



WILSON  
COMMUNITY  
COLLEGE

# 2018-2019 CATALOG

# WILSON COMMUNITY

COLLEGE



## 2018 - 2019 CATALOG

This catalog is intended to serve as a reference guide for admissions, academic programs, and procedures of the College. Information and requirements are subject to change without notice and should not be regarded as a binding obligation on the College or state.

Policies of the North Carolina State Board of Community Colleges, the North Carolina Community College System, or local conditions may require changes to the catalog, including but not limited to: courses, programs, policies, fees, calendars, and other areas. When such changes are necessary, the College will update the catalog and make every effort to minimize inconveniences for students.

The most up to date version of the catalog is available on the College's website at: [Wilson Community College](http://WilsonCommunityCollege) and maintained in the Director of Enrollment Services/Registrar's Office.

Post Office Box 4305  
902 Herring Avenue  
Wilson, North Carolina 27893  
Telephone: (252) 291-1195  
Fax: (252) 243-7148  
Website: wilsoncc.edu



### EQUAL OPPORTUNITY NONDISCRIMINATION NOTICE

The College does not discriminate against students, employees, or applicants on the basis of race, color, religion, age, gender, national origin, or disability. This policy of nondiscrimination covers participation in all programs, services, and activities.

Published June 2018  
Wilson Community College  
80 copies of this public document were printed at a cost of \$1562.40 or \$19.53 per copy

## MESSAGE FROM THE PRESIDENT

Welcome to Wilson Community College. In the shade of the crepe myrtles that line Herring Avenue, in the cool of DelMastro Auditorium, in the glow of a laptop screen in your own home—you can expand your mind, secure a future for your family, serve your community, and enjoy good work with new friends.

Wilson Community College, like all of the more than 1100 community colleges in the United States, serves its community in a surprising variety of ways:

We offer

- The first two years of a traditional bachelor's degree
- Degrees and certificates in technical, industrial, service, and healthcare disciplines
- High school equivalency
- Adult basic education
- Customized trainings for local businesses
- Small business start-up assistance and success counseling
- Community interest courses like painting, dancing, and conversational Spanish
- And much more

Further, did you know that

- Almost half of all United States bachelor's degree graduates attended a community college.
- If you successfully complete at least one year at a community college, your chance of being accepted at a university is much higher than that of a high school graduate.
- If you recently took at least one year of college transfer courses at Wilson Community College, your chance of success in your first year at a university would be 90% or higher.
- About half of North Carolina's nurses graduated from a community college.
- Almost all of North Carolina's law enforcement officers, fire fighters, and emergency medical technicians trained at a community college.

If you are a current student, make sure to take advantage of all that we offer. Ask questions when you want to, and ask for help when you need to - fulfilling your needs is our first priority. If you are a prospective student, come to see us, call us, e-mail us - someone will sit down with you and personally guide you to the opportunity that you seek.

Thank you for your interest in Wilson Community College. We look forward to serving you.

Respectfully,



Tim Wright, President

## BOARD OF TRUSTEES

Mr. Rob Boyette  
Mr. Jerry W. Dorsey  
Ms. Alice B. Freeman, Chair  
Mr. Charles P. Farris Jr.  
Mr. Tom Fyle  
Ms. Millicent Graves  
Ms. Morgan Johnson, SGA President (Ex Officio)  
Mr. Kenneth A. Jones  
Ms. Betty P. Putney  
Mr. Grady M. "Bucky" Robbins  
Ms. Alice H. Scott  
Ms. Renee Smith  
Mr. David L. West, Vice-Chair

## WCC FOUNDATION BOARD OF DIRECTORS

Mrs. Catherine Andrews  
Mr. Charlie Bedgood, IV  
Mrs. Lisa Elmore Berry, Vice-Chair  
Ms. Alicia Eatmon  
Mr. Will Fulghum  
Mr. Marcus Fielding, Chair  
Mr. Steven Leder  
Mr. Randy Mitchell  
Mr. Gary Proffitt  
Mr. Jesse Raudales  
Mr. William (Bill) H. Shreve  
Mr. Dail Turner, Secretary/Treasurer  
Mr. Tim Varnell  
Mr. William (Bill) H. Vaughan Jr.  
Mr. S. Keith Warren

# CONTENTS

<b>BOARD OF TRUSTEES .....</b>	<b>3</b>
<b>WCC FOUNDATION BOARD OF DIRECTORS .....</b>	<b>3</b>
<b>ACADEMIC CALENDAR .....</b>	<b>13</b>
<b>COLLEGE PERSONNEL .....</b>	<b>15</b>
<b>ADMINISTRATION .....</b>	<b>15</b>
<b>ADMINISTRATION SUPPORT .....</b>	<b>15</b>
<b>ADMINISTRATIVE SUPPORT STAFF .....</b>	<b>16</b>
<b>CONTINUING EDUCATION.....</b>	<b>16</b>
<b>CURRICULUM FACULTY.....</b>	<b>17</b>
<b>CURRICULUM SUPPORT .....</b>	<b>20</b>
<b>STUDENT DEVELOPMENT.....</b>	<b>20</b>
<b>MAINTENANCE AND CUSTODIAL SERVICES.....</b>	<b>22</b>
<b>GENERAL INFORMATION .....</b>	<b>23</b>
<b>ACADEMIC PROGRAMS.....</b>	<b>23</b>
<b>ACCREDITATION.....</b>	<b>23</b>
<b>ADVISORY COMMITTEES.....</b>	<b>24</b>
<b>EQUAL OPPORTUNITY STATEMENT .....</b>	<b>24</b>
<b>FOUNDATION .....</b>	<b>24</b>
<b>HISTORY .....</b>	<b>24</b>
<b>HOURS OF OPERATION .....</b>	<b>25</b>
<b>INSTITUTIONAL PLANNING AND RESEARCH.....</b>	<b>25</b>
<b>LOCATION AND FACILITIES.....</b>	<b>25</b>
<b>MISSION AND VISION .....</b>	<b>26</b>
<b>NCCCS PERFORMANCE MEASURES.....</b>	<b>27</b>
<b>NCCCS GENERAL EDUCATION COMPETENCIES AND OUTCOMES.....</b>	<b>28</b>
<b>STUDENT RIGHT TO KNOW ACT .....</b>	<b>28</b>
<b>ADMISSIONS.....</b>	<b>29</b>
<b>ADMISSIONS PROCESS.....</b>	<b>29</b>
<b>HOME SCHOOL STUDENTS .....</b>	<b>30</b>
<b>INTERNATIONAL STUDENTS AND PERMANENT RESIDENTS .....</b>	<b>30</b>
<b>READMISSION TO THE COLLEGE .....</b>	<b>31</b>
<b>SPECIAL CREDIT STUDENTS .....</b>	<b>31</b>
<b>TRANSFER STUDENTS.....</b>	<b>31</b>
<b>UNDOCUMENTED IMMIGRANTS .....</b>	<b>32</b>
<b>ALLIED HEALTH ADMISSIONS POLICIES .....</b>	<b>32</b>
<b>ALLIED HEALTH PROGRAM CRIMINAL BACKGROUND CHECKS AND DRUG SCREENING.....</b>	<b>32</b>
<b>TRANSITION PROGRAM – LICENSED PRACTICAL NURSE (LPN) TO REGISTERED NURSE (RN)</b>	
<b>SUMMER 2019 ADMISSIONS POLICY.....</b>	<b>35</b>

<b>PRACTICAL NURSING (PN) FALL 2019 ADMISSIONS POLICY .....</b>	<b>37</b>
<b>SURGICAL TECHNOLOGY FALL 2019 ADMISSIONS POLICY .....</b>	<b>39</b>
<b>ALLIED HEALTH READMISSION POLICIES .....</b>	<b>40</b>
<b>COLLEGE CREDIT FOR HIGH SCHOOL STUDENTS .....</b>	<b>43</b>
<b>COLLEGE LEVEL ENTRY PLACEMENT (CLEP) AND ADVANCED PLACEMENT EXAMS .....</b>	<b>44</b>
<b>CRIMINAL RECORD CONSIDERATIONS .....</b>	<b>45</b>
<b>REGISTERED SEX OFFENDERS .....</b>	<b>45</b>
<b>DEVELOPMENTAL COURSE PLACEMENT .....</b>	<b>45</b>
<b>PLACEMENT AND ASSESSMENT .....</b>	<b>45</b>
<b>PLACEMENT TESTING .....</b>	<b>46</b>
<b>MILITARY READMISSION AND COURSE COMPLETION .....</b>	<b>47</b>
<b>RESIDENCY FOR TUITION PURPOSES .....</b>	<b>47</b>
<b>FINANCIAL AID .....</b>	<b>49</b>
<b>APPLICATION PROCESS .....</b>	<b>49</b>
<b>ELIGIBILITY .....</b>	<b>50</b>
<b>FINANCIAL AID APPEAL PROCESS .....</b>	<b>52</b>
<b>TYPES OF FINANCIAL AID GRANTS .....</b>	<b>52</b>
<b>LOANS .....</b>	<b>54</b>
<b>SCHOLARSHIPS .....</b>	<b>56</b>
<b>PAYMENT AND DISBURSEMENT OF FINANCIAL AID FUNDS .....</b>	<b>57</b>
<b>VETERANS EDUCATION ASSISTANCE .....</b>	<b>57</b>
<b>WITHDRAWAL AND IMPACT TO FINANCIAL AID .....</b>	<b>60</b>
<b>FINANCIAL INFORMATION .....</b>	<b>61</b>
<b>EDUCATION TAX CREDITS .....</b>	<b>61</b>
<b>FEES AND EXPENSES .....</b>	<b>61</b>
<b>CONTINUING EDUCATION FEES .....</b>	<b>61</b>
<b>CONTINUING EDUCATION FEES CON'T .....</b>	<b>61</b>
<b>CURRICULUM TUITION AND FEES .....</b>	<b>61</b>
<b>ALLIED HEALTH PROGRAM FEES .....</b>	<b>62</b>
<b>OTHER FEES .....</b>	<b>62</b>
<b>FINANCIAL LIABILITY FOR TOOLS AND EQUIPMENT .....</b>	<b>62</b>
<b>FOREIGN NATIONAL INFORMATION SYSTEM .....</b>	<b>62</b>
<b>OUTSTANDING CHARGES OR LOANS .....</b>	<b>62</b>
<b>PAYMENT POLICIES .....</b>	<b>62</b>
<b>REFUND POLICIES .....</b>	<b>63</b>
<b>CURRICULUM TUITION REFUNDS .....</b>	<b>63</b>
<b>CONTINUING EDUCATION TUITION REFUNDS .....</b>	<b>63</b>
<b>REFUND FOR FEES .....</b>	<b>63</b>
<b>TEXTBOOK REFUNDS .....</b>	<b>64</b>

MILITARY REFUNDS.....	64
STUDENT DEVELOPMENT.....	65
<b>COUNSELING SERVICES.....</b>	<b>65</b>
ADMISSIONS COUNSELING.....	65
ACADEMIC COUNSELING.....	65
CAREER SERVICES.....	66
PERSONAL COUNSELING.....	66
<b>DISABILITY SERVICES.....</b>	<b>66</b>
GRIEVANCE PROCEDURE FOR DISABILITY ACCOMMODATIONS.....	68
RETENTION OF DISABILITY SERVICES RECORDS.....	68
<b>REGISTRATION AND SCHEDULE ADJUSTMENT.....</b>	<b>68</b>
<b>STUDENT RECORDS.....</b>	<b>68</b>
FERPA AND RELEASE OF INFORMATION.....	69
TRANSCRIPTS.....	70
RETENTION OF RECORDS.....	70
<b>TRiO ACADEMIC SUPPORT.....</b>	<b>70</b>
STUDENT SUPPORT SERVICES.....	70
UPWARD BOUND.....	71
RESOURCES AND SERVICES.....	71
BOOKSTORE.....	71
BOOK BUY BACK.....	71
CAMPUS SECURITY.....	71
CHILD CARE ASSISTANCE.....	72
EARLY ALERT REFERRAL SYSTEM (EARS).....	72
EMERGENCY/TEXTBOOK LOANS.....	72
HALF TUITION LOANS.....	72
LIBRARY.....	73
ONLINE TUTORING.....	73
STARS CENTER.....	73
STUDENT HOUSING.....	74
STUDENT LOUNGE.....	74
TECHNOLOGY RESOURCES.....	74
ACADEMIC INFORMATION.....	75
ACADEMIC ADVISING.....	75
ACADEMIC HONORS.....	75
CONTINUING EDUCATION.....	75
DEVELOPMENTAL EDUCATION.....	76
DISTANCE LEARNING.....	76
MOODLE.....	76

MOODLE 101 STUDENT TRAINING .....	76
ONLINE COURSES .....	76
HYBRID COURSES .....	76
WEB-SUPPORTED COURSES .....	76
ENROLLMENT VERIFICATION .....	76
RECOMMENDED COMPUTER REQUIREMENTS .....	77
PROCTORING .....	77
<b>GRADING SYSTEM .....</b>	<b>77</b>
GRADING SCALES .....	77
GRADE POINT AVERAGE .....	78
<b>GRADUATION .....</b>	<b>78</b>
<b>STANDARDS FOR ACADEMIC PROGRESS.....</b>	<b>79</b>
<b>TRANSFER TO SENIOR COLLEGES AND UNIVERSITIES .....</b>	<b>79</b>
TRANSFER STATEMENT .....	79
<b>WORK-BASED LEARNING .....</b>	<b>80</b>
<b>ACADEMIC POLICIES AND PROCEDURES .....</b>	<b>81</b>
<b>ACADEMIC FORGIVENESS POLICY .....</b>	<b>81</b>
ACADEMIC FORGIVENESS PROCEDURES .....	81
<b>ATTENDANCE POLICIES .....</b>	<b>81</b>
<b>AUDIT POLICY.....</b>	<b>82</b>
<b>CATALOG REQUIREMENTS .....</b>	<b>82</b>
<b>COURSE/CURRICULUM DISMISSAL.....</b>	<b>83</b>
<b>COURSE LOAD .....</b>	<b>83</b>
<b>COURSE PREREQUISITE/COREQUISITES POLICY.....</b>	<b>83</b>
<b>COURSE REPEAT POLICY.....</b>	<b>84</b>
<b>COURSE SUBSTITUTIONS .....</b>	<b>84</b>
<b>CREDIT BY CREDENTIAL.....</b>	<b>84</b>
<b>CREDIT BY EXAMINATION .....</b>	<b>84</b>
<b>CONTINUING EDUCATION TO CURRICULUM CREDIT .....</b>	<b>85</b>
<b>DROP PROCEDURE/TUITION REFUND POLICIES .....</b>	<b>85</b>
<b>GRADE APPEALS .....</b>	<b>86</b>
<b>GRADE REPORTS/CORRECTIONS .....</b>	<b>87</b>
<b>INCOMPLETE GRADES.....</b>	<b>87</b>
<b>INDEPENDENT STUDY POLICY .....</b>	<b>87</b>
<b>LATE ENTRY .....</b>	<b>87</b>
<b>REINSTATEMENT TO CLASS .....</b>	<b>88</b>
<b>WITHDRAWAL FROM THE COLLEGE.....</b>	<b>88</b>
<b>GENERAL POLICIES AND PROCEDURES.....</b>	<b>88</b>
<b>CAMPUS SAFETY.....</b>	<b>88</b>



<b>ANNUAL CRIME STATISTICS REPORT .....</b>	<b>88</b>
<b>EMERGENCY RESPONSE AND EVACUATION.....</b>	<b>89</b>
<b>REPORTING CRIMINAL OFFENSES AND SUSPICIOUS ACTIVITY .....</b>	<b>89</b>
<b>SECURITY AWARENESS PROGRAM.....</b>	<b>89</b>
<b>SEX CRIMES PREVENTION ACT.....</b>	<b>90</b>
<b>TIMELY WARNINGS .....</b>	<b>90</b>
<b>WEAPONS ON CAMPUS .....</b>	<b>90</b>
<b>CHANGE OF PERSONAL INFORMATION .....</b>	<b>90</b>
<b>CHILDREN ON CAMPUS.....</b>	<b>90</b>
<b>COMMUNICABLE DISEASE POLICY.....</b>	<b>91</b>
<b>COMPUTER/INTERNET USAGE POLICIES .....</b>	<b>91</b>
<b>COPYRIGHT LAWS.....</b>	<b>93</b>
<b>DISCIPLINARY AND DUE PROCESS PROCEDURES .....</b>	<b>93</b>
<b>CODE OF CONDUCT AND CIVILITY .....</b>	<b>93</b>
<b>DISCIPLINARY SANCTIONS .....</b>	<b>97</b>
<b>DISCIPLINARY PROCEDURES .....</b>	<b>98</b>
<b>DUE PROCESS APPEALS.....</b>	<b>99</b>
<b>DISCRIMINATION AND HARASSMENT POLICY.....</b>	<b>101</b>
<b>DRUG FREE CAMPUS AND ALCOHOL POLICY.....</b>	<b>101</b>
<b>ELECTRONIC DEVICES POLICY .....</b>	<b>102</b>
<b>ELECTRONIC SIGNATURE POLICY .....</b>	<b>102</b>
<b>EMERGENCY CALLS AND MESSAGES.....</b>	<b>102</b>
<b>FREE SPEECH AND PUBLIC ASSEMBLY .....</b>	<b>103</b>
<b>GRIEVANCE POLICIES .....</b>	<b>103</b>
<b>INCLEMENT WEATHER POLICY .....</b>	<b>104</b>
<b>INTELLECTUAL PROPERTY POLICY.....</b>	<b>104</b>
<b>LITERATURE DISTRIBUTION AND INFORMATION POSTING.....</b>	<b>105</b>
<b>LOST AND FOUND.....</b>	<b>105</b>
<b>MARKETING RELEASE STATEMENT .....</b>	<b>105</b>
<b>PARKING REGULATIONS .....</b>	<b>105</b>
<b>SOLICITATION OF BUSINESS .....</b>	<b>106</b>
<b>STUDENT ACCIDENTS AND ACCIDENT INSURANCE.....</b>	<b>106</b>
<b>STUDENT CLUBS AND ORGANIZATIONS .....</b>	<b>107</b>
<b>STUDENT ID NUMBERS/CARDS .....</b>	<b>107</b>
<b>STUDENT PARTICIPATION IN COLLEGE GOVERNANCE .....</b>	<b>107</b>
<b>STUDENT RIGHTS AND RESPONSIBILITIES .....</b>	<b>107</b>
<b>TITLE IX &amp; SEXUAL HARASSMENT .....</b>	<b>108</b>
<b>TOBACCO USE POLICY.....</b>	<b>109</b>
<b>PROGRAMS OF STUDY .....</b>	<b>110</b>

<b>ASSOCIATE IN ARTS DEGREE (A10100)</b> .....	<b>110</b>
<b>ASSOCIATE IN SCIENCE DEGREE (A10400)</b> .....	<b>112</b>
<b>ACCOUNTING AND FINANCE DEGREE (A25800)</b> .....	<b>114</b>
<b>ACCOUNTING AND FINANCE DIPLOMA (D25800)</b> .....	116
<b>ACCOUNTING TRANSFER CERTIFICATE (C25800A)</b> .....	116
<b>INCOME TAX CERTIFICATE (C25800B)</b> .....	117
<b>ACCOUNTING SPREADSHEET CERTIFICATE (C25800C)</b> .....	117
<b>ACCOUNTING PAYROLL/QUICKBOOKS CERTIFICATE (C25800D)</b> .....	117
<b>AIR CONDITIONING HEATING AND REFRIGERATION TECHNOLOGY DEGREE (A35100)</b> .....	<b>118</b>
<b>AIR CONDITIONING HEATING AND REFRIGERATION TECHNOLOGY DIPLOMA (D35100)</b> .....	119
<b>AIR CONDITIONING HEATING AND REFRIGERATION TECHNOLOGY CERTIFICATE (C35100)</b> ....	119
<b>APPLIED ENGINEERING TECHNOLOGY DEGREE (A40130)</b> .....	<b>120</b>
<b>APPLIED ENGINEERING TECHNOLOGY CERTIFICATE (C40130)</b> .....	121
<b>APPLIED ENGINEERING TECHNOLOGY DRAFTING CERTIFICATE (C40130A)</b> .....	121
<b>ASSOCIATE DEGREE NURSING (A45110)</b> .....	<b>122</b>
<b>NURSING TRANSITION PROGRAM (A45110T) – LICENSED PRACTICAL NURSE TO REGISTERED NURSE</b> .....	123
<b>PRACTICAL NURSING DIPLOMA (D45660)</b> .....	124
<b>AUTOMOTIVE SYSTEMS TECHNOLOGY DEGREE (A60160)</b> .....	<b>125</b>
<b>AUTOMOTIVE SYSTEMS TECHNOLOGY DIPLOMA (D60160)</b> .....	126
<b>AUTOMOTIVE TECHNOLOGY CERTIFICATE (C60160A)</b> .....	126
<b>BIOTECHNOLOGY DEGREE (A20100)</b> .....	<b>127</b>
<b>BUSINESS ADMINISTRATION DEGREE (A25120)</b> .....	<b>128</b>
<b>BUSINESS ADMINISTRATION TRANSFER CERTIFICATE (C25120G)</b> .....	129
<b>BUSINESS ANALYTICS CERTIFICATE (C25120C)</b> .....	129
<b>BUSINESS LEADERSHIP CERTIFICATE (C25120D)</b> .....	129
<b>BUSINESS MARKETING CERTIFICATE (C25120F)</b> .....	130
<b>CORE BUSINESS CERTIFICATE (C25120E)</b> .....	130
<b>MANAGEMENT CERTIFICATE (C25120A)</b> .....	130
<b>COMMUNITY SPANISH INTERPRETER DEGREE (A55370)</b> .....	<b>131</b>
<b>SPANISH FOR THE WORKPLACE CERTIFICATE (C55370A)</b> .....	132
<b>SPANISH LANGUAGE CERTIFICATE (C55370B)</b> .....	132
<b>CRIMINAL JUSTICE TECHNOLOGY DEGREE (A55180)</b> .....	<b>133</b>
<b>CRIMINAL JUSTICE TECHNOLOGY TRANSFER CERTIFICATE (C55180)</b> .....	134
<b>BASIC LAW ENFORCEMENT TRAINING (C55120)</b> .....	134
<b>CULINARY ARTS DEGREE (A55150)</b> .....	<b>135</b>
<b>BAKING AND PASTRY CERTIFICATE (C55150A)</b> .....	136
<b>EARLY CHILDHOOD EDUCATION DEGREE (A55220C)</b> .....	<b>137</b>

<b>EARLY CHILDHOOD EDUCATION – BIRTH THROUGH KINDERGARTEN (B-K) LICENSURE TRANSFER TRACK DEGREE (A55220L)</b> .....	<b>138</b>
<b>EARLY CHILDHOOD EDUCATION NON-TEACHING LICENSURE TRANSFER TRACK DEGREE (A55220NL)</b> .....	<b>139</b>
<b>ADMINISTRATION CERTIFICATE (C55220F)</b> .....	<b>141</b>
<b>INFANT/TODDLER CARE CERTIFICATE (C55290)</b> .....	<b>141</b>
<b>PRESCHOOL CERTIFICATE (C55220P)</b> .....	<b>141</b>
<b>ELECTRICAL SYSTEMS TECHNOLOGY DIPLOMA (D35130)</b> .....	<b>142</b>
<b>MOTOR CONTROLS CERTIFICATE (C35130M)</b> .....	<b>142</b>
<b>RESIDENTIAL WIRING CERTIFICATE (C35130R)</b> .....	<b>142</b>
<b>INFORMATION TECHNOLOGY NETWORKING AND SECURITY TRACK DEGREE (A25590B)</b> .....	<b>144</b>
<b>A+ CERTIFICATION PREP CERTIFICATE (C25590A)</b> .....	<b>145</b>
<b>CISCO CERTIFIED NETWORK ASSOCIATE (CCNA) PREP CERTIFICATE (C25590B)</b> .....	<b>145</b>
<b>IT SUPPORT FOUNDATIONS CERTIFICATE (C25590C)</b> .....	<b>145</b>
<b>NETWORKING AND SECURITY ESSENTIALS CERTIFICATE (C25590F)</b> .....	<b>145</b>
<b>INTERPRETER EDUCATION DEGREE (A55300)</b> .....	<b>146</b>
<b>DEAF STUDIES CERTIFICATE (C55300)</b> .....	<b>147</b>
<b>MEDICAL OFFICE ADMINISTRATION DEGREE – MEDICAL BILLING AND CODING (A25310A)</b> .....	<b>148</b>
<b>MEDICAL OFFICE ADMINISTRATION DEGREE – PATIENT SERVICES REPRESENTATIVE (A25310B)</b> .....	<b>149</b>
<b>MEDICAL ADMINISTRATIVE SPECIALIST CERTIFICATE (C25310A)</b> .....	<b>150</b>
<b>MEDICAL INSURANCE SPECIALIST CERTIFICATE (C25310B)</b> .....	<b>150</b>
<b>HEALTHCARE ADMINISTRATION CERTIFICATE (C25310D)</b> .....	<b>150</b>
<b>OFFICE ADMINISTRATION DEGREE – OFFICE ASSISTANT/BOOKKEEPING (A25370)</b> .....	<b>151</b>
<b>ADMINISTRATIVE ASSISTANT CERTIFICATE (C25370E)</b> .....	<b>152</b>
<b>OFFICE SOFTWARE CERTIFICATE (C25370B)</b> .....	<b>152</b>
<b>OFFICE ASSISTANT/BOOKKEEPING CERTIFICATE (C25370F)</b> .....	<b>152</b>
<b>PARALEGAL TECHNOLOGY DEGREE (A25380)</b> .....	<b>153</b>
<b>PARALEGAL TECHNOLOGY DIPLOMA (D25380)</b> .....	<b>154</b>
<b>PARALEGAL CERTIFICATE (C25380)</b> .....	<b>154</b>
<b>SCHOOL-AGE EDUCATION DEGREE (A55440)</b> .....	<b>155</b>
<b>SCHOOL-AGE DEVELOPMENT CERTIFICATE (C55440)</b> .....	<b>156</b>
<b>SURGICAL TECHNOLOGY DEGREE (A45740)</b> .....	<b>157</b>
<b>SURGICAL TECHNOLOGY DIPLOMA (D45740)</b> .....	<b>159</b>
<b>WELDING TECHNOLOGY DIPLOMA (D50420)</b> .....	<b>160</b>
<b>BASIC CERTIFICATE (C50420B)</b> .....	<b>160</b>
<b>INTERMEDIATE CERTIFICATE (C50420I)</b> .....	<b>160</b>
<b>ADVANCED CERTIFICATE (C50420A)</b> .....	<b>161</b>
<b>CURRICULUM COURSE DESCRIPTIONS</b> .....	<b>162</b>
<b>ACADEMIC RELATED (ACA)</b> .....	<b>162</b>

<b>ACCOUNTING (ACC)</b> .....	162
<b>AIR CONDITIONING, HEATING AND REFRIGERATION (AHR)</b> .....	164
<b>ANTHROPOLOGY (ANT)</b> .....	167
<b>ART (ART)</b> .....	167
<b>AMERICAN SIGN LANGUAGE (ASL)</b> .....	167
<b>AUTOMOTIVE (AUT)</b> .....	169
<b>BIOLOGY (BIO)</b> .....	172
<b>BIOTECHNOLOGY (BTC)</b> .....	174
<b>BAKING AND PASTRY ARTS (BPA)</b> .....	176
<b>CHEMISTRY (CHM)</b> .....	177
<b>COMPUTER INFORMATION SYSTEMS (CIS)</b> .....	178
<b>CRIMINAL JUSTICE (CJC)</b> .....	178
<b>COMMUNICATION (COM)</b> .....	181
<b>COMPUTER TECHNOLOGY INTEGRATION (CTI)</b> .....	181
<b>COMPUTER INFORMATION TECHNOLOGY (CTS)</b> .....	182
<b>CULINARY (CUL)</b> .....	182
<b>DESIGN DRAFTING (DDF)</b> .....	184
<b>DRAFTING (DFT)</b> .....	184
<b>DEVELOPMENTAL MATHEMATICS (DMA)</b> .....	186
<b>DEVELOPMENTAL READING/ENGLISH (DRE)</b> .....	187
<b>ECONOMICS (ECO)</b> .....	188
<b>EDUCATION (EDU)</b> .....	188
<b>ENGINEERING (EGR)</b> .....	194
<b>ELECTRICAL (ELC)</b> .....	194
<b>ENGLISH (ENG)</b> .....	196
<b>EMERGENCY PREPAREDNESS (EPT)</b> .....	198
<b>FIRE PROTECTION (FIP)</b> .....	198
<b>GEOGRAPHY (GEO)</b> .....	200
<b>HEALTH (HEA)</b> .....	200
<b>HISTORY (HIS)</b> .....	201
<b>HOTEL AND RESTAURANT MANAGEMENT (HRM)</b> .....	202
<b>HUMANITIES (HUM)</b> .....	202
<b>HYDRAULICS (HYD)</b> .....	202
<b>INTERPRETER PREPARATION (IPP)</b> .....	203
<b>INDUSTRIAL SCIENCE (ISC)</b> .....	204
<b>LEGAL EDUCATION (LEX)</b> .....	204
<b>MACHINING (MAC)</b> .....	207
<b>MATHEMATICS (MAT)</b> .....	207
<b>MECHANICAL (MEC)</b> .....	209

<b>MARKETING AND RETAILING (MKT)</b> .....	209
<b>MAINTENANCE (MNT)</b> .....	210
<b>MUSIC (MUS)</b> .....	210
<b>NETWORKING TECHNOLOGY (NET)</b> .....	212
<b>NETWORK OPERATING SYSTEMS (NOS)</b> .....	213
<b>NURSING (NUR)</b> .....	214
<b>OFFICE SYSTEMS TECHNOLOGY (OST)</b> .....	216
<b>PHYSICAL EDUCATION (PED)</b> .....	219
<b>PHILOSOPHY (PHI)</b> .....	220
<b>PHYSICS (PHY)</b> .....	220
<b>POLITICAL SCIENCE (POL)</b> .....	221
<b>PSYCHOLOGY (PSY)</b> .....	221
<b>RELIGION (REL)</b> .....	222
<b>INFORMATION SYSTEMS SECURITY (SEC)</b> .....	222
<b>SOCIOLOGY (SOC)</b> .....	223
<b>SPANISH (SPA)</b> .....	223
<b>SPANISH INTERPRETER (SPI)</b> .....	225
<b>SURGERY (SUR)</b> .....	226
<b>TRANSPORTATION TECHNOLOGY (TRN)</b> .....	227
<b>WORK-BASED LEARNING (WBL)</b> .....	228
<b>WELDING (WLD)</b> .....	229

# ACADEMIC CALENDAR

## FALL 2018

<b>Registration</b>	<b>August 14-15</b>
<b>First Day of Classes</b>	<b>August 16</b>
<b>Late Registration/Schedule Adjustment</b>	<b>August 16-17 &amp; 20</b>
<b>Last Day to Request a Refund</b>	<b>August 27</b>
<b>Labor Day Holiday – College Closed</b>	<b>September 3</b>
<b>Fall Break – No Curriculum Classes</b>	<b>October 11-12</b>
<b>Last Day to Drop without Academic Penalty</b>	<b>October 24</b>
<b>Spring Semester Early Registration</b>	<b>November 5 – December 11</b>
<b>No Curriculum Classes</b>	<b>November 21-22</b>
<b>Thanksgiving Holiday – College Closed</b>	<b>November 22-23</b>
<b>Last Day of Classes</b>	<b>December 14</b>
<b>College Closed</b>	<b>December 20 – January 1</b>

## SPRING 2019

<b>Registration</b>	<b>January 3-4</b>
<b>First Day of Classes</b>	<b>January 7</b>
<b>Late Registration/Schedule Adjustment</b>	<b>January 7-9</b>
<b>Last Day to Request a Refund</b>	<b>January 16</b>
<b>Martin Luther King Jr. Holiday – College Closed</b>	<b>January 21</b>
<b>Spring Break – No Curriculum Classes</b>	<b>March 11-14</b>
<b>Last Day to Drop without Academic Penalty</b>	<b>March 22</b>
<b>Good Friday – College Closed</b>	<b>April 19</b>
<b>Summer Semester Early Registration</b>	<b>April 8 – May 1</b>
<b>Last Day of Classes</b>	<b>May 5</b>
<b>Graduation</b>	<b>May 17</b>

*NOTE: CALENDAR DATES ARE SUBJECT TO CHANGE*

SUMMER 2019

<b>Registration</b>	<b>May 15</b>
<b>First Day of Classes</b>	<b>May 16</b>
<b>Late Registration/Schedule Adjustment</b>	<b>May 16-20</b>
<b>Last Day to Request a Refund</b>	<b>May 22</b>
<b>Memorial Day Holiday – College Closed</b>	<b>May 27</b>
<b>Last Day to Drop without Academic Penalty</b>	<b>June 27</b>
<b>No Curriculum Classes</b>	<b>July 2-3</b>
<b>Independence Day Holiday – College Closed</b>	<b>July 4</b>
<b>Fall Semester Early Registration</b>	<b>July 8-25</b>
<b>Last Day of Classes</b>	<b>July 31</b>
<b>College Closed on Fridays</b>	<b>May 10 – August 9</b>

*NOTE: CALENDAR DATES ARE SUBJECT TO CHANGE*

# COLLEGE PERSONNEL

## \*Wilson Community College Graduate

Inquiries concerning aspects of the College's operations and policies should be addressed to the officials listed below:

Admissions .....	Director of Admissions
Advising .....	Director of Student Success STARS Center
Business Operations .....	VP of Finance and Administrative Services
Continuing Education .....	Executive Dean of Continuing Education
Academics and Instruction .....	VP for Academic Affairs
Disability Services .....	Special Populations Counselor
Financial Aid/ Veterans Affairs .....	Director of Financial Aid
Fiscal Operations.....	VP of Finance and Administrative Services
Library .....	Director of Library Services
Student Activities.....	Campus Student Engagement Coordinator
Student Records.....	Director of Enrollment Services/Registrar
Student Development .....	Executive Dean of Student Development

