



CURRICULUM PROCEDURES REFERENCE MANUAL

Section 14

Career and College Promise

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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.

Reference: 1D SBCCC 400.11 and 1D SBCCC 300.4

| 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 | <p>Be a high school Junior or Senior <u>and</u>:</p> <ol style="list-style-type: none"> 1. Have an unweighted GPA of 2.8 on high school courses; <u>or</u> 2. Demonstrate college readiness in English, reading and mathematics on an approved assessment <i>(See Attachment A for college readiness scores. See ID SBCCC 400.11 for additional information.)</i> | <p>Be a high school Junior or Senior <u>and</u>:</p> <ol style="list-style-type: none"> 1. Have an unweighted GPA of 2.8 on high school courses; <u>or</u> 2. Demonstrate college readiness in English, reading and mathematics on an assessment <i>(See Attachment A for college readiness scores.); <u>or</u></i> 3. Have the recommendation of the high school principal or his/her designee <u>and</u> his/her rationale for recommendation in place of GPA requirement (assessment scores should be considered) <u>and</u> have the recommendation of the college's Chief Academic Officer or Chief Student Development Administrator; <u>and</u> 4. If the pathway requires any course on the UGETC | <p>Be a high school Junior or Senior <u>and</u>:</p> <ol style="list-style-type: none"> 1. Have an unweighted GPA of 2.8 on high school courses <u>or</u> 2. Demonstrate college readiness in English, reading and mathematics on an assessment <i>(See Attachment A for college readiness scores.); <u>or</u></i> 3. Have the recommendation of the high school principal or his/her designee <u>and</u> his/her rationale for recommendation in place of GPA requirement (assessment scores should be considered); <u>and</u> have the recommendation of the college's Chief Academic Officer or Chief Student | <p>High School students in grades 9 to 13 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 and ID SBCCC 400.11.</p> <p>Special emphasis and preference given to first-generation college students.</p> <p><i>(CIHS program eligibility is separate from course eligibility. See Attachment B for English and math course eligibility for CIHS students.)</i></p> |

| Career and College Promise - Pathways | | | | |
|---------------------------------------|---------------------------|---|----------------------------------|---|
| | College Transfer Pathways | Career Technical Education Pathways | | Cooperative Innovative High School Programs |
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| | | <p>(Universal General Education Transfer Component) list, the same criteria for the transfer pathway will be required.</p> <p>5. Recommendation will not be allowed for CTE pathways that include UGETC (Universal General Education Transfer Component) course(s) included in the pathways. <i>(See 1D SBCCC 400.11. and 1D SBCCC 300.4 for additional information.)</i></p> <p>Be a high school Freshman or Sophomore <u>and</u>: <u>Option 1:</u></p> <p>1. Have the recommendation of the high school principal or his/her designee (assessment scores should be considered); <u>and</u> have the recommendation of the college's Chief Academic Officer or Chief Student Development Administrator; <u>and</u></p> <p>2. Pass Math I with a grade of C or better; <u>and</u></p> | <p>Development Administrator</p> | |

| Career and College Promise - Pathways | | | | |
|---------------------------------------|---------------------------|---|--------------------------------|---|
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| | | Curriculum | Workforce Continuing Education | |
| | | <p>3. Score a 3, 4, or 5 on the End of Course assessment (EOC) for Math I; <u>and</u></p> <p>4. Score a 3, 4, or 5 on the 8th grade End of Grade ELA assessment; <u>and</u></p> <p>5. Enroll in Engineering, Industrial, Agriculture and Natural Resources, or Transportation Systems Technologies programs. (See ID SBCCC 400.11 for additional information.)</p> <p>Freshmen and Sophomores may not enroll in any CTE pathways that contain UGETC (Universal General Education Transfer Component) courses.</p> <p><u>or</u></p> <p><u>Option 2:</u></p> <p>1. Have the recommendation of the high school principal or his/her designee (assessment scores should be considered); <u>and</u> recommendation of the college's Chief Academic Officer or Chief Student</p> | | |

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| | | <p>Development Administrator; <u>and</u></p> <p>2. Demonstrate college readiness in English, reading and mathematics on an assessment (See Attachment A for college readiness scores.)</p> <p><u>and</u></p> <p>3. Enroll in Engineering, Industrial, Agriculture and Natural Resources, or Transportation Systems Technologies programs. (See ID SBCCC 400.11 for additional information.)</p> <p><i>Freshmen and Sophomores may not enroll in any CTE pathways that contain UGETC (Universal General Education Transfer Component) courses.</i></p> | | |
| Student Transcripts | <p>State Board Code (1D SBCCC 400.11) requires the submission of a high school transcript verifying student eligibility for a Career and College Promise College Transfer pathway and/or Career and Technical Education pathway.</p> <p>High school transcripts must include the following:</p> <ul style="list-style-type: none"> • student grade level (9th, 10th, 11th or 12th grade) <u>and</u> | | | <p>Eligibility requirements for Cooperative Innovative High School programs are established jointly by local boards of trustees in accordance with G.S. 115C-238.50 and ID SBCCC 400.11.</p> |

| Career and College Promise - Pathways | | | | |
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| | <ul style="list-style-type: none"> the unweighted high school GPA <p>The total number of credits on the high school transcript <u>does not replace</u> the requirement of the student's grade level to be listed on the high school transcript.</p> <p>Additional high school transcripts must be provided to the college to verify the student is still enrolled in high school and making progress towards high school graduation for each term they are enrolled in CCP.</p> | | | |
| Hours | 32-41 SHC AA Pathway 35-43 SHC AS Pathway 34-50 SHC AE Pathway 24 SHC ADN Pathway 32-41 SHC AFA-M Pathway 32-41 SHC AFA-T Pathway 32-41 SHC AFA-VA Pathway | 12 – 18 SHC Certificate 36 – 48 SHC Diploma | See Attachment D | 64 – 76 SHC AAS degrees 60 - 61 SHC AA/AS/AE/AFA/ AGE – Nursing 12 – 18 SHC Certificate 36 – 48 SHC Diploma |
| 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 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</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 and ID SBCCC 400.11.</p> <p><i>CIHS Students may <u>not</u> be enrolled in the Associate in General Education or General Occupational Technology programs.</i></p> <p><i>See Attachment B for CIHS course eligibility information.</i></p> |

