CURRICULUM PROCEDURES REFERENCE MANUAL

Section 14

Career and College Promise

SPRING 2023

Operating Procedures approved by State Board of Community Colleges on 10/12/11; Revised on 12/02/22

Career and College Promise
Reference Manual Outline

I. Overview

II. Operating Procedures

III. Program of Study Filing Procedures

IV. Student Coding

V. Curriculum Program Coding

VI. References

Attachment A - College Readiness Benchmarks

Attachment B - Cooperative Innovative High School (CIHS) Course Eligibility Policy and Infographic

Attachment C - College Transfer Pathway Curriculum Standards

Attachment D - College Transfer Pathway Eligibility Infographic

Attachment E - Career and Technical Education Pathway Eligibility Infographic

Attachment F - Workforce Continuing Education: Pathway Approval Process

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 and/or in a career. The program is tuition-free to all North Carolina students who meet the eligibility requirements. Through a partnership of the North Carolina 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 tuition-free for them and their families.

The three pathways are:

1. **College Transfer Pathways (CTP)** require the completion of at least 30 semester hours of transfer courses, including English and mathematics, except for the Associate Degree Nursing (ADN) pathway.

2. **Career and Technical Education Pathways (CTE):**
   a. a curriculum Career and Technical Education Pathway **(CTE)** leading to a certificate or diploma aligned with a high school career cluster.

   b. a Workforce Continuing Education Pathway **(WCE)** leading to a State or industry-recognized credential aligned with a high school career cluster.

3. **Cooperative Innovative High School Programs (CIHS)** 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 Procedures Overview Chart				
	College Transfer Pathways	**Career and Technical Education Pathways**		**Cooperative Innovative High School Programs**
		Curriculum	**Workforce Continuing Education**	
Definition	Tuition-free course credits toward the Associate in Arts, Associate in Fine Arts, Associate in Arts in Teacher Preparation, Associate in Science, Associate in Science in Teacher Preparation, Associate in Engineering, Associate in General Education- 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.	Registration-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	**Be a high school Junior or Senior <u>and</u>:** 1. Have an unweighted, cumulative GPA of 2.8 on high school courses, **<u>or</u>** 2. Demonstrate college readiness in English, reading **<u>and</u>** mathematics on an approved assessment *(See Attachment A for college readiness scores. See 1D SBCCC 400.11 for additional information.)* **Be a high school Freshmen or Sophomore <u>and</u>*:*** 1. Be identified as gifted by local AIG plan in	**Be a high school Junior or Senior <u>and</u>:** 1. Have an unweighted, cumulative GPA of 2.8 on high school courses, **<u>or</u>** 2. Demonstrate college readiness in English, reading and mathematics on an assessment (*See Attachment A for college readiness scores),* **<u>or</u>** 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	**Be a high school Junior or Senior <u>and</u>:** 1. Have an unweighted, cumulative GPA of 2.8 on high school courses, **<u>or</u>** 2. Demonstrate college readiness in English, reading and mathematics on an assessment *(See Attachment A for college readiness scores),* **<u>or</u>** 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	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 1D SBCCC 400.11. Special emphasis and preference given to first-generation college students. *(CIHS program eligibility is separate from course eligibility. See Attachment B*

Career and College Promise – Pathways Procedures Overview Chart				
	College Transfer Pathways	**Career and Technical Education Pathways**		**Cooperative Innovative High School Programs**
		Curriculum	**Workforce Continuing Education**	
	English/reading **and** math, **and** 2. Demonstrate college readiness in English, reading **and** mathematics on an approved assessment *(See Attachment A for college readiness scores),* **and** 3. Receive recommendation verifying the student has maturity to enroll from high school principal or equivalent administrator, **and** recommendation of AIG Coordinator (*if one is employed by the district*), **and** 4. Receive approval of college president or the college's chief student development administrator or the college's chief academic officer, **and** 5. Receive written consent of the student's parent/guardian, **and** 6. Receive academic advising prior to enrollment in the program.	college's Chief Academic Officer or Chief Student Development Administrator, **and** 4. If the pathway requires any course on the UGETC (Universal General Education Transfer Component) list, the same criteria for the transfer pathway will be required. 5. Recommendation will not be allowed for CTE pathways that include UGETC (*Universal General Education Transfer Component*) course(s) included in the pathways. *(See 1D SBCCC 400.11. and 1D SBCCC 300.4 for additional information)* **Be a high school Freshman or Sophomore and:** **Option 1:** 1. Have the recommendation of the high school principal or his/her designee (*assessment scores should be considered*),	recommendation of the college's Chief Academic Officer or Chief Student Development Administrator	*for English and math course eligibility for CIHS students.)*

Career and College Promise – Pathways Procedures Overview Chart				
	College Transfer Pathways	Career and Technical Education Pathways		Cooperative Innovative High School Programs
		Curriculum	Workforce Continuing Education	
	(See 1D SBCCC 400.11 for additional information.) **OR** 1. Be identified as academically or intellectually gifted in English, reading and math on an aptitude **and** achievement test as evidenced by a score in the range between the 92nd percentile and the 99th percentile on an aptitude and an achievement test included in the Mental Measurements Yearbook published by the Buros Institute of Mental Measurements, **and** 2. Demonstrate college readiness in English, reading **and** mathematics on an approved assessment (*See Attachment A for college readiness scores*), **and** 3. Receive recommendation verifying the student has maturity to enroll from high	**and** have *the* recommendation of the college's Chief Academic Officer or Chief Student Development Administrator, **and** 2. Pass Math I with a grade of C or better, **and** 3. Score a 3, 4, or 5 on the End of Course assessment (EOC) for Math I, **and** 4. Score a 3, 4, or 5 on the 8th grade End of Grade ELA assessment, **and** 5. Enroll in Engineering, Industrial, Agriculture and Natural Resources, Transportation Systems, Construction and Business Technologies programs. *(See 1D SBCCC 400.11 for additional information.)* **Freshmen and Sophomores may not enroll in any CTE pathways that contain UGETC (*Universal General Education Transfer Component*) courses.** **OR**		

Career and College Promise – Pathways Procedures Overview Chart				
	College Transfer Pathways	Career and Technical Education Pathways		Cooperative Innovative High School Programs
		Curriculum	Workforce Continuing Education	
	school principal or equivalent administrator, **and** recommendation of AIG Coordinator (*if one is employed by the district*), **and** 4. Receive approval of college president or the college's chief student development administrator or the college's chief academic officer, **and** 5. Receive written consent of the student's parent/guardian, **and** 6. Receive academic advising prior to enrollment in the program. *(See 1D SBCCC 400.11 for additional information.)*	**Option 2:** 1. Have the recommendation of the high school principal or his/her designee (*assessment scores should be considered*), **and** recommendation of the college's Chief Academic Officer or Chief Student Development Administrator, **and** 2. Demonstrate college readiness in English, reading and mathematics on an assessment *(See Attachment A for college readiness scores),* **and** *3.* Enroll in Industrial and Engineering Technologies, Agriculture and Natural Resources, Transportation Systems, Construction and Business Technologies programs. *(See 1D SBCCC 400.11 for additional information)* **Freshmen and Sophomores may not enroll in any CTE pathways that contain UGETC *(Universal***		

Career and College Promise – Pathways Procedures Overview Chart				
	College Transfer Pathways	**Career and Technical Education Pathways**		**Cooperative Innovative High School Programs**
		Curriculum	**Workforce Continuing Education**	
		***General Education Transfer Component)* courses.**		
Student Transcripts	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. High school transcripts must include the following: • student grade level (9th, 10th, 11th and/or 12th grade), **and** • high school courses completed and in progress, **and** • unweighted, cumulative high school GPA 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. 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.			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 1D SBCCC 400.11.
Semester 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 40-48 SHC AATP Pathway 42-50 SHC ASTP Pathway	12 – 18 SHC Certificate* 36 – 48 SHC Diploma ***Certificate hours must be in compliance with SBCC approved curriculum standards**	See Attachment F	64 – 76 SHC AAS degrees 60 - 61 SHC AA/AS/AE/AFA/AGE – Nursing/AATP/ASTP 36 – 48 SHC Diploma 12 – 18 SHC Certificate
Program of Study Requirements	Must be in compliance with pathway curriculum standards (See Attachment C).	Must be in compliance with current curriculum standard. Must contain either a minimum of 12 SHC derived from core of	Must be in compliance with State or industry-recognized training standards.	CIHSP requirements are established jointly by local boards of education and local boards of trustees in accordance with

