



CONTINUING EDUCATION GUIDELINES

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Additional Resources are listed on the following web sites:

http://www.ncccs.cc.nc.us/Business_and_Industry/

http://www.ncccs.cc.nc.us/Basic_Skills/

http://www.ncccs.cc.nc.us/webaud/What_Program_Audits%20.htm

Continuing Education Guidelines

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PART I. INTRODUCTION

A. PURPOSE

This document has been developed by the Economic Development and Leadership Committee (EWDLC) and the Economic and Workforce Development Division, North Carolina Community College System. Information contained in the document is based on current official policies and procedures. The guidelines will be revised as changes in these policies and procedures take place.

The document has several purposes:

1. to provide an orientation to Continuing Education in the North Carolina Community College System (NCCCS) to persons both inside and outside the System:
2. to assist community college administrators with the correct implementation of the North Carolina Administrative Code (NCAC) Title 23 as it pertains to Continuing Education:
3. to serve as a training resource for Continuing Education personnel: and
4. to serve as a reference document and operations manual for NCCCS personnel.

B. DEFINITIONS

The purpose of this section is to provide Continuing Education officials with a quick reference to some of the terminology used in programming Continuing Education offerings. The terms are listed alphabetically.

Accreditation refers to criteria established by the Southern Association of Colleges and Schools (SACS) and adopted by the NC Community College System to apply to community colleges. Reference: Principles of Accreditation, Commission on Colleges, Southern Association of Colleges and Schools current edition and 23 NCAC 2C.0202, <http://www.sacscoc.org/>

Accountability and Credibility Plan refers to the State Board requirement for each college to develop and implement an internal audit plan for all continuing education programs. Reference: 23 NCAC 2E.0305 and NCCCS Numbered Memo CC00-147. See Appendix B of this document, Continuing Education Guidelines, for additional information.

Adult Basic Education (ABE) is designed for adults who are functioning at or below the eighth grade educational level. Reference: 23 NC Administrative Code 2E.0101(2)(d)(iii). See the Basic Skills Policy and Procedures Manual for specific information.

Adult High School (AHS), or the Adult High School Diploma Program, is designed for North Carolina residents to qualify for a high school diploma. The diploma is awarded jointly by local boards of education and community colleges. Reference: 23 NCAC 2E.0101(2)(d)(i). See the Basic Skills Policy and Procedures Manual for specific information

Basic Skills Programs are a continuum of educational opportunities, which include Adult Basic Education (ABE), General Educational Development (GED), Adult High School (AHS), English as a Second Language (ESL), and Compensatory Education (CED) programs. Reference: 23 NCAC 2E.0101(2)(d). See the Basic Skills Policy and Procedures Manual for specific information.

Budget Full-time Equivalent (B/FTE) means the number of FTE, which are reported to determine a college's operating budget. All student membership hours generated by a college for a given class shall be counted for budget FTE purposes provided that the appropriate percentage of instructional costs for the course are paid from college funds. Reference: 23 NCAC 1A.0101(8), 23 NCAC 2D.0301(a)(2) and 23 NCAC 2D.0326

Captive or Co-opted training refers to instruction provided to students who are classified as captive or co-opted. These groups of students are defined as inmates in a correctional facility; clients of sheltered workshops, domiciliary care facilities, nursing facilities, mental retardation centers; substance abuse rehabilitation centers; and in-patients of psychiatric hospitals. Reference: 23 NCAC 2E.0403 and this document, Occupational Continuing Education Guidelines, Part VIII and Appendix C.

Categorical State Allotments are funds that are appropriated for a specific purpose. Reference: 23 NCAC 2D.0301(1)

Census Date refers to the official point in a regularly scheduled class (currently the 10% point of the scheduled course hours). Students enrolling in a class after this point may not be counted for FTE purposes. A census date is not calculated for classes that report hours on a contact hour basis such as self-paced and open entry classes. In these classes the total of all the hours of actual student attendance is reported for FTE purposes. Reference: 23 NCAC 2D.0324(E)(i) and 23 NCAC 2D.0324(b)

Clinical Practice refers to clinical experience in health occupation courses which earn budget/FTE at the 100 percent rate for student membership hours within limits established by the State Board of Community Colleges (SBCC). Reference: 23 NCAC 2D.0324(d)(3) and 23 NCAC 1A.0101(1)(d)

Community Service courses, by current NCAC definition, consist of single courses, each complete in itself, that focus on an individual's personal or leisure needs rather than occupational or professional employment. Reference: 23 NCAC 2E.0101(2)(b) and 23 NCAC 2D.0203(a)(2)

Compensatory Education (CED) is designed for adults with documented mental retardation. Reference: 23 NCAC 2E.0101(2)(d)

Continuing Education Institutional Class Report (ICR) system produces full time equivalent (FTE) enrollment data for each institution. These FTE data form the basis of funding formulas, statistical analysis, and general continuing education class information needs of the community college system. Data reported via the NCCCS 7-3E system are audited. Accuracy and timeliness are very important. http://www.ncccs.cc.nc.us/State_Documentation/dcc7-3e.htm

Continuing Education Registration provides statistical information data on each student enrolled in an extension program. Extension registration data should be reported for all students officially enrolled at your college at the close of registration for the period in which the close of registration offers. http://www.ncccs.cc.nc.us/State_Documentation/dcc7-2.htm

Continuing Education Unit (CEU) refers to ten (10) contact hours of participation in those non-credit courses that have been organized to provide well-planned instruction based on learning outcomes, that require some demonstration of learners that those outcomes have been achieved, and that meet specific criteria. These courses should be organized under responsible sponsorship, capable direction and qualified instruction. Reference: The Continuing Education Unit: Criteria and Guidelines, The Commission on Colleges, The Southern Association of Colleges and Schools

Course description is a one-to-twenty-line statement, which describes what a course includes. Reference: The Continuing Education Unit: Criteria and Guidelines, The Commission on Colleges, The Southern Association of Colleges and Schools and this document, Continuing Education Guidelines, Part II and Appendix A.

Course list indices are lists of courses available on the State Board Approved Master Course List in the formats listed below. Reference: The Continuing Education Guide. <http://www.ncccs.cc.nc.us/Documentation/docs/cemaster.pdf>

- Alphabetical Index (an alphabetical list of courses by course title);
- Numerical Index (a list of courses by course code); and
- Program Area Index (a list of courses by program area, sequenced either by course code or course title).

Course objectives are what the student is expected to accomplish in the course. Reference:The Continuing Education Unit: Criteria and Guidelines, The Commission on Colleges, The Southern Association of Colleges and Schools and this document, Continuing Education Guidelines, Part II and Appendix A

Course outline is a topical listing of course content. Reference:The Continuing Education Unit: Criteria and Guidelines, The Commission on Colleges, The Southern Association of Colleges and Schools and this document, Continuing Education Guidelines, Part II and Appendix A

Course title is the name of the course as stated in the State Board approved Master Course List. Reference: The Continuing Education Guide, <http://www.ncccs.cc.nc.us/Documentation/docs/cemaster.pdf>

English as a Second Language (ESL) program is designed for adults who want to learn English language skills to function effectively in an English-speaking environment. Reference: 23 NCAC 2E.0101(2)(d)(iv)

Focused Industrial Training program addresses critical skills in existing industries with customized courses based on individual industry needs. Reference: 23 NCAC 2E.0101(2)(e)(i)

FTE means one full-time equivalent (FTE) student or 256 student membership hours per semester (based on a typical semester of 16 weeks X 16 membership hours per week). Reference: 23 NCAC 1A.0101(4)

FTE – Annual Continuing Education (non-credit) means the total of the student hours in membership for the three reporting periods divided by 688 (based on two typical semesters of 16 weeks and a typical summer term of 11 weeks). The three reporting periods are fall semester, spring semester and the summer term. Reference: 23 NCAC 1A.0101(7)

FTE – Annual Curriculum means the total of the student hours in membership for fall and spring semesters divided by 512 (256 student hours per semester x 2). Reference: 23 NCAC 1A.0101(6)

Funding Areas are the categories used for budget identification. Reference: The Continuing Education Guide, <http://www.ncccs.cc.nc.us/Documentation/docs/cemaster.pdf>

- 1 BASIC SKILLS
- 2 LEARNING LABORATORY
- 3 OCCUPATIONAL EXTENSION (Regular Budget)
- 4 OCCUPATIONAL EXTENSION (Receipt Supported)
- 5 FOCUSED INDUSTRY TRAINING (FIT)
- 6 HUMAN RESOURCES DEVELOPMENT (HRD)
- 7 NEW AND EXPANDING INDUSTRY TRAINING (NEIT)
- 8 SMALL BUSINESS CENTER (SBC)
- 9 *JOB TRAINING PARTNERSHIP ACT (*Not a valid current funding area)
- 10 COMMUNITY SERVICE – GRANT SUPPORTED
- 11 COMMUNITY SERVICE – RECEIPT SUPPORTED

General Education Development (GED) programs consist of classroom instruction, learning laboratory courses, or a combination of both designed to qualify a student to demonstrate competency on the GED tests and to receive a High School Diploma Equivalency from the State Board. Reference: 23 NCAC 2E.0101(2)(d)(ii)

The Human Resources Development (HRD) program provides skill assessment services, employability skills training, and career development counseling to unemployed and underemployed adults. These courses shall address six core components as follows:

- (1) assessment of an individual's assets and limitations;
- (2) development of a positive self-concept;
- (3) development of employability skills;
- (4) development of communication skills;
- (5) development of problem-solving skills; and

(6) awareness of the impact of information technology in the workplace.