### ADMINISTRATION

Dr. Tim Wright .....	<b>President</b> B.A. – English, East Caroling University M.A. – English, East Carolina University Ed.D. – Educational Leadership, East Carolina University
Kimberly Gamlin .....	<b>Executive Dean of Continuing Education</b> B.A. – Political Science/History, University of North Carolina at Wilmington M.Ed. – Adult & Community College Education, North Carolina State University
Robert Holsten.....	<b>Vice President for Academic Affairs</b> B.A. – Psychology, High Point College M.A. – Psychology, East Carolina University
*Hadie Horne.....	<b>Vice President of Finance and Administrative Services</b> A.A.S. – Accounting, Wilson Community College B.S. – Business Administration, Barton College M.B.A. – Business Administration, East Carolina University
Amy Noel.....	<b>Executive Dean of Student Development</b> B.S. – Communication, Radford University M.P.A. – Public Administration, University of North Carolina at Pembroke

### ADMINISTRATION SUPPORT

Jessica Bailey .....	<b>Director of Marketing &amp; Public Relations/Interim Foundation Director</b> B.A. – Psychology, Meredith College
Jessica Jones .....	<b>Controller</b> B.S. – Accounting, Elizabeth City State University
Ray Owens.....	<b>Director of Facilities</b> Licensing Board of General Contractors
Andrew Walker .....	<b>Director of Institutional Effectiveness</b> A.A. – Mercyhurst University B.S. – Psychology/Business, Penn State M.S. – Research Administration, Central Michigan University
Susan Weekley.....	<b>Director of IT</b> A.S. – College Transfer, Edgecombe Community College B.S. – Business Administration/Management Information Systems, East Carolina University
*Kathy Williamson .....	<b>Director of Human Resources</b> A.A.S. – Information Technology, Wilson Community College



## ADMINISTRATIVE SUPPORT STAFF

Cindy Allen.....	Human Resources Specialist
Susan Brinson .....	Administrative Assistant to the Vice President II
*Esperanza Best .....	Accountant
*Tonya Carr .....	Assistant Director of IT
Richard Collier .....	IT Support Technician
*Penny Cuddington .....	Accounting Specialist II
Megan Davis .....	Graphics/Print Shop Technician
Kelly Ellis.....	Accounting/Purchasing Specialist
Michael Forbes .....	IT Support Technician
Christina Foster.....	Receptionist/Switchboard Operator
*Tracy Lane.....	Executive Assistant to the President and Secretary to the Board
*Vickie Lewis .....	Accounting Specialist I
Catherine Lignon .....	Courier
Douglas Lynch .....	IT Support Technician
Lois McNeal .....	Administrative Secretary II
Lynne Medlin .....	Foundation Assistant
*Aubrey Pearson.....	WCC Chief of Police
Will Robl .....	Payroll Specialist
*Kaschia Spells.....	Bookstore Manager
Jason Stevens.....	IT Support Technician
Kyla Strenge.....	Graphics/Advertising Manager
*Donna Turner .....	Purchasing and Capital Projects Manager
*Brenda Webb .....	Equipment Specialist
*Marsha Wells .....	Assistant Bookstore Supervisor
Gretchen Wiggins.....	Administrative Assistant to the Vice President II
*Karen Wingfield .....	Accounting Specialist II

## CONTINUING EDUCATION

Tonya Brinkley .....	Assessment Counselor/Coordinator B.A. – Sociology/ Social Work, Elizabeth City State University M.A. – Education/Adult Education and Training, University of Phoenix
*Jane Elliott .....	Workforce Development Coordinator A.A.S. – Accounting, Wilson Community College Bachelor of Social Work, Barton College
Melissa Evans.....	Small Business Center Director B.S. – Business Administration, Lenoir-Rhyne College
Veronica Faison.....	Basic Skills/ESL Coordinator B.S. – Mathematics, North Carolina A & T State University
J.R. Griffin .....	Director of Health & Emergency Services B.S. – Agricultural Business Management, NC State University
*Cynthia Green .....	Administrative Secretary I A.A.S. – Business Administration, Accounting, Wilson Community College B.A. – Business Administration, Barton College
Darlene Hall .....	Director of Law Enforcement Training B.S. – Criminal Justice, M.S. – Criminal Justice, University of Cincinnati
Hayward Humphrey .....	Director of Continuing Education B.A. – Economics, NC A&T State University, Greensboro M.S. Certificate Project Mgmt., New Jersey Institute of Technology
Mary Kilette .....	CE Health Programs Coordinator Diploma of Nursing, Mount Auburn Hospital School of Nursing

Charis Lewis..... **Customized Training Coordinator**  
 B.S. – Business Administration, Barton College

Patricia Lucas ..... **Administrative Assistant I**

\*Corlis McCoy ..... **HRD Coordinator**  
 A.A.S. – Information Systems, Wilson Community College

\*Kay Medlin..... **Continuing Education Registrar**  
 A.A.S. – Executive Secretary, Wilson Community College

Lisa Morgan ..... **Administrative Assistant I**

Billy Radford ..... **Basic Law Enforcement Training Coordinator**

Kyle Willis ..... **EMS Coordinator**  
 B.S. – Nursing; History Education, East Carolina University

## CURRICULUM FACULTY

Michael Adams ..... **Instructor – Biology**  
 B.S. – Biology, East Carolina University  
 B.A. – Anthropology, East Carolina University  
 M.A. – Science Education, East Carolina University

Deborah H. Batts..... **Instructor – Interpreter Education**  
 B.S. – Deaf Education, Barton College

Luis Benavent..... **Instructor - Community Spanish Interpreter**  
 B.A. – Sociology, University of Nebraska, Lincoln  
 M.A. – Spanish Translation, University of Puerto Rico  
 M.A. – Liberal Studies, NC State University

Glenda Bondurant..... **Dean of Allied Health/Sciences, Instructor – Nursing**  
 B.S. – Nursing, University of North Carolina at Greensboro  
 M.S. – Nursing, East Carolina University

Robert Brown ..... **Instructor – Automotive Systems Technology**

Lori Coburn ..... **Instructor – Early Childhood Education**  
 B.S. – Elementary Education, East Carolina University  
 MAEd. – Elementary Education, East Carolina University

Brandon Craft ..... **Instructor – Mathematics**  
 B.S. – Mathematics Education, East Carolina University  
 M.A. – Mathematics, East Carolina University

Dr. Morgan Daughety ..... **Dean of College Transfer and Public Services, Instructor – Religion**  
 B.A. – Religion and Philosophy, Barton College  
 M.Div. – Divinity, Duke University  
 Ed. D – Education, East Carolina University

Lee Anne Daughtry..... **Instructor - Biology**  
 B.S. – Biological Sciences/Science Education, NC State University  
 M.S. – Science Education, NC. State University

\*Elizabeth Davis..... **Instructor – Surgical Technology**  
 A.A.S. – Surgical Technology; Associate Degree Nursing, Wilson Community College

Deborah Deena ..... **Instructor – Nursing**  
 Certificate – Midwifery, Diploma – Nursing, Georgetown Hospital School of Nursing  
 B.S. – Nursing, Winston-Salem State University  
 M.S – Nursing, South University

Chase Edwards..... **Instructor – HVAC**  
 A.A.S. – Business Administration, Beaufort County Community College  
 Certified Technical Education/HVAC/Air Conditioning

**Kendra Faulkner** ..... **Instructor – Networking Technology**  
A.A. – College Transfer, Louisburg College  
B.S. – Computer Information Systems, North Carolina Wesleyan College  
M.S. – Computer Information Systems, Nova Southeastern University  
Graduate Certificate – Computer Network Professional, East Carolina University

**Travis Flewelling** ..... **Instructor – Mathematics**  
B.S. – Engineering, United States Military Academy  
M.S. – Mathematics, Colorado School of Mines

**Suzanne Flynt**..... **Instructor – English**  
B.S. – Business Administration, Bloomsburg University  
M.S. – Technical Communication, North Carolina State University

**Matthew Frank** ..... **Instructor – Mathematics**  
B.A. – Mathematics, East Carolina University  
M.A. – Mathematics, East Carolina University

**Angela Grantham**..... **Instructor – Mathematics**  
B.S. – Mathematics, North Carolina Central University  
M.A.Ed. – Mathematics, Wake Forest University

**Wendy Grode**..... **Instructor - Paralegal Technology**  
B.A – Comp Area Studies, Duke University  
J. D. – University of North Carolina at Chapel Hill School of Law

**Leslie Harrell** ..... **Instructor – Biology**  
B.S. – Biology, Barton College  
M.S. – Biology, East Carolina University

**Wes Hill** ..... **Dean of Business and Applied Technologies, Instructor – Business Administration**  
B.S. /B.A. – Management Information Systems, East Carolina University  
M.B.A. – Business Administration, East Carolina University

**\*Keith Hobgood** ..... **Instructor – Welding Technology**  
Certificate – Welding Technology, Wilson Community College

**Martin Holloway** ..... **Instructor – Computer Technology**  
B.A. – Health Physical Ed, East Carolina University  
B.A. – Computer Science, East Carolina University  
MBA – Business Administration, Campbell University

**\*Catherine Johnson**..... **Instructor – Interpreter Education**  
A.A.S. – Interpreter Education, Wilson Community College  
B.A. – Psychology, Berry College  
M.A. – International Development, Gallaudet University  
M.S. – ASL/English Interpreting, University of North Florida

**Charlene Jones**..... **Instructor – Nursing**  
B.S. – Nursing, NC A&T University  
M.S. – Nursing, Walden University

**Royce Jones** ..... **Instructor – Electrical**

**Keita Kornegay**..... **Instructor – Medical Office Administration**  
A.A.S. – Medical Office Administration, Johnston Community College  
B.A. – Human Resource Management, Mount Olive College

**Alan J. Leonard II**..... **Instructor – Economics/Business Administration**  
B.S. – Economics, University of California at Irvine  
M.A. – Economics, Northern Illinois University

**Meg Lindsay**..... **Instructor – English**  
A.A. – English Education, Coastal Carolina Community College  
B.A. – English Literature, University of North Carolina at Wilmington  
M.A. – English Literature, Morehead State University

**Shawn Matthews** ..... **Instructor – Psychology**  
 B.A. – Psychology, University of Maine at Farmington  
 M.A. – Theological Studies, Bangor Seminary, Bangor Maine

**Katrina McCourt**..... **Instructor – Nursing**  
 B.A. – Nursing, Texas Woman’s University  
 M.S. – Nursing, Family Practitioner, East Carolina University

**Stephanie Meadows**..... **Instructor – Accounting**  
 A.A. – Associate in Arts, Nash Community College  
 B.S. – Accounting, North Carolina Wesleyan College  
 M.S.A. – Accounting, University of Phoenix

**Dr. David Moody** ..... **Instructor – Criminal Justice Technology**  
 General Instructor Certification – NC Justice Education and Training Standards Commission  
 B.A. – Geography, Fayetteville State University  
 M.S. – Criminal Justice, East Carolina University  
 Ph.D. – Public Safety, Capella University

**Susan Moses** ..... **Instructor – English**  
 B.A. – English, Barton College  
 M.A. – English, East Carolina University

**Margie Mullis**..... **Instructor – Office Administration**  
 B.S. – Business Education, East Carolina University  
 M.S. – Vocational Education, East Carolina University

**Margie Norfleet** ..... **Dean of Industrial Technologies**  
 Diploma – Public Relations, Barbizon Academy  
 B.A. – Business Development, University of Phoenix

**Karen Pittman** ..... **Instructor – Nursing**  
 B.S. – Nursing, East Carolina University  
 M.S. – Nursing, East Carolina University

**Sandra B. Pittman** ..... **Instructor – Religion and Music**  
 B.A. – Music, Barton College  
 M.A. – Church Music, Southeastern Baptist Theological Seminary

**Susan Pittman**..... **Instructor – Nursing**  
 B.S. – Nursing, Barton College  
 M.S. – Nursing, Barton College

**\*Deborah Skinner** ..... **Instructor – Applied Engineering Technology/Early College Liaison**  
 A.A.S. – Drafting and Design, Wilson Community College  
 B.S. – Business Administration, Barton College  
 MBA, East Carolina University

**Britney Smith** ..... **Instructor – English**  
 B.A. – English, East Carolina University  
 M.A. – English, East Carolina University

**Peter Spear** ..... **Instructor – Culinary Arts**  
 Pro Chef Level 2, Culinary Institute of America  
 Certified Executive Chef, American Culinary Federation

**Joshua Stevens**..... **Instructor – Applied Engineering**  
 A.A.S. – Mechanical Engineering Technology, Wake Technical Community College  
 B.S. – Industrial Technology, East Carolina University

**Becky Strickland**..... **Instructor – Nursing**  
 B.S. – Nursing, Barton College

**Tammy Summerlin** ..... **Instructor – English/Reading**  
 B.A. – English & History, Barton College  
 M.A. – English, East Carolina University

**Rick Tyree** ..... **Instructor – Computer Technology**  
 A.A.S., Computer Engineering Technology, Cape Fear Community College  
 B.S. – Mass Communications, University of North Carolina at Pembroke  
 M.A. Information Technology Management, Webster University

**Dawn Watson** ..... **Instructor – Nursing**  
 Diploma of Nursing – Williamsport Hospital School of Nursing  
 B.S. – Nursing, Barton College  
 M.S. – Nursing, East Carolina University

**Brent Wynne**..... **Instructor – Business Administration**  
 B.S. – Communications, East Carolina University  
 M.S. – Kinesiology, East Carolina University  
 M.B.A. Candidate, East Carolina University

## CURRICULUM SUPPORT

**Angela Herring** ..... **Director of Distance Learning & Web Services**  
 B.S. – Computer Information Systems, Mount Olive College  
 M.A.Ed. – Instructional Technology, East Carolina University  
 Graduate Certificate – Information Assurance, East Carolina University

**\*Christy Horne** ..... **Library Assistant**  
 Business Administration – Management Certificate, Wilson Community College  
 A.A. – Associate in Arts, A.A.S – General Education, Wilson Community College

**\*Bertha Joyner** ..... **Library Assistant**  
 A.A.S. – Business Administration, Wilson Community College

**Kelly Letourneau** ..... **Librarian**  
 B.A. – Psychology, State University of New York at Buffalo  
 M.L.S. – Library Science, State University of New York at Buffalo

**Gerard J. O'Neill** ..... **Head Librarian**  
 B.A. – English, Ramapo College of New Jersey  
 M.L.S. – Library Science, North Carolina Central University

**Frances Smith** ..... **Librarian**

## STUDENT DEVELOPMENT

**\*Shannon Bain** ..... **Financial Aid Officer**  
 A.A.S. – Computer Programming, Wilson Community College  
 B.S. – Business Administration, North Carolina Wesleyan College

**Lisa Baker** ..... **Director of Financial Aid/Veterans Affairs**  
 B.A. – Business Administration, Barton College  
 M.S. – Counselor Education, East Carolina University

**Candace Brewer** ..... **Financial Aid Assistant Director/Loan Officer**  
 B.S. – Business Administration, Mount Olive College

**James Carr** ..... **Director of Trio**  
 A.A. – Associate in Arts/Associate in General Education, James Sprunt Community College  
 B.S. – Criminal Justice Administration, Mount Olive College  
 M.S. – General Administration, Central Michigan University

**\*Wendy Edwards** ..... **Assistant to the Director of Enrollment Services/Registrar**  
 A.A.S. – Business Administration, Wilson Community College

**Caitlin Fowler** ..... **Campus Student Engagement Coordinator**  
 B.A. – Music, St. Mary’s College of Maryland  
 M.S. – Higher Education-Leadership and Administration, Capella University

- \*Jennifer Gonyea** ..... **Director of Enrollment Services/Registrar**  
A.A.S. – Office Systems Technology, Wilson Community College  
A.A.S – Business Administration, Wilson Community College  
A.A.S. – Accounting, Wilson Community College  
B.S. – Business Administration, East Carolina University  
Graduate Certificate in Community College Instruction, East Carolina University  
M.A.Ed. – Adult Education, East Carolina University
- Leigh Goroski** ..... **Director of STARS Center**  
B.A. – History, NC State University  
M.S. – Counselor Education, East Carolina University  
National Certified Counselor
- Joshua Harris** ..... **Director of Admissions**  
A.A. – College Transfer, Nash Community College  
B.S. – Communications, East Carolina University  
M.A. – Human Services Counseling, Liberty University
- Reginald Harris**..... **Student Support Services Academic Advisor/Tutor Coordinator**  
B.A. – Sociology/Criminal Justice, Shaw University  
M.S. – Education Counseling, American Public University
- Kim Hills**..... **Upward Bound Coordinator**  
B.A. – English, Langston University  
M.S.W. – Social Work, Portland State University
- Patricia Holsten**..... **Secondary Partnerships Director**  
B.A. – Psychology, East Carolina University  
M.A. – Psychology, East Carolina University
- \*Alison Jones** ..... **Student Support Services Academic Advisor/Tutor Coordinator**  
A.A.S. – Accounting, Wilson Community College  
B.A. – Business Management, Barton College
- Kathryn Kehayes** ..... **Educational Support Counselor**  
B.S.B.A. – Managerial Finance, East Carolina University  
M.S. – Counselor Education, East Carolina University
- \*Amanda Moore** ..... **Curriculum Records Specialist**  
A.A.S. – Office Administration, Wilson Community College
- Melody Parker-Eatmon** ..... **Career Counselor**  
B.S. – Family and Consumer Sciences Education, East Carolina University  
M.S. – Counselor Education, School Counseling and Student Affairs and College Counseling, East Carolina University  
National Certified Counselor
- Jesse Sykes**..... **Special Populations Counselor**  
A.A. – College Transfer, Nash Community College  
B.A. – Psychology, University of North Carolina at Chapel Hill  
M.S. – Clinical Rehabilitation and Mental Health Counseling, UNC-Chapel Hill  
Certified Rehabilitation Counselor
- \*Becky Watson** ..... **Administrative Assistant/Data Specialist**  
A.A. – Associate in Arts, Wilson Community College

## MAINTENANCE AND CUSTODIAL SERVICES

Charlene Archibald..... Custodian  
Anthony Armstrong..... Custodial Crew Leader  
Michael Atkinson ..... Maintenance Technician  
Thomas Forbes..... Maintenance Technician  
Gary Gonyea ..... Facilities Coordinator  
Keith Hilliard ..... Maintenance Technician  
Annie Holden ..... Custodian  
Sylvia Johnson..... Custodian  
John Knight ..... Custodian  
Linda Lindsey ..... Custodian  
Joseph D. May..... Maintenance Technician-Licensed  
Travis Newsome..... Custodian  
Michael Pittman..... Custodian  
Wayne Pollard ..... Maintenance Technician  
Alan Sharpe ..... Custodian  
Alvin Solomon..... Custodian  
Marcheta Suggs..... Custodian  
Cedric Uzzell ..... Custodian  
Steve Webb ..... Maintenance Technician

---

## GENERAL INFORMATION

---

### ACADEMIC PROGRAMS

Wilson Community College is authorized by the North Carolina State Board of Community Colleges to award the following degrees, diplomas, and certificates to students who have completed all program requirements consistent with the provisions of this catalog.

#### **ASSOCIATE IN APPLIED SCIENCE DEGREE:**

The Associate in Applied Science degree is awarded upon completion of the course requirements for most two-year programs.

#### **ASSOCIATE IN ARTS DEGREE:**

The Associate in Arts degree is awarded upon completion of the course requirements of the college transfer associate in arts program. This curriculum is designed for students desiring to pursue a four-year baccalaureate degree in the liberal arts at a senior college or university.

#### **ASSOCIATE IN SCIENCE DEGREE:**

The Associate in Science degree is awarded upon completion of the course requirements for the college transfer associate in science program. This curriculum is designed for students desiring to pursue a four-year baccalaureate degree in the sciences at a senior college or university.

#### **DIPLOMAS AND CERTIFICATES:**

Diploma and certificate programs consist of a series of courses that are designed to prepare an individual for employment in a specific occupation. Successful completion of these curriculum programs leads to a diploma or certificate.

### ACCREDITATION

Wilson Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees, diplomas, and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call (404) 679-4500 for questions about the accreditation of Wilson Community College.

The College is also recognized and approved by:

- The North Carolina State Board of Community Colleges

- The North Carolina Community College System
- The North Carolina Department of Public Instruction
- The Associate Degree Nursing and Practical Nursing Education programs are approved by: The North Carolina Board of Nursing
- The Surgical Technology Program is accredited by:  
The Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA): 1361 Park Street Clearwater, FL 33756 phone 727-210-2350.
- The Paralegal Technology Program is designated as a qualified paralegal studies program by:  
The North Carolina State Bar Board of Paralegal Certification.

The College's Continuing Education Division is certified and/or approved by:

- NC Department of Health and Human Services (Nurse Aide I and Nurse Aide Refresher)
- NC Board of Nursing (Nurse Aide II)
- NC Office of Emergency Services (EMR, EMT, AEMT, Paramedic and Con Ed)
- NC Criminal Justice Training and Standards Commission (B.L.E.T., Radar Certification and Instructor Training)
- NC Sheriffs' Education and Training Standards Commission (Detention Officer)
- NC Fire and Rescue Commission (Fire/Rescue Training)

The Wilson Community College Paramedic program has been issued a Letter of Review by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). This letter is NOT a CAAHEP accreditation status, it is a status signifying that a program seeking initial accreditation has demonstrated sufficient compliance with the accreditation Standards through the Letter of Review Self Study Report (LSSR) and other documentation. Letter of Review is recognized by the National Registry of Emergency Medical Technicians (NREMT) for eligibility to take the NREMT's Paramedic



credentialing examination(s). However, it is NOT a guarantee of eventual accreditation.

To contact CoAEMSP:

8301 Lakeview Parkway Suite 111-312

Rowlett, TX 75088

214-703-8445

FAX 214-703-8992

[Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions](#)

## ADVISORY COMMITTEES

Local Advisory Committees are an important element in the operation of the College. These committees are composed of representatives from secondary and post-secondary schools, local industries, businesses, management, labor, service trades, community organizations, alumni, and students. The purpose of the advisory committees is to counsel and advise the College regarding the improvement of its occupational and continuing education programs. A committee is formed to serve each occupational program or group of related programs so that current information and relevant advice will be constantly available to the instructors and administrators in each program area.

## EQUAL OPPORTUNITY STATEMENT

The College affirms its commitment to a policy of equal opportunity and will direct good faith efforts toward providing equal rights and privileges for all individuals involved in the educational community.

The College will not discriminate in any way because of membership, or perceived membership, in any of the following federally protected classes: race, color, sex, national origin, religion or creed, age, disability, pregnancy, familial status, citizenship, veteran status, or genetic information.

Any student or applicant who believes that discrimination or any form of harassment has limited their opportunities at Wilson Community College, or any individual seeking more information concerning this policy, should contact the Executive Dean of Student Development.

## FOUNDATION

The Wilson Community College Foundation, Inc. was established in 1981 as a nonprofit

organization. The Foundation, charged with the mission of promoting the general welfare of Wilson Community College, solicits gifts and bequests from individuals, corporations, and other foundations to meet the financial needs of the College that are not provided by traditional funding sources. The majority of the funds raised are distributed to our students in the form of scholarships, and directly aid them with their education. Other funds are given as project and mini-grants to help fund professional development for faculty and staff. Students interested in scholarship opportunities may obtain an application through the Financial Aid Office.

## HISTORY

Wilson Community College is a member of the North Carolina Community College System. Established in 1958 as Wilson Industrial Education Center, it is one of the system's oldest institutions. From its inception, it has offered quality education to those who have enrolled in its programs. The first classes began September 29, 1958 in the Coon High School Annex. Construction began on the first building on the current site in 1958. In 1964, the State Board of Education granted authority to award the Associate in Applied Science Degree and the school name was changed to Wilson County Technical Institute.

As enrollment increased, alterations were made and an automotive shop and a welding classroom-laboratory building were completed. In 1969, both enrollment and staff increased as the Institute responded to the demand for technical education. During the same year, the Institute was accredited by the Southern Association of Colleges and Schools. Grants totaling \$1 million were received and Buildings J and D were occupied in 1970. In 1971, following the death of the Institute's first president, Salvatore DelMastro, Dr. Ernest B. Parry was appointed president. He served until his retirement in July 1982 when Dr. Frank L. Eagles was appointed president. Dr. Eagles served as president until his retirement in September 2003 when Dr. Rusty Stephens became the fourth president of the College.

From 1971 to the present, Wilson Community College has received federal and state grants enabling it to provide additional services such

as a program for counseling and tutoring disadvantaged and academically deprived students, a program for the “hardcore” unemployed, classroom training in Adult Basic Education, and a method of upgrading the Heavy Equipment program.

During the period 1977-1978, Buildings G and L were built. Building G made possible significant improvements in both student life and the educational program. Included in the structure are a student lounge complex, bookstore, classrooms, labs and faculty offices. Building L provides an environment for instruction in the repair of diesel powered vehicles. An administrative and classroom building, Building B, connecting existing Buildings A and C, was built in the spring of 1986. Building K, which contains sewing and crafts and facilities for the pottery/ceramics classes, was opened in 1989. In 1997, the Salvatore DelMastro auditorium was completed (Building E) allowing the old auditorium to be converted to additional library facilities. Building M, completed in 2000, is a welding facility, and in 2003 the new Frank L. Eagles Community Business Center addition to Building G was completed, adding much needed meeting rooms and classrooms to the College facilities.

The name was officially changed to Wilson Technical Community College in 1989. In 1993, the Department of Community Colleges granted the College the authority to award the Associate in Arts degree. The courses required for this degree parallel the first two years of those offered by four-year colleges and universities. In 1997, the College converted from the quarter system to the semester system. This change was made in the entire North Carolina Community College System to enhance the transferability of students to four-year institutions.

Since 1997, the College has experienced extraordinary student growth and continues to serve as a major source of education and training for the workforce in Wilson County. In 2007, the official name of the College was changed to Wilson Community College. In 2008, the College celebrated its 50th year of serving the Wilson community, and opened a new student center. This new building has set the pace for a new direction for the College as it strives to be a leader in the use of

environmentally friendly technologies and sustainable programs.

In 2015, Dr. Tim Wright became the fifth president of Wilson Community College. The College continues to expand programs, facilities, and services, to meet the needs of the community.

## **HOURS OF OPERATION**

The College's normal hours of operation are 8:00 a.m. - 10:00 p.m. Monday through Thursday (the College may close prior to 10:00 p.m. if all classes and activities have ended) and 8:00 a.m. - 3:00 p.m. on Fridays during the fall and spring semesters. For the summer semester, the College operates on a four-day schedule and is closed on Fridays.

The College may operate on some Saturdays and Sundays for specific courses and/or programs or activities. Students are encouraged to call for more information.

Student Development and Financial Aid offices are staffed Monday through Thursday from 8:00 a.m. - 5:00 p.m. and 8:00 a.m. - 3:00 p.m. on Fridays during the fall and spring semesters. Offices are closed on Fridays during the summer.

## **INSTITUTIONAL PLANNING AND RESEARCH**

To ensure the effectiveness of programs and services fulfilling the College mission, the office of Institutional Effectiveness provides guidance for the College's ongoing, integrated, and institution-wide research-based planning and evaluation process, provides research services for administrative decision making as well as program/service area reviews, and ensures the College community remains current on the requirements of its accrediting agency.

## **LOCATION AND FACILITIES**

The main campus of Wilson Community College is located at 902 Herring Avenue, Wilson, North Carolina. It is just off U.S. Highway 301 and is easily accessible from N.C. Highway 58, U.S. Highway 264, and I-95. Maps are provided at the back of this catalog for your convenience.

The College's main campus consists of a thirteen building complex situated over 35 acres. All classrooms are well lighted and are air-conditioned for year-round comfort.

Laboratories and shop facilities are well equipped, well lighted and properly ventilated. A continuous program of upgrading instructional equipment and tools assures that student skills transfer easily into business and industry. Other required facilities are made available by leasing arrangements, various community agencies and local governments.

**BUILDING A:** Offices for Buildings and Grounds /Maintenance, Information Technology, the Small Business Center, and the Board Room are located in this building. Building A houses classrooms for the following programs: Electrical Systems Technology, HVAC, Adult Basic Education, Adult High School, Adult Secondary Education, and Computer Labs.

**BUILDING B:** The Office of the President, Vice President for Academic Affairs, Continuing Education, Receptionist/Switchboard, Marketing, and general education classrooms are housed in Building B.

**BUILDING C:** The College Transfer Advising Center, WCC Foundation, Human Resources, Institutional Effectiveness, Student Support Services, and Upward Bound are located in this building. There are also classrooms for General Education and, Fire Protection courses in Building C

**BUILDING D:** This building houses the Library, Archives, Open Computer Lab, Proctoring Center, and classrooms for Early Childhood Education and Community Spanish Interpreter courses. Additional classrooms in Building D are used for Human Resources Development and Interpreter Education.

**BUILDING E:** DelMastro Auditorium, and multi-purpose classrooms are located in this building.

**BUILDING F:** The Business Office, Cashier, Vice President of Finance and Administrative Services are located in Building F. Student Development, Admissions, Director of Enrollment Services/Registrar's Office, Financial Aid, and the STARS Center are also housed in this building.

**BUILDING G:** The Bookstore, Student Lounge, SGA Office, College Café, and Frank L. Eagles Community Business Center are located in this building. Classrooms and labs for: Accounting, Biology/Chemistry, Business Administration, Computer Technology, Criminal Justice, Mechanical Engineering, Medical Office Administration, Nursing, Office Administration,

Paralegal, and Surgical Technology are located in Building G.

**BUILDING H:** The College Print Shop and Graphic Design offices are in this building.

**BUILDING I:** Purchasing offices and facilities for the College is housed in Building I.

**BUILDING J:** The Wilson Early College Academy and classrooms for Basic Law Enforcement Training are located in this building.

**BUILDING K:** The Culinary Arts lab and classrooms and classrooms for continuing education courses are located in this building.

**BUILDING L:** Classrooms and labs for Welding Technology.

**BUILDING M:** Maintenance operations for the College are housed in this building.

#### **OFF CAMPUS Centers and Training Sites:**

##### **Lee Technology Center:**

- **Building L-R 4815 Ward Blvd.:**  
Automotive Systems Technology
- **Building L-W 4801 Ward Blvd.:**  
Applied Engineering, Industrial Training, and Advanced Manufacturing

**Coastal Plain Law Enforcement Training Center:**  
3997 Ward Blvd.

**Virtual Medical Center:** 1705 Tarboro Street

**Fire/Rescue Academy:** 300 North Pine Street

**Fire Training Grounds:** Hwy 301 - Hwy 42

## **MISSION AND VISION**

Wilson Community College provides opportunities for academic excellence, student success, workforce development, community partnerships, and responsible stewardship.

*Approved by the Board of Trustees  
November 11, 2013*

### **Vision Statement**

Wilson Community College is a comprehensive community institution of higher education committed to enriching and empowering the lives of individuals through high quality and accessible educational opportunities that promote academic excellence, student success, workforce development, community partnerships, and responsible stewardship.

A commitment to shared values guides Wilson Community College. These values flow from the mission and vision of the College and influence the planning process by guiding decisions, shaping policies, and directing courses of action.

## NCCCS PERFORMANCE MEASURES

The North Carolina Community College System (NCCCS) publishes an accountability report on statewide Performance Measures for Student Success. This annual report is based on data compiled from the previous year and serves to inform colleges and the public on the performance of the system's 58 community colleges.

### 2017 Performance Summary

NCCCS System Goal	NCCCS System Baseline	WCC Institutional Goal	NCCCS System Totals	Wilson Community College Performance
<b>68.3%</b>	34.5%	59.1%	58.3%	<b>66.7%</b>
<b>55.9%</b>	23.8%	50.9%	52.0%	<b>40.7%</b>
<b>32.5%</b>	10.1%	29.0%	29.8%	<b>28.9%</b>
<b>75.0%</b>	54.1%	70.5%	69.7%	<b>71.9%</b>
<b>51.9%</b>	35.9%	43.7%	44.0%	<b>42.6%</b>
<b>90.9%</b>	69.9%	82.0%	84.1%	<b>80.3%</b>
<b>87.6%</b>	65.1%	82.5%	82.8%	<b>75.3%</b>

*Source: 2017 NCCCS Performance Measures – published June 29, 2017*

## NCCCS GENERAL EDUCATION COMPETENCIES AND OUTCOMES

In Accordance with North Carolina Community College System requirements, Wilson Community College annually reviews compliance with general education mandates. The College has identified six general education competencies. The general education core competencies are the six primary goals and desired learning outcomes to be achieved by all Wilson Community College graduates. These cross-curriculum general education competencies will also be reinforced in all degree and diploma programs. The following chart outlines the competencies and outcomes.

COMPETENCIES	OUTCOMES AND GOALS
	Upon successful completion of general education requirements, Wilson Community College graduates should be able to:
<b>1. CRITICAL THINKING SKILLS</b>	Locate, evaluate, and use information to analyze problems, synthesize data, make logical decisions, and solve problems.
<b>2. COMMUNICATION SKILLS</b>	Communicate effectively in the following areas: A. <b>WRITING</b> – produce writing that is precise, coherent, relevant, and accurate (according to the guidelines of Standard Written English) for a variety of purposes and audiences. B. <b>READING</b> – apply critical reading skills by reading actively and analytically at the college level and by synthesizing and applying information across disciplines. C. <b>EXPRESSIVE</b> – speak and/or sign effectively in a variety of formal and informal settings in language that is clear, precise, coherent, and relevant. D. <b>RECEPTIVE</b> – use comprehensive listening and comprehension skills to evaluate messages and respond appropriately.
<b>3. INFORMATION/TECHNOLOGY LITERACYSKILLS</b>	Demonstrate basic competencies in computer elements, functions, and applications and demonstrate an ability to identify information needed to complete a given task, to access and evaluate information critically, and to use information in solving problems.
<b>4. QUANTITATIVE/SCIENTIFIC SKILLS</b>	Apply quantitative math and/or scientific concepts and methods. To develop a fundamental understanding of how scientists formulate and answer questions about the operation of both the physical and biological worlds. Develop an understanding of the most important issues, developments, and methodologies in contemporary science as they relate to physics, chemistry, biology, earth and environmental sciences.
<b>5. HUMANITIES/FINE ARTS KNOWLEDGE</b>	Understand the ways in which humans have addressed their condition through imaginative work in the humanities and fine arts; understand how that imaginative process is informed and limited by social, cultural, linguistic, and historical circumstances; appreciate the world of the creative imagination as a form of knowledge; understand various aspects of cultural and linguistic diversity, as well as people with different physical and/or mental abilities in order to deal effectively with others.
<b>6. SOCIAL AND BEHAVIORAL KNOWLEDGE</b>	Understand themselves and the world around them through study of subject content, as behavioral, as well as through historical, social, and scientific processes; discover, describe, explain, and predict behavior of humans and social systems; understand the diversities and complexities of the cultural and social world, past and present, and develop an informed sense of self and others.

