

# Draft

## **REPORT ON JOB DEVELOPMENT AND TRAINING PROGRAMS FOR MILITARY STUDENTS ENROLLED IN NORTH CAROLINA COMMUNITY COLLEGES AND CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA**

A Report to the:  
Joint Legislative Education Oversight Committee,  
Co-chairs of the House Homeland Security, Military, and Veterans Affairs Committee, &  
Co-chairs of the Legislative Research Commission Study Committee on Civilian Credit for  
Military Training

Submitted By  
The State Board of Community Colleges, and  
The Board of Governors of The University of North Carolina

December 15, 2014

As Required by  
Section 4 of Session Law 2014-67 (SB 761)

## **I. Background**

The Board of Governors of The University of North Carolina and the State Board of Community Colleges, through the North Carolina Community College System Office, was asked to consult with the North Carolina National Guard Education and Employment Center, the North Carolina Department of Commerce, the North Carolina Department of Labor, and any other State or federal agencies as appropriate, to do the following:

- (i) study "Knowledge Gap Fulfillment," the continuation, development, and creation of programs that provide maximum credit for military training or experience that meet North Carolina licensing, certification, or credential standards;
- (ii) identify job development programs that require the same Military Occupational Skills (MOS) or share the same aptitude skills required to complete the program;
- (iii) identify existing Veterans Administration (VA) approved nondegree programs conducted in other states that have a high employment demand in North Carolina;
- (iv) determine the ability of State community colleges or other training centers to conduct these nondegree programs; and,
- (v) identify and develop similar short-term programs that meet the needs of North Carolina-specific, high employment technical career fields.

A consideration of all program studies in this section shall be VA-approved for educational benefits with the North Carolina State Approval Agency.

To assure that we were working efficiently, productively and collaboratively, the first step taken was to identify staff from the appropriate agencies to serve on a Workgroup. All proposed members were contacted and agreed to serve (See Attachment 1). Since Section 4 of Senate Bill focused on non-degree programs at local community colleges, Barbara Boyce was appointed as the facilitator for this workgroup and Major Neely Mahoney was designated as the primary contact for the NC National Guard. Two preliminary meetings were held with staff from the community colleges and the National Guard. The purpose of these meetings was to establish a process for surveying current practices, identifying best practices, and assigning work tasks.

In addition to our working group meetings, the North Carolina Community College System's (NCCCS) State Board committed \$150,000 to the development of processes for prior learning assessment and competency-based education, including processes specific to military-affiliated students. Fayetteville Technical Community College will lead this effort.

The Workgroup successfully completed research on the five requirements listed above and the results are detailed in the accompanying report.

## II. Program Studies

- (i) **Study "Knowledge Gap Fulfillment," the continuation, development, and creation of programs that provide maximum credit for military training or experience that meet North Carolina licensing, certification, or credential standards;**

To address this requirement, the Workgroup compiled a list of the occupations that required licensure in North Carolina (See Attachment 2). Of the 195 occupations on the list, it was determined that 27 had a direct correlation to a Military Occupational Specialty (MOS) and opportunities for training through Continuing Education at community colleges. Since the knowledge gap fulfillment analysis is conducted by a credentialing agency and outside the authority of this Workgroup, we focused our efforts on determining the extent to which colleges could develop new or redesign current training programs to address the competencies identified in the gap analysis.

Given the timeframe of the report, the Workgroup chose to monitor the progress of the gap analysis for two credentials: truck driver and law enforcement officer. The Division of Motor Vehicles has published guidelines for a Military Skills Waiver for applicants seeking a Commercial Driver's License. Colleges are currently developing abbreviated training programs. Community colleges have been collaborating with the National Guard for the past two years in the Guard's efforts to get approval for a MP- to-BLET program. A gap analysis was completed and provisions for granting credit for military training are being proposed. Official details will be published by the Criminal Justice Standards Division, NC Department of Justice.

The Workgroup conducted an internet search to see if any "knowledge gap fulfillment" analysis already exists. The Department of Defense published a report titled *Civilian Credentialing for Military Occupational Specialties*, which contained a comprehensive gap analysis of five occupational areas: aircraft mechanic, automotive mechanic, healthcare support, supply and logistics support, and truck driver. Two of these occupational areas, aircraft mechanic and healthcare support, require licensure in North Carolina.

Section 1 of Senate Bill 761 requires each occupational licensing board to publish, by January 1, 2015, a document that lists the specific criteria or requirements for licensure, registration, or certification by the board, with a description of the criteria or requirements that are satisfied by military training or experience as provided in this section, and any necessary documentation needed for obtaining the credit or satisfying the requirement. Once these documents have been posted, the Workgroup would review requirements and discuss next steps for designing new or redesigning existing job training programs. In keeping up with the goals of the Senate Bill, the policies and procedures that govern these training programs will include provisions for granting maximum credit for military training or experience and the articulation of non-credit course work to academic credit.