Career and College Promise – Pathways Procedures Overview Chart				
	College Transfer Pathways	Career and Technical Education Pathways		Cooperative Innovative High School Programs
		Curriculum	Workforce Continuing Education	
	Must have approval for the Associate in Arts to offer the CCP CTP leading to the Associate in Arts. Must have approval for the Associate in Science to offer the CCP CTP leading to the Associate in Science. Must have approval for the Associate in Engineering to offer the CCP CTP leading to the Associate in Engineering. Must have approval for the Associate in General Education – Nursing to offer the CCP CTP leading to the Associate in General Education Nursing. Must have approval for the Associate in Fine Arts – Music to offer the CCP CTP leading to the Associate in Fine Arts – Music. Must have approval for the Associate in Fine Arts – Theater to offer the CCP CTP leading to the Associate in Fine Arts – Theater.	curriculum standard or consist of courses in a local traditional certificate as listed in the college's catalog. Must be approved to offer the traditional program. No course pick lists in any CTE program of study (including local certificates submitted as CTE programs of study). Must have System Office approval prior to implementation. Local certificates submitted as CTE programs of study must include a statement that verifies the courses are listed in the college's catalog for a traditional certificate Must have System Office approval prior to implementation.	Must have System Office approval prior to implementation.	G.S. 115C-238.50 and 1D SBCCC 400.11. *CIHS Students **<u>may not</u>** be enrolled in the Associate in General Education or General Occupational Technology programs.* *See Attachment B for CIHS course eligibility information.*

Career and College Promise – Pathways Procedures Overview Chart				
	College Transfer Pathways	**Career and Technical Education Pathways**		**Cooperative Innovative High School Programs**
		Curriculum	**Workforce Continuing Education**	
	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. Must have approval for the Associate in Arts in Teacher Preparation to offer the CCP CTP leading to the Associate in Arts in Teacher Preparation. Must have approval for the Associate in Science in Teacher Preparation to offer the CCP CTP leading to the Associate in Science in Teacher Preparation. Must have System Office approval prior to implementation. *CCP Students **may not** be enrolled in the Associate in General Education or General Occupational Technology programs.*			
Maintaining Eligibility and Satisfactory	1. Continue to make progress toward high school graduation, and	1. Continue to make progress toward high school graduation, and	1. Continue to make progress toward high school graduation, and	Eligibility for remaining in CIHSP is established jointly by local boards of education and local boards of trustees in

Career and College Promise – Pathways Procedures Overview Chart				
	College Transfer Pathways	Career and Technical Education Pathways		Cooperative Innovative High School Programs
		Curriculum	Workforce Continuing Education	
Academic Progress	2. Maintain a 2.0 GPA in college coursework after completing two courses. 3. Submit an updated high school transcript each academic term. 4. 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.	2. Submit an updated high school transcript each academic term. 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.	2. Submit an updated high school transcript each academic term. 3. Continue to make progress toward successful completion of the Workforce Continuing Education pathway as defined within the syllabus. 4. A student who does not meet these criteria will be subject to the college's policy for satisfactory progress.	accordance with G.S. 115C-238.50 and 1D SBCCC 400.11.
Maintaining Eligibility and Time in Program	G.S. §115D-20 and 1D 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 (CTP), Career and Technical Education (CTE) Pathway and/or the Workforce Continuing Education Pathway (WCEP) for up to two years - one year as a junior and one year as a senior. Additionally, G.S. §115D-20 and 1D SBCCC 400 grants access to eligible, gifted students in the freshmen and sophomore years. Students who are successfully progressing towards high school graduation have access to the College Transfer (CTP) pathway 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. G.S. §115D-20 and 1D SBCCC 400.11 grants access to eligible freshmen and sophomores to Industrial and Engineering Technologies, Agriculture and Natural Resources, Transportation Technology, Construction or Business Technologies pathways. Eligible freshmen and sophomores who enter one of these identified CCP			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 1D SBCCC 400.11. 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

Career and College Promise – Pathways Procedures Overview Chart				
	College Transfer Pathways	**Career and Technical Education Pathways**		**Cooperative Innovative High School Programs**
		Curriculum	**Workforce Continuing Education**	
	Career and Technical Education (CTE) Pathways 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. Colleges may request a graduation plan verifying what high school courses remain to complete high school and the anticipated high school graduation date. High school students participating in Career & College Promise may not delay high school graduation to continue participation in the CCP program.			sophomore, one year as a junior, one year as a senior and one year as a super senior.
Graduation and Credential Awarding	1. A student may complete the AA/AS/AE/ADN/AATP/ ASTP pathway and then continue towards completion of the AA/AS/AE/AGE-Nursing/AFA-Visual Arts/AATP/ASTP degree. 2. The AA/AS/AE/ AGE-Nursing/AFA-Music/AFA-Theater/AFA-Visual Arts/AATP/ASTP 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.	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/AATP/ASTP, 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.

Note: All GPA references are calculated based on a 4.0 scale.

II. Operating Procedures

The Career and College Promise Operating Procedures, in accordance with State Board Code, define the eligibility requirements for College Transfer, Career and Technical, Workforce Continuing Education, and Cooperative Innovative High School pathway students as well as provide guidelines for program facilitation.

College Transfer Pathway (CTP)

Curriculum: Juniors and Seniors

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 as of the first day of the applicable term:
    a. Be a high school junior or senior,
    b. Have unweighted, cumulative 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, **and**
    c. Submit an updated high school transcript each academic term.

    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 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. Students participating in CCP may not delay high school graduation in order to maintain enrollment.
6. A student may 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 baccalaureate 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, Associate in Arts in Teacher Preparation, Associate in Science, Associate in Science in Teacher Preparation, Associate in Engineering, AGE-Nursing, AFA-Music, AFA-Theater, or AFA-Visual Arts. Students enrolled in courses to complete a pathway during a term may concurrently enroll in additional courses to complete the associated degree program within the same term.

9. A student who completes a transfer pathway and continues (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's baccalaureate 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's baccalaureate degree plan published by the University of North Carolina).
11. The AA/AS/AE/AGE-Nursing/ AFA-Music/AFA-Theater/AFA-Visual Arts/AATP/ASTP 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; **<u>or</u>**
    b. One College Transfer Pathway and one Workforce Continuing Education Pathway
14. CCP students **<u>may not</u>** enroll in transition courses offered through CCR. *(examples: BSP-4002 and BSP-4003)*
15. CCP students **may** enroll in supplemental courses. *(examples: MAT-010, MAT-021,)*
16. CCP students **may** enroll in curriculum transition courses but may not enroll in non-curriculum transition courses. *(examples: MAT 003; ENG 002)*
17. CCP students **<u>may not</u>** audit courses.
18. CCP students **<u>may not</u>** 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 **<u>are not</u>** eligible for Career and College Promise.

Reference: 1D SBCCC 400.11

College Transfer Pathway (CTP)

Curriculum: Freshmen and Sophomores

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 as of the first day of the applicable term:
    a. Be a high school freshmen or sophomore, **and**
    b. Be identified as gifted by
        i. Local AIG plan in English/reading **and** math, **or**
        ii. An aptitude **and** achievement test as evidenced by a score in the range between the 92nd percentile and the 99th percentile on the aptitude **and** the achievement test included in the current Mental Measurements Yearbook published by the Buros Institute of Mental Measurements, **and**
    c. Demonstrate college readiness in English, reading **and** mathematics on an approved assessment; (See Attachment A for college readiness scores), **and**
    d. Receive recommendation verifying the student has the maturity to enroll from high school principal or equivalent administrator; and receive recommendation of AIG Coordinator (if one is employed by the district), **and**
    e. Receive approval of college president or the college's chief student development administrator or the college's chief academic officer, **and**
    f. Receive written consent of the student's parent/guardian, **and**
    g. Receive academic advising prior to enrollment in the program.
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, **and**
    c. Submit an updated high school transcript each academic term.

