SECTION 23

Guidelines and

Definitions

GUIDELINES AND DEFINITIONS

COURSE GUIDELINES AND DEFINITIONS

In accordance with North Carolina Administrative Code [23NCAC 02E.0204(1)(c)], which states, "The college shall use the course information (prefix, number, title, and classroom, laboratory, clinical, work experience, and credit hours; prerequisites and corequisites; and course description) as listed in the Combined Course Library," it is the college's responsibility to ensure that the course information as listed in the Combined Course Library is used in the design and delivery of courses.

State-Level Prerequisites/Corequisites

The NCCCS uses the following definitions:

> *Corequisite*:   A course taken at the same time as another course or prior to the course to be taken.
>
> *Prerequisite:*   A course taken prior to another course.

Colleges must use the minimum prerequisite/corequisite requirements which are listed in the Combined Course Library (CCL).

Colleges are responsible for ensuring that students have satisfied prerequisite and corequisite requirements by documenting that they have either completed the appropriate courses or have demonstrated that they have the appropriate knowledge and skills required for admission to the course. Colleges should establish local policies for complying with this guidance.

A college may request to substitute a course of equal or higher level for a prerequisite/ corequisite requirement stated in the CCL. All prerequisite/ corequisite substitutions will require approval of System Office staff.

Local Prerequisites/Corequisites

A college may add prerequisites/corequisites to any course at the local level. All courses required for a program of study at a college, including prerequisites/corequisites, must be filed on the approval curriculum standard for that program at the System Office. Local prerequisites/ corequisites may not be added if the addition will cause the total credit hours of the program to exceed the maximum hours on the curriculum standard.

Course Restriction to a Specified Program or Concentration

Courses restricted to a concentration are courses that uniquely satisfy the specialized requirements of the concentration. Other courses may be restricted to specified programs to comply with licensing and/or accrediting agency requirements or because there are security concerns associated with the course.

Colleges approved to offer a concentration may register individual students from other programs in courses unique to the concentration by performing a manual override of the restrictions. Colleges may not override restrictions for courses that are restricted for licensing, accrediting, or security reasons.

Local Content Option

From the outset of the reengineering process that resulted in the original Common Course Library (CCL), currently the Combined Course Library, one of the underlying principles was that colleges should be able to customize the CCL courses to accommodate local needs. Competencies for topics contained in the course description should comprise 80% of the course content. The remaining 20% of the course content may be used for local competencies or for additional instruction/enrichment in the system-wide competencies.

Section Restrictions

Colleges may restrict sections of a course to identified student populations, such as student majors, third-party sponsored, co-op cohorts, etc.

Fourth Sentence

A college may add a fourth sentence to a course description for publication in the college's catalog or other program documentation. The purpose of the optional fourth sentence is to clarify content or instructional methodology.

Dividing Courses into Incremental Units

Colleges are allowed to "split courses" in order to meet the needs of part-time students or to provide shorter units of study for abbreviated calendars. The intent of this guideline is to provide flexibility while maintaining the integrity of curriculum courses. Course units should be taught sequentially if the competencies and skills taught in the course require a sequential learning process.

The guidelines for dividing courses into incremental units are:

- A curriculum course may be divided into 2 or 3 units. The units are designated with a suffix following the course prefix and number.
    - Appropriate suffix letters for a 2-unit split are AB and BB; WLD 122 split into two units would become WLD 122AB and WLD 122BB.
    - Similarly, a 3-unit split would use the suffixes AC, BC, and CC.

- o The suffixes C and L are reserved for splitting a course into class and lab components within the same semester.
- o The suffix A is reserved for lab courses as designated in the Combined Course Library.

- The units must equal the entire course of instruction, without omitting any competencies.

- The combined contact and credit hours for the units must equal the contact and credit hours for the course.

- If the course is a prerequisite to another course, the student must complete all component parts before enrolling in the next course.

- The components of a divided curriculum course must not be used to supplant training appropriate to occupational extension.

Selected Topics and Seminar Courses

Selected topics and seminar courses are units of instruction which offer specific job knowledge and/or skills and must be directly related to the program course work.

Selected topics courses are designed to be temporary courses. Courses designed to be long-term should be submitted for inclusion in the Combined Course Library (CCL).

Selected topics and seminar courses *cannot* be used to meet general education requirements.

Selected topics and seminar courses do not transfer under the Comprehensive Articulation Agreement. Some colleges and universities may accept selected topics and seminars through local bilateral agreements.

The maximum credit for selected topics or seminar courses will be 3 SHC. Only 3 SHC in selected topics and/or seminar courses may be applied toward the graduation requirements for a given credential. Note: This is 3 SHC total; not 3 SHC of Selected Topics and 3 SHC of Seminar courses.

