

# Business Support Services Career Pathways

## Strategic Planning Committee Report July 31, 2017 Northeastern NC Career Pathways



Northeastern  
North Carolina  
Career Pathways





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## Introduction

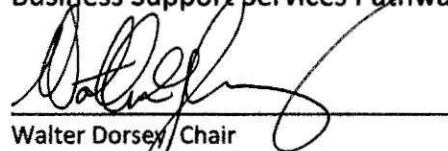
In the summer of 2012 four school districts in the Northeast Region of North Carolina (Beaufort, Halifax, Martin and Washington) volunteered to participate in a pilot project to develop career pathways that align with high growth business sectors using the Pathways to Prosperity (PtP) model developed through the partnership of the Harvard School of Education and Jobs for the Future.

In July of 2013 the three workforce development boards (Region Q, Turning Point and Northeastern) that serve the Northeast Region agreed to be the lead intermediaries for the regional PtP work.

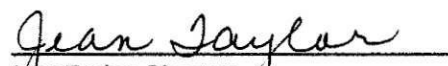
In September of 2013 a regional PtP Leadership Council (LC) was established. The primary responsibilities of the LC include choosing the high growth business sectors on which to develop regional career pathways, authorizing strategic planning committees to develop the pathways, and approving the pathway reports. Business Support Services is the fourth business sector that has been addressed; the three previous being Health Care Careers in 2013, Agriscience/Biotechnology in 2014, and Advanced Manufacturing in 2015.

The pathways, implementation strategies and endorsed recommendations included in this report were developed by a strategic planning committee consisting of a diverse group of stakeholders representing business/industry, workforce development boards, community college faculty, economic developers, teachers, counselors, career development coordinators and curriculum specialists. It is the goal of the strategic planning committee that this work will enhance the preparation of students and adults in Northeastern North Carolina for successful careers in business support services.

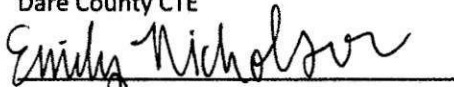
Gratitude is extended to everyone who participated in this project with special thanks to the employers across the region who have shared their time and input in the development of the Business Support Services Pathways.



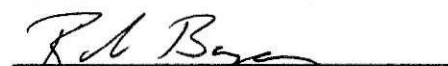
Walter Dorsey, Chair  
Northeastern NC Career Pathways



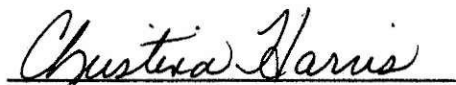
Jean Taylor, Director  
Dare County CTE



Emily Nicholson, BSR/Econ. Dev. Coord.  
Northeastern Workforce Dev. Bd.



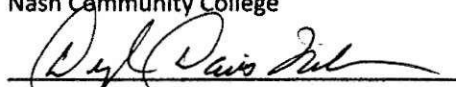
Rob Boyce, Career Pathway Facilitator  
Northeastern NC Career Pathways



Christina Harris, CTE Regional Coordinator  
NC Dept. of Public Instruction



Wil Van Der Meulen, Associate Dean  
Nash Community College



Dr. Deryl Davis-Fulmer, Vice President  
Halifax Community College



## Northeastern NC Business Support Services Career Pathways Strategic Planning Committee Members


Walter Dorsey, Chair <i>Northeastern NC Career Pathways</i>	Carol Atkins <i>Bertie Ambulance Service</i>	Helen Collins <i>BB&amp;T Rocky Mount</i>
Amanda Haslip <i>Lowes Distribution Center</i>	Mary Montgomery <i>Net-Change</i>	Lena Previll <i>Greenville Utilities</i>
Stella Strickland <i>Hyster-Yale Group</i>	John Williams <i>Tidewater Transit</i>	Craig Wynn <i>Potash Corp.</i>
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Steven Wilson <i>Manpower Recruitment</i>	Christina Harris <i>NCDPI CTE Reg. Coordinator</i>	Diane Thomas <i>NCWorks – Rocky Mount</i>
Michael Williams <i>Turning Point WDB</i>	Dave Whitmer <i>Northeastern WDB</i>	Jennie Bowen <i>Region Q WDB</i>
Larry Donley <i>Workforce Solutions NCDC</i>	Burwell Stark <i>NCWorks - Wilson</i>	Neal Anderson <i>NCWorks – Pitt</i>
Dr. Mark Angoli <i>East Carolina University</i>	Dr. Phil Lundsford <i>East Carolina University</i>	Dr. Brenda Tinkham <i>Chowan University</i>
Dr. Joy Smith <i>Elizabeth City State University</i>	Dr. Deryl Davis-Fulmer <i>Halifax Community College</i>	Dr. Evonne Carter <i>College of The Albemarle</i>
Jean Taylor <i>Dare County Schools</i>	Besheyla Smith <i>Hertford County Schools</i>	David Spruill <i>Tyrrell County Schools</i>
Katherine Strickland <i>Roanoke Rapids GSD</i>	Jennie Rook <i>Dare County Schools</i>	Casey Bass <i>Edenton-Chowan Schools</i>
Jill Cohen <i>Perquimans County Schools</i>	Sheila Cumiskey <i>Tyrrell County Schools</i>	Suzanne Jennette <i>Dare County Schools</i>
Wanda Hunter <i>Hertford County Schools</i>	Linda Justus <i>Bertie County Schools</i>	Wil van der Meulen <i>Nash Community College</i>
Ashleigh Wagoner <i>Pitt County Schools</i>	Katrina Williams <i>Hertford County Schools</i>	Kenneth Key <i>NCWorks - Dare</i>

## Business Support Services Strategic Planning Committee Members (continued)

Latoya Stephenson <i>Roanoke-Chowan Community College</i>	Brenda Moore <i>Martin Community College</i>	Larry Crisafulli <i>Halifax Community College</i>
Teikeisha Archer <i>Roanoke-Chowan Community College</i>	Brent Wynne <i>Wilson Community College</i>	Rachel Bridgers <i>Pitt Community College</i>
Brian Miller <i>Beaufort County Community College</i>	Ann Williams <i>NCWorks – Martin County</i>	Laura Aples <i>Northeastern WDB</i>
Jaime Heckstall <i>Roanoke-Chowan Community College</i>	Donna Dunn <i>Beaufort County Com. College</i>	Katherine Clyde <i>Pitt Community College</i>
Anthony Thomas <i>Roanoke-Chowan Community College</i>	Michelle Waters <i>College of The Albemarle</i>	Deborah Dickenson <i>Roanoke-Chowan Com. College</i>
Karen Alexander <i>College of The Albemarle</i>	Victor Marrow <i>Halifax Community College</i>	Ivana Stevens <i>Nash Community College</i>
Billy Barber <i>Martin Community College</i>	Deborah Wyman <i>Martin Community College</i>	Olivia Taylor <i>CADA</i>
Nancy Stevens <i>Dare County Schools</i>	Natalie Evans <i>Pitt County Schools</i>	Beverly Harrison <i>Edenton-Chowan Schools</i>
Wayne Rollins <i>Region Q WDB</i>	Emily Nicholson <i>Northeastern WDB</i>	Carissa Rudd <i>Turning Point WDB</i>
Taylor Hawkins <i>NCWorks – Roanoke Rapids</i>	Darone Dancy <i>NCWorks - Beaufort</i>	Ja Queta Pugh-Stevenson <i>NCWorks – Hertford County</i>
Nannette Turner-Williams <i>NCWorks – Elizabeth City</i>	Rob Boyce <i>Regional Pathway Facilitator</i>	





Certificate Programs		NCWorks	
*See Community Colleges below for certificates and diploma programs.		<a href="https://www.ncworks.gov/vosnet/Default.aspx">https://www.ncworks.gov/vosnet/Default.aspx</a> Information for Job Seekers and Employers Includes labor market analysis and resources/services	
Community College Options		University Options	
You can view the Educational Catalogue for NC Community Colleges at this link: <a href="http://www.nccommunitycolleges.edu/search/content">http://www.nccommunitycolleges.edu/search/content</a> Click on the Education Catalogue link.		You can view the Educational Catalogue for NC Universities and Colleges at this link: <a href="http://www.nccollegefinder.org">http://www.nccollegefinder.org</a> Click on view all schools.	
<ul style="list-style-type: none"><li>* ^<a href="#">Beaufort Community College</a></li><li>* ^<a href="#">College of the Albemarle</a></li><li>* ^<a href="#">Edgecombe Community College</a></li><li>* ^<a href="#">Halifax Community College</a></li><li><a href="#">Martin Community College</a></li><li>*<a href="#">Nash Community College</a></li><li>*<a href="#">Pitt Community College</a></li><li>* ^<a href="#">Roanoke Chowan Community College</a></li><li>*<a href="#">Wilson Community College</a></li></ul>		<a href="#">East Carolina University- Bachelor of Science in Industrial Technology</a> <a href="#">Elizabeth City State University-Bachelor of Science in Aviation Science</a>	
* Indicates Northeastern Community Colleges that offer competency-based assessments to award credit for appropriate prior learning experiences and earned certificates.			
^Indicates Northeastern Community Colleges that offer special consideration for veterans to demonstrate skills based on prior military experiences.			
Careers Related to this Pathway			
Visit <a href="http://www.cfnc.org">http://www.cfnc.org</a> for more information			
	office manager	administrative assistant	bookkeeper
	general manager	first-line supervisor	accountant
	operations manager	customer service representative	auditor
	office clerk	sales representative	cost estimator
	clerical support specialist	sales manager	finance officer
	receptionist	medical office specialist	
	human resources assistant	business teacher	

## Northeast Regional Career & Technical Education Pathway Plan

### Cluster: Business Support Services

### Pathway: Information Technology

This Career Pathway can serve as a guide, along with other career planning materials, as students continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each student's educational and career goals. 28 credits needed for graduation.

Student Name: \_\_\_\_\_  
 Grade: \_\_\_\_\_  
 School Name: \_\_\_\_\_

	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Workbased Learning Experiences			
Academic	Language Arts	English I	English II	English III	English IV	High School WBL	Com College WBL		
	Math	Math	Math II	Math III	Math IV	CTE Internships	Shadowing		
	Science	an Earth Science	Biology	a Physical Science		Job Shadowing	Internships		
	Social Studies	World History	Amer. Hist. I/II	Civics/Economics		Field Trips	Virtual Tours		
	Other	Health/PE				Classroom Speakers	Apprenticeships		
		Students planning to attend a 4 year university should take two levels of the same foreign language.				Virtual Tours	Workforce Dev WBL		
		Writing intensive coursework is highly recommended.				FBLA	Internships		
		Electives--Students choose from CTE Foundation & Enhancement options below.					Apprenticeships		
		Complete minimum of 4 courses to earn CTE Concentrator Status--one must be starred * course					On-the-job Training		
		Foundational Options (or their CCP Equivalents)					Simulations		
CTE Preparation	Foundation	Intro to Trades and Indus. Ed		Network Administration I, II*, III		Articulated College Credit Opportunities			
		Foundations of Info. Tech		Project Management I, II*, III; PM Technology II*					
		IB Information Technology		Network Engineering I, II*, III					
		CET I		CET II*					
	Enhancement	Students Can Opt to Replace One Foundation Course Above with Enhancement Course				BF05 (8726) Personal Finance	BUS-125 Personal Finance		
		Career Management	Network Engineering IV			BN20 (6341) Network Administration I	NET-110 Data Comm/Networking OR		
		Entrepreneurship I	Personal Finance		MS SharePoint		NOS-110 Operating Sys. Concepts		
		CTE Internship/Apprenticeship	Personal and Professional Skills			BN22 (6342) Network Administration II	NET-110 Data Comm/Networking AND		
		Business/Industry Certification Options					NOS-230 Windows Admin I		
Career Counseling	Credentials	Personal Finance		EverFi and WiSE Financial					
		Foundations of Info. Technopgy		CompTIA IT Fundamentals					
		Network Engineering II		CISCO CCENT					
		Network Engineering IV		CISCO CCNA					
		Career Management		Conover Credential Wkplace Readiness/Job Readiness					
		CompTIA A+							
	8th Grade	9-12th Grade		Career Diploma Endorsement Requirements					
	Exploring Career Decisions	ACT PLAN or comparable assessment		CTE Concentrator Status					
	learning styles inventory	ACT College Readiness Assessment		2.6 Unweighted GPA					
	Career counseling plans grades 8 - 14+			Minimum of one industry credential					
Certificate Programs					NCWorks				
*See Community Colleges below for certificates and diploma programs.					<a href="https://www.ncworks.gov/vosnet/Default.aspx">https://www.ncworks.gov/vosnet/Default.aspx</a> Information for Job Seekers and Employers Includes labor market analysis and resources/services				



## Community College Options

You can view the Educational Catalogue for NC Community Colleges at this link:

<http://www.nccommunitycolleges.edu/search/content>

Click on the Education Catalogue link.