**(ii) Identify job development programs that require the same Military Occupational Skills (MOS) or share the same aptitude skills required to complete the program;**

To meet this requirement, the Workgroup reviewed the following reports, documents, and websites to provide support for industry demand and availability of jobs for any proposed training program. Purpose: leverage resources to base actions on solid data.

<b>NC Labor Market Information</b>	<b>Military Translator Websites</b>	<b>National Initiatives</b>
<ul style="list-style-type: none"> <li>• NC Jobs Report</li> <li>• NC Employer Needs Survey</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.cool.army.mil/">www.cool.army.mil/</a></li> <li>• <a href="http://www.cool.navy.mil/">www.cool.navy.mil/</a></li> <li>• <a href="http://www.mynextmove.org/vets/">www.mynextmove.org/vets/</a></li> <li>• <a href="http://www.onetonline.org/crosswalk/MOC">www.onetonline.org/crosswalk/MOC</a></li> </ul>	<ul style="list-style-type: none"> <li>• Troops to Truck</li> <li>• Troops to Energy Jobs</li> <li>• Boots to Business</li> <li>• College Credit for Heroes</li> </ul>

Based on information reviewed, the Workgroup identified 10 occupational areas with multiple job training programs that lead to a state-regulated or industry-recognized credential.

<b><u>Information Technology</u></b> <ul style="list-style-type: none"> <li>• IT Vendor Certifications</li> <li>• Fiber/Copper Installers</li> <li>• Broadband Technician</li> </ul>	<b><u>Public Safety</u></b> <ul style="list-style-type: none"> <li>• Law Enforcement</li> <li>• Correction Officer</li> <li>• Security Guard</li> <li>• Emergency Management</li> <li>• Homeland Security</li> </ul>	<b><u>Health Care Support</u></b> <ul style="list-style-type: none"> <li>• Emergency Medical Services</li> <li>• Nurse Aide I &amp; II</li> <li>• Pharmacy Technician</li> <li>• EKG Technician</li> <li>• Electronic Health Records</li> </ul>
<b><u>Business Support</u></b> <ul style="list-style-type: none"> <li>• Human Resources</li> <li>• Finance</li> <li>• Contracting</li> <li>• Leadership/Management</li> <li>• LEAN/Six Sigma</li> </ul>	<b><u>Supply and Logistics</u></b> <ul style="list-style-type: none"> <li>• Supply Chain Management</li> <li>• Logistics Technician</li> <li>• Warehousing</li> </ul>	<b><u>Trades</u></b> <ul style="list-style-type: none"> <li>• Building Construction</li> <li>• Highway Construction</li> <li>• Electrical Technicians</li> <li>• Plumbing/Pipefitting</li> <li>• General Maintenance</li> <li>• General Contractor's License</li> <li>• Welding</li> </ul>
<b><u>Manufacturing</u></b> <ul style="list-style-type: none"> <li>• Production Technician</li> <li>• Machining (NIMS)</li> <li>• Mechatronics</li> <li>• Biopharmaceuticals</li> </ul>	<b><u>Energy</u></b> <ul style="list-style-type: none"> <li>• Electric Line Workers</li> <li>• Electrical Technicians</li> <li>• Substation Operators</li> <li>• Power Generator Mechanics</li> <li>• Solar/PV Installers</li> <li>• Non-Destructive Inspectors</li> </ul>	<b><u>Transport/Aviation</u></b> <ul style="list-style-type: none"> <li>• Truck Driver</li> <li>• Automotive Services Technician &amp; Mechanics</li> <li>• Auto Body Repair (I-Car)</li> <li>• Aircraft Mechanic</li> <li>• Airframe and PowerPoint</li> <li>• Airplane Dispatcher</li> </ul>
<b><u>Personal Service</u></b> <ul style="list-style-type: none"> <li>• Cosmetology</li> <li>• Barbering</li> <li>• Therapeutic Massage</li> </ul>		

**(iii) Identify existing Veterans Administration (VA) approved nondegree programs conducted in other states that have a high employment demand in North Carolina;**

Members of the community college staff met with Joseph Wescott, Executive Director of the North Carolina State Approving Agency to discuss his agency's role in approving courses for VA educational benefits and request assistance with identifying existing VA-approved courses in North Carolina and other states.