    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 one year as a freshman, one year as a sophomore, 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. Students participating in CCP may not delay high school graduation to maintain enrollment.
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's baccalaureate 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, Associate in Arts in Teacher Preparation, Associate in Science, Associate in Science in Teacher Preparation, Associate in Engineering, AGE-Nursing, AFA-Music, AFA-Theater, or AFA-Visual Arts. Students enrolled in courses to complete a pathway during a term may concurrently enroll in additional courses to complete the associated degree program within the same term.
9. A student who completes a transfer pathway and continues (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's baccalaureate 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's baccalaureate degree plan published by the University of North Carolina).
11. The AA/AS/AE/AGE-Nursing/ AFA-Music/AFA-Theater/AFA-Visual Arts/AATP/ASTP 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 one College Transfer Pathway and one curriculum Career Technical Education Pathway available to freshmen and sophomores.
14. CCP students **<u>may not</u>** enroll in transition courses offered through CCR. *(examples: BSP-4002 and BSP-4003)*
15. CCP students **may** enroll in supplemental courses. *(examples: MAT-010, MAT-021*
16. CCP students **may** enroll in curriculum transition courses but may not enroll in non-curriculum transition courses. *(examples: MAT 003; ENG 002)*
17. CCP students **<u>may not</u>** audit courses.
18. CCP students **<u>may not</u>** 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 (CTE)

Curriculum: Juniors and Seniors

1. The Career and College Promise Career and Technical Education Pathway (CTE) for high school 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 be a high school junior or senior as of the first day of the applicable academic term **and** meet the following criteria:
    a. Have an unweighted, cumulative GPA of 2.8 or higher on high school courses, **or**
    b. Demonstrate college readiness in English, reading and mathematics on an assessment (See Attachment A for college readiness scores), **or**
    c. 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. A recommendation for eligibility **will not** be permitted for CTE pathways that include UGETC (Universal General Education Transfer Component) course(s).
4. If a CTE pathway contains a UGETC (Universal General Education Component) course, the student must meet the same eligibility criteria as a College Transfer Pathway student.
5. High school counselors should consider students' assessment scores in making pathway recommendations.
6. College Career and Technical Education courses may be used to provide partial or full fulfillment of a high school 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. Submit an updated high school transcript each academic term, **and**
    c. Maintain a 2.0 in college coursework after completing two courses.

    A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress (SAP).
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 to complete high school and the anticipated high school graduation date. High school students participating in CCP may not delay high school graduation to maintain enrollment.
10. A student may be awarded a Career and Technical Pathway (CTE) 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 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 and/or academic goal. Verification could include (but is not limited to) a baccalaureate 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 curriculum Career and Technical Education Pathway, **<u>or</u>**
    b. Two curriculum Career and Technical Education Pathways, **<u>or</u>**
    c. One curriculum Career and Technical Education Pathway and one Workforce Continuing Education Pathway
15. A student who completes the CTE Pathway may continue in the same traditional, parent AAS program of study as long as they are still eligible for CCP. Students enrolled in courses that complete a CTE pathway during a term may concurrently enroll in additional courses, for which they are qualified, toward the associated degree program within the same term. To continue, the program code should be changed to reflect the traditional, parent AAS program or Diploma program code effective for the semester in which the CCP pathway will be completed. The student type will remain CCPP, and their student code will remain CTE in accordance with Student Coding guidelines.
16. Colleges are responsible for adhering to external agency guidelines that may restrict CCP students from enrolling in specific pathway programs.
17. CCP students **<u>may not</u>** enroll in transition courses offered through CCR. *(examples: BSP-4002 and BSP-4003)*
18. CCP students **may** enroll in supplemental courses. *(examples: MAT-010, MAT-021, MAT-043, MAT-052, MAT 071; ENG 011)*
19. CCP students **may** enroll in curriculum transition courses but may not enroll in non-curriculum transition courses. *(examples: MAT 003; ENG 002)*
20. CCP students **<u>may not</u>** audit courses.

21. CCP students **may not** be enrolled in the Associate in General Education or General Occupational Technology programs.
22. 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 and Technical Education Pathways (CTE)

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, Agriculture and Natural Resources, Transportation Systems, Construction or Business technologies."

1. The Career and College Promise Career and Technical Education Pathway for freshmen and sophomores leads to an Industrial and Engineering, Agriculture and Natural Resources, Transportation Systems, Construction or Business Technologies certificate or diploma aligned with a high school Career Cluster.
2. The college may enroll high school freshmen and sophomores only in engineering technologies (program code 40xxx), industrial technologies (program code 50xxx), agriculture and natural resources (program code 15xxx), transportation (program code 60xxx), construction (program code 35xxx) and business (program code 25xxx) certificate and diploma programs.
3. To be eligible for enrollment, a high school student must meet one of the following criteria:
    a. Be a high school freshman or sophomore as of the first day of the applicable term, **and**
        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, **and**

    or

    b. Be a high school freshman or sophomore as of the first day of the applicable term, **and**
        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), **and**
4. Freshmen and Sophomores **may not** enroll in any CTE pathways that contain UGETC (Universal General Education Transfer Component) courses.

5. If a CTE Pathway contains a UGETC (Universal General Education Component) course, the student must meet the same eligibility criteria as a College Transfer Pathway student.
6. High school counselors should consider students' assessment scores in making pathway recommendations.
7. College Career Technical Education courses may be used to provide partial or full fulfillment of a high school 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.
8. To maintain eligibility for continued enrollment, a student must
    a. Continue to make progress towards high school graduation, **and**
    b. Submit an updated high school transcript each academic term, **and**
    c. Maintain a 2.0 in college coursework after completing two courses.

    A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
9. Eligible freshmen or sophomores who enter one of the identified CCP Career and Technical Education (CTE) Pathways listed in G.S. §115D-20 and 1D 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.
10. Colleges may request a graduation plan verifying what high school courses remain and the anticipated graduation date. Students participating in CCP may not delay high school graduation to maintain enrollment.
11. A student may be awarded a certificate, diploma or AAS degree prior to high school graduation.
12. Colleges should follow the same graduation process for CCP students as is followed for traditional college students.
13. A student may not substitute courses in one program for courses in another.
14. The student may change his or her program of study major to another approved program of study for freshmen or sophomores 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 and/or academic goal. Verification could include (but is not limited to) a baccalaureate 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.
15. 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 that are available to 9th and 10th graders.
    a. One College Transfer Pathway and one curriculum Career and Technical Education Pathway, **or**
    b. Two curriculum Career and Technical Education Pathways
16. A student who completes the CTE certificate or diploma may continue in the same traditional,

parent AAS program as long as he/she is still eligible for CCP. Students enrolled in courses to complete a CTE pathway during a term may concurrently enroll in additional courses to complete the associated degree program within the same term. 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.

17. Colleges are responsible for adhering to external agency guidelines that may restrict CCP students from enrolling in specific pathway programs.
18. CCP students **may not** enroll in transition courses offered through CCR. *(examples: BSP-4002 and BSP-4003)*
19. CCP students **may** enroll in supplemental courses. *(examples: MAT-010, MAT-021,*
20. CCP students **may** enroll in curriculum transition courses but may not enroll in non-curriculum transition courses. *(examples: MAT 003; ENG 002)*
21. CCP students **may not** audit courses.
22. CCP students **may not** be enrolled in the Associate in General Education or General Occupational Technology programs.
23. 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 (CTE)

Workforce Continuing Education Pathway (WCE): 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 and 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 as of the first day of the applicable term, **and**
        i. Have an unweighted, cumulative GPA of 2.8 or higher 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 as of the first day of the applicable term, **and**
        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 college's 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, **and**
    b. Continue to make progress toward successful completion of the Workforce Continuing Education pathway as defined by the pathway syllabus.
    c. A student who does not 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 transitional 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 curriculum 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 Workforce Continuing Education 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 to complete high school and the anticipated high school graduation date.
16. The student may change a pathway with the approval of the high school principal or his/her designee and the college's chief academic office or chief student development administrator. The chief academic officer or chief student development administrator may approve a change in pathway based upon the verification provided by the student that the program change allows the student to meet their newly chosen career path and/or academic goal. Verification could include (but is not limited to) baccalaureate 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.

Reference: 1D SBCCC 300.4

Cooperative Innovative High School Programs (CIHS)

1. Cooperative Innovative High School Programs (CIHS) 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.
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 1D SBCCC 400.11.
3. The Cooperative Innovative High School status of a student is only valid at the college partnered with the high school in which a student is enrolled.
4. Cooperative Innovative High School students can participate in WCE pathways. See Section IV Student Coding for details on Colleague coding in this circumstance.
5. The AA/AS/AE/AFA/AAS/AGEN/AATP/ASTP degrees, 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.
6. CIHS students **may** enroll in:
    a. One College Transfer program of study; **or**
    b. One College Transfer program of study and one Career and Technical Education program of study; **or**
    c. Two Career and Technical Education programs of study; **or**
    d. One Workforce Continuing Education program of study and one College Transfer program of study; **or**
    e. One Workforce Continuing Education program of study and one Career and Technical Education program of study.
7. CIHS Students **may not** be enrolled in the Associate in General Education or General Occupational Technology programs.
8. CIHS students **may not** enroll in developmental courses.
9. CIHS students **may** enroll in curriculum transition courses but **may not** enroll in non-curriculum transition courses.
10. CIHS students **may not** enroll in transition courses offered through CCR. *(Examples: BSP-4002 and BSP-4003)*
11. CIHS students **may** enroll in supplemental courses. *(examples: MAT-010, MAT-021, MAT-043, MAT-052, MAT 071; ENG 011)*
12. CIHS students **may** enroll in curriculum transition courses but may not enroll in non-curriculum transition courses. *(examples: MAT 003; ENG 002)*
13. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education **are not** eligible for Career and College Promise.
14. CIHS students **may not** audit courses.
15. 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., baccalaureate 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. baccalaureate degree plan published by the University of North Carolina).