- \* ^Beaufort Community College
- \* ^ College of the Albemarle
- \* ^Edgecombe Community College
- \* ^Halifax Community College
- Martin Community College
- \*Nash Community College
- \*Pitt Community College
- \* ^Roanoke Chowan Community College
- \*Wilson Community College

\* Indicates Northeastern Community Colleges that offer competency-based assessments to award credit for appropriate prior learning experiences and earned certificates.

^Indicates Northeastern Community Colleges that offer special consideration for veterans to demonstrate skills based on prior military experiences.

## University Options

You can view the Educational Catalogue for NC Universities and Colleges at this link:

<http://www.nccollegefinder.org>

Click on view all schools.

[East Carolina University- Bachelor of Science in Industrial Technology](#)  
[Elizabeth City State University-Bachelor of Science in Aviation Science](#)

### Careers Related to this Pathway

Visit <http://www.cfnc.org> for more information



computer user support specialist	medical records specialist
computer network support specialist	health information technology specialist
software applications specialist	software developer
digital manager	computer systems analyst
quality data manager	information technology teacher/instructor



## Northeast Regional Career & Technical Education Pathway Plan

### Cluster: Business Support Services


### Pathway: Logistics and Supply Chain Management

This Career Pathway can serve as a guide, along with other career planning materials, as students continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each student's educational and career goals. 28 credits needed for graduation.

Student Name: \_\_\_\_\_  
 Grade: \_\_\_\_\_  
 School Name: \_\_\_\_\_

	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	Workbased Learning Experiences	
Academic	Language Arts	English I	English II	English III	English IV	High School WBL	Internships
	Math	Math	Math II	Math III	Math IV	CTE Internships	Virtual Tours
	Science	an Earth Science	Biology	a Physical Science		Job Shadowing	Apprenticeships
	Social Studies	World History	Amer. Hist. I/II	Civics/Economics		Field Trips	
	Other	Health/PE				Classroom Speakers	Workforce Dev WBL
		Students planning to attend a 4 year university should take two levels of the same foreign language.				Virtual Tours	Internships
		Writing intensive coursework is highly recommended.				DECA and FBLA and Skills USA	Apprenticeships
		Electives--Students choose from CTE Foundation & Enhancement options below.					On-the-job Training
		Complete minimum of 4 courses to earn CTE Concentrator Status--one must be starred * course				Com College WBL	Simulations
		<u>Foundational Options (or their CCP Equivalents)</u>				Shadowing	
CTE Preparation	Foundation	Marketing I	Project Management I, II*, III, II Technology			Articulated College Credit Opportunities	
		Marketing Applications*	Advanced Studies				
		Strategic Marketing	Entrepreneurship I			<a href="#">BM10 (6417) Microsoft Word/PP/Pub</a>	<a href="#">CIS-111 Basic PC Literacy OR</a>
		<u>Students Can Opt to Replace One Foundation Course Above with Enhancement Course</u>					<a href="#">CIS-124 DTP Graphics Software OR</a>
	Enhancement	Career Management	Intro to Trades and Industry				<a href="#">OST-136 Word Processing</a>
		MS WordPP/MS Excel and Access	Principles of Business and Finance				
		Agricultural Mechanics I	Personal Finance			<a href="#">BF05 (8726) Personal Finance</a>	<a href="#">BUS-125 Personal Finance</a>
		CTE Internship/Apprenticeship	Personal and Professional Skills			ME11 (8716) Entrepreneurship I	<a href="#">ETR-210 Intro to Entrepreneurship</a>
		<u>Business/Industry Certification Options</u>				<a href="#">MM51 (6621) Marketing</a>	<a href="#">ETR-230 Entrepreneur Marketing OR</a>
	Credentials	Agricultural Mechanics I	OSHA 10 hr/Cert. Welders/Safe Tractor & Machinery				<a href="#">MKT-110 Principles of Fashion OR</a>
Career Counseling		MS WordPP/MS Excel and Access	MOS Specialists Word, PP, Excel, Access				<a href="#">MKT-120 Principles of Marketing</a>
		Career Management	Conover Certified Workplace Readiness Job Readiness				
		Marketing Applications*	Advanced/Customer Serv. and Sales /Fundamental Mark. Concept				
		Entrepreneurship I	Venture Entrepreneurial Expedition				
	<u>8th Grade</u>	<u>9-12th Grade</u>				<u>Career Diploma Endorsement Requirements</u>	
	Exploring Career Decisions	ACT PLAN or comparable assessment				CTE Concentrator Status	
	learning styles inventory	ACT College Readiness Assessment				2.6 Unweighted GPA	
	Career counseling plans grades 8 - 14+					Minimum of one industry credential	



Certificate Programs		NCWorks	
*See Community Colleges below for certificates and diploma programs.		<a href="https://www.ncworks.gov/vosnet/Default.aspx">https://www.ncworks.gov/vosnet/Default.aspx</a> Information for Job Seekers and Employers Includes labor market analysis and resources/services	
Community College Options		University Options	
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Careers Related to this Pathway			
Visit <a href="http://www.cfnc.org">http://www.cfnc.org</a> for more information			
	analyst	transportation manager	logistics service salesperson
	consultant	logistics software manager	vendor managed inventory coordinator
	customer service manager	materials manager	warehouse operations manager
	international logistics manager	production manager	customer service manager
	inventory control manager	purchasing manager	distribution clerk
	logistics engineer	supply chain manager	operations clerk
	logistics manager	driver	systems support manager



**Northeast NC Business Support Services Careers Pathways  
Strategic Planning Committee (SPC)  
Endorsed Implementation Strategies**

<b>Strategy</b>	<b>Suggested Implementation Leader(s)</b>
<b>Skill Development</b>	
1. Each LEA that has a CTE Business, Finance and Information Technology related program area will implement at least one of the Business Support Services (BSS) pathways developed by the NC Northeast Career Pathways Strategic Planning Committee (SPC) – by Sept. 2018.	CTE Directors
2. Each community college in the partnership will document collaboration with their local workforce development board in developing BSS “adult pathways” that focus on multiple entry/exit opportunities for non-traditional consumers – by March 2018.	Community College Pathways Partnership, Workforce Development Directors, and NCWorks Center Managers and staff.
3. Each community college in the partnership will provide documentation indicating how their college offers 1) competency-based assessments to award credit for appropriate prior learning experiences and earned certificates, and 2) special considerations for veterans to demonstrate skills based on military experience— by March 2018.	Community College Pathway Partnership
4. Each of the BSS pathways will be reviewed and updated internally on an annual basis with formal review sessions with all stakeholders occurring every 18 months – by Nov. 2018.	NENC Pathways Leadership Council Executive Planning Committee, Northeast CTE Directors, and Community College Pathways Partnership
5. SPC endorsed metrics for BSS will be collected, reviewed annually and shared with the NC Northeast Career Pathways Leadership Council to determine implementation progress – by March 2018.	Career Pathways Facilitator, Northeast CTE Directors, Community College Pathways Partnership, WDB Directors
<b>Employer Engagement</b>	
6. Each LEA and community college will have at least one active CTE Employer Engagement Committee that includes employers that have positions included in the BSS pathway. A special emphasis of this committee will be developing strategies to initiate and/or expand work-based learning opportunities for students in each of the BSS sub-pathways -- by Sept. 2018.	CTE Directors and Community College Pathways Partnership
7. Each workforce development board will have at least one active Business Engagement Council/Taskforce (consisting of Chambers of Commerce, Economic Developers, Community College’s Customized Trainings and other community entities) that focuses on outreach to employers so that the BSS pathway can be a topic of conversation – by Sept. 2018.	WDB Directors and BSRs
8. Each entity involved in business outreach will share pathway	WDB Business Services Representatives

pertinent information gathered from business visits/meetings with their colleagues involved in the aforementioned team in order to streamline solutions via a standardized collaboration framework, such as Basecamp or Google Documents – by Sept. 2018.	and Community College Customized Training Coordinators
9. Each entity involved in business outreach will promote the tools (e.g. CRC's, Working Smart modules) that businesses can use in diagnosing and enhancing the workforce preparedness/soft skills of their current and future employees – ongoing.	WDB Directors, WDB BSRs, and Community College Customized Training Coordinators
10. In order to ensure a continual pipeline of the types of employees needed in the short and long term, local employers should take a leadership approach in connecting and informing all of the workforce pipeline entities. These include the LEA CTE Directors, the Workforce Development Boards, the Community colleges and others within the NCWorks system as a whole -- ongoing	BSRs and regional/local employers
<b>Career Development</b>	
11. On an annual basis each LEA, community college and workforce development board will develop/refine a seamless middle school through adult comprehensive career development plan that systematically addresses the career counseling essential standards – ongoing.	Career Pathways Facilitator, Northeast CTE Directors, Community College Pathways Partnership, WDB Directors, and NCWorks Career Center Managers and staff
12. The Northeast NC Career Pathways Partnership will sponsor career pathway guidance professional development activities for LEA, community college and NCWorks Career Center staff during the 2017-18 school year – by April 2018.	Career Pathways Facilitator, CTE Regional Coordinator, Regional Operations Director, NCWorks Center Pathway Champions, and Community College Pathways Partnership
13. The “Working Smart” soft skills development program (or a similar soft skills curriculum) will be implemented in at least six LEAs, six community colleges and four NCWorks Career Centers in the partnership during the 2017-18 academic year – by January 2018.	CTE Regional Coordinator, Northeast CTE Directors, NCWorks Center Managers and Pathway Champions, and Community College Pathways Partnership

# NC Northeast Business and Support Services Career Pathways

## Strategic Planning Committee

### Endorsed Recommendations

#### **Skill Development**

##### **1. Systematic Sequence of Focused Learning Opportunities**

The Skill Development Subcommittee identified and developed the templates for three sub-pathways needed to cover the range of careers identified as priorities for the Business Support Services Pathway. The following sub-pathways templates were endorsed by the strategic planning committee and are found at the beginning of this report.

- Business Administration and Support
- Information Technology
- Logistics and Supply Chain Management

##### **2. Post-secondary Articulations**

The Subcommittee reminds all users of the pathways of the fluidness of Statewide LEA/Community College articulations and the importance of staying abreast of changes. Local articulations are also encouraged. Post-secondary is inclusive of community colleges and 4-year colleges/universities to graduate programs; e.g. Information Technology and Logistics pathways already exist between high school to community college to 4-year university (HS/CC/UNIV). An example is the East Carolina University AAS Degree Transfer Program leading to a ***Distribution and Logistics Concentration*** Bachelor of Science in Industrial Technology. The flyer describing this program is found in **Appendix F** of this report. Partners are encouraged to further develop articulations with all post-secondary partners.

##### **3. Multiple Pathway Entry/Exit Opportunities**

***Adults and out-of-school youth*** -- The Subcommittee encourages that each community college work with the staff at the local NCWorks Career Centers in developing and implementing adult and out-of-school youth pathways for each of the BSS pathways. An example of the Nash Community College/NCWorks Career Center adult pathway is provided in **Appendix E** of this report.

***Credit for military experience*** – There is a military credit project currently in progress within the North Carolina Community College System. The community colleges in the NE Partnership are encouraged to follow the progress of this project closely, incorporating and adjusting their policies and procedures for granting credit for military experience as soon as feasible.

