedures, contingent upon availability of funds.

Strategic Plan Reference:

Theme: Economic and Workforce Development

Goal 4: Provide education, training, and credentials to develop the most competitive and agile workforce in the nation.

- Objective 4.2: Respond to employment preparation opportunities with instruction focused on relevant skills, credential attainment, and competency development.
- Objective 4.3: Increase access to the training, education, and wrap-around services needed by students to achieve their career goals and economic mobility.

Continuing Education: Courses of Instruction

- Gaston College – Gaston Correctional Center
 - Auto Detailing -- AUT-3110

Contact(s):

Dr. Andrew Gardner
Associate Vice President, Workforce Strategies

Anne Bacon
Workforce Continuing Education State Director
Prison Education Liaison

Continuing Education in Captive Environments

These requests have been approved by the local college president, local board chair, and prison superintendent or chief officer. They have been reviewed by state staff at the North Carolina Community College System Office and, if applicable, by the NC Department of Adult Correction and found in compliance with state standards and prison programming policies.

CODES FOR GROUPS TO BE SERVED

A	Alcoholic Rehabilitation Centers
D	Domiciliary Care Facilities
I	Hospital Inpatients
J	Detention Centers and County Jails
N	Rest and Nursing Homes
P	Prisons (Correction setting)
R	Intellectual Disability Centers
S	Sheltered Workshops

EXAMPLES: **WLD 3106 P** indicates the continuing education course offered in a Prison setting.
BSP 2000 S indicates the basic skills course offered in a Sheltered Workshop setting.

CONTINUING EDUCATION and **BASIC SKILLS** courses are reported in class hours.
CURRICULUM courses are reported in semester-hour credits.

MATRIX CATEGORIES* For NC DPS/DAC Prison Facilities

Matrix Category	North Carolina Community College System Programming Options
1	Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); and/or Drug and Alcohol courses. (Min. length of stay: 2 months)
2	Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); Drug and Alcohol courses; Occupational Extension courses; and/or Curriculum Certificate Programs. (Minimum length of stay: 4 months)
3	Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); Drug and Alcohol courses; Occupational Extension courses; Curriculum Certificate Programs; and/or Curriculum Diploma Programs. (Minimum length of stay: 12 months)
4	Basic Skills; Employment Readiness (Human Resources Development or Occupational Extension Pre-employment Training); Drug and Alcohol courses; Occupational Extension courses; Curriculum Certificate Programs; Curriculum Diploma Programs; and/or Curriculum Associate in Applied Science Degree Programs. (Minimum length of stay: 24 months)
*	Only Dpt. of Adult Correction and DPS/Juvenile Justice facilities are assigned matrix categories

**Continuing Education Courses
Captive & Co-opted**

Community College	Facility	Facility Code	Matrix Class.	Course Number	Master Course List Title (Local Title)	Contact Hours
Gaston College	Gaston Correctional Center	4515	2	AUT-3110	Auto Detailing	120

STATE BOARD OF COMMUNITY COLLEGES
Curriculum Program Applications as Approved by the System President

Special curriculum applications approved by the System President are presented for State the State Board of Community Colleges is authorized to approve curriculum programs (*1D SBCCC 400.6(a)(1)*).

- The State Board delegates to the President of the North Carolina Community College System the authority to grant a college the approval to award the associate degree, diploma, or certificate for program titles that have been approved for this delegation by the State Board of Community Colleges based upon a widespread immediate need for the job training and minimal impact upon other colleges. (*1D SBCCC 400.6 (4)*)
- The State Board delegates to the President of the North Carolina Community College System the authority to grant a college the approval to award a curriculum program which is classified as a concentration if the applying college already has approval to offer the parent program. (*1D SBCCC 400.6 (5)*)
- Each application has been reviewed in accordance with *1D SBCCC 400.6* and System Office procedures to ensure alignment with statewide academic and workforce priorities.
- A comprehensive list of special curriculum program titles that have been approved for delegated authority approval can be found at:
[Special Titles - Section 03A of the Curriculum Procedures Reference Manual](#)

Contact(s):

Dr. Hilmi Lahoud
Senior State Director of Business and IT
and Academic

STATE BOARD OF COMMUNITY COLLEGES
Curriculum Program Applications as Approved by the System President

The State Board of the North Carolina Community College System, through delegated authority to the System President, approved the curriculum program application listed below:

Cape Fear Community College
Health Sciences (A45230)
Effective Term: **Fall 2026**

Fayetteville Technical Community College
Health Sciences (A45230)
Effective Term: **Fall 2026**

Piedmont Community College
Health Sciences (A45230)
Effective Term: **Fall 2026**

Contact (s):

Dr. Hilmi Lahoud
Senior State Director of Business and IT
and Academic Programs Operations

STATE BOARD OF COMMUNITY COLLEGES
Curriculum Program Terminations as Approved by the System President

Information: The State Board of the North Carolina Community College System, through delegated authority to the System President, to approve curriculum program terminations.

Background: 1D SBCCC 400.6 (b) states the following: The college shall terminate a curriculum program when there has been no enrollment for two consecutive years or if the college has not offered the program or has not had enrollment in the program within two years of the date the program was approved by the State Board of Community Colleges. A college may request a one-year extension of a curriculum program upon justification of the potential for employment opportunities.

Contact(s):

Dr. Hilmi Lahoud
Senior State Director of Business and
IT and Academic Operations

STATE BOARD OF COMMUNITY COLLEGES
Curriculum Program Terminations as Approved by the System President

Information: The State Board of the North Carolina Community College System, through delegated authority to the System President, approved the program terminations listed below:

Alamance Community College

Histotechnology (A45370)

Rationale: Due to the employment trends in the service area of the college, the program is being terminated. Students interested in this pathway will be advised to enroll in other programs offered at the college.

Effective Term: **Fall 2026**

Manicuring/Nail Technology (Certificate) (C55400)

Rationale: Due to the lack of enrollment in the program, the program is being terminated. The college will continue offering courses related to manicuring and nail technology in Workforce Continuing Education.

Effective Term: **Fall 2026**

Asheville-Buncombe Technical Community Colleges

Physical Therapist Assistant (2-year program) (A45620)

Rationale: Due to the employment trends in the service area of the college, the program is being terminated. Students interested in this pathway will be advised to enroll in other programs offered at the college.

Effective Term: **Fall 2025**

Cape Fear Community College

Emergency Management (A55460)

Rationale: Due to the lack of enrollment in the program and students' needs for transferable credit, the program is being terminated. The college will advise students to enroll in the Emergency Management track under the Public Safety Administration (A55480) program.

Effective Term: **Spring 2026**

Sustainability Technologies (A40370)

Rationale: Due to lack of enrollment in the program, the program is being terminated. Students interested in Sustainability Technologies will be advised to pursue either the Construction Management Technology (A35190) or the Electrical Systems Technology (A35130) programs.

Effective Term: **Fall 2025**

Carteret Community College

Building Construction Technology (A35140)

Rationale: Due to unsuccessful efforts and attempts of finding a qualified full-time faculty to teach the curriculum program, the college started a Construction Academy through Workforce Continuing Education. Students interested in building construction related training are advised to enroll in the Construction Academy which is better serving students through short-term training.

Effective Term: **Fall 2025**

Central Carolina Community College

Computer-Aided Drafting Technology (A50150)

Rationale: Due to the employment trends in the service area of the college, this program is being terminated. Students interested in Computer-Aided Drafting will be advised to pursue the Mechanical Engineering Technology (A40320) program.

Effective Term: **Fall 2025**

Nurse Aide (Certificate) (C45840)

Rationale: Due to the employment trends in the service area of the college, this program is being terminated. Students interested in Nurse Aide will be advised to pursue the pathway in the Workforce Continuing Education division.

Effective Term: **Fall 2025**

Central Piedmont Community College

Health Information Technology (A45360)

Rationale: Due to the creation of a Level III Cooperative Curriculum Agreement with another college, the program is being terminated. Students interested in this program will be advised to complete the Health Information Technology (A45360) courses through the partner college.

Effective Term: **Fall 2025**

High School Adjunct Instructor (Certificate) (C55190)

Rationale: Due to the lack of enrollment in the program and the lack of need for the specific certificate in the service area, the program is being terminated. The college will advise students interested in this program to consider existing related programs.

Effective Term: **Spring 2026**

Nurse Aide Certificate (Certificate) (C45840)

Rationale: Due to the employment trends in the service area of the college, this program is being terminated. Students interested in Nurse Aide will be advised to pursue the pathway in the Therapeutic & Diagnostic Services/Nurse Aide (D45970) program.

Effective Term: **Fall 2025**

Cleveland Community College

Cosmetology Instructor (Certificate) (C55160)

Rationale: Due to the lack of enrollment in the program, the program is being terminated. The NC Cosmetology Board recently lowered the amount of experience needed to sit for the Instructors Exam. The college will continue offering courses and credentials under the Cosmetology (A55140) program.

Effective Term: **Fall 2025**

Esthetics Instructor (Certificate) (C55270)

Rationale: Due to the lack of enrollment in the program, the program is being terminated. The NC Cosmetology Board changed the requirements to sit for the Instructors Exam. The college will continue offering related courses under the Cosmetology (A55140) program.

Effective Term: **Fall 2025**

Health Science: Therapeutic & Diagnostic Services/Emergency Medical Science (D45910)

Rationale: Due to the lack of enrollment in this program, the program is being terminated. Students interested in EMS will be advised to enroll in the Emergency Medical Science (A45340) program.

Effective Term: **Fall 2025**

Health Science: Therapeutic & Diagnostic Services/Medical Assisting (D45920)

Rationale: Due to the employment trends in the service area of the college, this program is being terminated. Students interested in Medical Assisting will be advised to enroll in the Medical Assisting (A45400) program.

Effective Term: **Fall 2025**

Mechanical Drafting Technology (A50340)

Rationale: Due to the employment trends in the service area of the college, this program is being terminated. Students interested in the Mechanical Drafting Technology program will be advised to enroll in the Computer-Integrated Machining (A50210) program.

Effective Term: **Fall 2025**

Craven Community College

Infant/Toddler Care (Certificate) (C55290)

Rationale: Due to the lack of enrollment in the program and employability trends in the service area of the college, the program is being terminated. The college will continue offering courses and credentials under the Early Childhood Education (A55220) program.

Effective Term: **Fall 2025**

Davidson -Davie Community College

Applied Engineering Technology (A40130)

Rationale: Due to the employment trends in the service area of the college, the program is being terminated. Students interested in Applied Engineering Technology will be advised to enroll in either the Industrial Systems Technology (A50260) or the Electronics Engineering Technology (A40200) programs.

Effective Term: **Fall 2025**

Associate in General Education (A10300)

Rationale: Due to the lack of enrollment in the program and students' needs for transferable credit, the program is being terminated. The college will advise students to enroll in other AA/AS degrees.

Effective Term: **Fall 2025**

Health Science: Therapeutic & Diagnostic Services/Nurse Aide (D45970)

Rationale: Due to the employment trends in the service area of the college, the program is being terminated. Students interested in Nurse Aide will be advised to pursue the pathway in the college's Workforce Continuing Education division.

Effective Term: **Fall 2025**

Health Science: Therapeutic & Diagnostic Services/Therapeutic Massage (D45960)

Rationale: Due to the employment trends in the service area of the college, the program is being terminated. Students interested in this pathway will be advised to enroll in the AAS in Therapeutic Massage (A45750) program.

Effective Term: **Fall 2025**

Durham Technical Community College

Health Science: Therapeutic & Diagnostic Services/Pharmacy Technology (D45940)

Rationale: Due to the employment trends in the service area of the college, the program is being terminated. Students interested in this pathway will be advised to enroll in other programs offered at the college.

Effective Term: **Fall 2025**

Guilford Technical Community College

Healthcare Management Technology (A25200)

Rationale: Due to a recent statewide alignment project, a new Healthcare Administration subject area was created under the Medical Office Administration (A25310) program. The college is terminating the program and will continue offering healthcare administration courses and credentials under the Medical Office Administration (A25310) program.