16. 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.
17. 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. high school courses completed and in progress, **and**
    c. the unweighted, cumulative 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 assessments 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 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.

Student Grading

The college transcript is the authoritative source for college coursework for all students enrolled in Career and College Promise Pathways or Cooperative Innovative High Schools. Career and College Promise students should receive course grades in accordance with the college's local policies.

WCE Pathway Students

WCEP students can receive alpha or numeric grades as needed or requested. The mnemonic GRSC in Colleague should be provided to the college for the grade table.

Tuition and Fees

1. All courses taken by Career and College Promise students at community colleges in accordance with 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 a College 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 compliance purposes.

Program Accountability Plan

1. Colleges will assign student codes to Career and College Promise students that are 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 North Carolina 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. Program of Study Filing Procedures

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 follow the curriculum standard or Workforce Continuing Education policies and CCP policy.
2. Career and Technical Education programs of study must follow 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 program of study 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. *See Attachment F: 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.

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. 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 College Transfer Pathway Programs of Study

1. Colleges must utilize the College Transfer Pathways for college transfer pathway program(s) of study.
2. The college must already have approval to offer the Associate in Arts (A10100) to file a POS to offer P1012C.

3. The college must already have approval to offer the Associate in Science (A10400) to file a POS to offer P1042C.
4. The college must already have approval to offer the Associate in Engineering (A10500) to file a POS to offer P1052C.
5. The college must already have approval to offer the Associate in General Education in Nursing (A1030N) to file a POS to offer P1032C.
6. The college must already have approval to offer the Associate in Fine Arts – Music (A10700) to file a POS to offer P1072C.
7. The college must already have approval to offer the Associate in Fine Arts – Theater (A10800) to file a POS to offer P1082C.
8. The college must already have approval to offer the Associate in Fine Arts – Visual Arts (A10600) to file a POS to offer P1062C.
9. The college must already have approval to offer the Associate in Arts in Teacher Preparation (A1010T) to file a POS to offer P1012T.
10. The college must already have approval to offer the Associate in Science in Teacher Preparation (A1040T) to file a POS to offer P1042T.

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

1. The college must already have received State Board approval to offer the traditional program 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.)
2. The college must utilize the current curriculum standard as the guideline for CTE Pathways. The curriculum standards are located at: http://www.nccommunitycolleges.edu/academic-programs/curriculum-standards
3. The program of study must consist of specific course requirements and may **not** include elective options (pick lists) for students.
4. 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 program of study as listed in the college's catalog. Local programs of study may not include course pick lists.
5. 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.
6. The college may submit more than one CTE certificate/diploma for a specific program to accommodate the needs of various high school districts. The college must file each as a separate certificate/diploma(s).

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 upon acceptance to a CCP pathway through the completion of high school (or, in the case of WCEP, the completion of a credential) for system office reporting.

1. Colleges **are required** to enter the **Student Type** (CCPP) for all pathway students.
2. Colleges **are required** to properly code students according to their **Pathway Type(s)** upon acceptance to CCP **and** at the completion of high school. The grade level upon entry to the program should also be indicated upon acceptance to CCP. The following Student Codes are available on the XNC2 screen in Colleague for coding students:

   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
   CEP Workforce Continuing Education (Local tracking of CEP pathway enrollment may be necessary if coding is not available for Cooperative Innovative High School students. All other high school students who enroll in a WCE pathway must have the student code CEP.)

***** CTP should be listed as the primary pathway in XNC2 and in the list of active programs if a student is concurrently enrolled in a CTP and CTE pathway, or a CTP and CEP pathway. If there is no active CTP pathway, another pathway can be listed as primary. If a student is concurrently enrolled in a CTE***

curriculum pathway and a CEP pathway, the CTE curriculum pathway should be primary. Colleges should update the XNC2 screen should a pathway change dictate a in change pathway designations.

3. Cooperative Innovative High School students should be placed in a Program of Study designated for the school.

Information Specific to Workforce Continuing Education Pathways

1. Colleges are **required** to enter the appropriate discount codes for waiver:
   CECCP CE Career and College Promise
2. 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 HS Graduation or Upon Completion of a Workforce Continuing Education Pathway

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

When Career and College Promise students complete a Workforce Continuing Education pathway or graduate from traditional high school, 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 at the college:

1. Add **Student Type** "NULL" to prevent consequential tuition waivers.
2. End the Career and College Promise **Pathway Type** in XNC2.
3. End the CCP **Program of Study** for CTP and CTE pathway students.
4. Enter end year for the CEP pathway or high school graduation date.

Reference: Managing Student Type Document (Located in ServiceNow Application Support Knowledge Base)

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
Career and College Promise College Transfer Pathway leading to an Associate in Arts in Teacher Preparation - P1012T
Career and College Promise College Transfer Pathway leading to an Associate in Science in Teacher Preparation - P1042T

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

VI. References

Senate Bill - G.S. 115D-20(4)

https://ncleg.gov/EnactedLegislation/Statutes/PDF/BySection/Chapter_115D/GS_115D-20.pdf

Numbered memos may be located by clicking here or by visiting:
https://www.nccommunitycolleges.edu/numbered-memos.

Relevant memos for Career and College Promise are referenced below:

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 Colleges 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 Colleges Action – ADN Pathway Approval (SBCC 04/21/17)

CC19—041 - Temporary Amendment of 1D SBCCC 400.11- Education Services Through Career and College Promise (Curriculum)

CC19—048 - Proposed Permanent Amendment of 1D SBCCC 400.11- Education Services Through Career and College Promise (Curriculum)

CC19—057 - Proposed Amendment of 1D SBCCC 400.11- Education Services Through Career and College Promise (Curriculum)

CC19—069 - Amendment of 1D SBCCC 400.11- Education Services Through Career and College Promise (Curriculum)

CC20—012 - Amendment of 1D SBCCC 400.11- Education Services Through Career and College Promise (Curriculum)

CC20—029 - Guidance for Career and College Promise (CCP) Career and Technical (CTE) 9th and 10th Grader Eligibility

CC20—034 - State Board Action on April 17, 2020 - New Teacher Preparation Curriculum Standards and Career and College Promise (CCP) Pathways

CC20—063 - Extending Guidance for Career and College Promise (CCP) Career and Technical Education (CTE) 9th and 10th Grader Eligibility

CC20—071 - Extended Temporary Guidance of the Direct Placement Policy for MAT 271 Calculus I

CC21—024 - Direct Placement Policy Update for MAT 271 Calculus I

CC21—027 - Extending the Temporary Eligibility Option for 9th and 10th Graders Applying to Career and College Promise (CCP) and Career and Technical Education (CTE) Pathways

Attachment A

College Readiness Benchmarks

***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	19	Composite score of 151 or higher	70 or higher on Tier 1 ***and*** 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	70 or higher on Tier 1 ***and*** Tier 2 ***and*** 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

Attachment B

Cooperative Innovative High School (CIHS) Course Eligibility Policy

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, cumulative 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, cumulative 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	19	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**

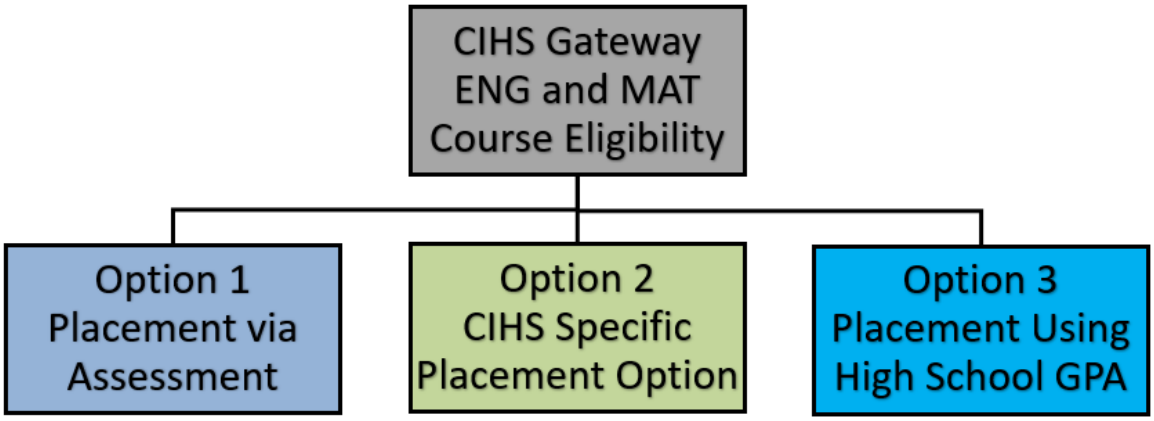
Advanced Placement (AP)		**International Baccalaureate (IB)**		**Cambridge International Examinations**	
English, Language and Composition	3 or higher	IB English A (Standard or Higher Level)	4 or higher	AS Level English Language	c or higher
English, Literature, and Composition	3 or higher	IB Mathematics (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