## STUDENT RIGHT TO KNOW ACT

This act requires colleges to report completion rates of students. In compliance with the Student Right-to-Know Act, Wilson Community College discloses the following graduation/completion, transfer-out, and retention rates:

- Fall 2013 first-time, full-time degree-seeking cohort: 15% graduation within normal time
- Fall 2015 first-time, full-time degree-seeking cohort: 54% retention (first year to second year)

Source: 2016 IPEDS Data Feedback Report for Wilson Community College

---

## ADMISSIONS

---

Wilson Community College (WCC) subscribes to the Open Door admissions policy of the North Carolina Community College System. All applicants who have earned a high school diploma or equivalent, OR are at least 18 years of age and able to profit from formal education, will be served by the institution. The Open Door policy does not mean there are no restrictions on admission to specific programs or courses. Admission criteria are subject to review and change by the State Board of Community Colleges and the NC General Assembly.

Admissions requirements are consistent for all students seeking to enter courses or programs offered by Wilson Community College. Completion of a high school diploma, or equivalent is required for admission to all curriculum degree, diploma, or certificate programs of study. The College reserves the right to place students on the basis of standardized assessments and previous academic achievement. Some programs, including but not limited to: Associate Degree Nursing, Practical Nursing, and Surgical Technology, may have additional requirements beyond those for general admission.

The College reserves the right to refuse enrollment in distance learning courses to any applicant who is not a North Carolina resident, if that applicant resides in a state where the College is not authorized to provide distance learning courses.

In accordance with state law, applicants currently under suspension or expulsion from any other community college, university, or educational institution may be denied admission to Wilson Community College for the duration of the suspension period or expulsion.

The College also reserves the right to refuse admission to any applicant if it is necessary to protect the safety of the applicant or other individuals. When making a safety exception to the Open Door admissions policy, the College must show that there is an articulable, imminent, and significant threat to the applicant or to another individual(s). Specifically the College must document:

1. Detailed facts supporting the rationale for denying admission;
2. The time period within which the refusal to admit shall be applicable and the supporting rationale for the designated time period; and
3. The conditions upon which the applicant that is refused would be eligible to be admitted.

The College will make any applicant who is refused admission under the safety exception aware of the process by which the applicant may appeal the College's decision to refuse admission.

Wilson Community College is required by the United States Department of Education (DOE) to verify high school completion if the College or the DOE believes the student's diploma or transcript is not valid. If the College or the DOE has reason to believe a high school transcript may not be valid, the College will require the student's written authorization to contact the high school or school system in question, to verify the validity of the documents provided. If the student is unwilling to authorize the inquiry, the transcript in question will be considered invalid pending verification.

Admissions and readmissions policies and procedures are administered through the office of Student Development. Appeals and requests may be directed to the Executive Dean of Student Development, where all decisions are final.

### ADMISSIONS PROCESS

The following steps must be completed for official acceptance to the College:

1. **Complete Residency Interview** through [Residency Determination Service](#) to obtain a Residency Certification Number (RCN). Residency determination establishes whether students should be charged in-state or out-of-state tuition, in accordance with North Carolina general statutes. The RCN is required to submit an application for admission. For more information about residency determination, please visit the North Carolina Residency Determination website.

2. **Complete Application for Admission:** Prospective students must complete an application for admission in order to enroll at the College. The WCC admissions application is accessible online through [Wilson Community College](#) or the [College Foundation of North Carolina](#).

3. **Request Official Transcripts:** Applicants should request official transcripts to be sent to the WCC Admissions Office. An official transcript showing high school completion or equivalency is required for all students seeking financial aid. The College can accept college transcripts showing completion of an associate degree or higher in lieu of an official high school transcript, except where required by financial aid, for veterans benefits requirements, or state or federal law.

Transcripts from other colleges or universities are required to verify prerequisite course work and to award transfer credit.

All applicants must provide an official transcript prior to admission unless provisional acceptance of an unofficial transcript is approved by the Executive Dean of Student Development due extenuating and verifiable circumstances. In such cases, official transcripts must be received prior to the student's registration for subsequent semesters.

Official transcripts from non-US institutions must be translated and evaluated by a member agency associated with the National Association of Credential Evaluation Services (NACES). Please visit [National Association of Credential Evaluation Services](#) for more information or contact the Director for Enrollment Services/Registrar. College credit cannot be given for transcripts that are not translated and certified by an approved agency.

4. **Placement Testing:** Applicants who do not demonstrate college readiness through previous college credit, qualifying SAT or ACT scores, or qualifying high school GPA and course work, must complete the NC Diagnostic Assessment for Placement (NCDAP). Students who meet acceptable criteria may be exempt from taking the test. See [Placement Testing Waiver](#).

Prospective students who have not completed the NCDAP or other approved entry assessment (ASSET, ACCUPLACER, COMPASS) within the past five years must contact Student Development to schedule a test date. There is no charge for taking the placement test. Test results are used to determine students' placement for college-level courses.

5. **Meet with a Counselor:** As part of the admissions process, students meet with a counselor to review their admissions application and academic placement, select a program of study, and discuss career goals. Students may meet with a Counselor after placement testing (if applicable) or by appointment. Meetings may be held in person, by phone, or through Skype.

Once an applicant's file is complete, they will be notified of admission to the College and their chosen program of study during a meeting with a counselor, by e-mail or postal mail.

#### HOME SCHOOL STUDENTS

Home school graduates must meet all established general admission requirements to enter a degree or diploma programs. The home school must be registered with the North Carolina Department of Public Instruction (NCDPI). Official high school transcripts documenting credit earned and the date of graduation are required. Official transcripts must be issued by the chief administrator of the home school and show the school's name and address. Proof of registration with NCDPI may be required. Home school students interested in taking curriculum college courses before graduation should contact the Director for Secondary Partnerships for information about Career and College Promise (CCP) opportunities and eligibility.

#### INTERNATIONAL STUDENTS AND PERMANENT RESIDENTS

Wilson Community College is not authorized to issue I-20 documents and cannot be a destination institution for international students seeking to come to the U.S. to further their education. Students authorized to visit the U.S. on an F, M, or J visa on a temporary basis, are to attend a specific college or university. In such cases, the college they are

attending must make regular reports to the US Department of Homeland Security's Immigration and Customs Service (USICS) through the SEVIS system. Wilson Community College is NOT authorized to admit students for study under these terms.

Non-citizens who have been given Permanent Resident status are considered the same as citizens for enrollment, tuition, and financial aid purposes. The College may be allowed to enroll individuals with specific types of visas who are not permanent residents. Depending on the type of visa, some non-citizen students have the capacity to qualify for in-state residency for tuition purposes. A non-resident of the United States who has resided in NC for 12 consecutive months and filed in immigrant petition with the USICS may be considered a state resident for tuition purposes if they:

- Provide documentation of their lawful presence in the U.S., and
- Provide official transcripts showing graduation from a NC public high school.

International students must meet with a counselor to provide documentation of their legal status, prior to enrolling. Any non-U.S. citizen who applies for admission to the College must complete an application for admission and submit certified transcripts of all secondary and college course work. Official transcripts from non-US institutions must be translated and evaluated by a member agency associated with the National Association of Credential Evaluation Services (NACES). Please visit [National Association of Credential Evaluation Services](#) for more information. Contact the Director of Enrollment Services/Registrar or Executive Dean of Student Development for additional information about enrollment for international students.

### READMISSION TO THE COLLEGE

Previously enrolled students who seek to enroll after being out for two (2) or more consecutive semesters, excluding the summer semester, are required to complete an updated application for admission and meet with a counselor to review their academic standing and to discuss their goals. Any readmitted student will be held to the requirements in the current catalog at the time of their readmission.

### SPECIAL CREDIT STUDENTS

Special credit students enroll in curriculum courses for credit but are not working toward earning a degree, diploma, or certificate at Wilson Community College. **Students with Special Credit status are not eligible for financial aid or veterans' benefits.**

Special Credit students must meet course prerequisites and/or co-requisites and present documentation showing previous course work or successful placement test scores if applicable. Special Credit students register for courses by meeting with a special credit advisor during registration periods. Students who accumulate 13 hours of course credit are encouraged to see a counselor and select a program of study.

### TRANSFER STUDENTS

*(Previous College Credit)*

Students who have previously attended another college should submit official transcripts from ALL institutions they have attended to receive transfer credit. The Director of Enrollment Services/Registrar, in consultation with instructor(s) and/or the Curriculum Dean, will evaluate all transcripts on a course by course basis. Evaluation criteria include comparable content and credit hours, grade, accreditation, and the number of years since the credits were earned. The following will be used as a basis to determine which previously earned credits may be awarded and counted towards graduation:

- Effective Fall Semester 2009, credit will no longer be given in any current program of study for course work done on the quarter system at Wilson Community College or any other NC community college. Recent academic credits from a college or university still operating on a quarter system may be eligible for transfer consideration on a course by course basis.
- Developmental courses do not count toward graduation and are only valid for five years.
- A student's academic advisor can recommend substitution of courses for adequate cause. Substitutions must have written approval from the advisor, Director of Enrollment Services/Registrar, the



Curriculum Dean, and the Vice President for Academic Affairs.

- The College will accept credit for those courses with curriculum validity with the credit hours adjusted to the Wilson Community College scale for students who transfer from other accredited post-secondary institutions.
- Letter grades of "D", "EX", and "AU" are not transferable.
- Quality points earned at other institutions will not be calculated in a student's grade point average.
- A transfer student intending to graduate from Wilson Community College must complete at least 25% of the credit hours in their program of study at Wilson Community College.
- Students enrolled in curriculum programs who wish to take courses at another college to transfer back to Wilson Community College for credit toward graduation, are strongly encouraged to discuss plans with their academic advisor prior to registration at the other college. This is to better ensure transferability of credits. Also, certain key courses are required to be taken at Wilson Community College.
- Any and all credit awarded and/or counted toward graduation is at the discretion of the College.

#### UNDOCUMENTED IMMIGRANTS

Undocumented students may enroll in college courses through Career and College Promise and non-college credit courses including: Adult Basic Education, Adult High School Equivalency/GED, Adult High School, English as a Second Language (ESL), or other continuing education courses not considered to be for college credit.

Effective July 2010, North Carolina Administrative Code allows NC community colleges to admit undocumented immigrants into curriculum programs of study under the following conditions:

- Must have attended and graduated from a U.S. public high school, private high school, or home school that operates in compliance with state or local law. Graduates of Adult High School programs

are also allowed to enroll, but GED completers are not. The NC Attorney General has determined that individuals who can provide documentation of approval of an application to the USCIS for Consideration for Deferred Action for Childhood Arrivals (DACA) should be treated as legally present in the state. The requirement that such an applicant must have attended and graduated from a U.S. high school does not apply and a GED is satisfactory for college admission.

- Are not eligible for federal or state financial aid.
- Must be charged out-of-state tuition.
- May not displace any student that is legally in the U.S. from any course or program of study when space limitations exist.

When considering whether to admit an undocumented immigrant into a specific program of study, community colleges shall take into account that federal law prohibits states from granting professional licenses to undocumented immigrants.

#### ALLIED HEALTH ADMISSIONS POLICIES

All prospective students must meet the general admissions requirements of the College to be eligible for enrollment. In order to ensure compliance with state and local standards, Allied Health curriculum programs have specific requirements beyond those established for general admission.

**Allied Health applicants must assume full responsibility for confirming that official transcripts, test scores, and required documents have been received by Student Development by the published deadlines.**

#### ALLIED HEALTH PROGRAM CRIMINAL BACKGROUND CHECKS AND DRUG SCREENING

The North Carolina Board of Nursing regulates all aspects of nursing including education, licensure, and the practice of nursing by registered nurses and licensed practical nurses to insure the safety and well-being of the public.

The Nursing Practice Act states that "all applicants for licensure shall consent to a criminal history record check" (G.S. 90-171.48b). The Board of Nursing shall ensure

that State and national criminal history of each applicant is checked. The Nursing Practice Act defines criminal history as a "misdemeanor or felony that bears on an applicant's fitness for licensure to practice nursing" which includes the sale and distribution of drugs, alcohol related offenses, or driving while impaired (G.S. 90-171.48(a2)).

If the criminal history record reveals one or more convictions that is listed in G.S. 90-171.48(a2), the conviction shall not automatically bar licensure. The Board of Nursing shall consider a number of factors regarding the conviction(s). If after reviewing the factors, the Board of Nursing determines that the conviction bears on the applicant's fitness to practice nursing then licensure will be denied.

In allied health programs, students are assigned clinical rotations in a number of participating agencies. Various accrediting bodies, as well as state and federal mandates regulate these agencies. The accrediting bodies or state and federal regulations may require that students while practicing in a clinical setting have a criminal background check or drug screening. The drug screening is done once, prior to the start of the program, by facility regulation, or randomly, during the clinical experience. If the student has a criminal conviction or tests positive for illicit drugs or drugs for which the student cannot produce a valid prescription, the agency may refuse to allow the student to participate in the clinical experience. Wilson Community College recognizes and is fully supportive of the clinical agencies that choose to perform drug tests and/or criminal background checks on nursing students.

If an allied health student is prohibited from participating in a clinical agency, the student will be dismissed from the program due to the inability to progress and complete the curriculum requirements.

**All costs associated with criminal background checks and drug screening in the clinical agency are the responsibility of the student. Criminal background checks for licensure will be done at the expense of the student.**

### **Associate Degree Nursing (ADN) Fall 2019 Admissions Policy:**

Students are admitted to Wilson Community College in accordance with policies approved by the administration. Admission is not guaranteed to all applicants who apply to the Associate Degree Nursing program. Completion of the nursing curriculum does not guarantee success in passing the licensure exam. A nursing student must be admitted/readmitted to the Associate Degree Nursing program in order to take nursing (NUR) courses for credit, with the exception of repeating NUR117.

#### **STEP I Application Process:**

##### ***Deadline: March 15***

- A. Applicants must submit an admissions application to Wilson Community College with an official high school transcript or equivalency and all post-secondary course work. Currently enrolled high school students are to submit a partial transcript at the time of application. A final transcript must be submitted at the time of high school graduation.
- B. Applicants must submit all required documents and complete the admissions process, to be officially admitted to the College.
- C. Applicants must complete an [Allied Health Intent Form](#) using the form provided on the College's website.

#### **STEP II Test of Essential Academic Skills (TEAS):**

##### ***Deadline: March 15***

Applicants who have completed Step I will schedule an appointment to take the TEAS by contacting Student Development at 252-246-1281 or 252-246-1276. Applicants are allowed to take the TEAS twice in a 12 month period at least 30 days apart. The highest TEAS score taken within the last two years will be used for ranking.

- A. Applicants will be required to pay a \$55.00 testing fee to the Business Office (F-101)
- B. Picture ID and payment receipt must be presented at the time of testing.
- C. Applicants who opt to take the TEAS at another institution must submit final TEAS scores by the March 15 deadline in order for them to be considered.

- D. Associate Degree Nursing **applicants must achieve a 63.3%** on the overall adjusted score.

**STEP III Program-Specific Requirements:**

- Applicants must be actively listed on the North Carolina Nurse Aide I (NA I) registry **no later than March 15**. Students must remain active on the NA I registry while enrolled in the ADN program. Applicants must have a grade point average of 2.0 or higher on all general education (non-NUR prefix) courses that are required for the ADN program.

**ADN Day Program:**

Applicants **must be eligible** to enroll in the following courses. In order to be eligible, all pre-requisites for these courses must be completed or waived. The pre-requisites for each course can be found in the [Course Descriptions](#) section of the catalog. If you have questions regarding eligibility please contact Student Development at 252-246-1281.

- BIO 168 Anatomy & Physiology I
- ENG 111 Writing and Inquiry
- MAT 143 Quantitative Literacy

**ADN Evening Program**

Applicants **must be enrolled in or have completed** all of the following courses by the March 15 deadline:

- ACA 111 College Student Success
- BIO 168 Anatomy & Physiology I
- BIO 169 Anatomy & Physiology II
- CIS 110 Introduction to Computers
- ENG 111 Writing and Inquiry
- ENG 112 Writing/Research in the Discipline
- HUM 115 Critical Thinking
- MAT 143 Quantitative Literacy
- PSY 150 General Psychology
- PSY 241 Developmental Psychology

**STEP IV Conditional Acceptance and Ranking:**

- A. Should there be more qualified applicants than space available, a point system will be used to rank applicants and determine selection for admission to the Associate Degree Nursing program. The following items will be used in consideration for ranking:
- TEAS Adjusted Individual Score.

- Non-nursing (NUR) courses. If applicant has taken courses more than once, the highest grade will be used to award points.
- Diplomas (5 points), Associate Degrees (10 points), and Bachelor's Degree or higher (15 points).

**All documentation for ranking is due by March 15. Documentation received after this date will not be considered.**

- B. Qualified applicants will receive a letter of conditional acceptance by April 15. Enclosed with this letter will be a Certificate of Acceptance (COA), a physical form, and a form to complete criminal background, drug screen, and immunization tracking.
- C. COAs are due to Student Development (F-100) by May 1.
- D. Physical forms must be uploaded through [Immunitrax](#) by May 1. Physical exams must be completed by a physician, nurse practitioner, or physician's assistant within 12 months prior to the first day of class.
1. Immunizations required:
    - a. Tetanus – Tdap within the last 10 years,
    - b. Measles, Mumps and Rubella (MMR) – 2 shots or a positive titer with results and date,
    - c. Hepatitis B (Hep B) – 3 shots or a positive titer with results and date,
    - d. Varicella times two or a positive titer,
    - e. Annual flu vaccine by October 31st; and
    - f. 2 Step TB Skin test or proof of annual test for two years.
- Immunizations may not be declined except by a written statement from the applicant's health care provider for acceptable exemptions.**
2. Applicants must submit evidence of current American Heart Association (AHA) CPR certification for adult, infant and child with choking maneuver, and AED.

**STEP V Final Acceptance Requirements:**

Students must contact the Dean of Allied Health/Sciences at (252) 246-1333, to

complete the following requirements before acceptance to the program is final.

- A. Students must upload/complete the Criminal Background Check, Urine Drug Screen and immunization tracking as required by all clinical agencies by May 20 for final admission.
- B. Applicants must be in good academic standing (not on academic warning or probation) for consideration for final admission.
- C. Malpractice insurance is required to be paid each fall, after the first day of class but before the first day of clinical – see [Fees and Expenses](#).
- D. Students will have orientation during the summer before starting the program in the fall and uniforms will be ordered at this time.
- E. Each semester students are required to pay an ATI testing fee in addition to their tuition. This fee must be paid in order to register, graduate or attend pinning ceremony – see [Fees and Expenses](#).
- F. Clinical, in this program, begins at 6:30 a.m. two days a week and is subject to change based on hospital scheduling and faculty availability. In order to provide adequate training for the number of students, travel to surrounding counties may be expected.
- G. Students must earn a “C” in all NUR and BIO courses.
- H. Students in the ADN evening option have class 2 nights a week on Tuesday and Thursday and every other Saturday and Sunday is clinical. This admission is every other year on the odd year. In second semester, the evening option student must come on Wednesday evening for pharmacology.

#### TRANSITION PROGRAM – LICENSED PRACTICAL NURSE (LPN) TO REGISTERED NURSE (RN) SUMMER 2019 ADMISSIONS POLICY

A transition plan has been designed for Licensed Practical Nurses seeking to enter the Associate Degree Nursing program with advanced standing. Applicants must meet the admissions requirements outlined below to be considered for admission to the Transition Program in the summer semester.

##### **STEP I Application Process:**

*Deadline: October 15*

- A. Applicants must submit an admissions application to Wilson Community College

with an official high school transcript or equivalency and all post-secondary course work.

- B. Applicants must submit all required documents and complete the admissions process, to be officially admitted to the College.
- C. Applicants must complete an [Allied Health Intent Form](#) using the form provided on the College’s website.

##### **STEP II Test of Essential Academic Skills (TEAS):**

*Deadline: October 15*

- A. Applicants who have completed Step I will schedule an appointment to take the TEAS by contacting Student Development at 252-246-1281. Applicants are allowed to take the TEAS twice in a 12 month period at least 30 days apart. The highest TEAS score taken within the last two years will be used for ranking.
  - Applicants will be required to pay a \$55.00 testing fee to the Business Office (F-101)
  - Picture ID and payment receipt must be presented at the time of testing.
  - Applicants who opt to take the TEAS at another institution must submit final TEAS scores by the October 15 deadline in order for them to be considered.
  - Applicants **must achieve a 63.3%** on the overall adjusted score.
- B. After successful completion of the TEAS, applicants will call to schedule a test date for the RN Fundamentals 2016, Content Mastery Test by ATI. Applicants are allowed to take the test twice in a 12 month period, at least 30 days apart. The highest test score taken within the last two years will be used for ranking. The deadline is October 15.
  - Applicants must pay a \$35.00 testing fee to the Business Office (F-101).
  - Picture ID and payment receipt must be presented at the time of testing.
  - Applicants who take the RN Fundamentals at another institution must submit final scores by the October 15 deadline in order for them to be considered.

- Applicants must achieve a Level 1 or 51.7% on the RN Fundamentals 2016, Content Mastery Test.

### **STEP III Program-Specific Requirements:**

- Applicants must be eligible to enroll in ENG 111 and MAT 143. In order to be eligible, all pre-requisites for these courses must be completed or waived. The pre-requisites for each course can be found in the [Course Descriptions](#) section of the catalog. If you have questions regarding eligibility please contact Student Development at 252-246-1281.
- Applicants must be enrolled in or have completed BIO 168.
- Applicants must have a grade point average of 2.0 or higher on all general education (non-NUR prefix) courses that are required for the Transition Program.
- Applicants must have and maintain an unencumbered LPN License, with no history of discipline, and submit an Employment Verification Form that demonstrates 1,040 hours of work as an LPN completed within the last 12 months.

### **STEP IV Conditional Acceptance and Ranking:**

- Should there be more qualified applicants than space available, a point system will be used to rank applicants and determine selection for admission to the Transition program. The following items will be used in consideration for ranking:
  - TEAS Adjusted Individual Score.
  - Non-nursing (NUR) courses. If an applicant has taken courses more than once, the highest grade will be used to award points.
  - Diplomas – excluding LPN (5 points), Associate Degrees (10 points), and Bachelor’s Degree or higher (15 points).

**All documentation for ranking is due by October 15. Documentation received after this date will not be considered.**

- Qualified applicants will receive a letter of conditional acceptance by November 15. Enclosed with this letter will be a Certificate of Acceptance (COA), a physical form, and a form to complete criminal background drug screen and immunization tracking.

- COAs are due to Student Development (F-100) by December 1.

- Physical forms must be submitted through [Immunitrax](#) by December 1. Physical exams must be completed by a physician, nurse practitioner, or physician’s assistant within 12 months prior to the first day of class.

- Immunizations required:
  - Tetanus – Tdap within the last 10 years,
  - Measles, Mumps and Rubella (MMR) – 2 shots or a positive titer with results and date,
  - Hepatitis B (Hep B) – 3 shots or a positive titer with results and date,
  - Varicella times two or a positive titer,
  - Annual flu vaccine by October 31st; and
  - 2 Step TB Skin test or proof of annual test for two years.

**Immunizations may not be declined except by a written statement from the applicant’s health care provider for acceptable exemptions.**

- Applicants must submit evidence of current American Heart Association (AHA) CPR certification for adult, infant and child with choking maneuver, and AED.

- Applicants must complete the following skills check offs under the direction of a nursing faculty. This must be completed before a seat can be final. The final deadline is January 31. The applicant will be allowed to repeat one check off after a 5 day waiting period.

- Physical assessment with vital signs;
- Medication Administration; and
- Sterile procedure – catheter insertion, wound care, tracheostomy care, or IV insertion with secondary line and regulation.

### **STEP V Final Acceptance Requirements:**

Students must contact the Dean of Allied Health/Sciences at (252) 246-1333, to complete the following requirements before acceptance to the program is final.

- Student must upload/complete the Criminal Background Check, Urine Drug Screen and immunization tracking as

- required by all clinical agencies by February 1 for final admission.
- B. Students must be in good academic standing (not on academic warning or probation) for consideration for final admission.
  - C. Malpractice insurance is required to be paid, in summer and each fall, after the first day of class but before the first day of clinical – see [Fees and Expenses](#).
  - D. Students will have orientation during the spring before starting the program in the summer and uniforms will be ordered at that time.
  - E. Each semester, students are required to pay an ATI testing fee in addition to their tuition. This fee must be paid in order to register, graduate or attend pinning – see [Fees and Expenses](#).
  - F. Clinical in this program begins at 6:30 a.m. two days a week and is subject to change based on hospital scheduling and faculty availability. In order to provide adequate training for the number of students, travel to surrounding counties may be required.
  - G. Students must earn a “C” in all NUR and BIO courses.
  - H. Students must have successfully completed the following courses by the end of the Spring semester:
    - ACA 111 College Student Success
    - BIO 168 Anatomy & Physiology I
    - BIO 169 Anatomy & Physiology II
    - PSY 150 General Psychology
    - NUR 117 Pharmacology
  - I. Students in the ADN evening option have class 2 nights a week on Tuesday and Thursday and clinical every other Saturday and Sunday. This admission is every other year on the even year.

**PRACTICAL NURSING (PN) FALL 2019  
ADMISSIONS POLICY**

Students are admitted to Wilson Community College in accordance with policies approved by the administration. Admission is not guaranteed to all applicants who apply to the Practical Nursing Diploma program. Completion of the nursing curriculum does not guarantee success in pass the licensure exam. A nursing student must be admitted/readmitted to the Practical Nursing

Diploma program in order to take nursing (NUR) courses for credit, with the exception of repeating NUR117.

**STEP I Application Process:**

*Deadline: March 15*

- A. Applicants must submit an admissions application to Wilson Community College with an official high school transcript or equivalency and all post-secondary course work. Currently enrolled high school students are to submit a partial transcript at the time of application. A final transcript must be submitted at the time of high school graduation.
- B. Applicants must submit all required documents and complete the admissions process, to be officially admitted to the College.
- C. Applicants must complete an [Allied Health Intent Form](#) using the form provided on the College’s website.

**STEP II Test of Essential Academic Skills (TEAS):**

*Deadline: March 15*

- Applicants who have completed Step I will schedule an appointment to take the TEAS by contacting Student Development at 252-246-1281. Applicants are allowed to take the TEAS twice in a 12 month period at least 30 days apart. The highest TEAS score taken within the last two years will be used for ranking.
- E. Applicants will be required to pay a \$55.00 testing fee to the Business Office (F-101)
  - F. Picture ID and payment receipt must be presented at the time of testing.
  - G. Applicants who opt to take the TEAS at another institution must submit final TEAS scores by the March 15 deadline in order for them to be considered.
  - H. Practical Nursing Diploma (PN) applicants must achieve a 54% on the overall adjusted score.

**STEP III Program-Specific Requirements:**

- Applicants must be actively listed on the North Carolina Nurse Aide I (NA I) registry no later than March 15. Students must remain active on the NA I registry while enrolled in the PN program.
- Applicants must have a grade point average of 2.0 or higher on all general education (non-NUR prefix) courses that are required for the PN program.

- Applicants must be eligible to enroll in the following courses. In order to be eligible, all pre-requisites for these courses must be completed or waived. The pre-requisites for each course can be found in the [Course Descriptions](#) section of the catalog. If you have questions regarding eligibility please contact Student Development at 252-246-1281.
  - BIO 163 Basic Anat & Physiology
  - ENG 111 Writing and Inquiry
  - MAT 143 Quantitative Literacy

**STEP IV Conditional Acceptance and Ranking:**

- A. Should there be more qualified applicants than space available, a point system will be used to rank applicants and determine selection for admission to the Practical Nursing Diploma program. The following items will be used in consideration for ranking:
- TEAS Adjusted Individual Score.
  - Non-nursing (NUR) courses. If applicant has taken courses more than once, the highest grade will be used to award points.
  - Diplomas (5 points), Associate Degrees (10 points), and Bachelor's Degree or higher (15 points).

**All documentation for ranking is due by March 15. Documentation received after this date will not be considered.**

- F. Qualified applicants will receive a letter of conditional acceptance by April 15. Enclosed with this letter will be a Certificate of Acceptance (COA), a physical form, and a form to complete criminal background drug screen and immunization tracking.
- B. COAs are due to Student Development (F-100) by May 1.
- C. Physical forms must be uploaded through [Immunitrax](#) by May 1. Physical exams must be completed by a physician, nurse practitioner, or physician's assistant within 12 months prior to the first day of class.
1. Immunizations required:
    - a. Tetanus – Tdap within the last 10 years,
    - b. Measles, Mumps and Rubella (MMR) – 2 shots or a positive titer with results and date,

- c. Hepatitis B (Hep B) – 3 shots or a positive titer with results and date,
- d. Varicella times two or a positive titer,
- e. Annual flu vaccine by October 31st; and
- f. 2 Step TB Skin test or proof of annual test for two years.

**Immunizations may not be declined except by a written statement from the applicant's health care provider for acceptable exemptions.**

2. Applicants must submit evidence of current American Heart Association (AHA) CPR certification for adult, infant and child with choking maneuver, and AED.

**STEP V Final Acceptance Requirements:**

Students must contact the Dean of Allied Health/Sciences at (252) 246-1333, to complete the following requirements before acceptance to the program is final.

- A. Student must upload/complete the Criminal Background Check, Urine Drug Screen and immunization tracking as required by all clinical agencies by May 1 for final admission.
- B. Applicants must be in good academic standing (not on academic warning or probation) for consideration for final admission.
- C. Malpractice insurance is required to be paid each fall, after the first day of class but before the first day of clinical – see [Fees and Expenses](#).
- D. Students will have orientation during the summer before starting the program in the fall and uniforms will be ordered at that time.
- E. Each semester students are required to pay an ATI testing fee in addition to their tuition. This fee must be paid in order to register, graduate or attend pinning clinical – see [Fees and Expenses](#).
- F. Clinical, in this program, begins at 6:30 a.m. two days a week and is subject to change based on hospital scheduling and faculty availability. In order to provide adequate training for the number of students, travel to surrounding counties may be expected.
- G. Students must earn a "C" in all NUR and BIO courses.

## SURGICAL TECHNOLOGY FALL 2019

### ADMISSIONS POLICY

Students are admitted to Wilson Community College in accordance with policies approved by the administration. Admission is not guaranteed to all applicants who apply to the Surgical Technology Diploma program. Completion of the curriculum does not guarantee success in pass the licensure exam. A nursing student must be admitted/readmitted to the Surgical Technology Diploma program in order to take surgical technology (SUR) courses for credit.

#### **STEP I Application Process:**

*Deadline: March 15*

- A. Applicants must submit an admissions application to Wilson Community College with an official high school transcript or equivalency and all post-secondary course work. Currently enrolled high school students are to submit a partial transcript at the time of application. A final transcript must be submitted at the time of high school graduation.
- B. Applicants must submit all required documents and complete the admissions process, to be officially admitted to the College.
- C. Applicants must complete an [Allied Health Intent Form](#) using the form provided on the College's website.

#### **STEP II Test of Essential Academic Skills (TEAS):**

*Deadline: March 15*

Applicants who have completed Step I will schedule an appointment to take the TEAS by contacting Student Development at 252-246-1281. Applicants are allowed to take the TEAS twice in a 12 month period at least 30 days apart. The highest TEAS score taken within the last two years will be used for ranking.

- A. Applicants will be required to pay a \$55.00 testing fee to the Business Office (F-101)
- B. Picture ID and payment receipt must be presented at the time of testing.
- C. Applicants who opt to take the TEAS at another institution must submit final TEAS scores by the March 31 deadline in order for them to be considered.
- D. Surgical Technology applicants must achieve a 50% on the overall adjusted score.

#### **STEP III Program-Specific Requirements:**

- Applicants **must be eligible** to enroll in the following courses. In order to be eligible, all pre-requisites for these courses must be completed or waived. The pre-requisites for each course can be found in the [Course Descriptions](#) section of the catalog. If you have questions regarding eligibility please contact Student Development at 252-246-1281.
  - BIO 163 Basic Anat & Physiology
  - ENG 111 Writing and Inquiry
  - MAT 143 Quantitative Literacy
- Applicants must have a grade point average of 2.0 or higher on all general education (non-SUR prefix) courses that are required for the Surgical Technology program.

#### **STEP IV Conditional Acceptance and Ranking:**

- A. Should there be more qualified applicants than space available, a point system will be used to rank applicants and determine selection for admission to the Surgical Technology Diploma program. The following items will be used in consideration for ranking:
  - TEAS Adjusted Individual Score.
  - Non-Surgical Technology (SUR) courses. If applicant has taken courses more than once, the highest grade will be used to award points.
  - Diplomas (5 points), Associate Degrees (10 points), and Bachelor's Degree or higher (15 points).

