



CURRICULUM PROCEDURES REFERENCE MANUAL

Section 14

Career and College Promise

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Career and College Promise Outline

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Section 14

Career and College Promise

I. Overview

Session Law 2011-145, the Appropriations Act of 2011, authorized the State Board of Education and the State Board of Community Colleges to establish the Career and College Promise program, effective January 1, 2012. The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, degree, or State or industry-recognized credential as well as provide entry-level jobs skills.

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

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

Career and College Promise - Pathways				
	College Transfer Pathways	Career Technical Education Pathways		Cooperative Innovative High School Programs
		Curriculum	Workforce Continuing Education	
Definition	Tuition free course credits toward the Associate in Arts, Science, Engineering, Nursing, AFA Visual Arts, and a four-year degree.	Tuition free course credits toward an entry level job credential, certificate or diploma for eligible high school students.	Tuition free course hours toward an entry level job credential for eligible high school students.	Leads to the completion of a high school diploma and associate degree or provides up to two years of college credit within five years.
Eligibility	<ol style="list-style-type: none"> 1. Be a high school junior or senior; 2. Have a weighted GPA of 3.0 on high school courses; and 3. Demonstrate college readiness in English, reading and mathematics on an assessment or placement test or meet provisional status. (See Attachment A) 	<p>Be a high school Junior or Senior and:</p> <ol style="list-style-type: none"> 1. Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee (assessment scores should be considered); <i>and</i> 2. Have received career pathway information outlining program requirements for completion of the certificate or diploma. <p>Be a high school Freshman and:</p> <ol style="list-style-type: none"> 1. Passed Math I with a grade of C or better; 2. Scored a 3, 4, or 5 on the End of Course assessment (EOC) for Math I; Scored a 3, 4, or 5 on the 8th grade End of Grade ELA assessment. See page 14-13 for students 	<p>Be a high school Junior or Senior and:</p> <ol style="list-style-type: none"> 1. Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee (assessment scores should be considered); <i>and</i> 2. Have received career pathway information outlining program requirements for completion of WCE pathway. 	<p>High School students in grades 9 to 12 with access to an approved CIHS. Eligibility requirements for Cooperative Innovative High School programs are established jointly by local boards of trustees in accordance with G.S. 115C-238.50.</p> <p>Special emphasis and preference given to first-generation college students.</p>

Career and College Promise - Pathways				
	College Transfer Pathways	Career Technical Education Pathways		Cooperative Innovative High School Programs
		Curriculum	Workforce Continuing Education	
		without ELA and/or Math I scores) 3. Have received career pathway information outlining program requirements for completion of the certificate or diploma. 4. Have the recommendation of the high school principal or designee; <i>and</i> 5. Enroll in Engineering, Industrial, Agriculture and Natural Resources, or Transportation Systems Technologies programs. Be a high school Sophomore <i>and</i>: 1. All criteria for freshmen as listed above, <i>and</i> 2. Have a weighted GPA of 3.0 on high school courses.		
Hours	32-41 SHC AA Pathway 35-43 SHC AS Pathway 34-50 SHC AE Pathway 24 SHC ADN Pathway 32-41 SHC AFA-VA Pathway	12 – 18 SHC Certificate 36 – 48 SHC Diploma	See Attachment C	64 – 76 SHC AAS degrees 60 - 61 SHC AA/AS/AE/AFA/AGE – Nursing 12 – 18 SHC Certificate 36 – 48 SHC Diploma

Career and College Promise - Pathways				
	College Transfer Pathways	Career Technical Education Pathways		Cooperative Innovative High School Programs
		Curriculum	Workforce Continuing Education	
Program of Study Requirements*	<p>Must be in compliance with pathway curriculum standards (See Attachment B).</p> <p>Must have approval for the Associate in Arts to offer the CCP CTP leading to the Associate in Arts.</p> <p>Must have approval for the Associate in Science to offer the CCP CTP leading to the Associate in Science.</p> <p>Must have approval for the Associate in Engineering to offer the CCP CTP leading to the Associate in Engineering.</p> <p>Must have approval for the Associate in General Education – Nursing to offer the CCP CTP leading to the Associate in General Education Nursing.</p> <p>Must have approval for the Associate in Fine Arts – Visual Arts offer the CCP CTP leading to the Associate in Fine Arts – Visual Arts. Must have System Office approval prior to implementation.</p>	<p>Must be in compliance with current curriculum standard;</p> <p>Must contain either a minimum of 12 SHC derived from core of curriculum standard or consist of courses in a local traditional certificate as listed in the college's catalog.</p> <p>Must be approved to offer the traditional program.</p> <p>No course pick lists in any CTE program of study (including local certificates submitted as CTE programs of study).</p> <p>Must have System Office approval prior to implementation. Local certificates submitted as CTE programs of study must include a statement that verifies the courses are listed in the college's catalog for a traditional certificate (See p. 14-19).</p>	<p>Must be in compliance with State or industry-recognized training standards;</p> <p>Must have System Office approval prior to implementation</p>	<p>CIHSP requirements are established jointly by local boards of education and local boards of trustees in accordance with G.S. 115C-238.50.</p>