***Credit for prior learning*** – Most, if not all, of the community colleges in the Northeast Partnership offer some method of credit by exam. It is recommended that other strategies for credit be explored such as expanding articulation from continuing education (non-credit) opportunities to curriculum (credit) programs.

#### 4. “Soft Skills”

Employers continue to identify the development of “soft skills” as the greatest employment training need. Education and training providers from middle school through post-secondary are encouraged to continue to engage employers in developing strategies to improve the general employability skills of job seekers. All of the partners are encouraged to continue to dialogue with employers to target and develop remediation strategies for specific soft skills with the greatest deficit. It is also recommended that partners address “soft skills” by systematically incorporating the strategies identified in the “*Personal/Employability Skills Development*” section of the **Northeastern Career Pathways Comprehensive Career Guidance and Counseling Best Practices** document found in **Appendix A** of this report.

#### 5. Metrics to Measure Continuous Progress

A. The committee recommends that the metrics collected to measure progress in implementing the BSS pathway be consistent with the data sets being collected for the three other regional pathways. The following chart is a listing of those metrics by agency --

<b>LEAs</b>
Career guidance activities offered and number participating
Industry credentials earned
Business/industry engagement in program development/advisement
Business/industry engagement in guidance and classroom activities
Business/industry engagement in work-based learning experiences
No. of career pathway concentrators
No of career and college promise courses successfully completed
<b>Community Colleges</b>
Number of <u>employers</u> providing BSS pathway related work-based learning experiences to students
Number of <u>students</u> who experienced a BSS pathway related work-based learning opportunity
Number of BSS pathway programs in which students earned certificates, diplomas, and/or associate science degrees
Number of <u>students</u> who earned BSS pathway certificates, diplomas, and/or associate science degrees
<b>Workforce Development Boards</b>
<b>Adult Clients</b>
The number of clients enrolled in a BSS pathway at a community college
The number of clients who earned a BSS pathway credential
The number of clients employed in a BSS pathway field
<b>Youth Clients</b>
The number of youth clients enrolled in a high school diploma program
The number of youth clients enrolled in a Graduate Equivalency program
The number of youth clients enrolled in a BSS pathway at a community college
The number of youth clients enrolled in pathways other than BSS

B. The committee recognizes that employment data of those completing the pathway is an important element in measuring progress. Reliable data sets for this metric currently do not exist. The committee encourages the work of NC TOWER to develop systems to track and analyze individual employment data with degrees and credentials earned.

## 6. Industry Credentials

The related industry credentials for the BSS pathways are found on the sub-pathways templates at the front of this report

## 7. Implementation

The committee recommends the five ***Skill Development*** related strategies listed on the **Implementation Strategies** page at the beginning of this report.

## Employer Engagement

### 1. Job Categories that Define High Demand Business Support Service Jobs in Northeastern NC

There are a host of job titles that could be considered under the heading of Business Support Services. The committee identified four categories of jobs that reflect the business support services career opportunities in Northeastern North Carolina. In the chart below are the four categories of business support service jobs with examples that help define the categories. The third column is the sub-pathway template in which this job category is included.

Business Support Services Career Categories	Examples of Jobs/Careers Included in the Northeastern Business Support Services Pathways	Northeastern BSS Sub-Pathway Template in which this job category is included
Office Administration & Services	Sample careers include clerical staff, office managers, sales support, call center/help desk representatives, insurance sales, case managers, customer service reps.	Business Administration and Support
Finance & Accounting	Sample careers include bookkeepers, accounting technicians, financial officers, auditors, purchasing agents, tax clerks, payroll clerks	Business Administration and Support
Information Technology & Information Systems	Careers that deal with computers, software, networking and the technical infrastructure of the company, security officer; careers in information systems can include a variety of fields, such as actuarial sciences, analytics and programming, communications, computer security and auditing	Information Technology
Logistics and Distribution	Careers associated with analyzing, developing and implementing strategic plans that affect production, distribution, and inventory, which include positions such as warehouse associates, forklift drivers, CDL Drivers, and stock clerks	Logistics and Supply Chain Management

### 2. Employer Identified Priority and Educational Opportunities Needed for BSS Pathways

On the following page is a summary of the employer perspective of the priority training and educational needs for Business Support Services occupations based on a employer panel discussion and dialogue with educational and training partners as part of the BSS strategic planning process.

## Employer Identified Priority Training and Educational Opportunities Needed for Business and Support Services (BSS) Career Pathways

April 5, 2017

The following businesses were represented on the BSS career pathway strategic planning committee – Fuji Stylisia, Hyster-Yale, Tidewater Transit, Potash Cooperation, BB&T, Net-Change, Lowes Distribution Center, Greenville Utilities, Roanoke Electric, Vidant Health Care, Mangum, Inc., NC Trucking Association, Bertie Ambulance Service and Manpower Recruitment. On April 5, 2017, a panel representing this group participated in a discussion with the entire strategic planning committee focusing on the priority training and educational opportunities needed for success in BSS career pathways. Following is a summary of the observations and recommendations from this discussion.

**Need.** Career openings in business support services will continue to grow in the foreseeable future. The aging workforce will contribute greatly to job availability. Two areas that were mentioned as especially difficult to fill were Information technology and accounting positions.

**Qualifications.** Business support careers are available for all levels of education from high school through college graduate. The business and technical programs at many community colleges provide the needed skill sets for many of the business support positions. None of the employers indicated they were hiring individuals without a high school diploma for even their lowest level entry level positions.

**Technical skills.** General computer skills are important in almost all BSS positions. Some positions like IT require skills in specialized programming (i.e. ladder logic or data base management i.e. Oracle). Other positions require expertise in job function software, an example being accounting software packages. All office personnel need expertise with the Microsoft Office Suite of programs, especially WORD and EXCEL. However, the employers point out that even the most basic entry level jobs require employees to be proficient in using computers for various kinds of input, training and communicating. One employer was frustrated with employees who could not write emails that were “understandable.” Another stated that basic reading and math skills are essential for all entry-level positions.

**Soft skills.** The deficiency in soft skills was the greatest source of concern for all of the employers on the committee. The soft skills mentioned most often centered on attendance, promptness, work ethic, the ability to work in teams and possessing the interpersonal skills to work productively and positively with co-workers, supervisors and customers.

**Educational and training focus.** The employers expressed support for the following educational and training strategies

- Instruction that focuses on application and work-based learning
- Industry certifications, especially for certain positions requiring specialized skills
- STEM related curriculum that begins early in the education process (no later than middle school)

**Partnering to increase work-based learning.** The employers engaged in a productive discussion with the other committee members on ways of increasing work-based learning and developing the pipeline of needed skilled employees. One of the most promising strategies being implemented currently is employers offering internships that include tuition scholarships. Scholarships supported by trade associations was also mentioned as a way of supporting the pipeline.

### 3. High Priority Technical and “Soft” Skills for Business Support Service Jobs

To provide an overview of the priority skills needed for Business Support Services careers, the Employer Engagement Subcommittee identified essential technical and “soft” skills desired for employment in the following BSS jobs –

#### High Priority Skills for Business Support Service Jobs

##### Administrative and Support

###### Front Office Clerical Positions

<u>Technical Skills</u>	<u>Soft Skills</u>
<ul style="list-style-type: none"><li>• Written communication skills</li><li>• Oral communication skills</li><li>• Organizational skills</li><li>• Microsoft Word</li><li>• Excel</li><li>• Outlook</li></ul>	<ul style="list-style-type: none"><li>• Teamwork/interpersonal skills</li><li>• Appreciation of diversity</li><li>• Customer service</li><li>• Handle stress well</li><li>• Ability to interact with many different individuals in a professional manner</li></ul>

###### Office Managers

<u>Technical Skills</u>	<u>Soft Skills</u>
<ul style="list-style-type: none"><li>• Written communication skills</li><li>• Oral communication skills</li><li>• Ability to monitor work performed by others so that it is completed on time, within budget and meets high quality standards</li><li>• Decision-making skills</li><li>• Organizational skills</li><li>• Microsoft Word</li><li>• Excel</li><li>• Outlook</li></ul>	<ul style="list-style-type: none"><li>• Teamwork/interpersonal skills</li><li>• Appreciation of diversity</li><li>• Customer service</li><li>• Handle stress well</li><li>• Ability to interact with many different individuals in a professional manner</li></ul>

###### Accounting Technicians/Bookkeepers

<u>Technical Skills</u>	<u>Soft Skills</u>
<ul style="list-style-type: none"><li>• Experience/familiarity with a variety of accounting software packages</li><li>• Numerical accuracy</li><li>• Skill in using Excel, Outlook and Microsoft Word</li><li>• Logical-thinking skills</li><li>• Organizational skills</li><li>• Written communication skills</li><li>• Oral communication skills</li></ul>	<ul style="list-style-type: none"><li>• Ability to interact with many different individuals in a professional manner</li><li>• Handle stress well</li><li>• Teamwork/Interpersonal skills</li><li>• Appreciation of diversity</li><li>• Customer service</li></ul>

## Information Technology

### Information Technology (IT) Support Technicians

Technical Skills	Soft Skills
<ul style="list-style-type: none"> <li>• Ability to provide desktop/laptop/printer/software support</li> <li>• Administer computer network systems</li> <li>• Project management skills</li> <li>• Time management skills</li> <li>• Build teams/foster teamwork</li> <li>• Leadership skills</li> <li>• Oral and written communication skills - provide tech solutions for people who are not tech savvy</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of diversity</li> <li>• Customer service</li> <li>• Teamwork/Interpersonal skills</li> <li>• Flexibility</li> </ul>

## Logistics and Supply Chain Management

### Warehouse Managers

Technical Skills	Soft Skills
<ul style="list-style-type: none"> <li>• Numeracy skills</li> <li>• Computer/and information technology skills</li> <li>• Logical thinking skills</li> <li>• Ability to develop time tables and budgets, and assign tasks and areas of responsibility</li> <li>• Ability to keep track of what's going on and set right anything that gets out of place</li> <li>• Ability to attend to detail</li> <li>• Ability to plan ahead and deal with unexpected changes</li> <li>• Spatial organizational skills</li> <li>• Oral and written communication skills</li> <li>• Ability to delegate, give orders, and make decisions</li> <li>• Ability to monitor and manage stock inventories</li> </ul>	<ul style="list-style-type: none"> <li>• Teamwork/interpersonal skills</li> <li>• Appreciation for diversity</li> <li>• Customer service skills</li> </ul>

### Logistics Coordinators

Technical Skills	Soft Skills
<ul style="list-style-type: none"> <li>• Ability to coordinate drivers, vehicles, loads and journeys</li> <li>• Ability to develop and coordinate schedules</li> <li>• Numeracy skills</li> <li>• Computer/and information technology skills</li> <li>• Logical thinking skills</li> <li>• Ability to keep track of what's going on and set right anything that gets out of place</li> <li>• Ability to attend to detail</li> <li>• Ability to plan ahead and deal with unexpected changes</li> <li>• Oral and written communication skills</li> <li>• Ability to delegate, give orders, and make decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Teamwork skills</li> <li>• Appreciation for diversity</li> <li>• Customer service skills</li> </ul>

## 4. Industry Credentials that Support BSS Pathways

Identified industry credentials supporting the BSS sub-pathways are listed on the templates at the front of this report.

## 5. Initiating and Expanding Work-based Learning (WBL) Opportunities

The primary reference for defining work-based learning opportunities is the Continuum of Key Work-Based Learning Components found in Appendix C of this report.



While there are several work-based learning opportunities taking place in some of our agencies and for some of our pathways such as health care, overall there is a great need to initiate and expand work-based learning for students and teachers throughout our region. Following are the points of emphasis and recommendations by the strategic planning committee aimed at expanding WBL.