Selected topics and seminar courses, if included, must be on a college's program of study as **Other Major Hours**. Selected topics and seminar courses may be included in an elective list.

Selected topics and seminar courses will be numbered 190-199 or 290-299.

Selected topics and seminar courses are listed in the CCL under the prefixes *SEL* and *SEM*. Colleges may select the appropriate discipline prefixes for selected topics and seminar courses.

Students must be enrolled in a curriculum to be qualified to register in selected topics or seminar courses.

PROGRAM GUIDELINES AND DEFINITIONS

Humanities

The following definition was developed several years ago and is universally accepted in higher education. It is the result of a 1986-1991 study of how the Humanities component of an associate degree occupational program should be viewed. The study, conducted by the National Council for Occupational Education and the Community College Humanities Association, two affiliates of the American Association of Community and Junior Colleges, marked a significant change in the structure and content of occupational and technical programs.

Humanities in Associate Degree Occupational Programs are studies which expand the student's awareness of the human condition and appreciation of human needs, values, and achievements. The Humanities assist in developing insights, capacities, and well-reasoned convictions essential for a fulfilled public and private life as well as success in a career. They include studies of literature and all languages, history, philosophy and religion, and the history and appreciation of the fine arts. They do not include the development of basic communication skills in any human language (Shared Vision, p. 74).

In a 1986 issues series publication, the AACJC Board of Directors presented twelve recommendations for including humanities in associate degree programs. The first recommendation is that "education policy concerning the humanities and their place in the community college curriculum should be framed within the context of an overall policy on a liberal or general education program of study." (Eisenberg & Gollattscheck, p.5).

References:
> Eisenberg D., and Gollattscheck J.F., eds. The future of humanities education at community, technical, and junior colleges. Issue Series 5. Washington, D. C.: American Association of Community and Junior Colleges. 1986.

> Shared Vision Task Force. Successfully integrating the humanities into associate degree occupational programs: an implementation manual. Washington, D. C.: American Association of Community and Junior Colleges. 1991.

Core Course Substitution

A college may request course substitution for a course which is included as a core requirement on a curriculum standard based on the following criteria:

> Core course substitutions may be made only for courses in the arts and sciences discipline areas.

> A course may not be substituted if the credit hours of the course will cause the total credit hours of the program to exceed the maximum hours on the curriculum standard.

> Core course substitutions require the approval of System Office staff.

Electives

A college may include major electives under the "Other Major Hours" category of the curriculum standard to allow some specialization by students. A list of elective courses for a given prefix must be limited to 9 SHC, with the exception of prefixes listed in the core or concentration. These lists should include only those courses directly related to the program. If an elective list includes courses with prerequisites, all prerequisite requirements must be able to be completed
within the length of the program (65 SHC for AS, AA, and AFA, 76 SHC for AAS, 48 SHC for diplomas, and 18 SHC for certificates).

System Office Approval of Electronic Program of Study

A college enters an electronic program of study for each State Board approved program at the highest level it intends to allow students to complete. After completion of the System Office cycle of staff review and electronic approval, the college may create lower level programs at the local level, which do not require System Office review and electronic approval. Criteria for those local programs are in the following sections.

Diploma from Associate in Arts (AA) Program

A college with a System Office approved program of study for an AA program may offer a diploma comprised of courses from the AA program. The college's diploma program must contain the following:

- Total hours of 44 SHC minimum and 47 SHC maximum.

- Minimum of 44 SHC and maximum of 46 SHC from the general education core
    - Six SHC of English composition.
    - 12 SHC of humanities/fine arts.
    - 12 SHC of social/behavioral sciences.
    - Six SHC of mathematics.
    - Eight SHC of natural science.

- A non-college transfer course of one SHC may be included.

Diploma from Associate in Science (AS) Program

A college with a System Office approved program of study for an AS program may offer a diploma comprised of courses from the AS program. The college's diploma program must contain the following:

- Total hours of 44 SHC minimum and 47 SHC maximum.

- Minimum of 44 SHC and maximum of 46 SHC from the general education core:
    - Six SHC of English composition.
    - Nine SHC of humanities/fine arts.
    - Nine SHC of social/behavioral sciences.
    - 20 SHC of natural sciences and mathematics with the following minimums:
        - Six SHC of mathematics.
        - Eight SHC of natural sciences.

- A non-college transfer course of one SHC may be included.

Diploma from Associate in Applied Science (AAS) Program

A college with a System Office approved program of study for an AAS program may offer a diploma comprised of courses from the AAS program. The college's diploma program must contain the following:

- Total hours of 36 SHC minimum and 48 SHC maximum.

- Six SHC of general education courses, three of which must be in communication. A college may substitute diploma/certificate level general education courses (course numbers 100-109) for the general education courses in the AAS program.