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| | <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 – Music to offer the CCP CTP leading to the Associate in Fine Arts – Music.</p> <p>Must have approval for the Associate in Fine Arts – Theater to offer the CCP CTP leading to the Associate in Fine Arts – Theater.</p> <p>Must have approval for the Associate in Fine Arts – Visual Arts to offer the CCP CTP leading to the Associate in Fine Arts – Visual Arts.</p> <p>Must have System Office approval prior to implementation.</p> <p><i>CCP Students may <u>not</u> be enrolled in the Associate in General Education or General Occupational Technology programs.</i></p> | <p>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</p> <p>Must have System Office approval prior to implementation</p> | | |

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|--|---|---|---|---|
| | 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. | 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 and ID SBCCC 400.11. |
| Maintaining Eligibility and Time in Program | <p>G.S. §115D-20 and ID SBCCC 400.11 grants access to Career and College Promise to eligible high school students in the junior and senior year. Students who are successfully progressing towards high school graduation have access to the College Transfer Pathway and/or Career and Technical Education (CTE) Pathway for up to two years - one year as a junior and one year as a senior.</p> <p>Eligible freshmen or sophomores who enter one of the four identified CCP Career and Technical Education (CTE) Pathways listed in G.S. §115D-20 and ID SBCCC 400.11 and who are successfully progressing towards high school graduation have access to the CCP program for up to four years - one year as a freshman, one year as a sophomore, one year as a junior and one year as a senior.</p> <p>Colleges may request a graduation plan verifying what high school courses remain and the anticipated graduation date.</p> <p>High school students participating in Career & College Promise may not delay high school graduation in order to continue participation in the CCP program.</p> | | | <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 and ID SBCCC 400.11.</p> <p>CIHS students who are successfully progressing towards high school graduation have access to the CIHS program for up to five years - one year as a freshman, one year as a sophomore, one year as a junior, one year as a senior and one year as a super senior.</p> |

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|---------------------------------------|---|--|--|--|
| | College Transfer Pathways | Career Technical Education Pathways | | Cooperative Innovative High School Programs |
| | | Curriculum | Workforce Continuing Education | |
| 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 degree. 2. The AA/AS/AE/ AGE-Nursing/AFA-Music/AFA-Theater/AFA-Visual Arts degree may be awarded prior to high school graduation. Colleges should follow the same graduation process for CCP students as is followed for traditional college students. | <ol style="list-style-type: none"> 1. A student may complete the CTE certificate or diploma and then continue towards completion of the AAS. 2. A student may be awarded a certificate, diploma, or AAS degree prior to high school graduation. Colleges should follow the same graduation process for CCP students as is followed for traditional college students. | A student may be awarded a completion certificate prior to high school graduation. Colleges should follow the same process to award CCP students a credential as is followed for traditional college students. | A student may be awarded a certificate, diploma or AA/AS/AFA/AE/AGE-Nursing, or AAS degree prior to high school graduation. Colleges should follow the same graduation process for CCP students as is followed for traditional college students. |

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 unweighted GPA of 2.8 on high school courses;
 - or*
 - c. Demonstrate college readiness on an approved assessment or placement test (See attachment A for college readiness scores).
3. 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.
4. Students who are successfully progressing towards high school graduation have access to the College Transfer Pathway for up to two years - one year as a junior and one year as a senior.
5. Colleges may request a graduation plan verifying what high school courses remain and the anticipated graduation date.
6. A student may only enroll in one College Transfer Pathway and may not substitute courses in one program for courses in another.
7. 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.
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 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, AFA-Music, AFA-Theater, or AFA-Visual Arts.

9. A student who completes a transfer pathway and continues on (with the required permissions outlined above) will keep their P code until the student a) graduates from high school/exits CCP or b) completes the full associate degree while still enrolled in high school.
10. 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 of North Carolina). The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in credits beyond the initial transfer program of study. Approval is contingent upon documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the University of North Carolina).
11. The AA/AS/AE/AGE-Nursing/ AFA-Music/AFA-Theater/AFA-Visual Arts degree may be awarded prior to high school graduation verification.
12. Colleges should follow the same graduation process for CCP students as is followed for traditional college students.
13. 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
14. CCP students may not enroll in developmental courses.
15. CCP students may enroll in supplemental courses.
16. CCP students may enroll in curriculum transition courses, but may not enroll in non-curriculum transition courses.
17. CCP students may not audit courses.
18. CCP Students may not be enrolled in the Associate in General Education or General Occupational Technology programs.
19. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise.

Reference: 1D SBCCC 400.11

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 in a Career and Technical Education pathway, a high school student must meet the following criteria:
 - a. Be a high school junior or senior;
 - i. Have an unweighted GPA of 2.8 on high school courses; or
 - ii. Demonstrate college readiness in English, reading and mathematics on an assessment (See Attachment A for college readiness scores.); or
 - iii. Have the recommendation of the high school principal or his/her designee and his/her rationale for recommendation in place of GPA requirement (assessment scores should be considered) and have the recommendation of the college's Chief Academic Officer or Chief Student Development Administrator; and
3. Recommendation will not be allowed for CTE pathways that include UGETC (Universal General Education Transfer Component) course(s) included in the pathways.
4. If a CTE pathway contains a UGETC (Universal General Education Component) course(s), the student must meet the same eligibility criteria as a transfer pathway student.
5. High school counselors should consider students' assessment scores in making pathway recommendations.
6. 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.
7. 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.
 - 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.
8. Students who are successfully progressing towards high school graduation have access to the Career and Technical Education (CTE) Pathway for up to two years - one year as a junior and one year as a senior.
9. Colleges may request a graduation plan verifying what high school courses remain and the anticipated graduation date.
10. A student may be awarded a certificate, diploma, or AAS degree prior to high school graduation
11. Colleges should follow the same graduation process for CCP students as is followed for traditional college students.
12. A student may only enroll in one pathway and may not substitute courses in one program for courses in another.
13. 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.

14. 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. Two Career Technical Education Pathways
or
 - c. One Career Technical Education Pathway and one Workforce Continuing Education Pathway
15. 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 CCP and their student code will remain CTE.
16. Colleges are responsible for adhering to external agency guidelines that may restrict CCP students from enrolling in specific programs.
17. CCP students may not enroll in developmental courses.
18. CCP students may enroll in supplemental courses.
19. CCP students may enroll in curriculum transition courses, but may not enroll in non-curriculum transition courses.
20. CCP students may not audit courses.
21. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise.