It is important for all parties to know the benefits of WBL. These include:

- Improved academic achievement (can apply concepts and see people in action in the workplace)
- Explore other career options not previously known or been exposed to
- Increase self-confidence of the student
- Acquire real work experience and employability skills
- Connect with an adult role model
- Be more likely to further educational training after high school

#### Recommendations

- A. Identify -- business support services WBL opportunities that currently exist
  - Guest speakers in the classroom/or meeting of students
  - Structured field trips
  - Job shadowing
  - Practicum/ WBL related to specific office or business
  - Mock interviews of soon to be graduates
- B. Ask – What are some new WBL opportunities?
  - Pre-apprenticeship (especially in the summer)
  - Teacher externship – to expand understanding of teachers and be aware of current practices and technology used in the field
  - Career and Technical student organizations (DECA, FBLA, Skills USA)
  - Volunteer service/service learning (help people build websites; use social media; upgrade technology; write resumes)
  - Mentorship for those new to a career or just graduating
  - Tax preparation assistance by students
  - Credit of prior learning, especially for military service
  - Expand knowledge of community resources (Chambers; government agencies; BBB, etc.)
- C. Be creative - How can we initiate and expand WBL opportunities in each of the Business Support Services Pathways?
  - Help businesses embrace “paid apprenticeships” – a great investment
  - Solicit grant funding or other resources to support teacher externships and enhance occupational currency in the field(s)

- Supervisory visits and “counseling” need to be included in the planning to support the student and ensure the experience is relevant and helpful; documentation plan and evaluation of site and experience are essential.
- Parents of high school students need an orientation to support the experience and the student
- Ensure all students have an educational “training plan” with goals and objective
- Build on skills learned in the military to connect to new employment opportunities

#### D. Identify and address potential barriers to WBL

- Schools/Colleges and Career Centers
  - Funds to support teacher involvement
  - Lack of businesses providing direct WBL experiences (it takes effort and commitment and does not always pay for itself)
  - Ensure links from high school experiences to community college programs and courses
  - Need to address employability skills prior to any WBL experience
- At the Business or industry sites
  - Need a structured approach to taking on students or interns – including a dedicated mentor, time to assist, patience, and some type of “monetary incentive/ reward”
  - Safety issues need to be addressed early on
  - Address accommodations for students with disabilities or special needs

## 6. Implementation

The committee recommends the ***Employer Engagement*** related strategies (numbers 6-10) listed on the **Implementation Strategies** page at the beginning of this report.

### Career Development

#### 1. Comprehensive and Systematic Career Development Plans for All

A critical element of career pathways is developing a comprehensive and seamless system of career development activities that begins in middle school and continues through adulthood. The two major focuses of these activities are –

A. Developing a comprehensive plan of activities that address self-awareness, career exploration/goal setting, educational planning and employability skills for all students and job seekers

B. Developing strategies for making all students and job seekers aware of the high demand, sustainable wage business sector career pathways available in Northeastern North Carolina, and providing advisement in the training, educational opportunities and support available to navigate the pathway to a successful career in these business sectors.

The Business Support Services Skill Development Subcommittee endorses the inclusion of the career development element and vertical activities included on the BSS career pathway templates. The Subcommittee recommended that FBLA, DECA and Skills USA be included on the BSS pathway templates as great student organizations/activities for accomplishing pathway career guidance goals.

## 2. Career Development Best Practices Document

The Subcommittee vetted and updated the ***Comprehensive Career Guidance and Counseling Best Practices*** document. This document is included in **Appendix A** of this report. Various groups of counselors and career advisors continue to update this publication on a regular basis to provide both a resource for activities and a tool for analyzing and planning a balanced, comprehensive, and vertically aligned career development system.

## 3. Examining the Correlation of CFNC and the NCWorks Career Center Guidance Software

To enhance the vertical alignment of career development activities, the NENC Partnership is investigating the possibilities of integrating career guidance activities included in the widely used CFNC and NCWorks online software packages. To initiate this investigation the Career Development Subcommittee conducted an overall quality rating of the two packages related to the four areas of career guidance. The results of that study are in the chart below.

Rating Code 1 – weak component/activity; 2 – somewhat useful component/activity; 3 – very useful component/activity; 4—excellent component/activity

Career Guidance Areas of Focus	CFNC	NCWorks On-line
Self-Awareness	3	4
Career Awareness/Exploration	4	3
High School Course Selection/Post-Secondary Planning	4	N/A
Personal/Employability Skills Development	2	3

## 4. Career Guidance Activities to Deepen the Level of Execution

As a part of the Subcommittee work and discussion the group placed special emphasis on the following activities and models to deepen the level of execution in the area of career guidance.

- Look for opportunities in school wide events, parent activities and community outreach to promote the value of pathway completion
- Expand the partnerships with local employers to enhance career management skills and objectives including work-based learning opportunities
- Creative partnership activities – For example develop an 8<sup>th</sup> grade program where the students visit a business or businesses in the morning and participate in the community college curriculum in the afternoon
- Invite community college business instructors to visit classrooms to discuss CC courses, pathways and related post-secondary opportunities

- Create bulletin boards that highlight community college CTE pathways
- Invite business/community members to serve as mentors and/or judges for projects and assignments

## 5. “Soft Skills” Activities, Scheduling and Delivery Models

- “Soft Skills Friday” - Encourage all CTE teachers to include a “soft skills” module/activity every Friday in their lesson plans. Include role playing.
- Incorporate soft skills instruction in job shadowing activities
- Use the SkillsUSA Framework model K-16. These are the skills that employers have identified as critical. Provides for a common framework and common career language across the curriculum
- Include soft skills delivery in programs that already exist like PRIDE (male mentoring program)
- Implement the “Working Smart” course – 16-lesson course for soft skills development including rebranding/self-image, communications skills, personal reactions, ethics and problem solving.
- Integrate soft skills lessons into job fairs, seminars and workshops, as well as CTE classes
- Utilize the “Soft Skills Suite” with ACT Keytrain
- Utilize CONOVER soft skills curriculum
- Make soft skills instruction/feedback a part of all work-based learning activities (e.g. job shadowing, internships etc.)

## 6. Client Friendly Strategies/Best Practices to Promote Regional Pathways in the NCWorks Career Centers

- |                      |   |
|----------------------|---|
| • Web page           | • Open houses   |
| • Newspaper/local TV | • Facebook  |
| • Flyers             | • Twitter   |
| • Sporting events    | • Radio show – ECSU   |
| • Career fairs       | • Regional professional development- for more than CTE teachers |

## 7. Recommendations for Future Career Guidance Professional Development

- Rather than having a regional meeting move to local partnership professional development sessions (e.g. community college, WDB and LEAs in the community college service area)
- Develop active local guidance/advisement groups that meet on regular basis
- Provide opportunities for counselors/advisors to job shadow in local businesses

## 8. Implementation

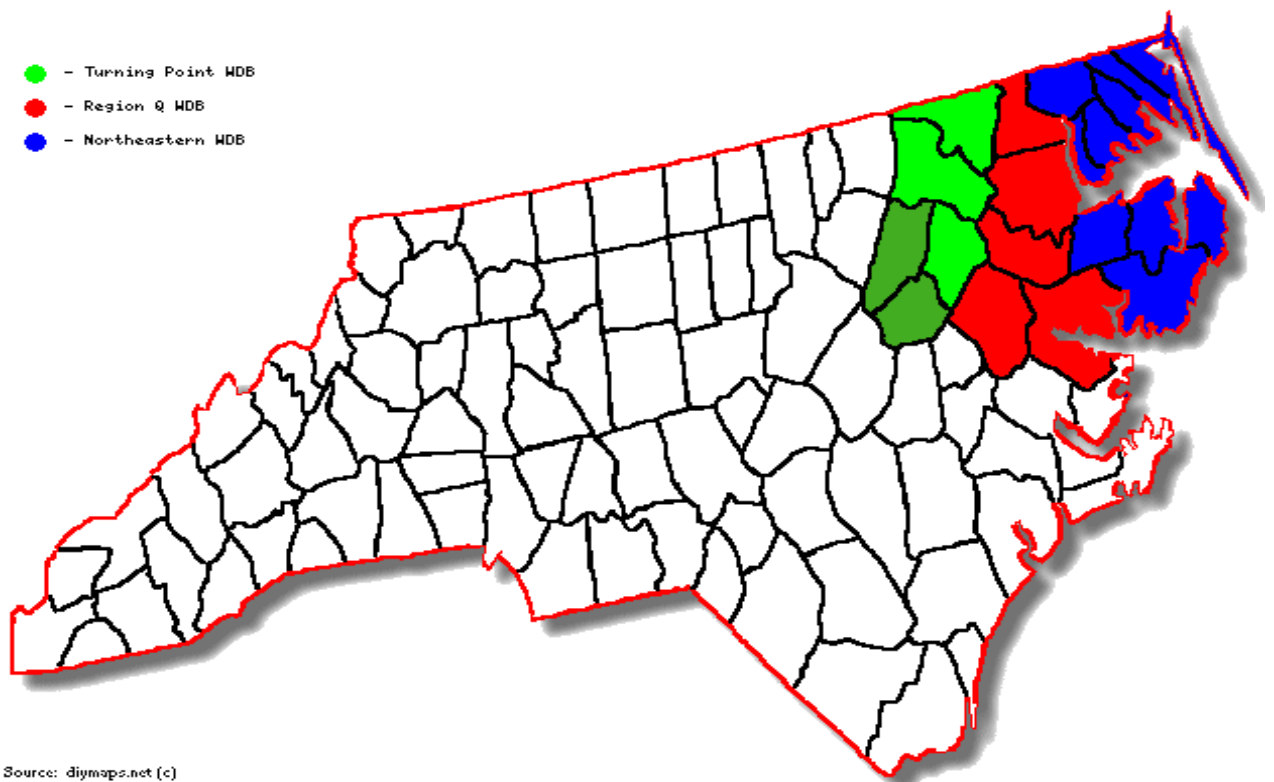
The committee recommends the ***Career Development*** related strategies (numbers 11-13) listed on the **Implementation Strategies** page at the beginning of this report.

## The Northeastern NC Career Pathways Leadership Council

**A collaborative effort of Northeast Career and Technical Education,  
Northeast Regional Community/4-yr College Partnership,  
local Workforce Development Boards and regional employers**

As indicated on the map below, there are three workforce development boards (WDBs) that serve the Northeast -- Turning Point, Region Q, and Northeastern. The Career and Technical Education (CTE) partners in this initiative include the twenty-four school systems served by the three WDBs, one charter school and one regional high school. In addition there are nine community colleges and three four-year colleges (East Carolina University, Elizabeth City State University and Chowan University) along with over fifty business and industry representatives currently participating in this partnership.

Since 2014, this partnership has focused on developing and implementing regional career pathways using the Pathways to Prosperity (PtP) model, and the pathway certification criteria established by the NCWorks Commission. The three WDB directors agreed to serve as lead intermediaries for the pathway efforts. One of the first actions of the WDBs in their intermediary role was to establish the Northeastern NC Career Pathway Leadership Council. **The roles and responsibilities of the Leadership Council are outlined in the pages that follow.**



## **Northeast NC Career Pathways Leadership Council (NePathways)**

**Purpose** -- The purpose of the Leadership Council is to align with the NCWorks Commission in developing “a business-led education innovation effort designed to build a seamless career pathway system that meets the workforce development needs of regional economies across the state. It works to combine rigorous academics with powerful technical education.”