Everyone agreed that access to appropriate non-degree programs is a benefit to veterans seeking employment in a number of areas demanding state or industry credentials, but barriers exist in regard to federal regulations. Mr. Wescott's concern was that many Continuing Education programs did not have documented policies in regards to accredited/approved programs of study, attendance policies, grading/standards of progress, student conduct, and student records of previous education/training. This factor was confirmed by the Continuing Education staff at the System Office and may explain why there are so few colleges/programs approved. See Attachment 3

In North Carolina, only three training programs have been approved by the State Approving Agency: Basic Law Enforcement Training, Emergency Medical Technician-Paramedic, and Truck Driver/CDL Training. These programs are state-regulated and the documentation for approval is readily available. To increase the number of approved non-degree programs, the State Approving Agency has agreed to work collaboratively with the community college system to develop a process to do the following: 1) provide training to Continuing Education staff; 2) review a list of high-demand training programs mapped to a state-regulated or industry-recognized credential with standardized programs of study and 3) create a reference document/template for colleges to use to submit their application packet.

In regards to identifying a list of job training programs approved in other states, Mr. Westcott directed the Workgroup to the US Department of Veterans Affairs website-- <http://inquiry.vba.va.gov/>. This website allows the general public to search for information by: 1-approved institution by program type, 2-license & certification approved for reimbursement, and 3- National Exams approved for reimbursement.

The Workgroup reviewed job training programs approved in the following states: Georgia, Virginia, South Carolina, Maryland, Tennessee, and Texas. Below is a list of the most common programs that align with high-demand jobs in North Carolina: Truck Driver, Manufacturing (MSSC & NIMS Certification), Health (Nursing, Medical Lab Tech, and Paramedic), and IT Vendor Certifications (Microsoft, CompTIA, Cisco, and Adobe).

**(iv) Determine the ability of State community colleges or other training centers to conduct these nondegree programs;**

Local community colleges are well positioned to conduct non-degree programs that move individuals with military training to civilian credentials. Most notable features include a large course library, affordable registration fees, and a rich history of working with partner agencies.

1. **Course Library** – There are 900+ Continuing Education (CE) courses in the NC Community College System Combined Course Library (CCL) in 10 occupational areas. Over 200 courses lead to a state-regulated or industry-recognized training credential. CE courses have a general description that gives colleges the flexibility to tailor the course content to the needs of the targeted audience. CE courses have a recommended and maximum number of hours for the length of a class which gives colleges the option of offering a day-long class or a comprehensive program for 400+ hours. The CE course approval process is standardized; once a course/program is approved by the State Board, it is approved for all colleges. Approving a new course takes less than a month. CE courses can be delivered in a variety of formats: classroom, distance learning, hybrid, modularized, contextualized, bridge programs, fast-track, and/or accelerated.
2. **Registration Fees** – The registration fee for most Continuing Education courses are state-supported which makes the cost to students very affordable. The fee structure is based the course length:

Course Length	Registration Fees
0 – 24	\$70
25 – 50	\$125
50+	\$180

These fees do not include books, local fees, or course-specific instructional materials. Some high-cost programs are offered on a self-supporting formula and not supported with state funds. The registration fees for these courses range from \$400 - \$1,500.

3. **Partner Agencies** – The Continuing Education staff, both at the state and local level, work collaboratively with over 72 state agencies, Boards, and Commissions. See Attachment 4 for a list. These partnerships are critical in regards to customizing training programs to address the competencies identified in knowledge gap fulfillment analysis conducted by state agencies, boards, and commissions. Additionally, colleges have a strong relationship with the NC Department of Commerce, Division of Workforce Solutions and all their workforce partners at local NC Workforce Development Boards and NCWorks Career Centers. The NC National Guard continues to partner with local colleges to deliver training for veterans and reservists.

While the colleges are well-positioned to offer training, there are four critical factors that colleges evaluate prior to committing to a training program or credential-specific class.

1. **Program Development** – How much time and resources will it take to customize a training program to meet the identified “Knowledge Gap Fulfillment” requirements?

Time and resources will be needed to 1) map training requirements to current course competencies; 2) identify gaps in course content; 3) determine instructional delivery modes; 4) develop new and/or redesign course objectives and student learning outcomes; 5) develop new and/or redesign evaluation tools; and 6) hire qualified instructors.

2. **Instructional Delivery** – How much will it cost to deliver the program and/or course?

Cost factors include, but are not limited to the following: instructor salary/benefits, staff coordination, instructional materials, equipment, advertising, and other course-specific expenses.

3. **Facilities/Equipment** – Is there classroom space and equipment available?

Reserving classroom space and equipment is a challenge especially for classes that are scheduled on-demand.

4. **Training Needs** – Is there a demand for training?

The Workgroup determined that there are three distinct target populations to be served: active duty service members, veterans, and reservists. The demand and interest for training is different for all three target audiences; as well as their educational challenges and barriers. With the lack of baseline demographic data along with the fact that most knowledge gap fulfillment analysis have not been published, it is hard to predict the demand for training. The Workgroup also discussed looking at regional approaches to delivering training to eliminate barriers and cost related to transportation, living expenses, and potential low enrollments.