Career and College Promise - Pathways				
	College Transfer Pathways	Career Technical Education Pathways		Cooperative Innovative High School Programs
		Curriculum	Workforce Continuing Education	
Maintaining Eligibility	<ol style="list-style-type: none"> 1. Continue to make progress toward high school graduation, and 2. Maintain a 2.0 GPA in college coursework after completing two courses. 3. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress. 	<ol style="list-style-type: none"> 1. Continue to make progress toward high school graduation, and 2. Maintain a 2.0 GPA in college coursework after completing two courses. 3. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress. 	<ol style="list-style-type: none"> 1. Continue to make progress toward high school graduation, and 2. Continue to make progress toward successful completion of the Workforce Continuing Education pathway as defined within the syllabus. A student who doesn't meet these criteria will be subject to the college's policy for satisfactory progress. 	<p>Eligibility for remaining in CIHSP is established jointly by local boards of education and local boards of trustees in accordance with G.S. 115C-238.50.</p>
Graduation**	<ol style="list-style-type: none"> 1. A student may complete the AA/AS/AE/ADN pathway and then continue towards completion of the AA/AS/AE/AGE-Nursing/AFA-Visual Arts. 2. The AA/AS/AE/ AGE-Nursing/AFA-Visual Arts may not be awarded prior to high school graduation verification. 	<ol style="list-style-type: none"> 1. A student may be awarded a certificate or diploma prior to high school graduation. 2. A student may complete the CTE certificate or diploma and then continue towards completion of the AAS. The AAS may not be awarded prior to high school graduation verification. 	<ol style="list-style-type: none"> 1. A student may be awarded a completion certificate prior to high school graduation. 	<ol style="list-style-type: none"> 2. A student may be awarded a certificate or diploma prior to high school graduation. 3. The AA/AS/AFA/AE/AAS/AGE-Nursing may not be awarded prior to high school graduation verification.
*Colleges must adhere to the program of study requirements listed in Section III beginning on page 14-18.				

Career and College Promise - Pathways				
	College Transfer Pathways	Career Technical Education Pathways		Cooperative Innovative High School Programs
		Curriculum	Workforce Continuing Education	
	** High school students participating in Career & College Promise may not delay high school graduation in order to continue participation in the CCP program.			

II. Operating Procedures

The Career and College Promise Operating Procedures define the eligibility requirements for students, the process for filing programs of study, student coding procedures, and program coding procedures.

College Transfer Pathway

1. The Career and College Promise Pathway requires the completion of a transfer pathway approved by the State Board of Community Colleges including transfer courses in English and mathematics and ACA 122 College Transfer Success.
2. To be eligible for enrollment, a high school student must meet the following criteria:
 - a. Be a high school junior or senior;
 - b. Have a weighted GPA of 3.0 on high school courses; and
 - c. Demonstrate college readiness on an assessment or placement test (See attachment A).

A student must demonstrate college readiness in English, reading and mathematics to be eligible for enrollment in a College Transfer Pathway.

3. A high school junior or senior who does not demonstrate college-readiness on an approved assessment or placement test may be provisionally enrolled in a College Transfer Pathway. To qualify for Provisional Status, a student must meet the following criteria:
 - a. Have a cumulative weighted GPA of 3.5;
 - b. Have completed two years of high school English with a grade of 'C' or higher;
 - c. Have completed high school Algebra II or Math III (or a higher level math class) with a grade of 'C' or higher;
 - d. Obtain the written approval of the high school principal or his/her designee; and,
 - e. Obtain the written approval of the chief academic officer or chief student development administrator.
 - f. Students who meet all the requirements listed above may:
 - a. enroll in English and/or mathematics courses in a college transfer pathway as provisional students without placement or other testing.
 - b. provisional students who successfully complete ENG 111 with a 'C' or higher can enroll in ENG 112.
 - c. provisional students in the Associate in Science pathway who successfully complete MAT 171 with a "C" or higher can enroll in MAT 172.
 - d. register only for college mathematics (MAT) and college English (ENG) courses within the chosen pathway.
 - e. Provisional students cannot enroll in any additional courses in the pathway until they are no longer considered provisional.

- f. In order to no longer be considered provisional, the student must successfully complete the first mathematics and English course in the pathway with a grade of 'C' or higher or demonstrate college-readiness on an approved assessment or placement test as listed in Attachment A.
 - g. Provisional students in the ADN pathway must complete the first math in the AGE - Nursing degree with a "C" or higher and ENG 111 in the pathway with a "C" or higher before being fully admitted to the ADN pathway or demonstrate college-readiness on an approved assessment or placement test.
 - h. Once a student completes the requirements to no longer be considered provisional and with approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, the student may enroll in both a College Transfer Pathway and a Career Technical Education Pathway.
4. To maintain eligibility for continued enrollment, a student must
 - a. Continue to make progress toward high school graduation, and
 - b. Maintain a 2.0 GPA in college coursework after completing two courses.
 - c. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
 5. A student may only enroll in one College Transfer Pathway and may not substitute courses in one program for courses in another
 6. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator. The college's chief academic officer or chief student development administrator shall approve a change in pathway based on verification provided by the student that the program change allows the student to meet their newly chosen career path. Verification could include (but is not limited to) a bachelor degree plan published by the university, a career pathway plan, career information published in the Occupational Outlook Handbook and/or information published in the North Carolina Career Cluster Guide, etc.
 7. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student who completes a College Transfer Pathway, while still enrolled in high school, may continue to earn college transfer credits leading to the completion of the Associate in Arts, Science, Engineering, AGE-Nursing, or AFA-Visual Arts. The AA/AS/AE/AGE-Nursing/AFA-Visual Arts may not be awarded prior to high school graduation verification.
 8. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student may concurrently enroll in:

- a. One College Transfer Pathway and one Career Technical Education Pathway
or
 - b. One College Transfer Pathway and one Workforce Continuing Education
Pathway
9. CCP students may not enroll in developmental courses.
 10. CCP students may not audit courses.
 11. CCP Students may not be enrolled in the Associate in General Education or General Occupational Technology programs.
 12. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise.