### **The pathway work focuses on eight criteria established by the NCWorks Commission**

- |                                 |                                      |
|---------------------------------|--------------------------------------|
| 1. Demand driven, data-informed | 5. Articulation and coordination     |
| 2. Employer engagement          | 6. Work-based learning               |
| 3. Collaboration                | 7. Multiple points of entry and exit |
| 4. Career awareness             | 8. Evaluation                        |

### **The desired outcomes for the pathway work include:**

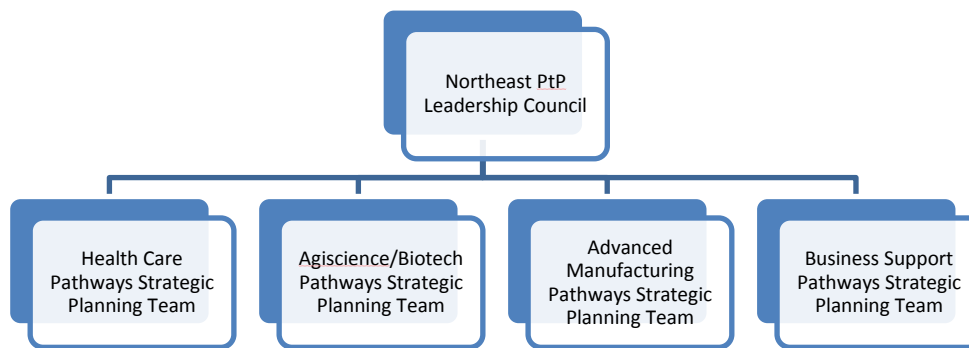
- A clear system (pathway) for students from school to career
- More closely aligned secondary school innovation with readiness for careers and college
- Deepened ties between public schools, community colleges, workforce development boards and business/industry

**Intermediaries** – The leadership and lead intermediary function for the Leadership Council is provided by the three Workforce Development Boards (WDBs) that serve the Northeast (Region Q, Northeastern, and Turning Point). As intermediaries, the three workforce development boards serve as conveners, brokers, and technical assistance providers to schools, community colleges, NCWorks Career Centers and employers engaged in building and sustaining pathways. Serving as intermediaries, the WDBs recruit business, nonprofit and public employers and ensure that participating leaders understand and support the vision.

**NePathways Leadership Council Membership** -- Council members are recruited from each of the three workforce development board service areas and include:

Workforce Development Board Directors and key staff  
Workforce Development Board members  
Key employers  
Chamber of Commerce representatives  
CTE Directors  
CTE Regional Coordinator  
Community/4-yr College leaders and key staff  
High school/community college/NCWorks Center counselors, career development coordinators  
High school/community college CTE and academic faculty

**Leadership Council's Role in Pathway Development** – The NePathways Leadership Council oversees the selection and development of pathways identified as focus business sectors based on current, emerging and predicted future employment opportunities. From 2014-2016 key leadership groups worked with employers in identifying Health Care, Agriscience/Biotechnology, Advanced Manufacturing, and Business Support Services as the four priority business sectors on which to focus pathway development in the Northeast. The Leadership Council formally accepted the recommendations and gave approval to establishing strategic planning teams/committees to work on developing the pathways and implementation strategies (see graphic below).



**Strategic Planning Teams/Committees** -- The Leadership Council charged the pathway leadership team to recruit key stakeholders (e.g. focus business sector employers, workforce development board staff and members, community college/4-yr. college representatives, local CTE directors, regional CTE coordinator, school system administrators/educators/counselors, representatives from the chamber of commerce, Northeast Commission, and local government, etc.) to serve on the strategic planning team/committee.

To facilitate the work, each pathway strategic planning committee was divided into subcommittees to address the eight NCWorks certification criteria. Once the subcommittees completed their work, they presented it to the entire strategic planning committee for approval. Once approved, a report detailing the pathway with implementation strategies and recommendations was prepared and submitted to the Leadership Council for final approval.

The Leadership Council holds periodic meetings (once or twice per year) to approve pathways, assess implementation and develop strategies to strengthen and enhance--

- Employer engagement
- Career and College Promise opportunities
- Career guidance and counseling strategies
- CTE course/concentration sequences
- Teacher development.

**Appendix D** at the end of this report provides a model of the pathway development process utilized in the Northeast.

## Northeast North Carolina Career Pathways Leadership Council

### Business

Becky Edwards <i>Martin General Hospital</i>	Jenny Brown <i>Vidant Health - Beaufort</i>	Charles Gilmore <i>Tyson Foods</i>	Donna Veale <i>Berry Plastics</i>
Everett Hershey <i>Precision Pallet</i>	Gloria Jones <i>Vidant – Roanoke-Chowan</i>	Hal Burns <i>Jimbo's Jumbos</i>	Jack Benner <i>Nucor Steel</i>
Kia Bowen <i>Nucor Steel</i>	Kim Toler <i>Potash Corp. Aurora</i>	Joe Landino <i>Blackland Farm Managers</i>	Krystal Cherry <i>Syfan MFG</i>
Lisa Lassiter <i>Vidant Health</i>	Mary Paramore <i>Hyster-Yale</i>	Penny Coltrain <i>Vidant Health</i>	Rex Anderson <i>Regulator Marine</i>
Richard James <i>Alfiniti Aluminum</i>	Samuel Tynch <i>AVOCA</i>	Shannon Strickland <i>Perdue Farms</i>	Tim Barrett <i>Couer Medical</i>
Walter Fuldner <i>Carver Machine Works</i>	Catherine Glover <i>Washington--Beaufort Chamber</i>	Amy Braswell <i>Ahoskie Chamber of Commerce</i>	Leo Corbin <i>Greenville/Pitt Chamber</i>

### Economic Development

Tim Ivey <i>NE Regional Economic Dev.</i>	Jason Semple <i>Martin County EDC</i>	Steve Biggs <i>Bertie Economic Development</i>	Bill Earley <i>Hertford County Economic Dev.</i>
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### Workforce Development

Krista Jernigan Wood <i>NCWorks - Martin</i>	Larry Donley <i>NC Commerce Wkforce Solutions</i>	Lou Stout <i>Region Q Workforce Dev. Bd.</i>	Michael Williams <i>Turning Point Workforce Dev. Bd</i>
Neal Anderson <i>NCWorks – Pitt County</i>	Wayne Rollins <i>Region Q Workforce Dev. Board</i>	Jennie Bowen <i>Region Q Workforce Dev. Bd.</i>	Dave Whitmer <i>Northeastern Workforce Dev. Bd.</i>
Emily Nicholson <i>Northeastern Workforce Dev. Bd</i>	Carisa Rudd <i>Turning Point Workforce Dev. Bd.</i>		

### Community College

Dr. Crystal Ange <i>Beaufort County Com. College</i>	John Foriest <i>Halifax Community College</i>	Kimberly Gamlin <i>Wilson Community College</i>	Lauren Dudley <i>Beaufort Community College</i>
Jeri Griffin <i>Martin Community College</i>	Katherine Clyde <i>Pitt Community College</i>	Larry Crisafulli <i>Halifax Community College</i>	Lori Ann Preast <i>Pitt Community College</i>
Mark Faithful <i>Pitt Community College</i>	Michael Starling <i>Edgecombe Community College</i>	Michele Waters <i>College of The Albemarle</i>	Rachel Bridgers <i>Pitt Community College</i>
Rick Anderson <i>Beaufort County Com. College</i>	Robin Zinsmeister <i>College of The Albemarle</i>	Sara Watson <i>Beaufort County Com. College</i>	Sharon Brown <i>College of The Albemarle</i>
Stacey Gerard <i>Beaufort County Com. College</i>	Steve Smith <i>Beaufort County Com. College</i>	Sue Gurley <i>Martin Community College</i>	Ivana Stevens <i>Nash Community College</i>
Wil van der Meulen <i>Nash Community College</i>	Brenda Moore <i>Martin Community College</i>	Brian Busch <i>Martin Community College</i>	Crystal Waters <i>Martin Community College</i>



### Community College *continued*

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*Pitt Community College*

Bill Barber  
*Martin Community College*

Donna Neal  
*Pitt Community College*

Dr. Evonne Carter  
*College of The Albemarle*

Jaime Heckstall  
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Ernis Lee  
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### University

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Dr. Joe Gaines  
*East Carolina University*

LuAnn Riddick  
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Dr. Akbar Eslami  
*Elizabeth City State University*

### Secondary School

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Ben O'Kelley  
*Edenton-Chowan Schools*

Brittany Mishler  
*Camden County Schools*

Brian Reynolds  
*Bertie Early College*

Jessica Newman  
*NERSBA*

Beshelya Smith  
*Hertford County Schools*

Casey Bass  
*Edenton-Chowan Schools*

Chelsea McPherson  
*E.C-Pasquotank Schools*

Angie Jenkins  
*Northampton County Schools*

Beth Ann Trueblood  
*Pitt County Schools*

Beverly Harrison  
*Edenton-Chowan Schools*

David Jenkins  
*Martin County Schools*

Bree Atkinson  
*Edenton-Chowan Schools*

Katrina Williams  
*Hertford County Schools*

Pamela Lewis  
*Nash-Rocky Mount Schools*

Dr. Don Phipps  
*Beaufort County Schools.*

Joshua Singleton  
*Beaufort County Schools*

Jim Guard  
*Martin County Schools*

Roberta Manser  
*E.C-Pasquotank Schools*

Julie Gurganus  
*NERSBA*

Wendy Petteway  
*Beaufort County Schools*

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*NC Biotech Center*

Tanya McGhee  
*NC Biotech Center*

Nettie Evans  
*Vidant Foundation for Nursing*

Olivia Taylor  
*CADA*

Walter Dorsey  
*NE NC Career Pathways Chair*

# Appendices

Appendix A  
Comprehensive Career Guidance and Counseling Best Practices

Appendix B  
Northeastern NC Career Pathways Elements

Appendix C  
Continuum of Key Work Based Learning Elements

Appendix D  
Northeastern NC Career Pathways Development Model

Appendix E  
Nash Community College Computer Engineering Technology Adult Pathway

Appendix F  
East Carolina University Articulation Agreements

Appendix G  
Acronyms and Resources



## **Comprehensive Career Guidance and Counseling Best Practices**

**Grades 6 – Adult**



*Updated May 2017*

# Northeastern NC Works Pathways Comprehensive Career Guidance and Counseling

Updated 5.4.2017

## Best Practice Activities Grades 6 – Adult

	Self-Awareness													
Middle School	<ol style="list-style-type: none"> <li>1. Investigate self-awareness activities in "Making Tracks" career magazine. (6-8)</li> <li>2. Conduct role playing scenarios (e.g. personality type, values, conflict management/bullying) (6-8)</li> <li>3. Use the "Skills to Pay the Bills" lessons (6 lessons, perhaps two lessons per grade level) (6-8)</li> <li>4. Use the "Who Am I" lessons from the middle school career development course (8)</li> <li>5. Have personal conversations with students to link academic and aptitude strengths and challenges with future career interests/goals (8)</li> <li>6. Print student interests responses in ACT EXPLORE and go to CFNC to research learning styles. (8)</li> <li>7. Administer a learning style inventory (8)</li> <li>8. Encourage students to join career and technical student organizations (CTSOs) (6-8)</li> </ol>													
High School	<ol style="list-style-type: none"> <li>1. Use personality assessments and inventories to explore self-awareness (9-10)</li> <li>2. Use the interest inventory from the ACT PLAN assessment (10)</li> <li>3. Use the interest inventory from CFNC (9-12)</li> <li>4. Conduct role playing scenarios (e.g. personality type, values, conflict management/bullying, team building and reality check activities) (9-12)</li> <li>5. Use class meetings (where available) or other counseling sessions to emphasize the link between academic and aptitude strengths, and challenges with future career interests/goals (e.g. GPA) (9-12)</li> <li>6. Provide CTE specific training (clusters, poverty, curriculum, concentrator) for counselors and CDCs (9-12)</li> <li>7. Conduct a session with students to explore self-awareness using the results of the ASVAB (11-12)</li> </ol>													
Community College	<ol style="list-style-type: none"> <li>1. Use the following tools -                             <table> <tr> <td>CFNC interest inventories</td><td>Myers-Briggs Inventory</td><td>Occupational Outlook</td></tr> <tr> <td>O-NET activities</td><td>ABLE (Adult Basic Learning Exam)</td><td></td></tr> <tr> <td>CASAS</td><td>CRC (Career Readiness Certification) scores</td><td></td></tr> <tr> <td>Career Scope</td><td>NCDPI Career Cluster Manuel Research</td><td></td></tr> </table> </li> </ol>		CFNC interest inventories	Myers-Briggs Inventory	Occupational Outlook	O-NET activities	ABLE (Adult Basic Learning Exam)		CASAS	CRC (Career Readiness Certification) scores		Career Scope	NCDPI Career Cluster Manuel Research	
CFNC interest inventories	Myers-Briggs Inventory	Occupational Outlook												
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CASAS	CRC (Career Readiness Certification) scores													
Career Scope	NCDPI Career Cluster Manuel Research													
Workforce Dev. Board	<b>Adults</b> <ol style="list-style-type: none"> <li>1. Use the following tools - CFNC interest inventories; CRC scores, NCWorks Self-assesments tools, O-NET activities, TABE (Test of Adult Basic Education), "My Next Move"</li> </ol>	<b>Non-adults</b> <ol style="list-style-type: none"> <li>1. Use the following tools - CFNC interest inventories; CRC scores, ACT Interest Inventory, SAT scores, NCWorks Self-assesments tools, ONET activities, "My Next Move," TABE</li> </ol>												