**(v) Identify and develop similar short-term programs that meet the needs of North Carolina-specific, high employment technical career fields.**

The Workgroup asked six community colleges to submit information regarding training programs that address military targeted populations or that are popular with military service members, veterans, and reservists. These colleges are Fayetteville Technical Community College, Craven Community College, Coastal Carolina Community College, Wake Technical Community College, Guilford Technical Community College, and Caldwell Community College and Technical Institute.

***Note: This information is being compiled and will be inserted before final submission of the report.***

Below is sampling of the information that is being compiled for the report.

Fayetteville Technical Community College has developed and implemented a process for review of military training that has resulted in the mapping of more than 100 military occupational specialties (MOS), as evaluated by the American Council on Education and FTCC faculty, to an Associates in General Education (AGE) or other specific Associates degrees. They have also collaborated with the NC National Guard to develop a Career Pathways program that moves an individual from short-term skills training leading to multiple credentials in the auto body collision and repair (I\_CAR) to an Associates degrees in the same field.

Wake Technical Community College has a program called Accelerated Career Transformation Services program, or ACTS, that offers veterans accelerated coursework and training in the following areas: CCNA Security Certification Prep, Cyber Security, Emergency Medical Technician-Basic, and Apartment Maintenance Technician.

Craven Community College offers a non-credit, accelerated training course for the Federal Aviation Administration Airframes and Power Plants (FAA A&P) License. A potential student in the course must have 30 months experience as an Airframes or Power Plant mechanic. The program is 16 weeks with 256 hours of instruction. Upon successfully completing the Airframes and Power Plants licensing program, there is an internal articulation agreement which awards the recipient of the licenses 32 credit hours per Airframes or Power Plants or 64 credit hours for both towards an Associates in Aviation Systems Technology. The college has an articulation agreement with Southern Illinois University that recognizes the credits awarded through the Associates in Aviation Systems Technology and enrolls the student as a junior.



### III. Preliminary Findings and Action Steps

All partner agencies are working diligently to find solutions to provide maximum credit for military training to assist service members, veterans, and reservists in obtaining high demand credentials for high demand employment opportunities.

High priority job training programs have been identified and endorsed by NC National Guard representatives who have provided valuable tools and resources to help the Workgroup make proactive recommendations. Much work has been done at colleges in close proximity to military installations, but training programs and services as appropriate need to be available at all colleges to support the military members across the state.

With all of the early successes, the Workgroup recognizes that barriers continue to exist. These barriers can largely be overcome through the coordinated efforts of the partnering agencies including the ability to leverage tools as well as ongoing funding resources to support model practices. As such, the Workgroup has identified seven critical discussions that need to take place to move forward on the preliminary findings in this report. The Workgroup has also identified some specific actions steps for items 1, 2, and 3. The

1. **Build the Framework.** There needs to be a structured plan that is guided by multiple agency partners and engages employers to ensure that all training programs are high-quality, job-driven, student-focused and targeted to the unique needs of service members, veterans, and reservists.

#### Action Steps

- Develop a job-driven action plan for studying the results of "Knowledge Gap Fulfillment" analysis that match military occupational specialties. In keeping up with the goals of the Senate Bill, the policies and procedures that govern these training programs should include provisions for granting maximum credit for military training or experience and the articulation of non-credit course work to academic credit. Included in the process would be financial supports for discipline-specific teams to develop curriculum content for these customized training programs.
- Review the federal regulations for non-degree course approvals and submit policy recommendations to the State Board of Community Colleges Code.
- Develop a process to review student and programmatic data to assess the impact and success of new and redesigned training programs from transitional military training to civilian credentials.
- Develop a communication strategy where partner agencies can share information, identify barriers, and resolve issues. There needs to be a transparent system of sharing information. There also needs to be a plan to record, document, and share best practices, through articulation agreements for local, regional and statewide deployment.

2. **Build the Programs.** There needs to be multiple instructional delivery methods to address multiple levels of knowledge gaps from a student perspective, as well as finding qualified staff. For economies of scale, there needs to be pilot programs whereby select colleges will develop curriculum, policies, and processes that can be shared with others.

These pilot programs would be required to follow the framework established for NCWorks Career Pathways which endorse job training programs that:

- Employ both demand-driven and data-informed decisions
- Enhance career awareness and mapping
- Ensure education and training address and validate skill and competency needs and attainment
- Expand work-based learning opportunities
- Address college access and affordability
- Connect students to quality careers and employers to quality employees

**Action Step**

Develop a prototype and seek resources to fund NCWorks Career Pathways Initiative focused on transitioning military training to civilian credentials.

3. **Provide Student Support Services.** Robust student support services with coordinated efforts between partner agencies are necessary. Services include, but are not limited to financial assistance to pay for registration, fees and books, intensive career and academic advising, employability skills training, and assistance with eliminating academic and personal barriers.