**All documentation for ranking is due by March 15. Documentation received after this date will not be considered.**

- B. Qualified applicants will receive a letter of conditional acceptance by April 15. Enclosed with this letter will be a Certificate of Acceptance (COA) a physical form, and a form to complete criminal background drug screen and immunization tracking.
- C. COAs are due to Student Development (F-100) by May 1.
- D. Physical forms must be uploaded through [Immunitrax](#) by May 1. Physical exams must be completed by a physician, nurse practitioner, or physician's assistant within 12 months prior to the first day of class.
  1. Immunizations required:



- a. Tetanus – Tdap within the last 10 years,
- b. Measles, Mumps and Rubella (MMR) – 2 shots or a positive titer with results and date,
- c. Hepatitis B (Hep B) – 3 shots or a positive titer with results and date,
- d. Varicella times two or a positive titer,
- e. Annual flu vaccine by October 31st; and
- f. 2 Step TB Skin test or proof of annual test for two years.

**Immunizations may not be declined except by a written statement from the applicant's health care provider for acceptable exemptions.**

- 2. Applicants must submit evidence of current American Heart Association (AHA) CPR certification for adult, infant and child with choking maneuver, and AED.

**STEP V Final Acceptance Requirements:**

Students must contact the Dean of Allied Health/Sciences at (252) 246-1333, to complete the following requirements before acceptance to the program is final.

- A. Students must upload/complete the Criminal Background Check, Urine Drug Screen and immunization tracking as required by all clinical agencies by May 1 for final admission.
- B. Applicants must be in good academic standing (not on academic warning or probation) for consideration for final admission.
- C. Malpractice insurance is required to be paid each fall, after the first day of class but before the first day of clinical – see [Fees and Expenses](#).
- D. Students will have orientation during the summer before starting the program in the fall and uniforms will be ordered at that time.
- E. Each semester students are required to pay a testing fee in addition to their tuition. This fee must be paid in order to register, graduate or take the CST exam – see [Fees and Expenses](#).
- F. Clinical, in this program, begins at 6:30 a.m. two days a week and is subject to change based on hospital scheduling and faculty

availability. In order to provide adequate training for the number of students, travel to surrounding counties may be expected. All students must be able to attend clinical in all facilities to maximize the cases needed for completion.

- G. Students must earn a “C” in all SUR and BIO courses.

**Clinical Expectations:**

Behavior must be professional at all times when in the clinical setting. The instructor and/or facility staff maintain the right to dismiss any student from the clinical setting due to unprofessional conduct or breach of HIPAA. If any facility prohibits the student from participating in the clinical experience, the student will be dismissed due to an inability to progress and complete the curriculum.

Students are required to complete a minimum of 120 cases divided as follows: General Surgery (30 cases) and Specialty Cases (90 cases) divided evenly among 5 specialty areas, with a maximum of 15 cases in any one specialty. In addition, 60 cases must be in the first scrub role and evenly distributed among the 5 specialty areas. Please see Surgical Technology instructor for more specific details.

**ALLIED HEALTH READMISSION POLICIES**

Students are admitted to Wilson Community College in accordance with policies approved by the administration. Readmission is not guaranteed to all applicants who apply to Allied Health programs. Completion of an Allied Health curriculum does not guarantee success in passing the licensure exam. Clinical space must be available for the readmission process to be complete. Readmission deadlines are final and all readmission steps must be completed by the published deadlines.

**STEP I Application Process:**

- *Deadline for spring readmission: October 15*
- *Deadline for summer readmission: March 15*
- *Deadline for fall readmission: June 15*

- A. Applicants must submit an admissions application to Wilson Community College with an official high school transcript or equivalency and all post-secondary course work.

- B. Applicants are required to complete the admissions process to be officially admitted to the college.
- C. Applicants must complete an Allied Health Intent Form with a Student Development Admissions Counselor.
- D. Applicants must submit TEAS scores earned within the past 2 years, or contact Student Development at 252-246-1281 to schedule an appointment to take the TEAS. The following overall adjusted scores must be achieved for readmission to each program:
  - Associate Degree Nursing - 63.3%
  - Practical Nursing Diploma - 54%
  - Surgical Technology - 50%
- E. Applicants are allowed to take the TEAS twice in a 12 month period, at least 30 days apart.

Once the application for admission, transcripts, intent form, and TEAS scores are received, a review of the applicant's academic record will be performed to determine the point of re-entry into the program. Applicants will receive a copy of the academic review.

**STEP II Skills Assessment/Evaluation:**

- *Deadline for spring readmission: October 15*
- *Deadline for summer readmission: March 15*
- *Deadline for fall readmission: June 15*

**NOTE:** Candidates for readmission must contact the Dean of Allied Health/Sciences at (252) 246-1333 to complete the items under Step II.

**A. Challenge Exams:**

- Challenge exams will be administered to assess and ensure current proficiency of individuals seeking readmission to the selected Allied Health program.
- A student who is seeking readmission to the College will be given a challenge exam for all program courses taken up to the point of readmission.
  - A student who is transferring to the College and has received credit for previous Allied Health courses, will be required to take a challenge exam for the corresponding course at Wilson Community College.

- All students must have credit for a nursing or surgical technology course, or equivalent with a "C" or better.
  - A student is required to make a 77 or higher on the challenge exam for each course being challenged.
  - A student will be allowed to take the challenge exam twice per 12 months.
  - The student must wait 90 days to retake the challenge exam.
  - Exam scores are good for two years. If a student is unsuccessful on a challenge exam after two attempts, the student will be advised to retake that course. Completion of the program would then be based on successful completion of all subsequent courses with a "C" or better.
  - For ADN students, challenge exams are available for the following courses:
    - NUR 111 Intro to Health Concepts
    - NUR 112 Health-Illness Concepts
    - NUR 113 Family Health Concepts
    - NUR 114 Holistic Health Concepts
    - NUR 211 Health Care Concepts
    - NUR 212 Health System Concepts
    - NUR 214 Nursing Transition Concepts
  - For LPN students, challenge exams are available for the following courses:
    - NUR 101 Practical Nursing I
    - NUR 102 Practical Nursing II
  - For Surgical Technology students, challenge exams are available for the following courses:
    - SUR 110 Intro to Surg Tech
    - SUR 111 Periop Patient Care
    - SUR 122 Surgical Procedures I
    - SUR 123 Sur Clinical Practice I
    - SUR 134 Surgical Procedures II
    - SUR 135 SUR Clinical Practice II
    - SUR 137 Prof and Success Prep
    - SUR 210 Advanced SUR Clinical Practices
    - SUR 211 Adv Theoretical Concepts
- B. Auditing for Re-entry:**  
Students may audit an Allied Health course to take a challenge exam for re-entrance into the program.
- The Audit Policy in the College Catalog will be followed.

- Students who audit an Allied Health course will not be allowed to attend the clinical portion of the course.
- Students who audit a course must have credit for that course or the equivalent course.
- Adequate classroom/lab space must be available.
- Audit students will be expected to adhere to the policies specific to the program.
- Classroom and lab attendance will be expected. If a student exceeds the attendance policy, the student will be withdrawn from the course.
- Students are expected to complete all tests, assignments, and skills.
- A student may only audit a course twice.
- Financial aid will not pay for auditing a course.
- Students withdrawn from an audit course will be expected to repeat the readmission process.
- Audit students must pay the testing fee – [see Fees and Expenses](#).

**C. Pharmacology Calculation Test (ADN/LPN):**

Students who are readmitting or transferring into the program will be required to take a pharmacology calculation test. The test given will be based on the student's point of re-entry. The student must achieve a minimum grade of 90 on the calculation test. The student will be given two opportunities to achieve the required grade. The student must wait a minimum of five college calendar days before retesting. The student will be assigned a nursing faculty with whom to schedule the testing.

**D. Competency Evaluation:**

A student's competency must be evaluated in three critical skills prior to admission and assigning client care: Sterile Procedure; Physical Assessment with vital signs; and Medication Administration (ADN/LPN). The competency evaluation assesses knowledge and skills necessary to enter the proposed course. It is designed to ensure that the prospective student is competent to practice in the clinical area at the same level that a

continuing student in the same course is expected to perform. The student will be assigned a nursing faculty with whom to perform the competency evaluation. The faculty will inform the student of the skills that are expected and provide the student with a check off form. The faculty will then schedule a time for the student to return prior to the deadline to perform the required skills. Students who successfully complete two of the three critical skills will be given one opportunity to repeat the one in which they were not successful.

**STEP III Final Requirements for Readmission:**

- *Deadline for spring readmission is October 31*
- *Deadline for summer readmission is March 31*
- *Deadline for fall readmission is June 30*

The following items are due to the Dean of Allied Health/Sciences by the deadline, for readmission to be considered final:

- A. Physical form.
- B. Updated immunization records.
- C. Current CPR card.
- D. Criminal background check and urine drug screen - complete

Students seeking readmission who have received a "D" on general education or related course work in the curriculum (other than Biology), will be strongly encouraged to retake the course work prior to readmission. Students with an "F" on a general education or related course work must repeat course work prior to readmission. The student must have a 2.0 GPA at the point the student is seeking readmission. Readmission into either the associate degree nursing or the practical nursing programs, or a combination of either program will be allowed twice. After two readmissions, a student will be ineligible for readmission.

A student who successfully completes the practical nursing program, but who has exhausted the number of readmissions, will be allowed one opportunity to transition into the associate degree program, if admission standards are met.

## COLLEGE CREDIT FOR HIGH SCHOOL STUDENTS

### CAREER AND COLLEGE PROMISE (CCP)

The Career and College Promise (CCP) program provides dual enrollment opportunities for eligible North Carolina high school juniors and seniors to take college courses tuition free. Taking CCP courses accelerates completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. Students can benefit from the following opportunities through CCP:

1. College Transfer Pathways - lead to completion of college credit including English, mathematics, and general education courses approved to satisfy the Comprehensive Articulation Agreement for transferability to four-year colleges or universities.
2. Career Technical Education Pathways - lead to a certificate, diploma, or degree to build employability skills in specific vocational and technical fields.
3. Cooperative Innovative High School Pathways – The Wilson Early College Academy (WECA) and Wilson Academy of Applied Technology (WAAT).

WECA and WAAT are high school academies provided in partnership between Wilson County Schools and Wilson Community College. Rising high school freshman will enroll in a five-year dual enrollment program, which includes high school courses needed to meet North Carolina graduation requirements and college courses to meet requirements of an associate degree or college transferable credit.

These programs offer accelerated academics in both high school and college courses, in small, learner-centered classes. Students will have equal access to highly challenging course work and innovative learning experiences that build upon their passions and interests. Students will be provided unique support to demonstrate genuine concern for the whole person. Academic, emotional, and social interventions strive to build integrity, self-confidence, and character, which will ensure their ability to graduate from high

school and college and become productive 21st century citizens. Visit the College website at [Wilson Community College](#) for more information on the WECA and WAAT programs.

### ELIGIBILITY REQUIREMENTS FOR CCP STUDENTS

Prospective students seeking to take college courses through CCP must meet general admissions requirements and demonstrate the level of behavioral maturity expected for the adult educational setting. All students enrolled in college courses are required to observe the College's policies on attendance, academic integrity, and the code of conduct and civility. Interested applicants should contact their high school guidance counselor and/or the WCC Secondary Partnerships Director to ensure the following steps for admission are completed:

1. Complete a WCC Admissions Application.
2. Submit an official high school transcript showing course work completed.
3. Obtain written approval from the high school principal or designee.
4. Obtain approval from the Chief Academic Officer/Chief Student Development Administrator.

### College Transfer Pathway Requirements:

To be eligible for enrollment in a CCP College Transfer Pathway, students must meet the following criteria:

1. High school junior or senior continuing to make progress toward high school graduation.
2. Have a cumulative weighted GPA of 3.0 on completed high school course work.
3. Demonstrate college readiness in English, reading, AND mathematics as determined by satisfactory scores on an approved entry assessment (PSAT, SAT, Pre-ACT, ACT, PLAN, COMPASS, ASSET, OR ACCUPLACER).
4. Meet all established pre-requisites for college courses.

### Provisional Enrollment in College Transfer Pathways:

A high school junior or senior who fails to demonstrate college readiness on an approved assessment may be provisionally enrolled in a College Transfer pathway. A provisional student must meet the following criteria:

1. Have a cumulative weighted GPA of 3.5 on completed high school course work.

2. Completed two years of high school English with a grade of 'C' or higher.
3. Completed high school Algebra II (or higher level math) with a grade of 'C' or higher.
4. Obtain written permission from the high school principal or designee and the Chief Academic Officer/Chief Student Development Administrator.

Students who are provisionally admitted to one of the College Transfer Pathways may register only for college mathematics (MAT) or college English (ENG) courses within their chosen pathway, and may not be enrolled in another pathway. To be eligible to register for other courses in the College Transfer Pathway, a provisional student must first successfully complete mathematics/English courses with a grade of 'C' or higher, or combine with meeting a benchmark test score .

**College Transfer Pathway Guidelines:**

1. After completing two college courses, a student must continue to make progress toward high school graduation and maintain a 2.0 GPA in college course work to maintain eligibility for continued enrollment in a CCP College Transfer pathway. A student who falls below a 2.0 GPA after completing two college courses will be subject to the College's policy for satisfactory academic progress.
2. A student may enroll in ONE College Transfer pathway and may not substitute courses in one pathway for courses in another.
3. With approval of the high school principal or designee and the Chief Academic Officer/Chief Student Development Administrator, the following provisions may apply:
  - A. A student may change his or her pathway with appropriate verification.
  - B. A student may enroll in both a College Transfer pathway and a Career Technical Education pathway, unless the student is provisionally enrolled in the College Transfer pathway
  - C. A student who completes a College Transfer pathway while still enrolled in high school may continue to earn college transfer credits leading to the completion of the 44-hour general

education transfer core Associate in Arts or Associate in Science.

**Career Technical Education Pathway**

**Requirements:**

To be eligible for enrollment in a Career Technical Education (CTE) Pathway, students must meet the following criteria:

1. High school junior or senior continuing to make progress toward high school graduation.
2. Have a cumulative weighted GPA of 3.0 on completed high school course work OR have the recommendation of the high school principal or designee and the approval of the Chief Academic Officer/Chief Student Development Administrator.
3. Meet all established pre-requisites for college courses and the career pathway.

**Career Technical Education Pathway**

**Guidelines:**

1. After completing two college courses, a student must continue to make progress toward high school graduation and maintain a 2.0 GPA in college course work to maintain eligibility for continued enrollment in a CTE pathway. A student who falls below a 2.0 GPA after completing two college courses will be subject to the College's policy for satisfactory academic progress.
2. A student may enroll in ONE CTE program of study and may not substitute courses in one program for courses in another.
3. A student may enroll in two CTE pathways with approval from the Chief Academic Officer/Chief Student Development Administrator.
4. The student may change his/her program of study with approval of the high school principal or designee and the Chief Academic Officer/Chief Student Development Administrator.

**COLLEGE LEVEL ENTRY PLACEMENT (CLEP) AND ADVANCED PLACEMENT EXAMS**

Students may request credit for subjects tested under Advanced Placement (AP) or College Level Entry Placement (CLEP) examinations. CLEP Test scores must meet American Council on Education (ACE) recommendations. Credit

must be applicable to the student's current program of study. Only official test score reports will be accepted.

### **CRIMINAL RECORD CONSIDERATIONS**

Students entering or applying to enter certain programs of study should be aware that completion of the program, licensure, certification, and/or employment may be affected if they have a prior criminal record.

Programs where a student's prior criminal record may come into question include, but are not limited to: Allied Health programs, Basic Law Enforcement Training, Criminal Justice Technology, Early Childhood Education, Paralegal Technology, and Emergency Medical Services.

Community agencies that provide opportunities for sponsorship, practicums, internships, or clinical experience may require criminal background checks. If the participating agency will not accept the student because of a criminal record, the student may be unable to continue in the program.

Students completing certain programs of study may be prohibited from obtaining credentials or licenses due to a criminal record. In such cases, the actual violation and the length of time since that violation may be a deciding factor. In some cases, employers may be required by law to perform a criminal background check prior to employment. The College conducts pre-employment criminal background checks on all eligible applicants for Federal Work Study positions.

### **REGISTERED SEX OFFENDERS**

North Carolina general statute G.S. 14-208.18(a)(3) makes it a felony for registered sex offenders to be "at any place where minors gather for regularly scheduled educational, recreational, or social programs". Due to the regular presence of minors at the College, registered sex offenders who come on campus are in violation of this statute and subject to criminal charges.

### **DEVELOPMENTAL COURSE PLACEMENT**

Because students achieve at varying proficiency levels, developmental course work may be required during the first one to two semesters of enrollment. Certain course prerequisites may also make it necessary for

students to enroll in developmental courses, which are identified by a numerical "0" prefix – Example DRE-098 or DMA-060. Developmental courses may increase the cost and length of time to complete a degree or diploma. Developmental courses are valid for five years based on date of admission/readmission.

### **PLACEMENT AND ASSESSMENT**

Accurate and appropriate academic placement provides the best opportunity for students to be successful in pursuing their academic goals. Curriculum students are placed into English/reading and math courses based on the following methods of assessment:

- High school performance – GPA and course work.
- Standardized test scores – Scholastic Aptitude Test (SAT) and American College Test (ACT).
- State-mandated placement test scores – North Carolina Diagnostic Assessment for Placement (NCDAP).

### **HIGH SCHOOL PERFORMANCE**

Recent high school graduates, who meet the following criteria will be considered college-ready for curriculum math and English courses:

1. Graduation from a high school legally authorized to operate in North Carolina within five years prior to being admitted or readmitted to WCC.
2. Applicants must present an official high school transcript verifying graduation with an unweighted GPA of 2.6 or higher.
3. The official transcript must show successful completion of Algebra I, Geometry, Algebra II, and a fourth math class higher than Algebra II.

Placement for students who apply before they graduate from high school will be based on their high school GPA and course work completed at the end of the fall semester of their senior year.

Graduates from out-of-state institutions may be considered college-ready if they meet the criteria above, upon graduating from a high school legally authorized to operate in their state.

## STANDARDIZED TEST SCORES

Acceptable Scholastic Aptitude (SAT) or American College Test (ACT) scores may be used to determine whether a student is college-ready in English/reading and math. Test scores are valid for five years prior to the date of admission or readmission.

### SAT

Prior to March 2016

- English or Reading – 500
- Math – 500

March 2016 to Present

- Evidence-based Reading & Writing – 480
- Math – 530

### ACT

- English – 18
- Reading – 22
- Math – 22

## PLACEMENT TESTING

Wilson Community College administers the North Carolina Diagnostic Assessment and Placement (NCDAP) test as a standard part of the admissions process for applicants who do not meet high school performance benchmarks or have college-ready SAT or ACT scores. The NCDAP is a computerized test that assesses proficiency in math, English/reading, and writing. The results of the assessment are used to help place students in courses and programs that are appropriate to their individual aptitudes and abilities. Placement test scores are valid for five years prior to the date of admission or readmission. Placement testing cannot be used to exempt students from curriculum level courses.

With the exception of accommodations for students with a documented disability (See [Disability Accommodations for Placement Testing](#)), no assistive devices are allowed other than the pop-up calculator that is a part of the math tests. NCDAP study guides are available from links on the College website and in Student Development.

Prospective students who have completed the NCDAP or other approved entry assessment (ASSET, COMPASS, ACCUPLACER) within the past five years may have their official test scores sent to the Admissions Office.

Applicants who graduated high school more than five years prior to admission, or earned a high school equivalency diploma, must complete the NCDAP. Applicants must achieve minimum proficiency scores on all parts of the test (math, English/reading, and writing), to enroll in a degree or diploma program. Applicants with academic placement below the lowest level may NOT opt to begin English, reading, and math at the lowest developmental course rather than placement test. Test results of applicants who do not follow these procedures will be considered invalid and will not be used for admission or placement into curriculum programs of study.

## DISABILITY ACCOMMODATIONS FOR PLACEMENT TESTING

Students who have a documented disability or that prevents them from taking the placement test under standard conditions may request reasonable accommodations. All requests for accommodations or audio/visual assistive devices should be presented to the Special Populations Counselor in Student Development at least two weeks prior to the scheduled test date.

## RETEST POLICY

An applicant or student may test for academic placement in math, English/reading and writing two times within a twelve month period, regardless of the testing location. The following conditions apply to retesting:

1. Applicants with placement test scores below the lowest developmental course level will be referred for additional academic assistance. When the applicant provides documentation to demonstrate completion of academic remediation, he or she will be allowed to retest.
2. The applicant/student must wait at least three months to retest unless the Director of Enrollment Services/Registrar determines that extenuating circumstances, such as the testing environment or the health of the student, were a factor
3. Only one attempt is allowed for each subject area when retesting. The highest scores earned in each section from the initial test and the retest will be used for placement.

## PLACEMENT TEST WAIVER

College-level course placement without placement testing may be authorized by the Director of Enrollment Services/Registrar based on prior academic performance or other relevant accomplishments. Applicants who present proof of having met ONE of the following criteria may be exempted from taking the placement test:

1. Completion of an associate degree or higher.
2. Successful completion of a college-level math and/or English course.

## MILITARY READMISSION AND COURSE COMPLETION

The College is committed to compliance with Principles of Excellence standards set by the US Departments of Education, Defense, and Veterans Affairs. The College is also committed to compliance with NC Community College Code related to the enrollment of military reserve and National Guard personnel who receive temporary or permanent reassignments as a result of military operations that make it difficult or impossible to complete their studies.

Accommodations for such military personnel may include:

- Readmission to their program of study at the beginning of the next available semester or term.
- Implementation of distance learning technology or other educational technologies to help such students, under the guidance of faculty and administrative staff, to complete course requirements within a semester or term.
- Extended or more liberal application of the College's Incomplete Policy to allow greater flexibility to complete course requirements within a semester or term.

Students should make appropriate notifications as soon as they become aware of orders that will interrupt their studies. A copy of those orders is required before any accommodations can be completed. Military students seeking to complete courses within the term or semester should contact each of their instructors and/or the Curriculum Dean. Students seeking readmission for another semester or term should contact the Director

of Enrollment Services/Registrar. See [Military Refunds](#) for information about requesting a refund for tuition and textbooks due to military assignments.

## RESIDENCY FOR TUITION PURPOSES

Effective September 11, 2017, residency status is determined through a statewide centralized Residency Determination Service (RDS). This service will provide three processes to reach a residency classification.

- Initial Classification- most students will only be required to complete this first process
- Reconsideration- process for those students who experience a change in circumstances
- Appeal- process for those students who have not had a change in status but believe their residency classification is incorrect

In order for a student to receive the benefits of in-state tuition and state financial aid, a residency determination is required from RDS. In order to ensure the residency determination process has been completed, all applicants will be required to visit [Residency Determination Service](#) and follow the instructions to obtain a residency certification number (RCN).

The RCN must be included on the application for admission in order to submit the application.

All students, parents, faculty, staff, and constituents of the North Carolina Community College System should refer to the Residency Determination Service website [Residency Determination Service](#) for more information regarding the North Carolina Residency Determination Service, processes, and required residency guidelines.

### **Out of State Tuition Waivers:**

Students who meet specific requirements in accordance with North Carolina General Statutes may be eligible for in-state tuition waivers under the following conditions:

1. When an employer (other than the armed services) pays the full tuition for an employee who works at a North Carolina business location to attend a community college, the employer may be charged the in-state tuition rate even when the employee does not meet the requirements for in-state tuition.



2. Out-of-state members of the armed forces and the dependent relatives of such members who are stationed at a North Carolina base are eligible to be charged the in-state tuition rate under. The student must submit appropriate documentation prior to initial enrollment and re-enrollment each successive academic year.

**In State Tuition for Veterans:**

For veterans, the 12 month residency requirement for in-State tuition is waived for any veteran who meets all of the following criteria:

- Served active duty for at least 90 days in the Armed Forces, the Commissioned Corps of the U.S. Public Health Service, or the National Oceanic and Atmospheric Administration.
- Was discharged or released under conditions other than dishonorable.
- Qualifies for and uses federal educational benefits under either the Montgomery GI Bill Active Duty Education Program or the Post -9/11 Educational Assistance.
- Qualifies for admission to the community college.
- Enrolls within 3 years of the veteran's discharge or release.
- The veteran's abode is North Carolina, meaning the veteran must actually live in NC, whether temporarily or permanently.
- Provides the college with a letter of intent to establish legal residence in North Carolina.

For other individuals, the 12 month residency requirement is waived if the person meets all of the following criteria:

- The person is the recipient of a veteran's federal educational benefits under either 38 USC Chapter 30 (Montgomery GI Bill Active Duty Education Program) or 38 USC Chapter 33 (Post -9/11 Educational Assistance).
- The person qualifies for admission and enrolls in a community college within 3 years of the veteran's discharge or release from the Armed Forces, the Commissioned Corps of the U.S. Public Health Service, or the National Oceanic and Atmospheric Administration.

- The person's abode is North Carolina meaning the person must actually live in NC, whether temporarily or permanently.
- The person provides the institution of higher education with a letter of intent to establish legal residence in North Carolina.

After expiration of the three-year period, any enrolled veteran or other enrolled individual eligible for the educational benefits listed above and for whom the 12-month residency requirement was waived will continue to be eligible for the in-state tuition rate so long as the veteran or qualified individual remains continuously enrolled at the same institution of higher education.

This applies to qualifying veterans and other individuals listed above who enroll in institutions of higher education for any academic quarter, term, or semester that begins on or after July 1, 2015. Additional questions can be directed to the Colleges' Veterans Affairs Certifying Official or local Veteran's Administration Office.

**Veterans Choice Act:**

Under the Veterans Access, Choice, and Accountability Act of 2014 (Choice Act) as it pertains to the in-state tuition provision – "covered individuals," as described, to include same-sex spouses and children (biological, adopted, pre-adoptive and stepchildren of same-sex spouses) will be charged in-state tuition and fees for terms that start after July 1, 2015. A covered individual is defined in the Choice Act as:

- A Veteran using Montgomery GI Bill-AD (CH30) or Post 9/11 GI Bill (CH33) who lives in NC (regardless of his/her legal state of residence) and enrolls within three years of discharge from a qualifying period of active duty service of 90 days or more.
- Anyone using transferred CH33 Post-9/11 GI Bill benefits (TOE) who lives in NC (regardless of his/her legal state of residence) and enrolls in the school within three years of the transferor's discharge from a qualifying period of active duty service of 90 days or more.

- A spouse or child using benefits under the CH33 Marine Gunnery Sergeant John David Fry Scholarship (FRY) who lives in NC (regardless of his/her legal state of residence) and enrolls in the school within three years of the Service member's death in the line of duty, following a period of active duty service of 90 days or more.

**IMPORTANT:** Individuals who initially meet the requirements above will maintain “covered status” as long as they are using Post-9/11 GI Bill (CH33) or Montgomery GI Bill - Active Duty (MGIB-AD CH30) benefits and remain continuously enrolled at the SAME institution of higher learning, even if they are outside the three-year window or change programs.

**NOTE:** Once a student changes schools they are no longer “covered” under Section 702.

Continuity of enrollment is not broken by regularly scheduled breaks between courses, semesters, or terms. Individuals do not have to enroll in summer sessions or terms to maintain continuous enrollment.

Active duty individuals nor their dependents using TOE while the Transferor is on active duty are considered “covered” individuals under Section 702.

---

## FINANCIAL AID

---

The student financial aid program at Wilson Community College is intended to assist qualified students in meeting the costs of attending college. Based primarily on financial need, assistance is provided in the form of grants, scholarships, part-time employment, and loans. An eligible student may receive one or more of these types of financial aid.

### APPLICATION PROCESS

Students seeking financial aid are strongly encouraged to submit a FAFSA application at least 60 days prior to their first semester of enrollment. All new or readmitted students must complete the process before financial aid can be awarded. Some types of aid are awarded on a first-come, first-served basis until all funds have been allocated. Renewal of aid is not automatic; students must file a FAFSA for each academic year they are enrolled.

1. Complete the WCC Admissions process – see [Admissions Process](#). The admissions application process is separate from the application process for financial aid. Students must be admitted to the College before financial aid can be awarded.
2. Complete the Free Application for Federal Student Aid (FAFSA) online at [Free Application for Federal Student Aid](#), using Wilson Community College’s code #004845 OR request a paper FAFSA application by calling 1-800-433-3243. The college cannot process financial aid applications without the student’s correct social security number.
3. The Financial Aid Office sends financial aid award letters, notifications, and other notices to students’ WCC e-mail accounts. Students may also access financial aid award information online by logging into their Student Planning account through the College’s website at [Wilson Community College](#).
4. Financial aid checks are sent by postal mail to students at their address of record OR the address listed on the student’s FAFSA application. If the addresses are different, the student may designate one address where the check will be mailed. The address of record is the address the student used on their latest application for

admission unless a change of address request has been completed. If the address has changed since initial admission to the College, contact Student Development by calling (252) 246-1281 – see [Change of Personal Information](#).

## ELIGIBILITY

Financial aid is administered in compliance with federal and state regulations and guidelines regarding initial and continuing eligibility for assistance. Those guidelines include, but are not limited to: verification of reported income and expenses, enrollment status, satisfactory academic progress, and limits to assistance based on both time and attempted hours.

Recipients of Federal (Title IV) financial aid must be high school graduates or have obtained a high school equivalency diploma (GED), and must be enrolled in a curriculum degree or diploma program. Students in the Basic Law Enforcement Training program may also be eligible to receive aid. For more information, e-mail the Financial Aid Office at [financialaid@wilsoncc.edu](mailto:financialaid@wilsoncc.edu), or visit the office in Building F.

All students are encouraged to complete the Free Application for Federal Student Aid (FAFSA), and to apply for scholarships in addition to federal student aid. Both need-based and merit-based scholarships are available. Financial need is determined based on the difference between the resources of the student (and his /her family) and the cost of attendance.

Any student who has completed the financial aid application process is considered for all types of financial aid without regard to the student's race, color, sex, national origin, religion or creed, age, disability, pregnancy, familial status, citizenship, veteran status, or genetic information. A student has the right to accept, reject, or appeal the aid he or she has been offered. To maintain eligibility to receive financial aid, students are required to meet the Satisfactory Academic Progress Standards for Financial Aid Recipients as defined in this catalog.

## FINANCIAL AID ENROLLMENT STATUS

Federal and state financial aid is awarded based on enrollment status and is prorated in most cases, if eligible. Enrollment status is based on the active program of study. All degree programs are measured based on the following credit hours:

- 12 + credit hours = Full-time
- 9 – 11 credit hours = Three Quarter-time
- 6 – 8 credit hours = Half-time
- 1 – 5 credit hours = Less than Half-time

Diplomas vary as to how enrollment status is determined. Some programs are measured in credit hours, while others are based on contact hours. Basic Law Enforcement Training (BLET) is measured in clock hours.

Financial aid will be awarded only for classes required to complete the active program of study. Students may use financial aid to repeat a class only one time to improve the grade. Repeating classes could result in a student exceeding the 150% maximum time frame to complete their program of study. See *Quantitative Satisfactory Academic Progress*. Students who do not meet these criteria, must contact the Financial Aid Office to have their award manually adjusted.

## LIMITS ON FINANCIAL AID ELIGIBILITY

The Consolidated Appropriations Act of 2012 limits the receipt of a federal Pell Grant to a lifetime limit of twelve (12) semesters of full time enrollment, which is 600 percent. This is monitored by the U.S. Department of Education (DOE). Once a student has reached the 600 percent lifetime eligibility limit, they are no longer eligible to receive Pell Grant and other state and federal funds. There is no appeal for process for the lifetime eligibility limit in accordance with DOE regulations.

## DEVELOPMENTAL COURSE WORK

Students are limited to 30 hours of attempted developmental credits that will count toward their financial aid eligibility. Students receiving Financial Aid who have attempted 17-29 hours of developmental credits will be notified that they are approaching the limit. Notification will also be sent when the limit of 30 hours is reached and financial aid is no longer available for developmental courses.

## ENROLLMENT AT MULTIPLE INSTITUTIONS

Students cannot receive Financial Aid at more than one College for any given term. Grants received at other institutions during any given award year will affect remaining FA eligibility. The Department of Education monitors disbursement of federal grants and notifies institutions when students have received disbursements. Such notification may not have been made at the time awards are posted. Therefore, students are encouraged to inform the Financial Aid Office when they have received aid at another college in the current award year. Not doing so could result in an overpayment the student will be responsible for repaying.

## STANDARDS OF ACADEMIC PROGRESS FOR FINANCIAL AID

Federal regulations require all institutions of higher education to establish minimum standards of Satisfactory Academic Progress (SAP) that students must meet in order to receive financial assistance from Title IV programs. Institutions are further required to establish a qualitative and quantitative measure SAP.

The same SAP standards apply to all federal (Title IV), state, and institutionally awarded funds for the purpose of maintaining a consistent policy for all students receiving financial assistance. In order to maintain eligibility for all types of financial aid, students must meet SAP standards adopted by the College based on guidelines set by the US Department of Education.

Once final grades have been posted at the end of each semester, an evaluation will be performed to determine the student's SAP standing. To remain in good academic standing and to be eligible to receive financial aid, a student must meet the following conditions:

### 1. Qualitative Satisfactory Academic Progress

Qualitative satisfactory academic progress for financial aid eligibility is determined by grade point average (GPA). WCC identifies two GPA measures – an academic GPA and a financial aid GPA. The difference between the two types of GPAs is:

- The **academic GPA does not** include grades earned in developmental courses.
- The **financial aid GPA does** include grades earned in developmental courses.

**NOTE: A student must maintain a cumulative 2.0 GPA each semester;** otherwise, he or she will be placed on Financial Aid GPA Warning. During the semester of warning, the student will receive financial aid and must re-establish a 2.0 GPA by meeting the cumulative GPA requirement by the end of the semester of warning.

If a student has not re-established the cumulative GPA requirement after one semester of warning, he or she will be placed on Financial Aid GPA Suspension and ALL forms of federal and state financial aid to the student will be suspended. Students will be notified when being placed on Financial Aid GPA Suspension.