	<b>Career Awareness, Exploration, and Goal Setting</b>	
<b>Middle School</b>	<ol style="list-style-type: none"> <li>1. Hold a career fair or STEM Day; incorporate a poetry or poster contest <b>(6-8)</b></li> <li>2. Encourage membership in CTSO's <b>(6-8)</b></li> <li>3. Set up web based accounts (i.e. CFNC) <b>(7-8)</b></li> <li>4. Provide career based field trips/virtual field trips <b>(7-8)</b></li> <li>5. Invite business/industry guest speakers <b>(7-8)</b></li> <li>6. Invite post-secondary education guest speakers <b>(7-8)</b></li> <li>7. Discuss the results of the ACT EXPLORE Assessment <b>(8)</b></li> <li>8. Initiate High School CFNC Portfolio (cluster/course selection) <b>(8)</b></li> <li>9. Conduct career counseling lessons (e.g. goal setting, importance of staying in school, links between course selection and career interests, etc.) <b>(8)</b></li> <li>10. Explore careers through websites like Bigfuture and Career Cruising—F4k <b>(8)</b></li> <li>11. Participate in shadowing experiences like Groundhog Shadowing or go to work for a day <b>(8)</b></li> <li>12. Initiate individual career development plans <b>(8)</b></li> </ol>	
<b>High School</b>	<ol style="list-style-type: none"> <li>1. Visit all English classes (9-12) or other subjects in which the entire grade level can be exposed, and work with students on the following: update CFNC accounts; update career development plans; LSI update; take a career interest inventory; portfolio updates (e.g. awards, test scores, community service); and match "Career to College to Degrees" to Job Outlook <b>(9-12)</b></li> <li>2. Organize cluster based career fairs <b>(9-12)</b></li> <li>3. Involve students in industry internships as well as community volunteering and service projects <b>(9-12)</b></li> <li>4. Organize virtual/face-to-face college tours (2yr/4yr) <b>(9-12)</b></li> <li>5. Coordinate with local community college for college fair and college reps in classrooms <b>(9-12)</b></li> <li>6. Establish a career awareness Speakers Bureau <b>(9-12)</b></li> <li>7. Utilize O*Net <b>(9-12)</b></li> <li>8. Partner with Community College in sponsoring a learning about careers event for students and parents <b>(9-12)</b></li> <li>9. Encourage membership in CTSO's <b>(9-12)</b></li> <li>10. Provide virtual and face-to-face job shadowing opportunities <b>(10-12)</b></li> <li>11. Begin college application process; host financial aid workshops <b>(11-12)</b></li> <li>12. Career based senior projects <b>(11-12)</b></li> <li>13. Host career/STEM days <b>(9-12)</b></li> </ol>	
<b>Community College</b>	<ol style="list-style-type: none"> <li>1. Utilization of career coaches where available</li> <li>2. Focus orientation activities to include career awareness, exploration and goal setting</li> <li>3. Open communication and sharing (i.e.. GRAD data; student career plans) between high school and community college counselors</li> <li>4. Structured one on one counseling focused on goal setting</li> <li>5. STEM Fair</li> <li>7. Career Forums with Chamber of Commerce</li> <li>8. Campus tours</li> <li>9. Internships/Co/ops</li> </ol>	
<b>Workforce Dev. Board</b>	<p style="text-align: center;"><b>Adults</b></p> <ol style="list-style-type: none"> <li>1. Job fairs</li> <li>2. Work mentoring through Title V program</li> <li>3. Utilize ONET activities</li> <li>4. Work First shadowing activities</li> <li>5. Utilization of community college instructors to hold workshops</li> <li>6. OJT</li> <li>7. NCWorks.gov research/activities</li> <li>8. Financial literacy workshops</li> </ol>	<p style="text-align: center;"><b>Non-adults</b></p> <ol style="list-style-type: none"> <li>1. Industry shadowing</li> <li>2. Money management/budgeting workshops</li> <li>3. Career Scope</li> <li>4. Company tours</li> <li>5. OJT</li> <li>6. Entrepreneurship workshops</li> <li>7. HRD classes</li> </ol>

High School Course Selection and Post-Secondary Planning		
Middle School	<ol style="list-style-type: none"> <li>1. Link activities in the <b>self-awareness</b> and <b>exploration</b> sections above to H.S. and post-secondary planning (CFNC, job fairs/career expos, EXPLORE, etc.) <b>(6-8)</b></li> <li>2. High school tours <b>(8)</b></li> <li>3. Initiate H.S. course selection work with Career Development Plan <b>(8)</b></li> <li>4. Use the ACT EXPLORE assessment report to guide H.S. course selection <b>(8)</b></li> <li>5. Team Career Development Coordinators with counselors in conducting the H.S. course registration process <b>(8)</b></li> <li>6. Assist in planning and encourage participation in high school orientations, parent nights, CTE displays, etc.) <b>(8)</b></li> </ol>	
High School	<ol style="list-style-type: none"> <li>1. Use the "A Look at Me" lessons in the Career Management Course Bureau <b>(9-10)</b></li> <li>2. Develop and utilize career cluster commitment letters and contracts <b>(9-10)</b></li> <li>3. Use ACT PLAN assessments and questionnaires in the planning process <b>(10)</b></li> <li>4. Student-parent meetings to discuss the link between course selection, assessment results, college articulation, post-secondary planning and career interests <b>(9-12)</b></li> <li>5. CDC and counselors work as a team to establish one-to-one guidance relationships with students-review and discuss post-secondary opportunities, ASVAB, PSAT, SAT, ASSET, Work Keys, ACT <b>(9-12)</b></li> <li>6. Use related tools in CFNC and F4k (Career Cruising) <b>(9-12)</b></li> <li>7. Sponsor Lunch and Learn Lab and/or Power Lunches—focus on "soft" and "technical" skills <b>(9-12)</b></li> </ol>	<ol style="list-style-type: none"> <li>8. Organize Career Fairs, Curriculum Fairs, College Days and College Weeks (involving all teachers/ staff) <b>(9-12)</b></li> <li>9. Expand certification programs <b>(9-12)</b></li> <li>10. Prepare a "College Articulation" lesson to be taught by all CTE teachers the first week of school <b>(9-12)</b></li> <li>11. Hold encouragement rallies (guest speakers, pep rallies) <b>(9-12)</b></li> <li>12. Develop a mentoring program <b>(9-12)</b></li> <li>13. Plan multilingual awareness advertising campaign with supportive media strategies <b>(9-12)</b></li> <li>14. Develop strategies that encourage and recognize credentials <b>(9-12)</b></li> <li>15. Institute an upper class mentor program <b>(11-12)</b></li> <li>16. Expand job shadowing and internship programs <b>(11-12)</b></li> <li>17. Assist students with registering CRC credential <b>(12)</b></li> <li>18. Coordinate local com. college/post-secondary reps. class visits <b>(9-12)</b></li> <li>19. Parent nights <b>(9-12)</b></li> <li>20. Financial aid workshops <b>(11-12)</b></li> </ol>
Community College	<ol style="list-style-type: none"> <li>1. Individual counseling sessions</li> <li>2. Assignment of student advisors</li> <li>3. Articulated credit</li> <li>4. Credit for industry certifications earned while in H.S.</li> <li>5. Utilizing SAT/ACT and pre-ACT scores</li> </ol>	
Workforce Dev. Board	<p style="text-align: center;"><b>Adult</b></p> <ol style="list-style-type: none"> <li>1. Career fairs</li> <li>2. Curriculum fairs</li> <li>3. STEM fairs</li> </ol>	<p style="text-align: center;"><b>Non-adults</b></p> <ol style="list-style-type: none"> <li>1. Career fairs</li> <li>2. Curriculum fairs</li> <li>3. STEM fairs</li> </ol>

	Personal/Employability Skills Development	
Middle School	<ol style="list-style-type: none"> <li>1. Conduct ethics sessions (i.e. desired character traits, team building, problem solving, etc.) using role playing, simulations and guest speakers <b>(6-8)</b></li> <li>2. Develop assessment rubrics to provide students feedback on "soft" skills related to assigned projects, presentations, mock interviews and work-based learning experiences (i.e. speaking, team work, pride in outcome, being prepared, punctuality, etc.) <b>(7-8)</b></li> <li>3. Prepare students for work based learning explorations (shadowing, lunch/learn, field trips, guest speakers) through role scenarios. <b>(7-8)</b></li> </ol>	
High School	<ol style="list-style-type: none"> <li>1. Develop assessment rubrics to provide students feedback on "soft" skills related to assigned projects, presentations, mock interviews and work-based learning experiences (i.e. speaking, team work, pride in outcome, being prepared, punctuality, etc.) <b>(9-12)</b></li> <li>2. Encourage membership in CTSO's <b>(9-12)</b></li> <li>3. Organize a school-wide "Work Day" where students come in professional dress, learn about careers, focus on soft skills, resume writing, job applications and interviewing skills <b>(9-12)</b></li> <li>4. Provide mini lessons on workplace responsibility, e.g. on time, bring prepared, pride in outcome, etc. <b>(9-12)</b></li> <li>5. Organize a full range of work based learning experiences providing specific instruction and feedback on personal and employability skills, e.g. guest speakers, lunch/learn sessions, field trips, job shadows, internships, apprenticeships, entrepreneurial workshops. <b>(9-12)</b></li> <li>6. Utilize KeyTrain/Workkeys soft skills assessments, and NC-Net Employability Skills Resource Tool Kit (free) <b>(9-12)</b></li> </ol>	<ol style="list-style-type: none"> <li>7. Develop and utilize video clips from local businesses sharing "business expectations" <b>(9-12)</b></li> <li>8. Provide workshops/sessions on job readiness and "soft" skills, e.g. resume writing, cover letters, mock job interviews, workplace ethics scenarios. <b>(11-12)</b></li> <li>9. Define and target emphasis on specific locally identified high need soft skills, e.g. workplace responsibility, teamwork public speaking, etc. <b>(11-12)</b></li> <li>10. Require students to make professional presentations, e.g. Graduation Projects <b>(11-12)</b></li> <li>11. Utilize employability skills instructional materials from NC REAK <b>(9)</b></li> <li>12. Involve students in industry internships as well as community volunteering and service projects. <b>(11-12)</b></li> <li>13. Implement the "Working Smart" soft skills program <b>(11-12)</b></li> <li>14. Adopt SkillsUSA model of common "common career language across the curriculum" <b>(9-12)</b></li> </ol>
Community College	<ol style="list-style-type: none"> <li>1. HRD soft skills curriculum</li> <li>2. JLAC (Juniors Learning About Careers)</li> <li>3. ACA soft skills curriculum</li> <li>4. Utilizing CORD Employability Skills Tool Kit</li> <li>5. Service projects</li> </ol>	
Workforce Dev. Board	<p style="text-align: center;"><b>Adult</b></p> <ol style="list-style-type: none"> <li>1. Job Shadows/Internships/OJT</li> <li>2. "Working Smart" program</li> <li>3. Career Center training based on specific employer feedback/needs</li> <li>4. Apprenticeships</li> <li>5. Volunteering/service projects</li> <li>6. Resume writing and interview skills</li> </ol>	<p style="text-align: center;"><b>Non-adult</b></p> <ol style="list-style-type: none"> <li>1. Job Shadows</li> <li>2. "Working Smart" curriculum</li> </ol>

## Northeastern NC Career Pathways

### Regional Pathway Elements

#### 1. Employer engagement

- Employers Provide
  - leadership in selecting, developing, reviewing, and revising pathways
  - work-based career awareness activities (industry tours, job-shadows, etc.)
  - work-based learning experiences (internships, clinicals, apprenticeships, etc.)