Effective Term: **Fall 2025**

Industrial Systems Technology (A50240)

Rationale: Due to the lack of enrollment and the employment trends in the service area of the college, the program is being terminated. Students interested in Industrial

Systems Technology will be advised to enroll in the Mechatronics Engineering Technology (A40350) program.
Effective Term: **Fall 2025**

Telecommunications and Network Engineering Technology (A40400)

Rationale: Due to the lack of enrollment and employment trends in the service area of the college, the program is being terminated. Students interested in telecommunications-related courses will be advised to enroll in other related programs at the college.
Effective Term: **Fall 2025**

Halifax Community College

Foodservice Technology (Diploma) (D55250) (Captive -Roanoke River Correctional Institution #3305)

Rationale: The correctional institution is approved at the certificate level (C55250). Due to the lack of student interest and finding qualified faculty to teach the courses required for the certificate, the program is being terminated. Captive students interested in pursuing training will be advised to enroll in alternative Workforce Continuing Education courses offered at the prison.
Effective Term: **Spring 2026**

Masonry (Diploma) (D35280) (Captive -Roanoke River Correctional Institution #3305)

Rationale: The correctional institution is approved at the certificate level (C35280). Due to the lack of student interest and finding qualified faculty to teach the courses required for the certificate, the program is being terminated. Captive students interested in masonry will be advised to enroll in the Workforce Continuing Education course planned for the prison.
Effective Term: **Spring 2026**

Phlebotomy (Certificate) (C45600)

Rationale: Due to employment trends in the service area of the college, the curriculum program is being terminated. Students interested in Phlebotomy will be advised to pursue the pathway in the college's Workforce Continuing Education division.
Effective Term: **Spring 2026**

Plumbing (D35300) (Diploma) (Captive -Roanoke River Correctional Institution Center #3305)

Rationale: The correctional institution is approved at the certificate level (C35300). Due to the lack of student interest and finding qualified faculty to teach the courses required for the certificate, the program is being terminated. Captive students interested in plumbing will be advised to enroll in the Workforce Continuing Education course planned for the prison.
Effective Term: **Spring 2026**

Haywood Community College

Electronics Engineering Technology (A40200)

Rationale: Due to the lack of enrollment and employment trends in the service area of the college, the curriculum program is being terminated. Students interested in Electronics Engineering Technology will be advised to enroll in the Industrial Systems Technology (A50240) program.

Effective Term: **Fall 2025**

Practical Nursing (Diploma) (D45660)

Rationale: Due to the current regulatory approval constraints, the program is being terminated. Students interested in Practical Nursing will be advised to enroll under other programs offered at the college.

Effective Term: **Fall 2025**

Martin Community College

Cosmetology Instructor (Certificate) (C55160)

Rationale: Due to the lack of enrollment in the program and student interest, the program is being terminated. The college will continue offering courses and credentials under the Cosmetology (A55140) program.

Effective Term: **Fall 2026**

Esthetics Technology (Certificate) (C55230)

Rationale: Due to the lack of enrollment and limited classroom space, the program is being terminated. The college will explore future options if student interest arises.

Effective Term: **Fall 2026**

Nurse Aid (Certificate) (C45840)

Rationale: Due to the employment trends in the service area of the college, the program is being terminated. Students interested in Nurse Aide will be advised to pursue the pathway in the college's Workforce Continuing Education division.

Effective Term: **Fall 2026**

Public Safety Administration (A55480)

Rationale: Due to the lack of enrollment in the program and students' needs for transferable credit, the program is being terminated. The college will advise students interested in this program to enroll in related Curriculum programs and/or Workforce Continuing Education courses.

Effective Term: **Fall 2025**

Mayland Community College

Masonry (Diploma) (D35280)

Rationale: Due to the enrollment trends in the service area of the college, the curriculum program is being terminated. Students interested in the Masonry program will be advised to pursue the pathway in the college's Workforce Continuing Education division.

Effective Term: **Summer 2026**

Nash Community College

Manufacturing Technology (A50320)

Rationale: Due to lack of employment opportunities and manufacturing trends in the service area of the college, the program is being terminated. The college may consider applying for the program in the future if demand arises.

Effective Term: **Fall 2025**

Phlebotomy (Certificate) (C45600)

Rationale: Due to the employment trends in the service area of the college, the curriculum program is being terminated. Students interested in the Phlebotomy pathway will be advised to pursue the pathway in the college's Workforce Continuing Education division.

Effective Term: **Fall 2025**

Pamlico Community College

Associate in Arts in Teacher Preparation (AATP) (A1010T)

Rationale: Due to the lack of enrollment in the program and stronger academic alignments with the four-year institutions that ensure successful transfer, the program is being terminated. The college will advise students to enroll in other AA/AS transfer degrees.

Effective Term: **Fall 2025**

Associate in Science in Teacher Preparation (ASTP) (A1040T)

Rationale: Due to the lack of enrollment in the program and stronger academic alignments with the four-year institutions that ensure successful transfer, the program is being terminated. The college will advise students to enroll in other AA/AS transfer degrees.

Effective Term: **Fall 2025**

Information Technology (A25590)

Rationale: Due to low enrollment in the program and the lack of qualified faculty to teach the courses required for the degree, the program is being terminated. Students interested in entry-level IT related courses will be advised to enroll in other related programs and Workforce Continuing Education.

Effective Term: **Fall 2025**

Piedmont Community College

Carpentry (Diploma) (D35180) (Dan River Prison Work Farm #3080)

Rationale: The correctional institution is approved at the certificate level (C35180). Due to lack of enrollment since the COVID pandemic, the program is being terminated. Captive students interested in carpentry will be advised to enroll in other programs and courses at the prison.

Effective Term: **Spring 2026**

Cosmetology Instructor (Certificate) (C55160)

Rationale: Due to the lack of enrollment in the program and limited market demand in the service area of the college, the program is being terminated. The college will continue offering this program under Workforce Continuing Education.

Effective Term: **Spring 2026**

Pitt Community College

Associate in Fine Arts in Theater (A10800)

Rationale: Due to the lack of enrollment in the program and student interest, the program is being terminated. The college will advise students interested in this program to consider existing related programs.

Effective Term: **Fall 2025**

Cosmetology (A55140)

Rationale: Due to the lack of enrollment in the program and limited job market demand in the service area of the college, the program is being terminated. Students interested in cosmetology will be advised to enroll in other related programs offered by the college.

Effective Term: **Fall 2025**

Health Science: Therapeutic & Diagnostic Services/Nurse Aide (D45970)

Rationale: Due to the employment trends in the service area of the college, the curriculum program is being terminated. Students interested in Nurse Aide will be advised to pursue the pathway in the college's Workforce Continuing Education division.

Effective Term: **Fall 2025**

Health Science: Therapeutic & Diagnostic Services/Phlebotomy (D45950)

Rationale: Due to the employment trends in the service area of the college, the curriculum program is being terminated. Students interested in Phlebotomy will be advised to pursue the pathway in the college's Workforce Continuing Education division.

Effective Term: **Fall 2025**

Mammography (Certificate) (C45830)

Rationale: Due to the employment trends in the service area of the college, the curriculum program is being terminated. Students interested in Mammography will be advised to pursue other pathways at the college.

Effective Term: **Fall 2025**

Nurse Aide (Certificate) (C45840)

Rationale: Due to the employment trends in the service area of the college, the curriculum program is being terminated. Students interested in Nurse Aide will be advised to pursue the pathway in the college's Workforce Continuing Education division.

Effective Term: **Fall 2025**

Phlebotomy (Certificate) (C45600)

Rationale: Due to the employment trends in the service area of the college, the curriculum program is being terminated. Students interested in the Phlebotomy certificate will be advised to pursue the pathway in the college's Workforce Continuing Education division.

Effective Term: **Fall 2025**

Positron Emission Tomography (Diploma) (D45820)

Rationale: Due to the employment trends in the service area of the college, the curriculum program is being terminated. Students interested in this program will be advised to pursue other pathways at the college.

Effective Term: **Fall 2025**

Recreational Therapy Assistant (A45150)

Rationale: Due to the employment trends in the service area of the college, the program is being terminated. Students interested in this program will be advised to pursue other pathways at the college.

Effective Term: **Fall 2025**

Randolph Community College

Mechatronics Engineering Technology (A40350)

Rationale: Due to the employment trends in the service area of the college, the program is being terminated. Students interested in the Mechatronics Engineering Technology program will be advised to enroll in other pathways at the college.

Effective Term: **Fall 2025**

Richmond Community College

Nurse Aide (Certificate) (C45840)

Rationale: Due to the employment trends in the service area of the college, the curriculum program is being terminated. Students interested in Nurse Aide will be advised to pursue the pathway in the college's Workforce Continuing Education division.

Effective Term: **Fall 2025**

Robeson Community College

General Occupational Technology (A55280)

Rationale: Due to the lack of enrollment in the program, the program is being terminated. The college will advise students interested in this program to consider other existing programs.

Effective Date: **Fall 2025**

Hospitality Management (A25110)

Rationale: Due to the lack of enrollment in the program and limited job market demand in the service area of the college, the program is being terminated. The college will advise students interested in this program to consider existing related programs.

Effective Date: **Fall 2025**

Simulation and Game Development (A25450)

Rationale: Due to the employment trends in the service area of the college, the program is being terminated. Students interested in Simulation and Game Development courses will be advised to enroll in the existing Artificial Intelligent Subject Area under the Information Technology (A25590) program.

Effective Term: **Fall 2025**

Supply Chain Management (A25620)

Rationale: Due to the employment trends in the service area of the college, the program is being terminated. Students interested in Supply Chain Management courses will be advised to enroll in courses offered under Workforce Continuing Education.

Effective Term: **Fall 2025**

Southwestern Community College

Career and Technical Teacher Education Program (A55320)

Rationale: Due to the lack of enrollment in the program, the program is being terminated. Students interested in obtaining their teaching license will be advised to pursue other existing options.

Effective Term: **Spring 2026**

Health Science: Therapeutic & Diagnostic Services/Emergency Medical Science (D45910)

Rationale: Due to the lack of enrollment in the program, this program is being terminated. Students interested in EMS will be advised to enroll in the Emergency Medical Science (A45340) program.

Effective Term: **Spring 2026**

Health Science: Therapeutic & Diagnostic Services/Medical Assisting (D45920)

Rationale: Due to the employment trends in the service area of the college, the program is being terminated. Students interested in Medical Assisting will be advised to pursue the pathway in the college's Workforce Continuing Education division or the Medical Assisting (A45400) program.

Effective Term: **Spring 2026**

Health Science: Therapeutic & Diagnostic Services/Nurse Aide (D45970)

Rationale: Due to the employment trends in the service area of the college, the curriculum program is being terminated. Students interested in Nurse Aide will be advised to pursue the pathway in the college's Workforce Continuing Education division or the Nurse Aide (Certificate) (C45840) program.

Effective Term: **Spring 2026**

Health Science: Therapeutic & Diagnostic Services/Phlebotomy (D45950)

Rationale: Due to the employment trends in the service area of the college, the curriculum program is being terminated. Students interested in the Phlebotomy

certificate will be advised to pursue the pathway in the college's Workforce Continuing Education division or the Phlebotomy (Certificate) (C45600) program.

Effective Term: **Spring 2026**

Health Science: Therapeutic & Diagnostic Services/Therapeutic Massage (D45960)

Rationale: Due to the employment trends in the service area of the college, the program is being terminated. Students interested in this pathway will be advised to enroll in the Therapeutic Massage (A45750) program.

Effective Term: **Spring 2026**

School-Age Expanded Learning and Enrichment (A55440)

Rationale: Due to the lack of enrollment in the program and employment trends in the service area of the college, the program is being terminated. Students interested in this program will be advised to enroll in other education-related pathways at the college.

Effective Term: **Spring 2026**

Surry Community College

Collision Repair & Refinishing Technology (A60130)

Rationale: Due to the low enrollment in the program and employment trends in the service area of the college, the program is being terminated. The college will continue offering courses related to this program in Workforce Continuing Education.

Effective Term: **Fall 2025**

Electronics Engineering Technology (A40200)

Rationale: Due to the lack of enrollment in the program and employment trends in the service area of the college, the program is being terminated. The college will continue offering courses and credentials through other existing programs.

Effective Term: **Fall 2025**

Graphic Design (A30100)

Rationale: Due to the lack of enrollment in the program and employment trends in the service area of the college, the program is being terminated. Students interested in this program will be advised to pursue other pathways offered by the college.

Effective Term: **Fall 2025**

Industrial Systems Technology (A50240)

Rationale: Due to the lack of enrollment and employment trends in the service area of the college, the program is being terminated. The college will continue offering related courses and credentials through existing programs.

Effective Term: **Fall 2025**

Mechanical Drafting Technology (A50340)

Rationale: Due to the lack of enrollment and employment trends in the service area of the college, the program is being terminated. The college will continue offering related courses and credentials through existing programs.

Effective Term: **Fall 2025**

Medical Assisting (A45400)

Rationale: Due to the employment trends in the service area of the college, the curriculum program is being terminated. Students interested in Medical Assisting will be advised to pursue the pathway in the college's Workforce Continuing Education division.

Effective Term: **Fall 2025**

Project Management Technology (A25390)

Rationale: Due to the lack of enrollment and employment trends in the service area of the college, the program is being terminated. Students interested in Project Management courses will be advised to enroll in courses offered through Workforce Continuing Education.

