The College should offer a comprehensive program as accessible as possible to all citizens by offering courses and programs at convenient locations away from institutional campuses as well as on campus. The criteria and basis for classifying the programs offered are set out in this policy.

(1) Curriculum Programs

(a) A curriculum program is an organized sequence of courses leading to an associate degree, a diploma, or a certificate. All curriculum programs are designed to provide education, training, or retraining for the work force.

(i.) Associate degree programs are planned programs of study culminating in an applied science, associate in fine arts, Associate in science, or associate in general education Degree

(A) The associate in applies science degree programs are designed to prepare individuals for employment. These programs involve the application of scientific principles in research, design, development, production, dist or service.

(B) The associate in arts, associate in science, associate in fine arts degree programs are designed to prepare students for transfer at the junior level to institutions offering baccalaureate degrees.

(C) The associates in general education degree programs are designed for students who desire a general liberal arts education.

(ii) The diploma programs are designed to provide entry-level employment training. A diploma program may be a stand alone curriculum program title, or a college may award a diploma under an approved associate in applied science degree curriculum program for a series of courses taken from an approved program of study and structured so that a student may complete additional non-duplicative coursework to receive an associate in applies science degree.

(iii) The certificate programs are designed to lead to employment or to provide skills upgrading or retraining for individuals already in the workforce. A certificate program may be a stand-alone curriculum title, or a college may award a certificate under an approved degree or diploma curriculum program for a series of courses taken from the approved program of study.

(b) Developmental Education programs 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.

(2) Continuing Education Programs:
(a) Occupational Extension courses consist of single courses, each
complete in itself, designed for the specific purpose of training an
individual for full- or part-time employment, upgrading the skills of a
persons presently employed, and retraining others for new
employment in occupational fields.
(b) Community Service
(i) Community Service Courses consist of single courses, each
complete in itself; that focus on an individual's personal or
leisure needs rather than an occupational or professional
employment.
(ii) 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 artist may be provided an opportunity to work as artist
in residence to enhance local arts resources and promote the
various visual, performing and literary arts in communities
throughout North Carolina
(c) Self-Supporting Programs
(i) A self-supporting course is not reported to the state for
budget FTE since the cost of conducting the course id paid
by students enrolled.
(ii) Recreational programs are self-supporting courses which
the college may provide at the request of the community but
for which the college receives no budgetary credit. Funds
appropriated as operating expenses for allocation to the
college shall not be used to support recreation courses. The
financing of these courses by a college shall be on a self-
supporting basis, and membership hours produced from
these activities shall not be counted when computing full-
time equivalent students for use in budget-funding formulas
at the state level.
(d) Basic Skills Programs. The State Board and the community
college system shall encourage persons to complete high
school rather than seek testing for the High School Diploma
Equivalency.
(i) High School Equivancy programs consist of classroom
instruction, learning laboraty courses, or a combination
of activities designed to qulify a student for an adult high
school diploma. An Agreement of Affiliation with a local
public school system is required for minors sixteen or
seventeen years old. No agreement is required for adults eighteen years old and older.

(ii) General Educational Development (GED) testing programs consist of classroom instruction or laboratory courses, or a combination of both designed to qualify a student to demonstrate competency on the General Educational Development (GED) test and to receive a High School Diploma equivalency from the State Board. The State Board is responsible for the administration of the General Education Development testing program in cooperation with the Office on educational Credit of the American Council on Education. The procedures regulating the GED Testing Program set forth in the GED Examiner's manual published by the General Education Development Testing Service of the American Council on Education are hereby incorporated by reference. A copy of this manual is available for inspection in the Office of the System President, Department of Community College, 200 W. Jones Street, Raleigh, NC 27603-1379. A copy of this manual may be obtained at a cost of ten dollars ($10.00) from the GED Testing Service of the American Council on Education, One Dupont Circle NW, Washington, DC 20036-1163.

(iii) The Adult Basic Education (ABE) program is designed for adults who are functioning at or below the eighth grade educational level. The major objectives of the program are to enable adults to acquire the basic educational skills necessary to be a fully competent in our society, to improve their ability to benefit from occupational training and to have greater opportunities for more productive and profitable employment, and to meet their own objectives for enrolling in the program. Classes are offered and focus on fundamental skills such as reading, writing, speaking, computing, critical thinking, and problem solving.

(iv) The English as a Second Language (ESL) program offers classes that accommodate the varied needs of the immigrant and refugee populations. Attention is given to both cultural and linguistic needs as instruction is focused upon the formation of accurate, appropriate communication skills and upon the student’s ability to function in the adult American community. Classes are offered at the beginning through the advanced levels of ESL. The curriculum is designed to develop the basic language skills of reading, writing, speaking, and
listening. Instruction integrates the English language with topics that prepare students for everyday life, employment, and citizenship.

(v) The Compensatory Education (CED) program is designed for adults with mental retardation. The program is highly individualized and fosters a maximum level of independent living commensurate with personal ability. Instruction is offered in math, language, social science, health, community living, consumer education and vocational education.

(e) Business and Industrial Training
(i) The focused industrial Training program addresses critical skills in existing industries. Based assessments of need, these customized classes typically combine on-the-job training with classroom instruction to up-grade or train incumbent employees of manufacturing industries.

(ii) The New and Expanding Industry Training program offers customized, job-specific training to new or expanding companies creating new jobs in the state.

(iii) The Small Business Center program provides training, counseling and referral services especially designed in content and delivery modes for small businesses, both existing and prospective.

(f) Special Instruction Programs
(i) The Human resources Development (HRD) program is an intensive program to recruit, train, and either place in employment or vocationally train chronically unemployed or underemployed adults. The primary objective of the training component is to help the jobless trainee orient himself or herself to the world of work, appreciate the effects of his or her behavior on others, and develop the basic academic and communication skills prerequisite to obtaining and maintaining employment.

(ii) The (WIA) programs consist of occupational training and basic education for disadvantaged persons.

(g) The Learning Laboratory programs consist of self-instruction using programmed text, audiovisual equipment, and other self-instructed materials. A learning laboratory coordinator has the function of bringing the instructional media and the student together on the basis of objective and subjective evaluation and of counseling, supervising, and encouraging persons in the lab.