#### 2. Collaboration

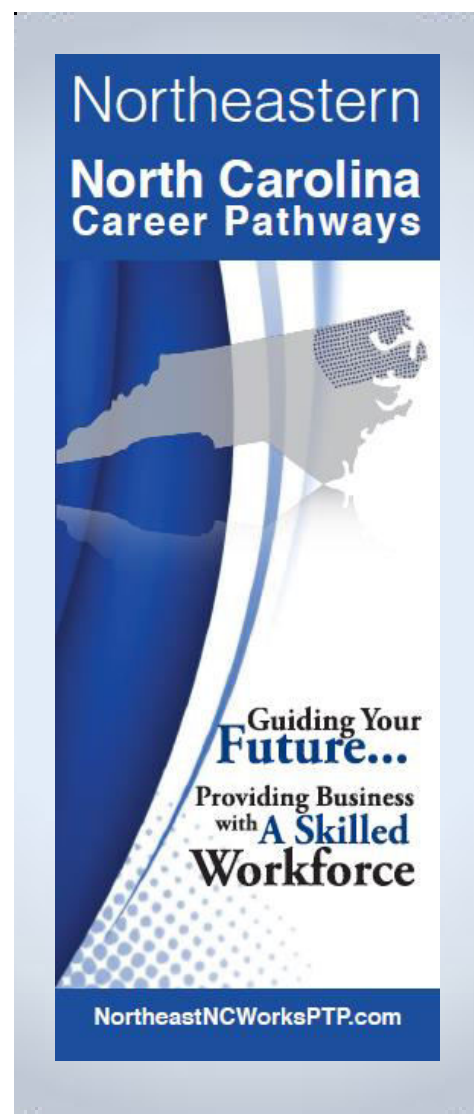
- Develop
  - well-defined regional and local partnerships between community colleges/4-yr. colleges, workforce development boards and LEAs to develop and implement career pathways
  - processes and structures to enhance coordination and cooperation among and between pathway partners

#### 3. Aligned and sequenced learning opportunities

- Develop pathway aligned
  - sequenced courses - high school through post-secondary degrees
  - high school/post-secondary course articulation agreements
  - post-secondary course opportunities for high school students (i.e. career and college promise courses)
  - career and technical student organizations

#### 4. Career awareness, guidance and development

- Develop and implement
  - comprehensive and sequenced career awareness and guidance activities for all students/adults beginning in grade 6
  - career awareness strategies and activities that focus on the four regional pathways (Health Care, Advanced Manufacturing, Agriscience/Biotechnology and Business Support)
  - learning opportunities focused on generic employability (“soft”) skills
- Develop the NCWorks Career Centers as the lead agencies in the region for promoting and delivering career awareness, guidance and employability skills activities/information





## 5. Multiple opportunities for pathway entry and exit

- Facilitate coordination between local community colleges and workforce development boards in developing and implementing adult and out-of-school youth learning opportunities and courses that align with the regional pathways
- Include and increase portable, stackable pathway credentials that certify industry-recognized job skills
- Provide special consideration for veterans to demonstrate skills for credit based on prior military experience

## 6. Evaluation

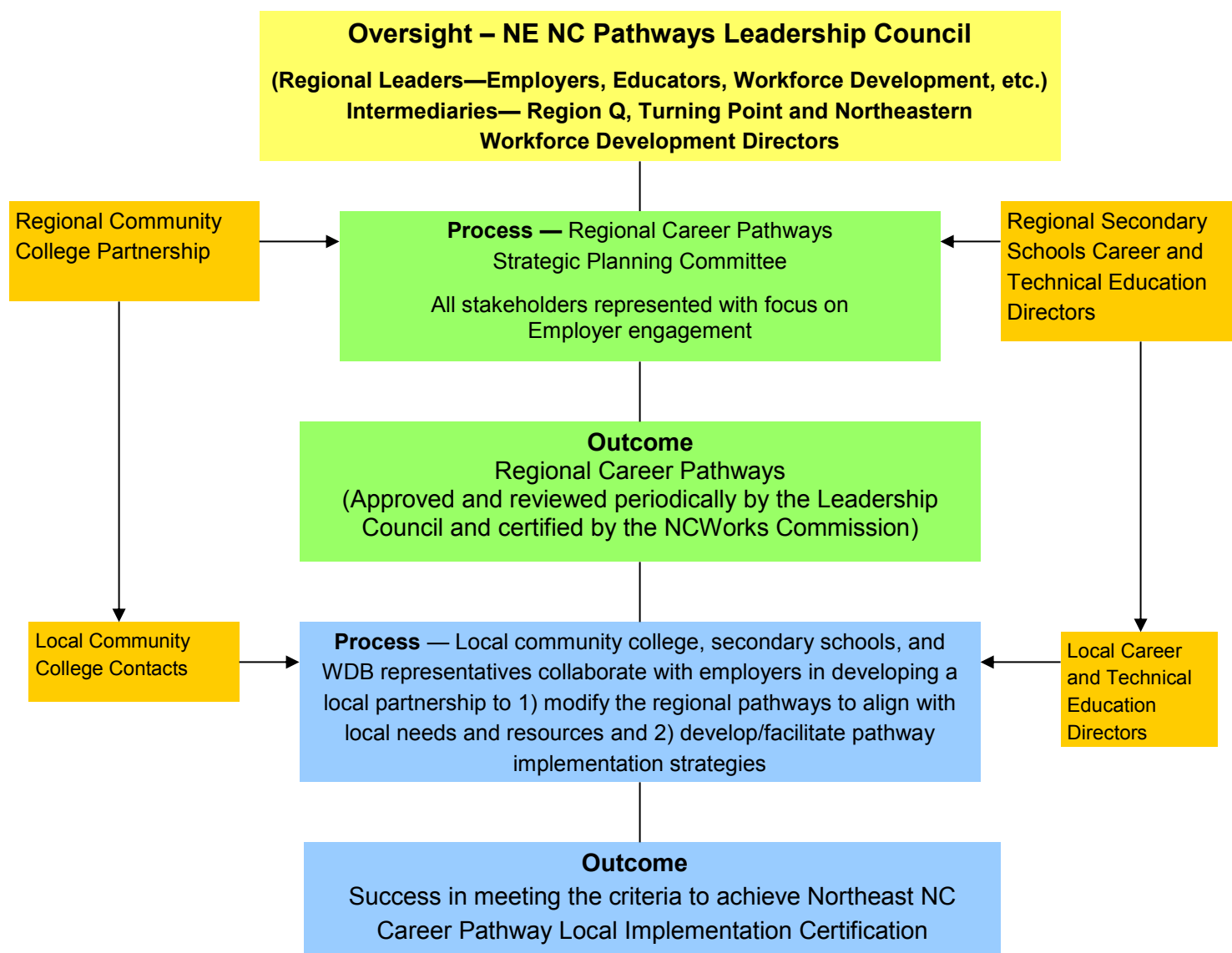
- Develop
  - set of pathway metrics from each of the partnering agencies that measure progress in meeting the goal to increase the pool of individuals with the skills needed to secure jobs/careers with sustainable wages including advancement opportunities, and meet business/industry expectations
  - certification process to recognize local partner collaboration in successfully implementing regional pathways

## Northeast North Carolina Career Pathways

**Continuum of Key Work-Based Learning Components****X denotes the suggested specified grade level to begin the work-based experience**

Grade Levels →	Middle School	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Focus →	Explore	Expose	Enhance	Experience	Empower & Employ
Key Work-Based Learning Components					
Career Fairs/Expos	X				
Guest Speakers	X				
Co-Teaching	X				
Job Shadows	X				
Career Focused Field Trips		X			
Service Learning Projects		X			
Work-Based Learning Projects				X	
Career based graduation projects				X	
Capstone Class Projects				X	
Internships and Apprenticeships				X	

## Northeastern NC Career Pathways Development Model



*Northeastern NC Career Pathways provides a framework for collaboration in developing pathways around high demand regional business sectors.*

*The two goals of the partnership are to 1) increase the opportunities for more adolescents and adults to gain the necessary skills to acquire higher wages and meet the qualifications of high demand occupations and 2) provide regional business and industry a highly skilled work force.*

*The objective is to develop and implement a sustainable and scalable framework for moving the critical elements of career preparation to deeper levels of execution.*

*The primary strategy is to strengthen regional and local partnerships between business and industry, community colleges/universities, workforce development boards and local school districts through the creation of regional and local career pathways focused on high demand business sectors.*

# Computer Engineering Technology

Student Name \_\_\_\_\_

Student ID Number \_\_\_\_\_

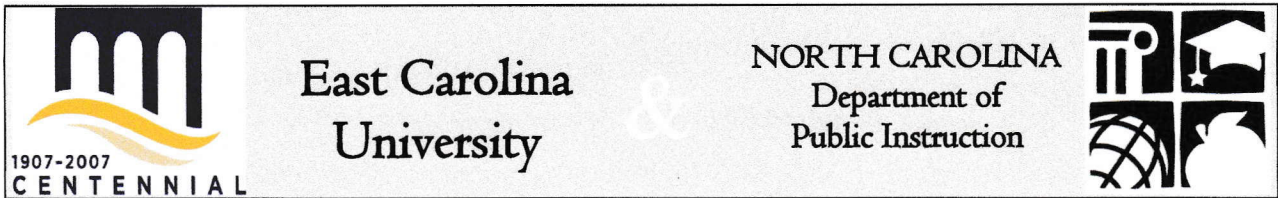
Manufacturing Cluster-Maintenance, Installation & Repair Pathway  
Career Pathway Plan of Study for Students > Parents > Counselors > Teachers/Faculty  
[www.nashcc.edu/aim](http://www.nashcc.edu/aim)

Jobs in the information technology career cluster involve the design, development, support, and management of hardware, software, multimedia, and systems integration services.

College and Career Readiness						Step To	A Successful	Career!
		ABE		HSE				
ACADEMIC	English-Language Arts	ABE Reading/Writing	ABE Reading/Writing	HSE Writing		Network Technology Certificate NET 125 (3) NET 126 (3) NOS 110 (3) NOS 120 (3) NOS 130 (3) SEC 110 (3) <b>18 Total Hours</b>	Associates Degree Information Technology (Networking Management Concentration) Credits Gen. Education 15 Core Courses 18 Other Major 37 ACA 115 Req 1 <b>Total 73 Credits</b> -18 Certificate <b>53 hours remain</b>	University Opportunities The AAS degree program is not designed as a college transfer program; however, because of bilateral agreements with several four-year colleges and universities, courses taken as part of AAS programs may be accepted for transfer credit.
	Math	ABE Math 1	ABE Math 2	HSE Math 1	HSE Math 2			
	Science			Fast Track				
	Social Studies							
COMMUNITY COLLEGE	Bridge Courses and Basic Skills Plus	Microsoft IT Academy Certification		NET 125 Networking Basics	NET 225 Routing and Switching I	Other Certifications -Cisco Certified Entry Networking Technician (CCENT) -Cisco Certified Network Associate (CCNA) Certification	During the AAS Degree Program, students may also earn: - IC3 (Internet and Computing Core) Certification -MOS (Microsoft Office Specialist) Access Certification - Comptia A+ Certification -MCSA Certification	Applied Science (AAS) degree programs developed for occupational fields. Emphasizing career preparation, these programs of study provide in-depth career preparation and General Education courses so that students are prepared with knowledge or skills in a specialized area.
	NOS 110 Operating Systems Concepts			NOS 120 Linus/UNIX Single User				
CAREER DEVELOPMENT	HRD Courses, Transition Work, Advising	Set up CFNC account, do interest inventories. Enroll in NCWorks Online/contact NCWorks Center for additional services		Complete Transition Checklist	Meet with advisor to set goals			
		Document Prep for the Job Search		Complete High School Equivalency Tests				
		Internet and Email for the World of Work		Study for and take Placement Test	Complete FAFSA			
WORK-BASED	Work-based learning opportunities	Classroom Speakers	BeBe Tour	Career Lab	NCC Career Day	CCR Core Courses HRD Courses Nash CC Curriculum/Continuing Ed Courses/BSP*		
CREDENTIALS	Stackable Credentials	Basic Computer Skills and Keyboarding	Microsoft Word-Core & Expert Microsoft Publisher-Core & Expert	Microsoft Excel-Core & Expert Microsoft Access-Core & Expert	Career Readiness Credential (CRC)/			

\*BSP Pending approval





For Release  
IMMEDIATE RELEASE

June 9, 2008

## **ECU Announces Partnership with NC Department of Public Instruction Giving HS Students College Credits**

GREENVILLE (6/6/2008) – East Carolina University’s Department of Technology Systems has joined forces with the North Carolina Department of Public Instruction’s Career and Technical Education in a partnership that will help accelerate the preparation of students entering the fields of engineering and technology by eliminating the redundancy of instruction in the fundamental skill of understanding the safe configuration, operation, and troubleshooting of personal computer components and systems.