**Action Steps**

Convene a group of community college staff to discuss current practices and to compile resources that can be uploaded community college's website, North Carolina Network for Excellence in Teaching (NC\_NET). This website is a teaching and learning tool to share professional development resources statewide to help avoid duplication and to encourage and enable replication of promising practices.

4. **Assess the Cost of Credentialing.** There needs to be a study on the direct and indirect cost of short-term training programs designed specifically to address the military to civilian credentialing needs. Costs include instructional fees, books, and supplies as well as credential exams and licensing fees. These costs are not always supported by the GI Bill or NC Taps. Leveraging the affordability of continuing education course offerings at community colleges should be considered since registration fees range from \$85 to \$175.

**Action Step**

Solicit feedback from subject matter experts and report findings to the Workgroup.

5. **Develop a Communication Strategy.** If we build it, people need to know it exists. There needs to be robust and transparent outreach including recruitment activities that are coordinated across partner agencies. As appropriate, NCWorks Online should be used as the portal for posting information about training programs and schedules.

Action Step

Solicit feedback from subject matter experts and report findings to the Workgroup.

6. **Track Program and Student Outcomes.** There needs to be a standardized process to track student demographics, programmatic training activities, student training and employment outcomes. This data will be key in developing and assessing the impact of the new and redesigned programs and services programs specific to the goals of this report. As we move forward with requesting support for promising practices, the requests will be evidence-based and point to data indicating success aligned to stated goals.

Action Step

Solicit feedback from subject matter experts and report findings to the Workgroup.

7. **Build the Talent Pipeline.** Coordinated efforts will be essential to connect students to quality careers and employers to quality employees. Upon completion, student should be trained and ready to fill vacant positions.

Action Step

Solicit feedback from workforce partner agencies and report findings to the Workgroup.

#### **IV. Request for Additional Study**

The Workgroup established for Section 4 of the SB761 request additional time to review, discuss and validate the preliminary findings contained in this report. The targeted completion date for the process is April 30, 2015.

Attachment 1  
Workgroup Members for SB761 – Section 4

Community College	
Lisa Chapman	NCCCS System Office
Barbara Boyce	NCCCS System Office
Teretha Bell	NCCCS System Office
Margaret Robertson	NCCCS System Office
David Brand	Fayetteville TCC
Bill Buckner	Fayetteville TCC
Pamela Senegal	Central Carolina CC
Robin Matthews	Craven CCC
Laura Payne	Coastal Carolina CC
National Guard	
Neely Mahoney	
Richard Comer	
Robert Benson	
Workforce Partners	
Layne Dyer	Commerce – Veterans Services
Archie Burell	Commerce – Veterans Services
Kathryn Castelloes	Commerce – Apprenticeship Programs
University	
Ann Marie Beall	UNC General Administration
Clayton Sessoms	East Carolina University
Rob Bruce	UNC General Administration

## Attachment 2

### Survey – SB761 Credit for Military Training

Below is a list of all occupations requiring licensing, certification or credentials standards in North Carolina. Please email me if your institutions are participating/conducting any gap fulfillment/analysis in regard to military training. In your response, please provide the occupation, which institution, and any supporting documents. Occupations in bold represent can be mapped to a job training program in Continuing Education at local community colleges.

Acupuncturist  
Adult Care Administrator  
Aerial Pesticide Applicator  
Air Traffic Control Tower Operator  
**Aircraft Dispatcher**  
**Aircraft Mechanic**  
**Aircraft Repairperson**  
Alarm Installer  
Alarm System Business Licensee  
Alcoholic Beverage Distributor/Vendor Representative  
Anesthesiologist Assistant  
Apprentice Auctioneer  
Architect  
Armed Security Guard  
Athlete Agent  
Athletic Trainer  
Attorney  
Auctioneer  
Audiologist  
Automobile Dealer  
Automobile Salesperson  
Bail Bond Runner  
Barber  
Barber Instructor  
Boarding Kennel Operator  
Boiler Inspector  
Boxing/Kickboxing/'Toughman' Promoter  
Building Inspector  
**Campus and Company Police Officer**  
Cemetery Sales Contractor  
Cemetery Salesperson  
Certified Public Accountant  
Certified Registered Nurse Anesthetist  
Certified Structural Pest Control Applicator  
Chick Dealer  
Chiropractor  
Clinical Laboratory Scientist/Medical Technologist  
Clinical Laboratory Technician/Medical Laboratory Technician  
Clinical Nurse Specialist  
Clinical Social Worker  
**Code Enforcement Official**  
**Commercial Driver**  
Commercial Driver Training School Instructor  
Commercial Fisherman  
Concession Stand Operator  
Cosmetologist  
Cosmetologist Instructor  
Counterintelligence Licensee  
Cytogenetic Technologist  
Cytotechnologist  
Dental Hygienist  
Dentist  
Deputy Sheriff  
**Detention Officer**  
Diagnostic Molecular Scientist  
Dietician and Nutritionist  
**Electrical Contractor**  
Electrical Inspector  
Electrologist  
Embalmer  
**Emergency Medical Technician (EMT)**  
**Emergency Medical Technician Defibrillation**  
**Emergency Medical Technician Intermediate**  
**Emergency Medical Technician**  
**Emergency Medical Technician, Advanced Intermediate**  
Employee Assistance Professional  
Esthetician  
Exterminator  
Family Therapist  
Fee-Based Practicing Pastoral Counselor  
Fire Inspector  
Fire Sprinkler Contractor  
Fire Sprinkler Inspection Contractor  
**Firearms Trainer**  
Forester  
Fuel Piping Contractor  
Funeral Director  
Funeral Service Licensee  
Fur Dealer  
**General Contractor**  
Geologist  
Grain Dealer  
Ground Pesticide Applicator  
Guard Dog Service Operator  
Hatching Egg Dealer  
Hearing Aid Calibrator  
Hearing Aid Dealer and Fitter  
Histologic Technician  
Home Inspector  
Industrial Hygienist  
Insurance Agent  
Insurance Company/Independent Firm Adjuster  
**Interpreter or Translator**  
Investment Adviser  
Investment Adviser Representative  
Juvenile Justice Officer & Juvenile Court Counselor