Reference: 1D SBCCC 400.11

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;
 - i. Have the recommendation of the high school principal or his/her designee (assessment scores should be considered) and rationale for recommendation; and
 - ii. Have the recommendation of the college's Chief Academic Officer or Chief Student Development Administrator; and
 - iii. Passed Math I with a grade of C or better; and
 - iv. Scored a 3, 4, or 5 on the End of Course assessment (EOC) for Math I; and
 - v. Scored a 3, 4, or 5 on the 8th grade End of Grade ELA assessment.
 - b. Be a high school freshman or sophomore;
 - i. Have the recommendation of the high school principal or his/her designee (assessment scores should be considered) and rationale for recommendation; and
 - ii. Have the recommendation of the college's Chief Academic Officer or Chief Student Development Administrator; and
 - iii. Demonstrate college readiness in English, reading and mathematics on an assessment (See Attachment A for college readiness scores.).
4. Freshmen and Sophomores may not enroll in any CTE pathways that contain UGETC (Universal General Education Transfer Component) courses.
5. 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.
 - 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.
6. Eligible freshmen or sophomores who enter one of the four identified CCP Career and Technical Education (CTE) Pathways listed in G.S. §115D-20 and ID SBCCC 400.11 and who are successfully progressing towards high school graduation have access to the CCP

program for up to four years - one year as a freshman, one year as a sophomore, one year as a junior and one year as a senior.

6. Colleges may request a graduation plan verifying what high school courses remain and the anticipated graduation date.
7. A student may be awarded a certificate, diploma, or AAS degree prior to high school graduation.
8. Colleges should follow the same graduation process for CCP students as is followed for traditional college students.
9. A student may only enroll in one program of study and may not substitute courses in one program for courses in another.
10. 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.
11. 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.
12. 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.
13. Colleges are responsible for adhering to external agency guidelines that may restrict CCP students from enrolling in specific programs.
14. CCP students may not enroll in developmental courses.
15. CCP students may enroll in supplemental courses.
16. CCP students may enroll in curriculum transition courses, but may not enroll in non-curriculum transition courses.
17. CCP students may not audit courses.
18. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise.

Reference: 1D SBCCC 400.11

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;
 - i. Have an unweighted GPA of 2.8 on high school courses;
 - or
 - ii. Demonstrate college readiness in English, reading and mathematics on an assessment (See Attachment A for college readiness scores.); or
 - b. Be a high school junior or senior;
 - i. Have the recommendation of the high school principal or his/her designee and have the high school principal or his/her designee’s rationale for recommendation in place of GPA requirement; and
 - ii. Have the recommendation of the college’s Chief Academic Officer or Chief Student Development Administrator
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. Colleges should follow the same process to award CCP students a credential as is followed for traditional college students.
8. CCP students may enroll in supplemental courses.
9. CCP students may not enroll in developmental courses.
10. CCP students may enroll in curriculum transition courses, but may not enroll in non-curriculum transition courses.
11. CCP students may not audit courses.
12. 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
or
 - b. One College Transfer Pathway and one Workforce Continuing Education Pathway
or
 - c. One Career Technical Education Pathway and one Workforce Continuing Education Pathway
13. Colleges are responsible for adhering to external agency guidelines that may restrict CCP students from enrolling in specific WCE pathways.
 14. Students who are successfully progressing towards high school graduation have access to the Career and Technical Education (CTE) Pathway for up to two years - one year as a junior and one year as a senior.
 15. Colleges may request a graduation plan verifying what high school courses remain and the anticipated graduation date.

Reference: 1D SBCCC 300.4

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 and ID SBCCC 400.11.
3. The AA/AS/AE/AFA/AAS degree, diplomas and certificates may be awarded prior to high school graduation verification. The graduation date assigned should be within the same term for which the student completed the certificate, diploma or degree.
4. CIHS Students may not be enrolled in the Associate in General Education or General Occupational Technology programs.
5. Cooperative Innovative High School students may not enroll in developmental courses.
6. Cooperative Innovative High School students may enroll in supplemental courses.
7. Cooperative Innovative High School students may enroll in curriculum transition courses, but may not enroll in non-curriculum transition courses.
8. Cooperative Innovative High School Students may not audit courses.
9. 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 of North Carolina). The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in credits beyond the initial transfer program of study. Approval is

contingent upon documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the University of North Carolina).

10. CIHS students who are successfully progressing towards high school graduation have access to the CIHS program for up to five years - one year as a freshman, one year as a sophomore, one year as a junior, one year as a senior and one year as a super senior.
11. 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
 - d. Suitable, available space with equipment specific to the curriculum.

Reference: 1D SBCCC 400.11

Student Application Procedures

1. Students must complete a college application to be admitted into a Career and College Promise pathway.
2. The high school (public school, private school, home school or charter school) will document eligibility criteria (high school GPA and freshman/sophomore/junior/senior status) on the student's high school transcript. High school transcripts used for initial eligibility verification must include the following:
 - a. student grade level (9th, 10th, 11th or 12th grade) and
 - b. the unweighted high school GPA
3. The total number of credits on the high school transcript does not replace the requirement of the student's grade level to be listed on the high school transcript.
4. A copy of assessment scores (from one of the approved assessment listed in Attachment A should be provided by the student if assessment scores are being used to meet eligibility requirements to enter the program.
5. Additional high school transcripts must be provided to the college verify the student is still enrolled in high school and making progress towards high school graduation for each term they are enrolled in CCP.

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.ncccommunitycolleges.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 – Music (A10700) in order to file a POS to offer P1072C.
- The college must already have approval to offer the Associate in Fine Arts – Theater (A10800) in order to file a POS to offer P1082C.
- 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.

| | |
|-----|--------------------------------|
| CEP | 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 – Music P1072C.

Career and College Promise College Transfer Pathway leading to an Associate in Fine Arts – Theater P1082C.

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*)

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

Attachment A

***CCP Program Eligibility Benchmarks on Approved Diagnostic Assessment Tests**

| Test | PSAT 10 and PSAT/NMSQT (2015 and Future) | SAT (March 2016 and Future) | Pre-ACT and ACT | NC DAP (NCCCS Cut Score) | RISE Placement Test |
|-------------|--|---|-----------------------|--|---|
| English | 26 or a composite score of 460 for Evidenced-Based Reading and Writing | 480 composite score for Evidenced- Based Reading and Writing | 18 | Composite score of 151 or higher | 75 or higher on Tier 1 <u>and</u> Tier 2 (See RISE placement Guide) |
| Reading | 26 or a composite score of 460 for Evidenced-Based Reading and Writing | | 22 | | |
| Mathematics | 24.5 or 510 | 530 | 22 | 7 on each assessment for DMA 010 thru 060 | 75 or higher on Tier 1 <u>and</u> Tier 2 <u>and</u> Tier 3 (See RISE placement Guide) |

| Advanced Placement (AP) | | International Baccalaureate (IB) | | Cambridge International Examinations | |
|--|-------------|---|----------------|---|----------------|
| English, Language and Composition | 3 or higher | IB English A (Standard or Higher Level) | 4 or higher | AS Level English Language | C or higher |
| English, Literature, and Composition | 3 or higher | IB Mathematics (Higher Level) | 4 or higher | A Level English Language | C or higher |
| Calculus AB | 3 or higher | IB Advanced Mathematics (Higher Level) | 4 or higher | AS Level Language and Literature in English | C or higher |
| Calculus BC | 3 or higher | IB Mathematical Studies (Standard Level) | 4 or higher | AS Level Math | C or higher |
| *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 22 on ACT math with a 480 on SAT composite score for evidenced based reading and writing to demonstrate college readiness. | | | | A Level Math | C or higher |
| | | | | A Level Mathematics - Further | C or higher |

