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THE COMPREHENSIVE COMMUNITY COLLEGE SYSTEM IN NORTH CAROLINA.
NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH

PUB DATE DEC 66

EDRS PRICE MF-\$0.25 HC-\$1.12 26P.

DESCRIPTORS- *JUNIOR COLLEGES, *STATE PROGRAMS, EDUCATIONAL LEGISLATION, GOVERNANCE, *ADMINISTRATIVE ORGANIZATION, ADMINISTRATIVE PERSONNEL, EDUCATIONAL FINANCE, EDUCATIONAL PHILOSOPHY, *COLLEGE ROLE, NORTH CAROLINA,

THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM IS IN THREE PARTS--(1) COMMUNITY COLLEGES OFFER LOWER DIVISION TRANSFER COURSES AND MAY OFFER GENERAL ADULT EDUCATION COURSES AND VOCATIONAL-TECHNICAL PROGRAMS. (2) TECHNICAL INSTITUTES OFFER ORGANIZED PROGRAMS FOR TRAINING TECHNICIANS AND MAY OFFER GENERAL ADULT EDUCATION AND VOCATIONAL, TRADE, AND TECHNICAL SPECIALTY COURSES. (3) INDUSTRIAL EDUCATION CENTERS OFFER VOCATIONAL, TRADE, AND TECHNICAL SPECIALTY COURSES AND MAY OFFER GENERAL ADULT EDUCATION. CRITERIA FOR ESTABLISHING SUCH INSTITUTIONS ARE EDUCATIONAL NEED, ASSURANCE OF LOCAL SUPPORT, AVAILABILITY OF STATE SUPPORT, AND EVIDENCE THAT EXISTING PUBLIC SCHOOL PROGRAMS WILL NOT BE ADVERSELY AFFECTED. A STATE DIRECTOR, RESPONSIBLE TO THE STATE BOARD OF EDUCATION, IS ASSISTED BY NINE KEY PROFESSIONAL STAFF MEMBERS. APPROXIMATELY 65 PERCENT OF THE OPERATING COSTS ARE PROVIDED BY THE STATE, WITH 20 PERCENT FROM THE STUDENT AND 15 PERCENT FROM THE LOCAL DISTRICT. EACH INSTITUTION HAS A STATE-APPROVED ADMINISTRATIVE ORGANIZATION. STATE LAW PROVIDES FOR 12-MEMBER BOARDS OF TRUSTEES FOR EACH COMMUNITY COLLEGE AND TECHNICAL INSTITUTE AND 8-MEMBER BOARDS FOR EACH INDUSTRIAL EDUCATION CENTER. (WO)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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JUNIOR COLLEGE
INFORMATION

THE COMPREHENSIVE COMMUNITY COLLEGE SYSTEM

IN

NORTH CAROLINA

December 1966

DEPARTMENT OF COMMUNITY COLLEGES
STATE BOARD OF EDUCATION
RALEIGH NORTH CAROLINA

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THE COMPREHENSIVE COMMUNITY COLLEGE SYSTEM

I. Philosophy

The philosophy of the open-door institution has been stated by Dr. Dallas Herring,¹ Chairman of the State Board of Education, as follows:

The only valid philosophy for North Carolina is the philosophy of total education; a belief in the incomparable worth of all human beings, whose claims upon the state are equal before the law and equal before the bar of public opinion; whose talents, (however great or however limited or however different from the traditional), the state needs and must develop to the fullest possible degree. That is why the doors to the institutions in North Carolina's system of Community Colleges must never be closed to anyone of suitable age who can learn what they teach. We must take the people where they are and carry them as far as they can go within the assigned function of the system. If they cannot read, then we will simply teach them to read and make them proud of their achievement. If they did not finish high school, but have a mind to do it, then we will offer them a high school education at a time and in a place convenient to them and at a price within their reach. If their talent is technical or vocational, then we will simply offer them instruction, whatever the field, however complex or however simple, that will provide them with the knowledge and the skill they can sell in the marketplaces of our state, and thereby contribute to its scientific and industrial growth. If their needs are in the great tradition of liberal education, then we will simply provide them the instruction, extending through two years of standard college work, which will enable them to go on to the University or to senior college and on into life in numbers unheard of in North Carolina. If their needs are for cultural advancement, intellectual growth or civic understanding, then we will simply make available to them the wisdom of the ages and the enlightenment of our times and help them on to maturity.

The community college provides desirable learning opportunities for young people who are not able to leave the community. In addition to the geographic factor, Brownell,² in The College and the Community, asserts that "higher education should take place in the normal environment of people living in their native communities and rural regions... It should take place, further, as a continuing process throughout the different ages and conditions of life of the community folk."

The community college system in North Carolina provides for those beyond the normal high school age, 18 years old or older, whether they are high school graduates or not, appropriate, economical, nearby learning opportunities.

¹PROCEEDINGS... An Orientation Conference... Community Colleges, Technical Institutes, Industrial Education Centers; June 7-8, 1964, Chapel Hill, North Carolina

²Baker Brownell, The College and the Community, Harper and Brothers, New York, 1952

These opportunities range, depending on individual needs and previous educational achievement, from the first grade level through the second year of college, including vocational, technical, and general adult training to all of suitable age who wish to learn and can profit from the instruction provided.

II. Objectives of the System - The Open Door Policy

In general, the chief purpose of the community college system is to extend universal educational opportunities beyond the public school system.

More specifically, the objectives may be stated as follows:

1. To provide expanded educational opportunities for thousands of young people and adults who would not otherwise continue their education.
2. To provide relatively inexpensive, nearby educational opportunities for high school graduates, school dropouts, and adults.
3. To provide college parallel programs, consisting of the first two years of regular college studies.
4. To provide technician programs, preparing students for jobs of this level in industry, agriculture, business, and service occupations.
5. To provide vocational programs of less than technician level, preparing students for jobs requiring different levels of ability and skill.
6. To provide programs of vocational education for employed adults who need training or re-training, or who can otherwise profit from the program.
7. To provide short courses that will meet the general adult and community service needs of the people of the community.

The objectives and the open door policy of the community college system have been explained by Dr. I. E. Ready,³ Director of the Department of Community Colleges, as follows:

Universal educational opportunity through the high school has for some time been considered a necessary service of government. Beyond the high school, however, educational opportunity has been selective. For the most part, only educational programs leading to a baccalaureate degree have been provided, and costs to the student as well as scores

³The Open Door, March-May, 1965; a quarterly journal of the North Carolina Department of Community Colleges

below the cut-off point on admissions tests have been roadblocks to many students.

By establishing the system of industrial education centers, technical institutes, and community colleges, the North Carolina General Assembly of 1963 has made it possible to extend universal educational opportunity beyond the high school. Any person who is 18 years old or older, whether he is a high school graduate or not, can find in one of these institutions an educational opportunity fitted to his ability and his needs.