Effective Term: **Fall 2025**

Tri-County Community College

Health Science: Therapeutic & Diagnostic Services/Medical Assisting (D45920)

Rationale: Due to the employment trends in the service area of the college, this program is being terminated. Students interested in Medical Assisting will be advised to enroll in the Medical Assisting (A45400) program.

Effective Term: **Spring 2026**

Hunting and Shooting Sports Management (A25600)

Rationale: Due to the lack of enrollment and employment trends in the service area of the college, the program is being terminated. Students interested in courses related to Hunting and Shooting Sports Management will be advised to enroll in other degree programs at the college.

Effective Term: **Spring 2026**

Wake Technical Community College

Healthcare Simulation Technology (A45980)

Rationale: Due to the lack of enrollment in the program and employment trends in the service area of the college, the program is being terminated. Students interested in this program will be advised to pursue other pathways at the college.

Effective Term: **Fall 2025**

Phlebotomy (Certificate) (C45600)

Rationale: Due to the employment trends in the service area of the college, the curriculum program is being terminated. Students interested in the Phlebotomy certificate will be advised to pursue the pathway in the college's Workforce Continuing Education division.

Effective Term: **Fall 2025**

Therapeutic Massage (A45750)

Rationale: Due to the employment trends in the service area of the college, the curriculum program is being terminated. Students interested in the Therapeutic Massage program will be advised to pursue the pathway in the college's Workforce Continuing Education division.

Effective Term: **Fall 2025**

Contact(s):

Dr. Hilmi Lahoud

Senior State Director of Business and

IT and Academic Operations

AGENDA
State Board of Community Colleges
STATE BOARD POLICY AND GOVERNANCE COMMITTEE MEETING
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, January 15, 2026 – 3:00 p.m. – 3:30 p.m.
Hon. Chaz Beasley, Chair
Ms. Lisa Estep, Vice Chair

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – November 20, 2025

For Action

- Amendment of 4A SBCCC 100.3 – Definitions (Attachment SBPG 01)
- Review of Public Comments for Proposed Adoption of 4A SBCCC 100.13 – Pre – Apprenticeship Program Standards (Attachment SBPG 02)
- Amendment of 2A SBCCC 300.2 – Application for License Renewal (Attachment SBPG 03)
- Amendment of 2A SBCCC 300.6 – North Carolina Proprietary School Fee Schedule (Attachment SBPG 04)
- Amendment of 2A SBCCC 400.11 – Student Records (Attachment SBPG 05)

New Business

Adjourn

MINUTES

State Board of Community Colleges

STATE BOARD POLICY AND GOVERNANCE COMMITTEE MEETING

Thursday, November 20, 2025 – 3:35 p.m. – 4:05 p.m.

Hon. Chaz Beasley, Chair

Ms. Lisa Estep, Vice Chair

State Board Policy Governance Committee Members Present

Ms. Lisa Estep, Vice Chair	Mr. Geoffrey Lang	Dr. Dale McInnis
Mr. Eric Naisbitt, NCTreasurer	Mr. Tom Looney	Hon. David Price
Ms. Stacy Griffin	Mr. Chris Lumsden	Ms. Sarah West

*Attended via Zoom

Absent Members: Hon. Chaz Beasley, Chair

Other State Board Members Present

Ms. Paula Benson*	Dr. David Lowry	Mr. Scott Ottman
Mr. Chris Bullard, NCDOL	Mr. Bill McBrayer	Hon. Sam Searcy
Mr. John Kane*	Mr. Robert Moore	Mr. Terry Yeargan

*Attended Via Zoom

Others in Attendance

Mr. J.B. Buxton, NCACCP	Dr. Kimberly Gold	Ms. Kelli Reale
Attorney Jonnell Carpenter	Dr. Amanda Lee, NCACCP	Ms. Halima Sharif
Mr. Scott Corl	Ms. Amy Mast	Ms. Julie Woodson, NCACCT
Attorney Delany Davis	Dr. Brian Merritt	
Ms. Makel Drollingier	Mr. Jamal Njai	

*Attended Via Zoom

Call to Order

Vice Chair Estep called the State Board Policy and Governance Committee meeting to order at 4:02 p.m.

Roll Call of State Board Policy and Governance Committee

Ms. Sharif took the roll call of the State Board Policy and Governance Committee members. Quorum was met.

Ethics Statement

Attorney Carpenter reminded the Committee of the ethics requirements and asked members to disclose any conflicts or potential conflicts of interest. No conflicts were reported.

Approval of the Agenda

Vice Chair Estep called for a motion to approve the November 20, 2025 agenda as presented. Mr. Ottman moved to approve, Mr. Lumsden seconded, and the motion carried by voice vote.

MINUTES
State Board of Community Colleges
STATE BOARD POLICY AND GOVERNANCE COMMITTEE MEETING
Thursday, November 20, 2025 – 3:35 p.m. – 4:05 p.m.
Hon. Chaz Beasley, Chair
Ms. Lisa Estep, Vice Chair

Approval of Minutes – October 16, 2025

Vice Chair Estep called for a motion to approve the minutes of the October 16, 2025 meeting as presented. Mr. Lang moved to approve, Ms. West seconded, and the motion carried by voice vote.

For Future Action

Vice Chair Estep stated that all items on today’s agenda are currently listed *For Future Action*. Vice Chair Estep proposed taking a single vote on all items at once after the review. There were no objections to her proposal.

Proposed Amendment of 4A SBCCC 100.3 – Definitions (Attachment SBPG 01)

Vice Chair Estep reported that SBPG 01 is a proposed amendment to State Board Code 4A SBCCC 100.3 to include a definition of a pre-apprenticeship program. The amendment aims to ensure clarity, consistency, and alignment with state and federal standards governing workforce development and apprenticeship pathways. No questions were raised regarding SBPG 01.

Proposed Adoption of 4A SBCCC 100.13 – Pre-Apprenticeship Program Standards (Attachment SBPG 02)

Vice Chair Estep stated that SBPG 02 is a proposed adoption of State Board Code 4A SBCCC 100.13, establishing standards for pre-apprenticeship programs. This adoption codifies the pre-apprenticeship policy approved earlier by the Programs Committee of the State Board. The standards require that pre-apprenticeship programs support entry into registered apprenticeships, be linked to a registered program, and include both on-the-job learning and related classroom instruction. No questions were raised regarding SBPG 02.

Proposed Amendment of 2A SBCCC 300.2 – Application for License Renewal (Attachment SBPG 03)

Vice Chair Estep informed the Committee that SBPG 03 is a proposed amendment establishing a firm deadline for proprietary school license renewal applications. Applications submitted after the deadline may be automatically rejected. The amendment also outlines closeout procedures and requires schools to provide written confirmation within 45 days of a license lapse. No questions were raised regarding SBPG 03.

Proposed Amendment of 2A SBCCC 300.6 – North Carolina Proprietary School Fee Schedule (Attachment SBPG 04)

Vice Chair Estep reported that SBPG 04 is a proposed amendment to State Board Code 2A SBCCC 300.6 regarding the North Carolina Proprietary School Fee Schedule. Since 2012, the number of proprietary schools has increased from 65 to 130, resulting in more late filings and time-sensitive review issues. This proposed amendment increases the license renewal late fee from \$500 to \$1,000 to deter delays in filing. No questions were raised regarding SBPG 04.

MINUTES
State Board of Community Colleges
STATE BOARD POLICY AND GOVERNANCE COMMITTEE MEETING
Thursday, November 20, 2025 – 3:35 p.m. – 4:05 p.m.
Hon. Chaz Beasley, Chair
Ms. Lisa Estep, Vice Chair

Proposed Amendment of 2A SBCCC 400.11 – Student Records (Attachment SBPG 05)

Vice Chair Estep reported that SBPG 05 is a proposed amendment to State Board Code 2A SBCCC 400.11 regarding student records within the Office of Proprietary Schools. The amendment adds a new Section D requiring schools that close or fail to renew their license to transfer student records to the North Carolina Archives and confirm compliance with the Office of Proprietary Schools within 45 days. No questions were raised regarding SBPG 05.

Vice Chair Estep noted that all items listed *For Future Action*—SBPG 01, SBPG 02, SBPG 03, SBPG 04, and SBPG 05—were ready to be moved to *For Action*. Dr. McInnis made the motion to move each item to *For Action*, seconded by Mr. Lang, and approved by voice vote.

Vice Chair Estep called for a motion to approve all items—SBPG 01, SBPG 02, SBPG 03, SBPG 04, and SBPG 05. Mr. Lumsden made the motion, seconded by Mr. Ottman, and the items were approved by voice vote.

For Consent Approval

Recommendation for Initial Proprietary School Licensure (Attachment SBPG 06)

Vice Chair Estep reported that SBPG 06, listed under Consent Approval, is a recommendation for initial Proprietary School licensure. The State Board of Proprietary Schools recommended approval for five proprietary school licenses - Accelerated Academy (Salisbury), Elevate Dental Assisting School, Halg Academy, Lotus Healthcare Academy, and Mid Atlantic Dental Education Centers. No questions were raised regarding SBPG 06. Mr. Naisbitt made the motion to approve SBPG 06, seconded by Dr. McInnis, and approved by voice vote.

New Business

No new business was noted.

Adjourn

Vice Chair Estep requested a motion to adjourn. Mr. Lumsden made the motion, seconded by Mr. Price, and passed by voice vote. The meeting adjourned at 4:11 p.m.

Recording Secretary
Halima Sharif

1 (g) Pre-Apprenticeship Program – A training model designed to assist individuals who
 2 do not currently possess the minimum requirements for selection into an
 3 apprenticeship program, to meet the minimum selection criteria established in a
 4 program sponsor’s apprenticeship standards as required under applicable federal
 5 regulations, and which maintains at least one documented partnership with a
 6 Registered Apprenticeship program. It involves a form of structured workplace
 7 education and training in which an employer, employer group, industry
 8 association, labor union, community-based organization, or educational institution
 9 collaborates to provide formal instruction that will introduce participants to the
 10 competencies, skills, and materials used in one or more apprenticeable
 11 occupations.

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13 *History Note: Authority G.S. 115D-11.6; 115D-11.7; 115D-11.8*

14 *Eff. [September 1, 2021](#).*

15 *Amend Eff. _____*

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**STATE BOARD OF COMMUNITY COLLEGES
Public Comments**



**Proposed Adoption of 4A SBCCC 100.13 – Pre-Apprenticeship Program
Standards
Comment Period Ending December 25, 2025**

	Respondent	Public Comment	System Office Response
1.	Jonathan White, Esq. General Counsel Central Carolina CC	<p>In response to the rulemaking actions announced by your office on Tuesday, November 25, 2025, please find Central Carolina Community College’s comments below.</p> <p>Adoption of 4A SBCCC 100.13 - Pre-Apprenticeship Program Standards</p> <p>The proposed language of 4A SBCCC 100.13 reads in part,</p> <p>... pre-apprenticeship sponsors should endeavor to incorporate ... :</p> <p>(2) Training courses that are aligned to their required high school coursework for the purpose of their pre-apprenticeship program. ...</p> <p>(6) Skills gained in career and technical education programs.</p> <p>(7) An opportunity for students to apply to a RAP while enrolled in high school or after high school graduation.</p> <p>...</p> <p>(10) Valuable career exposure... from school counselors, teachers, and others within the school system. ...</p> <p>While the College finds the substance of the language largely acceptable, it is concerned that individuals who are not familiar with the nature of pre-apprenticeship programs may read this section of code and assume that pre-apprenticeships are focused only on high school students. The College suggests that the language be reworked to clearly delineate which enumerated items should be incorporated for all pre-apprenticeship programs and which are specific to high school pre-apprenticeship programs. Alternatively, language could be added to make it clear that the enumerated items should be incorporated as applicable, leaving the discretion as to the applicability of each of the enumerated items to the respective sponsor and/or college. Additionally, the College suggests that language be reworked for certain specific points to ensure greater clarity, including:</p> <ul style="list-style-type: none"> • Clarification and/or expansion of item #6 listed above, as it appears redundant to the nature of 	<p>Thank you for your comment. In light of your suggestions, the following proposed changes have been made:</p> <p>Page 1, Line 14, “as applicable” has been added to ensure discretion to the sponsor or college.</p>

		<p>pre-apprenticeship programs and does not clearly parallel with the other enumerated items, and</p> <ul style="list-style-type: none">• If no delineation is made between high school and non-high school pre-apprenticeship programs nor is language included regarding the applicability of each enumerated item as suggested above, then clarification of how sponsors ensure that non-high school students meet the requirements of certain enumerated items, such as item #10 listed above.	