Cooperative Innovative High School (CIHS) Course Eligibility Policy

In order to enroll in a gateway English (ENG 111) and/or gateway math (MAT 110 or higher) course, 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 22 on ACT math with a 480 on SAT composite score for evidenced based reading and writing to demonstrate college readiness.

CIHS Students can enroll in a gateway English or math course by:

1. Grades 9-13 - Demonstrate college readiness in English, reading and mathematics on an approved assessment. (See Table 1 & Table 2 for course placement scores below.) **Or**
2. Grades 9-13 - For direct placement into the first math course in the major (i.e. gateway math course) - Completion of Math III with a B or better; For direct placement into ENG 111 - have a college GPA of 2.8 or higher which includes 6 or more hours of UGETC courses **Or**
3. Be a junior or senior/super-senior **and** have an unweighted high school GPA of 2.8 or higher to directly place into a gateway English or math course without a co-requisite; Be a junior or senior/super-senior **and** have an unweighted high school GPA of 2.799-2.2 to place into a gateway English or math course with a co-requisite; Junior or senior/super-seniors with a GPA less than 2.2 may enroll in the curriculum transition courses.

Table 1. Direct Placement Course Eligibility Scores – CIHS Grades 9-13

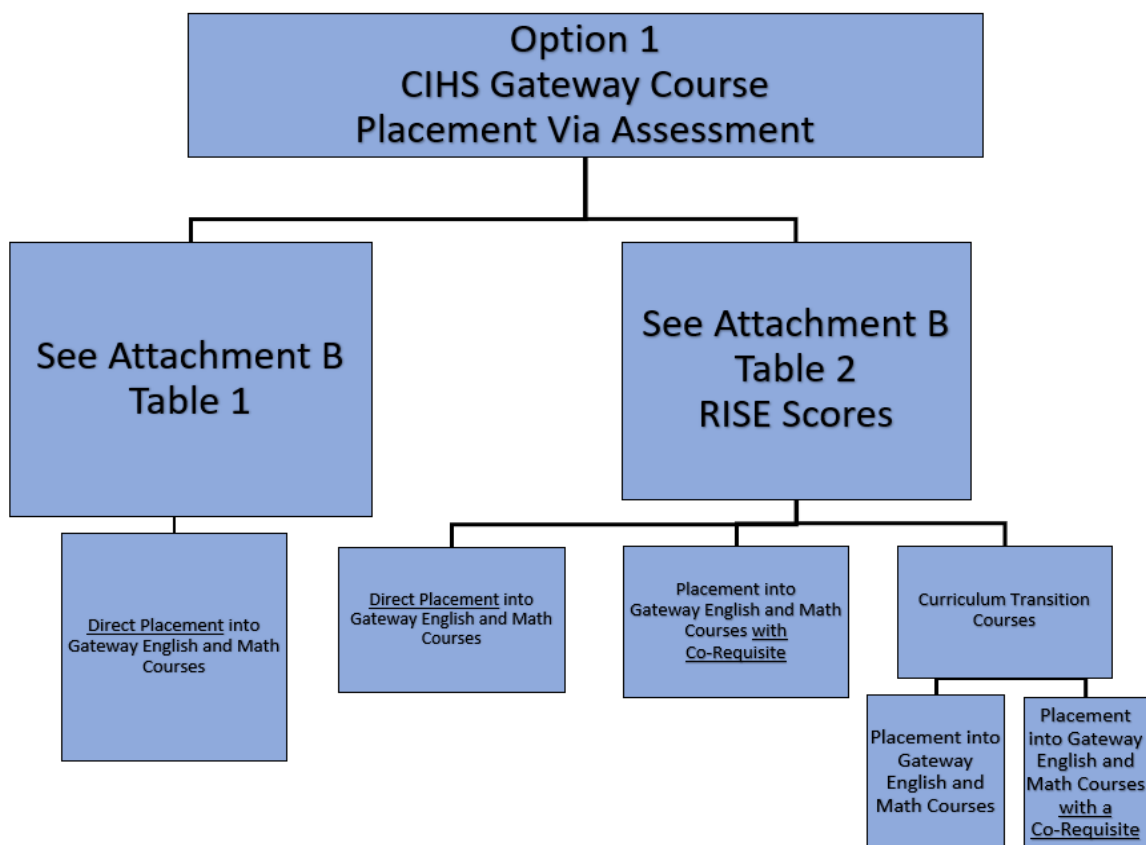
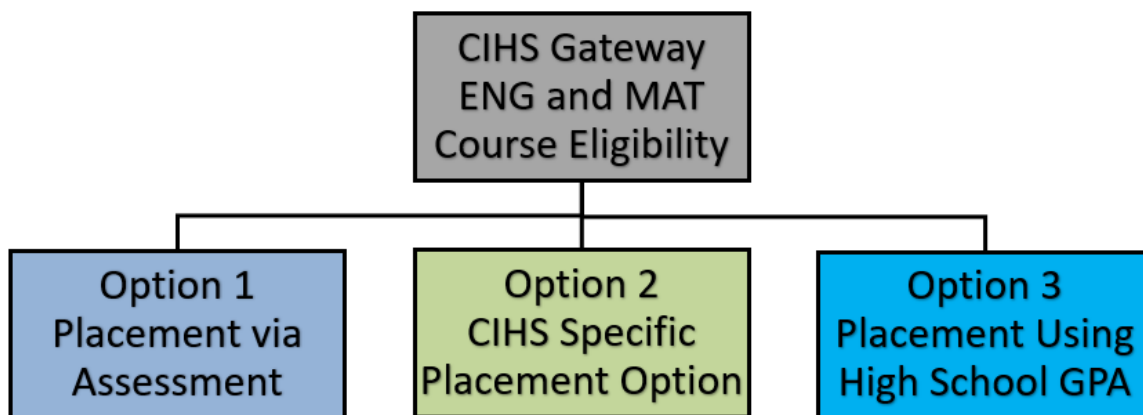
| Test | PSAT 10 and PSAT/NMSQT 2015 and Future** | SAT (March 2016 and Future) | Pre-ACT and ACT | NC DAP(NCCCS Cut Score) | RISE Placement Test |
|-------------|--|--|-----------------------|--|---------------------------|
| English | 26 or a composite score of 460 for Evidenced-Based Reading and Writing | 480 composite score for Evidenced- Based Reading and Writing | 18 | Composite score of 151 or higher | See Table 2 Below** |
| Reading | 26 or a composite score of 460 for Evidenced-Based Reading and Writing | | 22 | | |
| Mathematics | 24.5 or 510 | 530 | 22 | 7 on each assessment for DMA 010 thru 060 | See Table 2 Below** |