Reference: 23 NCAC 2E.0101(2)(f)(i) and http://www.ncccs.cc.nc.us/Business_and_Industry/human_re.htm

Individual Training Accounts (ITA's) are resources (in the form of a voucher) available to students enrolled in training under the Workforce Investment Act (WIA) that may be used to pay tuition, books, fees and supplies.

Instructional Service Agreements means an agreement between a college and one or more other colleges to provide training in another college service area. Reference: 23 NCAC 2E.0604

JobLink Career Center's are user friendly facilities which provide job seeker, training seekers and employers access to a variety of employment and training services all under one roof. North Carolina is developing a system of JobLink Career Centers so people can make informed choices about their careers and employers can make informed choices about their workforce needs. In a JobLink Career Center customers come first. By offering a wide range of service options from offering a wide range of service options from self-service to full-service, JobLink Career Centers offer comprehensive training and employment services to the community.

Key Word Search is a process that allows a person to search the existing database for key words found in Master Course descriptions and/or titles. Examples are Fire, Flower, Carpentry. etc. Reference: The Continuing Education Guide, <http://www.ncccs.cc.nc.us/Documentation/docs/cemaster.pdf>

Learning Laboratory programs consist of self-instruction using programmed texts, audiovisual equipment, and other self-instructional materials. Reference: 23 NCAC 2E.0101(2)(g)

Master Course List (MCL) is a list of State Board approved Continuing Education courses, including course description, listed by course number. Reference: This document (Occupational Continuing Education Guidelines – Part II and III) and The Continuing Education Guide, <http://www.ncccs.cc.nc.us/Documentation/docs/cemaster.pdf>

Maximum Hours heading on the Master Course List is the maximum number of hours for which a course may be offered. Reference: This document (Occupational Continuing Education Guidelines – Part II, Management Practices)

NC STARS is a repository of training data from various training providers that customers of the JobLink Career Center System use to make informed decisions concerning their training options. The web site is www.ncstars.org

New and Expanding Industry Training program offers customized, job-specific training to new or expanding companies creating new jobs in the State. Reference: 23 NCAC 2E.0101(2)(e)(ii)

Non-Regularly Scheduled courses are those courses that may include any or all of the following: a course where a definitive beginning and ending time is not determined; a course offered in a learning laboratory type setting; a course that is self-paced in that the student progresses through the instructional materials at the student's own pace; or a course in which a student may enroll during the initial college registration period or in which a student may be permitted to enroll at any time during the semester. Reference: 23 NCAC 2D.0324(b)

Non-Traditional Delivery courses are those courses which are offered through media such as internet, telecourses, videocassette and other electronic media excluding classes offered via North Carolina Information Highway. Reference: 23 NCAC 2D.0324(c)

Numerical Index is the Master Course List listed by course prefix (alphabetical) and number (sequential). Reference: The Continuing Education Guide, <http://www.ncccs.cc.nc.us/Documentation/docs/cemaster.pdf>

Occupational Continuing Education Guidelines (this document) is a tool designed to give one-stop information and procedures for operating Continuing Education programs.

Occupational Extension courses consist of single courses, each complete in itself, designed for the specific purposes of training an individual for employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields. Reference: 23 NCAC 2E.0101(2)(a)

Occupational Extension registration fees shall be charged for each extension **course** of 21 weeks or less. A registration fee shall be charged each 16 weeks for extension **courses** lasting longer than 21 weeks. Reference: 23 NCAC 2D.0203(a)(4)

Program Area Index is the Master Course List listed by topics according to program area. Reference: The Continuing Education Guide, <http://www.ncccs.cc.nc.us/Documentation/docs/cemaster.pdf>

Program Area Codes is the list of program areas used to classify Continuing Education courses and to serve as a crosswalk to Curriculum, standard classifications. Reference: The Continuing Education Guide, <http://www.ncccs.cc.nc.us/Documentation/docs/cemaster.pdf>

Receipt-supported or self-supported course is a course for which the cost of the course is paid by or on behalf of students enrolled and is reported to the State for non-budget/FTE accounting. Reference: 23 NCAC 2D.0203(b) and 2E.0101(2)(c)

Recommended Hours heading on the Master Course List is the number of hours recommended for the course. This document (Occupational Continuing Education Guidelines – Part II and III) and The Continuing Education Guide, <http://www.ncccs.cc.nc.us/Documentation/docs/cemaster.pdf>

Registration Fees are established by the State Board of Community Colleges, as set by the Legislature. Reference: 23 NCAC 2D.0203(a)(b)(c)(d)

Regularly Scheduled Course is a course that meets all of the following – assigned definite beginning and ending time; has specific predetermined days and time the class meets; has a specific schedule included on the Institution Master Schedule or other official college documents; has class hours assigned consistent with official college documents; and has identified course time and dates the same for all students registered for the class excluding clinical or work experience. Reference: 23 NCAC 2D.0324(a)

Service Delivery Areas refers to the areas established to organize offerings of courses by a community college in a specific geographic area. The assignments do not regulate or establish attendance areas. Citizens may enroll in any area at any college they choose. Reference: 23 NCAC 2C.0107

Small Business Center program provides training, counseling, and referral services especially designed in content and delivery modes for small businesses, both existing and prospective. Reference: 23 NCAC 2E.0101(2)(e)(iii) and http://www.ncccs.cc.nc.us/Business_and_Industry/sbcnmainpage.htm

Southern Association of Colleges and Schools (SACS) refers to the agency accrediting community colleges in the North Carolina Community College System. Reference: 23 NCAC 2C.0603

Student Membership for regularly scheduled courses is established when a student 1) has enrolled, as evidenced by payment of the applicable registration fee; 2) has attended one or more classes; and 3) has not withdrawn or dropped the course prior to or on the census date of the course. Reference: 23 NCAC 1A.0101(5) AND 23 NCAC 2D.0324(a)(2)

Student Membership Hour for regularly scheduled courses reported for B/FTE means one hour of scheduled class or laboratory for which the student is enrolled. A college shall provide a minimum of 50 minutes of instruction for each scheduled class hour. Student membership hours are calculated by multiplying the number of students in membership at the census point in the class by the total number of hours the course is scheduled to meet as stated in official college documents. Reference: 23 NCAC 2D.0324(a).

Student Membership for non-regularly scheduled course is established when a student 1) has enrolled, as evidenced by payment of the applicable registration fee and 2) has attended one or more classes. Reference: 23 NCAC 2D.0324(b).

Student Membership Hour for a non-regularly scheduled course reported for B/FTE is the actual time of class attendance for each student determined to be in membership and shall be reported when reporting a class based on contact hours. Sixty minutes shall constitute an hour. Student contact hours for these classes are the sum of all the hours of actual student attendance in a course in a given semester. Reference: 23 NCAC 2D.0324(b)

Student Membership for non-traditional delivery course is established when a student has attended class or an orientation session, submitted a written assignment or submitted an examination by the census date of the course. Reference: 23 NCAC 2D.0324(c).

Student Membership Hour for a non-traditional delivery course For those classes identified as non-traditional delivery, student attendance in class or in an orientation session, submissions of a written assignment or a submission of examination is the basis for the determination of class membership at the 10 percent point of the class. Student membership hours in such classes shall be calculated by multiplying the number of students in membership, as defined in the prior sentence, times the number of instructional hours delivered. The number of instructional hours delivered is determined by the number of hours of instruction delivered via non-traditional delivery added to the number of class meetings, review sessions. Reference: 23 NCAC 2D.0324(c)

System Office Numbered Memorandums are official communications between the NC Department of Community Colleges and its 59 institutions. These documents can be found on the North Carolina Community College website at http://www.ncccs.cc.nc.us/Numbered_Memos/.

Topical Index is a listing of the State Board Approved Master Course List by topics according to program area. Reference: The Continuing Education Guide, <http://www.ncccs.cc.nc.us/Documentation/docs/cemaster.pdf>

Work Station Occupational Skills Training refers to occupational extension, or customized or company provided on-the-job training provided to employees at their work station. Reference: 23 NCAC 2E.0402 and NCCCS Numbered Memo CC03-131

Workforce Investment Act (WIA) is a federally funded program that provides tuition assistance and support in terms of an Individual Training Account (ITA's) for students in training. The Act is divided into five titles: Title I, Workforce Investment System; Title II, Adult Education and Literacy; Title III, Workforce Investment - Related Activities; Title IV, Rehabilitation Act Amendments of 1998; and Title V, General Provisions. This Act replaces the Job Training Partnership Act (JTPA), replaces the Adult Education Act with the Adult Education and Family Literacy Act, makes major amendments to the Vocational Rehabilitation Act and amends other federal workforce investment legislation, such as Wagner-Peyser (Employment Services). Reference: http://www.ncccs.cc.nc.us/Business_and_Industry/workforc.htm

Work Experience is on-site training, required by a licensing agency or accrediting body, which is coordinated by college personnel paid with college instructional funds. Work experience earns budget/FTE at the 100 percent rate for student membership hours, not to exceed 320 membership hours per student per semester. A maximum of 320 hours may be reported per student per year for a given licensing or accrediting requirement. Examples of student work experience include cooperative education, practicum, and internships. 23 NCAC 2D.0324(d)(2) and 23 NCAC 1A.0101(1)(e) See Appendix E of this document, Continuing Education Guidelines, for Student Work Activities Approval Form and Instructions.