- A minimum of 12 SHC from the core of the AAS program. If the curriculum standard denotes core courses required for a diploma, all such courses must be included in the core of the diploma program.

- A maximum of 8 SHC of COE or other work experience courses.

- A maximum of 3 SHC of selected topic or seminar courses.

- A maximum of 4 SHC of other required hours. These are courses that are not general education courses and not included in the prefixes in the Other Major Hours category of the curriculum standard, but are necessary to fulfill graduation requirements, such as ACA and computer literacy courses.

Certificate from AAS or Technical Diploma Program

A college with a System Office approved program of study for an AAS program may offer a certificate comprised of courses from the AAS program. Similarly, if a college's highest level of System Office approval for a technical program is at the diploma level, the college may offer a certificate comprised of courses from the diploma program. The college's certificate program must contain the following:

- Total hours of 12 SHC minimum and 18 SHC maximum.

- General education is not required; however, diploma/certificate level general education courses (course numbers 100-109) may be used in lieu of similar AAS level general education courses in the higher level program.

- All other courses must come from the approved AAS or diploma program.

- A maximum of 2 SHC of COE or other work experience.

- A maximum of 3 SHC of selected topics and seminar courses.

- A maximum of 1 SHC of other required hours. These are courses that are not general education courses and not included in the prefixes in the Other Major Hours category of the curriculum standard, but are necessary to fulfill graduation requirements, such as ACA and computer literacy courses.

Certificate as Highest Level Offered

A college may choose to enter an electronic program of study with the certificate as the highest level offered. The college's certificate program must contain the following:

- Total hours of 12 SHC minimum and 18 SHC maximum.

- General education is not required but may be included as appropriate.

- A minimum of 12 hours must come from the core of the curriculum standard.

- The remaining major hours must come from the prefixes listed in the Other Major Hours section of the curriculum standard.

- A maximum of 2 SHC of COE or other work experience.

- A maximum of 3 SHC of selected topics and seminar courses.

- A maximum of 1 SHC of other required hours. These are courses that are not general education courses and not included in the prefixes in the Other Major Hours category of the curriculum standard, but are necessary to fulfill graduation requirements, such as ACA and computer literacy courses.

Stand-Alone Certificate (Curriculum Standard is Certificate-Only)

When a curriculum standard indicates the only award available is a certificate, the college's certificate program must contain the following:

- Total hours of 12 SHC minimum and 18 SHC maximum.

- General education is not required but may be included as appropriate.

- All core courses on the curriculum standard must be included.

- The remaining hours must come from the prefixes listed in the Other Major Hours section of the curriculum standard.

- A maximum of 2 SHC of COE or other work experience.

- A maximum of 3 SHC of selected topics and seminar courses.

- A maximum of 1 SHC of other required hours. These are courses that are not general education courses and not included in the prefixes in the Other Major Hours category of the curriculum standard, but are necessary to fulfill graduation requirements, such as ACA and computer literacy courses.

NR (Not Recommended) Notation on Curriculum Standard

- The NR notation on a curriculum standard indicates that there was no job market at that award level or there were other restricting factors at the time that the curriculum standard was approved. Colleges may request revision of the curriculum to remove the NR notation through the regular curriculum standard revision process (Section 16).

FREQUENTLY USED CURRICULUM TERMS

Adult High School (AHS) – A program offered in cooperation with the public school system. A diploma is awarded upon program completion and passing of the North Carolina Competency Test.

Associate in Arts (AA) – A degree granted for planned programs of study consisting of a minimum of 64 semester hours and a maximum of 65 semester hours of college transfer courses.

Associate in Applied Science (AAS) – A degree granted for planned programs 64-76 semester hours course work to provide entry-level employment education. An AAS program must include a minimum of 15 hours of general education and a minimum of 49 hours of major courses with numbers 110-199 or 210-299.

Associate in Fine Arts (AFA) – A degree granted for planned programs of study consisting of a minimum of 64 semester hours and a maximum of 65 semester hours of college transfer courses, with an emphasis on the arts.

Associate in General Education (AGE) – A degree which is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth and development. The program may include both university transfer and non-transfer courses.

Associate in Science (AS) – A degree granted for planned programs of study consisting of a minimum of 64 semester hours and a maximum of 65 semester hours of college transfer courses, with emphasis on the natural sciences.

BioNetwork – A statewide initiative that connects community colleges across North Carolina, providing specialized training, curricula, and equipment to develop a world-class workforce for the biotechnology, pharmaceutical, and life science industries.

Certificate – A program comprised of 12-18 semester hours of courses designed to provide entry-level employment training.

Chief Academic Officer (CAO) – The person at the local college level who bears the primary responsibility for all areas of curriculum programming.