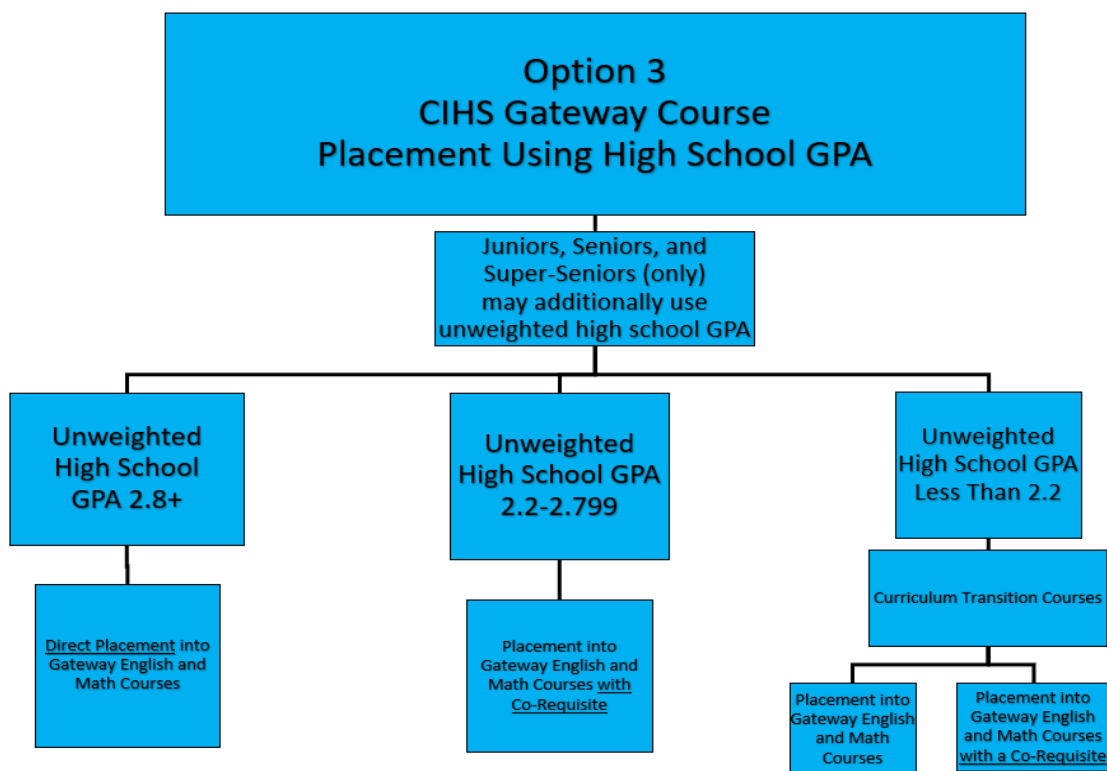
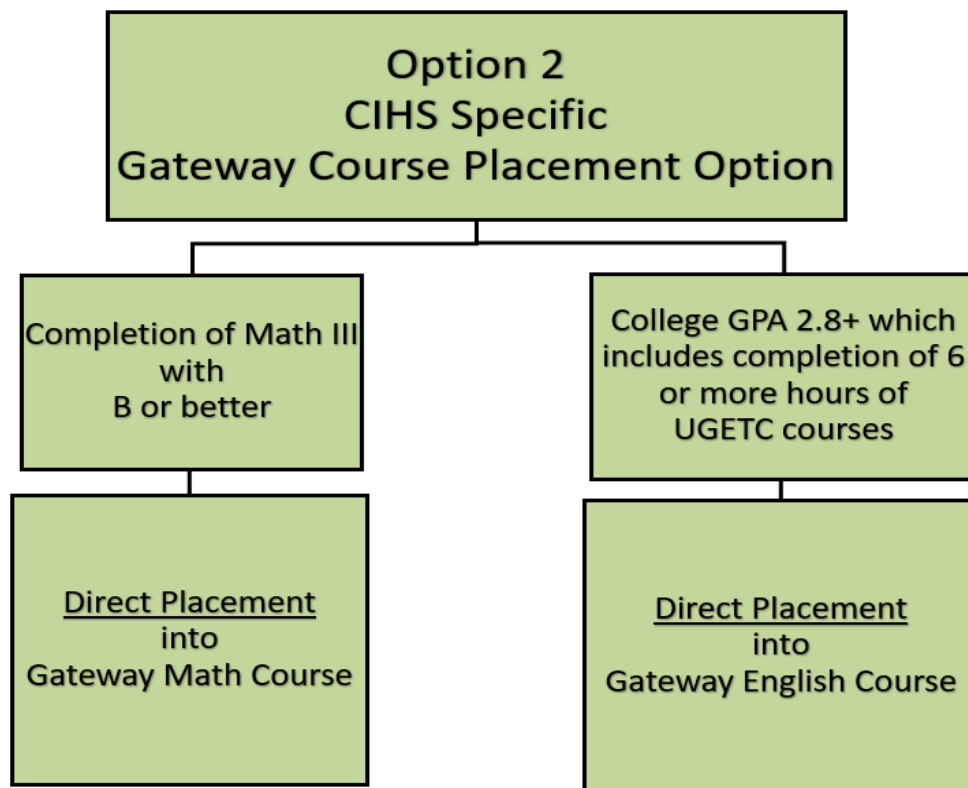
| Advanced Placement (AP) | | International Baccalaureate (IB) | | Cambridge International Examinations | |
|---|-------------|--|-------------|---|-------------|
| English, Language and Composition | 3 or higher | IB English A (Standard or Higher Level) | 4 or higher | AS Level English Language | c or higher |
| English, Literature, and Composition | 3 or higher | IB Mathematics (Higher Level) | 4 or higher | A Level English Language | C or higher |
| Calculus AB | 3 or higher | IB Advanced Mathematics (Higher Level) | 4 or higher | AS Level Language and Literature in English | c or higher |
| Calculus BC | 3 or higher | IB Mathematical Studies (Standard Level) | 4 or higher | AS Level Math | c or higher |
| <p>*To be eligible for enrollment in a gateway English or math course, 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 22 on ACT math with a 480 on SAT composite score for evidenced based reading and writing to demonstrate college readiness.</p> | | | | A Level Math | C or higher |
| | | | | A Level Mathematics - Further | C or higher |