C. Summary of Select Reports/Information Required for Submission or Approvals

The purpose of this section is to provide Continuing Education officials with a quick reference to some of the reports and information required for submission or approval. **Please note that this is not an inclusive list.** *Examples* of reports/information, which must be submitted/approved for offering OE courses are listed below. For instructions on the appropriate procedures to follow for submitting information or requesting approval refer to the appropriate reference document(s).

Accountability and Credibility Plan – Reference: NCCCS Numbered Memo CC00-147

- † The plan must be reviewed/revised every 3 years and approved by your local Board of Trustees

Course Visitation/Internal Audit Report – Reference: NCCCS Numbered Memo CC00-147

- † This is a local form, which addresses the approved Accountability and Credibility Plan
- † The local report is documented and sent to the President's office on a regular basis as recommended and approved in your local Accountability and Credibility Plan

Self-Supporting Course Policy – Reference: NCCCS Numbered Memo CC98-306

- † Each college must have a Self-Supporting Course Policy approved by the local Board of Trustees
- † After the initial board approval, the policy must be reviewed/revised every 3 years and sent to the local board for approval

Course Outlines – Reference NCCCS Numbered Memo CC95-267

- † Current semester course outlines must be on **file**, this is both an Auditor and SACS requirement

CCL/MCL (Combined Course Library & Master Course Listing) – Reference Continuing Education Guidelines (this document) Part II – A & B

- † All new or modified courses submitted to the system office for Economic and Workforce Development Leadership Committee (EWDLC) review are required to have both the President and the Senior Continuing Education Administrator signatures on file.

Institutional Effectiveness – Performance Measures and Standards Reference: 23 NCAC 2E.0205

- † Beginning with the 1999-2000 fiscal year, a new system of accountability based on 12 performance measures has been implemented
- † Of the 12 performance measures/standards identified, five of the twelve are required measures and one is identified by the college
- † Each college shall publish its data on all performance measures annually in its electronic catalog or on the Internet and in its printed catalog each time the catalog is reprinted.

Captive/Co-op course requirements – Reference: 23 NCAC 2E.0403 and this document, Continuing Education Guidelines, Part VIII

- † Any course being offered in the prison setting must be approved by the local and the state board prior to offering
- † Captive/co-op courses can only be reported contact hours for FTE, however the courses are treated as membership hour courses in that students must be registered by the 10% point, except for literacy courses where multi-entry/multi-exit is allowed. Reference G.S. 115D-5(c-1)

Request for Approval of Student Work Activities for Extension Courses – Reference: 23 NCAC 2D.0324(d)(2) and this document, Continuing Education Guidelines, Part VII

- ✦ This form must be submitted to the NCCCS office for courses requiring student work activities (example: clinical)
- ✦ The request form is used only when you are seeking initial approval for a new extension work activity component or there is a change in the work activity component of an extension course

Work Station Occupational Skills Training – Reference: 23 NCAC 2E.0402 and NCCCS Numbered Memo CC03-131

- ✦ The training application and supporting documentation for Customized On-the-Job Training and Company-Provided Training must be electronically transmitted to the Vice President for Economic & Workforce Development with copies to the Director of Continuing Education and the Regional Customized Training Director for your college's region.
- ✦ Changes to the policy/procedures for offering Work Station Occupational Skills Training are available on the NCCCS website.

Course/Student Overlap Audit Report – Reference: Program Audit Web Page, Section Three: Continuing Education, www.ncccs.cc.nc.us/webaud/Elements_of_a_Program_Audit.htm

- ✦ A course/student overlap report is required for all students, the report must include: continuing education, basic skills, and curriculum

Duplicate Classes for Extension Students Report – Reference: Program Audit Web Page, Section Three: Continuing Education, www.ncccs.cc.nc.us/webaud/Elements_of_a_Program_Audit.htm

- ✦ This report is required to check on all extension student “3-peats” (repeats)

Underage Students Audit Report – Reference: Program Audit Web Page, Section Three: Continuing Education, www.ncccs.cc.nc.us/webaud/Elements_of_a_Program_Audit.htm

- ✦ The underage student report should be checked at least twice each semester before the ICR is run
- ✦ Minor permission forms for all students between 16-18 years of age must be on file at the college for the appropriate term/s.

Certification and Licensure Training Requirements – Reference: NC General Statute 115D-5(b), 23 NCAC 2D.0325(d) and this document, Continuing Education Guidelines, Part II. Also for agency requirements see “Occupations Requiring a License in North Carolina” at the ESC web site

<http://eslmi12.esc.state.nc.us/navigator/jc/licensed/>

- ✦ Certification/licensure courses must meet both the NCCCS and the external agency requirements
- ✦ It is imperative that you follow all policies/procedures required by both the System Office and the external certification/licensure agencies
 - ✦ Examples of external certification/licensure agencies
 - ✦ NC Department of Corrections
 - ✦ NC Department of Insurance
 - ✦ State Fire Marshall's Office
 - ✦ NC Criminal Justice Commission
 - ✦ Division of Facility Services
 - ✦ State Board of Nursing
 - ✦ State Board of Cosmetic Art
 - ✦ State Board of Massage and Bodywork Therapy
 - ✦ NC Department of Transportation
 - ✦ NC Air Conditioning Heating and Refrigeration
 - ✦ NC Office of Emergency Medical Services

- ✦ NC Department of Public Instruction
- ✦ NC Water Pollution Control System Operators Certification Commission
- ✦ American Heart Association
- ✦ National Health and Safety Council

PART II. GUIDELINES

A. MANAGEMENT PRACTICES

The following management practices are intended to clarify points and issues relating to the Continuing Education Master Course List and approval process, which became effective Fall Term 1994. It was the intent of the team who developed the process to develop a system that would provide for a more efficient use of the time and other resources of persons involved in programming Continuing Education offerings, and to place a greater professional reliance on the decision-making role of the college Senior Continuing Education Administrator while maintaining an appropriate level of accountability for public funds. Some of the listed practices reflect actions that Senior Continuing Education Administrators routinely perform; they are included in this document as a checklist for personnel new to Continuing Education.

1. College continuing education officials are encouraged to develop an operational knowledge of the pertinent parts of the *PRINCIPLES OF ACCREDITATION, COMMISSION ON COLLEGES* and *THE CONTINUING EDUCATION UNIT: CRITERIA AND GUIDELINES* published by the Southern Association of Colleges and Schools.

2. There may be circumstances when a course is offered as an Occupational Extension course because the course reflects all of the characteristics of an Occupational course; on other occasions, a course by a similar title may be a Community Service program offering because the course does not possess the characteristics of an occupational course. Please note, just because a course is listed in the State Board approved Master Course List as an Occupational Extension offering, that fact alone does not cause an individual college offering to be an Occupational Extension course. Offerings in which the instructional materials reflect the characteristics (noted below) of an Occupational Extension course and the instructional plan is appropriately applied in the classroom/learning environment should successfully withstand scrutiny by Southern Association of Colleges and Schools' visiting teams and NC Community College Program Auditors.

At a minimum, an occupational offering should reflect the following characteristics:

- The design and implementation of the course should be consistent with the Southern Association of Colleges and Schools publications referenced above.

- The instructional materials should be comprehensive, including instruction in the skills one would be expected to perform in the work environment.

- Valid and reliable methods should be used to identify students who have satisfactorily performed the occupational skills taught during the course. The student performance evaluation methodology should be selected during the development of the instructional materials and should be consistently applied to all course participants.

- The intent of the student should be to pursue occupational purposes verses the pursuit of social, recreational, academic, or avocational interests. College Senior Continuing Education Administrators are responsible for deciding if a course is Occupational Extension or Community Service. Please make credible decisions. Note: NCCCS Program Auditors determine course classifications based on a review of course content, class activities and course intent (see Numbered Memo CC00-060, February 20, 2000). Note: See Appendix A for the Elements of a CE Course Plan/Outline

3. Upon review of the Continuing Education Course Titles and Descriptions, one will find course descriptions, a recommended number of instructional hours for each course, and a maximum number of hours that each course may be offered.

The following guidelines apply for courses not required for certification/licensure:

- a. A course not required for certification/ licensure can not be conducted for a number of hours greater than the maximum hours approved by the State Board of Community Colleges;
- b. A course not required for certification/ licensure can be offered for an appropriate number of hours less than the maximum State Board approved hours provided the following conditions exist:
 - ✓ The segment(s) of the course being offered falls within the umbrella (scope) of the State Board approved course description;
 - ✓ The college has on file an appropriate course plan that contains a description of the segment(s) of the State Board approved course the college intends to offer. (The course plan must include course objectives, course outline, and the method(s) by which student mastery of the occupational skills will be verified.); and
 - ✓ The course offering is approved by the college Senior Continuing Education Administrator. (Documentation of Senior Continuing Education Administrator approval must be on file and available for program audit.) Reference: Numbered Memo CC-95-267.