Prior to the agreement, students in North Carolina took courses like Computer Engineering Technology (CET) while in high school. However, once in college they were required to enroll in courses which taught similar instruction as those in the CET classes.

“There was a level of academic redundancy that we believe could be avoided,” said Dr. Phil Lunsford, from the ECU Department of Technology Systems. “This partnership with the Department of Public Instruction is a real win-win situation for the high schools, ECU and most of all, the students.”

The agreement allows for students to receive college credit at East Carolina University if they complete all of the below requirements:

- 7991 CET I and 7992 CET II with a grade of “B” or higher
- Successfully complete the CompTIA A+ Certification
- Enroll in a Technology Systems Degree Program at ECU

“We (NCDPI) are very pleased to have formed this partnership with ECU,” said David Barbour, Education Consultant for Trade and Industrial Education in the NC Department of Public Instruction. “It will definitely eliminate the instruction redundancy as well as save our students time and money required for preparation. Through this program, students can get a certification as well as university credit they can use after high school.”

This has the potential to affect a large number of high school students in the state. As a matter of fact, in 2006-2007, more than 8,300 high school students in NC could have been eligible for this academic credit if it was available and they met the requirements.

The agreement was officially presented as a part of State Superintendent Dr. June Atkinson’s report to the board at the State Board of Education Meeting on June 5, 2008. This agreement will be reviewed every two years for any necessary adjustments.

For additional information about this partnership, please contact Dr. Lunsford at East Carolina at (252) 328-9670 or David Barbour with NCDPI at (919) 807-3885.

###



# Information and Computer Technology Concentration

## Bachelor of Science in Industrial Technology

### AAS Degree Completion Program

#### Description of Program

The Bachelor of Science in Industrial Technology (BSIT) is a degree completion curriculum designed for students who hold a *qualifying Associate in Applied Science degree* (AAS) in an industrial or technology related field. There are two completion options: transfer to the main campus or complete online. All required upper division major courses are offered entirely over the Internet, as well as, on the main campus during the day. For online students, these semester-based courses are delivered to allow students flexibility with regard to time and place. The courses are scheduled on a rolling cycle so that the major courses can be completed in as little as two or three years. The Department of Technology Systems has delivered internet-based instruction since 1995 to hundreds of students all over the world. Please note that our online option is designed for part-time enrollment to help professionals pursue a degree while working.

The ***BSIT Information and Computer Technology concentration*** focuses on the design, implementation, troubleshooting, and maintenance of computer systems and computer networks. In addition, students are prepared for upward mobility with basic management courses. Students may receive up to 37 hours of lower division major credits for completion of a qualifying AAS degree from a technology related field. In addition, up to 25 hours of general education credits may be applied towards the BSIT if equivalent to our requirements. Graduates are qualified for career advancement opportunities both in technology and managerial fields.

#### BSIT ICT concentration requirements:

- *Completion of a computer related associate of applied science (AAS) degree program prior to enrollment.*
- *Current Cisco CCENT, CCNA, CCNP, or CompTIA Network + certification prior to enrollment.*
- Apply up to 62 semester hours from a regionally accredited community college or technical institute.
- Minimum 62 semester hours must be completed at a four-year college or university.
- Minimum 33 semester hours of major coursework must be completed at ECU.
- Only courses with a 'C' or better will transfer.
- Total 124 hours required for this degree.
- Visit the program website for admission requirements [www.ecu.edu/BSIT](http://www.ecu.edu/BSIT).

Visit  
[www.ecu.edu/cashier](http://www.ecu.edu/cashier)  
for ECU tuition and  
fee rates.



#### BSIT ICT Degree Requirements

##### Industrial Technology & ICT Coursework (42 hours)

- Technical Writing
- Technology Project Management
- Cost and Capital Project Analysis
- Industrial Supervision
- Introduction to Statistical Process Control

##### Choose nine courses from below:

- Internet Tools Tech (required for online option)
- Fundamental Network Security with lab
- Network Environment II (RHCSA) with lab
- Network Environment III (RHCE) with lab
- Web Services Management with lab\*
- Enterprise Information Security
- Regulations and Policies
- Wireless Communication with lab
- Intrusion Detection Technologies with lab
- Digital Forensics
- Enterprise Information Technology Management
- Virtualization Technologies with lab
- Enterprise Data Storage Technologies
- Information Assurance Technologies with lab
- Special Topics
- Internetwork Routing Technology (CCNP)\*\* with lab
- Switching Network Technology (CCNP)\*\* with lab
- Enterprise Netw Security Tech. (CCNA Security)\*\* with lab
- Netw Maintenance & Troubleshooting (CCNP)\*\* with lab

##### Courses to transfer or taken through ECU (82 hours)

###### AAS Technical courses (37 hrs)

###### English (6 hours)

- Composition I
- Composition II

###### Natural Science (7 hours)

###### Social Science (9 hours)

- Principles of Microeconomics
- Introductory Psychology
- Personnel & Industrial Psychology

###### General Ed Elective (3 hours)

###### Math (5 hours)

- College Algebra
- Applied Trigonometry

###### Humanities & Fine Arts (9 hours)

- At least one Humanities course
- At least one Fine Art course
- Hum or Fine Art to total 3 hours

###### Other Cognates (3 hours)

- Legal Environment of Business
- Health & Exercise (2, 1 hrs)

#### Program Coordinator:

##### Email:

##### Phone:

#### Program Academic Advisor:

##### Email:

##### Phone:

#### Program Website:

Dr. David Batts

[battsd@ecu.edu](mailto:battsd@ecu.edu)

(252) 328-9673

Christina Ragone

[Ragonec@ecu.edu](mailto:Ragonec@ecu.edu)

(252) 328-9309

[www.ecu.edu/BSIT](http://www.ecu.edu/BSIT)

\* Current MCP Exam 70-290 or Exam 70-291 or MCSA or MCSE certification required as a prerequisite.

\*\* Current CCNA certification required as a prerequisite.





## *Distribution and Logistics Concentration*

### Bachelor of Science in Industrial Technology

#### AAS Degree Transfer Program

#### Description of Program

The Bachelor of Science in Industrial Technology (BSIT) is a degree completion curriculum designed for students who hold a **qualifying Associate in Applied Science degree** in an industrial or technology related field. There are two completion options: transfer to the main campus or complete online. All required upper division major courses are offered entirely over the Internet, as well as on the main campus during the day. For online students, these semester-based courses are delivered to allow students flexibility with regard to time and place. The courses are scheduled on a rolling cycle so that the major courses can be completed in as little as two or three years. Please note that our online option is designed for part-time enrollment to help professionals pursue a degree while working.

The ***BSIT Distribution and Logistics concentration*** represents professions in the workplace concerned with the movement and delivery of goods and services throughout the world. The program prepares students for successful careers in manufacturing or distribution operations, material management, transportation logistics, or distributor sales. Students may receive up to 37 hours of lower division major credits for completion of a qualifying AAS degree from a technology related field. In addition, up to 25 hours of general education 5 credits may be applied towards the BSIT if equivalent to our requirements. Graduates are qualified for career advancement opportunities both in technology and managerial fields.

#### Program requirements

- Completed a qualified associate of applied science degree program.
- Apply up to 62 semester hours from an accredited community college or technical institute.
- Minimum 62 semester hours must be completed at a four-year college or university.
- Minimum 33 semester hours of major coursework must be completed at ECU (available online).
- Only courses with a 'C' or better will transfer.
- Total 124 hours required for this degree.
- Visit the program website for admission information – [www.ecu.edu/bsit](http://www.ecu.edu/bsit).

Visit [www.ecu.edu](http://www.ecu.edu) for information on admission, tuition & fees, financial aid, & more.

**SAP** | University Alliances



#### Industrial Technology Degree Requirements

##### Industrial Technology Coursework (42 hours)

- Technical Writing
- Technology Project Management
- Cost and Capital Project Analysis
- Industrial Supervision
- Introduction to Statistical Process Control
- Approved Technical Elective or Internet Tools Technology (required for the online option)

##### Choose eight IDIS courses from below:

- Introduction to Distribution & Logistics
- ERP Systems for Distributors
- Transportation Logistics
- Technical Presentations
- Distributor Sales & Branch Mgmt with Lab
- Supply Chain Logistics
- Security and Risk Analysis for Distributors
- Procurement Logistics and Inventory Control
- Warehousing and Materials Handling with Lab
- Strategic Global Sourcing for Distributors
- Strategic Pricing for Distributors
- Global Logistics
- Distribution and Logistics Research

##### Courses to transfer or taken through ECU (82 hours)

###### AAS Technical courses (37 hrs)

###### English (6 hrs)

Composition I  
Composition II

###### Natural Sciences (7 hrs)

###### Social Science (9 hrs)

Principles of Microeconomics  
Introductory Psychology  
Personnel & Industrial Psychology

###### General Ed Elective (3 hours)

###### Math (5 hrs)

College Algebra  
Applied Trigonometry

###### Humanities & Fine Arts (9 hrs)

At least one in Humanities  
At least one in Fine Art  
Hum or Fine Art to total 3 hours

###### Other Cognates (3 hrs)

Legal Environment of Business

###### Health & Exercise (2, 1 hrs)

#### Contact Information

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<b>Program Academic Advisor:</b>	Jason Denius
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<b>Phone:</b>	(252) 328-9610
<b>Program Website:</b>	<a href="http://www.ecu.edu/BSIT">www.ecu.edu/BSIT</a>

This program is accredited by the Association of Technology, Management, and Applied Engineering (ATMAE) and the Southern Association of Colleges and Schools (SACS).

## Acronyms

AAS	Associate of Applied Science (Degree)
ASCA	American School Counselor Association
BSS	Business Support Services
CET	Computer Engineering Technology
CCNA	Cisco Certified Network Associate
CCP	Career and College Promise
CFNC	College Foundation of North Carolina
CRC	Career Readiness Credential (or certificate)
CTE	Career and Technical Education
CTSO	Career/Technical Student Organization
DECA	Distributive Education Clubs of America
FBLA	Future Business Leaders of America
GPA	Grade Point Average
IB	International Baccalaureate
IT/ICT	Information Technology or Information and Communications Technology
LEA	Local Education Agency (i.e. school system)
MS	Microsoft
MOS	Medical Office Specialist
PtP	Pathways to Prosperity
SPC	Strategic Planning Committee
STEM	Science, Technology, Engineering and Mathematics
WDB	Workforce Development Board

## Resources

Northeastern NC Career Pathways information can be located at [nencpathways.org](http://nencpathways.org)

Career Readiness Certification information can be found at <http://www.crcnc.com/>

How the Career Readiness Certificate is being used in the hiring process can be found at [www.workreadycommunities.org/nc](http://www.workreadycommunities.org/nc)

Soft skill instruction resources can be found in the NC-Net Employability Skills Resource Tool Kit [www.nc-net.info/employability.php](http://www.nc-net.info/employability.php)



