Message from the President, Sue Marion

The driving forces in today’s ever-changing economy are information and technology. These forces are so dominant and the advancements so continuous that “lifelong learning” has become a requirement for continued employment. The fact that the average age of the 10.2 million students in community colleges is 29 reflects this continuous learning trend. More than half of all students participate in non-credit courses, and 28% of noncredit students already have a four-year degree or higher. North Carolina business and industry clients will continue to look to us as the first choice in providing workforce training.

The theme for the Fall 2008 Conference of the North Carolina Community College Adult Educators Association is “North Carolina Community Colleges…..The Doorway to your Future!” Continuing Education programs at each of our campuses have become an important part of the solution for employee training, developmental education, and economic development. We play a strong role in community leadership as well. This is a great time to be employed in continuing education as we are asked to provide training, education, and certification to our communities and to meet comprehensive workforce needs. We are certainly up to the challenge!

The planning committee has worked very hard to plan an outstanding conference scheduled to be held at the Sheraton Four Seasons-Greensboro September 24-26.

The opening session will feature Kennon D. Briggs, Vice President for Business and Finance for the North Carolina Community College System. Kennon is the Chief Financial Officer for the Community College System and is responsible for the preparation and execution of the biennial budget, accounting, capital improvements, equipment inventory and fixed assets, legislative reporting and advocacy, bill drafting, formula development, and policy development.

Another highlight of the conference will be the luncheon on Thursday, which will feature the 2008 Innovation Awards, and this year’s winners will be announced. Find out what creative ideas your colleagues have developed to serve their customers, and learn how you can implement them in your program!

In closing, allow me to thank you for the opportunity to serve as president of the NCCCAEA during the past year. It has truly been an honor and a privilege and I think that we have made a tremendous amount of progress toward a resolution of the Colleague issues and concerns for each of us in continuing education. Dr. Saundra Williams and her staff are working diligently with us to address these issues and concerns which will make our daily business operations and procedures less complicated.

I invite each of you to attend this exciting conference to learn and network with others in your profession from across the state. I look forward to seeing you in Greensboro!

Sue C Marion, 2008 NCCCAEA President

Key Documents: "Rules & Regs"
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Have a suggestion for another "key document"? Contact the editor.
Emotional Intelligence and the Adult Learner  
Submitted by Sandra H. Strickland, Robeson Community College

I read recently that emotional intelligence is on the forefront of job skills needed. What is emotional intelligence? How is it different from intelligence quotient? Is it better to have a high level of emotional intelligence or a high intelligence quotient? How does emotional intelligence relate to education, more specifically, adult education? Or does it relate at all? These are some interesting questions and this initial article will not answer all of them. However, this information will attempt to whet your appetite enough to do some emotional intelligence research on your own.

What is emotional intelligence? According to Peter Salovey, a noted psychologist, emotional intelligence involves knowing one’s emotions, managing those emotions, motivating oneself, recognizing emotions in others, and handling relationships. These are all self-explanatory when reviewed individually, and voluminous research has been conducted on emotions and how we, as adults, handle our emotions and our relationships. So, how do these relate to education and adult learners?

Let’s review some of the characteristics of adult learners to establish a correlation between emotional intelligence and adult learners.

Adult learners are active learners. Active learning is when students engage in some activity that forces them to think about and comment on the information presented. Engaging means doing and participating in activities as understanding the concepts or ideas presented occurs. One methodology (and there are many more examples) of active learning is cooperative learning, where learners are working together, and learning from each other. One of the absolutes in cooperative learning is that working together means having to have respect for each other, being able to communicate effectively with each other (to include engaging in active listening), displaying emotional stability and emotional health. After having established each member’s role in cooperative learning, it is up to each individual to “pull their weight” to get the task accomplished and that includes working to ensure their efforts are productive. It stands to reason that if one’s emotions are not intact, the team will suffer as a whole. For example, if one of the learners is angry, then that learner may not contribute to the learning taking place. The anger will get in the way of participating in the educational process. And anger is just one emotion with which all adults have to deal. To complicate the problem even more, if that anger is directed at a fellow student, the learning process is affected any more.