### Quantitative Satisfactory Academic Progress

There are two methods of measuring quantitative SAP:

#### A. Pace of Progression – 67% Rule

A student must pass two-thirds or 67% of their cumulative attempted hours at the College each semester; otherwise he or she will be placed on Financial Aid SAP Warning. During the semester of warning, the student will receive financial aid and must re-establish SAP by meeting the 67% cumulative passing requirement.

If a student has not reestablished SAP after one semester of warning, the student will be placed on Financial Aid SAP Suspension and ALL forms of federal and state financial aid to the student will be suspended. Students will be notified when being placed on Financial Aid SAP Suspension.

When calculating the 67% cumulative attempted hours, the following must be taken into consideration:

- All credits for course work completed at Wilson Community College, must be included in the 67% calculation, regardless of the length of time since completion.
- All accepted applicable transfer credits are included in the 67% calculation.

- Developmental courses **do count** in the 67% calculation.
- Courses that are deleted/purged as never attended (NA) **do not** count in the 67% calculation.

See the following examples:

Number of credit hours student is originally enrolled in or has earned	Number of credit hours student must have completed to meet 67%
48	32.16
24	16.08
11	7.37

**B. Maximum Time Frame (MTF) – 150% Rule**

Per federal mandate, a student will be allowed to receive financial assistance until the student has (a) attempted a maximum of 150% of the hours required to complete his/her chosen degree, diploma, or certificate OR (b) until the Financial Aid Office determines it is not mathematically possible for a student to complete his or her program within the MTF.

When calculating the 150% MTF to completion, the following must be taken into consideration:

- All accepted applicable transfer credit hours are included in the 150% calculation.
- Developmental hours and courses that are deleted/purged as never attended (NA) do not count in the 150% calculation.
- Repeated courses are counted in the 150% calculation, but only the last grade is counted in calculating academic and/or financial aid GPA.

The Financial Aid Office may review a student’s record at any time if they suspect that a student will not be able to complete their program within the time limit.

A warning letter will be issued to a student upon attempting 120% of the hours required for their program. However, if it is not mathematically possible for a student to complete his or her program within the MTF, he or she will be placed on Financial Aid MTF Suspension and ALL forms of federal and state financial aid to the student will be suspended. Students will be notified when being placed on Financial Aid MTF suspension.

See the following examples:

Program of Study	Number of Credit hours to complete program	Number of Credit hours equaling 150%
Associate in Arts Degree	60	90
Business Administration Degree	65	98
Welding Technology Diploma	48	72

**FINANCIAL AID APPEAL PROCESS**

**Appeal of Unsatisfactory Academic Progress:**

Students may appeal the loss of financial aid based on qualitative or quantitative lack of satisfactory academic progress (SAP). Appeals will be considered on the basis error by the College, OR for documented, unusual, or mitigating circumstances that negatively affected the student’s academic performance. These factors may include: death in the immediate family, personal illness/Injury, or other special circumstances. Appropriate documentation supporting the student’s claims must be submitted with the appeal.

Students seeking to file an appeal may do so by submitting a SAP appeal form (available in the Financial Aid Office) to the Director of Financial Aid, who will forward the appeal to the SAP Appeals Committee. The committee will review the appeal to make a determination regarding the student’s continued eligibility. The committee may grant or deny the appeal, where all decisions are final. Students will be notified in writing of the outcome within ten (10) business days.

**TYPES OF FINANCIAL AID GRANTS**

**Federal Pell Grant Program :**

The Pell Grant is a federal program that provides awards based on eligibility as determined by the U.S. Department of Education (USDOE). The amount of the award is based on family contribution as determined by the federal government and is subject to change by legislative action. When used properly, grant funds usually do not have to be paid back.

For 2018-2019, the estimated Pell distribution dates are:

- Fall 2018 – September 15
- Spring 2019 – February 16
- Summer 2019– June 15

Students receiving Pell Grant should be aware of the following regulations and guidelines:

- The Higher Education Act of 2008 reauthorized Pell Grants, set new maximum annual awards, and set a maximum number of semesters any student can receive a Pell Grant at any institution of post-secondary education.

Beginning with the 2012-13 award year, federal regulations limit students to receive the equivalent of 12, full-time semesters of Pell Grant eligibility, at any institution. This determination takes into account the use of all Pell Grant funds since the program's inception in the 1970s and will be reported to the College on each applying student's FAFSA application. Once a student has reached their lifetime maximum for eligibility, he or she will no longer be entitled to receive a Pell Grant at any institution.

- Financial aid is approved based on one chosen eligible program of study. If a student designates a primary and secondary major, aid will be based on the primary major. Some students who have declared double majors can be paid based on enrollment in a combination of courses in both programs. Prior approval for a double-major is required for courses in both programs to be covered by financial aid (See [Adding a Second Program of Study - Double Major](#)).
- Students must be enrolled in an eligible degree, diploma, or certificate program. The number of hours required to be considered full-time is subject to change by legislative action. Eligibility for some diploma and certificate programs is determined by clock or contact hours rather than credit hours. All diploma and certificate students are encouraged to discuss eligibility with a Financial Aid staff member before registering for courses each semester.
- In some cases, approval may be given for a course outside the program to be substituted to meet a program requirement. Course substitutions require formal approval and must be on record with the Director of Enrollment Services/Registrar's Office. Once a course

substitution is approved, the substituted course may be included in the financial aid award.

Students should seek approval for a course substitution as soon as possible in any given semester, to avoid a delay in distribution of aid. In the event a course substitution is not approved by the deadline to pay tuition and fees, the student should contact the Cashier in the Business Office to see if out-of-pocket payment is necessary to secure their course schedule.

- Students must attend classes and have their attendance verified by their instructors.
- Students must maintain institutional standards for satisfactory academic progress to continue to be eligible for Pell Grant.
- Students approved to receive financial aid who register for classes and find they are unable to attend, must officially withdraw from those classes (See [Drop Procedure and Tuition Refund policies](#)). Otherwise, their financial aid will be charged for the tuition and fees, and they may be liable for repayment should they fail to attend those classes.
- Financial aid awards are calculated based on the number of credit hours a student registers for in a semester. If a student reduces the number of credit hours for their course load through schedule adjustment or withdrawal, the award will be recalculated to reflect current course load at that time.
- If a student withdraws from courses prior to the 60% point of the semester, the award must be recalculated to determine the amount of Title IV federal aid the student did not earn, and the student may be responsible for repayment of these funds. Failure to repay funds owed to the USDOE and/or the College results in a loss of financial aid eligibility.
- When a student repeats courses they have previously received credit for through successful completion or transfer credit, Pell grant funds may only be used one time and only if it is possible to improve the course grade – (See [Course Repeat Policy](#)).

**Federal Supplemental Opportunities Grant Program:**

The Federal Supplemental Opportunities Grant Program (SEOG) is a federally subsidized program. Awards are based on exceptional financial need and academic promise. Application for this grant is made by completing the FAFSA and eligibility must be established with the Financial Aid Office. The College requires SEOG recipients to maintain a 2.7 or higher cumulative grade point average and maintain required Standards for Satisfactory Academic Progress. Students are encouraged to submit their FAFSA early, as SEOG awards are available to a limited number of students and are distributed on a first-come, first-served basis.

**Federal Work-Study Program:**

The federally funded Work-Study program provides a limited number of part-time jobs to students who demonstrate financial need and eligibility as determined by the FAFSA. Work-Study allows students to earn money to help pay educational expenses. The average workload is 10 hours or less per week. During vacation periods, the student may work up to 28 hours per week. The basic rate of pay is \$8.25 per hour. On-campus jobs include work in offices, shops, the library, and maintenance. Students participating in the FWS program will be paid on the last day of each month for hours worked the previous month. Eligible students must meet the following criteria:

- Be accepted to the College.
- Be enrolled in a qualified curriculum program.
- Be in good academic standing with the College.
- Maintain institutional standards for satisfactory academic progress.
- Be a US citizen or eligible non-citizen.
- Authorize a criminal background check prior to beginning work at the College. The College's Human Resources Office will conduct the background check and results will be considered confidential, will not become a part of the student's educational record, and will not be used to make any admissions, financial aid (other than work-study), or academic decisions, other than where required by law. Past criminal

records will not automatically disqualify a student from employment with the College. The student authorizing the background check may be made aware of the results if they make a written request to the Executive Dean of Student Development.

**NC Community College Grant:**

The North Carolina Community College Grant (NCCCG) provides need-based assistance for North Carolina residents attending a community college. All students who submit a FAFSA application for federal aid will automatically be considered for the NCCCG. There are no summer semester disbursements for NCCCG funds and availability is contingent on funding from the state legislature and are subject to state semester limitations.

To be considered for NCCCG, a student must:

- Complete the FAFSA and list Wilson Community College on the FAFSA application.
- Be a NC resident for tuition purposes.
- Enroll on at least a half-time basis.
- Maintain institutional standards for satisfactory academic progress.
- Be enrolled in an eligible program of study. Awards will be prorated for less than half-time enrollment, if eligible.

**LOANS**

Wilson Community College offers a variety of loan options to qualified students. The College participates in the William D. Ford Direct Loan Program, which provides loan opportunities from the federal government. For additional information regarding federal loans see the College Loan Officer in F-105b.

A limited amount of loan funds are also available for institutional half tuition and book loans, with no interest charged, short repayment terms, and a minimal processing fee. For detailed information regarding short-term institutional loans, see the Educational Support Counselor in Student Development, F-100.

**Direct Subsidized and Unsubsidized Loans:**

Direct loans are low-interest loans made to students through the William D. Ford Direct Loan Program. Repayment terms and options vary and interest rates and loan origination fees

are set each year by the US Department of Education.

Students are encouraged to start the loan application process as soon as possible after grant eligibility is determined from the results of the FAFSA. Loan processing/awarding may be limited during registration periods. All loan recipients must meet institutional standards for satisfactory academic progress. **NOTE: All colleges have the right to decline or reduce loan amounts for any student.**

#### **Direct Loan Process:**

The College encourages students to borrow wisely, therefore the following steps are required:

1. All students must complete a FAFSA to first determine grant eligibility – see [Application Process](#).
2. Once grant eligibility is established, students must complete the Federal Direct Loan Data Form to determine the loan amount. Forms are available in the Financial Aid Office in Building F, or can be accessed by clicking the link on the Financial Aid Award Letter. Once completed, the form must be signed and returned to the Loan Officer by one of the following methods:
  - E-mail: [cbrewer@wilsoncc.edu](mailto:cbrewer@wilsoncc.edu)
  - Fax: 252-246-1384
  - Postal Mail to: WCC Loan Officer, P.O. Box 4305, Wilson NC 27893
  - Deliver in person to F-105b
3. Students who are first time borrowers, must go to [Federal Student Aid](#) and complete the following steps:
  - a. Entrance Counseling for the Undergraduate.
  - b. The Master Promissory Note for the Undergraduate.

Note: If the student has borrowed student loans before, this step is not needed.
4. A face to face meeting is encouraged for all first-time borrowers and previous borrowers who are new to WCC. However, it is not required as a part of the loan process to accept loans in the financial aid package.
5. Once the requested loan amount is reviewed by the Loan Officer, an email will be sent to the student's College email

account, with instructions to review their financial aid status through Self Service. The student may also meet with the Loan Officer in person.

#### **Direct Subsidized Loans:**

For students with financial need, the federal government pays the interest on subsidized loans while the student borrower is enrolled in college at least a half-time and, upon graduation, for a six month grace period. The grace period is intended to allow the student to explore loan repayment options with a representative of the loan service agency. If the student borrower does not graduate or drops below half-time enrollment, loan repayment could begin immediately.

For borrowers on or after July 1, 2013, federal law limits subsidized loans to 150% of the published time to complete an academic program of study.

#### **Example:**

The Associate in Arts (AA), Associate in Science (AS), and Associate in Applied Science (AAS) degrees are two-year programs – 150% of the time to complete a degree equals three years. A student enrolled in a degree program must graduate or transfer to a four-year institution, within three years. If they do not, the student would no longer be eligible for subsidized loans and interest on existing subsidized loans would no longer be subsidized by the federal government.

#### **Direct Unsubsidized Loans**

Students who do not demonstrate financial need on their FAFSA for direct subsidized loans may apply for Unsubsidized Loans. The federal government does not subsidize the interest on these loans while the student is enrolled, interest on direct unsubsidized loans begins to accrue immediately upon receipt of loan funds. Repayment begins very quickly after funds are received. Students do have the option to defer monthly payments as long as they are enrolled at least half time. If deferred, interest will capitalize each month. There is a six-month grace period upon graduation to establish an acceptable repayment plan with the loan servicer. Interest on such loans is the responsibility of the borrower at all times.

#### **Forgivable Education Loan for Service**



This loan provides financial assistance to qualified students who are committed to working in North Carolina in certain critical employment areas such as teaching, allied health fields, or medicine. The program enables students to repay their FELS loans with service, one year of service for each academic year loan. Recipients must be NC residents, maintain institutional standards for satisfactory academic progress, and a minimum GPA. More information and the application can be found at [CFNC Forgivable Education Loans for Service](#). The application is posted on the CFNC website each January and all applications must be submitted by April 1st of each year.

#### **Parent Plus Loans**

Parent Plus Loans are also a part of the William D. Ford Direct Loan Program. This loan is directed toward the parents of dependent students. Interest rates and loan fees are higher than those charged for subsidized and unsubsidized loans to students. The process for these loans is the same as other Direct Loans. More information is available on the College website at [Wilson Community College](#).

#### **SCHOLARSHIPS**

Scholarships are made available from funds received through the North Carolina Community College System, local businesses and organizations, and individuals, including the Wilson Community College Foundation. These scholarships are gifts to qualified students to be used in offsetting their educational expenses. Scholarship recipients must be good citizens of the College and the community. The Scholarship and Awards Committee, which includes Wilson Community College faculty and staff, selects most scholarship recipients based on established criteria. When possible, selections are made by October 1 and presented at the annual Scholarship Awards Ceremony in November. Eligibility criteria are specific for individual scholarships and may include financial need, program of study, high school attended, grade point average, etc. Both full and part-time students are eligible for scholarships unless otherwise stated. Individual students may be eligible to receive more than one scholarship. All scholarship recipients must be enrolled in a program of study at the College. Special credit

(non-degree seeking) students are not eligible to receive scholarships.

The Director of Financial Aid has the responsibility to administer these funds according to scholarship guidelines. Scholarship applications are typically available during the fall semester registration period. Interested students should apply online at [Wilson Community College](#).

#### **NC Education Lottery Scholarship:**

The NC Education Lottery Scholarship (NCEL) provides assistance for students based on their estimated family contribution as determined by the FAFSA. To be considered, for the NCEL Scholarship, a student must:

- Complete the FAFSA and list Wilson Community College on the FAFSA application.
- Be a NC resident for tuition purposes.
- Enroll on at least a half-time basis.
- Maintain institutional standards for satisfactory academic progress.
- Be enrolled in an eligible program of study. Awards will be prorated for less than half-time enrollment, if eligible.

Estimated awards may range from \$100 to \$3,000 per year. Award amounts and estimated family contribution may change depending on legislative budgets. There are no summer semester disbursements for NCELS and all availability is contingent on funding from the state legislature and are subject to state semester limitations.

#### **OTHER TYPES OF AID**

##### **Workforce Investment and Opportunity Act (WIOA):**

Eligible WIOA recipients may receive various types of financial assistance as they pursue career training and retraining. Businesses, government agencies, and schools work together to provide vocational or employability skills to those who are out of work or who need new skills and training to successfully enter the job market.

The Financial Aid Office works with WIOA agencies that sponsor WIOA eligible students, as determined by the NC Division of Employment Security. Student Development Counselors can help with the transition of attending college.

### **Vocational Rehabilitation:**

Vocational Rehabilitation can award and sponsor eligible students. The student must have a verified mental or physical disability that is a barrier to employment. There must be a reasonable expectation that as a result of vocational rehabilitation services, the person may become gainfully employed. The sponsorship and amount of the award is based on need and type of program in which the student is enrolled.

Vocational Rehabilitation assistance generally pays for tuition, fees, some books and supplies, and in some cases, for supportive services such as interpreter services, attendant services, and transportation. Interested students should contact the Vocational Rehabilitation office by calling (252) 237-7161 for more information.

### **PAYMENT AND DISBURSEMENT OF FINANCIAL AID FUNDS**

- Students who register for multiple developmental math (DMA) or developmental English/reading (DRE) module courses at the beginning of each semester will receive Financial Aid based on their enrollment status, only for those courses or modules that have actually started. Additional Financial Aid disbursements will be made as subsequent term or module courses begin later in the semester. Students will receive additional disbursements only IF subsequent courses increase the student's enrollment status.
- Disbursement of some scholarships will be made after regular registration at the start of each semester.
- Students receiving Pell Grants may charge tuition, fees, books, and certain required supplies/kits to their financial aid, up to the maximum scheduled amount. When any additional funds remain after deducting the cost of tuition/fees and books/supplies, the student will receive a payment of the semester balance, if any, after their attendance and course load has been verified.
- In order to provide accurate and sound accounting procedures, Pell awards are based on the initial calculation of eligibility and enrollment status. If a student's enrollment status changes prior to

disbursement, a recalculation will occur and a check will be issued to reflect the updated enrollment status. However, there will be no recalculation for changes after disbursement except for total withdrawals, never attended (NA), and classes not eligible for aid.

- The College can make awards based on multiple census dates in a single term but the census dates cannot be combined. EXAMPLE 1 – A student enrolled in full 16-week courses and courses that begin later in the semester, can be awarded for all courses as long as the registration is done at the beginning of the semester. EXAMPLE 2 – A student registered after the start of the semester, only for courses that begin later in the semester, could be awarded but only for those second session courses.

### **VETERANS EDUCATION ASSISTANCE**

The Department of Veteran Affairs provides a number of educational benefits to qualified veterans and/or dependents. Members of the selected reserve, National Guard, war orphans, students who have completed active tours of duty in the armed forces, and qualified dependents/spouses of veterans may be eligible for assistance. The Veterans Administration (VA) determines the eligibility of students requesting educational benefits. For more information regarding eligibility, students may call the VA Educational call center at 1-888-442-4551 or apply for veteran benefits at [U.S. Department of Veterans Affairs Veterans Benefits Administration](#).

The Department of Veteran Affairs will notify the student of eligibility of benefits. Upon verifying eligibility, students must contact the Director of Financial Aid/Veteran's Affairs, who serves as the College's VA Certifying Official. Students must complete the application process and read the following information regarding enrollment, student responsibility and payment:

#### **1. Application Process**

Students are required to apply for admissions and must be accepted into an eligible program of study. In addition, most students need to process VA paperwork to ensure payment of benefits. Students should complete the VA application and submit academic transcripts

from all institutions attended, well in advance of registration to allow adequate time for processing.

- **Students who have never used their benefits** must complete an application for benefits (form 22-1990 for veterans, form 22-5490 for dependents, and form 22-1990e for ToE students) at [U.S. Department of Veterans Affairs VA Forms](#) or submit a paper application to the VA Certifying Official. Students must also submit a copy of their DD-214/NOBE upon completion of the VA application. All college transcripts must be received and evaluated for credit by the Director of Enrollment Services/Registrar before the student can be certified by the College to VA.
- **Students transferring from another college** must request a transcript from all previously attended institutions. Transcripts must be received and evaluated before students can be certified. A change of major or place of training form must be completed and returned to the VA Certifying Official, along with a copy of their DD-214 /NOBE. These forms may be printed at [U.S. Department of Veterans Affairs VA Forms](#) (Forms 22-1995-veterans, 22-5495-dependents, 22-1995-ToE students).
- **Returning students** who have used their benefits before and who are not transferring from another college or changing majors, only need to update their admissions information with the Admissions Office in Student Development and contact the VA Certifying Official to request certification. Students seeking to change majors must complete the change of major process (See [Changing a Program of Study](#)) and complete a VA change of major form with the VA Certifying Official. All transcripts must be received and evaluated prior to College certification.

## 2. Registration

Upon admission into a curriculum program, students should see their academic advisor during registration periods to sign up for classes. All VA students are required to see the VA Certifying Official immediately upon registering for classes each semester, to initiate the certification process. In addition, students

will be required to secure payment with the Cashier by the deadline for each registration period, unless the following apply:

- Chapter 31 students must present a VA/VR authorization to the VA Certifying Official for each enrollment period to be certified for benefits and to charge their tuition/fees with the Cashier's Office.
- Chapter 33 students have the option to borrow tuition and fees through the Post 9/11 Loan Program until funds are exhausted. Students must see the VA Certifying Official for an application.

Students approved for VA Chapter 33 (Post 9/11) benefits may choose to defer all or part of their tuition and fees by signing an agreement with the College. Only anticipated tuition and fees from VA may be deferred. Students wishing to utilize this payment option should see the VA Certifying Official at the time of registration.

### Enrollment Considerations:

As students enroll each semester, there are a number of circumstances that could render veterans ineligible for all or part of their benefits. The following is not an inclusive list, but rather a majority. Students are encouraged to read about their benefits and be familiar with their limitations.

- Audited classes, classes outside the major, developmental/remedial, internet or hybrid classes, and repeated courses that have already been passed cannot be counted toward enrollment credits for VA purposes.
- Course substitutions must be officially approved and documented in the admissions file.
- Enrollment dates for all classes are reported to the VA. The VA will determine enrollment classification based on the number of hours students have for each day of the month. When enrolled in module classes, which only meet for less than a full semester, the VA will account for the change in hours based on the day classes start and end.
- Changes in enrollment due to drops, additions, or schedule adjustments are reported to the VA on a weekly basis by the VA Certifying Official. Students should

anticipate the corresponding change in benefits shortly thereafter.

- Students receiving VA benefits may not receive benefits for developmental courses taught online or with online components.
- Enrollment Status is based on the number of credits for each term as shown below:

Student Status	Credit Hours Fall/Spring	Summer Semester
Full-time	12+	*Summer enrollment status is based on the number Of days and Weeks in the term*
¾ Time	9-11	
½ Time	6-8	
Less than ½ Time	1-5	

\*For summer enrollment classification, see VA Certifying Official prior to registration.

### 3. Student Responsibility

Registration: As noted in the application process, all students are required to see the VA Certifying Official after they have registered for classes.

Changing Majors: Students seeking to change majors must complete the change of major process in Student Development (See [Changing a Program of Study](#)) and complete a VA change of major form with the VA Certifying Official. This form may be printed at [U.S. Department of Veterans Affairs VA Forms](#) (Forms 22-1995 or 22-5495 for Chapter 35).

Reporting Changes: Students are required to report address and direct deposit changes to the VA via WAVE [U.S. Department of Veterans Affairs Web Automated Verification of Enrollment](#) or IVR 1-877-823-2378. Address changes should also be reported to the College's Admissions Office (See [Change of Personal Information](#)).

Reporting Enrollment: Students receiving Chapter 30, 1606, or 1607 are required to report their enrollment status on the last calendar day of each month. Failure to do so will delay payment. In addition, Chapter 35 students who are not enrolled in an associate degree program must also report enrollment. Students may utilize the WAVE system to report hours for each month at [U.S. Department of](#)

[Veterans Affairs Web Automated Verification of Enrollment](#) or by calling 1-877-823-2378.

Graduation: Students are required to notify the VA Certifying Official at the beginning of the semester they intend to graduate. Students who are graduating may opt to round out their last semester and take non-required classes to increase their enrollment status. Rounding out is limited one time per program.

Satisfactory Academic Progress: Students are required to maintain a 2.0 cumulative GPA in order to make satisfactory academic progress. If a student's GPA is below 2.0, the student will be placed on Academic Warning and will be given one semester to bring his/her GPA up to 2.0 or above. If the student fails to do so, he or she will be placed on Academic Probation and will not be eligible to receive VA benefits.

### Payments and Summary of Benefits:

- Students should receive payment from VA within 12-14 weeks of certification. In the event of an overpayment, students should contact the VA Certifying Official to resolve their account.
- Veterans with eligibility under the Post-911 GI Bill can request assistance with tuition and fees expenses as long as funds reserved for that purpose remain available.
- Students are encouraged to learn more about their benefits on the GI Bill website: [U.S. Department of Veterans Affairs Veterans Benefits Administration](#). This site includes details regarding monthly benefits, housing allowance and book stipends; along with stipulations which may affect each payment. As examples, Chapter 33 students who are exclusively enrolled in Distance Learning classes will only receive 50% of their housing allowance effective October 1, 2011, and VA students cannot be paid for developmental courses taught online.

## WITHDRAWAL AND IMPACT TO FINANCIAL AID

When a student withdraws from classes, the College **must** calculate the amount of Federal and State aid that was not earned for the term. Unearned aid funds must be returned to the appropriate programs. Students may be required to repay a portion of their financial aid award for the term to the Department of Education (DOE), the College, and/or other agencies. Some examples include, but are not limited to: Pell Grant, SEOG, NCELS, NCCCG, NC Reach , Federal TAP, and Federal Direct Loans.

Students receiving Title IV aid are required to attend through the 60% point of the enrollment period to receive their full award. Types of Title IV aid include the Federal Pell Grant, Federal Supplemental Education Opportunity Grant, and Direct Loans, which are disbursed based on attendance. Students must attend classes beyond the 60% point in order to receive 100% of their Title IV award. Failing to attend classes beyond the 60% point in the semester will result in an overpayment and/or a debt owed to the USDOE and/or the College. The law requires the Financial Aid Office to calculate the amount of Title IV assistance earned for all students who have not attended beyond the 60% point of the semester. If a student withdraws prior to the 60% point and an overpayment results, the student will be notified of any liability which must be repaid.

- For students who withdraw prior to the 60% point and before grant disbursement, a post withdrawal disbursement will be calculated for the term based on the last date of attendance. The College may charge tuition and fees to the student's award. As a result, students may owe the College a balance if they charged more than their prorated award.
- For students who withdraw prior to the 60% point and after Title IV disbursement, a return of Title IV aid will be calculated based on the last date of attendance, to determine the amount of aid the student or College will need to repay. The return will not exceed half of the award disbursement. If the calculation reveals a student debt, the student will be given 45 days to pay the College to prevent loss of

future aid. If the student does not pay the amount owed, the College will refer overpayments greater than \$50 to the USDOE. The student will lose financial aid eligibility until the overpayment is resolved. The student will retain eligibility for aid up to the point the overpayment is referred to the USDOE, or 45 days from the date withdrawal is determined.

- If the College owes an amount as a result of a return calculation, the return will be processed within the 45 day deadline. The return will be equal to the amount of tuition and fees charged, times the unearned percentage of funds, or the entire excess funds. This will result in a student debt to the College that must be paid prior to enrolling for future terms or obtaining academic records or transcripts.
- If a student withdraws prior to the 60% point and has Direct Loan origination funds that have not been disbursed, a post withdrawal disbursement will be calculated based on the last date of attendance; except for a student who is a first-time, first-year student who has not completed the first 30 days of their program. A letter will be mailed to the student offering the post withdrawal disbursement and giving them 15 days to accept the loan. The Financial Aid Office will zero out the loan if no reply is received by the deadline.

Students are advised to seek counsel and carefully consider their options before withdrawing from classes. Dropping classes can negatively affect a student's future aid eligibility, even if their GPA is not negatively impacted.

## FINANCIAL INFORMATION

### EDUCATION TAX CREDITS

Community College students are possibly eligible to receive education tax credits that can reduce the expense of education. The College cannot process Educational Tax Credits (1098-T) without the student's correct social security number or individual taxpayer identification number (ITIN). A complete description of education credits can be found on the College website under Consumer Information and is also available in Student Development. Credits include:

- American Opportunity Credit
- Hope Credit
- Lifetime Learning Credit
- Deductions for Tuition and fees
- Student Loan Interest Deductions
- Business Deduction for Work-Related Education
- 529 Savings Plans Scholarships and Fellowships

### FEES AND EXPENSES

It is estimated that the average student who is a North Carolina resident incurs necessary expenses of approximately \$5,000 for tuition, fees, and books during an academic year of three semesters. The cost of room and board for students who desire such accommodations may vary considerably according to individual requirements. The College does not have any dormitory or cafeteria facilities.

Tuition charges, registration fees, and refund policies are subject to change by action of the North Carolina General Assembly.

### CONTINUING EDUCATION FEES

<b>BASIC SKILLS CLASSES</b>	No Cost
<b>OCCUPATIONAL EXTENSION CLASSES</b>	
1 – 24 Hours	\$70.00
25 – 50 Hours	\$125.00
51+ Hours	\$180.00
<b>COMMUNITY SERVICE/SELF-SUPPORTING CLASSES</b> – Cost determined by contact hours of the class.	Varies

### CONTINUING EDUCATION FEES CON'T

<b>SECURITY/PARKING FEE</b> – Per semester for on campus classes 16+ hours	\$15.00
<b>TECHNOLOGY FEE</b> – Per Semester for on campus/online classes 9+ hours	\$5.00
<b>EXTENSION STUDENT ACCIDENT INSURANCE</b> – All extension students may purchase accident insurance. It is required for select courses	\$2.00
<b>OFFICIAL GED TESTING SERIES</b>	\$80.00
<b>HIGH SCHOOL EQUIVALENCY GRADUATION</b>	\$15.00
<b>AHS GRADUATION</b>	\$15.00
<b>AHS CERTIFICATE ONLY</b>	\$5.00
<b>CPR HEARTSAVER/CPR HEALTHCARE PROVIDER/CPR REPLACEMENT CARD</b>	\$5.00
<b>MALPRACTICE INSURANCE</b>	
Nurse Aide I	\$16.00
Nurse Aide II	\$16.00
Phlebotomy	\$16.00
Dialysis	\$16.00
EMT-B/EMT-P	\$2.00

### CURRICULUM TUITION AND FEES

<b>IN-STATE TUITION</b> – Per credit hour through 15 credit hours	\$76.00
16 credit hours and above	\$1,285.88
<b>OUT-OF-STATE TUITION</b> – Per credit hour through 15 credit hours	\$268.00
16 credit hours and above	\$4,357.88
<b>STUDENT ACTIVITY FEE</b> – Per semester/Per credit hour Includes accident insurance and student activities (\$35.00 maximum per semester)	\$2.18
<b>SECURITY/PARKING FEE</b> – Per semester	\$15.00
<b>TECHNOLOGY FEE</b> – Per Semester	\$20.00
<b>AUTOMOTIVE SERVICE EXCELLENCE CERTIFICATION EXAM FEE</b> – Per year	\$45.00

## ALLIED HEALTH PROGRAM FEES

<b>TEAS FEE</b>	\$55.00
<b>NURSING FUNDAMENTALS TESTING FEE</b> – ADN Transition applicants only	\$35.00
<b>ASSESSMENT TECHNOLOGY, INC FEE</b>	<b>Per Semester</b>
Associate Degree Nursing	\$305.00
Practical Nursing Education	\$337.00
<b>CERTIFIED SURGICAL TECHNOLOGY EXAM FEE</b> – Per semester	\$150.00
<b>MALPRACTICE INSURANCE</b> – required for students in Allied Health programs. Amounts are maximum charges for insurance – rates subject to change by insurance companies.	<b>Per Semester</b>
Nursing (ADN/PN)	\$16.00
Surgical Technology	\$16.00

## OTHER FEES

<b>GRADUATION APPLICATION FEE</b>	\$25.00
<b>STUDENT ID REPLACEMENT FEE</b>	\$5.00
<b>OFFICIAL TRANSCRIPTS</b>	
Printed or Mailed Transcript	\$5.25
Electronic Transcript	\$6.25

## FINANCIAL LIABILITY FOR TOOLS AND EQUIPMENT

When students are issued tools, minor equipment, and/or equipment, they must sign a User Agreement to take responsibility for the item(s) checked out to them. A periodic inventory of the checked out items will be made by the instructor. The User Agreement contains a statement that the student agrees to pay the College the replacement value of any missing items prior to receiving grades and continued enrollment.

## FOREIGN NATIONAL INFORMATION SYSTEM

Pursuant to the American Recovery and Reinvestment Act of 2009 and regulations of the Internal Revenue Service and the state of North Carolina, the College is required to collect information required on the Foreign National Information System for non-U.S.

citizens who are employees, vendors, contractors, or students at the College.

This information will be used to determine if any wages, payments, scholarships, or financial aid paid by or through the College is taxable and to withhold appropriate taxes and report and submit those taxes to the appropriate state and/or federal agency. Financial aid or scholarship funds awarded to such a student that was in excess of their actual cost of attendance is, in some cases, taxable.

Necessary information may include copies of permanent resident cards, passports, visas, I-94 cards, I-797 documents, I-20 cards, DS-2019 documentation and any Employment Authorization Cards. No information collected will be used to make admissions or academic decisions. If you have questions regarding the collection or use of such information, please contact the Director of Enrollment Services/Registrar or Executive Dean of Student Development.

## OUTSTANDING CHARGES OR LOANS

No student will be permitted to enroll in any program and/or receive grades or transcripts if he/she has charges due to the College from previous enrollments. Charges due may include, but are not limited to, financial aid overpayments, overdue library books, outstanding loans, etc.

Students who owe outstanding fees are not eligible to graduate or participate in commencement exercises until the outstanding balance is paid in full.

## PAYMENT POLICIES

Registration for classes is not complete until full tuition and fees are paid by the student, financial aid, or a third-party sponsor. Payment of all tuition and student fees is due at the time of registration. Malpractice insurance fees for students in Allied Health programs are due before clinical experience begins.

**Students approved to receive financial aid who register for classes and find they are unable to attend, must officially withdraw from those classes** (See [Drop Procedure and Tuition Refund policies](#)). Otherwise, their financial aid will be charged for the tuition and fees, and they may be liable for repayment should they fail to attend those classes.

Curriculum courses taken by Career and College Promise students at community colleges in accordance with G.S. 115D-20(4) are tuition-waived for Fall, Spring, and Summer semesters. Rules for student eligibility to participate in CCP courses are set by the State Board of Community Colleges and are subject to change. Eligible high school students are permitted to take noncredit continuing education courses, except adult basic skills, but regular registration fees apply.