This is what the open door admission policy means. For any applicant who seriously wants and needs more education, the door of the institution is open. After admission, he is tested and counseled, not in order to reject him if he does not meet a set educational standard, but to help him get placed in the educational program for which his ability, his previous educational background, and his objectives in life best fit him. (See next page)

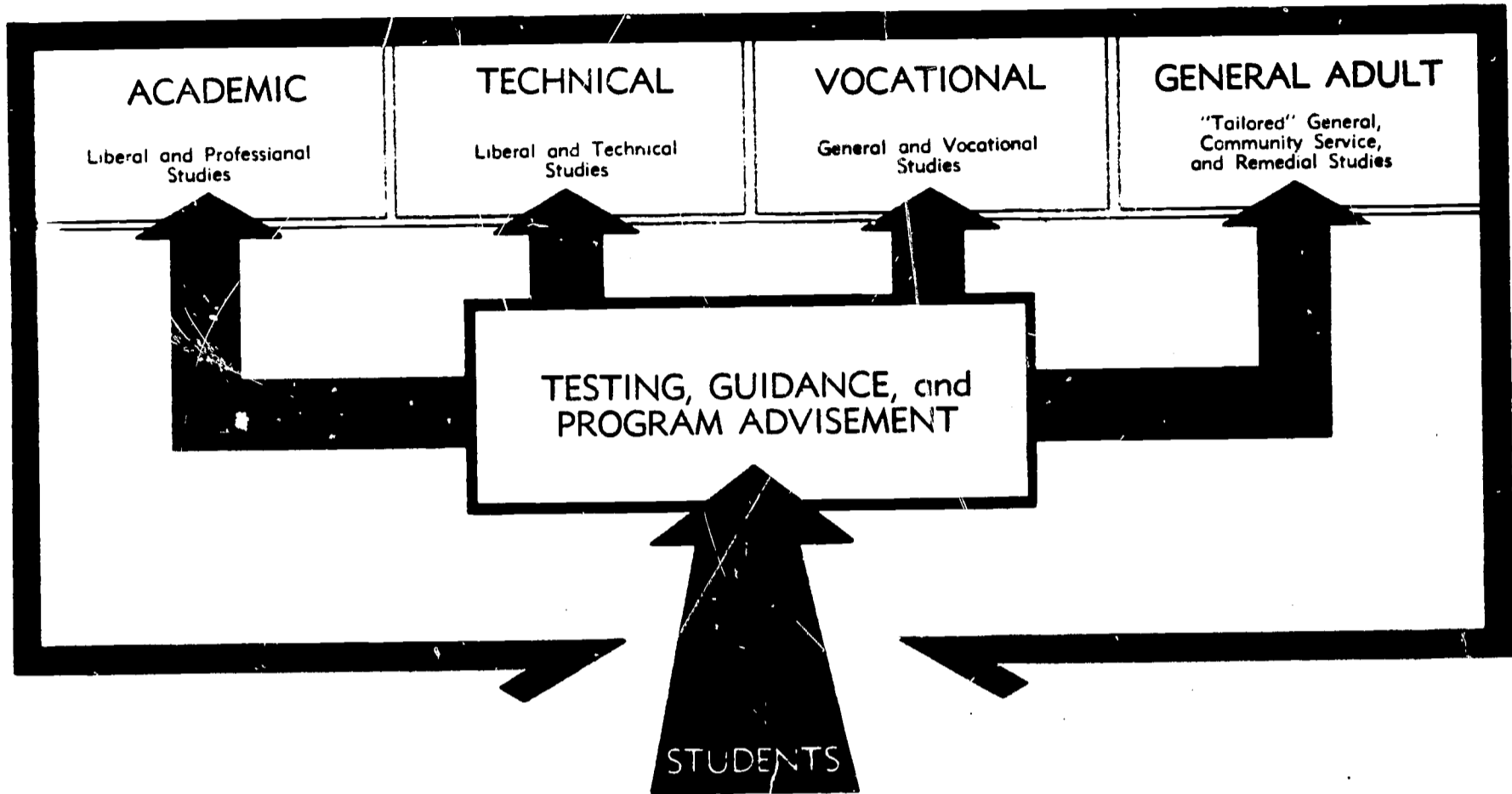
This counseling service is the first of three essential parts of an open door institution. The student must be helped to find the educational program that is best for him. If he is found to be ready, he can enter directly the program of his choice. If not, his choice may be redirected to another program better fitted to his ability, educational background, and needs. If he has the potential ability but has certain educational deficiencies that stand in his way, he can be directed to a basic educational program in which he can make up his deficiencies. He can then enter the program of his choice.

The second essential part of an open door institution is a broad curriculum that offers many different types and levels of educational programs. It would be foolish and wasteful to open the door of all programs to all applicants. There must be a reasonable prospect of success for the student, because the graduation standards are set at whatever the next step requires, whether it is transfer to a four-year college or university, or successful entrance into a job. Many doors within the institution opening into different educational programs must therefore be provided, with the one door to basic elementary and secondary level studies open to all who need a second chance in order to make up deficiencies.

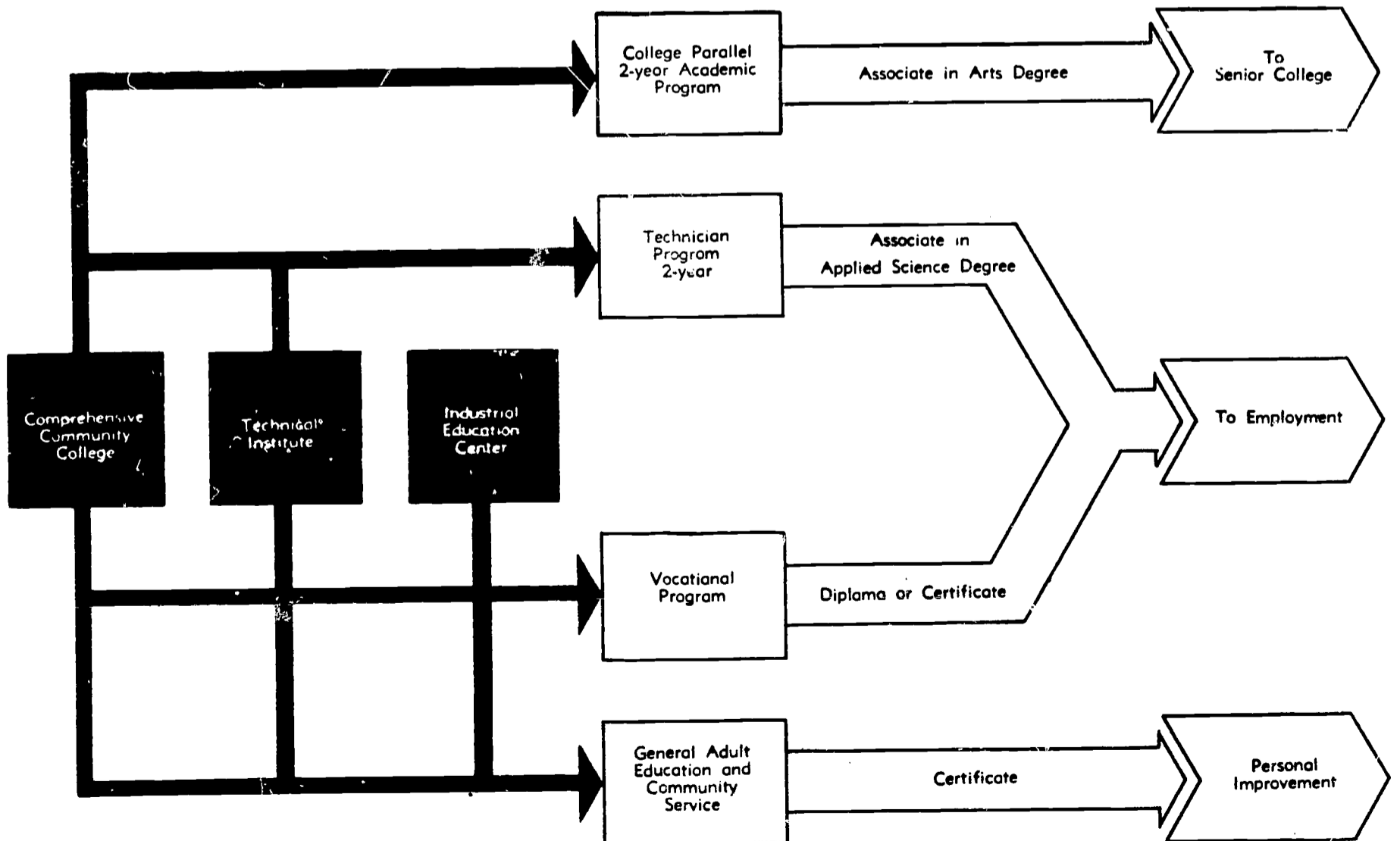
The bottom chart on the next page shows the breadth of curriculum offerings. This chart also shows that the only difference among different types of institutions is in the breadth of curriculum offerings. The community college is the most comprehensive and the industrial education center the most limited. In all other respects they are alike.