1 **State Board of Community Colleges Code**
2 **TITLE 4 – APPRENTICESHIPNC**
3
4 **CHAPTER A. GENERAL PROVISIONS**



6 **4A SBCCC 100.13 Pre-Apprenticeship Program Standards**

7 A pre-apprenticeship program is a structured training model designed to prepare individuals
8 to enter and succeed in a Registered Apprenticeship Program (RAP). To be recognized by
9 ApprenticeshipNC, a division of the North Carolina Community College System, a pre-
10 apprenticeship program must have a documented partnership with a Registered
11 Apprenticeship participating employer. In addition, pre-apprenticeship sponsors should
12 endeavor to incorporate U.S. Department of Labor (DOL) Employment and Training
13 Administration (ETA) Training and Employment Notice (TEN) 23-23 framework for a quality
14 pre-apprenticeship which include, **as applicable:**

- 15 (1) Training and curriculum based on industry standards and approved by documented
16 RAP sponsor that will prepare students with the skills and competencies needed to
17 enter one or more RAPs.
18 (2) Training courses that are aligned to their required high school coursework for the
19 purpose of their pre-apprenticeship program.
20 (3) Credit or non-credit courses that correspond to a RAP and their required post-
21 secondary coursework.
22 (4) On-the-Job Learning (OJL) activities beginning at age 16, which may count towards
23 entry into a RAP.
24 (5) OJL or work-simulation activities, which can count towards entry into a RAP.
25 (6) Skills gained in career and technical education programs.
26 (7) An opportunity for students to apply to a RAP while enrolled in high school or after
27 high school graduation.
28 (8) An opportunity for participants to apply to a RAP before or after they finish the pre-
29 apprenticeship program.

1 (9) An opportunity for students to begin to participate in a RAP anytime during their post-
2 secondary degree studies.

3 (10) Valuable career exposure, career planning, career awareness, mentoring, and
4 support throughout the pre-apprenticeship program from school counselors,
5 teachers, and others within the school system.

6 (11) Secondary and post-secondary credits that are earned based on dual or concurrent
7 enrollment agreements or articulation agreements established between local school
8 districts, post-secondary institutions, and RAPs, which can help to accelerate both
9 the Related Technical Instruction (RTI) and OJT components of the RAP.

10 (12) Supportive services for participants including funding for or connections to
11 counseling, mentoring, transportation assistance, childcare, dependent care,
12 rehabilitative services, tools, textbooks, and other types of services necessary for
13 an individual to succeed in pre-apprenticeship programs and RAPs.

14 (13) Strong recruitment strategies focused on outreach to populations under-represented
15 and underserved in local, State, and national RAPs.

16
17 *History Note: Authority G.S. 115D-5;*

18 *Eff. Adopted. _____*



1 **State Board of Community Colleges Code**
2 **TITLE 2 – PROPRIETARY SCHOOLS**

3
4 **CHAPTER A. PROPRIETARY SCHOOLS**

5
6 **SUBCHAPTER 300. LICENSURE**

7
8 **2A SBCCC 300.2 Application for License Renewal**

9 (a) All licenses issued shall expire on June 30.

10 (b) All issued licenses shall extend from July 1 through June 30, inclusive; except that
11 any license initially issued on or after April 1 shall expire on June 30 of the following
12 calendar year.

13 (c) Schools desiring the renewal of their license shall complete and submit an application
14 in the North Carolina Proprietary Board Licensure Portal on or before March 1
15 annually. of each year. The completed application shall include all requested
16 information and documentation listed within the application and any supplemental
17 revisions requested by the Office of Proprietary Schools. Any renewal application
18 submitted in the Licensure Portal between March 2 and April 25 shall be assessed a
19 late fee established by the State Board of Proprietary Schools. be accompanied by
20 the following:

21 (1) ~~All information required of schools applying for an initial license that has not been~~
22 ~~—previously submitted;~~

23 (2) ~~Verification that the guaranty bond or alternative to the guaranty bond is in an~~
24 ~~—amount equal to the greatest amount of unearned paid tuition in the school's~~
25 ~~—possession at any time during the prior fiscal year.~~

26 ~~—(3) Copy of current catalog containing all information required of schools applying for~~
27 ~~initial license; and~~

28 (4) ~~Any supplementary information necessary to bring information on the school~~
29 ~~up to date.~~

30 (d) The license renewal fee established by the State Board of Proprietary Schools shall

1 be submitted to the Office of Proprietary Schools by A certified bank check or money
 2 order. The certified bank check or money order shall be in the amount established by
 3 the SBPS and published annually under the North Carolina Proprietary School Fee
 4 Schedule made payable to the North Carolina State Treasurer and shall be
 5 postmarked on or before March 1. Any license renewal fee postmarked after March 1
 6 must include the late fee established by the State Board of Proprietary Schools.

7 (e) License renewal applications shall be submitted in the Licensure Portal on or before
 8 April 25, and all license renewal fees must be received by the Office of Proprietary
 9 Schools on or before April 25. The State Board of Community Colleges shall not refund
 10 any license fee payment in the event a school's application is rejected or a school's
 11 license is suspended or revoked.

12 (fe) Proprietary schools shall make payment to the Student Protection Fund in the amount
 13 set forth in G.S. 115D-95.1. The full and timely payment into the Student Protection
 14 Fund is a condition of licensure. The State Board of Community Colleges shall not
 15 refund any payment to the Student Protection Fund in the event that a school's
 16 application is rejected or a school's license is suspended or revoked.

17 (gf) Proprietary schools shall make adjustments to the guaranty bond or alternative to the
 18 guaranty bond requirements of schools based on G.S. 115D-95.

19 (hg) A proprietary school that fails to submit a license renewal application by April 25 shall
 20 confirm in writing that:

21 (1) It has ceased advertisement and enrollment into any training programs that:

22 (A) are licensed by the State Board of Community Colleges; and

23 (B) cannot be completed before the school's license statutorily expires on June 30;

24 and,

25 (2) All enrolled students will be fully taught out before the school's license statutorily

26 expires. Any student that cannot be taught out before a school's license expires

27 shall be immediately refunded in-full (100%) and written documentation of

28 applicable refunds shall be presented to the Office of Proprietary Schools within

29 forty-five (45) days of license expiration. The SBPS will tabulate the balance of the

30 Student Protection Fund as of December 31 of each year and establish the

1 ~~percentage amounts identified in Subparagraph (e)(1) of this Rule.~~
2 *History Note: Authority G.S. 115D-89; 115D-91; 115D-92; 115D-95.1; S.L. 2009-562 s.4;*
3 *Eff. September 1, 1993;*
4 *Amended Eff. _____; [July 1, 2025](#); [February 1, 2024](#);*
5 *[August 1, 2014](#); July 1, 2010; August 13, 2005; December 1,*
6 *2004;*



1 **State Board of Community Colleges Code**
2 **TITLE 2 – PROPRIETARY SCHOOLS**

3
4 **CHAPTER A. PROPRIETARY SCHOOLS**

5
6 **SUBCHAPTER 300. LICENSURE**

7
8 **2A SBCCC 300.6 North Carolina Proprietary School Fee Schedule**

9 Each proprietary school subject to Article 8 of Chapter 115D shall make payment as
10 directed by the SBPS according to the following fee schedule:

- 11 (1) Initial license - \$5,000.
12 (2) Annual license renewal - \$2,500. Any license renewal application submitted
13 through the North Carolina Proprietary Board Licensure Portal between after
14 March 24st and April 25 shall be assessed a \$1,000 ~~\$500~~ late fee.
15 (3) Program additions - \$200.
16 (4) Program revisions - \$200.
17 (5) School relocations - \$500.
18 (6) Remote sites - \$1,000 initial site fee, plus annual renewal fee of \$750.
19 (7) Site assessments to verify statutory or SBCC Code compliance, or to approve
20 program additions or changes - \$500.

21
22 *History Note: Authority G.S. 115D-89.3; 115D-92;*

23 *Eff. August 1, 2014;*

24 *Amended Eff. _____; November 1, 2023; February 1, 2023;*

25 *February 1, 2017; February 1, 2015.*



**State Board of Community Colleges Code
TITLE 2 – PROPRIETARY SCHOOLS**

CHAPTER A. PROPRIETARY SCHOOLS

SUBCHAPTER 400. GENERAL PROVISIONS

2A SBCCC 400.11 Student Records

(a) A school licensed under G.S. 115D, Article 8, shall maintain current, complete, and accurate records to show the following:

- (1) An application for admission that includes the student's educational and personal background, age, and other personal characteristics.
- (2) Progress and attendance including date entered, dates attended, subjects studied, and class schedule; this record shall be in a form which permits accurate preparation of transcripts of educational records for purpose of transfer and placement, providing reports to government services or agencies, or for such other purposes as the needs of the student might require. Such transcripts shall be in the form understandable by lay persons and educators alike. The grading system on such transcripts shall be explained on the transcript form. Subjects appearing on the transcripts shall be numbered or otherwise designated to indicate the subject matter covered.
- (3) All student enrollment agreements shall include at a minimum, the program of study, program tuition and fees, date programs are to begin, time period covered by the tuition payment, and statement of or reference to the school's tuition refund policy.
- (4) All student account ledgers shall include, at a minimum, monies owed and paid by each student, and refunds issued by the school.
- (5) A copy of the student's high school transcript or certificate of high school equivalency; or a signed, notarized attestation of either graduation from a public or private high school that operates in compliance with State or local law,

1 graduation from a state registered home high school, or receipt of a certificate
2 of high school equivalency, if the student provides the school with written
3 evidence of the student's inability to obtain a copy of the student's high school
4 transcript or certificate of high school equivalency; or for individuals beyond the
5 age of compulsory secondary school attendance who did not graduate from a
6 public, private, or state registered home high school or obtain a certificate of
7 high school equivalency, demonstration of an ability to benefit as determined
8 by any test instrument approved by the Department of Education.

9 (b) Records of students shall be open for inspection by properly authorized officials of
10 the State Board of Community Colleges.

11 (c) Financial records of the school shall be open for inspection by properly authorized
12 officials of the State Board of Community Colleges.

13 (d) Any school that closes or fails to renew its license shall transfer all students
14 records to the North Carolina Archives and confirm the record transfer in writing to
15 the Office of Proprietary Schools within forty-five (45) days of closure.

16
17 *History Note: Authority G.S. 115D-89; 115D-90;*

18 *Eff. September 1, 1993;*

19 *Amended Eff. _____; [August 1, 2024](#); [August 1, 2014](#); December*
20 *1, 2004.*

21

AGENDA
State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
Caswell Building, Dr. W. Dallas Herring State Board Room
Thursday, January 15, 2025 – 3:35pm - 4:20pm
Dr. Dale McInnis, Chair
Hon. Sam Searcy, Vice Chair

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes – November 20, 2025

For Future Action

- System Office Mission Statement (PLAN 01)
- 2026-29 System Strategic Plan Strategic Goals (PLAN 02)

For Information

- 2026-29 Strategic Plan Timeline Update (PLAN 03)
- 2022-26 System Strategic Plan Update (PLAN 04)
 - Boost Program Update
 - Jobs for the Future/AI.iNC Work Update

New Business

Adjourn

MINUTES
State Board of Community Colleges
STRATEGIC PLANNING COMMITTEE
Thursday, November 20, 2025

COMMITTEE MEMBERS PRESENT:

Dr. Dale McInnis, Chair	Mr. Scott Ottman
Hon. Sam Searcy, Vice Chair	Ms. Sarah West
Mr. Tom Looney	Mr. Terry Yeargan
Dr. David Lowry	

Members Absent: Mr. John Kane, Mr. Bannock Scott

OTHER IN ATTENDANCE:

Dr. Zachary Barricklow	Dr. Chanell Butler	Mr. John Loyack
Ms. Alex Doles	Mr. Jamal Njai	President Amanda Lee (Chair – NCACCP, Pres. Bladen CC)
Dr. Jeff Cox	Ms. Makel Dellinger	Mr. Gene Rees (Chair, NCACCT)
Dr. Kimberly Gold	Ms. Amy Mast	Julie Woodson (NCACCT)
Dr. Phillip Price	Ms. Jonnell Carpenter	Dr. J.B. Buxton (Pres. Durham TCC)
Ms. Deanna Brunner	Ms. Delany Davis	
Dr. Brian Merritt	Ms. Anne Bacon	
Dr. Andrea Crowley	Ms. Mary Rehbein	
Mr. Nathan Hardin	Mr. Alex Fagg	
Dr. Bill Schneider	Dr. Chris Harrington	
Ms. Elizabeth Stoddard	Mr. Patrick Fleming	

CALL TO ORDER

Chair McInnis called the meeting to order at 12:49p.m. in the Dallas Herring State Board Room at the Caswell Building.