All tuition and fees are subject to change by action of the North Carolina General Assembly. The college accepts cash, money orders, checks, Discover, VISA, and MasterCard in person and accepts checks and money orders through the mail. Mailed payments are for early registration only. Please ensure that mailed payments are received by the payment deadline. During registration periods, payment for tuition and fees may also be made online through Student Planning or by phone. Payments for early registration may be mailed to: Cashier, Wilson Community College, P.O. Box 4305, Wilson, NC 27893. The Cashier's Office is located in Building F, (252) 246-1259.

## REFUND POLICIES

### CURRICULUM TUITION REFUNDS

The tuition refund policy is set by the state and is subject to change by action of the North Carolina General Assembly. Unless otherwise required by law, community colleges shall not issue a tuition refund except under the following circumstances:

- A. A 100 percent refund will be provided if the student officially withdraws or is officially withdrawn by the College from a course prior to the first day of the academic period as noted on the College calendar.
- B. A 100 percent refund will be provided if the College cancels a course in which the student is registered.
- C. A 75 percent refund will be provided upon request if the student officially withdraws or is officially withdrawn by the College from the course prior to or on the 10 percent point of the academic period (last day to request a refund).
- D. Military reserve, National Guard, or active duty military personnel who are temporarily or permanently reassigned

may be eligible for a full refund of tuition and fees if completion of a semester is not possible. Textbook refunds may be provided to the extent possible, when approved by the Business Office.

Please note the following with regard to tuition refunds:

- Allow four to six weeks for processing refunds.
- For contact hour classes, 10 calendar days from the first day of the class(es) is the determination date.
- To comply with applicable federal regulations regarding refunds to individuals or groups, federal regulations will supersede the state refund regulations stated in this rule.

### CONTINUING EDUCATION TUITION REFUNDS

- A. A 100% refund shall be made for occupational extension (OE) courses if the student officially withdraws from the class before the first class meeting by submitting a course withdrawal form.
- B. Technology Fees and Security/Parking Fees are refunded if the student is entitled to a 100% refund.
- C. A 75% refund shall be made for occupational extension (OE) courses if the student officially withdraws from the class prior to or on the 10% date of scheduled hours by submitting a course withdrawal form.
- D. A full refund shall be made for classes canceled by the College. In the event the College cancels a class, no written request is necessary.

Please note the following with regard to tuition refunds:

- Course withdrawal forms are available in the Continuing Education office.
- There are no refunds for community service/self-supporting classes unless the course is canceled by the College.
- Allow four to six weeks for processing refunds.

### REFUND FOR FEES

Student Activity Fees, Technology Fees, and Security/Parking Fees are not refunded unless a class fails to develop or if the student is entitled to a 100% tuition refund.



## TEXTBOOK REFUNDS

Refund dates are subject to change to correspond to tuition refund dates established by the North Carolina General Assembly. Rental book returns must be made by the student to the commercial vendor. There is no refund on supply items.

Students should make sure they have purchased the correct books before removing wrapping/packaging and/or writing in them, as book returns and exchanges are limited. Please be aware that not all instructors use the same textbook for the same course. New books may be returned for full credit and/or exchange under the following conditions:

1. Within the first 10 college business days of the semester or, if the book is purchased after this point in the semester, within three business days;
2. Only if the student has a valid cash register receipt;
3. Only if the book has not been marked in or damaged in any manner;
4. Only if the book with software has not been removed from shrink-wrap or software package opened and;
5. Books purchased after the 10th College business day, may be returned only within 3 business days with a valid cash register receipt and in perfect, new condition. Shrink wrap must not be removed or software package opened.

Used books may be returned for full credit or exchange under the following conditions:

- Within the first 10 college business days of the semester or, if the book is purchased after this point in the semester, within three business days;
- Only if a drop slip is provided or the class is canceled;
- Only if the student has a valid cash register receipt and;
- Books purchased after the 10th college business day, may be returned only within 3 business days with a valid cash register receipt and in perfect, new condition. Shrink wrap must not be removed or software package opened.

Refund decisions made by the bookstore staff may be appealed to the College Business Office – see bookstore manager for an appeal form.

Other concerns related to the bookstore should be directed to the VP of Finance and Administration.

## MILITARY REFUNDS

The College is committed to compliance with Principles of Excellence standards set by the US Departments of Education, Defense, and Veterans Affairs, related to the enrollment of military personnel who receive temporary or permanent military reassignments that make it difficult or impossible to complete their studies.

Accommodations for military personnel may include:

- Full refund of tuition and fees if completion of a semester or term is not possible.
- Textbook refunds may be provided to the extent possible, for textbooks purchased from the College bookstore during the affected semester.

Students who are affected by military assignments should contact the Executive Dean of Student Development to request a refund for tuition and fees and/or textbooks. The Executive Dean of Student Development will review the request and make a recommendation to the Business Office.

---

## STUDENT DEVELOPMENT

---

The Student Development Division is dedicated to promoting the academic, personal, and professional growth of all students. Comprehensive services and programs are designed to help students achieve their goals while developing self-direction and independence. The following services are provided in accordance with all federal, state, and local policies and procedures:

- Admissions and Academic Placement
- Academic Advising and Support
- Career Development Services
- Counseling and Referral Services
- Disability Services
- Financial Aid and Student Loans
- Registration and Student Records
- Student Activities and Engagement
- Student Support Services
- Veterans Assistance

Student Development is open Monday through Thursday, 8:00 a.m. to 5:00 p.m. and Friday, 8:00 a.m. to 3:00 p.m. during the fall and spring semesters. Hours of operation for the summer are Monday through Thursday, 8:00 a.m. to 5:00 p.m. and closed on Fridays.

### COUNSELING SERVICES

Student Development counselors provide academic, career, and personal counseling from pre-admission through graduation. Students are encouraged to meet with counselors throughout their enrollment to provide updates on their progress and receive support and guidance for any challenges they may experience. Counseling is confidential and free of charge for all prospective and current students, as well as graduates.

Appointments are encouraged to ensure that students can be assisted in a timely manner, but walk-ins are welcome during regular business hours. Call (252) 246-1281 to schedule an appointment. Counseling services are also available to students enrolled in distance learning courses. Students may communicate with counselors by phone, upon providing their student ID number or other identifying information. Skype sessions may also be scheduled. Students must use their assigned WCC e-mail account to communicate online with counselors.

### ADMISSIONS COUNSELING

All students must meet with a counselor to complete the admissions process. During this informal, one-on-one meeting, the student's program of study is confirmed and an academic program advisor is assigned. Counselors also make recommendations for course placement based on test scores and/or previous academic achievement.

### ACADEMIC COUNSELING

Students meet with a counselor to select a program of study that is appropriate to their individual aptitudes and goals. Once a program is selected, all curriculum students are assigned an academic advisor who assists with course planning, registration, and documenting academic progress. Progress conferences with advisors are encouraged at any time throughout the semester. Academic advisors and counselors make every effort to provide effective guidance, but the student bears the final responsibility for ensuring that they meet all academic requirements for their chosen program of study.

### SELECTING A PROGRAM OF STUDY

Program selection is an individual choice that should reflect the student's aptitudes and interests. Choosing a program of study that aligns with a student's future goals and plans is critical to long-term academic success. Counselors meet with incoming students to help them identify and select a program that is suitable for workforce training and/or transfer to a four-year institution.

### CHANGING A PROGRAM OF STUDY

Students may find it necessary to change their initial program of study due to changes in educational and career objectives. When changing programs, students must meet with a counselor to complete the change of major process. Once a new program of study is selected, students should meet with an academic advisor in that program to gain a full understanding of program requirements and expectations. Students may change their program of study at any time, but the change will not be effective until the following semester. Programs of study cannot be changed during regular and late registration unless approved by the Executive Dean of Student Development.

Students should be aware that changing programs may result in one or more the following:

- Exceeding the 150% maximum timeframe allowable for Financial Aid.
- Requiring additional courses.
- Taking longer to complete a degree or credential.

Careful consideration should be given to changing a program of study. Counselors are available to discuss potential options with students to ensure that a change of major is in their best interest.

#### ADDING A SECOND PROGRAM OF STUDY (DOUBLE-MAJOR)

Applicants are admitted to one primary program of study. Students seeking to double-major in a secondary program of study must meet with the Executive Dean of Student Development. In order to double-major, a student must have a cumulative minimum GPA of 2.0 and must have completed any required developmental courses. Students are encouraged to complete the majority of courses in the primary program of study before adding an additional program.

Students may change their program of study at any time, but the change will not be effective until the following semester. Secondary majors cannot be changed during regular and late registration unless approved by the Executive Dean of Student Development.

#### COUNSELING FOR SATISFACTORY ACADEMIC PROGRESS

All curriculum students are expected to meet institutional standards of academic progress and show that they are making satisfactory progress toward the completion of their program of study. In addition, students receiving financial aid are required to meet standards of progress to comply with federal regulations. When students encounter difficulty maintaining their grades and/or attendance, academic progress may be hindered. Students are encouraged to contact a counselor to discuss any challenges, prior to being placed on Academic Warning or Probation. Counselors will recommend strategies and resources to help students succeed. Referrals for tutoring and/or outside services may also be provided.

## CAREER SERVICES

Career services are provided at no cost, to help connect currently enrolled students and graduates with resources for career readiness, employment searches, and interview techniques. The College offers online tools for students to practice interview skills in a virtual environment. Computers in F-105e (Financial Aid Suite) are available for students to search for job openings and prepare resumes and applications. The Career Counselor coordinates with local businesses and organizations to share employment opportunities and to interview prospective employees. Students may contact the Career Counselor in Student Development F-100, for additional information.

## PERSONAL COUNSELING

Maintaining the responsibilities of being a successful student can be demanding and stressful. Students are strongly encouraged to speak with a counselor before personal or social problems interfere with academic performance. Counselors are available to assist students in developing strategies to deal with issues that may negatively impact their progress. Students may see a counselor by appointment or at any time during normal operating hours.

Personal counseling is limited to initial crisis assessment and referral for outside services. Students who may benefit from ongoing personal counseling or mental health treatment should contact a counselor who will assist with referrals to outside agencies. Any information discussed during counseling is kept strictly confidential in accordance with the Family Educational Rights and Privacy Act (FERPA).

## DISABILITY SERVICES

Wilson Community College is committed to creating an accessible community where all students have equal opportunity to benefit from programs and activities offered by the College. The objective of Disability Services is to ensure that appropriate accommodations are provided in compliance with The Rehabilitation Act of 1973 and all provisions, as well as the Americans with Disabilities Act as amended in 2008. The WCC Disability Services Handbook outlines the full rights and

responsibilities of the student and the institution and is available on the Disability Services page of the College website.

The Special Populations Counselor works with students, faculty, and staff to ensure that students with disabilities receive effective and meaningful services. Applicants and students should register for disability services as early as possible in the admissions/registration process. Every effort is made to provide reasonable accommodations as quickly as possible. In certain instances, particularly when relocation of a class or activity is necessary, the College may require a minimum two-week notice.

A disability is described as a mental, or physical impairment that substantially limits a major life activity. The definition of a disability and criteria for establishing eligibility for accommodations under 504 and ADA for colleges may be different than the definitions and criteria implemented in the public schools, rehabilitation programs, social security, Veterans Administration, or as covered under insurance policies. Please visit the Disability Services page of the College website for a listing of services and accommodations that may be provided to students.

The major categories of accommodations typically provided include, but are not limited to, the following:

- Autism Spectrum Disorder
- Blindness/Visual Impairment
- Chronic Medical Condition (i.e., asthma, traumatic brain injury)
- Deafness/Hearing Impairment
- Learning Disabilities
- Orthopedic/Mobility Impairment
- Psychological/Psychiatric Condition
- Seizure Disorders – Students with a history of seizures should register with Disability Services in Student Development and provide medical documentation to ensure appropriate procedures are followed in the event of a seizure.

#### ELIGIBILITY

In order to receive disability accommodations, students must complete the process for admission to the College. The student must contact the Special Populations Counselor and self-disclose the need for accommodations.

Students are asked to identify how their disability impacts access to programs and activities of the College. Professional documentation must be provided for any accommodations to be made. The documentation must include a diagnostic statement, document the functional impact of the disability, include recommendations for accommodations, and state the credentials of the diagnosing professional.

Eligibility is determined on a case-by-case basis. The determination as to whether accommodations are necessary and what accommodations are reasonable and effective, will be made once all documentation is submitted to the Special Populations Counselor. The process for making final determinations may include consultation with the evaluating professional, WCC faculty/staff and/or NC Community College System Office personnel, and the individual with the claimed disability. Primary consideration will be given to the individual with the disability. Information about an applicant's/student's disability is shared strictly on a need-to-know basis only with individuals who have a legitimate educational interest or with the written consent of the applicant/student.

Once enrolled, students requesting accommodations must meet with the Special Populations Counselor as soon as their class schedules are available and as quickly as possible after any changes are made. The Special Populations Counselor will notify the student's instructors of the approved accommodations. **NOTE: The student must also self-identify to each instructor at the beginning of each semester to confirm the accommodations he or she needs to receive.** Individual faculty members do not have the authority to unilaterally allow or deny accommodations or academic adjustments. Accommodations cannot be provided for students who are not registered with Disability Services and accommodations are not retroactive.

Students should make periodic contact with the Special Populations Counselor throughout each semester. Requests for accommodations for extracurricular or unscheduled college-related events or activities must be made as early as possible to allow time for

arrangements to be made. Students who receive interpreter services but cannot attend a scheduled class must notify the Special Populations Counselor to cancel as early as possible. Repeated failure to attend scheduled classes without giving notice may result in termination of services.

#### **GRIEVANCE PROCEDURE FOR DISABILITY ACCOMMODATIONS**

Should disputes arise between the student and an instructor as to the delivery of services or accommodations, the student must first contact the Special Populations Counselor for assistance. If the dispute remains unresolved, the student may follow the Grievance Procedure for Disability Accommodations in the Catalog (See [General Policies and Procedures](#)).

#### **RETENTION OF DISABILITY SERVICES RECORDS**

Records for students with disabilities are maintained in the office of the Special Populations Counselor and documentation related to the student's disability or claim of disability is not a part of the student's academic/educational record. Such documentation is considered confidential and will be shared with others only on a need to know basis, in accordance with all federal and state laws. Disability records will be destroyed five years after the student's last date of enrollment, or if the student submits a written request to have the records destroyed.

#### **REGISTRATION AND SCHEDULE ADJUSTMENT**

Registration for classes is conducted at the beginning of each fall, spring, and summer semester, as listed in the instructional calendar. Dates and times are posted on the College's website, advertised in local media, and mailed to new and continuing students. Registration for classes is not complete until full tuition and fees are paid by the student, financial aid, or a third-party sponsor.

Students approved to receive financial aid, who register for classes and find they are unable to attend, must officially withdraw from those classes (See [Drop Procedure and Tuition Refund policies](#)).

The College considers the academic advising process to be a valuable resource for students as they plan class schedules each semester. Students are encouraged to meet with academic advisors well ahead of registration periods to early register. All students must meet with an academic advisor before they can register for courses. Students may register online through Student Planning, after having communicated with their advisors.

Students are given an opportunity to adjust their course schedule during the schedule adjustment period, with the approval of their advisor. Students dropping a course(s) during or after the Schedule Adjustment Period will follow established College procedures (See [Drop Procedure and Tuition Refund policies](#)).

Requests for new registrations after the last date to register will be considered only when the College has contributed to the student's inability to register during the registration period, or the student's inability to register was due to mitigating circumstances beyond the control of the student. Such requests should be made to the Executive Dean of Student Development, where all decisions are final.

#### **STUDENT RECORDS**

When a prospective student submits an application for admission, a student record is established and maintained in Student Development. In order to preserve the integrity of academic records, it is necessary to collect personally identifiable information for positive identification of students, and to make the connection between students and their academic records. Once personally identifiable information has been collected, its use will be limited to that same identification and connection to records.

The contents of student records may include but are not limited to the following: admissions application, transcripts of previous educational records, placement test results, and other documents related to academics, or disciplinary action. This record is used to collect and retain pertinent data throughout the student's enrollment. The contents of student records are property of Wilson Community College and are maintained in accordance with FERPA regulations.

## FERPA AND RELEASE OF INFORMATION

Wilson Community College supports the rights and privacies afforded each student by the Family Educational Rights and Privacy Act of 1974 (FERPA) and is in compliance with its provisions. FERPA affords eligible students certain rights with respect to their education records. An “eligible student” under FERPA is a student who is 18 years of age or older OR who attends a postsecondary institution. These rights include:

1. The right to inspect and review the student’s education records within 45 days after the day the College receives a request for access. A student should submit to the Director of Enrollment Services/Registrar, a written request that identifies the record(s) the student wishes to inspect. The College will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to ask the College to amend a record should submit a written request to the Director of Enrollment Services/Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the College determines that a requested amendment is not warranted, the student will be notified in writing of the decision and the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

The College discloses education records without a student’s prior written consent under the FERPA exception for disclosure to College officials with legitimate educational interests. A College official is a person

employed by the College in an administrative, supervisory, academic, research, or support staff position; a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A College official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

## DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Wilson Community College, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information (PII) from education records. However, the College may disclose appropriately designated “directory information” without written consent, unless you have advised the College to the contrary in accordance with College procedures. The primary purpose of directory information is to allow the College to include this type of information in certain College publications. Examples include:

- A program for College-related activities and events;
- President’s List, Dean’s List, or other recognition lists;
- Graduation programs

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a student’s prior written consent. The following information is classified as directory information:

- Student’s name
- Student’s Identification Number
- Address

- Telephone listing
- Electronic mail listing (email)
- Major field of study
- Dates of attendance
- Participation in officially recognized activities
- Degrees, honors, and awards received
- Most recent educational agency or institution attended

The Director of Enrollment Services/Registrar is the designated FERPA Compliance Officer and will be responsible for the release of all official student records, files, and data directly related to students, including information kept in cumulative records and intended for College use, or to be available to persons or agencies outside the College for questions or concerns about student records and/or release of records.

The College reserves the right to restrict disclosure of directory information to outside organizations that may use the information for profit.

**NOTE: Any student who does not wish the College to release any or all of the information designated as directory information without the student's written consent, must notify the Director of Enrollment Services/Registrar's Office in Building F.**

### TRANSCRIPTS

A transcript is an official record of course work completed at the College and may include the credits transferred from other institutions. Transcript requests can be made using one of the following options:

- In person at the Student Development Office located in F-100 for printed or mailed transcripts.
- On the College website [Wilson Community College](#), through the [National Student Clearinghouse](#) for printed, mailed, or electronic PDF transcripts.

The cost for printed or mailed requests is \$5.25 and the cost is \$6.25 for electronic PDF transcripts. Requests for transcripts can no longer be accepted via phone, e-mail or fax.

Current students can view and print copies of their transcript online through Student Planning, however, these copies are not considered official and are generally not

accepted as evidence of college credit by other colleges and universities and some employers.

**NOTE: Students who owe outstanding fees to the College are not permitted to receive copies of transcripts.**

### RETENTION OF RECORDS

Permanent records of curriculum students are maintained in Student Development in Building F and are protected against fire, theft, destruction, and other hazards. Appropriate measures are taken to protect the security, confidentiality and integrity of student records. Incomplete or inactive records of students who have never enrolled at the College may be destroyed after one year. Inactive student records may be destroyed after five years, in accordance with the State Records and Retention Disposition Schedule.

### TRiO ACADEMIC SUPPORT

TRiO is a federally funded program committed to providing educational opportunities for students regardless of race, ethnic background or economic circumstance. TRiO programs, funded under Title IV of the Higher Education Act, helps students who are eligible by federal guidelines, complete a degree, diploma, or certificate program. Wilson Community College operates two programs through TRiO grant funds – Student Support Services and Upward Bound.

### STUDENT SUPPORT SERVICES

Student Support Services provides academic support and resources for currently enrolled Wilson Community College students. The program works to enable qualified, highly motivated participants to stay in college until they earn their chosen degree. The program increases opportunities for success through counseling, academic advising, tutoring, mentoring, and assistance in transferring to a four-year college. The goal of the program is to increase the college retention and graduation rates of participants and to help students make the transition from one level of education to the next.

The Student Support Services Tutorial Lab is located Building C, room C-112. The lab is fully staffed with Academic Advisors and professional tutors. Individual tutoring, group tutoring, and support are available for all participants, at no cost. The tutorial lab is open

Monday – Thursday, 8:00 a.m. – 6:00 p.m. and Friday 8:00 a.m. – 12:00 p.m. in the fall and spring semesters. Summer hours may vary based on the College’s hours of operation.

### **UPWARD BOUND**

Upward Bound is a program designed for high school students who are motivated to pursue higher education, but may lack necessary information and guidance. Participants receive fundamental support in preparing to enter college. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their higher education pursuits through intensive services that include:

- Tutoring
- Academic Skills
- Counseling
- College Visits
- Exposure to college life
- Assistance with the college admission process, financial aid, and scholarships.

The goal of Upward Bound is to increase the rate at which students complete high school and enroll in and graduate from postsecondary institutions.

For more information about eligibility and application for Student Support Services or Upward Bound, please visit the TRiO Program page on the College website at: [Wilson Community College](#) or contact:

James Carr  
Director of TRiO Programs  
(252) 246-1359  
jcarr@wilsoncc.edu  
Office: D101

---

## **RESOURCES AND SERVICES**

---

### **BOOKSTORE**

The Bookstore, located in Building G, carries a variety of supplies and textbooks. During the fall and spring semesters, hours of operation are Monday through Thursday from 8:00 a.m. to 4:30 p.m., and 8:00 a.m. to 1:00 p.m. on Fridays. The bookstore is open in the evenings on Monday and Tuesday from 5:30 to 7:00 p.m. during the fall and spring semesters. Summer hours may vary; please call (252) 291-1222 for summer hours. The Bookstore has an extended schedule during registration periods.

The prices of textbooks are held to a minimum and students may purchase used books when available. Miscellaneous supplies required for various courses are available for purchase. Wilson Community College insignia clothing is also sold in the Bookstore.

In accordance with the Higher Education Opportunity Act, the College makes information for all required textbooks available to students at the time they register for classes. This information includes the ISBN number and retail price. If the ISBN number is not available, the College must provide the author, title, publisher, and copyright date. This information is accessible through the College website at [Wilson Community College](#).

### **BOOK BUY BACK**

On the last three days of classes of each semester, the College allows representatives of textbook publishers and sellers to set up in the Student Lounge outside the Bookstore in Building G, to meet with students who have an interest in selling their used textbooks.

### **CAMPUS SECURITY**

Wilson Community College is committed to providing a safe and secure educational environment that is conducive to learning. The campus is protected by the Wilson Community College Police Department, in conjunction with officers of the Wilson Police Department. The WCC Police Department is a certified, sworn Law Enforcement agency that employs a professional police staff vested with full law enforcement powers and responsibilities, just as any municipal police or sheriff's department. These officers have jurisdiction on all property owned, leased or controlled by Wilson



Community College. The officers are authorized to enforce federal, state and local laws as well as certain campus policies to protect life and property and ensure the safety and well-being of students, employees, and visitors. The Wilson Community College Police Department cooperates with federal, state, and local law enforcement agencies on law enforcement matters.

Individuals on campus are expected to assume reasonable responsibility for their personal safety by using common sense and general safety practices. Members of the campus community are encouraged to secure money, valuables, and other personal items by keeping car doors locked and not leaving items unattended. All Wilson Community College police officers and Wilson Police Department officers and other county sworn officers have been given the authority to control access and to patrol the facilities. Failure to leave the premises when instructed to do so may result in being charged with trespassing (G.S. 14-159.13).

You may contact the Wilson Community College Police department at (252) 246-1393 for more information or to ask questions or express concerns. In the event of an emergency you may contact the switchboard operator by dialing "1000" from a campus phone. After 5:30 p.m., calls to Security should be made by dialing (252) 291-1195, and selecting option #1.

### **CHILD CARE ASSISTANCE**

Counselors in Student Development can provide students with information about subsidized child care resources and make referrals for outside assistance.

Wilson Community College is funded from the North Carolina General Assembly to provide child care assistance to eligible students. The College provides a limited number of grant awards to offset child care costs incurred while a student is in college. Applicants must be in good academic standing to qualify for a child care award. Awards are based on student need and the availability of funds. Childcare assistance applications are available on the College website at [www.wilsoncc.edu](http://www.wilsoncc.edu) during fall semester registration only. Students

seeking childcare assistance should contact a Financial Aid staff member in Building F.

### **EARLY ALERT REFERRAL SYSTEM (EARS)**

Wilson Community College has adopted an Early Alert Referral System (EARS) as part of a student success initiative to aid students in their educational pursuits. Faculty and Staff participate by alerting and referring students for campus services and added support. If an Early Alert referral is made to Student Development Counselors and/or Trio Advisors, the student will be contacted and offered assistance that may include academic or personal counseling and other life planning assistance. Students are encouraged to participate, but these services are optional.

### **EMERGENCY/TEXTBOOK LOANS**

A limited amount of emergency loan funds (up to \$250 for a maximum of 30 days without interest) are available after registration. These loans may be made to students who need funds due to extenuating circumstances. The loans are intended for unexpected situations and are not made for regular expenses. An explanation of the nature of the circumstances and documentation will be required. Book loans up to \$250 are available during registration periods. A loan cannot be made unless all outstanding debts and loans are paid in full. There is a \$5 processing fee, regardless of principal amount borrowed. The full amount of the loan plus the \$5 processing fee is to be repaid within 30 days. Loans are subject to the availability of funds.

### **HALF TUITION LOANS**

The College has also earmarked funds to be used exclusively for half tuition loans during registration. Half tuition loans are available to both full-time and part-time students enrolled in a program of study. A loan cannot be made unless all outstanding debts and loans are paid in full. There is a \$5 processing fee, regardless of principal amount borrowed. The full amount of the loan, plus the \$5 processing fee, is to be repaid no later than a week before early registration for the next semester. Loans are subject to availability of funds.

## **LIBRARY**

The College Library, located in Building D, offers students, college instructors, and the local community access to books, periodicals and DVDs. Nationwide cooperative lending agreements supplement the Library's book collection, allowing users to request books from other libraries. In addition, Internet-based databases such as NCLive offer current information on a wide range of topics. NCLive access is available to current college students either on-campus or from any computer with Internet access. Passwords to any Library database are available upon student request by contacting the Library staff.

The print and audiovisual resources housed in the Library are indexed in an online catalog available in-house or on the college online website. This database allows the user to search the Library's collection by title, author, or subject. The Library's collection includes over 33,000 books and over 1,300 DVDs.

The library has 17 computers available for both students (with a Wilson Community College Student ID) and community users with library ID. Printing is available for a minimum charge. In addition, a coin-operated photocopier is available during library hours.

Library hours are Monday through Thursday from 8:00 a.m. to 8:30 p.m. and Friday from 8:00 a.m. to 3:00 p.m. during the fall and spring semesters. Summer hours may vary and are posted on the college website or outside of the Library in Building D.

## **ONLINE TUTORING**

The College provides online tutorial assistance to all curriculum students seeking additional help in a variety of subject areas. This service is available at no cost to students. To access online tutoring, students should go to the Wilson Community College website, click and login to Moodle, and then click NetTutor to access the online tutoring service. For more information, visit the Online Tutoring section of the College website.

## **STARS CENTER**

The STARS (Success Through Advising Registration and Support) Center provides an open and responsive environment that encourages students to build relationships with faculty and staff on campus and utilize

campus resources. STARS advisors provide advising and registration support for new and re-admitted students entering Associate in Applied Science degree, diploma, and certificate programs. Students receive program-specific advising while earning their first 12 credit hours of college credit. Students assigned to the STARS Center may speak with an advisor as soon as they are admitted to the College.

The STARS Center is located in Building F, suite F-103e. Students may stop by Monday through Thursday, 7:30 a.m. – 5:00 p.m. and Friday, 8:00 a.m. – 3:00 p.m. during the fall and spring semesters. During the summer, STARS is open Monday- Thursday, 7:00 a.m. – 5:00 p.m. and closed on Fridays. Students can also schedule appointments by calling (252) 246-1386 or (252) 246-1343.

The STARS Center also provides new student orientation and success workshops that are designed to help students become more independent, self-confident, and efficient learners.

## **ORIENTATION**

Students who complete an orientation and a college success course during their first semester of enrollment, are more likely to succeed in completing their chosen program of study. New students are required to attend an orientation, prior to or during their first semester of enrollment, to learn about College policies and procedures and campus resources that promote student success. A hold will be placed on new students' accounts, preventing registration for the next semester, until orientation is completed.

## **COLLEGE SUCCESS COURSES**

All students will be required to successfully complete a College Student Success course (ACA 111) or College Transfer Success course (ACA 122), within their first semester at Wilson Community College. These classes are designed to help students explore their goals, learn study skills, and develop a plan for completing their program of study.

## **WORKSHOPS**

Points to Success workshops are offered at each semester and are open to all currently enrolled students. Workshops provide information on a variety of topics, including

study skills, time management, test anxiety, health and wellness, career choices, and job hunting. Students are encouraged to take advantage of these free workshops. For more information about workshop dates and times, contact the Student Development Office at (252) 246-1281.

### STUDENT HOUSING

Wilson Community College is a commuter institution and does not offer student housing facilities. Local housing lists are provided upon request in Student Development. Students may also post roommate requests on College bulletin boards in the Student Lounge in Building G. The College assumes no liability for arranging for student housing.

### STUDENT LOUNGE

The student lounge in Building G offers vending services for commercially pre-packaged food and drink items. Refunds for vending machine items are the responsibility of the commercial vending service provider. Microwave ovens are available for warming foods. The College contracts with a third party vendor to provide food service from 7:30 a.m. – 2:00 p.m. Monday – Friday, unless otherwise posted.

### TECHNOLOGY RESOURCES

#### TECHNOLOGY SUPPORT SERVICES

The Technology Support Services (TSS) Department is located in Building A, Room A-106. TSS staff members can provide assistance logging into the following IT services:

- Student E-mail (Office 365)
- Wireless Access
- Student Planning
- Moodle
- Password Reset Portal

Technology Support Services will provide limited technical support for personal devices. Services include but are not limited to, installing email on a mobile phone, downloading Microsoft Office and connecting to Wi-Fi, etc.

Contact TSS by calling (252) 246-1224 or e-mailing [support@wilsoncc.edu](mailto:support@wilsoncc.edu). For more information, visit the TSS webpage on the College website at [Wilson Community College](#).

#### STUDENT EMAIL ACCOUNTS

All currently enrolled students are issued Wilson Community College Office 365 e-mail accounts upon admission to the College. Students are strongly encouraged to log into their accounts as soon as possible during the registration process, and regularly thereafter. Students will use their WCC e-mail accounts to communicate with instructors and staff members. Students also receive important information from Financial Aid, Student Development, the Bookstore, the Student Government Association, and other offices on campus. E-mail is accessible by going to the College website at [Wilson Community College](#) and clicking on the link to Office 365.

---

## ACADEMIC INFORMATION

---

### ACADEMIC ADVISING

The College's academic advising system is an essential part of the student's educational experience. It is intended to include the entire academic community in order to develop communication between students, faculty, and staff.

Each student is assigned an academic advisor based on credit hours completed and academic program. All new students with less than 12 credit hours successfully completed in their current program of study at the College will be assigned to an advisor in the STARS Center (See [STARS Center](#)) located in F-103. After completing their first 12 credit hours, students will be advised by a faculty advisor within their academic program.

Academic advisors make every effort to provide effective guidance, but the student bears the final responsibility for ensuring that all academic requirements are satisfied for their program of study.

### ACADEMIC HONORS

#### DEAN'S LIST

The Dean's List, issued each semester, recognizes all students who achieve a grade point average of 3.5 - 3.99 on a minimum of six semester credit hours with no grade below "B". Developmental courses (any course that has 0 as the first number in the 3 digit course number) and courses for which grades of I, TC, AU, W, WAU, or EX are earned, will not be counted in the six semester credit hour load for computing eligibility.

#### PRESIDENT'S LIST

The President's List, issued each semester, recognizes all students who achieve a grade point average of 4.0 on a minimum of six semester credit hours. Developmental courses (any course that has a 0 as the first number in the 3 digit course number) and courses for which grades of I, TC, AU, W, WAU or EX are earned will not be counted in the six semester credit hour load for computing eligibility.

### GRADUATION HONORS AND AWARDS

Each year at the May graduation ceremony, students are recognized with awards for outstanding achievement. Among these are the Faculty Cup, awards from the local community, and College departmental awards. Non-graduating students with the highest grade point averages are honored by being named marshals to serve at the graduation ceremony.

Students who have completed all requirements for graduation with a 3.5 - 3.99 program GPA will graduate with "high honors". Students who complete all requirements for graduation with a 4.0 program GPA will graduate with "highest honors". This distinction is noted on the printed degree or diploma and in the program for the graduation ceremony.

### CONTINUING EDUCATION

The Division of Continuing Education provides lifelong learning opportunities in a variety of programs and services. These programs and services are designed to meet the needs of adults in the following areas:

- College and Career Readiness (Basic Skills)
- Health Occupations
- Personal Enrichment
- Public Safety (Fire/Rescue & Law Enforcement Training)
- Small Business
- Workforce Development

### ENROLLMENT

Adults 18 years and older who are not enrolled in a public school, may enroll in continuing education courses. Some students between the ages of 16 and 17 may be eligible to enroll with the permission of their school principal. During the summer semester, students of any age may enroll.

**Note: Admission to some programs and courses are regulated by external agencies and students must meet age requirements set by those agencies. Programs and courses affected are: Nurse Aide I and II, the Fire Academy, Emergency Medical Services (EMS), and Basic Law Enforcement Training (BLET).**

## REGISTRATION

Preregistration is required for all on-campus classes with the exception of Human Resource Development (HRD) and College and Career Readiness (Basic Skills) classes. To register, individuals should contact the Division of Continuing Education, located in Building B.