An important point is that each area of instruction is given equal importance. The needs of the student are the only things that matter. The teaching of reading to an adult who cannot read is just as much "quality education" for him as the preparation of a student to succeed as a junior in a four-year college is "quality education" in the college transfer program.

The Open Door Comprehensive Community College



Educational Programs in the Institutions



This leads to the third essential feature of an open door institution-- high quality instruction that has as its objective the highest possible educational development of the individual student. Teachers must be good teachers, well educated themselves in the subjects they teach, skilled in the art of teaching, and deeply concerned that their students succeed in their educational tasks. Universal educational opportunity beyond the high school through the open door policy will mean little unless this goal is accomplished.

North Carolina has in the industrial education centers, technical institutes, and community colleges, the institutions through which universal educational opportunity can be extended beyond the high school.

III. Organization of the Community College System

The first question to be answered is, "Why is North Carolina developing a system of community colleges, technical institutes, industrial education centers, and extension units?" The following reasons have been advanced for organizing such a system:

1. Need for extending universal educational opportunity beyond the high school for citizenship in a democracy.
2. Changing nature of training needs for occupational competence.
3. Increasing college age population.
4. Increasing student costs at resident colleges.
5. Cultural advantages to be gained in the commuting area.

As early as 1957, during Governor Hodges' administration, the state recognized the need for providing additional post-high school vocational opportunities when the development of "Industrial Education Centers" was approved. This system was placed under the State Board of Education and local Boards of Education. By 1962 some 20 of these institutions (IEC's) were approved or in operation.

The same year the first community college act was passed by the North Carolina General Assembly, providing some state support for buildings and academic programs in three local community colleges that had been developed. These were placed under the State Board of Higher Education and local boards of trustees.

The need for better planning resulted in the appointment of the Carlyle Commission by Governor Sanford to study the methods for expanding educational offerings at the post-high school level. In 1962, this Commission completed its study and recommended the establishment of the system which we now refer to as the community college system.

General Statute 115A, enacted by the 1963 General Assembly, provides the legal framework for the establishment, organization, and administration of

the community college system. This Statute authorized the State Board of Education as the agency "to establish and organize a department to provide state-level administration, under the direction of the Board, of a system of community colleges, technical institutes, and industrial education centers, separate from the free public school system of the state. The Board shall have authority to adopt and administer all policies, regulations, and standards which it may deem necessary for the establishment and operation of the department. The personnel of the department shall be governed by the same policies as the personnel of other departments of the Board of Education and shall be subject to the provisions contained in Article 2, Chapter 143 of the General Statutes; except the position of the director or chief administrative officer of the department shall be exempt from the provisions of the State Personnel Act, and the compensation of this position shall be fixed by the Governor, upon the recommendation of the State Board of Education, subject to approval by the Advisory Budget Commission.

"The State Board of Education shall appoint an Advisory Council consisting of at least seven members to advise the Board on matters relating to personnel, curricula, finance, articulation, and other matters concerning institutional programs and coordination with other educational institutions of the state. Two members of the Advisory Council shall be members of the North Carolina Board of Higher Education or of its professional staff, and two members of the Advisory Council shall be members of the faculties or administrative staffs of institutions of higher education in this state."

G.S. 115A-2 provides for three types of institutions as follows:

The term "community college" is defined as an educational institution operating under the provisions of this chapter and dedicated primarily to the educational needs of the particular area for which established, and

- a. which offers the freshman and sophomore courses of a college of arts and sciences,
- b. which may offer organized curricula for the training of technicians,
- c. which may offer vocational, trade, and technical specialty courses and programs, and
- d. which may offer courses in general adult education.

The term "technical institute" is defined as an educational institution operating under the provisions of this chapter and dedicated primarily to the educational needs of the particular area for which established, and

- a. which offers organized curricula for the training of technicians,
- b. which may offer vocational, trade, and technical specialty courses and programs, and
- c. which may offer courses in general adult education.

The term "industrial education center" is defined as an educational institution operating under the provisions of this chapter and dedicated primarily to the educational needs of the area for which established, and

- a. which offers vocational, trade, and technical specialty courses and programs, and
- b. which may offer courses in general adult education.

The term "institution" refers to a community college, a technical institute, or an industrial education center.

The "administrative area" of an institution comprises the county or counties directly responsible for the local financial support and local administration of such institution as provided in this chapter.

The "tax levying authority" of an institution is the board of commissioners of the county or all of the boards of commissioners of the counties, jointly, which constitute the administrative area of the institution.

On August 1, 1963 the State Board of Education adopted the following policy relative to the types of programs to be offered by institutions:

It shall be the policy of the State Board of Education to require that each industrial education center, technical institute, and community college be comprehensive in its curriculum offerings as defined by law. Any community college established will offer college parallel, technical, vocational, general adult, and community service programs. The college parallel programs in community colleges will be designed to meet as a minimum the standards of the North Carolina College Conference and the Southern Association of Colleges and Schools.

One can very readily see that State Board policy requires all institutions to offer comprehensive programs.