ROLL CALL

Alex Doles took roll of the Strategic Planning Committee members.

ETHICS STATEMENT

Dr. Zach Barricklow read the Ethics Awareness and Conflict of Interest Statement and asked if there were any known conflicts of interest. None were noted.

APPROVAL OF THE AGENDA

Chair McInnis requested a motion to approve the agenda for the November 20, 2025, meeting. Mr. Ottman made the motion, Ms. West seconded, and the agenda was approved.

APPROVAL OF THE MINUTES

Chair McInnis requested a motion to approve the minutes from the October 16, 2025, meeting. Dr. Lowry made the motion, Mr. Yeargan seconded, and the minutes were approved.

FOR INFORMATION

NC Association of Community College Presidents (NCACCP) Input on NCCC System Strategic Plan (PLAN 01)

Chair McInnis and Dr. Barricklow reviewed the NC Association of Community College Presidents (NCACCP) Input on NCCC System Strategic Plan.

President Lee shared the association's appreciation in being involved in the Strategic Planning process and that they are encouraged that action is already being taken with the development of a System Office mission statement. She shared that the high level of participation in the focus groups shows shared ownership in the System's goals and mission. She reiterated the need to reinforce the need for defined roles and responsibilities.

Ms. West noted that including the phrase "strategic leadership" should be considered for the System Office mission statement as it is central to the System Office's role in the System. It was clarified that the System Office mission statement is still being drafted and will be shared in a future meeting, but the recommendation was noted.

Congressman Price asked what the NCACCP focus groups shared about innovation and how Propel NC will define statewide workforce needs while honoring the local workforce needs. He noted programs such as "locally grown" teacher programs. The report presented to the committee is a shortened version of a much longer report. The longer report has been shared with State Board and System Office leadership. The focus groups showed two distinct areas of concern: immediate issues/challenges and opportunities in new System Office leadership. The System Office and the NCACCP work closely together, and Propel NC was designed to be dynamic to allow for constant state of review to ensure its relevance. Congressman Price followed up asking how statewide priorities will be articulated. Every college has a local strategic plan designed around the local community and local needs while there is a System Strategic Plan to inform and guide the direction local colleges can take. The System Strategic Plan will focus on statewide strategic goals to answer the question, "What do we aspire to be as a System?"

President Lee commented that the colleges and System Office are very well organized to ensure that statewide needs are known and acknowledged. There are operational and strategic parts of Propel NC, and there will be overlap in what the colleges are doing.

Mr. Lang asked if the college presidents and the System Office agree on the transformational plans for standardization of technology and operations. Transparency will be key in sharing the vision and end goal so that it is understood that transformation is a benefit to get buy-in. There will be aspects that are disagreed on, but conversation and dialogue will be needed to ensure that modernization occurs. Chair McInnis reiterated that following the outlined process from the Transformation Committee will ensure modernization and transformation occurs with buy-in and support from the colleges.

2026-29 Strategic Planning Timeline Update (PLAN 02)

Chair McInnis and Dr. Barricklow reviewed 2026-29 Strategic Planning Timeline Update.

The committee had no questions or concerns.

Legislative Updates (Discussion Only)

Mr. Fagg provided legislative updates to the committee.

The committee had no questions or concerns.

2022-26 Strategic Plan Updates (Discussion Only)

Dr. Merritt provided Workforce Pell updates to the committee, and Mr. Loyack provided updates on NCEdge Customized Training and ApprenticeshipNC.

Workforce Pell

Dr. Merritt shared the current state of Workforce Pell, a new federal level financial aid program for high-quality non-degree programs, at the federal level and the statewide actions the System is taking to be prepared and fully launch on July 1, 2026. The System is also working with other state agencies to ensure collaboration and alignment with statewide priorities.

Congressman Price asked if the System received advanced notice of the requirements and if there were any assurances that the federal agencies are listening to states and the college systems with concerns or suggestions for launching Workforce Pell. A representative from North Carolina was assigned to the federal level committee to negotiate rulemaking, and that representative has been in communication with the System Office. There are some parameters that the System Office know meets current requirements, and that information has been collected. The parameters will be finalized in Spring 2026, and the System Office has been in communication with colleges to prepare them for local rollout on July 1, 2026.

Mr. Yeargan asked what success would look like at the end of 2026 in relation to Workforce Pell. Workforce Pell is one of many resources. A smooth rollout and the many resources that are being developed will help in defining success, but it is important to not overshadow the other work that is occurring to support workforce programs.

Mr. Lang asked if there is concern the System may not have the resources to manage the increase in students that will enroll after launch. There are other parameters for programs eligible for the program. Colleges will look at what programs are offered locally that are eligible. The System Office is providing the data to determine what programs are already available or can be expanded to the colleges. Currently, 4% of workforce continuing education programs in the System are eligible under the provided parameters. That may decrease when the final parameters are provided in the spring. Expectations will need to be realistic at launch while being thoughtful and deliberate about having more programs to qualify in the future.

ApprenticeshipNC

Mr. Loyack provided updates on the history, growth under the NC Community Colleges umbrella, and current funding state of ApprenticeshipNC.

Dr. McInnis asked if all the community colleges offer apprenticeships. Currently, 41 colleges offer apprenticeships but nine (9) make up 81% of active apprentices. There is a challenge in terms of priorities that can make it difficult for the remaining colleges to become apprentice leads.

Dr. Lowry asked what resources or incentives are provided to businesses and what challenges are present in taking on apprentices. A significant barrier, perception or realistic, is the idea of the number of regulations associated with taking on apprentices. A growing concern is that this is a minimum of four-year investment, and businesses feel that they do not have the time to find the talent to invest in that way.

NCEdge

Mr. Loyack shared statewide wins in job investment and in NCEdge and the challenges in meeting new demands in training and modernization, particularly for smaller, rural communities.

Mr. Lang asked who owns NCEdge. NCEdge dates to the 1950s as an industrial training program. It is also known as Customized Training and is owned by the NC Community College System.

NEW BUSINESS

ADJOURN

Chair McInnis made a motion to adjourn. Mr. Lang made the motion, seconded by Mr. Ottman. The meeting adjourned at 1:51 p.m.

Recording Secretary
Alex Doles

**STATE BOARD OF COMMUNITY COLLEGES
System Office Mission Statement**

Request: Adopt a mission statement for the North Carolina Community College System Office.

Background:

The development of a System Office mission statement was prompted by recent engagements with college presidents and State Board members in the context of input gathering related to the development of the 2026-29 System Strategic Plan. Subsequent analysis was conducted related to general statute and input was gathered from System Office leadership, State Board leadership, and the System Advisory Council.

Recommendation:

NEW System Office Mission Statement:

The System Office leads statewide policy, advocacy, modernization, and workforce alignment to strengthen community college capacity and ensure North Carolina is the national leader in talent and workforce readiness.

Rationale:

State Board members and community college presidents highlighted that greater clarity between the *System* and the *System Office* is essential for effective governance, strategic alignment, and communication.

The *System* includes 58 Community Colleges, each governed by a local board of Trustees, the System Office, and the State Board of Community Colleges. The *System* includes over 30,000 employees who support and serve over 600,000 students annually across all 100 counties.

The recommended new *System Office* mission statement aligns with the *System* mission statement and *System* vision statement, provided below, and is meant to succinctly and accurately reflect statutory mandates and the *System Office's* role in advancing the *System's* mission and vision. It will help guide internal decision-making of the System Office, support the System Presidential Search, and provide a foundation for the upcoming System Strategic Plan.

System Mission Statement

"The mission of the North Carolina Community College System is to open the door to high quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, and improve the lives and wellbeing of individuals by providing: (a) education, training and retraining for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs; (b) support for economic

development through services to and in partnership with business and industry; and (c) services to communities and individuals which improve the quality of life.” (1A SBCCC 200.1)

System Vision Statement

“Elevating North Carolina's future by delivering a diverse, highly skilled talent pipeline, aligned to the labor market, supporting economic mobility that creates transformational generational change, and setting the national standard for innovation in higher education and workforce development.” (SBCC Approved March 2024)

Contact(s):

Dr. Zach Barricklow

Interim Vice President, Strategic Initiatives

barricklowz@nccommunitycolleges.edu

STATE BOARD OF COMMUNITY COLLEGES
2026-29 NCCC System Strategic Plan
Strategic Goals

Request: Approve Strategic Goals for the 2026-29 NCCC System Strategic Plan.

Background:

Included in this document are high-level Strategic Goals for the 2026-29 System Strategic Plan, which completes Stage 1 of the strategic planning process. Stage 2 and 3 will elaborate details related to key performance indicators (KPIs) and Tactics for the Strategic Implementation Plan, but these stages will not occur until after the transition of the System President in 2026.

Stage 1 of strategic planning focused on engagement with co-owners of the North Carolina Community College System – representatives of the entities that share direct accountability for defining, implementing, and achieving the goals of the strategic plan. This included the State Board of Community Colleges (SBCC), System Office senior team members, community college presidents, NC Association of Community College Presidents (NCACCP), NC Association of Community College Trustees (NCACCT), and the System Advisory Council, as well as input from the North Carolina Comprehensive Community College Student Government Association (N4CSGA) to develop high-level Strategic Goals for the 2026-29 System Strategic Plan.

Stage 1 employed a recursive process of input-gathering, drafting, feedback-gathering, and revisions to ensure the proposed goals are reflective of key perspectives of co-owners in the North Carolina Community College System. Below are key milestones in the process:

- In September, System Office senior team members provided input in a planning session
- In October, 46 of 58 presidents provided input via regional listening sessions
- In November, nine (9) of 22 SBCC members provided input via survey
- In December, the System Office senior team members feedback on draft goals
- In December, the System Advisory Council provided feedback on draft goals
- In December, the NCACCP and three (3) presidents provided feedback on draft goals
- In December, the NCACCT executive board provided feedback on draft goals
- In January, the N4CSGA provided feedback on draft goals

Rationale:

The 2026-29 Strategic Plan will establish the system’s direction at the highest level. The plan will have three conceptual layers:

- **Strategic Goals** are broad, long-term aspirations that reflect the System’s mission and vision. Goals are relevant and enduring for the life of the plan and provide overall direction without prescribing specific actions.
- **Key Performance Indicators (KPIs)** will make these Goals measurable. KPIs will be finalized after the new System President is in place in 2026.

- **Tactics** will make these Goals and KPIs actionable. They will be drafted after the new System President is in place in 2026 and will delineate what is owned by the System Office, what is owned by colleges, or what is co-owned. They will be refreshed every 12–18 months of the plan to remain flexible to evolving circumstances.



The recommended Strategic Goals below reflect the System’s commitment to serving a broad spectrum of learners—including dually enrolled high school students, recent graduates, university transfer students, adult learners, individuals pursuing degrees or short-term workforce credentials, English language learners, learners building foundational skills, small business owners, and incumbent workers—across all regions of North Carolina. Achieving these goals depends on a coordinated approach in which the System Office strengthens statewide conditions for success while colleges provide locally tailored support that meets the needs of their students, employers, and communities.

Recommendation:

NEW Strategic Goals for 2026-29 System Strategic Plan:

The North Carolina Community College System will:

1. Build the Best Workforce in the World

Position North Carolina as the premier state for talent by expanding workforce readiness, increasing educational access and attainment for all student types, and growing the number of residents prepared for high-demand jobs across all regions of the state.

2. Align our Employers, Students, and Colleges to Future-Ready our State’s Economy

Strengthen alignment between the System Office, colleges, employers, state agencies, universities, K12 schools, regional partners, and our students to create seamless pathways to credential and skill attainment and ensure programs meet current and future workforce demands in every community.

3. Transform our System to Empower our Colleges and Students for Continuous Success

Transform the North Carolina Community College System by improving statewide coordination and modernizing the tools, policies, and infrastructure that strengthen all 58 colleges to deliver excellent experiences and outcomes for students and employers.

Additional Detail and Descriptions:

Strategic Goal 1: Build the Best Workforce in the World

Goal Statement: Position North Carolina as the premier state for talent by expanding workforce readiness, increasing educational access and attainment for all student types, and growing the number of residents prepared for high-demand jobs across all regions of the state.

- *KPIs**: KPIs will be developed in 2026 that measure progress related to improvements in access, enrollment, persistence, completion, and employment outcomes across student types and geographic locations.
- *Tactics**: Tactics will be developed in 2026 to scale evidence-based practices that improve advising, onboarding, financial stability, and pathway transitions, and will expand routes into high-demand careers that accelerate workforce readiness and access to good-paying jobs.

*Note: KPIs and Tactics will not be finalized until the new System President is in place in 2026.