Land Surveyor  
 Landscape Architect  
 Landscape Contractor  
**Law Enforcement Officer**  
 Librarian  
 Licensed Dietitian/Nutritionist  
 Licensed Practical Nurse  
 Licensed Professional Counselor Supervisor  
 Licensed Professional Counselor/Counselor Associate  
 Licensed Psychologist  
 Licensed Structural Pest Control Operator  
 Liquid Petroleum Gas Dealer  
 Livestock Dealer  
 Loan Broker  
 Loan Officer  
 Lobbyist  
 Locksmith  
 Manicurist  
 Manicurist Instructor  
 Manufactured Housing Salesperson  
 Massage and Bodywork Therapist  
**Mechanical Inspector**  
 Medical Doctor  
 Medical Laboratory Technician  
**Medication Aide** (see Nurse Aide)  
 Milk Hauler and Sampler  
 Milk Tester  
 Motor Vehicle Damage Appraiser  
 Notary Public  
**Nurse Aide I, II**  
 Nurse Anesthetist  
 Nurse Midwife  
 Nurse Practitioner  
 Nursing Home Administrator  
 Occupational Therapist  
 Occupational Therapist Assistant  
 Optician  
 Optometrist  
 Optometrist Assistant and Technician  
 Osteopath  
 Pesticide Consultant  
 Pesticide Dealer  
 Pet Shop Operator  
 Petroleum Device Technician  
 Pharmacist  
**Pharmacy Technician**  
 Physical Therapist  
 Physical Therapist Assistant  
 Physician Assistant  
 Pilot

Plumbing Inspector  
**Plumbing, Heating and Air Conditioning Contractor**  
 Podiatrist  
**Police Officer**  
 Polygraph Examiner  
 Private Investigator  
 Professional Bondsman  
 Professional Boxer/Kickboxer/'Toughman' Athlete  
 Professional Engineer  
 Professional Engineer  
 Professional Solicitor  
 Psychological Associate  
 Psychological Stress Evaluator (PSE)  
 Public Ground Operators  
 Public Weighmaster  
 Pump Installation Contractor  
 Real Estate Appraiser  
 Real Estate Broker  
 Real Estate Salesperson  
 Recreational Therapist  
 Refrigeration Contractor  
 Registered Nurse  
 Registered Structural Pest Control Operator  
 Rendering Operator/Collector  
 Respiratory Therapist  
 Safety Inspection Mechanic  
 Sanitarian (Environmental Health Specialist)  
 Scale Technician  
 School Principal  
 School Superintendent  
 School Teacher  
 Security Guard and Patrol Licensee  
 Seed Dealer  
 Self-Employed Insurance Adjuster  
 Senior Parachute Rigger  
 Set-Up Contractor, Manufactured Homes  
 Soil Scientist  
 Speech and Language Pathologist  
 Surety Bondsman  
 Taxidermist  
**Telecommunicator**  
 Telephonic Sellers  
**Truck Driver**  
 Veterinarian  
 Veterinary Technician  
**Wastewater Treatment Plant Operator**  
**Water Treatment Facility Operator**  
 Well Contractor