Let’s talk about adult learners in an Adult High School or GED program. More often than not, these specific learners may be working individually. If a learner is inundated with financial problems, marital problems, anger issues, or any other obstacles that hinder their progress, then the educational process is hindered. More often than not, these emotional problems are brought into the educational environment and cause issues for the adult learner and, possibly, his/her classmates. Effective emotional intelligence is knowing how to handle these emotions and to handle the relationships within the classroom setting so that learning takes place and no individual’s educational process is hampered.

Adults have accumulated life experiences and they bring these experiences to the classroom (a second characteristic of adult learners). As such, their emotional intelligence has a tremendous influence on whether they view their experiences as positive or negative life experiences. It is easy to see how the transference of both of these types of experiences to the learning experience will occur. This can be a boost or a hindrance for the adult learner.

Another aspect of emotional learning is that of being motivated to learn things outside of one’s comfort zone. A simplistic example is that of a highly intellectual student who is very comfortable working complex math problems might be “lost” in a lab setting. Emotional intelligence comes into play here, where the instructor/teacher must use methodologies to aid the student in thinking “outside the box” and not let emotions keep him/her from trying something different and new.

As was stated earlier, this article is not an attempt to explore all the facets to emotional intelligence as it relates to the adult learner, but merely an attempt to get the reader interested enough to further research this fascinating topic. I sincerely hope that has been accomplished.
Dymes an Integral Part of Student Safe-Driving Project  
Submitted by Jamie Glass, Durham Technical Community College

Mike Dymes, program director of Durham Tech’s Continuing Education’s Emergency Medical Services program, recently volunteered his time and expertise to help Durham School of the Arts students understand that foolish decisions can mean lifetime tragedy. The school’s intensive drinking and driving prevention course included a mock DUI vehicle crash scene that required the help of the Durham County EMS, Duke University Medical System, Durham Regional Hospital, Durham Fire Department, Durham Police Department, Durham County Sheriffs Department, and other public service agencies. Students involved in the project created a DVD of the crash and its aftermath.

“We were able to reach both middle school and high school students. We feel we have changed the opinions of many of them about alcohol consumption and driving under the influence,” says Sara Houston, a Durham County EMS paramedic II and Durham Tech EMS instructor. She thanked Dymes for much of the program’s success. “Without Mike, we wouldn’t have been able to do the moulage, she said. Dymes was in charge of creating a wrenching crash scene complete with a wrecked car. He is known for the moulage or makeup that looks like real blood (The secret is corn syrup and food coloring.)

Several students portrayed accident victims. One student who was “killed” was transported to the morgue, which was an unforgettable experience. Another student transported by Lifeflight to Duke Hospital later “died.” The driver who was “intoxicated” was taken to the Durham County jail and arrested.

The DVD was screened several times for students at the school. “Because this was a student project, they were passionate about it,” said Houston. In fact, a Students Against Drunk Driving (SADD) chapter was established afterward at Durham School of the Arts.

Dymes said he thinks the problem of teen drinking and driving are increasing. “A lot of our children think that rules and regulations don’t apply to them,” he said. “They think they are invisible. Seeing the wrecked car, the blood, the sheet over the body makes them think that this can happen to them.”

Heather Henson Wins Award  
Submitted by John M. Smith, Carteret CC

Heather Henson, Dean of continuing education records and registration, Wake Tech was named a 2008 Impact Educational Leader by Business Leader Magazine.

As dean of continuing education records and registration at Wake Technical Community College, which serves an annual enrollment of more than 57,000 students, Henson has created and implemented an online instruction and course evaluation process saving Wake Technical Community College more than $30,000. When she was promoted to her current position, she became the youngest dean at Wake Technical Community College. Henson received the Wake Technical Community College Employee of the Year Award in spring of 2007 for 2006, and she is a charter member of the American Association of Women in Community Colleges Wake Tech Chapter. Additionally, she was elected treasurer of the North Carolina Community College Adult Educators Association in 2007 for a two-year term.