Strategic Goal 2: Align our Employers, Students, and Colleges to Future-Ready our State's Economy

Goal Statement: Strengthen alignment between the System Office, colleges, employers, state agencies, universities, K12 schools, regional partners, and our students to create seamless pathways to credential and skill attainment and ensure programs meet current and future workforce demands in every community.

- *KPIs**: KPIs will be developed in 2026 that measure progress related to the relevance and labor-market value of programs to employers, the seamlessness of credential pathways, and the System Office's ability to support colleges in adapting programs locally while providing statewide frameworks, labor-market intelligence, and cross-agency alignment (e.g., NCCCS-to-UNC transfer pathways, Workforce Pell strategies). KPIs will reflect the System's role in supporting statewide and regional economic development, including ApprenticeshipNC, NCEdge Customized Training, Access to Achievement, etc.
- *Tactics**: Tactics will be developed in 2026 to strengthen policy alignment and the continuous improvement of coherent, high-quality programs that respond to regional economic needs, industry and technological trends, and state economic priorities. These tactics will ensure pathways—from high school through postsecondary credentials and into the workforce—lead to good-paying jobs and economic mobility, and will help colleges strengthen local and regional employer partnerships.

*Note: KPIs and Tactics will not be finalized until the new System President is in place in 2026.

Strategic Goal 3: Transform our System to Empower our Colleges and Students for Continuous Success

Goal Statement: Transform the North Carolina Community College System by improving statewide coordination and modernizing the tools, policies, and infrastructure that strengthen all 58 colleges to deliver excellent experiences and outcomes for students and employers.

- *KPIs**: KPIs will be developed in 2026 that measure progress related to greater systemwide coherence and coordination, clearer and more consistent statewide processes, adoption and effective use of modernized technology and data systems, reductions in administrative burden, and evidence that colleges have the support, capacity, and infrastructure they need to deliver excellent experiences for learners, employers, and college employees.
- *Tactics**: Tactics will be developed in 2026 to strengthen the collective effectiveness of the State Board, System Office, college presidents, trustees, and college employees by clarifying roles and strategically integrating people, processes, and technology to create a future-ready community college system that thrives on innovation, trust, collaboration, and continuous improvement. This work includes streamlining processes; modernizing technology systems; enhancing efficiency, transparency, and consistency in statewide support; reducing burdens on colleges; and preserving each college's unique local identity and engagement so they remain responsive to their students, employers, and communities.

*Note: KPIs and Tactics will not be finalized until the new System President is in place in 2026.

Guiding Principles for 2026-29 System Strategic Plan:

Guiding Principles: The System Strategic Plan will be anchored by a concise set of guiding principles that articulate shared values and decision-making standards for Strategic Goals, KPIs, and Tactics.

- *Student-Centered*: Every decision is measured by how it improves the student journey from K–12 through career. Students are treated as valued customers.
- *Workforce-Aligned*: Programs, credentials, and short-term training are directly tied to high-demand, high-wage jobs in North Carolina's economy (aligned with Propel NC).
- *Technology-Enabled*: ERP, CRM, LMS, CBAS, workforce platforms, and shared data systems improve access, efficiency, and outcomes across all 58 colleges.
- *Locally Strong, System Stronger*: Preserves local flexibility while maximizing the benefits of shared resources, investments, and statewide innovation.

- *Proactive & Predictive*: Uses real-time data to identify trends, address challenges, and seize opportunities.
- *Access without Barriers*: Ensure every student, regardless of zip code, background, or college, has access to the same opportunities and support.

How North Carolina Will Assess Whether It Is the Premier State for Talent:

North Carolina’s aspiration to be the premier state for talent is grounded in national standards of educational quality, workforce competitiveness, and economic mobility. To assess progress, the System Office will monitor external indicators comparing the state’s talent ecosystem—its students, programs, institutions, and workforce pipeline—to leading states nationwide. Below are *potential* sources and indicators that complement the System’s KPIs by adding national context and independent validation of educational and workforce excellence.

External Validation Framework

Validation Method	What It Measures	Why It Matters	Target
CNBC 'Top States for Business' – Workforce Ranking	Workforce readiness, worker availability, skill levels, education pipeline	Used by employers selecting expansion or relocation sites	Rank #1 nationally in Workforce Ranking
Strada Opportunity Index and Mobility Metrics	Economic mobility, education-to-career connections, regional opportunity	Measures how effectively education accelerates economic advancement	Rank as #1 state in upward mobility for community college learners
Educational Attainment Benchmarks (Lumina, myFutureNC)	Share of residents with degrees and credentials of value	Direct measure of statewide talent competitiveness and workforce readiness	Meet or exceed the 2030 attainment goal ahead of schedule and outpace peer states in credential attainment growth
Aspen Institute Excellence Benchmarks	Community college performance on completion, earnings, learning outcomes, and equitable access	National gold standard for college quality and workforce outcomes	More colleges recognized in Aspen’s Top 200—and ultimately more finalists and winners—than any state of similar size
Labor-Market Leadership	Job growth in high-demand sectors,	Captures whether talent supply meets	Lead the Southeast in job placement into

Indicators (Lightcast, Burning Glass, Chambers, Brookings)	employer satisfaction, alignment between training and job openings	employer demand across regions	high-demand, good-paying occupations tied to NCCCS programs
Council for Workforce & Apprenticeship Indicators	Participation in apprenticeships, internships, on-the-job training, customized training, and other earn-and-learn models	Demonstrates how effectively the System prepares talent pipelines aligned with economic development priorities	Lead the Southeast in apprenticeship and work-based learning participation and growth

Contact(s):

Dr. Zach Barricklow
 Interim Vice President, Strategic Initiatives
barricklowz@nccommunitycolleges.edu

**STATE BOARD OF COMMUNITY COLLEGES
2026-29 Strategic Plan Development Timeline Updates**

Background:

The 2026-29 Strategic Plan will be developed over the course of 2025-26, with the goal of approval by the State Board of Community Colleges (SBCC) in September 2026. This timeline incorporates the planning approach framework and will be updated regularly as the process evolves. The Stage 2 and Stage 3 timeline is subject to guidance from the new System President in 2026.

Timeline Summary:

Stage 1: Strategic Goal Development

Timing: September 2025 – January 2026

Focus: Establish high-level goals for the 2026–29 Strategic Plan to incorporate into the System President search profile. Engagement will include System Office, colleges, SBCC, NC Association of Community College Presidents (NCACCP), NC Association of Community College Trustees (NCACCT); and analysis of alignment with select state agencies and key partners.

Stage 2: KPI Development and Strategic Implementation Tactics Identification

Timing: June – September 2026

Focus: Occurs after new System President is in place, which will affect exact timing and details. Define Key Performance Indicators (KPIs) to measure progress of Strategic Goals as part of the 2026-29 System Strategic Plan. Identify Strategic Implementation Tactics for the first 12-18-months of the plan’s implementation with clear ownership between the System Office and colleges. Oversight distributed across SBCC and NCACCP committees.

Stage 3: Strategic Plan Rollout and Strategic Implementation Plan Development

Timing: September 2026 – January 2027

Focus: Roll out the 2026–29 System Strategic Plan and develop the Strategic Implementation Plan based on approved Tactics list. Develop Strategic Implementation Tactics for the first 12-18 months of the plan’s implementation with clear ownership between the System Office and colleges. Oversight distributed across SBCC and NCACCP committees. Communication and rollout efforts will emphasize clarity, alignment, and shared accountability.

Timeline Details:**Stage 1: Strategic Goal Development**

Timing: September 2025 – January 2026

Focus: Establish high-level goals for the 2026–29 Strategic Plan to incorporate into the System President search profile. Engagement will include System Office, colleges, SBCC, NC Association of Community College Presidents (NCACCP), NC Association of Community College Trustees (NCACCT); and analysis of alignment with select state agencies and key partners.

Planning Milestones	Expected Date	Outputs
Present Framework for New Strategic Plan to SBCC Planning Committee	Sept 19, 2025	<ul style="list-style-type: none"> • Strategic Planning Timeline: Overview & Stage 1 Details • Strategic Planning Approach & Alignment
Analyze Strategic Plan and Draft Goals with System Office Senior Team	Sept 29, 2025	<ul style="list-style-type: none"> • Key Lessons Learned from Current Strategic Plan • Emerging Issues for Next Strategic Plan • Input on Goals for Next Strategic Plan
Gather Input on Draft Goals with NCACCP via Central Region (RTP) Presidents Meeting	Oct 8, 2025	<ul style="list-style-type: none"> • Key Lessons Learned from Current Strategic Plan • Emerging Issues for Next Strategic Plan • Input on Goals for Next Strategic Plan
SBCC Meeting	Oct 17, 2025	<ul style="list-style-type: none"> • Update on Planning Process • Approval of Tactics for Final Year of Current Strategic Plan
Gather Input on Draft Goals with NCACCP via Central Region (South) Presidents Meeting	Oct 21, 2025	<ul style="list-style-type: none"> • Key Lessons Learned from Current Strategic Plan • Emerging Issues for Next Strategic Plan • Input on Goals for Next Strategic Plan
Gather Input on Draft Goals with NCACCP via Central Region (North) Presidents Meeting	Oct 28, 2025	<ul style="list-style-type: none"> • Key Lessons Learned from Current Strategic Plan • Emerging Issues for Next Strategic Plan • Input on Goals for Next Strategic Plan
Gather Input on Draft Goals with NCACCP via Eastern Region Presidents Meeting	Oct 29, 2025	<ul style="list-style-type: none"> • Key Lessons Learned from Current Strategic Plan • Emerging Issues for Next Strategic Plan • Input on Goals for Next Strategic Plan
Gather Input on Draft Goals with NCACCP via Western Region Presidents Meeting	Oct 30, 2025	<ul style="list-style-type: none"> • Key Lessons Learned from Current Strategic Plan • Emerging Issues for Next Strategic Plan • Input on Goals for Next Strategic Plan
SBCC Meeting	Nov 21, 2025	<ul style="list-style-type: none"> • Update on Planning Process
Gather Input on Draft Goals from SBCC via Survey	Nov 26-Dec 8, 2025	<ul style="list-style-type: none"> • Input on Goals for Next Strategic Plan

Conduct Analysis of Alignment with Strategic Priorities of State Agencies and Key Partners	Dec 2025	<ul style="list-style-type: none"> Input on Goals for Next Strategic Plan
Gather Feedback on Draft Goals with System Advisory Council	Dec 12, 2025	<ul style="list-style-type: none"> Feedback on Goals for Next Strategic Plan
Gather Feedback on Draft Goals with NCACCP and Presidents	Dec 12-19, 2025	<ul style="list-style-type: none"> Feedback on Goals for Next Strategic Plan
Gather Feedback on Draft Goals with System Office Senior Team	Dec 15, 2025	<ul style="list-style-type: none"> Feedback on Goals for Next Strategic Plan
Gather Feedback on Draft Goals with NCACCT Executive Board	Dec 17, 2025	<ul style="list-style-type: none"> Feedback on Goals for Next Strategic Plan
Gather Feedback on Draft Goals with N4CSGA Executive Leadership	Jan 6-8, 2026	<ul style="list-style-type: none"> Feedback on Goals for Next Strategic Plan
SBCC Meeting	Jan 15-16, 2026	<ul style="list-style-type: none"> Final Goals to SBCC (For Future Action)
SBCC Meeting	Feb 19-20, 2026	<ul style="list-style-type: none"> Final Goals to SBCC (For Action) Stage 1 Complete

Stage 2: KPI Development and Strategic Implementation Tactics Identification

Timing: June – September 2026

Focus: Occurs after new System President is in place, which will affect exact timing and details. Define Key Performance Indicators (KPIs) to measure progress of Strategic Goals as part of the 2026-29 System Strategic Plan. Identify Strategic Implementation Tactics for the first 12-18-months of the plan's implementation with clear ownership between the System Office and colleges. Oversight distributed across SBCC and NCACCP committees.

Planning Milestones	Expected Date	Outputs
Workshops with System Office & Colleges	Jun-Jul 2026	<ul style="list-style-type: none"> Drafted KPIs with Definitions & Targets Proposed List of Tactics
Feedback from SBCC Committees & NCACCP	Jul 2026	<ul style="list-style-type: none"> Refined KPI Details with Governance Input Refined Tactic List with Governance Input
SBCC Meeting	Aug 2026	<ul style="list-style-type: none"> Update on Planning Process Previewed 2026-29 System Strategic Plan (For Future Action)
Finalization of 2026-29 System Strategic Plan	Aug-Sept 2026	<ul style="list-style-type: none"> Final 2026-29 System Strategic Plan Proposed Tactic List
SBCC Meeting/State Board Summit	Sept 2026	<ul style="list-style-type: none"> Finalized 2026-29 System Strategic Plan (For Action) Proposed Tactic List (For Future Action) Stage 2 Complete

Stage 3: Strategic Plan Rollout and Strategic Implementation Plan Development

Timing: September 2026 – January 2027

Focus: Roll out the 2026–29 System Strategic Plan and develop the Strategic Implementation Plan based on approved Tactics list. Develop Strategic Implementation Tactics for the first 12-18 months of the plan’s implementation with clear ownership between the System Office and colleges. Oversight distributed across SBCC and NCACCP committees. Communication and rollout efforts will emphasize clarity, alignment, and shared accountability.