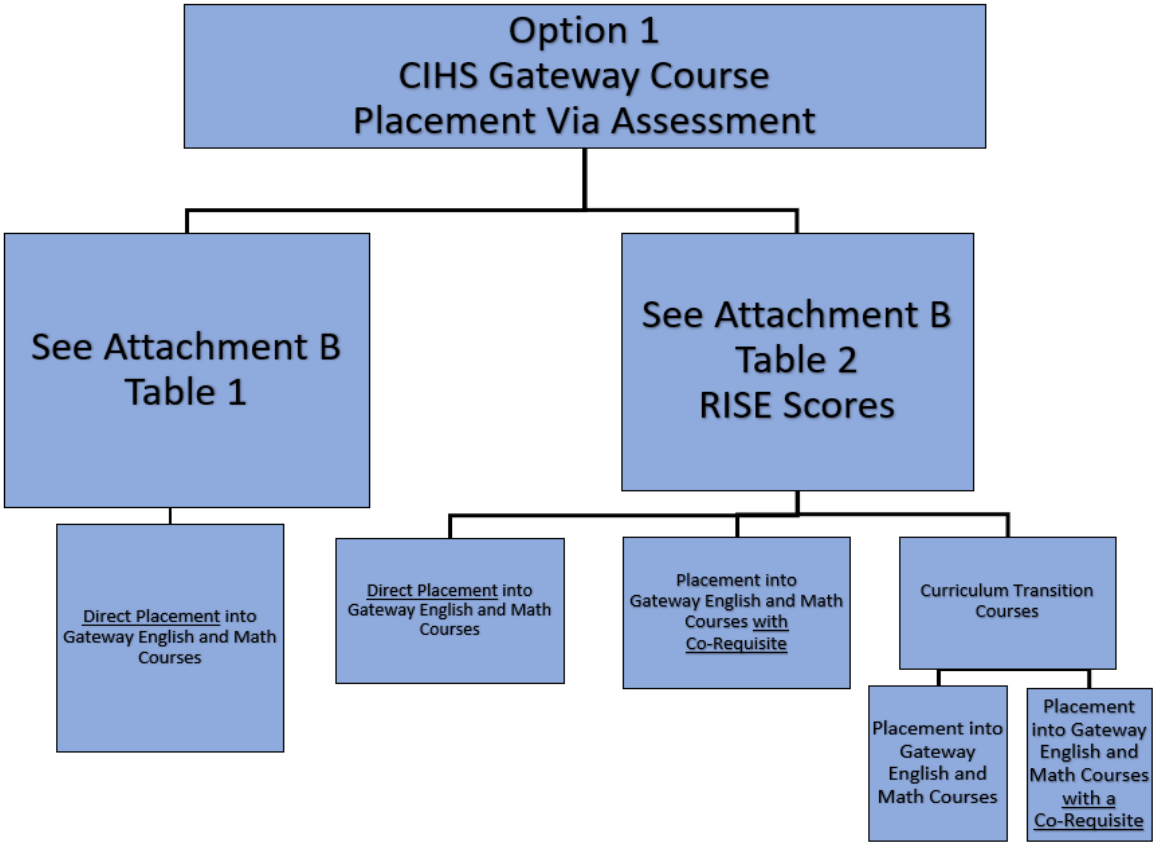
Calculus BC	3 or higher	IB Mathematical Studies (Standard Level)	4 or higher	AS Level Math	c or higher
*To be eligible for enrollment in a gateway English or math course, students must demonstrate college readiness in English, reading, and mathematics on an approved test or tests. Eligibility may be 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.				A Level Math	C or higher
				A Level Mathematics - Further	C or higher

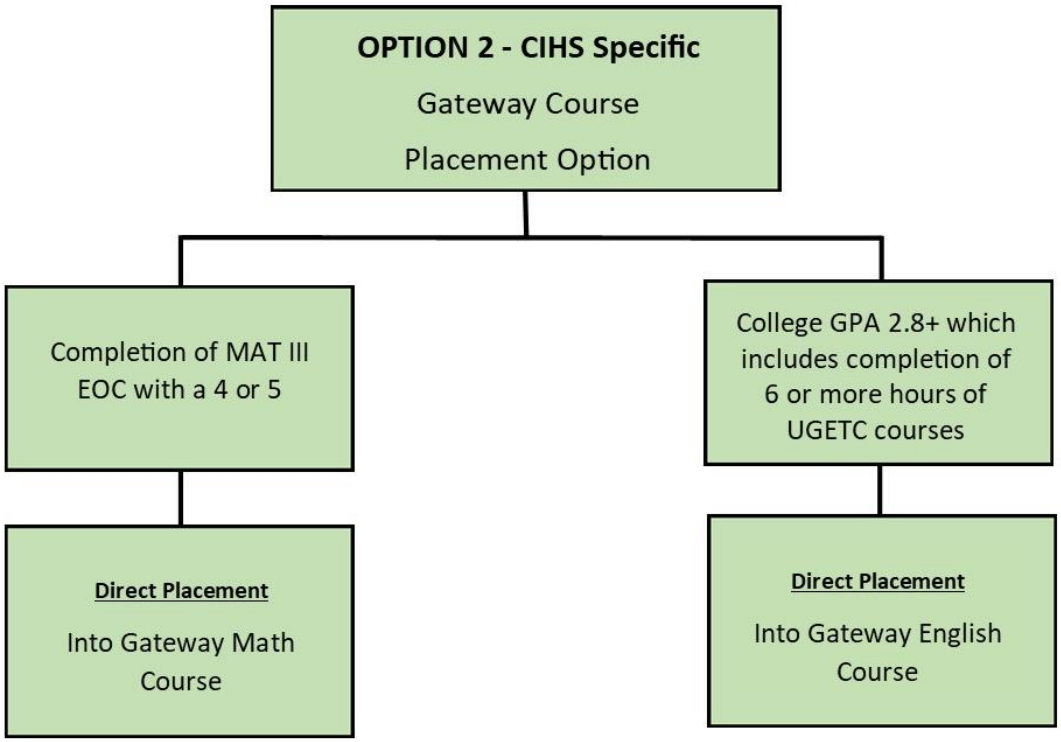
Table 2. RISE English and Math Assessment/Course Eligibility Scores – CIHS Grades 9-13