The following guidelines apply if a regulatory/certification body (i.e., Department of Insurance, Secretary of State's Office, Emergency Medical Services, Code Officials, etc.) recommends a number of hours for a course:

- a. If the regulatory/certification body sets a minimum number of hours but does not specify a maximum number of hours for a pre-licensing/certification course, the course must be conducted for at least the minimum number of hours. It can exceed the minimum number of hours by up to and including 20 percent.
- b. If the regulatory/certification body sets a minimum and a maximum number of hours for a pre-licensure/certification course, the course must be conducted within the range of specified hours with no exceptions.
- c. If the regulatory/certification body approves community colleges' offering of re-licensure/certification courses, the courses should be conducted for the minimum number of recommended hours with no exceptions.
- d. As regulatory/certification bodies change the number of recommended hours (minimum and/or maximum), the NCCCS will update the Master Course List and notify the individual colleges of the change. The newly established hours will be effective with a college's next offering of the specified course.

4. Community Service Program (CSP) offerings are assigned to Program Areas X 94 and X95. Colleges will choose from two course number/titles when reporting CSP offerings: a. CSP 3000 Community Service Program – Grant Supported and Receipt Supported, or b. CSP 4000 Self Supporting Non Occupational. Please note the following explanatory comments.

- CSP 3000 Community Service Program – Grant Supported and Receipt Supported. All CSP offerings that are paid for in part or in whole with Community Service grant funds,

and all CSP offerings that are paid for in part or in whole with CSP collected fees must be reported under CSP 3000.

- CSP 4000 Self-Supporting Non Occupational. All CSP self-supported offerings must be reported under CSP 4000. All recreational course offerings must be self-supported offering.

5. Apprenticeship (APP) Program offerings have been added to the individual program areas (occupational skill areas) in which the particular skill belongs. There is no separate (independent) program area for apprenticeship offerings. For example, in Program Area K35 (Electrical/Electronics Occupations) one will find the course number APP 3612; this course is titled Electrical Apprenticeship I. Apprenticeship offerings can be funded from three sources: a. Regular Budget/FTE, b. Formal Apprenticeship Related Training (a special allocation from Focused Industrial Training appropriations), or c. Focused Industrial Training appropriation annual grant.

- a. Regular Budget/FTE. Apprenticeship offerings paid for with occupational extension appropriations earn regular Budget/FTE, Funding Area 3. For example, using the above noted course number/title, an offering funded in this manner would be coded **APP 3612**.
- b. Formal Apprenticeship Related Training. Since funding for these apprenticeship offerings are derived from categorical appropriations, Funding Area 5, these offerings do not earn Budget/FTE. Using the above noted course number/title, an offering funded in this manner would be coded **APPF 3612**.
- c. Focused Industrial Training Annual Grant. Since funding for these apprenticeship offerings are derived from categorical appropriations, Funding Area 5, these offerings do not earn Budget/FTE. If a college uses annually-funded Focused Industrial Training grant funds to provide apprenticeship training, the college would, using the above noted course number/title, code the offering **APPT 3612**.

6. In some course descriptions one will find a statement indicating that students must take a prerequisite course before taking a particular course. For MCL purposes, a prerequisite requirement is a recommendation (not a requirement) that a particular course be taken or that the student have had equivalent related experiences prior to enrolling in the course. Colleges are expected to make educationally sound decisions based on the student's prior education and/or experience.

7. Colleges may continue the previously established practice of using local course titles on continuing education offerings. There is nothing in the MCL/CCL process which alters this practice. Colleges are required to use the MCL/CCL course number for reporting purposes; however colleges may assign a local course number and local course title for any course derived from the MCL/CCL. The college must have a current course outline on file for all local course numbers and titles for audit purposes.

8. Courses offered for Teacher Recertification must be approved by the Local Education Agency (LEA). The LEA may choose to give the local community college blanket approval for those courses which qualify; or they may choose to require individuals seeking teacher renewal credits to apply for prior approval of individual courses. All courses derived from the MCL/CCL course EDU 3001 require a local course title and local course number reflecting the prior approval of the LEA. The local community college must have a current course outline on file for all Teacher Recertification courses for audit purposes.

9. In the Procedures For New Course approval, the college president and the senior continuing education administrator are required to approve the request before entering the course information into the Continuing Education Pending Course Data Base. Colleges are required to have on file for audit written documentation of these approvals. The course approval procedure states that following the entering of the course information in the data base, the college may offer the course as needed for a period of ninety (90) days, beginning on the day on which the course was transmitted (IIPS) / or entered (NCCCS Administrative Information Systems). Parallel with the ninety (90) day offering authority is the

expectation that colleges will follow generally accepted occupational extension educational practice and provide occupational offerings consistent with the guidelines as stated previously.

10. Senior Continuing Education Administrators are requested to ensure that all Continuing Education officials have an operational knowledge of continuing education user guides and reporting instructions. These documents are accessible from the NC Community College System website, <http://www.ncccs.cc.nc.us/Documentation/index.html>.

B. MASTER COURSE LIST (MCL) APPROVAL PROCESS

1. PROCEDURES FOR COURSE APPROVALS

College Responsibilities

Individual colleges will do the following:

1. verify that the course does not already exist on the Continuing Education Master Course List:
2. develop a course description:
3. develop course objectives:
4. develop a course outline:
5. list method(s) of student evaluation:
6. assign recommended course hours:
7. have the proposed course approved by the college President and the college Senior Continuing Education Administrator; and
8. Access the appropriate website, <http://www.ncccs.cc.nc.us/Documentation/docs/cemaster.pdf> – Key information into the Continuing Education Pending Course Data Base through the Continuing Education Master Course Maintenance/Inquiry screen for request for approval for inclusion in the Master Course List. Instructions for entering this information have been published in the “*Continuing Education System User Guide*” for the IIPS system and the “*NCCCS Administrative Information Systems Project Combined Course Library State Level System: Course Management Enhancement User Procedures*” for the NCCCS Administrative Information Systems Project.

Following approval of the course by the college President and the college Senior Continuing Education Administrator, and the entering of the course information into the Continuing Education Pending course Data Base by the college, the college may offer the course as needed for a period of ninety (90) days. In the IIPS system this ninety (90) days will begin on the day on which the college runs the process that sends the course to the System Office – this process updates the course with an “AR” status and “AR” date. In the NCCCS Administrative Information Systems Project the ninety (90) days will begin on the date the course is actually entered in the Combined Course Library System.

A college can delay the 90 day window by choosing the appropriate time to transmit the course to the System Office (IIPS) or the appropriate time to enter the course (Administrative Information Systems).

North Carolina Community College System Office (NCCCS) and State Board of Community Colleges Responsibilities

Within 30 days of the day in which a college keys information into the Continuing Education Pending Course Data Base, the following steps will be initiated:

1. NCCCS staff will conduct a course review; if additional information is needed to support the requested action, appropriate college personnel will be contacted.
2. NCCCS staff will submit the request for new course approval to a Peer Review Team composed of college Senior Continuing Education Administrators for review and recommendation.
3. NCCCS staff will submit the Peer Review Team recommendation to the Program Committee of the State Board for action.
4. Following review and consideration by the Program Committee, the Program Committee will make an action recommendation to the State Board.
5. The State Board will consider and act on the recommendation of the Program Committee.
6. State Board approved courses will be placed on the Master Course List and all colleges will be electronically notified of the State Board action.

2. Continuing Education Master Course List Course Title & Description Requirements

All courses submitted for approval should meet the course title and description format described below.

1. Course Title – A maximum of 30 Values (including characters, spaces and punctuation)
2. Course Description – Must include the following:
 - a. Introductory sentence describing the occupational intent of the course
 - This course is designed to ...
 - This course prepares individuals
 - b. Description of course content utilizing statements such as:
 - Course work includes....
 - Students will.....
 - c. Description of student outcomes utilizing statements such as:
 - Successful completion of this instruction will prepare (qualify) one for employment as a (an) ...

Upon completion of this course, students should qualify for or accomplish (include certifications, licensure examinations, employment opportunities, etc.)

Upon completion the learner will be prepared to perform the following tasks....

Example of Model Course Description

Course ID: WLD3113
 Title: WELDING, MIG
 Recommended Hours: 88
 Maximum Hours: 106
 Certification:

This course is designed to introduce the student to the Gas Metal Arc Welding (MIG – microwire – short arc) process. Course topics include power sources, welding operations, shielding gases and safe welding practices. Upon completion, the student will understand the practical application of skills required for Gas Metal Arc Welding.

3. PROCEDURES TO MODIFY COURSES

The instructions for requesting a course modification are stated in the “*Continuing Education System User Guide*”. Approvals for course modifications follow the same procedures as those required for new course approvals.

NCCCS Administrative Information Systems – The instructions for requesting a course modification are stated in the “*NCCCS Administrative Information Systems Project Combined Course Library State Level System: Course Management Enhancement User Procedures*”. Approvals for course modifications follow the same procedures as those required for new course approvals.

4. ACCESSING MASTER COURSE LIST INFORMATION

A. The Continuing Education Master Course List – NCCCS Website
The CE Master Course List is available on the NC Community College System website, <http://www.ncccs.cc.nc.us/CE.Courses/>. From this page you may view a course by selecting it in one of three ways:

Course list by Program Area
Course List by Course Number
Course List by Title

In any of these lists, you may use the Find function of your browser to help you locate a specific course. Once you have identified a course, you may click on the course number to view a description.