Career Technical Education Pathways

Curriculum: Juniors and Seniors

1. The Career and College Promise Career Technical Education Pathway for juniors and seniors leads to a certificate or diploma aligned with a high school Career Cluster.
2. To be eligible for enrollment, a high school student must meet the following criteria:
 - a. Be a high school junior or senior;
 - b. Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee; and
 - c. Have received career pathway information outlining program requirements for completion of the certificate or diploma.
3. High school counselors should consider students' assessment scores in making pathway recommendations.
4. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.
5. To maintain eligibility for continued enrollment, a student must
 - a. Continue to make progress toward high school graduation, and Maintain a 2.0 in college coursework after completing two courses.
 - b. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
6. A student may be awarded a certificate or diploma prior to high school graduation. The AAS may not be awarded prior to high school graduation verification.
7. A student may only enroll in one pathway and may not substitute courses in one program for courses in another.

8. The student may change his or her pathway major with approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator. The college's chief academic officer or chief student development administrator shall approve a change in pathway based on verification provided by the student that the program change allows the student to meet their newly chosen career path. Verification could include (but is not limited to) a bachelor degree plan published by the university, a career pathway plan, career information published in the Occupational Outlook Handbook and/or information published in the North Carolina Career Cluster Guide, etc.
9. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student may concurrently enroll in:
 - a. One College Transfer Pathway and one Career Technical Education Pathway
 - b. Two Career Technical Education Pathways or
 - c. One Career Technical Education Pathway and one Workforce Continuing Education Pathway
10. A CTE student is not required to demonstrate college readiness on an assessment or placement test to be eligible for the program. However, some required courses within the program may have developmental course pre-requisite requirements which must be met. When this is the case, the student should demonstrate college readiness via an approved assessment or placement test (See Attachment A) prior to enrolling in the course. Students are encouraged to complete college readiness assessments prior to entry to the program.
11. A student who completes the CTE certificate or diploma may continue in the same traditional AAS program of study as long as they are still eligible for CCP. In order to continue, the program code should be changed to reflect the traditional AAS program code. The student type will remain CCPP and their student code will remain CTE.
12. Colleges are responsible for adhering to external agency guidelines that may restrict CCP students from enrolling in specific programs.
13. CCP students may not enroll in developmental courses.
14. CCP students may not audit courses.
15. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise.

Career Technical Education Pathways

Curriculum: Freshmen and Sophomores

The Appropriations Act of 2013, S.B. 402, amended NC General Statutes 115D-20(4)a.2 to allow "academic transition pathways for qualified freshmen and sophomore high school students that

lead to a career technical education certificate or diploma in industrial and engineering technologies.”

1. The Career and College Promise Career Technical Education Pathway for freshmen and sophomores leads to an industrial or engineering certificate or diploma aligned with a high school Career Cluster.
2. The college may enroll high school freshmen and sophomores only in industrial technologies (program code 50xxx), engineering technologies (program code 40xxx), agriculture and natural resources (program code 15xxx), and transportation (program code 60xxx) certificate and diploma programs.
3. To be eligible for enrollment, a high school student must meet the following criteria:
 - a. Be a high school freshman or sophomore;
 - b. A qualified freshmen must:
 - i. have passed Math I with a grade of “C” or better;
 - ii. scored a 3, 4 or 5 on the End of Course assessment (EOC) for Math I;
 - iii. Scored a 3, 4, or 5 on the 8th grade End of Grade ELA assessment. (See page 14-13 for students without ELA and/or Math I scores)
 - iv. have received career pathway information outlining program requirements for completion of the certificate or diploma.; and
 - v. have the recommendation of the high school principal or his/her designee (based on assessment of student maturity and ability to effectively participate in a class that may include adult students).
 - c. A qualified sophomore must:
 - i. have passed Math I with a grade of “C” or better;
 - ii. scored a 3,4, or 5 on the EOC for Math I;
 - iii. Scored a 3, 4, or 5 on the 8th grade End of Grade ELA assessment. (See page 14-13 for students without ELA and/or Math I scores);
 - iv. have a weighted GPA of 3.0 on high school courses;
 - v. and have received career pathway information outlining program requirements for completion of the certificate or diploma.
 - vi. have the recommendation of the high school principal or his/her designee (based on assessment of student maturity and ability to effectively participate in a class that may include adult students).

Students without ELA and/or Math I Scores

For students who do not have an ELA score or Math I score (example: homeschool students, students from a private school, or students who moved to NC from another state), the college shall establish a local policy that details which alternative assessment score will be used in place of ELA or Math I. Attachment A lists the approved assessments/scores that the college can select from for alternative scores for reading, English and math for students who do not have an ELA score and/or Math I. The assessment that is chosen locally

should be documented and used consistently for only those students without the ELA and/or Math I.

Students who do have the required English and math scores (those who are attending public school in NC) must meet the eligibility guidelines outlined in items 3a-3c above.

4. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.
5. To maintain eligibility for continued enrollment, a student must
 - a. Continue to make progress toward high school graduation, and
 - b. Maintain a 2.0 in college coursework after completing two courses. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
6. A student may be awarded a certificate or diploma prior to high school graduation. The AAS may not be awarded prior to high school graduation verification.
7. A student may only enroll in one program of study and may not substitute courses in one program for courses in another.
8. The student may change his or her program of study major to another industrial or engineering program of study with approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator. The college's chief academic officer or chief student development administrator shall approve a change in pathway based on verification provided by the student that the program change allows the student to meet their newly chosen career path. Verification could include (but is not limited to) a bachelor degree plan published by the university, a career pathway plan, career information published in the Occupational Outlook Handbook and/or information publishes in the North Carolina Career Cluster Guide, etc.
9. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student may concurrently enroll in two Career Technical Education Pathways available to 9th and 10th graders.
10. A student who completes the CTE certificate or diploma may continue in the same traditional AAS program as long as he or she is still eligible for CCP. In order to continue, the program code should be changed to reflect the traditional AAS program code. The student type will remain CCPP and the student code will remain CTE.
11. Colleges are responsible for adhering to external agency guidelines that may restrict CCP students from enrolling in specific programs.
12. CCP students may not enroll in developmental courses.