## FEES

All registration and specific fees are published in College publications and are available on the College website. Course registration fees are established by the NC State Board of Community Colleges and approved by the WCC Board of Trustees. Fees vary depending on the course hours and type of class. Registration fees for self-supporting courses are determined by the number of students enrolled and materials needed for the course. For information on specific fees, (See [Continuing Education Fees](#)) in the Catalog or contact the Division of Continuing Education at (252) 291-1195.

## DEVELOPMENTAL EDUCATION

Developmental courses are designed to provide students with the opportunity to strengthen skills in math, English, and reading. Placement in developmental courses is based on placement testing policies and procedures, which are outlined in the [Placement and Assessment](#) section of the catalog.

The time required for completion of developmental courses varies based on individual proficiency levels. Developmental courses are offered to promote student success and to meet specific course prerequisite requirements. Developmental courses do not offer college credit, but are available to all students enrolled in diploma or degree programs. Financial Aid cannot be used for more than 30 hours of developmental course work.

## DISTANCE LEARNING

Distance Learning offers a variety of courses delivered in online (NT), hybrid (HY), and web-supported (WB) formats. Distance learning courses are offered for curriculum credit and are equivalent to the on-campus section of the same course in terms of objectives, content, rigor, and transferability.

## MOODLE

Moodle is the College's Learning Management System (LMS). Moodle is the point of entry for all curriculum courses. For more information about how to access and get started with Moodle, visit the Distance Learning section of the College website.

## MOODLE 101 STUDENT TRAINING

All students are encouraged to complete the Moodle 101 Student Training to become familiar with how to navigate and submit activities in Moodle. Access Moodle 101 by logging into Moodle.

## ONLINE COURSES

Online (NT) courses are delivered via the Internet through Moodle. Students in online (NT) courses are not required to come to campus for class, however, proctored tests may be required.

## HYBRID COURSES

Hybrid (HY) courses require students to attend campus for some class sessions, with the majority of the course requirements being completed online.

## WEB-SUPPORTED COURSES

Web-supported (WB) courses require students to attend campus for the majority of the class sessions, with some of the course requirements being completed online.

## ENROLLMENT VERIFICATION

Enrollment verification is the process for checking student enrollment in courses at the start of the semester. In order to verify enrollment, the student must "enter" the course by the census date using the methods described below:

- In face-to-face (in-class) courses, students must physically attend a class meeting by the census date.
- In online (NT) courses, students must complete an academically related activity by the census date.
- In hybrid (HY) courses, students must either physically attend a class meeting OR complete an academically related activity by the census date.
- In web-supported (WB) courses, students must physically attend a class meeting by the census date.

Failure to “enter” a course by the census date will result in the student being dropped and assigned a grade of NA (never attended).

### RECOMMENDED COMPUTER REQUIREMENTS

Students must possess basic computer skills in order to be successful. Internet access and the following minimum computer requirements must also be readily available to the student: Windows 7 or higher; Office 2016 or Office 365; and the latest version of Internet Explorer, Mozilla Firefox, and Google Chrome, with popups allowed in the browser.

Some courses may require additional hardware or software, please check the course requirements posted in Moodle or on the syllabus, or contact the instructor. It is the responsibility of the student to have access to the required hardware/software.

### PROCTORING

Proctoring services are available for students taking distance learning courses that require a proctored test environment. Instructors will provide information on how to sign up for proctoring. On-campus proctoring is available in the College Library located in Building D. Off-site proctoring is available for distance learning students who do not live within close proximity to the College. For more information, visit the Proctoring section of the College website.

### GRADING SYSTEM

Grades will be issued to students at the end of each semester. Grade criteria are included on each course syllabus. Each grade is assigned a grade point equivalent in quality points for each semester hour scheduled. Developmental courses (any course that has 0 as the first number in the 3 digit course number, ex. DMA 060) do not earn quality points. Students will be graded according to the following letter grade system:

Grade	Designation	Quality Points
<b>A</b>	<b>Excellent</b>	<b>4</b>
<b>B</b>	<b>Above Average</b>	<b>3</b>
<b>C</b>	<b>Average</b>	<b>2</b>
<b>D</b>	<b>Below Average</b>	<b>1</b>
<b>F</b>	<b>Failure</b>	<b>0</b>

The following designations are used to document progress on the student’s academic record, but do not earn quality points:

<b>AU</b>	Audit – assigned when a student audits a course – no grade or credit awarded.
<b>EX</b>	Exempt – assigned when a student completes a course through the credit by exam process.
<b>TC</b>	Transfer credit awarded for courses completed at another institution with a grade of ‘C’ or higher.
<b>I</b>	Incomplete - assigned only under extenuating circumstances as determined by the instructor. An Incomplete must be resolved by the mid-point of the following semester or the grade will be changed to a F.
<b>W</b>	Withdrawal – assigned when a student withdraws or is dropped from a course before the last day to drop without penalty in a given semester. This grade does not have a negative impact on the student’s academic grade point average. For financial aid purposes, a W is considered an unsuccessful attempt, which has a negative impact on a student’s satisfactory academic progress.
<b>WAW</b>	Withdrawal from audit section – assigned when a student is withdrawn from a course in which they are auditing.
<b>WF</b>	Withdrawal after drop period. A grade of WF is assigned when a student is withdrawn from a course after the last day to drop without academic penalty (60% point), in a given semester. This grade has the same effect on a student’s academic GPA as that of a grade of F. For financial aid purposes, a WF is considered an unsuccessful attempt, which has a negative impact on a student’s satisfactory academic progress.

### GRADING SCALES

Individual faculty members are responsible for grading students’ course work. Faculty will determine whether to use a 7-point or 10-point grading scale as indicated below:

10 – Point Grading Scale	7 – Point Grading Scale
<b>A = 90 - 100</b>	A = 93 - 100
<b>B = 80 - 89</b>	B = 85 - 92
<b>C = 70 - 79</b>	C = 77 - 84
<b>D = 60 - 69</b>	D = 70 – 76
<b>F = Below 60</b>	F = Below 70

## GRADE POINT AVERAGE

A student's grade point average (GPA) will be based upon all credits earned at Wilson Community College. Please see [Standards for Academic Progress](#) for information regarding GPA requirements for Satisfactory Academic Progress.

Students should also be aware that federal and state requirements for continued financial aid eligibility require that grades earned in all developmental courses must be included in a student's financial aid GPA, while such grades are not included in the student's academic GPA.

The following example shows how grade point averages are computed. If a student's grades for the semester are:

Course	Grade	Grade Point	Semester Hours Credit
ENG 111	A	4	3
BUS 110	B	3	3
MAT 140	D	1	3
CIS 110	C	2	3
ACC 120	C	2	4
Total			16

The grade for each subject will be converted to a grade point. The grade point is then multiplied by the semester hours. The result (total quality points) is then divided by the total hours of credit to calculate the grade point average (GPA). See the following example:

Course	Grade Points x Semester Hours Credit	Quality Points
ENG 111	4 x 3	= 12
BUS 110	3 x 3	= 9
MAT 140	1 x 3	= 3
CIS 110	2 x 3	= 6
ACC 120	2 x 4	= 8
Total Semester Hours = 16		38

Grade Points x Semester Hours = Quality Points  
Quality Points (38)/Semester Hours (16) = GPA  
2.375

## GRADUATION

Graduation exercises are held annually in May, to honor students who have satisfactorily completed a degree or diploma program of study. The Director of Enrollment Services/Registrar performs a graduation audit to ensure that candidates have met all requirements for the degree or diploma being conferred.

**NOTE: Students must meet the following requirements to be eligible for graduation:**

- Satisfactorily completed courses required for their program of study, by the end of the summer semester. A minimum grade point average of 2.0 is required in those courses.
- Completed and submitted a Curriculum Application to Graduate, during registration for their final semester, or by March 1 for summer semester graduates.
- Paid the \$25.00 graduation application fee to the Business Office in Building F. Students who have been awarded Financial Aid may charge the graduation application fee and the cost of purchasing a cap and gown, if they do so by the last date to charge to Financial Aid in the College Bookstore.
- Paid all required fees, fines, and other financial obligations owed to the College or state.

Students who are eligible to graduate are encouraged to participate in the graduation ceremony. Graduates will be allowed to march only once. Students who submit the Curriculum Application to Graduate for the summer semester will have the option to march in the May ceremony.

Graduates who wish to participate in the graduation ceremony will be permitted to wear only College approved caps and gowns purchased through the College bookstore.

Graduates who are members in good standing in either Phi Theta Kappa, the National Technical Honor Society, or the National Society of Leadership and Success, will be permitted to wear the stole and tassel of their respective organization. Students graduating with Highest Honors (4.0 program GPA), or High Honors (3.5-3.99 program GPA), will be

permitted to wear honor cords issued by the College.

Diplomas and degrees will be issued approximately 2-4 weeks after the end of the semester in which the student completes all program requirements.

### **STANDARDS FOR ACADEMIC PROGRESS**

The standards for measuring Satisfactory Academic Progress are grades and grade point averages. Academic standing is based on original grades made the semester the courses were completed. Retroactive adjustments made to grades, such as adjustments made due to courses being repeated or change of major, may have an impact on the previously determined academic standing.

#### **SATISFACTORY ACADEMIC PROGRESS**

A 2.0 cumulative program grade point average (GPA) on courses required in one's curriculum is the minimum required for graduation for all degrees, diplomas, and certificates. A 2.0 GPA on all courses completed at Wilson Community College will be considered the minimum for Satisfactory Academic Progress.

#### **ACADEMIC WARNING**

A student who fails to maintain a cumulative GPA of 2.0 will be placed on Academic Warning for the next semester. The student will be notified in writing of this status by the Director of Enrollment Services/Registrar. Students on Academic Warning will be encouraged to seek tutoring and consult with their academic advisor, within the first 10 days of the semester to learn about available academic resources and services.

#### **ACADEMIC PROBATION**

Should the student fail to reestablish a cumulative GPA of 2.0 at the end of the academic warning semester, he/she will be placed on Academic Probation. The student will be notified in writing of this status by the Director of Enrollment Services/Registrar. Students on Academic Probation will be allowed to take no more than nine credit hours at a given time during the semester and may not be eligible for Financial Aid or VA benefits until their cumulative GPA is at least a 2.0.

The student should meet with his/her advisor prior to registration to determine the number of credit hours in which they should enroll while on Academic Probation. Students will

also be encouraged to seek tutoring and consult with their advisor within the first 10 days of the semester to learn about available academic resources and services. Students will remain on Academic Probation until they achieve at least a 2.0 cumulative GPA.

### **TRANSFER TO SENIOR COLLEGES AND UNIVERSITIES**

Wilson Community College assists students in their efforts to pursue additional education at senior colleges and universities. As part of its mission, the College will:

- Designate counselors and academic advisors to work primarily with college transfer students.
- Foster collaboration between counseling staff and academic advisors for the benefit of all transfer students, including Associate in Arts, Associate in Science, and Associate in Applied Science programs of study.
- Host an annual college transfer event for students to get information from colleges and universities of interest.
- Make current information on North Carolina and other senior colleges and universities available to students in the College Transfer Advising Center.
- Make students aware of available resources through New Student Orientation, the College website, catalog, e-mail, and workshops.
- Post announcements and/or send e-mail notifying students when senior college or university representatives are on campus.
- Provide opportunities for senior colleges and universities to provide information in the student lounge, the College Transfer Advising Center, and at scheduled campus events.

#### **TRANSFER STATEMENT**

Colleges and universities vary widely in general education requirements for entrance into and completion of study in a major field. At the earliest possible date, students are advised to consult an admissions representative at their institutions of choice, to determine transferability of courses taken and those they plan to take at Wilson Community College.

Only courses approved in the comprehensive articulation agreement are transferable to UNC member institutions.



## WORK-BASED LEARNING

Work-Based Learning is designed to give students enrolled in curriculum programs an opportunity to work on a job while completing their degrees. This combination of classroom instruction with practical/related work experience provides numerous benefits to participating students.

Work-Based Learning students work from one to three semesters in part-time or full-time jobs with employers approved by the College. Academic credit is earned for the learning gained during the Work-Based Learning work period. Students are contacted periodically by the Work-Based Learning coordinator and/or their advisor and receive on-the-job supervision by the employer.

### ELIGIBILITY FOR WORK-BASED LEARNING

All students enrolled in programs that offer the option of Work-Based Learning for academic credit, and who have completed a minimum of two full-time (at least 24 semester hours) academic semesters, are eligible to enter the Work-Based Learning program if they meet the following conditions:

1. An academic standing of 2.0 GPA;
2. Approval of Work-Based Learning coordinator and faculty advisor;
3. Have a supervisor who will direct the Work-Based Learning experience who is legitimately in charge of the student (this includes students who are owner/operators of a business).
4. Interested students should see their advisor. If the student is accepted, the student's advisor will prepare the Work-Based Learning approval form.

### CODE OF CONDUCT FOR WORK-BASED LEARNING (WBL)

Students enrolled in WBL 111, 112, 121, and/or 131, who are performing their Work-Based Learning experience are expected to comply with the rules of ethics and professional responsibility required within the business environment. If upon investigation, there is evidence of failure to comply with these rules, students will be subject to disciplinary action including, but not limited to, termination from the WBL position and the inability to participate in other Work-Based Learning experiences. Termination from the WBL

position may prohibit the student from completing that program. See [Disciplinary and Due Process Procedures](#) for more information on code of conduct and disciplinary sanctions.

---

## ACADEMIC POLICIES AND PROCEDURES

---

### ACADEMIC FORGIVENESS POLICY

Students may apply for the forgiveness of grades earned at Wilson Community College under the provision of the College's Academic Forgiveness Policy. Although courses will not be removed from the student's cumulative record, the grades will no longer be calculated into the student's cumulative grade point average. Academic forgiveness for courses completed at Wilson Community College and then transferred to another college or university may not be honored as a forgiven grade. Receiving institutions to which you transfer are not required to disregard course grades for which forgiveness is granted. The following criteria must be met in order to be considered for academic forgiveness:

- Academic forgiveness must be initiated by the student who has not been continuously enrolled for three years.
- The student must complete an Academic Forgiveness Application.
- Academic forgiveness applies to courses taken by the student at Wilson Community College more than three years prior to the date of application for academic forgiveness.
- The student will be eligible for academic forgiveness once he or she is currently enrolled and has earned a minimum of 12 semester hours of required course credit in the chosen program of study, within the previous year. The student must achieve an overall grade point average of 2.5 or above in these courses.
- Only prior courses with grades of "F" or "WF" will be eligible for academic forgiveness.
- Academic forgiveness will be granted only once and, when granted, is irrevocable.

### ACADEMIC FORGIVENESS PROCEDURES

1. Secure an application for Academic Forgiveness in Student Development, read the terms carefully, complete and sign the form.
2. Return the completed and signed application to Student Development. The application will be verified and courses will

be checked for eligibility in accordance with the policy stated above.

3. Meet with the Executive Dean of Student Development and sign the final agreement.

If Academic Forgiveness is approved, the Director of Enrollment Services/Registrar will notify the student of the decision. No courses will be removed from the transcript. The new GPA will exclude "F" or "WF" grades that were approved for forgiveness. If forgiveness is denied, the Director of Enrollment Services/Registrar will notify the student. Review and processing of the request for Academic Forgiveness takes between two and four weeks.

**NOTE: Academic forgiveness cannot be used to waive satisfactory academic progress standards for financial aid.**

### ATTENDANCE POLICIES

To ensure that students do not miss significant instructional material that jeopardizes their success in class, students are expected to attend all classes, laboratories, and shop sessions. Students have full responsibility for accounting to their instructor for absences and will be counted absent starting from the date they register for each class.

The College attendance policy for all curriculum courses is not to miss more than 15 percent of the course contact hours; therefore, to receive course credit, a student is required to attend a minimum of 85 percent of the contact hours of the course. Some programs may follow a more stringent attendance policy because of regulations set by consortia or state and federal licensing agencies.

Faculty have authority to drop students who have missed 15 percent of the required hours. Make-up work may be allowed at the discretion of the instructor. Students are expected to report for class on time. Habitual tardiness may, at the discretion of the instructor, be considered in calculating class attendance.

### ONLINE (NT) ATTENDANCE

Student "attendance" in online courses is defined as active participation. Active participation will be tracked through submission/completion of course activities by the posted weekly due dates.

## HYBRID (HY) ATTENDANCE

Hybrid courses are a combination of classroom and online instruction. Students will meet on campus at designated times and complete online assignments as directed in the Schedule located in the Syllabus. For the classroom component of the course, the College's Traditional Attendance Policy will be followed. For the online component, the College's Online Attendance Policy will be followed. Attendance will be calculated through a combination of the classroom attendance and the completion of online activities.

## RELIGIOUS OBSERVANCE POLICY

In accordance with North Carolina Administrative Code, students may be granted two excused absences each academic year for a religious observance, required by their faith. Students will be given the opportunity to make up tests and assignments missed due to an excused absence for religious observance. Requests must be made according to College policy and procedure, as follows:

- An academic year is defined as that period of time starting on August 15 of each year and ending on August 14 of the following year.
- The two excused absences may be taken at any time during the academic year on either two separate days or two consecutive days.
- The two excused absences are over and above other College attendance requirements.
- The student must submit a completed Religious Observance form to the Executive Dean of Student Development, a minimum of two weeks prior to the date(s) the student intends to be absent.
- The student must specify a specific date(s) for the intended absences and must acknowledge responsibility to make arrangements with each instructor to make up any missed work.

The Executive Dean of Student Development will make the student's instructors aware of the intended absences. Faculty members are expected to note the excused absences as appropriate in class record documents.

## AUDIT POLICY

The privilege of auditing a course is available to full and part-time students with permission of the instructor. Students who wish to audit a course must declare this intent on the Audit Grade Reporting form, obtain the instructor's signature, and submit the form to the Director of Enrollment Services/Registrar prior to the fifth class day of the semester.

Once an Audit Grade Reporting form has been processed, students will not be allowed to change back to credit status. To audit, students must register for the course and pay regular tuition, except in the case of full-time students (16 or more credit hours) who may audit with no additional charge.

Audit requests are considered if space is available. Audit students will not displace degree-seeking students. Students who audit courses with a clinical component do not take part in the clinical aspect of the course. Audited courses receive no grade and no quality points.

Audit students are expected to adhere to the same attendance policy as credit students. Participation in class discussion and examinations are at the discretion of the instructor. A grade of "AU" is given for record purposes. Students may audit a course twice and a withdrawal will count as an attempt. A grade of "WAU" will be given for withdrawals. Credit by examination will not be allowed for courses that have been audited.

**NOTE: Audited course hours do not count toward financial aid awards or VA benefits.**

## CATALOG REQUIREMENTS

Students are expected to meet the catalog requirements in effect at the time of their enrollment into a curriculum program. Anyone not enrolled for two or more consecutive semesters, excluding summer semester, must be readmitted to the College and must meet the degree requirements in the catalog in effect at the time of their readmission. In the event of an extenuating circumstance, the student may request a change of catalog. The request must be made to the advisor and approved by the Curriculum Dean.

## COURSE/CURRICULUM DISMISSAL

A student may be dismissed from a course or curriculum or portion thereof due to academic failure or unsatisfactory performance in a clinical or practical setting. Such action, if warranted, will be taken by the appropriate Curriculum Dean or Director, after a review of the case. Students who believe they have been unfairly or improperly dismissed on grounds of academic failure or unsatisfactory performance may appeal following the process for Instructional Grievances found in the College Catalog (see Grievance Policies).

## COURSE LOAD

Students are expected to be familiar with the requirements of the program of study they are pursuing and are responsible for keeping account of progress towards completion of graduation requirements. Class schedules and academic course loads should be planned in consultation with the academic advisor. It is the responsibility of students to know the regulations set forth in the Catalog, which is available in Student Development and on the College website [Wilson Community College](#).

An academic course load is the total number of semester hours of credit for which a student is enrolled each semester. Students enrolled in the fall and spring semesters for 12 or more credit hours are designated as full-time students. Students enrolled in the summer semester for 9 credit hours or more are designated as full-time students (this is not applicable for financial aid purposes, see note below).

- Full-time: A student enrolled for 12 or more semester hours is considered a full-time student.
- Part-time: A student enrolled for less than 12 semester hours is considered a part-time student.
- 1st year: A student who has successfully completed fewer than 32 semester hours.
- 2nd year: A student who has successfully completed 32 or more semester hours in a two-year program.

This is considered to be normal progress.

Students may enroll for up to 19 credit hours in the fall and spring semesters and up to 13 credit hours in the summer, with the approval of their academic advisor. Course loads in

excess of 19 credit hours in the fall and spring and 13 credit hours in the summer must be approved by the Vice President for Academic Affairs, except where specified in the suggested curriculum outline.

Students who are placed on academic probation are required to take a reduced course load. Students employed full or part-time may be advised to take a reduced course load based on their academic standing. For additional information, (see [Standards for Academic Progress](#)).

**NOTE: Financial aid course load requirements may be different than academic course load requirements. Degree seeking students receiving a Pell Grant must be enrolled for 12 or more credit hours in fall, spring, and summer semesters in order to receive a full time Pell award. Diploma seeking students receiving a Pell Grant must be enrolled for a specified number of contact hours depending on the particular program of study, in order to be eligible for a full-time Pell award. Certificate seeking students are not eligible for Pell Grant, except for the Basic Law Enforcement Training certificate. For additional information, contact the Financial Aid Office.**

## COURSE PREREQUISITE/COREQUISITES POLICY

Many courses have prerequisites of one or more courses that must be completed before enrolling in the course with a listed prerequisite(s). Some courses have corequisite(s) of one or more courses that must be taken at the same time, or prior to, the course with a listed corequisite. Prerequisites and/or corequisites are listed in the individual course descriptions in this catalog. All students, including special credit students and audit students, must meet prerequisite and corequisite requirements. Students may request a Credit by Examination to demonstrate their knowledge and skills of a prerequisite or corequisite course (see [Credit by Examination procedures](#)).

Students who early register for classes that have a prerequisite/corequisite, but who do not successfully complete the required courses, must make appropriate schedule changes within the Schedule Adjustment period.

Students who do not make those adjustments will be dropped from courses for which they do not meet prerequisite/corequisite requirements.

### **COURSE REPEAT POLICY**

Students who receive a grade of “C” or better on a curriculum course can repeat the course once. Students who receive a grade below “C” on a curriculum course may repeat the course until a grade of “C” or better has been obtained.

No course may be counted more than once in calculating the total number of hours towards graduation. Only the highest grade will be used for computing total credit hours attempted and passed, total quality points, and grade point averages. Only courses repeated at Wilson Community College will replace grades in computing GPAs. Transfer credit does not replace previous course grades.

For financial aid purposes, a student is allowed to repeat a previously passed class only once and then only to improve the course grade. Regardless of the grade a student receives on the second attempt of a previously passed class, financial aid will not be given for future attempts. A student may continue to attempt courses for which a passing grade has not been earned and receive financial aid with the exception of the 30 hour limitation on developmental courses. Veterans who wish to repeat a course, for which a passing grade has been earned, will not receive educational benefits for repeating the course.

### **COURSE SUBSTITUTIONS**

Course substitutions may be made only with adequate cause when such actions do not compromise the attainment of the educational objectives of a program of study. Substitutions must be recommended by the advisor, and be approved by the Curriculum Dean and the Vice President for Academic Affairs. All substitution approvals must be filed with the Director of Enrollment Services/Registrar’s Office to be considered official. Financial aid will not cover substituted courses unless the appropriate approvals have been granted.

### **CREDIT BY CREDENTIAL**

Wilson Community College recognizes industry standard certifications in awarding credit for equivalent curriculum courses. For credit to be awarded, the certifications must meet industry standards for current licensure. Courses and credentials must be documented and validated by subject matter experts and have prior approval of the Academic Affairs Committee. Credit awarded for professional certification is considered transfer credit and is not transferrable to other institutions. Information pertaining to documentation and specific course credit for certification levels is available in Student Development.

### **CREDIT BY EXAMINATION**

A student seeking to exempt a course by examination can do so by following the policies and procedures below:

- The approval and examination process for exempting a course must be completed prior to the fifth class day of the semester in the semester for which the exemption is being sought. Developmental courses (any course that has 0 as the first number in the 3-digit course number) cannot be considered for credit by examination.
- A student seeking approval for credit by examination must register for the class, make the request with his or her advisor, and complete the Credit by Examination Request form. When the Credit by Examination Request form has been denied or approved, the advisor will inform the student. Upon approval, the student will arrange a time with the instructor to take the exam. The student must be in attendance of the course until the challenge exam has been completed.
- Upon successful completion of the exam the instructor will submit an Exempt/Change of Grade Approval form with all supporting documentation to include tests, skills checkoffs, presentations, or rubrics to the Director of Enrollment Services/Registrar on or before the roster collection date (20% point). Students who do not successfully pass the exam will have to continue in the course in order to receive credit. If the student does not wish to continue in the course, he/she

should officially withdraw from the course. Anyone who withdraws and requests a refund will be subject to the Tuition Refund Policy.

- Approval to exempt a course by examination is considered if the student can show one of the following:

**Experience:**

A student who thinks he or she possesses verifiable competencies of a specific course may request an assessment through their advisor. This may include previous or related course work or work experience. Documentation of work experience will be required.

**Licensure and Certification:**

A student who holds current licensure or certification in an occupational field may request exemption from courses in which these competencies are specified. Licensure or certification does not automatically equate to course exemption.

- A request for credit by examination will be given only for courses on the schedule that particular semester unless the course is the only course needed to complete the student's program.
- Exemptions may be granted for no more than 25 percent of the required courses in a diploma and associate degree curriculum, and no more than one course in a certificate program.
- Only one attempt at exemption assessment is allowed for each course. To successfully challenge a course, the student must pass the comprehensive exam, based on standards set by the department, which are a "C" or higher. The grade received will be recorded on the student's permanent record as "EX". Please note that credit earned by examination may not transfer to another post-secondary institution.
- Hours earned by exemption or audit will not be counted towards enrollment status for Title IV Financial Aid or VA benefits.
- A student who fails, audits, withdraws, or is withdrawn from a course is not eligible to earn credit by examination.

## CONTINUING EDUCATION TO CURRICULUM CREDIT

Continuing Education (CE) course credit related to curriculum instruction earned at Wilson Community College may be accepted for credit for Curriculum (CU) courses in specific programs. Students must have earned a satisfactory grade for the course. Credit may be granted for no more than 25 percent of the required courses in a diploma or associate degree curriculum, and no more than one course in a certificate program. The Dean for each division will approve Continuing Education courses and complete a CE to CU Credit form documenting that all course requirements have been met.

The following conditions must be met in order to award credit for non-curriculum course work:

1. Hours for CE course work are equivalent to the CU course
2. Course Objectives are equivalent to the CU course
3. Assessments – the successful completion of the CE course must be based on assessment
4. Faculty credentials of the instructor teaching the CE course must meet all SACSCOC faculty credential requirements for the awarded credit course.
5. Continuing Education units must be evaluated for curriculum credit within five years of completion for each course.

## DROP PROCEDURE/TUITION REFUND POLICIES

It is the student's responsibility to officially withdraw from a course(s), or from the College, according to the following procedures. Students receiving financial aid should consult the Financial Aid Office before dropping a course(s).

- Students officially withdrawing from a course(s) prior to the first day of the academic period, must do so by contacting their advisor. Students who withdraw prior to the first day of the academic period are eligible for a 100% tuition refund. For all drops involving a refund, students are encouraged to follow up with the Cashier in the College's Business Office.

- Students requesting to drop a course(s) on or after the first day of the semester, must make the request to the instructor of the course(s), which can be done in person, by telephone, or by e-mail from the student's College account.
- Students officially withdrawing from a course(s) on or after the first day of the academic period, but on or prior to the official 10% point (refund period) of the academic period, are eligible for a 75% tuition refund. For all drops involving a refund, students are encouraged to follow up with the College cashier in the Business Office.
- Students who register for course(s) and do not attend/enter the course(s) by the census date (10% date for the course), will be dropped as never attended (NA) and will not be charged tuition and fees.
- Students who withdraw from a course after the last day of the registration period, but on or before the 60% percent point of the semester, will receive a grade of "W".
- Students who withdraw from a course after the 60% point will receive a failing grade of "WF".
- Students requesting a grade of "W" after the 60% point must provide documentation of the reason for withdrawal to the Executive Dean of Student Development, who will make a final determination in consultation with the instructor and/or Curriculum Dean.

## GRADE APPEALS

Faculty have the responsibility to assign student grades according to standards that are acceptable, communicated to all students, and applied equally. A student who has a disagreement with an instructor's professional judgment in grading should attempt to resolve the matter with the instructor who issued the grade.

Appeals will not be considered unless based on at least one of the following conditions:

- An error was made in the calculation of the final grade.
- The final grade assigned was based on standards different from those applied to other students in the same course and section.

- The instructor deviated from grading standards as stated in the course syllabus, without notifying students.

**NOTE: In the event the student is contending that the disputed grade was assigned based on or influenced by the student's age, race, sex, national origin, religion, or disability, the student must follow the procedure outlined in the [Grievance Policies](#).**

When exceptional circumstances warrant an appeal of the instructor's decision, a student may employ the following grade appeals process:

1. A student must attempt to resolve the grading matter through dialogue with the instructor who issued the grade within 10 instructional days of the final grade being received or posted.
2. A student who disagrees with the instructor's decision may appeal to the Dean who oversees that instructor within 5 instructional days of the decision of the Instructor by completing a Grade Appeal Form. The Grade Appeal Form is the document of record and is available upon request, from the instructor.
3. The Dean will determine whether a review is required, and if necessary, the manner by which any review will be performed. The Dean will determine the appropriate action necessary and send a certified letter to the student outlining the decision within 5 instructional days of the date the appeal was made.
4. A student may appeal the Dean's decision to the Academic Appeals Committee (AAC) by submitting the Grade Appeals Form to the Vice President for Academic Affairs, within 5 instructional days of receipt of the certified letter. The AAC will be comprised of one dean and two faculty members who will be chosen on an ad-hoc basis by the Vice President for Academic Affairs. The AAC will review the appeal and decide on an appropriate action. A certified letter will be sent to the student outlining the decision within 10 instructional days of the date the final appeal was made. The AAC's decision will be considered final.

## GRADE REPORTS/CORRECTIONS

Grade reports will be made available to curriculum students within two days after the end of each semester, through Student Planning. Should a grade correction be necessary, the student will initiate the process with the instructor who issued the grade. A grade may be changed only through the mutual agreement of the instructor who issued the grade, the Curriculum Dean, and the Vice President for Academic Affairs. Grade report corrections must be documented by the instructor on a Change of Grade Form and processed in the Director of Enrollment Services/Registrar's Office.

## INCOMPLETE GRADES

If the student is unable to take the final examination or complete the final project because of illness or other reasons over which the student has no control, the grade of "Incomplete" is given at the discretion of the instructor. The instructor will file a written statement of conditions for removal of the Incomplete on the Incomplete Grade Form, with one copy to the student and one copy to be placed in the student's permanent file.

The amount of time allowed for removing an Incomplete shall be determined by the instructor, not exceeding the mid-point of the following semester, unless approved by the Vice President for Academic Affairs. Failure to complete the required work will result in a grade of "F" in the course.

**NOTE: The incomplete policy does not apply to WBL 111, 112, 121, and 131. See the WBL Handbook for additional information regarding WBL courses.**

## INDEPENDENT STUDY POLICY

A student requesting approval to enroll in an independent study course is only eligible if the course is needed to graduate in the term for which it is requested, but is not offered. VA recipients must see the Director of Financial Aid/Veterans Affairs (F105d) regarding the possible impact an independent study course may have on VA benefits. A student seeking to enroll in an independent study course must do so by following the procedures outlined below:

- A student must complete an Independent Study Request Form and obtain approval prior to the first class day of the semester.
- The student must first seek approval from the instructor of the course. Upon approval from the instructor, the student must continue the approval process as specified on the form.
- The student's advisor will confirm that the course is needed for graduation in the term.
- Upon approval, the student must register for the course.
- Independent study course work will be evaluated by the assigned faculty in accordance with the established grading policies.
- The student will be required to meet with the instructor weekly or at specified times established by the instructor.
- The student must complete a minimum of 50% of the required contact hours for the course. In order to document the amount of time dedicated to the course, the student will be provided a time sheet to record on-campus contact with the instructor.
- Assignments, tests, projects, etc. assigned by the instructor must be completed in accordance with all the posted due dates.

Withdrawal from an independent study course results in a grade of "W" or "WF" depending on the point in the semester when the drop occurs.

## LATE ENTRY

During the fall, spring, and summer semesters, students must attend class on or before the census date. The census date is 10% of the total class hours, which is the date set by the state for reporting purposes. Attendance by the census date enables the student to be included in state-required attendance reports. Failure to adhere to this schedule will result in the student being dropped as a never attended (NA) from his/her class(es). Students will not be permitted to enter the class without the permission of the Curriculum Dean. The decision of the Curriculum Dean is final.



## REINSTATEMENT TO CLASS

When a student has been withdrawn from a class by the instructor for absences, the student may be reinstated with the instructor's approval. If the request for reinstatement is denied, the student may appeal the decision to the appropriate Curriculum Dean.

## WITHDRAWAL FROM THE COLLEGE

Students finding it necessary to withdraw from a course(s), or from the College, must do so officially by contacting his/her instructor(s). Students receiving federal or state financial aid are strongly encouraged to consult the Financial Aid Office prior to withdrawing, as there could be repayment or eligibility issues. Officially withdrawing, rather than just walking away, may also help limit financial liability for payment of tuition and fees to the state.

Students, who withdraw from a course after the last day of registration, but on or before the 60% point in the semester, will receive a grade of "W". Students withdrawing after the 60% point will receive a grade of "WF", unless they are able to provide documentation to the Executive Dean of Student Development that their withdrawal was based on medical necessity or other unforeseen circumstances beyond the control of the student. (*See also, [Drop Procedure and Tuition Refund Policies](#)*).

---

# GENERAL POLICIES AND PROCEDURES

---

## CAMPUS SAFETY

The College has established safety procedures to comply with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, otherwise known as the Clery Act. The Wilson Community College Chief of Police has overall responsibility for ensuring compliance with the Clery Act.