Table 2. RISE English and Math Assessment/Course Eligibility Scores – CIHS Grades 9-13

| **RISE English Assessment/Course Eligibility** | | | |
|--|---|----|---|
| Student is eligible to register for: | | | |
| Tier 1 (unit 6) placement test* | ENG-111 with a co-requisite | | |
| Tier 2 (unit 10) placement test** | ENG-111 without a co-requisite | | |
| *If a student does not score 75+ on the RISE English Tier 1 placement test he/she may enroll in the curriculum RISE Transition English course (available through curriculum only). | | | |
| **A student must score 75+ on Tier 1 before taking the Tier 2 placement test. | | | |
| **RISE Math Assessment/Course Eligibility** | | | |
| A score of 75+ on: | Student is eligible to register for: | | |
| Tier 1 (unit 8)* | MAT-110 without a co-requisite | OR | MAT-143 with a co-requisite OR MAT-152 with a co-requisite <i>Note: Enrollment in MAT-143 and MAT-152 also contains a pre-requisite of ENG-002, grade P1 or higher (this replaces DRE-098).</i> |
| Tier 2 (unit 12)** | MAT-143 without a corequisite OR MAT-152 without a co-requisite | OR | MAT-121 with a co-requisite OR MAT-171 with a co-requisite |
| Tier 3 (unit 17)*** | MAT-121 without a co-requisite OR MAT-171 without a co-requisite | | |
| *If a student does not score 75+ on Tier 1 he/she may enroll in the curriculum RISE Transition Math course (available through curriculum only). | | | |
| **A student must score 75+ on Tier 1 before taking the Tier 2 placement test. | | | |
| ***A student must score 75+ on Tier 2 before taking the Tier 3 placement test. | | | |

Cooperative Innovative High School Course Eligibility Infographs





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.

CCP Workforce Continuing Education Pathway

APPLICATION FORM

| | |
|--------------------------|--|
| Community College | |
| High School | |

| | |
|-------------------------------------|--|
| Career Pathway Title | |
| Career Cluster | |
| | |
| College Point of Contact | |
| Name | |
| Title | |
| Phone | |
| Email | |
| | |
| High School Point of Contact | |
| Name | |
| Title | |
| Phone | |
| Email | |

PLAN APPROVAL

The following signatures indicate that the community college and local high school administrators have reviewed and approved the plan for pathway implementation as described in this application.

| | | |
|---|--|------|
| | | |
| College President (Printed) | | |
| | | |
| College President Signature | | Date |
| | | |
| | | |
| Senior CE Administrator (Printed) | | |
| | | |
| Senior CE Administrator Signature | | Date |
| | | |
| | | |
| CTE Director or District Chief Academic Officer (Printed) | | |
| | | |
| CTE Director or District Chief Academic Officer Signature | | Date |
| | | |
| | | |
| High School Administrator (Printed) | | |
| | | |

| | | |
|-------------------------------------|--|------|
| High School Administrator Signature | | Date |
| | | |
| | | |
| Regional CTE Coordinator (Printed) | | |
| | | |
| Regional CTE Coordinator Signature | | Date |

| | | | | |
|--|--|-----|--|----|
| Pathway Aligns with NC DPI CTE Course Blueprint | | Yes | | No |
|--|--|-----|--|----|

| 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/course blueprint is aligned with this WCE Pathway?

| |
|--|
| |
|--|

Does the WCE Pathway meet at least 80% of the NC DPI CTE course blueprint?

| | | | |
|--|-----|--|----|
| | Yes | | No |
|--|-----|--|----|

Attach syllabi for all courses associated with the WCE Pathway as well as the corresponding learning outcomes for the NC DPI CTE course blueprint 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.

Colleges should consider any credentialing agencies requirements for course participation and/or exam as pre-requisites for WCE pathways. Examples below:

- *DHSR requires that Nurse Aide I students be 16 ½ at the beginning of the term in which their course starts*
- *PTCB requires that pharmacy technician students must be within 60 days of HS graduation to sit for exam*

**As of January 2020, students may sit for exam within the 60 days, but certification will not be granted without proof of HS diploma or equivalent*

- *NHA requires that phlebotomy students be within one year of graduation to sit for exam*

| |
|--|
| |
|--|

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.

| |
|--|
| |
|--|

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM OFFICE USE

The NCCCS – Division of Workforce Continuing Education has reviewed the application for WCE Pathway as outlined in this application.

| | | | |
|--|-------------------------------------|------|--|
| | Approved | Date | |
| | Returned for Additional Information | Date | |
| | Denied | Date | |

| | |
|---|------|
| | |
| Associate Vice President – Workforce Continuing Education | Date |

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 120 | Introduction to Interpersonal Communication | (3 SHC) or |
| COM 231 | Public Speaking | (3 SHC) |

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) |
| DRA 111 | Theatre Appreciation | (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) | | |
| <i>Select one course from the following:</i> | | |
| MAT 143 | Quantitative Literacy | (3 SHC) |
| MAT 152 | Statistical Methods I | (4 SHC) |
| MAT 171 | Precalculus Algebra | (4 SHC) |
| Natural Sciences (4 SHC) | | |
| <i>Select 4 SHC from the following course(s):</i> | | |
| 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 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) <i>and</i> PHY 110A Conceptual Physics Lab (1 SHC) | | |
| Total General Education Hours Required: 32 | | |
| Academic Transition (1 SHC) | | |
| <i>The following course is required:</i> | | |
| ACA 122 | College Transfer Success | (1 SHC) |
| *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.

Please see CC16-025 at <https://www.nccommunitycolleges.edu/numbered-memos/cc16-025> for direct placement criteria for MAT 271 Calculus I.