Congratulations Heather for a job well done!

How to Become Active in the NCCCAEA
1. Submit a newsletter article.
2. Make a presentation at a conference.
4. Serve on one of the NCCCAEA Board's standing committees.
5. Contact your NCCCAEA Board representative with an issue of concern.
6. Campaign to serve as an NCCCAEA Board member or officer. (NOTE: A good way to "get your name out there" is to first serve on a conference planning committee.)
7. Get to know people who are already active in the Association and let them know you are interested.
Officers and Board Member to be Elected at Fall Conference
Submitted by John M. Smith, Carteret Community College

Kathy Gardner, NCCCAEA Nominations Chairperson, announces that the Nomination Committee proposes the following slate of Officers and Board members to be elected at the Fall Conference:

President Elect: Perry Harker, Carteret CC
Treasurer: Heather Henson, Wake TCC
Secretary: Selva Staub, Craven CC
Basic Skills Rep: Debbie Woolard, Wilks CC
HRD Rep: Jessie Tolar, Fayetteville TCC
Support Staff Rep: Lou Stout, Beaufort County CC
Senior CE Admin: Ron Valenti, Catawba Valley CC

The list of candidates will be read at the Opening Session on September 24. At that time, the floor will be open for other nominations. In the event of multiple nominations for a position, voting will be held and the winners announced during the Business meeting on September 26.

The NCCCAEA Innovation Awards
Submitted by Jeanette McNeill

The Innovation Awards are the Association’s way of recognizing and rewarding creativity and innovation in course programming, management practice, communication, marketing, or customer service in Continuing Education programs. The Committee Chair solicits the entries in the summer, and the awards are given during the Fall Conference each year.

The following information is subject to change by the current Innovation Awards Chair and Committee but may be used as general guidelines and information.

1. Innovation: How unique or original is the program or idea?
2. Need: What was the identified need, and who were the targeted participants or beneficiaries?
3. Impact: How many people have been impacted by the program or idea?
4. Permanence: Does the program or idea have long-term staying power and implications?
5. Replication: Can the program or idea be replicated at other community colleges?

Entrants must be employees of North Carolina community colleges, and Continuing Education must be a major part of their work responsibilities. The overall winner will receive a $100 check for his/her college’s Foundation earmarked for his/her program, a $50 personal check, a certificate, and a commemorative plaque. The two honorable mention winners will receive a certificate. All entrants will be given the opportunity to make a presentation of their entry during special Innovation Awards sessions at the Fall Conference. The sessions are optional and are not a part of the competition.

We hope all colleges will take the opportunity to submit applications for the Innovation Awards. It is a great way to showcase the creative projects, programs and ideas that are flowing from each continuing education division!

"When I have a kid, I wanna put him in one of those strollers for twins, then run around the mall looking frantic."
- Steven Wright
Durham Tech Recognized for Prison Re-Entry Efforts
Submitted by Jamie Glass, Durham TCC

Durham Tech’s participation in Project Restore and other initiatives have been commended for supporting the N.C. Re-Entry Action Project (R.E.A.P.) during a training institute and conference held March 12. Russ Conley, Durham Tech’s Continuing Education program director of Corrections Education, and Teretha Bell, program director of Durham Tech’s Human Resources Development, attended the conference. The event focused on community advocacy for former prisoners rebuilding their lives. Held at the Friday Center in Chapel Hill, the conference was sponsored by N.C. Central University’s Center for the Advancement of Justice Studies and Policy and the N.C. Department of Criminal Justice.

An estimated 650,000 men and women leave U.S. prisons and return to their families and communities each year. But 40 to 60 of the released inmates return to prison within three years, according to industry statistics. The conference focused on ways to help ex-inmates remain out of prison and become productive citizens. Educators and community and state employees learned more about helping ex-offenders find housing, employment, and enroll in college.