Planning Milestones	Expected Date	Outputs
Strategic Plan Rollout	Sept 2026	<ul style="list-style-type: none"> • Strategic Plan Rollout Communications
System Conference	Oct 14-16, 2026	<ul style="list-style-type: none"> • Strategic Plan Rollout Communications
SBCC Meeting	Oct 2026	<ul style="list-style-type: none"> • Proposed Tactic List (For Action)
Strategic Implementation Plan Development / Individual Tactic Plans	Oct 2026-Dec 2026	<ul style="list-style-type: none"> • Launch Tactic Planning Workshop Series with Strategic Initiatives Unit Project Managers, Tactic Leads, and Supervisors • Draft Tactic Project Scopes • Draft Tactic Project Milestones/ Deliverables • Draft Tactic Project Task Timelines • Draft Tactic Project Measures of Success aligned with Strategic Plan Goals and KPIs • Draft Tactic Project Team Members List
Review Draft Implementation Project Plans with Core Teams	Nov 2026-Dec 2026	<ul style="list-style-type: none"> • Project Management Workshop(s) with Tactic Leads, Supervisors, and Core Project Teams
Review Draft Implementation Project Plans with Senior Team	Dec 2026	<ul style="list-style-type: none"> • Refined Draft Implementation Plan • Approved Project Plans
SBCC Meeting	Jan 2027	<ul style="list-style-type: none"> • Overview of Strategic Implementation Plan (For Information) • Stage 3 Complete

Contact(s):

Dr. Zach Barricklow
 Interim Vice President, Strategic Initiatives
barricklowz@nccommunitycolleges.edu

**STATE BOARD OF COMMUNITY COLLEGES
2022-26 System Strategic Plan Update**

Background:

The following two reports provide updates on two initiatives that advance goals, objectives, and strategies within the 2022–26 North Carolina Community College System Strategic Plan.

NC Boost Program

The first report focuses on the NC Boost Program, which is an accelerated, high-touch college-to-career model designed to improve completion and workforce outcomes for students in high-demand fields and transfer students. It advances Goal 3 and Goal 4 of the 2022-26 System Strategic Plan through structured advising, financial and non-financial student support, and alignment with Propel NC workforce sectors or transfer pathways.

Jobs for the Future (JFF) AI.iNC Project

The second report focuses on the AI.iNC Project, which prepares the System and colleges to respond to the growing impact of artificial intelligence on instruction, work, and operations. It advances Goal 1, Goal 4, and Goal 5 of the 2022-26 System Strategic Plan through system-level guidance, professional development, and scalable tools to help colleges integrate AI thoughtfully and consistently.

Contact(s):

Dr. Zach Barricklow
Interim Vice President, Strategic Initiatives
barricklowz@nccommunitycolleges.edu

STATE BOARD OF COMMUNITY COLLEGES

2022-26 Strategic Plan Update

NC Boost Program

Update Summary - January 2026

1. **Context:** What do SBCC members need to know about the program before they hear an update? Basic description of the initiative, its purpose, and why it matters for the mission.
 - The NC Boost Program (“Boost”) is an accelerated college-to-career program that supports community college students earning their degrees or diplomas in high-wage, high-demand workforce sectors.
 - Boost is a replication of the City University of New York’s Accelerated Study in Associate Programs (“CUNY ASAP”), which has doubled community college graduation rates in the CUNY system. The North Carolina replication differs from ASAP by a) focusing on career and technical degree and diploma programs that align with the Propel NC workforce sectors while also focusing on transfer degree programs that align with critical workforce needs, and b) including both single and consortium models. The consortium model allows smaller, rural campuses to participate in the program by pooling resources. Boost offers wrap-around student support through high-touch advising that aids students’ academic momentum and offers a range of financial support to alleviate financial barriers to completion.
 - **Student Eligibility:** Boost students must be eligible for in-state tuition, receive federal or state financial aid, have a high school diploma or equivalent, have no more than 24 program-applicable college credits, enroll in an eligible degree or diploma program at participating colleges, and plan to complete at least 24 credits per academic year. Eligible programs include career and technical degree and diploma programs aligned with the Propel NC workforce sectors as well as transfer degrees that align with critical workforce needs. Transfer degrees were included as an acknowledgement that many high-demand fields require bachelor’s degrees, e.g., teaching.
 - **Funding:** The Laura and John Arnold Foundation (“Arnold Ventures” or “AV”) funded Boost (\$35.6M). John M Belk Endowment provided additional funding (\$1M) to support Boost implementation. The project period for the AV grant runs from January 1, 2025 to July 31, 2031. The AV grant supports the ASAP replication at 15 community colleges in NC: 8 starting in Fall 2025 and 7 beginning in Fall 2026. Each single-college model institution will recruit 3 cohorts of 150 students; enrollment targets differ for consortia. Collectively, the colleges will enroll approximately 5,000 Boost students in 6 years.
 - The AV grant supports the first three cohorts of Boost students in both Cohort 1 and Cohort 2 colleges, with the goal of having state funding in place no later than year 4 (2028-2029). AV funding begins to taper in Year 3 (2027-2028), at which point colleges will begin to take on cost share (27-28’: 10%, 28-29’: 40%, 29-30’: 70%).
 - **Cohort 1:** Alamance, Cape Fear, Central Piedmont, Forsyth Tech, Johnston, Wake Tech; Consortium: Caldwell + Cleveland
 - **Cohort 2:** Central Carolina; Consortium 1: Bladen, Robeson, Sampson; Consortium 2: Isothermal, McDowell Tech, Western Piedmont

- Boost supports Goal 3 (student success) and Goal 4 (economic development and training) of the NCCCS 2022-26 Strategic Plan.
2. **Progress:** What is working well? What are tangible indicators of progress?
- **Enrollment:** Cohort 1 colleges have enrolled 927 students in Boost, 84% of Year 1 target.
 - **Program Refinement:** With the guidance of Cohort 1 Campus Leads (annual review meeting December 2025), Boost eligible programs will be expanded to include diploma programs in already identified Propel NC workforce sectors. A methodology is in place to consider any new or existing programs of study to be added to the eligible programs list.
 - **Onboarding Cohort 2:** The NCCCSO staff and replication team began the onboarding and technical assistance process for Boost Cohort 2. Colleges are beginning to hire staff in January to prepare for enrollment in Fall 2026.
 - **Outcome Measurement:**
 - NCCCSO developed the Boost ServiceNow data portal to track Boost student engagement and outcome data in real time. Staff continue to refine the system based on feedback from campus staff.
 - NCCCSO System Effectiveness is building new Power BI dashboards that display student outcomes, available to all 58 campuses. The new dashboards will allow Boost colleges to filter for outcomes specifically for Boost students.
 - ServiceNow and the Power BI dashboards will allow for the analysis of program outcomes.
3. **Challenges:** What is not working well – what challenges are you facing? What is being done to address this (on the part of System Office and, if applicable, partners involved)?
- **Program Enrollment**
 - Challenge: Boost was implemented quickly at Cohort 1 campuses, which impacted progress towards enrollment.
 - Solution: We provided flexibility to Boost campuses to reach the enrollment targets and offered technical assistance in sharing enrollment management strategies across institutions to increase enrollment.
 - **Data and Storytelling**
 - Challenge: The most significant student outcome data for the program (graduation rates, workforce outcomes) will not be available until after seed funding for the program begins to taper.
 - Solution: Secure funding that extends the program at all Boost colleges. This will provide robust data in time to make a strong case for sustained legislative support.

4. **Future:** What are next steps with the program overall? Upcoming milestones for the next 30–90 days, and (where relevant) major long-term milestones. What decisions, actions or support are needed from the Board?
- February 2026 – First Power BI dashboards released to colleges with accompanying professional development webinars to support college use of the dashboards
 - March 2026 – Development and deployment of a Boost ServiceNow User Guide to support college data collection
 - Spring 2026 – Cohort 2 colleges begin enrolling students in Boost program
 - June 2026 – Second summer training conference to support cohort college implementation

Contact(s):

Nicole Ditillo, Ph.D.

Boost Program Director

ditillon@nccommunitycolleges.edu

Michelle Lair

State Director of Student Success

lairm@nccommunitycolleges.edu

STATE BOARD OF COMMUNITY COLLEGES

2022-26 Strategic Plan Update

Jobs for the Future AI.iNC (Artificial Intelligence in NC) Project

Update Summary - January 2026

1. **Context:** What do SBCC members need to know about the program before they hear an update? Basic description of the initiative, its purpose, and why it matters for the mission.

AI.iNC is a (\$200,000) investment awarded in July 2024 through a national partnership with Jobs For the Future (sponsored by Ascendium) to expand the infrastructure needed to prepare the NCCCS to address disruptive changes from AI technology. The tactical implementation plan focused on delivering concrete system assets that enable colleges to respond consistently to AI-driven changes in work, instruction, and operations. Additional expansion activities related to grant (but not funded/accounted) that occurred are marked with an asterisk (*). The JFF grant ends March 31, 2026.

The tactic as created has three fundamental deliverables:

- Establish a NCCCS AI Leadership Council to provide governance, accountability, and coordinated decision-making.
- Publish Transformative Technology Strategy guidance to support college-level instructional and operational action.
- Embed AI skilling and instructional professional learning into existing faculty and staff development infrastructure for scale and sustainability.

2. **Progress:** What is working well? What are tangible indicators of progress?

- Existing Strategies and Investments align to national and new NC Executive Order Expectations
 - Established an NCCCS AI Leadership Council; multi-college, multi-role committee of 12 selected
 - Created AI Guidance Handbook for policy, implementation, and training for instruction
 - Establishing conditions for agency workflow automation projects
 - National and state level innovation leadership (Dr. Crowley, Dr. Freeman); [Executive Order on AI](#), NCCCS on the [statewide task force](#) (Dr. Crowley).
- [AI Guidance Handbook for North Carolina Community Colleges](#) Complete
 - Distributed to all colleges, posted on [OpenNCCC](#) (system open-source repository).
 - Tested with 10 colleges for specific policy implementation feedback prior to release.
 - In-person sessions: 43 colleges attended, 250 people; Virtual session in January for remaining colleges
- Professional Learning Offerings Extended
 - Created [Open resource](#) with 45 resources including the AI Guidance Handbook
 - Integrated AI instructional guidance into NC3MI (NCCC Master Instructor Certification) further defining faculty competence profile. Faculty adapting AI-supported instruction in discipline-specific applications and classrooms. *
 - Awarded additional \$94k (Perkins), expanded AI professional learning to five (5) new in-person modules building interdisciplinary AI awareness and use in CTE programs *
 - Contextualized AI-enhanced learning applications across three (3) career clusters (Advanced Manufacturing, Interdisciplinary, and Healthcare)
 - Three (3) contextualized, career-cluster modules (e) featuring classroom-ready, AI-enhanced learning experiences.
 - Preparing faculty as trainers to replicate and scale the training locally.

- Late spring collaboration on findings to synthesize outcomes, lessons learned and recommended next steps for statewide implementation.
- AI Community of Practice established and provides a collaborative network to explore AI in instruction, build shared resources, and test practical applications
- Innovators-in-Residence Program established to expand SME (Subject Matter Expert) to assist colleges in adopting agentic AI, prompting skills, and assessment innovation.
- Partnership with NC State Data Science and AI Center offers additional training to up to 57 Master Instructors to expand teaching/skilling portfolio with stipends. *
- AI in CTE Conference (January 30–31, 2025)*
 - Approximately sixty-five (65) CTE faculty attended the two-day convening focused on practical AI integration in CTE classrooms.
 - Post-conference survey results (n=thirty-eight (38)) indicate a strong increase in intent to adopt AI: average 2.63/5 before vs. 4.58/5 after, with thirty-three (33) of thirty-eight (38) reporting increased likelihood.
- Updating General Education Outcomes to align with Future of Work Competencies, promoting the adoption of college-wide Institutional Student Learning Outcomes. *

3. Challenges: What is not working well – what challenges are you facing? What is being done to address this (on the part of System Office and, if applicable, partners involved)?