B. Continuing Education Course List – IIPS – <http://www.ncccs.cc.nc.us/Documentation/docs/cemaster.pdf>
The CE Master Course List can also be accessed from IIPS. This listing contains the course code, title, description, associated program area and funding area, and the normal and maximum hours for the course. Courses taken for certification are also designated.

The following lists can be generated from the Master Course List Menu. The first two lists can be printed on 8 ½ inch paper; the course listings are formatted to print on wide printer paper.

CE.FUNDING.AREAS

Note: One page.

CE.PROGRAM.AREAS

Note: The area codes ending in “00” are group codes and are not to be used in reporting course information. Two pages.

CE.MASTER BY.COURSE.ID

Note: Prints the course code, title, hours, and areas by the course code.
Prints on 32 pages.

CE.MASTER BY.PA.BY.COURSE.ID

Note: Prints the course code, title, hours, and areas by the program area by the course code. Prints on 37 pages.

CE.MASTER BY.PA.BY.TITLE

Note: Prints the course code, title, hours, and areas by the program area by the course title.
Prints on 37 pages.

CE.MASTER BY.TITLE

Note: Prints the course code, title, hours, and areas by the course title.
Prints on 37 pages.

CE.MASTER TITLE.&.DESC.BY.COURSE.ID

Note: This report prints the course description by the course id in addition to the above listed Data fields. Prints on 228 pages.

CE.MASTER TITLE.&.DESC.BY.PA

Note: This report prints the course description by program area in addition to the above listed Data fields. Prints on 228 pages.

C. Continuing Education Course Indices and Support Files – IIPS

The procedure for accessing continuing education course indices and support files information on the IIPS system is contained in the “*Continuing Education System User Guide*”.

D. Continuing Education Course Indices and Support Files – NCCCS Administrative Information Systems

The procedure for accessing continuing education course indices and support files information on the NCCCS Administrative Information Systems is contained in the “*NCCCS Administrative Information Systems Combined Course Library State Level System: Course Management Enhancement User Procedures*”.

PART III. PRINCIPLES OF ACCREDITATION

The regional accreditation body for higher education institutions awarding associate, baccalaureate, master’s or doctoral degrees in the southern states is the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). The southern states region includes Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, **North Carolina**, South Carolina, Tennessee, Texas and Virginia and Latin American. The Principles of Accreditation are the SACS core requirements and comprehensive standards that are required for institutional accreditation. These standards include institutional mission, governance, and effectiveness standards; standards for all educational programs, faculty, library and other learning resources, student affairs and services; standards for resources; and federal requirements. For details on these standards refer to the [Principles and Philosophy of Accreditation](#), August 2003, Commission on Colleges, Southern Association of Colleges and Schools, <http://www.sacscoc.org/>

Institutions, such as North Carolina Community Colleges, whose mission include the offering of continuing education programs which award CEUs are to follow guidelines contained in the Commission’s document [CEU Criteria and Guidelines](#). For non-credit continuing education programs, the institution should follow national guidelines for the recording of Continuing Education Units (CEUs). Both sets of criteria now place a greater emphasis on the evaluation of student achievement and the assessment of those findings.

Reference: [Principles of Accreditation](#), Commission on Colleges, Southern Association of Colleges and Schools and [The Continuing Education Unit: Guidelines](#), Commission on Colleges, Southern Association of Colleges and Schools, <http://www.sacscoc.org/>

PART IV: ACCOUNTABILITY AND CREDIBILITY PLAN

Guidelines

The State Board of Community Colleges adopted a position in 1986, which required each college to develop an accountability and credibility plan for its continuing education program. The internal audit plan developed by a college must be consistent with the State Board’s policy.

The Community College system’s image is based on the performance of its colleges, individually and collectively. Program integrity and public confidence are essential to excellence in a teaching and learning environment. The Internal Audit Plan is a State Board required component of Program Management.

One of the primary ways to maintain integrity and public confidence is through the utilization of a system of checks and balances designed to ensure proper use of public funds on appropriate educational objectives. Community college boards of trustees must adopt a policy, which required the development and implementation of an internal audit plan. Each college is required by the State Board to publish, maintain and utilize an internal audit procedure. Internal audit results must be reported to the college president quarterly. The president shall periodically report to the College Board of trustees on their internal audit program. College plan must address the specific criteria contained in the referenced "Compliance Review Checklist". During compliance review, college internal audit plans are compared with State Board standards.

NOTE: See Appendix B of this document, Continuing Education Guidelines, for NCCCS Revisions of the Accountability/ Credibility Criteria for Continuing Education

PART V: PROGRAM AUDITS

A program audit is conducted every year at each community college to determine if the regulations and policies required by legislation, State Board and System Office policy, and the Administrative code have been followed. For detailed information on program audit procedures review the NCCCS Program Audit web page at http://www.ncccs.cc.nc.us/webaud/What_Program_Audits%20.htm

PART VI. COMMUNITY SERVICE PROGRAM

GUIDELINES FOR COMMUNITY SERVICE PROGRAM OFFERINGS

Community Service Program (CSP) courses consist of single courses, each complete in itself that focus on an individual's personal or leisure needs rather than occupational or professional employment. The cultural and civic, and visiting artist component of this program meets community needs through lecture and concert series, art shows, the use of college facilities by community groups, providing speakers to community organizations, and providing visiting artist activities for college communities. Visiting artists may be provided an opportunity to work as artists in residence to enhance local arts resources and promote the various visual, performing and literary arts in communities throughout North Carolina. Reference: North Carolina Administrative Code, Title 23, 2E.0101(2)(b).

Overview of Community Service Program Guidelines:

- ✓ Course codes are identified in the Continuing Education Master Course List (MCL) as CSP 3000 or CSP 4000
- ✓ Courses offered will be in conformity with all applicable policies and regulations
- ✓ Courses offered will be non-FTE generating and grant funded, or receipt supported
- ✓ Courses should be offered consistent with the college's Institutional Effectiveness Plan (IEP)
- ✓ Colleges may charge registration fees for Community Service Program grant funded courses, seminars, or activities as determined by the local Boards of Trustees. These fees shall be deposited in an institutional account to be used to support the community service program. Reference: NCAC 23 2D.0203(a)(2)(3).
- ✓ Registration fees have been waived for senior citizens 65 years old or older, who register for Community Service Program grant supported courses. Senior citizens participating in Community Service Program self-supporting classes shall be charged a registration fee like other participants.

- ✓ All Community Service Program fees collected shall be retained by the college for support of the Community Service Program. Fees collected shall be used to provide additional Community Service Programs or cover the cost of administering the program. Fees collected may be used to employ individuals as coordinators or administrators of the Community Service Program. See attached chart for guidance on expenditures of CSP fees.
- ✓ Community Service Program grant funds may not be used to employ administrators or coordinators. See attached chart for guidance on expenditures of CSP funds.
- ✓ Community Service Program fund balance may be carried forward and expended for Community Service activities as discussed in the preceding paragraph.

**COMMUNITY SERVICE PROGRAM
USE OF PROGRAM FUNDS**

The following chart provides guidance on expenditures of Community Service Program (CSP) block grant dollars and/or registration fees collected. (Reference: North Carolina Administrative Code, Title 23, 2D.0203(a)(b), 2D.0326(c), 2E.0101(2)(b)(c).

CSP grant funds may be used to provide educational courses or cultural and civic activities. The administration and coordination or recruitment for CSP offerings must be provided from either receipts collected or from instructional support funds allotted through the regular FTE formula.

EXPENDITURES	CSP Instructional Block Grant	Fees Collected
Instructional Salaries & Fringe Benefits	YES	YES
Instructional Travel	YES	YES
Instructional Supplies/Materials	YES	YES
Contractual Services for Instruction	YES	YES
Administration, Coordination, and Recruitment	NO	YES
Advertising including Printing of Brochures and Postage	NO	YES
Lecture and Concert Series	YES	YES
Art Shows/Exhibitions	YES	YES
Seminars (includes distance-learning seminars)	YES	YES
Conferences	NO	NO
Educational Equipment for Courses or Cultural/Civic Activities (Lease or Purchase)	NO	YES
Equipment for Administrative Purposes, e.g., desks, chairs, etc	NO	NO
Educational Equipment for CSP Self-Supporting Courses or Cultural/Civic Activities (Lease or Purchase)	NO	YES
Rental or Users' Fee for Facilities for Courses or Cultural/Civic Activities	NO	YES
Rental or Users' Fee for Facilities for CSP Self-Supporting Courses or Cultural/Civic Activities	NO	YES

Supplies/Materials and Travel for Cultural/Civic Activities	NO	YES
Supplies/Materials and Travel for CSP Self-Supporting Activities	NO	YES
Display or Exhibit of Cultural and Historical Collections	NO	YES
Conduct Fund Raising Activities for College Foundations, Scholarships or Other Group	NO	NO
Hospitality Fee in Conjunction with Seminar/Class (Fee charge must be included in seminar/class announcement.)	NO	YES
College Memberships to Cultural Societies/Organizations and Charitable Organizations	NO	YES
Paying Admission to Cultural/Civic Activities for Special Populations	NO	NO
Field Trips and/or Tours for Self-Supporting Courses or Activities (Fee charge must be included in activity announcement.)	NO	YES

PART VII. EXTENSION STUDENT WORK EXPERIENCE AND CLINICAL PRACTICE (STUDENT WORK ACTIVITIES FOR EXTENSION COURSES)

General Guidelines

Consistent with **23 NCAC 2D.0324(d)**, the following criteria apply to the reporting guidelines for students enrolled in extension work experience and clinical practice courses.