13. CCP students may not audit courses.
14. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise.

Career Technical Education Pathways

Workforce Continuing Education Pathway: (Juniors and Seniors)

The Appropriations Act of 2017, S.L. 2017-57, amended NC General Statutes 115D-20(4)a.2 to allow “Academic transition pathways for qualified junior and senior high school students that lead to a career in technical education certificate, diploma or State or industry-recognized credential.”

1. The Workforce Continuing Education Pathway for juniors and seniors leads to a State or industry-recognized credential aligned with a high school Career Cluster.
2. To be eligible for enrollment a high school student must meet the following criteria:
 - a. Be a high school junior or senior;
 - b. Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee; and
 - c. Meet individual pathway requirements as appropriate.
3. High school counselors should consider students’ assessment scores in making pathway recommendations.
4. Where possible, students should be granted articulated credit based on the colleges’ CE to CU articulation agreement or alternate ‘credit for prior learning’ options.
5. To maintain eligibility for continued enrollment, a student must:
 - a. Continue to make progress toward high school graduation,
 - b. Continue to make progress toward successful completion of the Workforce Continuing Education pathway as defined with the pathway syllabus
 - c. A student who doesn’t meet these criteria will be subject to the college’s policy for satisfactory progress.
6. A student may be awarded a WCE certificate of completion prior to high school graduation.
7. A WCE student is not required to demonstrate college readiness on an assessment or placement test to be eligible for WCE pathways. However, some courses may have pre-requisite requirements which must be met. When this is the case, the student should demonstrate college readiness via an approved assessment or placement test prior to enrolling in the course. Students are encouraged to complete college readiness assessments prior to entry to the WCE pathway. CCP students may not enroll in developmental courses.
8. With approval of the high school principal or his/her designee and the college’s chief academic officer or chief student development administrator, a student may concurrently enroll in:
 - a. Two Workforce Continuing Education Pathways
 - b. One College Transfer Pathway and one Workforce Continuing Education Pathway or

c. One Career Technical Education Pathway and one Workforce Continuing Education Pathway

9. Colleges are responsible for adhering to external agency guidelines that may restrict CCP students from enrolling in specific WCE pathways.

Cooperative Innovative High School Programs

1. Cooperative Innovative High School Programs are located on college campuses, enroll 100 or fewer students per grade level, and provide opportunities for students to complete an associate degree program, diploma, certificate, or earn up to two years of college credit while completing a high school diploma within five years are defined as Cooperative Innovative High School Programs.
2. Eligibility requirements for Cooperative Innovative High School Programs are established jointly by local boards of education and local boards of trustees in accordance with G.S. 115C-238.50.
3. The AA/AS/AE/AFA/AAS may not be awarded prior to high school graduation verification. A student may be awarded a certificate or diploma prior to high school graduation.
4. Students pursuing credits beyond the initial transfer associate degree must provide documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the university). Approval must be granted by the high school principal or his/her designee and the college's chief academic officer or chief student development administrator prior to enrollment in a second transfer program.
5. The State Board of Community Colleges may waive the requirement that a Cooperative Innovative High School Program is located on the community college campus. Exceptions will be based on the local needs as outlined in the location waiver request. The approved waiver shall be maintained locally for documentation. The State Board of Community Colleges shall use the following factors to determine whether to approve location waivers:
 - a. Space availability
 - b. School Capacity
 - c. Proximity to the student population
6. d. Suitable, available space with equipment specific to the curriculum. Cooperative Innovative High School Students may not audit courses.

Student Application Procedures

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

College Program of Study Approval Procedures

1. A college must submit a program of study for each Career and College Promise program it plans to offer, which are in compliance with the curriculum standard or Workforce Continuing Education policies and CCP policy.
2. Career and Technical Education programs of study must be in compliance with the State Board approved curriculum standard and must include a minimum of twelve (12) semester hours of credit from core courses or consist of courses in a local traditional certificate as listed in the college's current catalog. General education courses for career and technical education programs of study must be directly related to student success in the selected major.
3. Workforce Continuing Education pathways must be approved by the NCCCS – Workforce Continuing Education division prior to student enrollment. Colleges must define the pathway components, credential alignment, and career cluster as well as provide local and state level labor market information supporting occupational demand. Appendix C: Workforce Continuing Education Pathway Approval application
4. Programs of study must be approved before students can be enrolled.
5. By submitting and requesting approval for a Career and College Promise program of study, a college is verifying its capacity to teach all courses in the program of study.
6. See Section III for CCP program of study filing procedures.

Tuition and Fees

1. All courses taken by Career and College Promise students at community colleges in accordance with in G.S. 115D-20(4). are tuition-waived except courses offered on a self-supporting basis.
2. Textbooks are a student's responsibility, however there may be local provisions for them. A student's high school, the school district, or another local organization may cover these costs. Students should check with their principal or counselor to verify how these costs are paid.
3. Student fees (e.g., technology fees and insurance fees) are not waived for Career and College Promise students. However, local school districts and community colleges should work together to determine whether and how student fees will be paid for CCP participants.
4. Transportation funding is not available for Career and College Promise students who are enrolled in transfer pathway, a Career and Technical Education pathway, or a Workforce Continuing Education pathway. Cooperative Innovative High Schools (including early

college high schools, middle college high schools, and other CIHS models) receive transportation funds as part of a larger funding allotment at each district.