Classification of Instructional Programs Codes (CIP Codes) – Nationally recognized codes to classify instructional programs for educational research and funding purposes.

College Information System (CIS) – A two-part system to interconnect all facets of NCCCS records – commonly differentiated as Colleague and Data Warehouse.

Colleague – A software package with enhancements and ancillary third-party products designed to interconnect the functions at the college level and to manage processes that are shared by the colleges and the System Office. Colleague will be phased in with cohorts of colleges being added each year through 2007.

Combined Course Library (CCL) – The set of statewide uniform courses from which North Carolina community colleges must choose their curriculum course offerings.

Comprehensive Articulation Agreement (CAA) – An agreement between the North Carolina Community College System and public and private universities to facilitate transfer between community colleges and 4-year universities.

Concurrent Enrollment – Enrollment of high school students in regular college courses, usually located on the community college campus.

Continuing Education – A part of the lifelong learning mission of NCCCS, these programs provide opportunities for specific job training or retraining, basic skills education and improved use of leisure time.

Continuing Education Unit (CEU) – A unit of credit toward specific certification awarded for continuing education courses in collaboration with the certifying agency.

Curriculum Improvement Project (CIP Project) – A two-year project with state-wide representation to assess the current employer needs for a particular program area and revise courses and curriculum standards as required to meet the employer needs.

Curriculum Review Committee (CRC) – A committee of academic officers and presidents that serves as an arm of the State Board of Community Colleges, with the specific purpose of maintaining the curriculum courses in the Combined Course Library. This committee is charged with the responsibility of keeping the curriculum courses in the Combined Course Library current while guarding against proliferation of course duplications.

Data Warehouse – A massive database that stores five years of raw data. Standard reports with a fixed "snapshot" of data at a given date are available through menu/standard command options. Ad hoc reports are based on data in the warehouse on the day extracted; consequently, Ad hoc results vary as colleges update records**.**

Developmental Education – Programs that consist of courses and support services which include diagnostic assessment and placement, tutoring, advising, and writing assistance. These programs are designed to address academic preparedness, workforce retraining, development of general and discipline-specific learning strategies, and affective barriers to learning. Developmental courses do not earn credit toward a degree, diploma, or certificate. The numbers 050-099 shall be assigned to developmental courses.

Diploma – A program comprised of 36-48 semester hours, including a minimum of 6 hours

general education, which provide entry-level employment training.

Distance Learning (DL) – Organized delivery by means other than face-to-face classroom contact, such as via internet, information highway, or telecourse.

Early College High Schools – Small autonomous schools where students earn an associate degree or two years of college credit.

Focused Industrial Training (FIT) – A program that allows colleges to work with local industries to assess a company's employee training needs and to develop training that is uniquely designed to meet the needs of that particular employer.

Full-Time Equivalency (FTE) – The number of hours equivalent to the hours one student is enrolled for the normal academic year of spring and fall terms. This method enables colleges to recognize the impact of part-time students as an aggregate.

General Education Development (GED) – A program which provides instruction and testing for adults to complete their high school equivalency.

General Occupational Technology (GOT) – A curriculum which is unique to an individual student's particular needs for employability skills.

Huskins Bill Courses – Community courses delivered to high school students through a contractual arrangement with the local education agency.

Institutional Information Processing System (IIPS) – Legacy-based software that will continue to be used for some colleges until 2007.

Learn and Earn – A new format for high schools, most of which are located on community college campuses. They offer the opportunity for graduates to leave after five years with not only a high school diploma, but also with either a college transfer associate degree or two years of transferable college credit. Early college high schools and middle college high schools are part of this initiative.

Middle College High Schools – Small autonomous schools where students take both high school and college credit courses, but are not guaranteed an associate degree or two years of transferable credit.

New and Expanding Industry Training (NEIT) – A program of customized to provide training to employees of new and expanding industries in North Carolina.

North Carolina Administrative Code (NCAC) – The administrative regulations that ensure compliance with North Carolina laws.

North Carolina Information Highway (NCIH) – A network of interconnected sites to provide simultaneous interaction among those sites for classes, meetings, forums, etc.

Program of Study (POS) – A listing of the exact courses that a college plans to offer to fulfill the requirements of a curriculum program.

Semester Hour Credit (SHC) – Credit assigned to a course that represents the contact in a normal 16-week semester, based on formulas for class, lab, work, and clinical methods of instruction.

State Board of Community Colleges (SBCC) – The governing body of the North Carolina Community College System.

Transfer Advisory Committee (TAC) – A committee comprised of community college and university representatives who administer the Comprehensive Articulation Agreement.

Virtual Learning Community (VLC) – A service of the North Carolina Community College System that provides courses for the colleges in the system to use for distance education.