To be eligible for approval, these work experience or clinical practice courses must be required by:

- ✓ **a licensing agency or accrediting body**

Examples of student work activities include cooperative education, practicums, and internships. Work activities that are not required by a licensing agency or accrediting body cannot be approved for work activities for extension programs.

Student membership hours for student work experience and clinical practice shall not generate budget FTE without prior approval of such activities on forms provided by the System Office (see Appendix E).

If the number of approved student work experience membership hours increases by more than **30 percent** per course, a new approval form must be submitted.

Work Experience – Budget/FTE

Work experience for extension courses shall earn budget/FTE at the 100 percent rate for student membership hours, as required by an external licensing agency or accrediting body. These classes must be coordinated by college personnel paid with college instructional funds and may be located in one or more sites.

Clinical Practice -- Budget FTE

Clinical practice refers to clinical experience in health occupation courses which shall earn budget/FTE at the 100 percent rate for student membership hours, as defined in 23 NCAC 2D.0324(a)(3), and shall not exceed a licensing agency or accrediting body requirements.

These classes must be supervised by college instructors qualified to teach in the particular program and who are paid with college instructional funds. These classes may be located in one or more sites.

Note: See Appendix E of this document, Continuing Education Guidelines, for NCCCS Extension Student Work Activities Approval Form and Instructions

PART VIII: APPROVAL REQUIREMENTS FOR EXTENSION COURSES TO BE OFFERED TO CAPTIVE/CO-OPTED GROUPS

A college is required to obtain State Board approval prior to providing instruction to students who are classified captive or co-opted. Captive or co-opted groups of students are defined as:

- inmates in a correctional facility;
- clients of sheltered workshops, domiciliary care facilities, nursing facilities, mental retardation centers;
- substance abuse rehabilitation centers; and
- in-patients of psychiatric hospitals.

Instruction to captive or co-opted groups may be approved when it is determined by the State Board that the proposed instruction for the group is not a function normally expected of the agency, and the instruction is within the purpose of the community college.

Instruction to captive or co-opted groups may be approved in the form of curriculum programs or courses and occupational extension courses.

Captive/co-op courses can only be reported as contact hours for FTE, however the courses are treated as membership hour courses in that students must be registered by the 10% point, except for literacy courses where multi-entry/multi-exit is allowed. Contact the Basic Skills Office, NCCCS, to obtain information on Adult Basic Skills programs in a Captive/Co-opted setting.

References: G.S. 115D-5(c-1) and NCAC 2E.0403

Captive/Co-opted Approval Form & Instructions

Community college courses offered to captive/co-opted groups shall be implemented in accordance with criteria identified in NCAC 2E.0403 and must be approved by the NC State Board of Community Colleges. For further information contact the Correction Education Program Coordinator, NCCCS. Contact the Basic Skills Office, NCCCS, to obtain information on State Board approvals for Basic Skills programs in a Captive/Co-opted setting.

Note: See Appendix C of this document, Continuing Education Guidelines, for the Captive/Co-opted Approval Form & Instructions

PART IX. Work Station Occupational Skills Training (Prior title: Provision For Occupational Extension In-Plant Skill Training) Effective Fall Semester 2003

T23 NCAC 2E.0402 has been amended effective Fall Semester 2003. As amended, T23 NCAC 2E.0402 Work Station Occupational Skills Training (a), details the definition, purpose and general conditions applicable to work station training. Other requirements applicable to work station training may be found in 23 NCAC 2E.0402(d), (e), (f), and 23 NCAC 2D.0324. Training delivery option requirements are listed below.

References: NCAC, Title 23. Department of Community Colleges, 2E.0402
NCCCS Numbered Memo CC03-131.

23 NCAC 2E.0402(c)(1) Occupational Extension at the Work Station

A college may offer an occupational extension course at an individual's work station with the following conditions:

1. Instruction is provided by a community college instructor who is not an employee of the company.

2. Trainees are in a full-time training capacity throughout the instructional period; no work duties (production) may be performed during training.
3. Training is offered consistent with 23 NCAC 2D.0324, 23 NCAC 2E.0101(2)(a) and other occupational continuing education guidelines.
4. The course offered must be listed on the State Board approved Master Course List (MCL).
5. When the conditions of this section are met, a college earns regular budget FTE based on class membership hours; no supplemental approvals are required.

23 NCAC 2E.0402(c)(3) Customized On-the-Job Training, WST 3000

A college may offer customized on-the-job training with the following conditions:

1. The College Board of Trustees must approve the course offering prior to submission of the approval request to the System President.
2. Approval from the System President is required prior to reporting hours for budget FTE.
3. Classes are limited to 15 trainees per instructor and may consist of no more than 240 hours training per course.
4. Instruction is provided by a community college instructor; a company employee may not be employed as the instructor.
5. Training offered under this section shall use Master Course List number WST 3000.
6. When seeking the System President approval to offer training permitted by this section, the training application and supporting documentation must be electronically transmitted to the Vice President for Economic & Workforce Development with copies to the Director of Continuing Education, and the Regional Customized Training Director for your college's region.
7. When the conditions of this section are met, a college earns budget FTE on a contact hour basis.

23 NCAC2E.0402(c)(4) Company-Provided Training, WST 4000

A college may offer company-provided training with the following conditions:

1. When the public purpose is justified and documented a college may use Occupation Extension funds to reimburse the company directly or the company instructor(s) for providing training to company employees.
2. Public purpose shall be justified when skills taught in a course are transferable to work in other companies involved in the same or similar industry cluster; the public benefit is the development of a skilled workforce.
3. The instructional outline shall be jointly developed by the college and the company.
4. Company instructors shall operate in a full-time training capacity during the instructional period as designated in the instructional outline.
5. Company-provided training is limited to no more than 15 trainees per instructor, no more than 240 hours of training per trainee per course and shall be taught by a company instructor.
6. Training offered under this section shall use Master Course List number WST 4000.
7. After being approved by the college Board of Trustees, company-provided training shall earn the administrative component only of the budget FTE.
8. The training outline including the public purpose documentation shall be kept on file at the college until released by audit.

Note: See Appendix D of this document, Continuing Education Guidelines, for Work Station Occupational Skill Training Application Forms

PART X. APPENDIX

- A. Elements of a Continuing Education Course Plan/Outline**
- B. NCCCS Numbered Memo CC00-147, Revisions of the Accountability/ Credibility Criteria for Continuing Education**
- C. Captive/Co-opted Approval Form and Instructions**
- D. Work Station Occupational Skills Training Application Forms**
- E. NCCCS Extension Student Work Activities Approval Form and Instruction**

APPENDIX A

ELEMENTS OF A CONTINUING EDUCATION COURSE PLAN/OUTLINE

An outline for a continuing education course should contain at a minimum the following elements:

1. Course Title – A maximum of 30 Values (including characters, spaces and punctuation)

2. Course Learning Objectives

List the primary learning objectives for the course

3. Course Description

The course description must include the following:

- a. Introductory sentence describing the occupational intent of the course
This course is designed to ...
This course prepares individuals
- b. Description of course content utilizing statements such as:
Course work includes....
Students will.....
- c. Description of student outcomes utilizing statements such as:
Successful completion of this instruction will prepare (qualify) one for employment as a (an) ...

Upon completion of this course, students should qualify for or accomplish (include certifications, licensure examinations, employment opportunities, etc.)

Upon completion the learner will be prepared to perform the following tasks....

4. Course Length

Indicate total class length here (contact hours)

If lecture, lab, and or clinical hours have to be broken out, identify the hours separately

Lecture:..

Lab:

Clinicals:

5. Outline

Describe each major topic / competency to be covered in the course. Ideally, topics will be broken down into subtopics under each major heading. Contact hours should be assigned to topic headings.

6. CEU's

Indicate whether or not CEUs will be awarded for the course and if so the number of CEUs for the course. Note CEU's are calculated at 1 CEU per 10 hours of class.

7. Pre-Requisites

List any pre- or co-requisites a student must complete.

8. Textbook(s) Required

List the textbooks required along with author, publisher and edition.

9. Supplies or Other Requirements

List any supplies, equipment, uniforms, etc. that the students will be required to have for the class.

Example: a copy of a photo ID and a Social Security Card for some classes such as NAI

10. Evaluation Methodology

Describe how students will be evaluated on their performance in class such as written test, clinical practices, class projects and etc.

11. Grading & Minimum Passing Criteria

Describe the grading scale for the class and the minimum criteria that a student must meet to receive a passing grade.

12. Attendance

Describe your class attendance requirements for satisfactory completion and awarding CEUs.

APPENDIX B ACCOUNTABILITY AND CREDIBILITY PLAN

Criteria for Accountability and Credibility Continuing Education

The Community College System's credibility is based solely on the performance of the colleges, individually and collectively. Accountability and credibility are two of the most important elements of the Community College System's ability to achieve quality in teaching and learning and to provide effectiveness and efficiency in System management.