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 120 | Introduction to Interpersonal Communication | (3 SHC) or |
| COM 231 | Public Speaking | (3 SHC) |

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) |
| DRA 111 | Theatre Appreciation | (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) | | |
| <i>Select two courses from the following:</i> | | |
| 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) | | |
| <i>Select 8 SHC from the following course(s):</i> | | |
| 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) | | |
| <i>The following course is required:</i> | | |
| ACA 122 | College Transfer Success | (1 SHC) |
| *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 CC16-025 at <https://www.nccommunitycolleges.edu/numbered-memos/cc16-025> 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) |
|---------|------------------------------|---------|

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) |
|---------|--------------------------|---------|

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 Disciplines | (3 SHC) | or |
|-----|-----|--|---------|-----------|

| | | | |
|-----|-----|---------------------------|---------|
| 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) |
|-----|-----|--------------------------|---------|

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.

Associate in Fine Arts in Music (A10700)
Curriculum Standard

The Associate in Fine Arts in Music degree shall be granted for a planned program of study consisting of a minimum of 60-61 semester hours of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT (22-23 hours)

(All Universal General Education Transfer Component courses will transfer for equivalency credit.)

English Composition (6 SHC)

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

Communications and Humanities/Fine Arts (3 SHC)

Select one course from the following disciplines:

| | | | |
|-----|-----|--------------------------------------|---------|
| ART | 111 | Art Appreciation | (3 SHC) |
| ART | 114 | Art History Survey I | (3 SHC) |
| ART | 115 | Art History Survey II | (3 SHC) |
| COM | 120 | Intro to Interpersonal Communication | (3 SHC) |
| COM | 231 | Public Speaking | (3 SHC) |
| DRA | 111 | Theatre Appreciation | (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) |
| MAT | 171 | Pre-calculus Algebra | (4 SHC) |

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

| | | | | |
|-----|------|---------------------------|---------|-----|
| 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 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) | |
| PHY | 110 | Conceptual Physics | (3 SHC) | and |
| PHY | 110A | Conceptual Physics Lab | (1 SHC) | |

ADDITIONAL GENERAL EDUCATION HOURS (3 SHC) Select one course from the following discipline areas: *All courses listed below are classified as UGETC with the exception of foreign language.*

| | | | |
|-----|-----|------------------------|---------|
| 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) |

Any foreign language course classified as general education/humanities on the Comprehensive Articulation transfer course list.

OTHER REQUIRED HOURS (34-36 SHC)**Academic Transition** *The following course is required (1 SHC):*

| | | | |
|-----|-----|--------------------------|---------|
| ACA | 122 | College Transfer Success | (1 SHC) |
|-----|-----|--------------------------|---------|

Music Theory *The following courses are required (8 SHC):*

| | | | |
|-----|-----|-----------------|---------|
| MUS | 121 | Music Theory I | (3 SHC) |
| MUS | 122 | Music Theory II | (3 SHC) |
| MUS | 125 | Aural Skills I | (1 SHC) |
| MUS | 126 | Aural Skills II | (1 SHC) |

Applied Music *The following courses are required (4 SHC):*

| | | | |
|-----|-----|-----------------|---------|
| MUS | 161 | Applied Music I | (2 SHC) |
|-----|-----|-----------------|---------|

| | | |
|---|------------------|---------|
| MUS 162 | Applied Music II | (2 SHC) |
| Class Music <i>The following courses are required (2 SHC):</i> | | |
| MUS 151 | Class Music I | (1 SHC) |
| MUS 152 | Class Music II | (1 SHC) |

Ensemble (2-4 SHC) *Select 2-4 SHC from the following courses:*

| | | | | | |
|---------|----------------------|---------|---------|---------------------|---------|
| MUS 131 | Chorus | (1 SHC) | MUS 132 | Chorus II | (1 SHC) |
| MUS 231 | Chorus III | (1 SHC) | MUS 232 | Chorus IV | (1 SHC) |
| MUS 133 | Band I | (1 SHC) | MUS 134 | Band II | (1 SHC) |
| MUS 233 | Band III | (1 SHC) | MUS 234 | Band IV | (1 SHC) |
| MUS 135 | Jazz Ensemble I | (1 SHC) | MUS 136 | Jazz Ensemble II | (1 SHC) |
| MUS 235 | Jazz Ensemble III | (1 SHC) | MUS 236 | Jazz Ensemble IV | (1 SHC) |
| MUS 137 | Orchestra I | (1 SHC) | MUS 138 | Orchestra II | (1 SHC) |
| MUS 237 | Orchestra III | (1 SHC) | MUS 238 | Orchestra IV | (1 SHC) |
| MUS 173 | Opera Production I | (1 SHC) | MUS 174 | Opera Production II | (1 SHC) |
| MUS 273 | Opera Production III | (1 SHC) | MUS 274 | Opera Production IV | (1 SHC) |
| MUS 141 | Ensemble I | (1 SHC) | MUS 142 | Ensemble II | (1 SHC) |
| MUS 241 | Ensemble III | (1 SHC) | MUS 242 | Ensemble IV | (1 SHC) |
| MUS 181 | Show Choir | (4 SHC) | MUS 253 | Big Band | (1 SHC) |

An additional 15-19 SHC *(Depending on selection of math and ensemble courses) of courses should be selected from the courses classified as pre-major, elective, general education, or UGETC within the Comprehensive Articulation Agreement to total 60-61 semester hour credits. Students should select these courses based on their intended major and transfer institution.*

Total Semester Hours Credit (SHC) in Program: 60-61*

**One semester hour of credit may be included in a 61 SHC Associate in Fine Arts in Music program of study. The transfer of this hour is not guaranteed.*

Approved by the State Board of Community Colleges on February 19, 2016; SBCC Revised 07/15/16; SBCC Revised 05/19/17; SBCC Revised 04/20/18; NCCCSO President Revised 05/16/19.

Associate in Fine Arts in Theatre (A10800)
Curriculum Standard

The Associate in Fine Arts in Theatre degree shall be granted for a planned program of study consisting of a minimum of 60-61 semester hours of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT

All Universal General Education Transfer Component courses will transfer for equivalency credit.