Instructional Service Agreements

1. Colleges who serve groups of CCP students outside of their assigned service area should have a Level-One Instructional Service Agreement with the college assigned to that service area.
2. Level-One agreements should be utilized when a college is requesting permission to deliver course(s) into another college's service area. These agreements do not involve the sharing of resources or FTE. This level of agreement does not have to be approved or kept on file by the System Office, however, it must be kept on file at participating colleges for audit purposes.

Program Accountability Plan

1. Colleges will assign student codes provided by the North Carolina Community College System Office.
2. Colleges will establish review processes within their Workforce Continuing Education Accountability & Integrity plan (1D SBCCC 300.4) for Workforce Continuing Education pathways. These review processes should include, at a minimum, student success metrics, employer engagement and internal support structures between WCE, CCP coordinators and registrars as appropriate.
3. The North Carolina Community College System Office and the Department of Public Instruction will report annually to the two governing boards on the following outcomes:
 - a. The impact of dual enrollment on high school completion.
 - b. The academic achievement and performance of dually enrolled high school students.
 - c. The number of students who successfully complete college pathways or certificates while dually enrolled.
 - d. The persistence, completion rates, and academic achievement of students who continue into college programs after high school graduation.

III. Pathway Approval Process

Information Specific to Curriculum

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

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

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

Information Specific to College Transfer Pathway Programs of Study

- Colleges must utilize the College Transfer Pathways for college transfer pathway program(s) of study.
- The college must already have approval to offer the Associate in Arts (A10100) in order to file a POS to offer P1012C.
- The college must already have approval to offer the Associate in Science (A10400) in order to file a POS to offer P1042C.
- The college must already have approval to offer the Associate in Engineering (A10500) in order to file a POS to offer P1052C.
- The college must already have approval to offer the Associate in General Education in Nursing (A1030N) in order to file a POS to offer P1032C.
- The college must already have approval to offer the Associate in Fine Arts – Visual Arts (A10600) in order to file a POS to offer P1062C.

Information Specific to Workforce Continuing Education Pathways

1. Colleges may only offer pathways approved by the NCCCS Division of Workforce Continuing Education.
2. Pathways must lead to a State or industry-recognized credential.

3. Pathways must be offered for a minimum of 96 instructional hours.
4. A college must submit a proposal to the Workforce Continuing Education Division of the System Office for providing service to high school students for each pathway it intends to offer.
5. Pathways must be approved before students can be enrolled.
6. The college must define the state and local course code, instructional hours, student learning outcomes, career cluster, credential alignment and occupational demand for each pathway.
7. Pathways should align with NC Department of Public Instruction Standard Course of Study for student learning outcomes as appropriate.
8. By submitting and requesting approval for a WCE high school pathway, a college is verifying its capacity to fulfill learning requirements for credentials offered.

IV. Student Coding

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

Colleges are required to enter the Student Type (CCPP).

Student Codes are available on the XNC2 screen in Colleague:

CTP	College Transfer Pathway
CTE	Career and Technical Education
CIH	Other Cooperative Innovative High School Programs
CIE	Early College High Schools
CIM	Middle College High Schools are available on the XNC2 screen in Colleague Cooperative Innovative High School students should be placed in the Program of Study designated for the school.
CECP	Workforce Continuing Education

*** CTP should be listed as the primary pathway if a student is concurrently enrolled in a CTP and CTE pathway or a CTP and CECP pathway.*

Information Specific to Workforce Continuing Education Pathways

Colleges are required to enter the appropriate discount codes for waiver:

CECCP CE Career and College Promise

Discount Codes are input on the following screens in Colleague:

ASPR	Addnl Student Profile CECCP discount code should be listed as the 'Primary' or first discount code when a student has multiple discount codes on their ASPR record.
SECB	Section Billing Information

Recoding CCP Students Upon Completion of Workforce Continuing Education Pathway or HS Graduation (Curriculum Pathways)

Students should be properly recoded when they a) complete a Workforce Continuing Education Pathway or b) graduate from high school (Curriculum Pathway students).

When Career and College Promise students complete a Workforce Continuing Education pathway or graduate from traditional high school and continue into other college programs, it is important that their CCP Student Type, Pathway Type, and Program of Study are ended in Colleague. These modifications are essential to ensure that ineligible students do not receive tuition waivers and that students are correctly coded for evaluation purposes.

Colleges should follow the steps below to re-code CCP students who complete a pathway or graduate from high school and continue as students of the college:

1. Add Student Type “NONE”, “NORM”, “TRAD”, or “NULL” in order to prevent consequential tuition waivers.
2. Enter end year for the pathway or high school graduation date.
3. End Career and College Promise Pathway Type.

Students who stop participating in CCP prior to high school graduation should be recoded using the steps listed above.

V. Curriculum Program Coding

College Transfer Pathway Program Codes

Career and College Promise College Transfer Pathway leading to an Associate in Arts - P1012C

Career and College Promise College Transfer Pathway leading to an Associate in Science - P1042C

Career and College Promise College Transfer Pathway leading to an Associate in Engineering – P1052C

Career and College Promise College Transfer Pathway leading to an Associate in General Education in Nursing – P1032C

Career and College Promise College Transfer Pathway leading to an Associate in Fine Arts – Visual Arts - P1062C

CTE Program Codes

CTE program codes are designated based on the curriculum standard. However, colleges must add two characters to the CTE program code to indicate that the program is intended for CTE students.