One of the primary ways this is accomplished is through a system of checks and balances designed to assure proper use of public funds. Each college shall continue to review existing provisions for maintaining and protecting accountability and credibility. This review should include all existing safeguards designed to maintain the public trust.

An internal audit plan shall be maintained at each college. The local board of trustees will adopt a policy which requires the development and maintenance of an internal audit plan for its continuing education program. The internal audit plan developed by the college and any subsequent modification of the plan must be submitted to the local board of trustees for approval. Annual reports on the implementation of the auditing plan must be made to the local board of trustees. The plan approved by the local board of trustees will be subject to compliance review by the System education program auditors. The plan must address specific actions for implementation of all the criteria outlined below:

1. On-site visits to each class

- A. The instructor's supervisor, or a designated representative as approved in writing by the senior continuing education administrator, will make at least one visit each quarter to fifty (50) percent of all off-campus and distance education (defined in C below) continuing education classes (excluding self-supported and community service classes) and will maintain written documentation for such visits.
 - (1) Classes which meet 12 hours or less may be excluded from a visit by the college representative.
 - (2) Twenty-five (25) percent of the on-campus classes require visitation and documentation as noted above.
- B. The senior continuing education administrator will visit a ten (10) percent sample of randomly selected off-campus and distance education continuing education classes each quarter with no prenotification of these visits and will maintain written documentation of such visits. The senior continuing education administrator may delegate this visitation requirement to an appropriate upper level administrator/supervisor, provided the delegation is approved in writing by the college president. Registration periods may not be considered as one of the senior continuing education administrator's unannounced class visits.
- C. An off-campus class is defined as any class not held in college owned or leased property or held in a center which is not under the supervision of a resident supervisor or director who is on-site during the entire period the instruction is taking place. A distance

education class is defined as a class that is offered through distance education technology (including information highway, internet, and telecourses) and which does not physically meet on campus for at least half of the time scheduled. For internet courses for which it is not possible to physically visit the class, visitation should be conducted electronically, using a system that allows the instructor's supervisor and senior continuing education officers to log on and check the activity in the class. System Office Program Auditors must also have access to this system so that they may do unannounced class visits for these classes as well.

2. Student Membership Verification

- A. In situations where the class meets physically with the instructor or other college staff, student signatures on appropriate forms (class receipt forms, class registration forms, etc.) is required for student membership verification. If the form must be signed by a teacher (most likely ABE or Compensatory Education), appropriate measures should be taken to assure that the students are enrolled properly. In all instances, state Board policies in the Administrative Code and the System's Accounting Procedures Manual shall be followed.
- B. In situations where the class does not meet physically (such as internet or other distance education courses), one of the following two criteria is required for student membership verification:
 - 1. Evidence of payment of the applicable registration fee by the student. This evidence must link a specific student's payment to the specific class paid for.
 - 2. In cases where no registration fee is paid (i.e., the student is 65 or over, etc.) electronic certification by the student, such as an electronic signature on an email, will be required for student membership verification in the course.

3. Instructor Verification

Procedures associated with the payment of full-time and part-time personnel must include verification that services have been rendered and that proper personnel are being paid.

4. College Approval Process for Conducting a Continuing Education Class

- A. The senior continuing education administrator shall be responsible for approving the establishment/offering of all continuing education classes consistent with the mission and role of the Community College System. Classes which are held without prior approval will be subject to audit exception. Criteria for accreditation by the Southern Association of Colleges and Schools (SACS) prescribes that each college must have a planning and evaluation process. Applicable segments of these criteria should be utilized in developing the college internal plan and evaluating educational progress.
- B. The college shall maintain an up-to-date master schedule, including day, time, and location, for all continuing education classes. Directions to all off-campus classes must be on file with the continuing education office.

5. College Responsibility for Accuracy in Reporting Practices in Continuing Education Programs

The college president, having overall responsibility for college administration, must take appropriate measures to ensure that the internal audit plan is applied and maintained consistent with the local board approved plan. A process for reporting internal audit results to the president on a regular basis (at least twice a year) must be outline in the college plan. The president or the president's designee must maintain this documentation and ensure that it is available for audit review.

Accountability and Credibility Plan
Revised by the State Board of Community Colleges
 May 19, 2000

College _____ **Plan Date** _____

1. Has the plan been submitted to the college Board of Trustees for approval? Yes No

If yes, date of approval? _____

2. Does the plan include a procedure for periodically reporting audit findings to the local Board of Trustees (a minimum of one report per academic year)? Yes No

3. Does the college plan appropriately address each of the following criteria?

VISITS TO CLASSES

• Fifty percent of all off-campus and distance education continuing education classes (excluding receipt-supported classes, community service classes, and classes that meet 12 hours or less) must be visited each semester by the instructor's supervisor or a designated representative as approved in writing by the senior continuing education administrator. Written documentation for the purpose of establishing an audit trail must be maintained. An off-campus class is defined as any class not held in institutionally owned or leased property or a center under the supervision of a resident supervisor or director who is on-site during the entire period the instruction is taking place therein. A distance education class is defined as a class that is offered through distance education technology (including information highway, internet, and telecourses) and which does not physically meet on campus for at least half of the time scheduled. Yes No

• Twenty-five percent of all on-campus continuing education classes (excluding receipt-supported classes, community service classes, and classes that meet 12 hours or less) must be visited each semester by the instructor's supervisor or a designated representative as approved in writing by the senior continuing education administrator. Written documentation for the purpose of establishing an audit trail must be maintained. Yes No

• The senior continuing education administrator must visit a random sample of ten percent of off-campus and distance education continuing education classes (as defined above) each semester with no prenotification of these visits and must maintain written documentation of such visits. The senior continuing education administrator may delegate this visitation requirement to an appropriate upper level administrator/supervisor provided the delegation is approved in writing by the college president and included in the college's approved internal audit plan. Registration periods may not be considered one of the continuing education administrator's unannounced class visits. Yes No

- If the college conducts any internet continuing education classes, these classes must be visited electronically in the same proportions noted above for other continuing education classes. Has the college developed a system whereby internet classes can be “visited” electronically by the instructor’s supervisor and senior continuing education officers at any time while the class is running? Yes No
- System Office Program Auditors must have access to any system developed to conduct electronic visitations of internet classes so that they may conduct unannounced class visits for these classes in the same proportion that unannounced class visits are conducted for other continuing education classes. Yes No

STUDENT MEMBERSHIP VERIFICATION

- In situations where the class meets physically with the instructor or other college staff, student signatures on appropriate forms (class receipt forms, class registration forms, etc.) is required for student membership verification. If the form must be signed by a teacher (most likely ABE or Compensatory Education) appropriate measures should be taken to assure that the students are enrolled properly. In all instances, State Board policies in the Administrative Code and the System’s Accounting Procedures Manual shall be followed. Yes No
- In situations where the class does not meet physically (such as internet or other distance education courses), one of the following criteria is required for student membership verification: 1) evidence of payment of the applicable registration fee by the student (evidence must link a specific student’s payment to the specific class paid for); or 2) in cases where no registration fee is paid (i.e., the student is 65 or over, etc.) electronic certification by the student, such as an electronic signature on an email, is required for student membership verification in the course. Yes No

INSTRUCTOR VERIFICATION

Procedures associated with the payment of full-time and part-time personnel must include appropriate verification that services have been rendered and that proper personnel are being paid. It is suggested that verification be conducted through the business office. Yes No

COLLEGE APPROVAL PROCESS FOR CONDUCTING A CONTINUING EDUCATION CLASS

The senior continuing education administrator shall be responsible for approving the establishment/offering of all continuing education classes consistent with the mission and role of the community college system. Criteria for accreditation by the Southern Association of Colleges and Schools (SACS) prescribes that each college must have a planning and evaluation process. Applicable segments of these criteria should be utilized in developing the college internal audit plan and evaluating educational process. Yes No

The college shall maintain an up-to-date master schedule, including day, time, and location, of all continuing education classes. Directions to all off-campus classes must be on file with the continuing education office. Yes No

COLLEGE RESPONSIBILITY FOR ACCURACY IN REPORTING PRACTICES IN CONTINUING EDUCATION PROGRAMS

The college president, having overall responsibility for college administration, must take appropriate measures to ensure that the internal audit plan is maintained and that the college complies with its approved procedure. The President or the President's designee must maintain this documentation and ensure that it is available for audit review.

Yes No

A process for reporting internal audit results to the president on a regular basis (at least twice a year) must be outlined in the college plan.

Yes No

COMMENTS:

APPENDIX C

CAPTIVE/CO-OPTED APPROVAL FORM & INSTRUCTIONS

Community college courses offered to captive/co-opted groups shall be implemented in accordance with criteria identified in NCAC 2E.0403 and must be approved by the NC State Board of Community Colleges. The following information provides guidelines for applying for approval of extension courses to be offered to these groups. For further information contact the Correction Education Program Coordinator, NCCCS. Contact the Basic Skills Office, NCCCS, to obtain information on State Board approvals for Basic Skills programs in a Captive/Co-opted setting.

A. Instructions for completing the request for State Board Approval of Extension Courses to be offered to captive/co-opted groups.