In addition to the three types of institutions set forth above, another type of organization has developed and is referred to as a "unit program." A unit is a satellite (or sub-division) of an existing institution. It is operated under the local board of education with a contractual arrangement with the trustees of an institution.

The criteria for the establishment of an institution or unit are as follows:

1. A genuine educational need exists which cannot be met by existing public and private post-high institutions in the area.
2. Adequate local support for the institution or unit will be provided.
3. Public schools will not be affected adversely by the local financial support required for the institution or unit.
4. Funds sufficient to provide state financial support of the institution or unit must be available.

IV. Organization and Functioning of the Department of Community Colleges

State level organization for the department was adopted by the State Board on June 14, 1963 and since that time revisions have been made as needed to meet changing situations. The chart on the following page shows the latest revised organizational structure. Duties and responsibilities of the director and key professional staff members are described as follows:

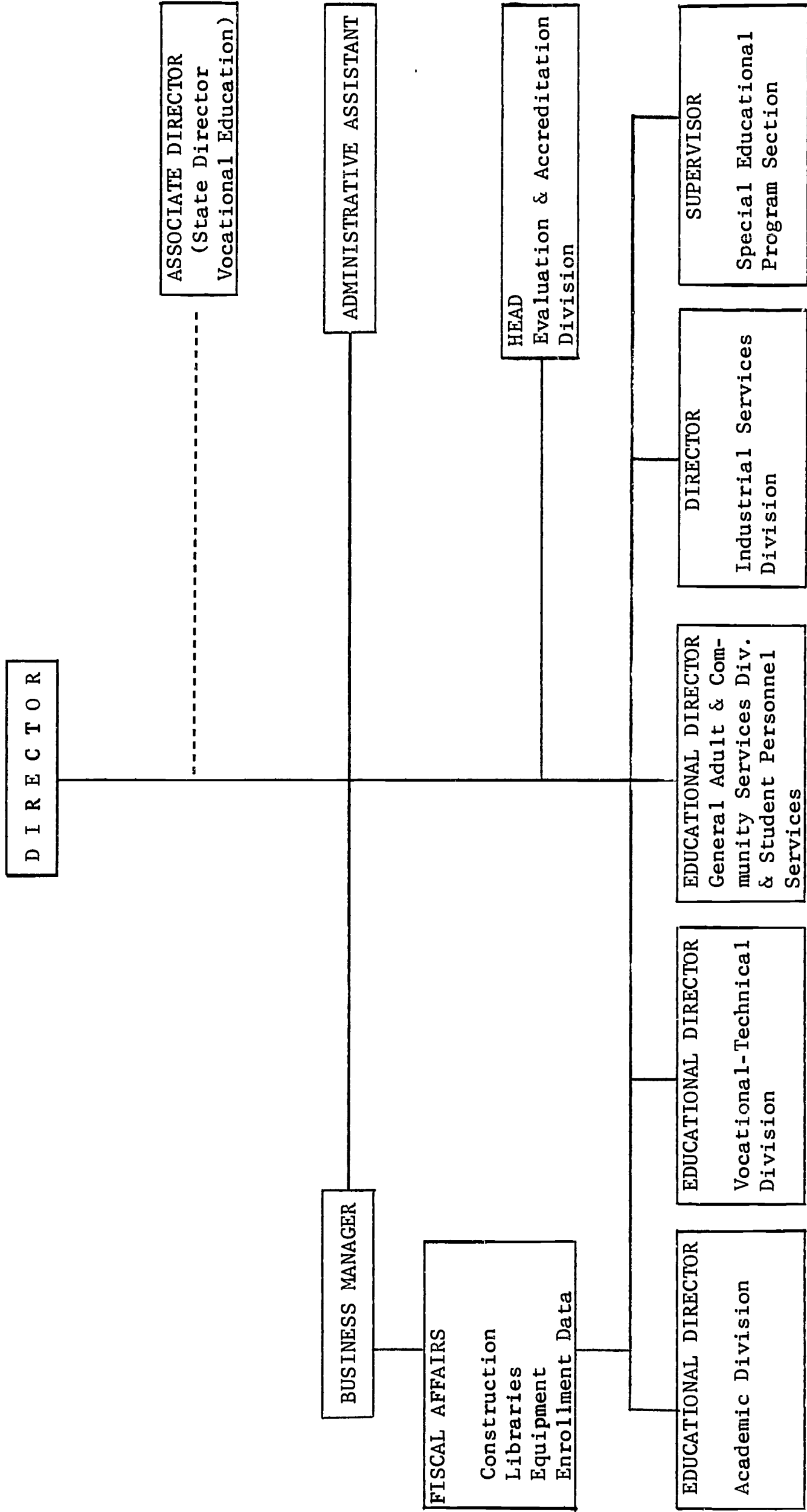
Director - The director is the chief administrative officer for the Department of Community Colleges. Under rules and regulations of the State Board of Education, he is responsible for planning and recommending to the State Board the establishment of community colleges, technical institutes, and industrial education centers throughout the state. This includes administration, planning, and coordination of education programs in local educational institutions under the jurisdiction of this department, including vocational and technical education, college parallel programs, and general adult and community service programs; development of financial budgets for presentation to the State Board; maintenance and preparation of reports; direction of studies pertaining to the development and improvement of education on the post-high school level; and direction of the state staff of the Department of Community Colleges.

Associate Director - Under policies adopted by the State Board, coordination between the Vocational Division of the Department of Public Instruction and the Department of Community Colleges is a function assigned to the associate director. He also effects necessary coordination with the U. S. Office of Education for the operation of vocational and technical education programs in post-high school institutions.

Administrative Assistant -

1. Answers routine inquiries regarding the organization and functioning of the department.
2. Supervises personnel office.
 - a. Interviews individuals who come to the state office seeking employment in the community college system.
 - b. Corresponds with individuals seeking employment.
 - c. Maintains file of applications and supporting credentials and furnishes copies to chief administrative officers upon request.
 - d. Mails monthly listing of prospective personnel to chief administrative officers.
3. Plans for monthly professional staff meetings.
4. Prepares monthly departmental news bulletin.
5. Disseminates policies to professional staff members of the department

DEPARTMENT OF COMMUNITY COLLEGES



Administrative Assistant - continued

6. Coordinates the action of the professional staff on special projects as assigned by the director.
7. Performs such other duties as may be assigned by the director.

Head, Division of Institutional Evaluation and Accreditation - The evaluation and accreditation of institutions by state, regional, and professional accrediting agencies is a matter of continuing concern. Accreditation bears upon the qualitative standards of education and training in the institutions, to the public acceptability of their graduates, and to the transferability of appropriate earned credits to other educational institutions. The primary function of the head of this division is to assist the institutions in the community college system to achieve and maintain a minimum level of quality in their total educational program. This goal of quality is attained through institutional self-studies and evaluation, the establishment of minimum standards for all educational programs, and institutional accreditation by the appropriate agency or agencies.