(i.e. C55220HS – Early Childhood Education – CTE Certificate)

VI. References

Senate Bill -

[G.S. 115D-4a. - CCP Authorization](#)

[2017 Session Amendments to G.S. 115D-4a. Authorizing Non-Credit Courses \(See Section 9.10 in this link\)](#)

CC13-010 – Career and College Promise Coding

CC13-016 – Dual Enrollment of 9th and 10th Graders

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

CC14-023 – Career and College Promise Operating Procedures Revisions (*SBCC 07/18/14*)
Revised College Transfer Pathways – Associate in Arts and Science

CC15-016 – Career and College Promise Provisional Status Policy

CC15-017 – Curriculum Review Committee Course Approvals (Math 271 Direct Placement Criteria)

CC15-034 – Career and College Promise Operating Procedures Revisions (*SBCC 10/30/15*)

CC16-018 – State Board of Community College Action – AE Pathway Approval (*SBCC 04/15/16*)

CC17-002 – Amendment of 1E SBCCC 800.2 – “General Provisions” (Term Eligibility)

CC17-009 - Nurse Aide (Certificate) (C45840) Health Science: Therapeutic & Diagnostic Services/Nurse Aide (D45970)

CC17-019 – State Board of Community College Action – ADN Pathway Approval (*SBCC 04/21/17*)

CC17-XXX – State Board of Community College Action – AFA-Visual Arts Pathway Approval (*SBCC XX/XX/XX*)

Numbered memos are located at: <http://www.nccommunitycolleges.edu/numbered-memos>.

Attachment A

College Readiness* Benchmarks on Approved Diagnostic Assessment Tests

Test	PLAN**	PSAT 2014 and earlier**	PSAT 10 and PSAT/ NMSQT 2015 and Future**	Asset (NCCCS Cut Score)	COMPASS (NCCCS Cut Score)	Accuplacer (NCCCS Cut Score)	NC DAP (NCCCS Cut Score)
English	15	45	26 or a composite score of 460 for Evidenced-Based Reading and Writing	41 Writing	70 Writing	86 Sentence Skills	Composite score of 151 or higher ***
Reading	18	47	26 or a composite score of 460 for Evidenced-Based Reading and Writing	41 Reading	81 Reading	80 Reading	
Mathematics	19	47	24.5 or 510	41 Numerical Skills and 41 Int. Algebra	47 Pre-Algebra and 66 Algebra	55 Arithmetic and 75 Elem. Algebra	7 on each assessment for DMA 010 thru 060

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

SAT (Pre-March 2016)		SAT (March 2016 and Future)		Pre-ACT		ACT	
English	500	Evidence-Based Reading and Writing	480	English	18	English	18
Critical Reading	500			Reading	22	Reading	22
Mathematics	500	Mathematics	530	Mathematics	22	Mathematics	22

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

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

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

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

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

GENERAL EDUCATION (31-32 SHC)

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

English Composition (6 SHC)

The following two English composition courses are required.

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

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

Communication

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

ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
ENG 241	British Literature I	(3 SHC)
ENG 242	British Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences (9 SHC)

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

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

Math (3-4 SHC)

Select one course from the following:

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

Natural Sciences (4 SHC)

Select 4 SHC from the following course(s):

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

Total General Education Hours Required: 32**Academic Transition (1 SHC)**

The following course is required:

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

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

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

High school students in the CCP College Transfer Pathway Leading to the Associate in Arts must complete the entire pathway before taking additional courses in the Associate in Arts degree with the exception of mathematics courses beyond MAT 171 in the Associate in Arts.

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

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

GENERAL EDUCATION (34 SHC)

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

English Composition (6 SHC)

The following two English composition courses are required.

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

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

Communication

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

ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
ENG 241	British Literature I	(3 SHC)
ENG 242	British Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences (6 SHC)

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

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

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

MAT 171	Precalculus Algebra	(4 SHC)
MAT 172	Precalculus Trigonometry	(4 SHC)
MAT 263	Brief Calculus	(4 SHC)
MAT 271	Calculus I	(4 SHC)
MAT 272	Calculus II	(4 SHC)

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

AST 151	General Astronomy I (3 SHC)	and	AST151A	General Astronomy Lab I (1 SHC)
BIO 110	Principles of Biology			(4 SHC)
BIO 111	General Biology I (4 SHC)	and	BIO 112	General Biology II (4 SHC)
CHM 151	General Chemistry I (4 SHC)	and	CHM 152	General Chemistry II (4 SHC)
GEL 111	Introductory Geology			(4 SHC)
PHY 110	Conceptual Physics (3 SHC)	and	PHY 110A	Conceptual Physics Lab (1 SHC)
PHY 151	College Physics I (4 SHC)	and	PHY 152	College Physics II (4 SHC)
PHY 251	General Physics I (4 SHC)	and	PHY 252	General Physics II (4 SHC)

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

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

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

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

High school students in the CCP College Transfer Pathway Leading to the Associate in Science must complete the entire pathway before taking additional courses in the Associate in Science degree with the exception of mathematics courses beyond MAT 271.

Please see CC15-017 at <http://www.nccommunitycolleges.edu/numbered-memos> for direct placement criteria for MAT 271 Calculus I.

**Career and College Promise College Transfer Pathway
Leading to the Associate in Engineering (P1052C)**

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

GENERAL EDUCATION (28 SHC): The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC).