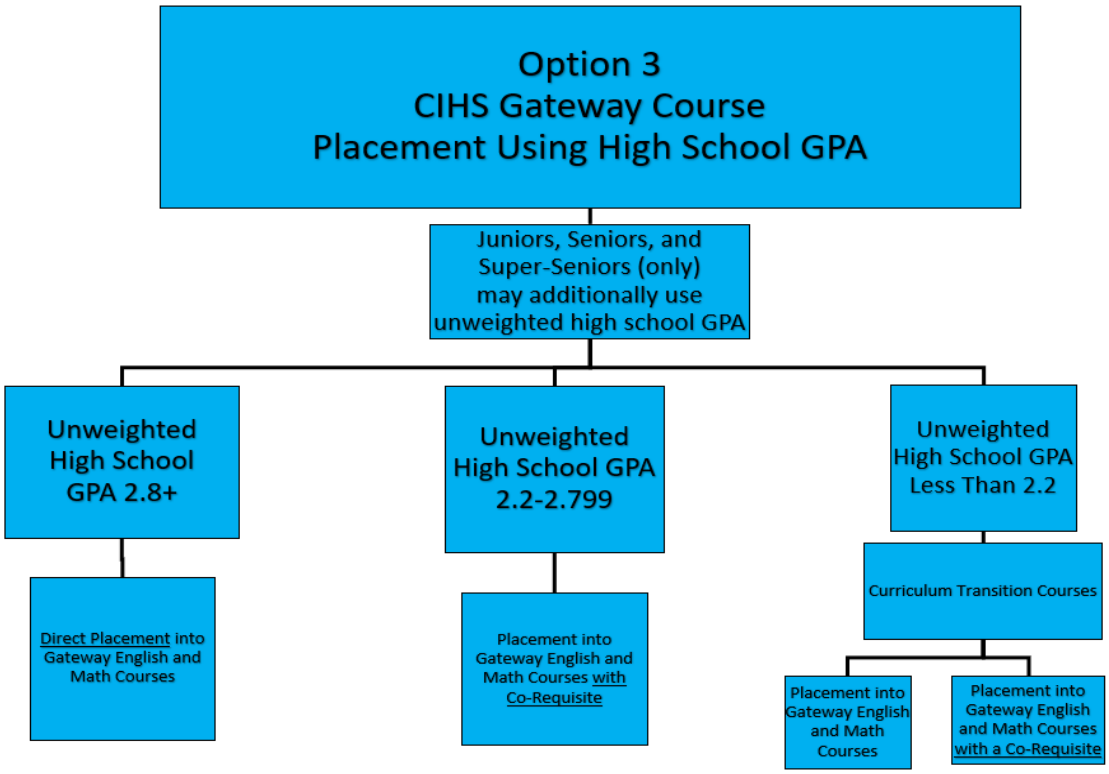
****RISE English Placement Test/Course Eligibility****			
Students are eligible to register for:			
Tier 1 placement test*	ENG-111 with a co-requisite		
Tier 2 placement test**	ENG-111 without a co-requisite		
*If a student does not score 70+ on the RISE English Tier 1 Placement Test, he/she may enroll in the curriculum RISE Transition English course (available through curriculum only). **A student must score 70+ on Tier 1 before taking the RISE English Tier 2 Placement Test.			
****RISE Math Placement Test/Course Eligibility****			
A score of 70+ on:	**Students are eligible to register for:**		
Tier 1*	MAT-110 without a co-requisite	**OR**	MAT-143 with a co-requisite **OR** MAT-152 with a co-requisite *Note: Enrollment in MAT-143 and MAT-152 also contains a pre-requisite of ENG-002 (this replaces DRE-098).*
Tier 2**	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***	MAT-121 without a co-requisite **OR** MAT-171 without a co-requisite		
*If a student does not score 70+ on RISE Math Tier 1 Placement Test, he/she may enroll in the curriculum RISE Transition Math course (available through curriculum only). **A student must score 70+ on Tier 1 before taking the RISE Math Tier 2 Placement Test. ***A student must score 70+ on Tier 2 before taking the RISE Math Tier 3 Placement Test.			

Cooperative Innovative High School Course Eligibility Infographics






OPTION 2 - CIHS Specific
Gateway Course
Placement Option
Completion of MAT III EOC with a 4 or 5
College GPA 2.8+ which includes completion of 6 or more hours of UGETC courses
Direct Placement
Into Gateway Math Course
Direct Placement
Into Gateway English Course


Option 3
CIHS Gateway Course
Placement Using High School GPA
Juniors, Seniors, and Super-Seniors (only) may additionally use unweighted high school GPA
Unweighted High School GPA 2.8+
Unweighted High School GPA 2.2-2.799
Unweighted High School GPA Less Than 2.2
Direct Placement into Gateway English and Math Courses
Placement into Gateway English and Math Courses with Co-Requisite
Curriculum Transition Courses
Placement into Gateway English and Math Courses
Placement into Gateway English and Math Courses with a Co-Requisite

Attachment C
Effective Term:
Fall 2019

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 students 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)

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)

Updated CC21-024 at: https://www.nccommunitycolleges.edu/sites/default/files/numbered-memos/numbered_memo_cc21-024_mat_271_placement_le.pdf

Natural Sciences (4 SHC)

Select 4 SHC from the following course(s):

AST 111 Descriptive Astronomy (3 SHC) **and** AST 111A Descriptive Astronomy Lab (1 SHC)

AST 151 General Astronomy I (3 SHC) **and** AST 151A General Astronomy Lab I (1 SHC)

BIO 110	Principles of Biology	(4 SHC)
BIO 111	General Biology I	(4 SHC)
CHM 151	General Chemistry I	(4 SHC)
GEL 111	Introductory Geology	(4 SHC)

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

Total General Education Hours Required: 31-32

Academic Transition (1 SHC)

The following course is required:

ACA 122	College Transfer Success	(1 SHC)

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

A student may satisfy 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, except for mathematics courses in the Associate in Arts.

Approved by the State Board of Community Colleges on 3/21/14; Editorial Revision 12/2/22

Effective Term:
Fall 2019

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 students 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)

Select two courses from the following:

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

Updated CC21-024 at: https://www.nccommunitycolleges.edu/sites/default/files/numbered-memos/numbered_memo_cc21-024_mat_271_placement_le.pdf

Natural Sciences (8 SHC)

Select 8 SHC from the following course(s):

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

Total General Education Hours Required: 34

Academic Transition (1 SHC)

The following course is required:

ACA 122	College Transfer Success	(1 SHC)

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

A student may satisfy 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, except for mathematics courses in the Associate in Science.

Approved by the State Board of Community Colleges on 3/21/14; Editorial Revision 12/2/22

Effective Term:
Fall 2016

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 students 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 (3 SHC)

Select one course from the following:

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 (3 SHC)

The following course is required:

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)

Updated CC21-024 at: https://www.nccommunitycolleges.edu/sites/default/files/numbered-memos/numbered_memo_cc21-024_mat_271_placement_le.pdf

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 satisfy 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

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 exception of mathematics courses listed in the Associate in Engineering.

Approved by the State Board of Community Colleges on 4/15/16; Editorial Revision 12/2/22

Effective Term:
Summer 2017

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

The Career and College Promise (CCP) ADN Pathway is designed for high school students 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: https://www.nccommunitycolleges.edu/academic-programs-college-transferarticulation-agreements

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.

Approved by the State Board of Community Colleges on 4/21/17; Editorial Revision 12/2/22

Effective Term:
Fall 2019

Career and College Promise (CCP) College Transfer Pathway

Leading to the Associate in Fine Arts in Music (P1072C)

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

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.

Communications

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	Theater 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)

Updated CC21-024 at: https://www.nccommunitycolleges.edu/sites/default/files/numbered-memos/numbered_memo_cc21-024_mat_271_placement_le.pdf

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)	
or	PHY	110	Conceptual Physics	(3 SHC)	*and*
	PHY	110A	Conceptual Physics Lab	(1 SHC)	

Other Required (7 SHC):

Music (4 SHC) *The following courses are required.*

MUS	111	Fundamentals of Music	(3 SHC)
MUS	151	Class Music I	(1 SHC)

Ensemble (2 SHC) *Select 2 SHC from the following:*

MUS	131	Chorus I	(1 SHC)	MUS	136	Jazz Ensemble II	(1 SHC)
MUS	132	Chorus II	(1 SHC)	MUS	137	Orchestra I	(1 SHC)
MUS	133	Band I	(1 SHC)	MUS	138	Orchestra II	(1 SHC)
MUS	134	Band II	(1 SHC)	MUS	141	Ensemble I	(1 SHC)
MUS	135	Jazz Ensemble I	(1 SHC)	MUS	142	Ensemble II	(1 SHC)

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

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-Music must complete the entire pathway before taking additional courses in the AFA-Music degree except for mathematics courses in the AFA-Music.

Approved by the State Board of Community Colleges on 05/17/19; Editorial Revision 12/2/22.

Effective Term:
Fall 2019

Career and College Promise (CCP) College Transfer Pathway

Leading to the Associate in Fine Arts in Theatre (P1082C)

The CCP College Transfer Pathway Leading to the Associate in Fine Arts in Theatre is designed for students who wish to begin study toward the Associate in Fine Arts in Theatre and a baccalaureate degree in Fine Arts-Theatre.

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.

Communications

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	Theater 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)

Updated CC21-024 at: https://www.nccommunitycolleges.edu/sites/default/files/numbered-memos/numbered_memo_cc21-024_mat_271_placement_le.pdf

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 (7 SHC):

Theatre (6 SHC) *Two courses are required (choose one track):*

Choose one track.

Acting Track

DRA	130	Acting I	(3 SHC)
DRA	170	Play Production I	(3 SHC)

Technical Track

DRA	140	Stagecraft I	(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)

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

Foreign Language: A student may satisfy 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-Theatre must complete the entire pathway before taking additional courses in the AFA-Theatre degree with the exception of mathematics courses in the AFA-Theatre degree.