Business Manager - The business manager is in charge of all fiscal affairs for the community college system. His primary duties and responsibilities are as follows:

1. Preparation of current expense and equipment budgets for the department.
2. Preparation of current expense and equipment budgets for institutions and units in line with formula budgeting standards.
3. Preparation of special institutional budget requests for State Board approval.
4. Authorization of budget transfers and changes within standing policy limitations and report to State Board on transfers and changes in budgets.
5. Acquisition of equipment and library books for institutions.
6. Preparation of enrollment reports and other statistical data used by the State Board, the State Budget Commission, and U. S. Agencies.
7. Coordination of expenditures of state and federal capital funds for construction.
8. Preparation of biennial budget requests.
9. Propose allotments of funds to the State Board consistent with standing policies of the State Board, including standing formulas, and certify funds for disbursement.

Educational Director of Academic Programs -

1. Assisting institutions in the design and development of academic and pre-professional programs and courses.
2. Working with the Joint Committee on College Transfer Students on the development of guidelines to facilitate transfer. This involves working with the following eight subcommittees: Admissions, Biological Sciences, English, Foreign Languages, Humanities, Mathematics, Physical Sciences, Social Sciences.
3. Participating as observer with visiting teams of the Southern Association of Colleges and Schools.
4. Making studies on the enrollments in liberal arts and pre-professional programs and the success of students who transfer.
5. Making studies of the staffing and qualifications of faculty members in academic programs.
6. Reviewing institutional catalogs.
7. Upon request, organizing and promoting inter-institutional conferences on various problems which may develop within the academic area.
8. Providing good offices and services for the stimulation of experimental programs within and across the various disciplinary areas.
9. Providing advice and coordinating services in the planning of all institutional facilities.
10. Assisting in the development, revision, and processing of academic equipment.

Educational Director of Adult Education and Community Services - The Educational Director of Adult Education and Community Services is responsible for development of programs to meet the educational needs of the adults in North Carolina, other than those related directly to occupational training and college parallel programs. General areas include the following continuing education programs:

- Learning Laboratories
- Civic Education
- Music and Fine Arts
- Health Education
- Homemaking
- Consumer Business Education
- Citizenship and Foreign Born Education
- Adult Elementary and Secondary Education
- Informal Discussion Groups Programs
- Leadership Training for Civic Responsibility
- Speakers and Lecture Series
- Exhibits

Educational Director of Adult Education and Community Services - continued

The other services provided are:

1. Consultation with local presidents and instructional directors.
2. Directing adult education curriculum development.
3. Interpreting a well-balanced program of adult education to state and local staffs.
4. Conducting in-service and pre-service programs for directors of adult education.
5. Co-planning with all areas of instruction for a total program of instruction and service.

The Educational Director of Adult Education and Community Services provides the leadership and coordination of the services provided through the Director of Student Personnel Services. The student personnel services provided are Recruitment of Students, Applicant Testing, Orientation of Students, Student Counseling, Information Services, Student Activity Programs, Health Services, Financial Assistance, Housing Accommodations, Job Placement, Informing Alumni, and Institutional Research and Evaluation.

Educational Director of Vocational-Technical Division - The Educational Director of the Vocational-Technical Division is responsible for the development of post-high school vocational-technical programs provided by the institutions under the direction of the Department of Community Colleges.

The Division provides the following:

1. Consultant services in curricula and educational program development, equipment, library, staffing and facilities requirements.
2. Liaison service between local institutions and Department of Community Colleges, State Director of Vocational Education, State Board of Education, and U. S. Office of Education.
3. Leadership and direction in the development of technical and occupational preparatory and supplementary programs in the broad areas of agriculture, business, health, trade, and industry.

Director, Industrial Services Division -

1. Maintains and directs a staff versed in the latest industrial training methods and techniques.
2. Works with institutional officials in promoting excellence in all industrial training programs.
3. Serves as liaison officer between Department of Community Colleges and the Department of Conservation and Development and other industrial development organizations.

Director, Industrial Services Division - continued

4. Visits home offices of industries anticipating a move to North Carolina to sell prospective new industry on North Carolina education and industrial training programs.
5. Analyzes training needs of new or expanding industry and designs training programs to meet these needs.

Supervisor-Coordinator - Special Educational Programs - This staff member has the responsibility for the administration, coordination, and supervision of the Special Educational Programs in the Department of Community Colleges. These areas include the Firemanship Program, Ambulance Program, Law Enforcement Training Program, Hospitality Program, Supervisory Development Training Program, and Fisheries Occupations Program. He coordinates the activities of his group with other divisions of the department.

V. Organization and Operation of Institutions

1. Legal Provision - The law provides for each community college and technical institute to have a board of trustees consisting of twelve members, and for each industrial education center to have a board of trustees consisting of eight members. Manner of election, terms of office, compensation, meetings, powers and duties and other matters related to their functioning are specified by law.

2. Financial Support for institutions and units is provided for as follows:

State - Equipment and library books are provided by the state. Matching funds up to \$500,000 for capital or permanent improvements may be provided by the state to community colleges and technical institutes. Additional capital funds may also be provided to qualifying institutions through several federal acts. Salaries and travel of administrative and instructional personnel and supplies and materials are paid by the state.

Local - Acquisition of land and erection of buildings is a local responsibility beyond any assistance which may be provided by the state or federal government. Current expense involved in the operation and maintenance of the plant is also a local responsibility.

Student - The student bears about twenty percent of the cost of operation. For students in degree programs, this amounts to \$32 per quarter for tuition charges for vocational and technical programs and \$42 for college parallel programs.

The distribution of operating costs are shared approximately as follows:

State	65%
Local	15%
Student	20%

3. Organizational Structure - The State Board of Education has approved an institutional organization chart with general statements of the duties and responsibilities of personnel. The organizational chart is shown on the next page.

Explanation of Administrative and Organization Chart

The administrative and supervisory organization chart is set up to define functions in the institution in terms of line and staff responsibility. The staff functions (director of evening programs, director of learning center or librarian, and director of extension) should be carried out under the authority of the line officers responsible. For example, the director of evening programs will have administrative charge of the entire operation of the institution during the time he is on duty, but will recognize the authority of the appropriate line officers in their area of responsibility.

The workload required by the size and complexity of the programs in the institution will determine variations from the suggested assignment of duties and the number of people needed to carry out the functions shown. In many cases, one person will "wear two or more hats." For example, in smaller institutions the president in most cases will also serve as dean of instruction. A competent bookkeeper and a competent custodian might make it unnecessary to employ a business manager. The extension and general adult functions might be carried out by one person. Because of budget considerations, no position shown should be filled until and unless it is necessary, even though the function should be assigned to some member of a balanced staff team. It should not be overlooked that in certain cases part-time teaching assignments can be justified.