A completed form includes the following:

1. Two copies of the form with original signatures on each copy should be submitted to:

Vice President for Academic and Student Services
North Carolina Community College System
5016 Mail Service Center
Raleigh, North Carolina 27699-5016

2. A course plan with an outline, specific learning objectives stated, and an evaluation method by which the student's progress is measured.
 3. Complete a form for each extension course for each captive/co-opted facility.
- B. Extension courses offered to captive groups shall be implemented in accordance with criteria identified in NCAC 2E.0403.
- C. Extension courses shall be classified in accordance with the list of courses in the current Master Course List.
- D. For reporting system requirements, refer to the Institutional Class Report – Extension FTE Reporting Instructions (Report NCCCS7-3E).
- E. Approval of the requested course offering by the State Board of Community Colleges shall constitute approval to offer the extension course in the designated captive/co-opted facility.

APPENDIX D

WORK STATION OCCUPATIONAL SKILLS TRAINING APPLICATION FORM

Work Station Occupational Skills Training Application Form	
Overview:	<p>23 NCAC 2E.0402(c)(3) Customized On-the-Job: When a college is requested to provide work station occupational skills training under this section of the administrative code, the below listed documentation must be submitted to and approved by the College Board of Trustees prior to forwarding the application to the System Office for approval. Approval from the System President is required prior to reporting hours for budget FTE.</p> <p>23 NCAC 2E.0402(c)(4) Company-Provided Training: When a college is requested to provide work station occupational skills training under this section of the administrative code, the below listed documentation must be submitted to and approved by the College Board of Trustees. The System President approval is not required.</p>
Company Name:	
Company Address:	
Instructor Name:	
Course Title:	
Course Prefix & Number:	<p><i>Check selected option:</i></p> <p>_____ Report Customized On-the-Job Training 23 NCAC 2E.0402(c)(3) as WST 3000</p> <p>_____ Report Company-Provided Training 23 NCAC 2E.0402(c)(4) as WST 4000</p>
Beginning Date:	
Ending Date:	
Course Duration: <i>(Report # Hours)</i>	
Number of Trainees:	<p>_____ # of classes</p> <p>_____ # of trainees per class</p>
College Approval Documentation:	<p>In accordance with the provisions of 23 NCAC 2E.0402(c)(3) and (c)(4) the course described above is submitted for approval. The course plan (including a detailed course outline identifying separate tasks and teaching hours required for each task, operating costs, and for 23 NCAC 2E.0402(c)(4) offerings, a written finding that the benefit to the public is greater than the benefit to the private company) was approved by the College Board of Trustees on _____ and is attached. All the information is, to the best of my knowledge, complete, and in full compliance with the policies of the State Board of Community Colleges. It is understood that the college may not claim budget FTE under (c)(3) or administration component of budget FTE under (c)(4) for a course until the required approvals have been documented and are on file at the college. Further, it is understood that the college will receive written notification of System Office approval of (c)(3) applications; and that Board of Trustees</p>

	<p>approval of (c)(4) applications must be documented by Trustee meeting records. All approvals and other course documentation (application, essential job tasks and training outline, statement of operating cost, certification of special findings, company request for training, contract/agreement with company, enrollee registration, class attendance roster, instructor time sheet) will remain on file until released by audit.</p> <p>Signature/Date: _____</p> <p>Title: _____</p> <p>College: _____</p>
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July 2003

Statement of Operating Costs

Course Title:	
Course Prefix & Number:	<i>Check selected option:</i> <input type="checkbox"/> Report 23 NCAC 2E.0402(c)(3) as WST 3000 <input type="checkbox"/> Report 23 NCAC 2E.0402(c)(4) as WST 4000
Instructor Name:	
Company Name:	
Course Duration:	
Hourly Instructor Salary:	\$
Total Instructional Costs for Course: <i>(Instructor wages x course hours)</i>	\$
Supplies & materials:	\$
Travel Costs:	\$
Other Costs:	\$
College Official Signature/Date _____	Board of Trustees Signature/Date _____

Work Station Occupational Skills Training – Essential Job Tasks and Training Outline

Course Title:	
Instructor(s):	
Company Name:	
Course Prefix & Number:	<i>Check selected option:</i> <input type="checkbox"/> Report 23 NCAC 2E.0402(c)(3) as WST 3000 <input type="checkbox"/> Report 23 NCAC 2E.0402(c)(4) as WST 4000
Course Beginning Date:	
Course Ending Date:	
Course Objectives: Describe the <i>specific job-related skills</i> employees will be expected to attain as a result of the proposed training.	
Essential Job Tasks On a separate sheet, include a detailed course outline identifying separate tasks and teaching hours required for each task. The outline should include a detailed description of the skill competencies taught for each job task.	Total Training Hours:

July 2003

Certification of Special Findings Required in 23 NCAC 2E.0402(c)(4)

1. Statement of Public Interest vs. Private Benefit:

A certification of special findings is required in 23 NCAC 2E.0402(c)(4) to document that the public purpose is justified to use occupational extension funds to reimburse company instructors for providing training. The goal of this section is the development of skilled workers, such that the people of the state may benefit in common by the attraction of more industries to the state and the maintenance of existing industries. The training must provide a greater benefit to the public than it provides to the private company.

Course Title: _____

Course Beginning Date: _____

Course Ending Date: _____

Company Name: _____

2. Public vs. Private Benefit

In compliance with the provision cited above, the Board of Trustees hereby finds that the benefit to the public is greater than the benefit to the company relative to the course identified above for the following reason(s):

_____ The skills to be taught in this course will be transferable to work in other businesses involved in the same or similar areas of industry, such that the benefit to the public is the development of a skilled workforce, and not merely the training of a private company's employees.

_____ This course will prepare new or current employees to apply new technology, use new equipment, and/or new processes; thereby upgrading the state's workforce.

_____ This course has as its underlying goal the training of skilled workers, such that the people of the state will benefit in common by this training through the attraction of more companies to the state and maintenance of those companies now present.

_____ Other: _____

3. Special Circumstances

Statement of Special Circumstances which justify the use of a company employee as course instructor

_____ (a) A qualified outside instructor is not available.

_____ (b) The best qualified and most convenient instructor is an employee of the company.

_____ (c) The company has processes about which it does not wish outsiders to obtain knowledge.

_____ (d) Other: _____

College Official Signature/Date

Board of Trustees Signature/Date

July 2003

APPENDIX E
STUDENT WORK ACTIVITIES FOR EXTENSION COURSES
INSTRUCTIONS FOR COMPLETING FORM DCC 1-11A

Consistent with **23 NCAC 2D.0324(d)**, the following criteria apply to the reporting guidelines for students enrolled in extension work experience and clinical practice courses. Student Work Activities for Extension Courses (work experience or clinical practice) must be approved by the NCCCS. To be eligible for approval, these work experience or clinical practice courses must be required by:

an external licensing agency or accrediting body

Examples of student work activities include cooperative education, practicums, and internships. Work activities which are not required by an external licensing agency or accrediting body cannot be approved for work activities for extension programs.

Student membership hours for student work experience and clinical practice shall not generate budget FTE without prior approval of such activities on forms provided by the System Office. Student work experience and clinical practice activities approved prior to November 1, 1983 must be resubmitted for reapproval.

If the number of approved student work experience membership hours increases by more than **30 percent** per course, a new approval form must be submitted.

1. Submit two copies of the form listing extension courses that contain student work activities and attach one copy of the plan for the work experience/clinical practice for the course to the Director of Continuing Education, Economic and Workforce Development, NC Community College System Office. One copy of the form, indicating the action taken by the NC Community College System Office, will be returned for the college records.
2. Any proposed changes that increase the approved membership hours per course more than 30% must be resubmitted for approval by the NC Community College System Office.
3. For additional information see Title 23, North Carolina Administrative Code 2D.0324(d).

COLUMN	INSTRUCTIONS
(a) & (b)	List course number and title as it will be offered
(c)	List total class hours
(d)	List total work activity hours
(e)	List total number of membership hours that a student would be enrolled in this course
(f)	Designate by number of weeks the length of the course
(g)	List the external licensing agency or accrediting body if this course is used to meet the work activity requirements of licensure, re-licensure or certification
(h)	List the total number of membership hours required for licensure, re-licensure or certification
(i)	Indicate the maximum number of hours for this course that will earn budget/FTE at the 100% rate for work experience/clinical practice. This should be the same number of hours as identified in column "d". (See NCAC 2D.0324(d)).

REQUEST FOR APPROVAL OF STUDENT WORK ACTIVITIES FOR EXTENSION COURSES
North Carolina Community College System
State Board of Community Colleges

TO BE COMPLETED BY STATE OFFICE
Approved
 _____As Requested
 _____With Changes Indicated

 _____Not Approved:
Request Does Not Meet NCAC 2D.0324(d)

Director _____
Vice President _____
Date _____

College _____

Reporting Extension Courses:

- ___ **Initial approval for new extension course work activity component**
 ___ **Change in work activity component of an extension course**

(See Instructions for Completing Form)

Course No. (a)	Course Title (b)	Total Class Hours (c)	Total Work Experience/ Clinical Practice Hours (d)	Total Membership Hours Per Student Per Reporting Period/Course (e)	Length of Extension Course (f)	Licensure or Accreditation Requirements: External Licensing Agency or Accrediting Body (g)	Licensure or Accreditation Requirements Hours Required (h)	Maximum Number of Hours Reportable Per Student Per Reporting Period for Work Activities (i)

To the best of my knowledge, the information provided above is current and accurate.

President _____

Date _____