- Professional Learning offerings at SO slowed. AI productivity suite not available at SO, no enterprise “walled” environment, cannot train SO employees on AI tools and use.
- Longer-term disruption strategies not yet prioritized; no dedicated budget to sustain operations and policy/practice updates to include limited project management support and staffing.
- Unclear formal connection/accountability to transformation and strategic planning committees.
- Challenges primarily affect sustainability and pace, not quality or relevance of work underway.

4. Future: What are next steps with the program overall? Upcoming milestones for the next 30–90 days, and (where relevant) major long-term milestones. What decisions, actions or support are needed from the Board?

- Finalize NCCCS AI Leadership Council and convene the first meeting.
- Integrate work streams as recommended by FIPSE grant application strategy.
- Begin design and pilot of a State Credentialed NCCCS “AI Student Scholar” Program for AI-enhanced courses and faculty credentials (through June 2026 and beyond).
- Encourage updates on system-coordinated pilots for workflow automation, AI integration into the operating systems, pilots on AI and data theming for predictive insights.
- Allocate dedicated project management (\$150k) and identify how operational budgets support AI innovation across the system and strategic goals.
- Support an operational efficiency project for our Agency for the state incubator directive.

Contact(s):

Dr. Andrea Crowley

Executive Director, NC Student Success Center

Email: crowleya@ncccommunitycolleges.edu

AGENDA

State Board of Community Colleges

PERSONNEL COMMITTEE

Caswell Building, Dr. W. Dallas Herring State Board Room

Thursday, January 15, 2026, 4:25 – 5:10 p.m.

Mr. Bill McBrayer, Chair

Mr. John Kane, Vice Chair

Call to Order

Roll Call

Ethics Awareness and Conflict of Interest

Approval of Agenda

Approval of Minutes - November 20, 2025

For Information

- System Office Vacancy Report—December 2025 (Attachment PER 01)
- College Presidential Status Report—January 2026 (Attachment PER 02)

Closed Session

New Business

Adjourn

MINUTES
State Board of Community Colleges
PERSONNEL COMMITTEE MEETING
Thursday, November 20, 2025

Personnel Committee Members Present

Mr. Bill McBrayer, Chair	Mr. Tom Looney	Chris Bullard, DOL
Mr. John Kane, Vice Chair*	Mr. Robbie Moore	*Mr. Brad Briner, State Treasurer
Ms. Lisa Estep	Ms. Stacy Griffin	
Mr. Eric Naisbitt, NC Treasury	Dr. David Lowry	

Other SBCC Members

Mr. Chris Lumsden	Hon. David Price	Dr. Dale McInnis
Mr. Terry Yeargan	Mr. Geoffrey Lang	Mr. Scott Ottman
Hon. Sam Searcy		
Ms. Sarah West		

OTHERS IN ATTENDANCE:

Dr. Jeff Cox, President	Mr. Jamal Njia	Dr. Phillip Price
Dr. Kimberly Gold	Ms. Amy Mast	Mr. Deante Tyler
Ms. Jonnell Carpenter	Ms. Kelli Reale	Mr. Patrick Fleming
Dr. Brian Merritt	Ms. Delany Davis	Ms. Amy Mast
Dr. Amanda Lee, Bladen CC (NCACCP)		Ms. Makel Drollinger
Mr. JB Buxton, Durham Tech CC		Ms. Mary Rehbein

* Virtual attendance

CALL TO ORDER

Mr. McBrayer called the Personnel Committee meeting to order at 4:12 p.m.

ROLL CALL of Finance Committee

Ms. Kelli Reale took the rollcall for the Personnel Committee and stated a quorum was met.

ETHICS STATEMENT

Chair McBrayer read the required ethics statement.

APPROVAL OF AGENDA

Chair McBrayer stated there are four items for closed session and asked if there were additional changes or corrections to the agenda as presented. Hearing none, Chair McBrayer asked for a motion to approve the agenda as amended. Mr. Ottman made the motion, seconded by Ms. Griffin, and the motion was unanimously approved via voice vote.

APPROVAL OF PERSONNEL MINUTES – October 16, 2025

Chair McBrayer asked for any additions, deletions or corrections to the October 16, 2025, minutes as presented. Mr. Chris Naisbitt pointed out that he was listed in the October minutes with the wrong agency affiliation and asked that it be corrected to the NC Treasurer's office. The Chair

MINUTES
State Board of Community Colleges
PERSONNEL COMMITTEE MEETING
Thursday, November 20, 2025

stated that correction would be made. Hearing no other correction requests, Chair McBrayer asked for a motion to approve the October minutes as amended. The motion was made by Mr. Naisbitt, seconded by Mr. Bullard, and the motion was unanimously approved via voice vote.

CLOSED SESSION

Mr. McBrayer made a motion to go into closed session pursuant to North Carolina General Statutes 143-318.11(a)(1) and (a)(6) to prevent the disclosure of confidential or privileged information in accordance with N.C.G.S. 115D-27, and to consider the qualifications, competence, performance, character, and fitness of individual public employees and prospective public employees.

The motion to go into closed session was seconded by Mr. Naisbitt.

The committee went into closed session at 4:16 pm.

OPEN SESSION

The committee returned to open session at 4:44 pm.

Due to time constraints, Chair McBrayer stated we would not go over the two For Information items.

FOR INFORMATION

System Office Vacancy Report – October 2025 (Attachment PER 01)
College Presidential Status Report – October 2025 (Attachment PER 02)

NEW BUSINESS

No new business was presented.

Chair McBrayer stated that tomorrow, November 21, was Kelli Reale's last day and thanked her. He went on to say that Kelli was the first true executive level HR VP that we have had in our system office in the ten years he had been here and that she has a seat at the senior team meetings, which is very important. Chair McBrayer added that Dr. Cox will share additional information tomorrow during his report to the Board.

ADJOURNMENT

Chairman McBrayer adjourned the meeting at 4:46pm.

Respectfully Submitted,
Mary Rehbein
Recording Secretary

Vacancy Position Report January 2026

Executed 1/6/2026

Division	Position	Position Desc	Date Vacant	Vacant Reason	Status	Budget Amount	Number of Days Vacant	FT FTE Positions
Executive	60087973	VP of Strategic Initiatives	4/22/2025	Agency Transfer	Vacant	178,416.00	259	1.000
Executive	60095041	VP of Human Resources	11/22/2025	Separation	Vacant	180,000.00	45	1.000
Executive	60087977	Executive Assistant II	8/14/2025	Separation	Interview Process	64,000.00	145	1.000
Executive	60088138	Application Systems Analyst I	8/16/2025	Separation	Interview Process	84,000.00	143	1.000
Finance	60088084	Business Systems Analyst I	9/1/2025	Retirement	Interview Process	91,052.00	127	1.000
Finance	60088102	Dir, College Capital Finance & Planning	1/1/2026	Retirement	Offer Process	97,941.00	5	1.000
Finance	65034348	Senior Accountant Specialist	2/1/2025	Retirement	Vacant	52,067.00	339	1.000
Finance	60088093	Business Systems Analyst I	6/24/2025	Separation	Interview Process	77,000.00	196	1.000
Technology Solutions	60088020	Applications Systems Analyst I	9/26/2025	Separation	Interview Process	84,027.00	102	1.000
Technology Solutions	60088080	Service Desk Analyst	1/1/2026	Retirement	Vacant	83,621.00	5	1.000
Technology Solutions	60088034	Business Systems Analyst Manager	2/1/2025	Separation	Recruitment Process	102,866.00	339	1.000
Technology Solutions	65034091	IT Security and Compliance Manager II	8/9/2025	Separation	Vacant	121,956.00	150	1.000
Programs	65024104	Grants Administrator I	8/2/2025	Separation	Vacant	57,000.00	157	1.000
Econ Development	65036387	BioBetter Curriculum Developer	8/1/2025	Separation	Vacant	85,696.00	158	1.000
Econ Development	60013030	ApprenticeshipNC Consultant	11/1/2025	Retirement	Vacant	66,982.00	66	1.000
Econ Development	60013034	ApprenticeshipNC Consultant	4/5/2025	Separation	Vacant	72,100.00	276	1.000
Econ Development	65035920	ABA Grant Administrator	12/1/2025	Agency Transfer	Vacant	67,993.00	36	1.000
Econ Development	65038302	Workforce Development Spec/ANC	9/6/2025	Separation	Vacant	62,400.00	122	1.000
						1,629,117.00		18.000

JANUARY METRICS	
BUDGETED POSITIONS	236
HEADCOUNT	218
VACANCIES	18
VACANCY RATE %	7.63

STATE BOARD OF COMMUNITY COLLEGES

College President Status Report

Attachment PER 02

January 2025

College	President	Appt. Date
Alamance Community College	Dr. Ken Ingle	2/1/2024
Asheville Buncombe Technical Community College	Dr. John Gossett *	7/1/2020
Beaufort County Community College	Dr. David Loope	6/1/2017
Bladen Community College	Dr. Amanda Lee *	2/1/2019
Blue Ridge Community College	Dr. Laura Leatherwood	7/1/2017
Brunswick Community College	Dr. Gene Smith	1/1/2019
Caldwell Community College & Technical Institute	Dr. Mark Poarch	7/1/2016
Cape Fear Community College	Mr. Jim Morton	4/20/2018
Carteret Community College	Dr. Tracy Mancini	6/1/2020
Catawba Valley Community College	Dr. Garrett Hinshaw	8/1/2006
Central Carolina Community College	Dr. Lisa Chapman	4/1/2019
Central Piedmont Community College	Dr. Kandi Deitemeyer *	1/1/2017
Cleveland Community College	Dr. Jason Hurst	4/1/2018
Coastal Carolina Community College	Mr. David Heatherly	1/1/2017
College of The Albemarle	Dr. Jack Bagwell	12/2/2019
Craven Community College	Dr. Raymond Staats	7/20/2015
Davidson-Davie Community College	Ms. Jenny Varner	7/11/2023
Durham Technical Community College	Mr. John Buxton	7/20/2020
Edgecombe Community College	Dr. Gregory McLeod	8/15/2018
Fayetteville Technical Community College	Dr. Mark Sorrells	1/1/2023
Forsyth Technical Community College	Dr. Janet Spriggs	1/1/2019
Gaston College	Dr. John Hauser *	6/1/2020
Guilford Technical Community College	Dr. Anthony Clarke *	11/1/2019
Halifax Community College	Dr. Patrena Elliott	1/1/2023
Haywood Community College	Dr. Shelley White	1/1/2020
Isothermal Community College	Dr. Margaret Annuziata	2/1/2021
James Sprunt Community College	Dr. Jay Carraway, retiring Feb. 1, 2026	Searching 4/29/2019
Johnston Community College	Dr. Vern Linquist	1/15/2023
Lenoir Community College	Dr. Russell Hunt	10/1/2016
Martin Community College	Dr. Tabitha Miller	5/1/2024
Mayland Community College	Dr. Aron Gabriel	1/9/2026
McDowell Technical Community College	Dr. James W. Kelley	7/1/2024
Mitchell Community College	Dr. Tim Brewer	3/1/2012
Montgomery Community College	Dr. Chad Bledsoe	4/6/2015
Nash Community College	Dr. Lew Hunnicutt	11/1/2019
Pamlico Community College	Mr. Zachary Schnell	2/1/2025
Piedmont Community College	Dr. Kevin Lee	8/04/2025
Pitt Community College	Dr. Maria Pharr*	8/13/2024
Randolph Community College	Dr. Shah Ardalan	7/1/2023
Richmond Community College	Mr. Brent Barbee	11/1/2024
Roanoke-Chowan Community College	Dr. Murray Jean Williams	5/1/2021
Robeson Community College	Ms. Melissa Singler	11/1/2019
Rockingham Community College	Dr. Sylvia Cox	5/1/2025
Rowan-Cabarrus Community College	Dr. Carol S. Spalding	8/11/2008
Sampson Community College	Dr. Bill Starling	3/1/2018
Sandhills Community College	Dr. Alexander "Sandy" Stewart	7/1/2023
South Piedmont Community College	Dr. Stacy Waters-Bailey	7/13/2025
Southeastern Community College	Dr. Chris English	8/3/2020
Southwestern Community College	Dr. Don Tomas	7/1/2011
Stanly Community College	Dr. John Enamait	8/15/2016
Surry Community College	Dr. David R. Shockley	1/1/2012
Tri-County Community College	Dr. Donna Tipton-Rogers	10/19/2007
Vance-Granville Community College	Dr. Rachel Desmarais	8/11/2018
Wake Technical Community College	Dr. Scott Ralls *	2/1/2019
Wayne Community College	Dr. Patty Pfeiffer	1/1/2022
Western Piedmont Community College	Dr. Joel Welch	7/1/2020
Wilkes Community College	Dr. Michael Rodgers	6/1/2024
Wilson Community College	Dr. Jami Woods	6/1/2023

*Previously served as president at another NCCCS college