English Composition (6 SHC)

The following two English composition courses are required.

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

Humanities, Fine Arts and Communications: *Select one course from the following (3 SHC):*

ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
COM 231	Public Speaking	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
ENG 241	British Literature I	(3 SHC)
ENG 242	British Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences : *The following course is required (3 SHC):*

ECO 251	Principles of Microeconomics	(3 SHC)
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Mathematics (8 SHC)

The following courses are required (8 SHC):

*Calculus I is the lowest level math course that will be accepted by the engineering programs for transfer as a math credit. Students who are not calculus-ready will need to take additional math courses.**

MAT 271	Calculus I	(4 SHC)
MAT 272	Calculus II	(4 SHC)

High school students in the CCP College Transfer Pathway Leading to the Associate in Engineering must complete the entire pathway before taking additional courses in the Associate in Engineering degree with the following exception: Students may take additional math courses beyond MAT 272 that are required for the Associate in Engineering degree.

Please see CC16-025 at <http://www.nccommunitycolleges.edu/search/content/numbered%20memos> for direct placement criteria for MAT 271 Calculus I.

Natural Sciences (8 SHC)

Select 8 SHC from the following course(s):

CHM 151	General Chemistry I	(4 SHC)
PHY 251	General Physics I	(4 SHC)
PHY 252	General Physics II	(4 SHC)

Other Required Hours (6 SHC)**Academic Transition (1 SHC)**

The following course is required:

ACA 122	College Transfer Success	(1 SHC)
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Engineering (5 SHC)

The following courses are required:

EGR 150	Introduction to Engineering	(2 SHC)
DFT 170	Engineering Graphics	(3 SHC)

***PREREQUISITE GENERAL EDUCATION HOURS (0-8 SHC)**

MAT 171 Pre-Calculus Algebra

MAT 172 Pre-Calculus Trigonometry

Students who do not place directly into MAT 271 must complete MAT 171 and MAT 172 prior to enrolling in MAT 271 Calculus I.

OPTIONAL GENERAL EDUCATION HOURS (0-8 SHC)*Foreign Language:**

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

Total Semester Hours Credit (SHC) in Pathway: 34-50

AE Pathway approved by SBCC on 4/15/2016.

**Career and College Promise Associate Degree Nursing (ADN) Pathway
(P1032C)**

The Career and College Promise (CCP) ADN Pathway is designed for high school juniors and seniors who wish to begin their educational studies toward the Associate in Nursing degree and a Baccalaureate degree in Nursing. The Pathway is based on Block 1 of the *Uniform Articulation Agreement between the University of North Carolina's Registered Nurse to Bachelor of Science in Nursing programs and the North Carolina Community College Associate Degree Nursing Programs* which was approved by the State Board of Community Colleges and the UNC Board of Governors in February 2015.

A student who completes an Associate in Applied Science (AAS) in Nursing, which includes the courses listed below, with a GPA of at least 2.0 and a grade of C or better and completes the courses in Blocks 2-3 of the *Uniform Articulation Agreement between the University of North Carolina's Registered Nurse to Bachelor of Science in Nursing programs and the North Carolina Community College Associate Degree Nursing Programs* with a GPA of at least 2.0 and a grade of C or better, and who holds a current unrestricted license as a Registered Nurse in North Carolina will have fulfilled the UNC institutions lower-division general education requirements as well as nursing program entry requirements. However, because nursing program admissions are competitive, no student is guaranteed admission to the program of his or her choice.

GENERAL EDUCATION (23 SHC)

These courses are contained in Block 1 of the Five Block Degree Plan located within the RN to BSN Articulation Agreement.

English Composition (6 SHC)

The following English composition course is required.

* ENG 111 Writing and Inquiry (3 SHC)

Select one course from the following (3 SHC)

* ENG 112 Writing/Research in the (3 SHC) **or**
Disciplines

* ENG 114 Prof Research & Reporting (3 SHC)

Humanities/Fine Arts (3 SHC)

Select one course from the following (3 SHC):

* ART 111 Art Appreciation (3 SHC)

* ART 114 Art History Survey I (3 SHC)

* ART 115 Art History Survey II (3 SHC)

* MUS 110 Music Appreciation (3 SHC)

* MUS 112 Introduction to Jazz (3 SHC)

* PHI 215 Philosophical Issues (3 SHC)

* PHI 240 Introduction to Ethics (3 SHC)

* HUM 115 Critical Thinking (3 SHC)

Social/Behavioral Sciences (6 SHC)*The following courses are required (6 SHC):*

* PSY	150	General Psychology	(3 SHC)
* PSY	241	Developmental Psychology	(3 SHC)

Natural Sciences (8 SHC)*Select one sequence from the following (8 SHC):*

* BIO	165	Anatomy and Physiology I	(4 SHC)	and
* BIO	166	Anatomy and Physiology II	(4 SHC)	or
* BIO	168	Anatomy and Physiology I	(4 SHC)	and
* BIO	169	Anatomy and Physiology II	(4 SHC)	

Other Required Hours (1 SHC)

Academic Transition (1 SHC)*The following course is required:*

ACA	122	College Transfer Success	(1 SHC)
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Total Semester Hours Credit (SHC) in Pathway: 24 SHC

***Denotes courses (23 Semester Hours of Credit) in Block 1 of the Five Block Degree Plan that are completed as part of the North Carolina Community College AAS Nursing degree.**

For additional information about Blocks 2 and 3 of the Five Block Degree Plan located within the Uniform Articulation Agreement between the University of North Carolina RN to BSN please visit: <http://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/uniform-articulation-agreement-rn-bsn>.