Approved by the State Board of Community Colleges on 05/17/19; Editorial Revision 12/2/22

Effective Term:
Fall 2019

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 students 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)

Updated CC21-024 at: https://www.nccommunitycolleges.edu/sites/default/files/numbered-memos/numbered_memo_cc21-024_mat_271_placement_le.pdf

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)	
Other Required (7 SHC):				
Art (6 SHC) *The following two courses are required:*				
ART	121	Two-Dimensional Design	(3 SHC)	
ART	131	Drawing I	(3 SHC)	
Academic Transition (1 SHC) *The following course is required*				
ACA	122	College Transfer Success	(1 SHC)	
***OPTIONAL GENERAL EDUCATION HOURS (0-8 SHC)** **Foreign Language:** A student may satisfy 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 with the exception of mathematics courses in the AFA- Visual Arts.

Approved by the State Board of Community Colleges on 07/21/17; NCCCSO President Revised 05/16/19; Editorial Revision 12/2/22

Effective Term:
Fall 2020

Career and College Promise College Transfer Pathway

Leading to the Associate in Arts in Teacher Preparation (P1012T)

The CCP College Transfer Pathway Leading to the Associate in Arts in Teacher Preparation is designed for high school students who wish to begin study toward the Associate in Arts in Teacher Preparation degree and a baccalaureate degree in teaching 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 (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 (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)

Updated CC21-024 at: https://www.nccommunitycolleges.edu/sites/default/files/numbered-memos/numbered_memo_cc21-024_mat_271_placement_le.pdf

Natural Sciences (4 SHC)

Select 4 SHC from the following course(s):

AST 111 Descriptive Astronomy (3 SHC) & AST 111A Descriptive Astronomy Lab (1 SHC)

AST 151 General Astronomy I (3 SHC) and AST 151A General Astronomy Lab I (1 SHC)

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

Other Required General Education (3 SHC)

SOC 225	Social Diversity	(3 SHC)

General Education Hours Required: 31-32

OTHER REQUIRED HOURS (8 SHC)

Education (7 SHC)

The following courses are required:

EDU 187	Teaching and Learning for All*	(4 SHC)
EDU 216	Foundations of Education	(3 SHC)

*Students who have completed Teacher Cadet or Teaching as a Profession courses in in high school with a B or better may substitute that course for EDU 187 Teaching & Learning for all. High School faculty must meet transfer level qualifications as established by SACSCOC or other accrediting body.

Academic Transition (1 SHC)

The following course is required:

ACA 122	College Transfer Success	(1 SHC)

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

A student may satisfy 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: 39-48**

High school students in the CCP College Transfer Pathway Leading to the Associate in Arts in Teacher Preparation must complete the entire pathway before taking additional courses in the Associate in Arts degree in Teacher Preparation except for mathematics courses mathematics courses in the Associate in Arts in Teacher Preparation.

Approved by the State Board of Community Colleges on 3/21/14; Editorial Revision 12/2/22

Effective Term:
Fall 2020

Career and College Promise College Transfer Pathway

Leading to the Associate in Science in Teacher Preparation (P1042T)

The CCP College Transfer Pathway Leading to the Associate in Science in Teacher Preparation is designed for high school students who wish to begin study toward the Associate in Science in Teacher Preparation degree and a baccalaureate degree in teaching 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) 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 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 (3 SHC)
Select one course from the following:

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

Math (8 SHC)

Select two courses from the following:

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

Updated CC21-024 at: https://www.nccommunitycolleges.edu/sites/default/files/numbered-memos/numbered_memo_cc21-024_mat_271_placement_le.pdf

Natural Sciences (8 SHC)

Select 8 SHC from the following course(s):

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

Other Required General Education (3 SHC)

SOC 225	Social Diversity	(3 SHC)

Total General Education Hours Required: 34

OTHER REQUIRED HOURS (8 SHC)

Education (7 SHC)

The following courses are required:

EDU 187	Teaching and Learning for All*	(4 SHC)
EDU 216	Foundations of Education	(3 SHC)

*Students who have completed Teacher Cadet or Teaching as a Profession courses in in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All. High school faculty must meet transfer level qualifications as established by SACSCOC or other accrediting body.

Academic Transition (1 SHC)

The following course is required:

ACA 122	College Transfer Success	(1 SHC)

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

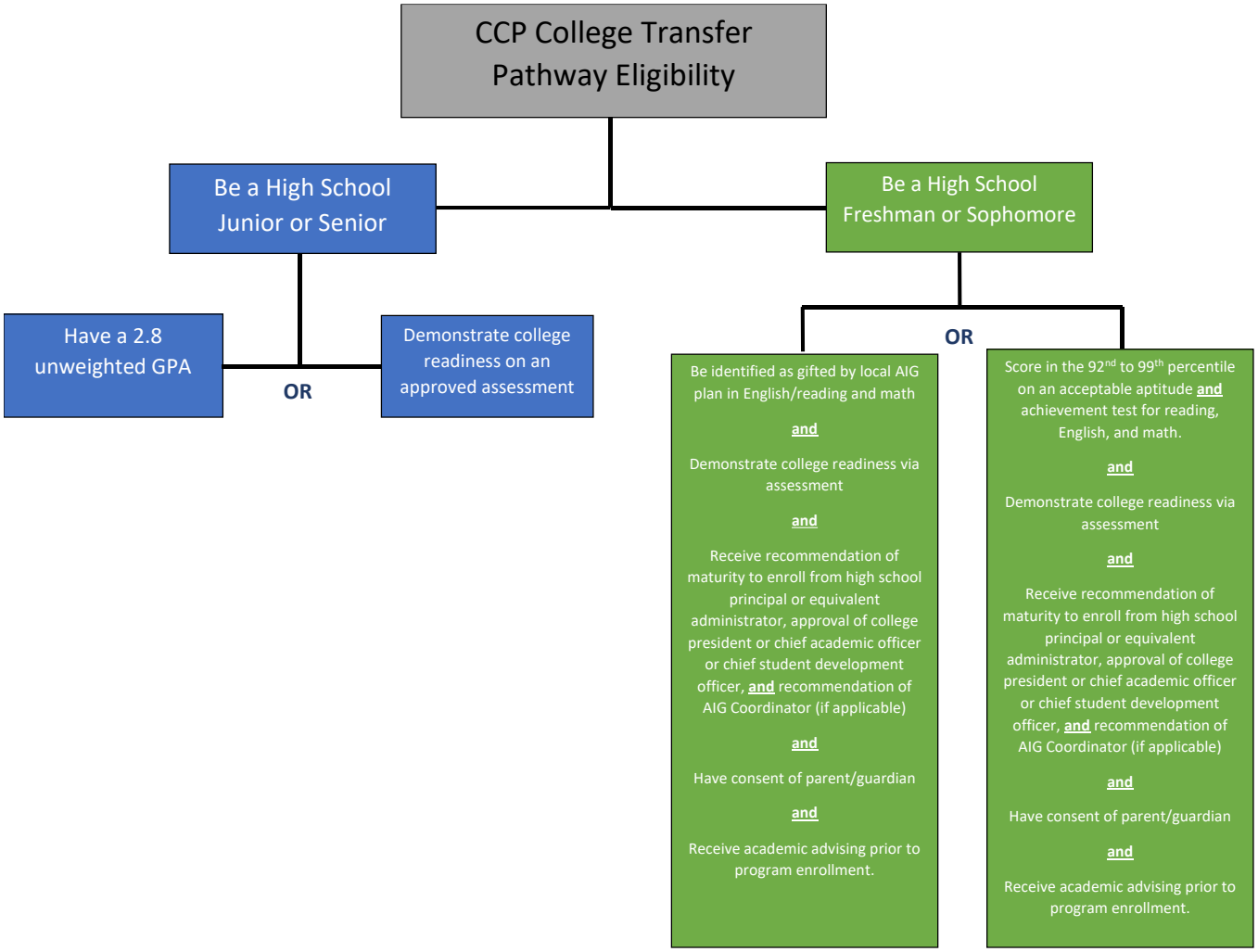
A student may satisfy up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as a part of this pathway. These courses are not a part of the Universal General Education Transfer Component. Students who complete these courses with 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: 42-50**