Comp Ed Program Holds First Prom
Submitted by Margaret Askew, Martin CC

The Compensatory Education class at the Bertie Campus of Martin Community College celebrated its first prom on Friday May 2, 2008. The prom was entitled “An Enchanted Evening in Paradise.” There were fifty-three students enrolled and all but four participated in the prom.
Several of the students invited a date while others chose to invite case managers, mentors, parents or guardians. Several of the students wore formal length gowns but all were dressed up and very excited. There was a DJ who played a mixture of tunes from the 80’s and 90’s as well current hits. There was a dance contest and students won prizes and/or trophies. Some students chose to play games.

Students enjoyed refreshments that were furnished by the Advisory Board, MCC staff and group homes. Gowns were donated by Belk’s of Ahoskie and staff members. Each student took pictures and one of our former students videoed the entire event. Only four of our students had ever been to a prom. All are looking forward to next year’s prom.

Project Youth Entrepreneurs Surry (Project Y.E.S.)
Submitted by Dennis Lowe, Surry CC

Through a partnership with Surry County area schools, Surry Community College and Surry County Economic Development, Project Y.E.S. will develop and implement an alternative approach to the promotion of entrepreneurship to area youth as both a viable career opportunity and an economic development strategy. The program will promote entrepreneurship by training and educating classroom teachers and will engage community business leaders and business owners to serve as mentors to participating students. Project Y.E.S. will help students understand the demands and opportunities available through entrepreneurship while increasing their potential to become business owners themselves.

“With this program we would like to encourage students to catch the entrepreneurial spirit and to nurture our youth into becoming productive business owners, citizens, and employees for our community,” says Surry County Director of Career and Technical Education, Jill Reinhardt. She adds, “Through Project Y.E.S., we hope to create our own center of excellence, and this innovative approach of expanding education beyond the four walls of a classroom will afford students the opportunity to practice innovation with authentic hands-on learning opportunities.”

Got Door Prizes?

Door prizes are needed from each college for the Business Session. Bring door prizes to the conference headquarters at the hotel. Please include some identification for the college making the donation.
Budget Summary 2008-09
Submitted by Rob Everett

**Instructional Earnback: OCCUPATIONAL EXTENSION**
Value of an OE FTE for instruction:
- $2964.23 for the first 500 FTE
- $2479.82 for FTE above 500
If your college earns more than 500 OE FTE, divide the total money generated by the total OE FTE to get the average value for instruction of one OE FTE at your college.

**Instructional Earnback: BASIC SKILLS**
Value of a BS FTE for instruction:
- $3992.57 (This does not include “incentives” such as the number of GEDs awarded, etc.)

**Administrative Earnback: OE & BS**
Value of all (curriculum, OE, and BS combined) FTE for administration:
- $2713.15 for the first 750 combined, funded FTE
- $1371 for combined, funded FTE above 750
Divide the total money generated by the total combined, funded FTE to get the average value for administration of one funded FTE at your college.

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**Disclaimer**

The views and opinions expressed in this newsletter do not necessarily reflect those of the NCCCS, the NCCCAEA, or its Board of Directors. The accuracy of the factual information is the sole responsibility of the authors.
Submissions may be edited for length and grammatical correctness and consistency.

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Future Conferences

**2009 Spring:** Sheraton Atlantic Beach
March 25-27, 2009
Room rate is $109/night.

**2009 Fall:** Sheraton Imperial Hotel & Convention Center - RTP Durham

Taxidermy Mini-Course
Submitted by Terri Cockerham, Surry CC

One weekend each May, Surry Community College’s Corporate and Continuing Education Division hosts the Taxidermy Mini-Course, a nationally recognized educational conference, competition, and tradeshow for those interested in the art and profession of taxidermy. The Mini-Course was held on the campus of Piedmont Community College for thirty-one years before coming to Surry’s campus in 2006.