High school students in the CCP Associate Degree Nursing Pathway to the Associate in General Education Nursing (A1030N) program must complete the entire pathway before taking additional courses in the Associate in General Education Nursing (A1030N) program.

ADN Pathway approved by SBCC on 4/21/2017.

**Career and College Promise (CCP) College Transfer Pathway
Leading to the Associate in Fine Arts in Visual Arts (P1062C)**

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

GENERAL EDUCATION (25-26 SHC)

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

English Composition (6 SHC) *The following two English composition courses are required.*

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

Communications and Humanities/Fine Arts (6 SHC)

Select two courses from two different disciplines.

ART	111	Art Appreciation	(3 SHC)
COM	231	Public Speaking	(3 SHC)
ENG	231	American Literature I	(3 SHC)
ENG	232	American Literature II	(3 SHC)
ENG	241	British Literature I	(3 SHC)
ENG	242	British Literature II	(3 SHC)
MUS	110	Music Appreciation	(3 SHC)
MUS	112	Introduction to Jazz	(3 SHC)
PHI	215	Philosophical Issues	(3 SHC)
PHI	240	Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences (6 SHC)

Select two courses from two different disciplines.

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

Math (3-4 SHC) *Select one course from the following:*

MAT	143	Quantitative Literacy	(3 SHC)
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MAT	152	Statistical Methods I	(4 SHC)
MAT	171	Precalculus Algebra	(4 SHC)
MAT	271	Calculus I	(4 SHC)
MAT	272	Calculus II	(4 SHC)

See CC16-025 at <http://www.nccommunitycolleges.edu/search/content/numbered%20memos> for direct placement criteria for MAT 271 Calculus I.

Natural Sciences (4 SHC) Select 4 SHC from the following:

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

Other Required (7 SHC):

Art (6 SHC) The following two courses are required:

ART	121	Two-Dimensional Design	(3 SHC)
ART	131	Drawing I	(3 SHC)

Academic Transition (1 SHC) The following course is required

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

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

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

Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

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

AFAVA Pathway approved by SBCC on 08/18/2017.

Career and College Promise College Workforce Continuing Education Pathway Workforce Continuing Education Pathway Approval

Workforce Continuing Education may provide instruction to high school students under the provisions of 1D SBCCC 300.4(c)(1)(C).

****Colleges are responsible for ensuring that the institution has met all instructional requirements and obtained necessary approvals, as appropriate, from external agencies prior to pathways being offered at a high school location.**

1. Local community college collaboration with local education administration to identify appropriate career pathway.
 - a. It is encouraged to include local workforce partners and employers in identifying WCE Pathway needs
2. Local partners identify specific resource requirements, course sections from SBCC approved list and schedule structures.
3. Local partners submit application and supporting documents to:

Associate Vice President – Workforce Continuing Education
North Carolina Community College System
200 W. Jones Street
5016 Mail Service Center, Raleigh, NC 27699-5016

4. NCCCS WCE division conducts an initial review of the submitted application.
5. NCCCS WCE division takes appropriate actions:
 - a. Requests additional information
 - b. Accepts pathway application
 - c. Rejects pathway application with explanation for denial. Local collaborations may submit revised applications addressing any issues or deficiencies identified.

Workforce Continuing Education Pathway

APPLICATION FORM

Community College _____
High School _____

Career Pathway Title _____
Career Cluster _____
Pathway Aligns with NC DPI Standard Course of Study _____ Yes _____ No

College Point of Contact
Name _____
Title _____
Phone _____
Email _____

High School Point of Contact
Name _____
Title _____
Phone _____
Email _____

COURSES ASSOCIATED WITH PATHWAY

1. State Course Number / Name _____
Local Course Number / Name _____
Hours of Instruction _____
Credential _____
Credentialing Agency _____

2. State Course Number / Name _____
Local Course Number / Name _____
Hours of Instruction _____
Credential _____
Credentialing Agency _____

3. State Course Number / Name _____
Local Course Number / Name _____
Hours of Instruction _____
Credential _____
Credentialing Agency _____

*Add courses as necessary to include all components of the pathway

**If a single CCL course is to be offered in multiple course sections to align with HS scheduling and credential requirements include the State Course Number/Name aligned to all of the multiple Local Course Number/Name items required for the pathway.

What existing NC DPI CTE career pathway/Standard Course of Study is aligned with this WCE Pathway?

Does the WCE Pathway meet at least 80% of the NC DPI CTE Standard Course of Study?

_____ Yes _____ No

Attach syllabi for all courses associated with the WCE Pathway as well as the corresponding learning outcomes for the NC DPI CTE Standard Course of Study as appropriate.

What existing curriculum program of study currently offered at the local community college aligns with this WCE pathway?

Are there existing 'credit for prior learning' opportunities available within the local community college for credentials earned within the WCE Pathway?

_____ Yes _____ No

If yes, please describe:

FEASIBILITY

Students: The local high school has determined that its existing program structure allows for a minimum of _____ (number of students) students to be available for this pathway. The community college and high school have determined the pathway schedule (# of weeks, instructional hours, and semesters as appropriate) to accommodate high school structure, credentialing agency requirements and instructional rigor.

Proposed Pathway Schedule

of Semesters _____

of Instructional Weeks _____

of Instructional Hours _____

Identify any pre-requisites for the WCE pathway and any individual course sections within the pathway.

Identify successful completion metrics:

Statewide need/job opportunity: Provide occupation demand projections for vocational skills and credentials earned through the identified pathway.

Local demand/engagement: Provide information on any workforce development partners or employers engaged in identifying local demand for vocational skills and credentials earned through the identified pathway.