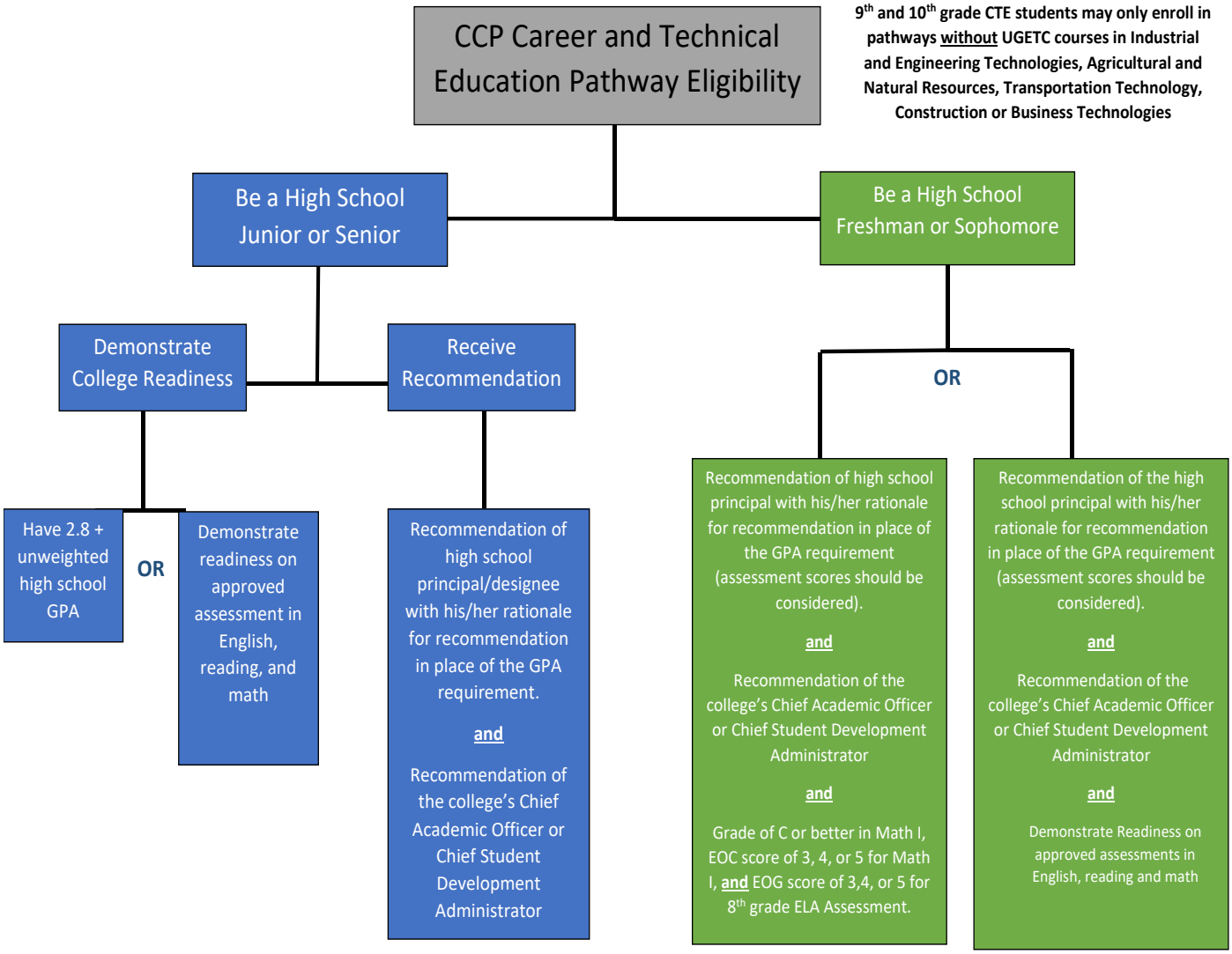
High school students in the CCP College Transfer Pathway Leading to the Associate in Science in Teacher Preparation must complete the entire pathway before taking additional courses in the Associate in Science in Teacher Preparation degree with the exception of mathematics courses in the Associate in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

Approved by the State Board of Community Colleges on 2/4/21; Editorial Revision 12/2/22

Attachment D
College Transfer Pathway
Eligibility Infographic



Attachment E
Career and Technical Education (CTE) Pathway Eligibility Infographic



**** HS Juniors (11th grade) and Seniors (12th grade) may only enroll in CTE Workforce Continuing Education (WCE) pathways. The eligibility criteria outlined above is the same for both curriculum and WCE Career Technical Educational pathways.***

WCE CCP Electronic Application Submission Quick Reference Guide

Electronic Application Steps:

Step 1: LEA and Community College collaborate to determine CCP WCE pathways to offer at a given high school.

Step 2: College/LEA view PDF sample of the application to prepare for electronic WCE Application Form Submission

i. **Location 1**: CCP Webpage - CCP Operating Procedures includes link to the electronic application forms and has a sample hard copy of applications.

ii. **Location 2**: WCE webpage - watermark apps

Step 3: Colleges submit electronic application form via MS Forms Link

i. State Electronic CCP WCE Form

ii. Local Electronic CCP WCE Form

Step 4: Colleges upload syllabi to CCP Moodle folder (for local applications only if needed)

Step 5: Colleges/ LEA provide approval signatures via DocuSign.

i. Completed electronic application included.

ii. Printed name, signature and date required.

Application Approval Process:

Application Processing: Every 2nd and 4th Friday submitted, **complete** applications will be processed and sent for review. A complete application is defined as submitting the electronic application form **with** completed printed names, signatures, and dates.

Approval Letter Issuance: Every 1st and 3rd Wednesday approval letters for approved CCP CE pathways will be sent to the college president with the Senior Level administrator for Continuing Education in addition to the institutions CCP designee.

1. Complete applications received by 12pm on the 2nd Friday will be processed, and colleges should expect approval letters to be issued on the 1st Wednesday of the following month. Complete applications received after 12pm will be processed on the next 4th Friday.

2. Complete applications received by 12pm on the 4th Friday will be processed, and colleges should expect approval letters to be issued on the 3rd Wednesday of the following month. Complete applications received after 12pm will be processed on the next 2nd Friday

WCE Contact: rogersn@nccommunitycolleges.edu

SAMPLE- SUBMIT ELECTRONICALLY

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Workforce Continuing Education Pathway
APPLICATION FORM – State Articulation

Community College _____
High School _____
Senior CE Administrator
Name _____
Title _____
Phone _____
Email _____

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

The North Carolina High School to Community College Articulation Agreement is an agreement between the North Carolina Department of Public Instruction and the North Carolina Community College System.

NOTE: This list of articulated courses is for high school courses that began July 1, 2019, or later. Colleges must provide all course codes within a pathway to meet the criteria of 1D SBCCC 300.4 (c)(1)(D).

FISCAL POLICY NOTE: Please consult the Fiscal and Policy Guide for guidance pertaining to funding of CCP expenses. These policies would be the same for Workforce Continuing Education.

Following are the course matches that are part of the statewide articulation agreement.

Check Pathway	Workforce Continuing Education Pathway	High School Course for which Credit is Awarded
	PHM 3250 Pharmacy Technician	HH32 Pharmacy Technician
	EMS 4200 Emergency Medical Technician	IP22 Emergency Medical Technology II
	MNT 3111 Manufacturing Production Technician	IM12 Advanced Manufacturing II
	NUR 3240 Nurse Aide I	HN43 Nursing Fundamentals
	FIP3031 Fire Fighter Training Block I	IP31 Fire Fighter Technology I
	FIP3032 Fire Fighter Training Block II	IP32 Fire Fighter Technology II
	FIP3033 Fire Fighter Training Block III	IP33 Fire Fighter Technology III

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 _____

*Add courses as necessary to include all components of the pathway
Identify any pre-requisites for the WCE pathway and any individual course sections within the pathway.

Colleges should consider local institution pre-requisites, CCP eligibility criteria and 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 or equivalent 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*
- *CCP criteria as defined within 1D SBCCC 300.4 (c)(1)(D) and the CCP Operating Procedures*

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

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

SAMPLE- SUBMIT ELECTRONICALLY

CCP Workforce Continuing Education Pathway
APPLICATION FORM – Local Articulation

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.***

FISCAL POLICY NOTE: Please consult the Fiscal and Policy Guide for guidance pertaining to funding of CCP expenses. These policies would be the same for Workforce Continuing Education.

Does a pathway or program exist currently at the Secondary level or post-secondary level?

_____ Yes _____ No

If yes, what is the justification for the duplication of effort?

_____

What existing NC DPI CTE career pathway/course blueprint is aligned with this WCE Pathway?

_____

Does the WCE Pathway meet 100% of the NC DPI CTE course blueprint or credential outcomes?

_____ 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 local institution pre-requisites, CCP eligibility criteria and any credentialing agencies requirements for course participation and/or exam as pre-requisites for WCE pathways. Examples below:

- *CCP criteria as defined within 1D SBCCC 300.4 (c)(1)(D) and the CCP Operating Procedures*
- *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 or equivalent 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:

Local 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