**Requirements for Approval of Continuing Education by  
North Carolina State Approving Agency**

**Federal Requirements**

Title 38: Pensions, Bonuses, and Veterans' Relief

PART 21—VOCATIONAL REHABILITATION AND EDUCATION

Subpart D—Administration of Educational Assistance Programs Courses

§ 21.4254 **Non-Accredited Courses.**

- (a) **General.** Nonaccredited courses are courses which are not approved as accredited courses and which are offered by a public or private, profit or nonprofit, educational institution. These include nonaccredited courses offered by extension centers or divisions, or vocational or adult education departments of institutions of higher learning.
- (b) **Application.** Any school desiring to enroll veterans or eligible persons in nonaccredited courses will submit a written application to the appropriate State approving agency for approval of such courses (38 U.S.C. 3676(a)). Such application will be accompanied by not less than two copies of the current catalog or bulletin which is certified as true and correct in content and policy by an authorized owner or official of the school and will include the following:
- (1) Identifying data, such as volume number, and date of publication;
  - (2) Names of the school and its governing body, officials, and faculty;
  - (3) A calendar of the school showing legal holidays, beginning and ending date of each quarter, term, or semester, and other important dates;
  - (4) School policy and regulations on enrollment with respect to enrollment dates and specific entrance requirements for each course;
  - (5) School policy and regulations relative to leave, absences, class cuts, makeup work, tardiness, and interruptions for unsatisfactory attendance;
  - (6) School policy and regulations (See Policy Overview Table) relative to standards of progress required of the student. This policy will define the grading system of the school, the minimum grades considered satisfactory conditions for interruption for unsatisfactory grades or progress, and a description of the probationary period, if any, allowed by the school, and conditions of reentrance for those students dismissed for unsatisfactory progress. A statement will be made regarding progress records kept by the school and furnished the student;
  - (7) School policy and regulations relating to student conduct and conditions for dismissal for unsatisfactory conduct;
  - (8) Detailed schedule of fees, charges for tuition, books, supplies, tools, student activities, laboratory fees, service charges, rentals, deposits, and all other charges;
  - (9) Policy and regulations relative to the refund of the unused portion of tuition, fees, and other charges in the event the student does not enter the course, or withdraws, or is discontinued therefrom;
  - (10) A description of the available space, facilities, and equipment;
  - (11) A course outline for each course for which approval is requested, showing subjects or units in the course, type of work, or skill to be learned, and approximate time and clock hours to be spent on each subject or unit; and

- (12) Policy and regulations relative to granting credit for previous education and training.
- (c) Approval criteria. The appropriate State approving agency may approve the application of such school when the school and its nonaccredited courses are found upon investigation to have met the following criteria:
- (1) The courses, curriculum, and instruction are consistent in quality, content, and length with similar recognized accepted standards.
  - (2) There is in the school adequate space, equipment, instructional material, and instructor personnel to provide training of good quality.
  - (3) Educational and experience qualifications of directors, administrators, and instructors are adequate.
  - (4) The school maintains a written record of the previous education and training of the veteran or eligible person and clearly indicates that appropriate credit has been given for previous education and training, with the training period shortened proportionately, and the veteran or eligible person and the Department of Veterans Affairs so notified.
  - (5) A copy of the course outline, schedule of tuition, fees, and other charges, regulations pertaining to absences, grading policy, and rules of operation and conduct will be furnished the veteran or eligible person upon enrollment.
  - (6) Upon completion of training, the veteran or eligible person is given a certificate by the school indicating the approved course and indicating that training was satisfactorily completed.
  - (7) Adequate records as prescribed by the State approving agency are kept to show attendance and progress or grades, and satisfactory standards relating to attendance, progress, and conduct are enforced.
  - (8) The school complies with all local, city, county, municipal, State, and Federal regulations, such as fire codes, building, and sanitation codes. The State approving agency may require such evidence of compliance as it deemed necessary.
  - (9) The school is financially sound and capable of fulfilling its commitments for training.
  - (10) The school does not utilize advertising of any type which is erroneous or misleading, either by actual statement, omission, or intimation. The school will not be deemed to have met this requirement until the State approving agency:
    - (i) Has ascertained from the Federal Trade Commission whether the Commission has issued an order to the school to cease and desist from any act or practice, and
    - (ii) Has, if such an order has been issued, given due weight to that fact.
  - (11) The school does not exceed its enrollment limitations as established by the State approving agency.
  - (12) The school administrators, directors, owners, and instructors are of good reputation and character.
  - (13) The school either: (i) Has and maintains a policy for the pro rata refund of the unused portion of tuition, fees and charges if the veteran or eligible person fails to enter the course or withdraws or is discontinued from it before completion, or (ii) Has obtained a waiver of this requirement. See §21.4255. (Authority: 38 U.S.C. 3676)
  - (14) Such additional reasonable criteria as may be deemed necessary by the State approving agency. (Authority: 38 U.S.C. 3676(c))
- (d) Limitations on course approval. Notwithstanding any other provision of this section, a State approving agency shall not approve a non-accredited course if it is to be pursued in whole or in part by independent study. (Authority: 38 U.S.C. 3676(e)) [31 FR 6774, May 6, 1966, as amended at 33 FR 9546, June 29, 1968; 47 FR 42733, Sept. 29, 1982; 61 FR 6783, Feb. 22, 1996]