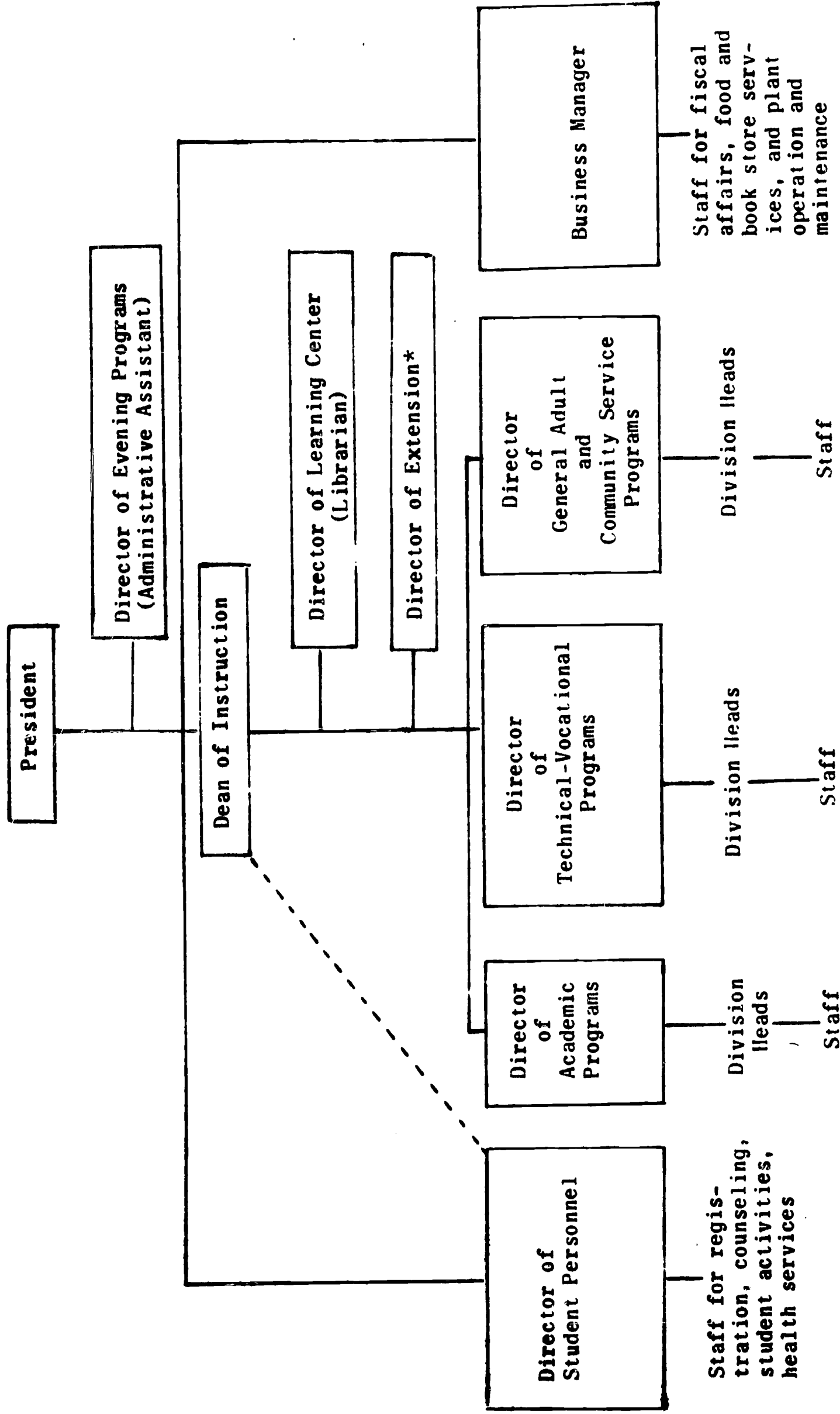
It is the responsibility of the president of the institution to assign duties and to employ officials whose qualifications meet the requirements assigned. It is also his responsibility to round out the administrative and supervisory team, considering the special competencies of each member, so that they can complement each other.

4. Duties and Responsibilities of Personnel

President: As chief administrative officer, the president is responsible for the entire operation of the institution. His competence and his personality will establish in the community the "image" of the institution. By law, the person holding this position must be approved by the State Board of Education.

Dean of Instruction: This position provides for educational leadership in the areas of curriculum and instruction. Under the authority of the president, the dean of instruction will be responsible for all curriculum programs and instruction in the institution. The library or learning center will also be under his direction. In matters relating to curriculum and instruction, all staff officers will recognize his authority. Whether or not the president carries out this function himself or employs a dean will be determined by the size and complexity of the educational programs involved.

ADMINISTRATIVE AND SUPERVISORY ORGANIZATION CHART FOR
INDUSTRIAL EDUCATION CENTERS, TECHNICAL INSTITUTES,
AND COMMUNITY COLLEGES



*Or under Director of General Adult and Community Service Programs if the institution finds this a more effective plan of organization.

Director of Academic, Technical-Vocational, or General Adult Programs: Under the dean of instruction and the president, this position provides for specialized educational leadership in the curriculum and instructional area appropriate. Since this official will have authority over division heads, he should fully meet all of the requirements for the Salary Grade I on the teacher schedule. If the position is in technical-vocational programs, an educational background in depth in both technical and trade areas should be required.

Director of Student Personnel: This position provides for the functions of student recruitment, preparation, evaluation, counseling, registration, records, services, activities, and placement. Close liaison with the dean and directors of the instructional programs must be maintained.

Director of Evening Programs: This position requires strong administrative ability. It also requires general knowledge of the characteristics of good teaching to enable this official to give effective supervision to the wide variety of evening programs. It is most important that the quality of the evening classes be equally as high as day classes.

This is a staff position. In administering and supervising the entire operation of the institution while on duty, the authority of the president and of the appropriate directors and the business manager will be recognized fully.

Business Manager: This position provides for the functions of business and plant management. Under the president, these functions will need to be assigned to competent personnel. In smaller institutions, these functions can be carried out effectively by a competent bookkeeper and a good maintenance and custodial staff. In larger institutions, a business manager will need to be employed.

The functions of budgeting, financial accounting, record keeping, and reporting are most important. Also important are inventory keeping, equipment and plant maintenance, operation of plant, and operation of student services, such as the book store, food services, etc.

Extension Director: The organization and administration of extension classes will be carried out under this officer. He will operate in a staff capacity under the authority of the appropriate line officers. (See organizational chart - page 15)

Director of Learning Center or Librarian: This staff function serves all the educational programs in the institution. The official works closely with the staff officers.

Counselor: Under the director of student personnel, this official will work as assigned in the areas of recruitment, registration, counseling, etc., or any combination of these responsibilities.

Learning Laboratory Coordinator: The coordinator serves all areas of instruction through the laboratory. He is responsible to the director of adult education and community services.

Bookkeeper: Financial record keeping and financial transactions will be the responsibility of this official.

5. Programs Offered

Educational programs in institutions have been graphically shown in the discussion of the open door policy. To further explain and illustrate the kinds of programs offered, the following definitions and examples are given:

College Parallel Curriculum: This consists of the first two years of college work. It includes English grammar, composition, literature, mathematics, science, social science, foreign language, music, and other regular freshman and sophomore courses. A prerequisite is high school graduation or the equivalent.

Technical Curriculum: This consists of two-year programs designed to provide highly skilled technicians in industry, business, agriculture, and service occupations. About one-third of the required courses are similar to the college parallel courses; the other two-thirds are special courses in a chosen field. A prerequisite is high school graduation or the equivalent.