The event has grown each year at SCC with 255 students, 18 instructors, 35 taxidermy vendors, and 148 competition entries in 2008. Participants came from 18 states for the three-day event.

Students chose from 27 different seminars taught by expert taxidermists from across the country. Between seminars, the students spent time in the vendor exhibits where they found the latest taxidermy products and techniques demonstrated.

Planning for the Taxidermy Mini-Course begins a year in advance culminating in a successful event for the college, the local economy, and the taxidermy industry.

“The atmosphere at Surry Community College, the leadership and cooperation of the college staff, exceptional facilities on campus, as well as the hospitality of the surrounding community, only reinforce the phenomenon that happens every spring at the Taxidermy Mini-Course.” Taxidermy Today Magazi

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When I turned two I was really anxious, because I'd doubled my age in a year. I thought, if this keeps up, by the time I'm six I'll be ninety.
-- Steven Wright
The 2008 NCCCAEA Board members are:

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<tr>
<th>Member</th>
<th>Position/Representing</th>
<th>Term of Office (Calendar Years)</th>
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<tr>
<td>Sue Marion, Forsyth TCC</td>
<td>President</td>
<td>2008</td>
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<td>Margaret Robertson, Wayne CC</td>
<td>President Elect</td>
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<td>Rob Everett, Alamance CC</td>
<td>Immediate Past President</td>
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<td>Heather Henson, Wake TCC</td>
<td>Treasurer</td>
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<td>Frances Wheeler, Western Piedmont CC</td>
<td>Secretary</td>
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<td>Kathy Gardner, Stanly CC</td>
<td>Basic Skills Representative</td>
<td>2006-2008</td>
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<td>Angela Locklear Robeson CC</td>
<td>HRD Representative</td>
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<td>Stephanie Williams Sandhills CC</td>
<td>Member at Large Representative</td>
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<td>Phoebe Emory Lenoir CC</td>
<td>Community Service Representative</td>
<td>2008-2010</td>
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<td>Jenny Brunnemer Central Piedmont CC</td>
<td>Support Staff Representative</td>
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<td>Lynn Creech Pitt CC</td>
<td>Specialty Education Representative</td>
<td>2007-2009</td>
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<td>Carol Johnson Mitchell CC</td>
<td>Senior CE Administrator</td>
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<td>David Lusk Pitt cc</td>
<td>Senior CE Administrator</td>
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- Program Audit Services ("Frequently Asked Questions")
- Continuing Education Master Course List

Have a suggestion for another "key document"? Contact the editor.
What is the NCCCAEA?

The North Carolina Community College Adult Educators Association (NCCCAEA) was formed in 1965 as the Community College Adult Educators of North Carolina. Full membership is open to full-time or part-time Continuing Education instructors, administrators, and support staff employed in the North Carolina Community College System. Associate and honorary memberships are also available.

The purpose of the Association is to provide leadership for the advancement of adult education in North Carolina; to vigorously promote the concept of continued, lifelong learning for all citizens; to promote sound management practices in the areas of the adult education curriculum, instructor training, certification, accreditation, and permanent record-keeping; and to encourage quality work performance and professionalism by all adult educators.

Take advantage of the opportunities to learn and network at the conference. The many workshops will provide you with the most up-to-date information from the system office, community college leadership, business and industry leadership and others. Meet your counterparts from around the state and learn how programs are managed differently.

If you are a first-time attendee, WELCOME! To learn more about the Association, attend the New Comer’s session on the afternoon of September 24. You’ll be able to meet some of the Association leadership and ask questions on how the Association can serve you and how you can serve the Association!

Visit our Vendors! The vendors have supported the Association for many years and in many ways. You will find everything from software, interactive programs, books, teacher and student guides, hardware, and much more. Browse around and see what they have to offer!

Here’s what you missed at the Spring 2008 Conference!!