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 (9 SHC)

Select three courses from at least two different disciplines.

| | | |
|---------|--------------------------------------|---------|
| ART 111 | Art Appreciation | (3 SHC) |
| ART 114 | Art History Survey I | (3 SHC) |
| ART 115 | Art History Survey II | (3 SHC) |
| COM 120 | Intro to Interpersonal Communication | (3 SHC) |
| COM 231 | Public Speaking | (3 SHC) |
| DRA 111 | Theatre Appreciation | (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 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 | Pre-calculus Algebra | (4 SHC) |
| MAT 271 | Calculus I | (4 SHC) |

Natural Sciences (4 SHC)

Select 4 SHC from the following:

| | | | |
|----------|---------------------------|---------|-----|
| AST 111 | Descriptive Astronomy | (3 SHC) | and |
| AST 111A | Descriptive Astronomy Lab | (1 SHC) | |
| AST 151 | General Astronomy | (3 SHC) | and |
| AST 151A | General Astronomy 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) | |
| PHY 110 | Conceptual Physics | (3 SHC) | and |
| PHY 110A | Conceptual Physics Lab | (1 SHC) | |

OTHER REQUIRED HOURS (16 SHC) THEATRE**(15 SHC)**

| | | |
|---------|--------------------|---------|
| DRA 211 | Theatre History I | (3 SHC) |
| DRA 212 | Theatre History II | (3 SHC) |

Choose one track.

Acting Track

| | | |
|---------|-------------------------|---------|
| DRA 130 | Acting I | (3 SHC) |
| DRA 135 | Acting for the Camera I | (3 SHC) |
| DRA 170 | Play Production I | (3 SHC) |

Technical Track

| | | |
|---------|-------------------|---------|
| DRA 140 | Stagecraft I | (3 SHC) |
| DRA 141 | Stagecraft II | (3 SHC) |
| DRA 170 | Play Production I | (3 SHC) |

Academic Transition (1 SHC)

The following course is required:

| | | |
|---------|--------------------------|---------|
| ACA 122 | College Transfer Success | (1 SHC) |
|---------|--------------------------|---------|

An additional 12-14 SHC of courses should be selected from the courses classified as pre-major, elective, general education, or UGETC within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Total Semester Hours Credit (SHC) in Program: 60-61*

*One semester hour of credit may be included in a 61 SHC Associate in Fine Arts in Theatre program of study.

The transfer of this hour is not guaranteed. 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. Approved by the State Board of Community Colleges on February 19, 2016; Editorial Revision 06/29/16; NCCCSO President Revised 05/16/19

**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 | 120 | Intro to Interpersonal Communication | (3 SHC) |
| COM | 231 | Public Speaking | (3 SHC) |
| DRA | 111 | Theatre Appreciation | (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) |

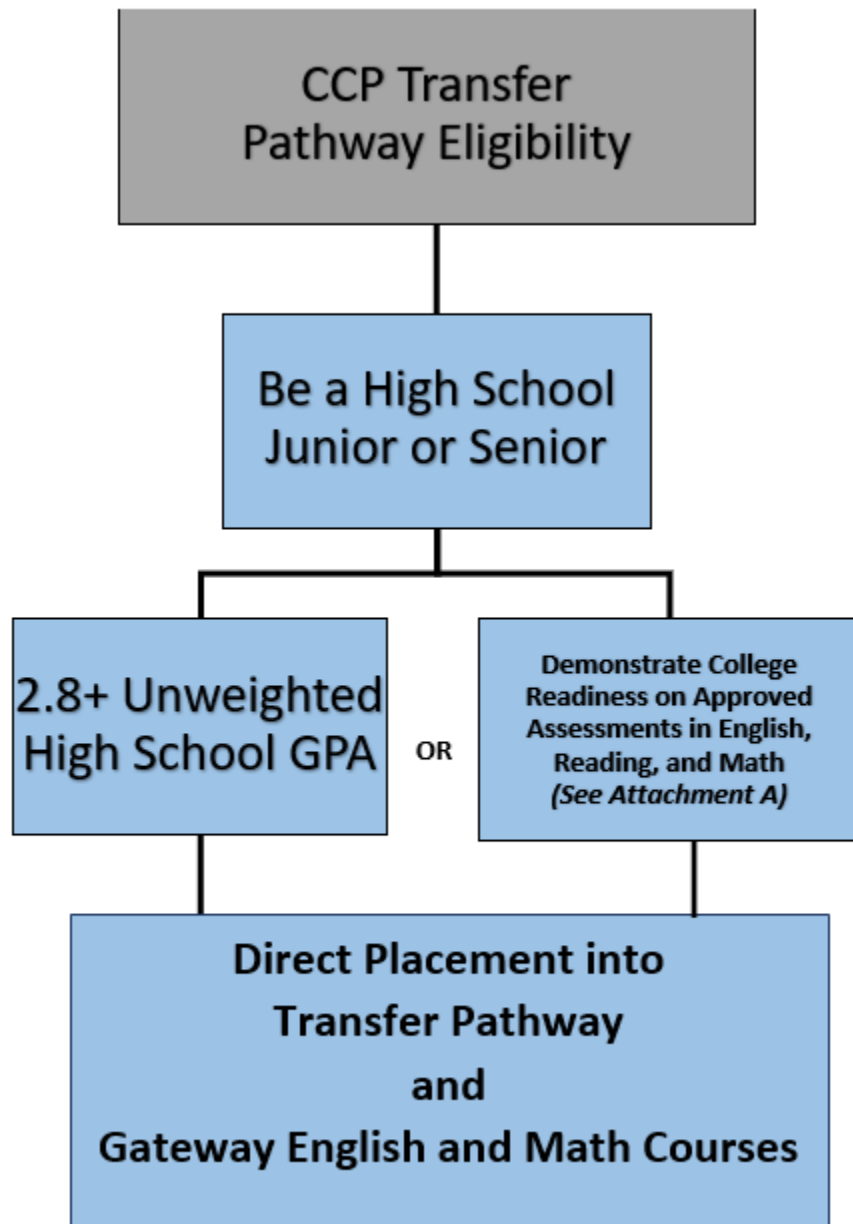
Math (3-4 SHC) *Select one course from the following:*

| | | | |
|-----|-----|-----------------------|---------|
| MAT | 143 | Quantitative Literacy | (3 SHC) |
| MAT | 152 | Statistical Methods I | (4 SHC) |

| | | | | | |
|---|-----|------|---------------------------|---------|------------|
| | MAT | 171 | Precalculus Algebra | (4 SHC) | |
| | MAT | 271 | Calculus I | (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) <i>Select 4 SHC from the following:</i> | | | | | |
| | 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) <i>The following two courses are required:</i> | | | | | |
| | ART | 121 | Two-Dimensional Design | (3 SHC) | |
| | ART | 131 | Drawing I | (3 SHC) | |
| Academic Transition (1 SHC) <i>The following course is required</i> | | | | | |
| | ACA | 122 | College Transfer Success | (1 SHC) | |
| *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.



Attachment F
Career and Technical Education (CTE) Pathway
Eligibility Infograph