Generally the field in which a technician works is called a "technology." Technology may be defined simply as applied science. Here are listed a few of the technologies which may be offered.

Technologies

Agricultural	Chemical
Architectural Drafting	Civil
Air Conditioning	Commercial Art and Design
Automotive	Data Processing
Business Administration	Dental Hygiene
Electrical	Mechanical
Electronics	Tool Design
Drafting and Design	Traffic and Transportation
Marine	

Vocational Curriculum: Included are programs to train skilled workers of less than technician level. These are one-year trade courses and each consists almost entirely of work in a single field. High School graduation is not a necessary prerequisite. Individual evaluation will determine preparation to enter. Some of these courses are as follows:

Vocational Programs

Air Conditioning and Refrigeration Mechanics	Nurses Aide
Auto Mechanics	Plumbing and Steam Fitting
Carpentry	Practical Nursing
Cosmetology	Radio and TV Repair
Diesel and Truck Mechanics	Sheetmetal Work
	Tool and Die Making

Vocational Programs - continued

Electrical Installation
and Maintenance
Machine Shop Practice

Upholstery
Welding

Adult Education and Community Services: This is vocational and cultural instruction that prepares adults for better family living. The areas of adult education and community services are programs involving classes in the various broad fields of consumer family living, industrial arts, discussion groups, citizenship, health and safety, creative arts, liberal arts, and academic grades one through twelve. Make-up work in elementary and high school subjects is also offered. These courses are considered adult education and are scheduled as needed.

A very important means of promoting adult education is through the Learning Laboratory. The learning laboratories were designed so that the institution could conform to the open door policy. Most of the students are enrolled in the learning laboratory to prepare themselves for the high school equivalency examination or to gain educational improvement of their own choosing; a lesser proportion seek admission to one of the regular curricula of the institution and are counseled into the learning lab to remedy academic deficiencies. The learning lab is organized so that any adult can attend at a time convenient to him, stay as long a time as he can, work at his own most efficient pace, use the instructional materials most effective with him, and study only the subjects and skills that serve his own particular purposes.

In addition to the learning laboratory, there is the Developmental Studies Program of remedial courses for deficient students. It consists of courses in communication skills, mathematics, and an orientation course, and is available to students from all curriculum programs. The program is one of group study rather than individual study. The developmental studies program is to: (1) help realize the "open door," (2) prepare students who have aptitude but who lack basic skills for success in their chosen programs, (3) give those students who need it an opportunity to make a realistic self-evaluation, (4) offer an expanded program appropriate to the needs and abilities of every student who is admitted, and (5) graduate students of high quality.

Vocational-Technical Extension Courses: A vocational or technical extension course is a part-time course designed to serve adults who are employed or are seeking employment at the skilled, technical and sub-professional levels. Any adult who needs training or re-training, or who can profit from the proposed course, may be enrolled. Enrollees who are employed normally attend training during their non-working hours to increase their skills and understandings, to improve their competency and qualify for advancement.

Courses are normally ten or more hours in length and are concerned with such subjects as agricultural technology, business education, fire service, health occupations, hospitality education, law enforcement, fisheries occupations, supervisory development, building trades, drafting, electrical installation and maintenance, furniture (production assistant), welding, and many others.

VI. Scope of System

The system, as shown on the following list and chart, now includes 43 operating institutions and units.

Community Colleges -----	12
Technical Institutes -----	17
IEC's -----	1
Extension Units -----	13

The following enrollment figures (FTE)* indicate the anticipated growth of the system:

1962-63 -----	4,325	1966-67 -----	22,892
1963-64 -----	7,781	1967-68 -----	33,996
1964-65 -----	12,799	1968-69 -----	43,792
1965-66 -----	16,401		

*One FTE (full-time equivalent student) is an enrollment of 16 hours per week for 44 weeks, or a full four-quarter year.

Additional information on the comprehensive community college system in North Carolina may be obtained by contacting:

Department of Community Colleges
State Board of Education
Education Building
Raleigh, North Carolina 27602

<u>President</u>	<u>Community College</u>	<u>Area Code</u>	<u>Telephone Number</u>
Dr. Richard Hagemeyer	Central Piedmont Community College 1141 Elizabeth Avenue Charlotte, North Carolina 28204	704	372-2590
Dr. B. A. Barringer	College of the Albemarle Elizabeth City, North Carolina 27909	919	335-5461
Dr. Grady E. Love	Davidson County Community College P. O. Box 843 Lexington, North Carolina 27292	704	249-9191
Dr. C. Robert Benson, Jr.	Gaston College Dallas, North Carolina 28034	704	922-3136
Fred J. Eason	Isothermal Community College P. O. Box 36 Spindale, North Carolina 28160	704	631-3636
Dr. Ben E. Fountain, Jr.	Lenoir County Community College P. O. Box 188 Kinston, North Carolina 28501	919	527-2196
Dr. Gerald B. James	Rockingham Community College Wentworth, North Carolina 27375	919	342-2336
Dr. Raymond A. Stone	Sandhills Community College P. O. Box 1379 Southern Pines, North Carolina 28387	919	695-1471
William L. Eddins (Acting)	Southeastern Community College P. O. Box 151 Whiteville, North Carolina 28472	919	654-1711
I. John Krepick	Surry Community College P. O. Box 304 Dobson, North Carolina 27017	919	386-4955
Dr. Herbert F. Stallworth	Western Piedmont Community College P. O. Box 549 Morganton, North Carolina 28655	704	437-8688
Dr. Howard E. Thompson	Wilkes Community College P. O. Box 120 Wilkesboro, North Carolina 28697	919	838-7136

<u>President</u>	<u>Technical Institute</u>	<u>Area Code</u>	<u>Telephone Number</u>
Thomas W. Simpson	Asheville-Buncombe Technical Institute 340 Victoria Road Asheville, North Carolina 28801	704	254-8186
Dr. H. E. Beam	Caldwell Technical Institute P. O. Box 600 Lencir, North Carolina 28645	704	Lenoir 758-2306 Granite Falls 396-3311
M. J. McLeod	Cape Fear Technical Institute 9 South Thirteenth Street Wilmington, North Carolina 28401	919	763-9876 762-8852
Robert E. Paap	Catawba Valley Technical Institute Hickory, North Carolina 28601	704	464-4106
William A. Martin	Central Carolina Technical Institute Route 2, Box 27 Sanford, North Carolina 27330	919	775-4249
Harold K. Collins	Durham Technical Institute P. O. Drawer 11307, E. D. Station Durham, North Carolina 27703	919	596-8293
Howard E. Boudreau	Fayetteville Technical Institute P. O. Box 5236 Fayetteville, North Carolina 28303	919	484-4121
Ernest B. Parry	Forsyth Technical Institute 2100 Link Road Winston-Salem, North Carolina 27103	919	723-0377
Dr. Herbert F. Marco	Guilford Technical Institute P. O. Box 309 Jamestown, North Carolina 27282	919	Greensboro 292-5780
William E. Fulford, Jr.	Pitt Technical Institute P. O. Box 97 Greenville, North Carolina 27834	919	756-3130
M. H. Branson	Randolph Technical Institute P. O. Box 1009 Asheboro, North Carolina 27203	919	629-1471
Samuel D. Morgan	Richmond Technical Institute P. O. Box 1196 Rockingham, North Carolina 28379	919	895-4047