## Attachment 4

### Workforce Continuing Education Partnerships with **North Carolina State Agencies, Boards, Commissions & Associations**

#### **NC Department of Insurance**

- Insurance Division - Agent Services
- Office of the Fire Marshal - Fire & Rescue Training
- Office of the Fire Marshal - Fire & Rescue Commission
- Office of the Fire Marshal - Engineering & Codes - Code Officials Qualification Board
- Office of the Fire Marshal - Engineering & Codes - Home Inspectors Licensure Board
  - Fire & Rescue Industry Associations
    - NC State Firemen's Association and Regional Firemen's Associations
    - NC Fire and Life Safety Educators Association
    - NC Fire Marshal's Association
    - N.C. Association of Hazardous Materials Responders
    - NC Fire and Life Safety Educators Association
    - NC Association of Fire Chiefs
    - North Carolina Association of Rescue and Emergency Medical Services, Inc.
    - North Carolina Society of Fire Rescue Instructors

#### **NC Department of Health and Human Services**

- Aging and Adult Services
- Child Development (Early Childhood Education)
- Council on Developmental Disabilities
- Health Service Regulation - Healthcare Personnel Registry (Nursing Aide)
- Health Service Regulation - Office of Emergency Medical Services
- Health Service Regulation - Radiation Protection (Tanning Salons)
- Health Service Regulation - Adult Care
- Health Service Regulation - Acute and Home Care
- Mental Health, Developmental Disabilities, and Substance Abuse Services
- Public Health - Environmental Health (Public Swimming Pools)
- Rural Health and Community Care
- Social Services - Workfirst Family Assistance
- Social Services - SNAP (Food Stamps) Employment & Training
- Vocational Rehabilitation
- Administrative Office - National Governor's Policy Academy (Healthcare Workforce)

#### **NC Department of Justice**

- Criminal Justice Education & Training Standards Commission
- Sheriffs' Education & Training Standards Commission
- Private Protective Services
- Alarm System Licensing

#### **NC Department of Commerce**

- Division of Workforce Solutions
- Division of Employment Security
- Labor & Economic Analysis Division (LEAD)
- Apprenticeship and Training Bureau
- Local Workforce Development Boards - NCWorks Career Centers

#### **NC Department of Labor**

- Occupational Safety & Health (OSHA)

#### **NC Department of Transportation**

- Division of Motor Vehicles - Commercial Driver's License (CDL)
- Division of Motor Vehicles - Vehicle Inspection
- Division of Motor Vehicles - Vehicle Dealer
- Division of Highways - Oversize/Overweight Permit
- Office of Education Initiatives

**NC Department of Public Safety**

- Adult Correction - Prisons
- Adult Correction - Community Corrections
- Adult Correction - Staff Training
- Juvenile Justice - Youth Development Centers
- Alcohol Law Enforcement
- Emergency Management - Training and Certification
- Emergency Management - State Emergency Response Commission (SERC)
- North Carolina National Guard
- North Carolina State Highway Patrol

**NC Department of Environment and Natural Resources**

- Division of Air Quality
- Division of Water Resources
- Division of Marine Fisheries

**NC Department of the Secretary of State**

- Notary Public

**NC Department of Public Instruction**

- Professional Educator's Licensure
- Career and Technical Education (Career Readiness Certificate)

**NC Department of Agriculture & Consumer Services**

- Forest Service
- Licenses and Permits
- NC Tobacco Trust Fund Commission

**NC Department of Administration**

- Division of Veterans Affairs
- Office for Historically Underutilized Businesses
- Commission of Indian Affairs
- North Carolina Council for Women

**Occupational Boards & Commissions**

- NC Appraisal Board
- NC Auctioneer Licensing Board
- NC Board of Barber Examiners
- NC State Board of Cosmetic Art Examiners (Cosmetologist)
- NC State Board of Cosmetic Art Examiners (Natural Hair Care Specialist)
- NC State Board of Cosmetic Art Examiners (Esthetician)
- NC State Board of Cosmetic Art Examiners (Manicurist)
- NC State Board of Cosmetic Art Examiners (Cosmetology Teacher)
- NC Board Of Dietetics/Nutrition
- NC Board of Examiners Of Electrical Contractors
- NC Licensing Board for General Contractors
- NC Interpreter and Transliterator Licensing Board
- NC Locksmith Licensing Board
- NC Board Of Massage And Bodywork Therapy
- NC Board Of Nursing (Nurse Aide II Listing)
- NC Board Of Pharmacy (Pharmacy Technician)
- NC Board Of Examiners Of Plumbing, Heating & Fire Sprinkler Contractors
- NC Real Estate Commission (Real Estate Broker)
- NC Board Of Refrigeration Examiners
- NC Respiratory Care Board
- NC Substance Abuse Professional Practice Board