<u>President</u>	<u>Technical Institute</u>	<u>Area Code</u>	<u>Telephone Number</u>
C. Merrill Hamilton	Rowan Technical Institute P. O. Box 1555 Salisbury, North Carolina 28144	704	636-6480
William E. Taylor	Technical Institute of Alamance 411 Camp Road Burlington, North Carolina 27218	919	226-6307
Clyde A. Erwin, Jr.	Wayne Technical Institute P. O. Box 1259 Goldsboro, North Carolina 27530	919	735-5151
Salvatore DelMastro	Wilson County Technical Institute 902 Herring Avenue Wilson, North Carolina 27895	919	237-1195
Robert W. LeMay	W. W. Holding Technical Institute Route 3, Box 127 Raleigh, North Carolina 27603	919	772-0551

Industrial Education Center

James L. Henderson, Jr.	Onslow County Industrial Education Center 255 Wilmington Highway Jacksonville, North Carolina 28540	919	346-4256
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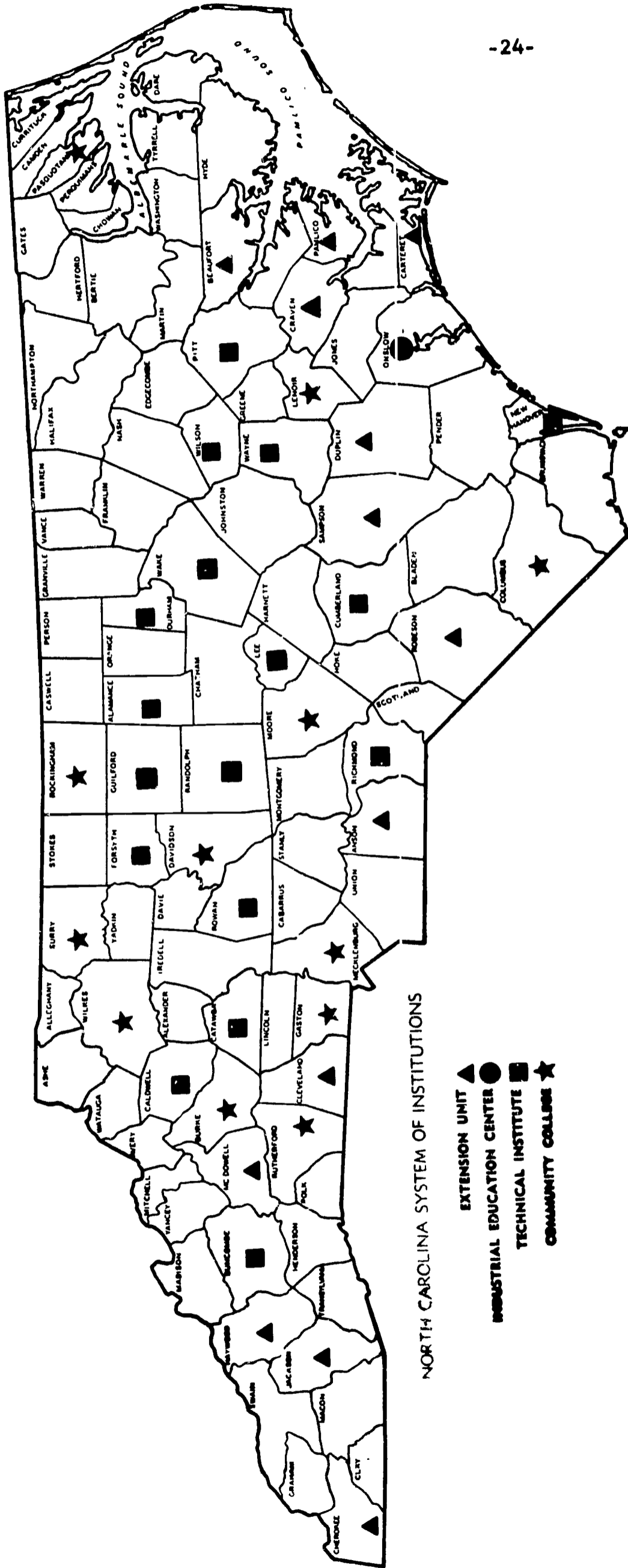
Director

Unit Programs

Don Warren	Ansonville Unit of the Central Piedmont Community College P. O. Box 407 Ansonville, North Carolina 28007	704	826-2575
Henry J. McGee	Carteret County Unit of the Wayne Technical Institute P. O. Box 339 Morehead City, North Carolina 28557	919	726-5756
James Petty	Cleveland County Unit of Gaston College 118 N. Morgan Street Shelby, North Carolina 28150	704	482-4871
Thurman Brock	Craven County Unit of Lenoir County Community College P. O. Box 638 New Bern, North Carolina 28561	919	637-6802

<u>Director</u>	<u>Unit Programs</u>	<u>Area Code</u>	<u>Telephone Number</u>
M. C. Nix	Haywood County Unit of the Asheville-Buncombe Technical Institute P. O. Box 457 Clyde, North Carolina 28721	704	627-2832
Edward E. Bryson	Jackson County Unit of the Asheville-Buncombe Technical Institute Route 3, Webster Road Sylva, North Carolina 28779	704	586-4091
Dixon Hall	James Sprunt Institute, Unit of Wayne Technical Institute P. O. Box 398 Kenansville, North Carolina 28349	919	296-2441
John Alfred Price	Marion-McDowell Unit of the Asheville-Buncombe Technical Institute 29 State Street Marion, North Carolina 28752	704	695-0183
Paul Johnson	Pamlico County Unit of the Lenoir County Community College P. O. Box 287 Bayboro, North Carolina 28512	919	745-4531
Craig Allen	Robeson County Unit of the Fayetteville Technical Institute P. O. Box 96 St. Pauls, North Carolina 28384	919	739-7072
James E. Vann	Sampson County Unit of the Wayne Technical Institute P. O. Drawer 855 Clinton, North Carolina 28328	919	Herring 564-2112
Holland McSwain	Tri-County Unit of the Asheville-Buncombe Technical Institute P. O. Box 40 Murphy, North Carolina 28906	704	837-3810
Charles Byrd	Washington-Beaufort Unit of the Pitt Technical Institute P. O. Box 155 Washington, North Carolina 27889	919	946-6194

NORTH CAROLINA SYSTEM OF INSTITUTIONS



NORTH CAROLINA SYSTEM OF INSTITUTIONS

- ▲ EXTENSION UNIT
- INDUSTRIAL EDUCATION CENTER
- TECHNICAL INSTITUTE
- ★ COMMUNITY COLLEGE