## ANNUAL CRIME STATISTICS REPORT

All institutions of higher education participating in federal student aid programs are required to provide crime statistics to the campus community by October 1 of each year. Campus crime, arrest, and referral statistics include those reported to police officers, campus officials, and local law enforcement agencies.

Campus crime statistics for the previous three years are published here and made available on the College's website. This report is prepared in cooperation with local law enforcement agencies, the Wilson Community College Chief of Police, and their designees. Copies of the report may be obtained at the Wilson Community College Police Department (Room D-103) or by calling (252) 246-1393. All prospective employees may obtain a copy from the Human Resources office.

## CRIME REPORTING STATISTICS

OFFENSE	LOCATION	2014	2015	2016
Murder / Non-Negligent	On-Campus	0	0	0
	Public Property	0	0	0
Manslaughter	Non-Campus	0	0	0
Negligent Manslaughter	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Sex Offense, Forcible	On-Campus	1	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Sex Offense, Non-Forcible	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Robbery	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Aggravated Assault	On-Campus	0	0	1
	Public Property	0	0	0
	Non-Campus	0	0	0
Burglary	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0

OFFENSE	LOCATION	2014	2015	2016
Motor Vehicle Theft	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Arson	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Liquor Law Arrests	On-Campus	1	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Liquor Law-Referrals	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Drug Law Arrests	On-Campus	1	0	0
	Public Property	5	0	0
	Non-Campus	0	0	0
Drug Law-Referrals	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Weapons Arrests	On-Campus	0	1	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Weapons-Referrals	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Hate Crimes	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Stalking	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Dating Violence	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Domestic Violence	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
*Unfounded Crimes	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0

\*Unfounded crimes – crime reported and/or arrest is made, but charges are later dropped (Example – mistaken identity).

### EMERGENCY RESPONSE AND EVACUATION

The College has developed emergency response and campus evacuation procedures for situations involving an immediate threat to the health or safety of individuals on the campus. Emergency Information Guides are posted in all rooms where people gather on campus. Building evacuation plans are posted in each building. The College conducts emergency response exercises each year and College departments have developed contingency and business continuity plans.

### REPORTING CRIMINAL OFFENSES AND SUSPICIOUS ACTIVITY

Students, employees, and visitors are encouraged to report all crimes and public safety related concerns to the College switchboard and/or the Wilson Community College Police Department as soon as possible. All reports are taken seriously and crimes on campus are investigated by campus police. All incident reports concerning students and visitors are forwarded to the Executive Dean of Student Development. Incident reports concerning employees are forwarded to the Director of Human Resources.

Any suspicious activity or criminal behavior on campus or immediately adjacent to the campus should be reported to the Wilson Community College Police Department at (252) 246-1393. When calling from a cell phone or other non-campus phone, call (252) 291-1195. Reports may also be made to the following College officials who will ensure assistance is provided:

- Wilson Community College Chief of Police (252) 246-1393, Room D-103
- Executive Dean of Student Development (252) 246-1275, Room F-100h
- Executive Dean of Continuing Education (252) 246-1290, Room B-101a
- Vice President for Academic Affairs (252) 246-1254, Room B-106a
- Vice President of Finance and Administrative Services (252) 246-1221, Room F-104

### SECURITY AWARENESS PROGRAM

Students are informed of campus safety procedures and initiatives during New Student Orientation; similar information is presented to new employees.

Training and awareness activities on crime prevention and personal safety are coordinated with the Wilson Community College Police Department, in cooperation with other College departments. Information is also disseminated through security alert postings and safety tips on the College website and through WCC e-mail. The College's Safety and Security Committee reviews security-related issues and makes recommendations for improving safety conditions on campus.

## SEX CRIMES PREVENTION ACT

In compliance with the federal Campus Sex Crimes Prevention Act, the campus community may obtain the most recent information received concerning sex offenders who may be employed, enrolled, or volunteering at this College. This information is available from the following sources:

- Executive Dean of Student Development
- SBI listing of sex offenders: [NC State Bureau of Investigation Sex Offender Registry](#)
- Wilson County Sheriff's Office (252) 237-2118

## TIMELY WARNINGS

If a situation arises that, in the judgment of the Wilson Community College Police Department, constitutes an emergency or threat, a campus wide "timely warning" alert will be issued using the Emergency Broadcast System and Regroup messaging system. The alert will be posted on the College's website and sent to students, faculty, and staff via WCC e-mail accounts. Students and employees may also sign up to receive voice and text message alerts through Regroup. Anyone with information warranting a timely warning should report the circumstances to the Wilson Community College Police Department.

## WEAPONS ON CAMPUS

North Carolina state law prohibits carrying a "weapon" either openly or concealed on community college property. A weapon includes firearms, explosives, BB guns, stun guns, air rifles/pistols, and certain types of knives or other sharp instruments.

The NC legislature provided a limited exception in N.C.G.S. 14-269.2(k), which took effect on October 1, 2013. A handgun may be permitted on a community college campus only under the following limited circumstances:

1. The firearm is a handgun; AND
2. The individual has a valid concealed carry permit or is exempt from the law requiring a permit; AND
3. The handgun remains in either: a closed compartment or container within the permit holder's locked vehicle; or a locked container securely affixed to the permit holder's locked vehicle; AND

4. The vehicle is only unlocked when the permit holder is entering or exiting the vehicle; AND
5. The firearm remains in the closed compartment at all times.

Possession of a firearm or weapon on campus outside of these conditions will bring legal and disciplinary action.

## CHANGE OF PERSONAL INFORMATION

A student's address as last listed in their educational record with Student Development is considered to be the student's address of record. It is the student's responsibility to keep personal information updated as all official correspondence is directed to the student's address of record. Students should notify Student Development when there has been a change in their name, address, or telephone number. Proof of identification is required for all changes to personal information.

Some changes in personal information, including but not limited to name changes, may require certified copies of legal/court documents. Examples include marriage licenses and divorce or adoption decrees. A valid NC state driver's license or a social security card with the new name may be accepted as adequate documentation.

## CHILDREN ON CAMPUS

State policy prohibits attendance in any class, laboratory, or class activity by anyone not enrolled in that course. As such, children are not allowed to accompany a parent or other student, faculty, or staff member to any on-campus academic activity, including but not limited to classes, labs, the College library, or orientation sessions other than when the general public has been invited. If a student brings a child or other visitor to such an activity, they will be asked to leave by the instructor or staff member.

Children are not allowed on campus unless they are accompanied and supervised by a responsible adult. Children visiting campus with a responsible adult may not be left unattended and/or unsupervised at any time. If any child is found unattended and/or unsupervised anywhere on campus, the Executive Dean of Student Development or the senior administrator on duty should be notified immediately. If the appropriate administrator

is unavailable, security should be called. The parent or other person responsible for leaving the child unattended will be located and asked to leave campus. Depending on the circumstances, security may be asked to investigate and disciplinary or other charges could result. Violations by College employees will be reported to the employee's supervisor. Minors registered for on-campus College classes and/or activities under Career and College Promise, Early College, and/or TRIO programs must comply with all relevant and applicable federal, state, and College guidelines.

Applicants, students, and visitors should exercise reasonable judgment in the decision to include children in non-academic activities such as on-campus registration for classes. The College assumes no liability for injuries to minors on campus, other than enrolled students at the College or invited guests.

#### **COMMUNICABLE DISEASE POLICY**

Students and employees of the College who may be infected with a reportable communicable disease as defined by the North Carolina Commission for Health Services will not be excluded from enrollment or employment, or restricted in their access to College services or facilities, unless medically-based judgments in individual cases establish that exclusion or restriction is necessary for the welfare of the individual, other members of the College community, or others associated with the College through clinical, cooperative, intern, or other such experiences, involving the general public.

Examples of communicable diseases include: HIV/AIDS, TB, and STD's. Individuals who know that they are infected are urged to share that information with the Executive Dean of Student Development, so the College can assist in the appropriate response to their health and educational needs. The College is obligated by law to disclose to public health officials information about all confirmed cases of communicable diseases.

Persons who may have reasonable basis for believing that they are infected are expected to seek expert advice about their health circumstances and are obligated, ethically and legally, to conduct themselves responsibly in

accordance with such knowledge for the protection of others.

#### **COMPUTER/INTERNET USAGE POLICIES**

##### **Wi-Fi:**

College computers, computer systems, software, internet, and Wi-Fi are provided to students and employees for education-related and work-related purposes. Each is a finite resource, especially Wi-Fi. Any member of the College community that uses excessive amounts of Wi-Fi is potentially denying others access. The College reserves the right to address excessive Wi-Fi usage on an individual basis.

##### **Computer Use Policy:**

The following rules and regulations are to define all users' limitations. These rules are separate and apart from the General Policy on Student Conduct and Disciplinary Sanctions. Any violation shall be termed "computer misuse", and the offender shall be referred to the respective College official for disciplinary action.

- Students must only use computers that have been authorized for their use.
- Students are responsible for use of their accounts. They should make appropriate use of the system, provide protection features, and take precautions against others obtaining access to their computer resources.
- Students must not search for, access or copy directories, programs, files, or data not belonging to them. Software provided by Wilson Community College may not be taken to other computer sites without permission. If there is any doubt about the use of any software, students should contact the Executive Dean of Student Development.
- Students must not attempt to modify system facilities, crash a system, nor subvert the restrictions associated with their accounts or computers.
- Students may not tamper with or change any configuration settings of any device without approval from Information Technology staff.
- Students may not monopolize any available resource to the extent of denying others fair use.

- Use of any Wilson Community College computer system for personal or business purposes without written permission is prohibited.
- All users shall be responsive to the suggestions and interpretation of these rules by computer personnel.
- The College computer labs are available each semester only to currently enrolled students.
- The open computer lab assistants' duties involve helping students who need assistance with technical issues and not assisting students in completing required course work such as assignments, quizzes, and/or papers.
- Students are not allowed to copy any of the programs licensed to the College.
- Students are not to leave any data or programs on the hard disk drives.
- Students may not use the computers to play games.
- Children are not allowed in the labs.
- Food and drinks are not allowed in the labs.
- Users may not use computer systems, including hardware and software and /or computer accounts, for accessing content or programs which violate the acceptable moral standards of the community.

The dispositions listed below (not an all-inclusive list) are examples drawn from the Code of Conduct and Disciplinary Sanctions.

(See [Disciplinary and Due Process Procedures](#)).

- Financial assessment for computer services
- Legal prosecution
- Revoking of the individual's rights to use the computer, either on a temporary or permanent basis.
- Probation
- Suspension
- Expulsion

In the event that other College regulations are violated, additional penalties may be imposed. Unauthorized use of any computer system by an individual other than those affiliated with the College, may be adjudged a felony and the individual may be liable to legal prosecution.

#### **Software Use Policy:**

In support of and compliance with federal copyright law, Wilson Community College is

resolved that all computer software located within any facility of the College will be purchased and used only by the College according to current licensing agreement with respective software manufacturers. Infringements of this policy include:

- Making or use of unauthorized software by copying, sharing, lending, giving, transferring, and/or installing software purchased by the College. Software not purchased by the College will be considered unauthorized. No software may be removed or disabled by anyone other than approved staff.
- Such infringements constitute grounds for disciplinary action by the College and/or prosecution by software manufacturer(s) and the College. Compliance will be monitored through procedures adopted by the College.

#### **Internet Use Policy:**

Internet access provided by Wilson Community College, including the use of the wireless network, is intended for job/education related activities, whether using college-owned equipment or a personal device. Use of the Internet is encouraged for research, education, and communications for WCC related activities. Wilson Community College does not provide personal technical support or printing services for users attempting to access the wireless network, nor does it guarantee specific rates of speed, or uninterrupted service.

Wilson Community College is not liable for loss or damage to files, or the functionality of your device resulting from connecting to the wireless network. The user agrees to be solely responsible for such loss or damage. Wilson Community College cannot guarantee the privacy of data, and by using the wireless service, the user acknowledges and knowingly accepts the potential risks of accessing the Internet over an open network.

The Information Technology (IT) Department monitors Internet usage. Should excessive use of bandwidth or any other misuse be detected, Internet access will be stopped immediately until further notice and may result in disciplinary or administrative action. The equipment, services, and technology provided to access the Internet remain, at all times, the

property of WCC. As such, Wilson Community College reserves the right to monitor Internet traffic, and retrieve and read any data composed, sent, or received through our online connections and stored in our computer systems. Users should not have an expectation of privacy regarding their use of the Wilson CC provided Internet access, and users expressly consent to such monitoring by the College.

Abuse or misuse of the Internet access provided by WCC in violation of law or college procedures will result in disciplinary action, up to and including termination of employment in the case of employees or up to and including expulsion in the case of students.

Use of the Internet (wired or wireless) is not intended for the following:

- Operation of a business or other commercial use
- Solicitation for personal gain
- Sending chain letters or spamming
- Gambling
- Malicious actions, such as denial of service attacks
- Harassment of other computer users
- Accessing and/or distribution of pornographic materials
- Copyright violations
- Offering of network or Internet access services
- Bit-torrents, File-sharing or other bandwidth intensive applications that may degrade quality of service
- Wireless spectrum interference or disruption of other authorized communications
- Engaging in any other activity in violation of local, state, or federal law

The unauthorized use, installation, copying, or distribution of copyrighted, trademarked, or patented material on the Internet is expressly prohibited. To ensure a virus-free environment, only the WCC IT Department is authorized to download/install files and software from the Internet onto College-owned devices.

### **COPYRIGHT LAWS**

Federal copyright laws prevent, in most cases, copying written material for more than personal use (a page or chapter from a book, an article from a magazine or periodical, etc.).

Computer software is also protected by copyright laws and licensing agreements. Violations of laws and policies include the making or use of unauthorized software by copying, sharing, lending, giving, and transferring and/or installing software that was not covered by licensing agreements held by the College. Software not purchased by the College is considered unauthorized for all campus computers owned by the College. Compliance with copyright laws is expected. Violations in cases regarding printed materials or computer software constitute grounds for disciplinary action by the College and/or prosecution by the software manufacturer and the College.

### **DISCIPLINARY AND DUE PROCESS PROCEDURES**

Wilson Community College is committed to the advancement of learning and the development of skills that serve the needs of our students and the community. This is best accomplished in an academic environment that fosters individual responsibility and concern for others. All members of the college community and visitors to campus are expected to conduct themselves in accordance with College regulations and all local, state, and national ordinances.

### **CODE OF CONDUCT AND CIVILITY**

The Code of Conduct exists to guide the behavior of all at Wilson Community College and is based on principles and values found in the College's Mission and Vision Statements. Violations of the Code of Conduct and Civility may result in disciplinary action by the College, whether or not such conduct violates local, state, or national laws.

Visitors to the College, including community patrons of the library, are expected to conduct themselves in accordance with the general rules and regulations of the College. Violations may result in suspension of the privilege of visiting the campus or the use of its facilities. Visitors do not have the same rights of due process and appeals as students.

### **Code of Conduct for Student Organizations:**

Students are expected to conduct themselves in a socially responsible manner on campus as well as off campus, including any College-sponsored activity. Functions or activities

sponsored by Wilson Community College must be held in accordance with all federal, state, and local laws. Individuals in violation of these or any other disciplinary offenses are subject to disciplinary action.

**Curriculum students and Visitors:**

The Executive Dean of Student Development is responsible for enforcement of disciplinary policies and procedures for all curriculum students and visitors to the campus. When a student or visitor has been charged with violating College rules and/or regulations, the Executive Dean of Student Development will determine the facts by considering all evidence, render a decision, and follow due process to impose appropriate disciplinary sanctions.

**Continuing Education Students:**

The Executive Dean of Continuing Education is responsible for enforcement of disciplinary policies and procedures for all continuing education students. When a student has been charged with violation of College rules and/or regulations, the Executive Dean of Continuing Education will observe the proper aim of discipline, determine the facts by considering all evidence, render a decision, and follow due process to impose appropriate disciplinary sanctions.

**Disciplinary Offenses:**

For the purpose of these regulations, a “student” will mean any person who is registered for study at the College for any academic term. Disciplinary measures will be imposed for conduct, which adversely affects the College's pursuit of its educational objectives, which violates or shows a disregard for the rights of other members of the academic community, or endangers persons or property on the College campus or College controlled property. All City of Wilson police officers and Wilson Community College police officers have been given the authority to patrol facilities and control access. Failure to leave after being instructed to do so can result in those individuals being charged with trespassing (G.S. 14-159-13).

**ACADEMIC DISHONESTY & MISCONDUCT**

The College guarantees the integrity of the academic process. Academic dishonesty is a threat to that integrity and a violation of the

Code of Conduct. Students are expected to perform honestly and to work in every way possible to eliminate cheating by any member of a class. Each faculty member has the responsibility to fairly evaluate the academic progress of each student and in doing so may use appropriate software to assist with his or her evaluation of written work. Students who are found to have committed academic dishonesty are subject to sanctions imposed by the faculty member and/or the Executive Dean of Student Development. See [Disciplinary and Due Process Procedures](#) for additional information on what constitutes academic dishonesty and possible penalties.

**ACADEMIC MISCONDUCT DEFINITIONS**

**Cheating:**

Is the intent to deceive the instructor in his/her effort to fairly evaluate an academic exercise. It includes, but is not limited to, copying another student's homework, class work, or required project (in part or in whole) and handing it in as one's own; giving, receiving, offering, and/or soliciting, or attempting to give, receive, offer, or solicit, information on a quiz, test, or exam; or plagiarism. Electronic devices are prohibited during all testing situations, and other situations as determined by the instructor. The use of any such devices during testing may be viewed as an attempt to cheat and may result in serious academic sanctions.

**Lying:**

Is making an untrue statement with the intent to deceive or to create a false or misleading impression.

**Plagiarism:**

Is a form of cheating and lying. Plagiarism can be either deliberate or unintentional, but in either case it is the misrepresentation of another person's ideas, words, or statistics as your own original work. The rules and regulations for quoting and citing material in college-level work can be complicated, but in all cases, it is the students' responsibility to understand the citation methods appropriate to the discipline. Sometimes students make mistakes that technically result in plagiarism. When this happens, the College recognizes that it occurred unintentionally. However, intentional plagiarism is a more serious kind of plagiarism that involves a deliberate lie and an

effort to cheat. Intentional plagiarism is a flagrant attempt to deceive the instructor of an assignment by presenting a whole assignment or parts of an assignment that were written by someone else as if it were the student's original work. Examples of intentional plagiarism include but are not limited to:

1. Taking passages from articles or books and including them in your paper without providing proper citations.
2. Taking original ideas from sources and including them in your paper as if they were your own conclusions.
3. Cutting and pasting material from the Internet into your paper without citing your sources.
4. Letting someone else (a friend, classmate, parent, etc.) write parts of your paper for you.
5. Buying a paper from a commercial source and submitting it as your own, or taking a paper from a classmate, friend, or anyone else and submitting it as if you wrote it.
6. Submitting drawings, musical compositions, computer files or any other kinds of material created originally by someone else, and claiming or implying that you created it yourself.

#### **NON-ACADEMIC MISCONDUCT**

##### **Alcoholic beverages:**

The use and/or possession of alcoholic beverages, or being under the influence of alcoholic beverages on College owned or controlled property;

##### **Attempts of aiding and abetting the commission of offenses:**

Any attempt to commit any of the prohibited offenses or the aiding and abetting of the commission of any prohibited offenses (an "attempt" to commit an offense is defined as the intention to commit an offense coupled with the taking of some action toward its commission);

##### **Dangerous conduct:**

Any conduct which constitutes a serious danger or physical or immediate threat to any person's health, safety, or personal well-being, including leaving a child unattended on campus;

##### **Disorderly conduct or language:**

Any individual or group behavior or language which is, obscene, sexually explicit, violent,

excessively noisy, or which unreasonably disturbs other groups or individuals;

##### **Drugs:**

The unlawful possession or use of any drug or controlled substance, including any stimulant, depressant, narcotic, hallucinogenic drug or substance, marijuana, or sale or distribution, or being under the influence of any such drug or controlled substance;

##### **Explosives, fireworks, and flammable materials:**

The unauthorized possession, ignition, or detonation of any object or article, which would cause damage by fire or other means to persons or property;

##### **Failure to cooperate with College officials:**

Failure to comply with directions of College officials acting in the performance of their duties;

##### **Filing False Charges:**

When a student makes charges of a violation of College policy, should the ensuing investigation determine that such charges are not bona fide and were not made in good faith or that the student knowingly provided false testimony;

##### **Financial misconduct:**

Any conduct, including but not limited to, knowingly passing forms of payment such as a worthless check, debit, credit card, or money order in payment to the College community;

##### **Firearms and other dangerous weapons:**

Any unauthorized or illegal possession or use of firearms or dangerous weapons of any kind are prohibited. Firearms or any other dangerous weapons of any kind are not permitted at any time on campus except as allowed by NC House Bill 937/Session Law 2013-N.C.S. 14-269.2(k);

##### **Gambling:**

Gambling in any form.

##### **Harassment:**

Any act of harassment by an individual or group against a student, college employee, campus group, visitor, or guest. Harassment will include, but not be limited to, threats of physical abuse, unwanted and/or inappropriate touching, unwanted and/or inappropriate invasion of one's personal space, or inappropriate suggestions of a sexual nature, or actions that materially disrupt the performance of duties and/or the learning process.



**Hazing:**

Any intentional or reckless act on campus or off-campus at College-sponsored events committed by students acting alone or with others. Hazing is defined as actions taken and situations created in connection with initiation into or affiliation with any College-sponsored organization. Hazing involves any action directed against any other student that endangers the mental or physical health or safety of that student, or which induces or coerces a student to endanger such student's mental or physical health or safety.

**Internet Misconduct:**

Any activity that violates [Computer and Internet Usage Policies](#) of the College.

**Misconduct in any instructional setting (traditional or distance education):**

Misconduct in any classroom, laboratory, clinical, co-op, or practical setting includes, but is not limited to, behavior that materially disrupts instruction and/or the learning process. A violation of the Computer and Internet Usage Policy will also constitute an offense.

**Misuse of documents or identification cards:**

Any forgery, alteration of, or unauthorized use of College documents, forms, records, or identification cards including necessary information in connection with a student's admission, enrollment, financial transactions, or status in the College;

**Obstruction of or interference with College activities or facilities:**

Any intentional interference with or obstruction of any College activity, program, event, or facilities, including the following:

1. Any unauthorized occupancy of College, College controlled facilities, or blockage of access to or from such facilities.
2. Interference with the right of way of any College member or other authorized person to gain access to any College or College controlled activity, program, event, or facilities.
3. Any obstruction or delay of a campus security officer, fire/rescue service, or any College official in the performance of his/her duty.
4. Any act of misuse, vandalism, malicious or unwarranted damage or destruction, defacing, disfiguring, or unauthorized use

of property belonging to the College, including but not limited to: fire alarms, fire equipment, elevators, telephones, College keys, Library materials, and or safety devices; and any such act against a member of the College community or a guest of the College.

**Off-campus facilities:**

Students enrolled in any class, laboratory, clinical, co-op, or practical setting at any off-campus location must adhere to the rules and regulations established by the College and the authority governing the use of the facilities;

**Theft:**

Any act of misuse, act of theft or unauthorized possession or sale of College property, or any such act against a member of the College community or a guest of the College;

**Unacceptable conduct hearings:**

Any conduct at any College hearing that materially disrupts the performance of duties or proceedings, or providing false testimony or other evidence at any hearing;

**Violations of general rules and regulations:**

Any violation of the general rules and regulations of the College as published in an official College publication, including the intentional failure to perform any required action or the intentional performance of any prohibited action;

**Violations of state or federal laws:**

Any violation of state or federal laws or regulations proscribing conduct or establishing offenses, which laws and regulations are incorporated herein by reference.

NOTE: Federal Title IX laws prohibit sexual discrimination, sexual harassment, and/or sexual violence. Investigation into Title IX reports, accusations, or charges will be coordinated by the Title IX Coordinator, using a separate and distinct Title IX process. (See [Title IX and Sexual Harassment](#)).

## DISCIPLINARY SANCTIONS

Upon determination that a student or organization has violated any of the rules, regulations, or disciplinary offenses set forth in these regulations, the Executive Dean of Student Development or the Executive Dean of Continuing Education may impose the following disciplinary sanctions either singly or in combination. Some sanctions must adhere to additional state, federal, or organizational and accrediting agency guidelines and regulations. Immediate sanctions, up to and including expulsion, may be necessary in some cases to guarantee the safety and harmony of the campus environment. The burden of proof is preponderance of the evidence.

Pursuant to state law, any college suspending or expelling a student for non-academic disciplinary purposes will record the suspension or expulsion in the student's educational record. Upon receipt of a written request signed by the student and subject to all applicable privacy laws, each college will, in accordance with the student's request, inform other colleges and universities of the term and circumstances of the student's non-academic disciplinary suspension or expulsion, if any. Boards of trustees may adopt policies refusing admission to any applicant during any period of time that the student is suspended or expelled from any other educational entity. Authority 1D SBCC 400.2(d).

### PENALTIES FOR ACADEMIC DISHONESTY

Any student found by a faculty member to have committed academic dishonesty may be subject to the following penalties:

1. Warning - A written notice to the student that he/she has violated the academic dishonesty policy.
2. Grade Adjustment - Student may receive a lower score on a test or assignment and/or receive a failing grade, which could result in a "0" for that assignment.
3. Discretionary Sanctions - Additional academic assignments determined by the faculty member.
4. Course Failure - Student will receive a failing grade for the course where academic dishonesty has occurred and will be administratively withdrawn.

For curriculum courses, all cases of academic dishonesty must be recorded on the Report of Academic Dishonesty Form and sent to the appropriate curriculum dean who will forward a copy to the Executive Dean of Student Development. The Executive Dean of Student Development keeps a record of all cases of academic dishonesty. If a student has repeated offenses, the Executive Dean of Student Development may impose a disciplinary sanction of probation, suspension, or expulsion. Students who dispute the accuracy or fairness of a penalty imposed for academic dishonesty may appeal the penalty by following the due process for appeals.

For Continuing Education and Occupational Extension classes, all cases of academic dishonesty must be recorded on the Report of Academic Dishonesty Form and sent to the appropriate Director who will forward a copy to the Executive Dean of Continuing Education. The Executive Dean of Continuing Education keeps a record of all cases of academic dishonesty. If a student has repeated offenses, the Executive Dean of Continuing Education may impose a disciplinary sanction of probation, suspension, or expulsion. Students who dispute the accuracy or fairness of a penalty imposed for academic dishonesty may appeal the penalty by following the due process for appeals.

### PENALTIES FOR NON-ACADEMIC MISCONDUCT

Instructors have the authority and the primary responsibility for control over classroom behavior and academic integrity, and can order the temporary removal of any student engaged in disruptive conduct or any other conduct that violates the general rules of the College. Such short-term suspensions assume that the instructor witnesses or has first-hand knowledge of the conduct warranting disciplinary action and that the student is given the opportunity to be heard. Such rudimentary due process is generally conducted face-to-face with the student and any notice of charges or disciplinary sanction may be in written or oral form.

1. The instructor may invoke a warning to the student.
2. The instructor may invoke a judgment against a student by revoking the student's privilege of further participation in that

- day's class, lab, clinical activities, or field/shop work.
3. The instructor or coordinator may suspend a student from participation in class for a longer period of time:
    - Curriculum and Continuing Education - Not to exceed three consecutive class meetings or three consecutive hours of instruction, whichever is fewer.
    - Basic Skills -- Not to exceed three consecutive days.
  4. If extended or permanent suspension or further disciplinary action is deemed appropriate and necessary, the curriculum instructor or continuing education coordinator will make that recommendation to the curriculum dean or continuing education director. After an investigation to establish the facts, the dean or director may make a recommendation for extended suspension or further disciplinary action to the Executive Dean of Student Development or Executive Dean of Continuing Education as appropriate.
  5. The Executive Dean of Student Development or Executive Dean of Continuing Education, in consultation with the curriculum dean or director, will determine if extended suspension or more serious disciplinary action is appropriate and necessary.

**Warning:**

The appropriate College officials may notify the student that continuation or repetition of specified conduct may be cause for other disciplinary action. Warnings may be verbal or communicated in writing.

**Reprimand:**

A formal reprimand is issued in writing by certified mail and may be given to any student or organization whose conduct violates any part of these regulations. The reprimand does not carry restrictions, but provides the student or organization another opportunity to observe the Code of Conduct and Civility and documents that further violations may result in more serious penalties.

**Restrictions:**

A restriction upon a student or organization's privileges for a period of time may be imposed. This restriction may include, for example,

denial of the right to represent the College in any way, denial of use of facilities, privileges (including but not limited to driving, parking, and library), participation in extracurricular activities, and/or restriction of organizational privileges.

**Restitution:**

A student who has committed an offense against property may be required to reimburse the College or other owner for damage to or misappropriation of such property. Any such payment in restitution will be limited to cost of repair or replacement.

**Disciplinary Probation:**

Continued enrollment of a student on probation may be conditional upon adherence to these regulations. Any student placed on probation will be notified of such in writing and will also be notified of the terms and length of probation. Probation may include restrictions upon the extracurricular activities of a student. Any conduct in violation of these regulations while on probationary status may result in the imposition of a more serious disciplinary action.

**Loss of Course Credit:**

Loss of course credit and a failing course grade may be imposed for proven charges of serious academic dishonesty.

**Suspension:**

If a student is suspended, he or she is separated from the College for a stated period of time with conditions of readmission to the College.

**Expulsion:**

Permanent removal and exclusion from the College, College controlled facilities, programs, events, and activities.

**DISCIPLINARY PROCEDURES**

Though most disciplinary charges result from inappropriate classroom conduct or actions, charges may also result from inappropriate conduct or actions reported by security officers, college staff, and/or students, guests, and visitors. When such reports are made to the Executive Dean of Student Development or the Executive Dean of Continuing Education, the appropriate Executive Dean will investigate the charges and initiate the following administrative procedures:

1. The Executive Dean will determine whether the charges, if proven, are a violation of College rules and regulations.
2. The Executive Dean will promptly give the student oral or written notice of the specific misconduct of which he/she is accused, the appropriate disciplinary sanctions, and will request a conference with the student, such to occur within ten (10) calendar days of the notice. At this conference, the student will be given the opportunity to present his/her side of the story and any evidence he/she puts forward will be duly considered. Failure of the student to meet with the Dean will not prevent the process from moving forward.
3. If the student admits, or fails to deny, the misconduct of which he/she is accused, there is no need for further due process, and appropriate disciplinary sanctions may be imposed.
4. If the student denies the misconduct of which he/she is accused, further investigation into the matter may be needed.
5. If the student's conduct endangers persons or property, threatens the order of the campus, or materially disrupts performance of duties and/or the learning process, immediate sanctions to remove the student from classes and the college may be imposed.
6. Unless the student adequately refutes the misconduct of which he/she is accused, or unless the evidence collected fails to show a clear violation, appropriate disciplinary sanction may then be imposed.
7. The student will be notified in writing by certified/return receipt mail to the address of record last specified in the student's permanent file. This letter will clearly state the conduct of which he/she is accused, the factual basis for the charges, the appropriate disciplinary sanction imposed, the right of the student to appeal the decision, and the procedures to be followed to move that process forward. When disclosure of the factual basis of the charges is thought to pose a threat of reprisals against the witnesses, such may be withheld.

## DUE PROCESS APPEALS

Where violations are more serious and extended suspension or other disciplinary sanctions are deemed appropriate, accused students must be afforded more robust due process protections. A student who disputes the imposed sanction may request an appeal hearing before a Student Appeals Committee. The Student Appeals Committee will consider all evidence, and determine the facts associated with the appeal. The committee may uphold previous decisions, deny requests, or rescind earlier decisions. The decision of the committee is final.

Appeals must be made in writing to the Executive Dean of Student Development or the Executive Dean of Continuing Education within five business days from the receipt of the notification or the attempt to deliver by certified mail. Upon receiving an appeal, a hearing date will be set and the student will be notified by phone and/or e-mail of the hearing date, time, and location. Written confirmation of the scheduled appeal hearing will be sent by certified/return receipt mail to the student's address on record.

The student has a right to a fair hearing and the committee chair will make a determination as to whether any member of the committee is materially connected or could have a personal bias in the case in question. Appeal hearings are not open to the public and only those persons with business before the appeals committee may attend. Appeal hearings are not considered to be legal proceedings, therefore legal counsel may be present, but cannot participate or speak on the student's behalf. The Executive Dean of Student Development or Executive Dean of Continuing Education will provide documentation to the appeals committee, outlining the alleged misconduct, identification of the offense, a summary of the evidence, and the sanction imposed.

**Student Appeals Committee Representation:**  
The Student Appeals Committee Chair will appoint committee members from a representative group of College faculty and staff with the knowledge and experience needed to make well-reasoned and impartial judgements. The structure identified below will be used for all Student Appeals Committees.

### **Curriculum Student Appeals**

- VP for Academic Affairs (Chair)
- Curriculum Dean over student's program
- (1) Faculty Member
- (2) Staff Members

### **Continuing Education Student Appeals**

- Executive Dean of Student Development (Chair)
- Continuing Education Director over student's program
- Coordinator over student's program
- (1) CE Staff member
- Curriculum Dean

### **Hearing Procedures:**

1. The Chair will call the hearing to order, determine that a quorum of Council members are present, and advise the student of the following:
  - a. alleged violation of which he/she is charged;
  - b. right to present a case in his/her defense;
  - c. right to present witnesses who have direct involvement or knowledge of the events;
  - d. right to question evidence presented.
2. A recorder will be appointed to prepare a summary record of the hearing and that summary record will be shared with the student, if requested.
3. The hearing will go forward as scheduled unless the student notifies the Chair and provides a justifiable reason, within a minimum of 24 hours in advance of their hearing. Failure to appear at the hearing does not prevent the appeals committee from hearing the evidence or deciding the case.
4. The Chair may reschedule a hearing as a result of inclement weather, medical necessity, or other cause sufficient to prohibit reasonable ability of a principal participant to attend. Every effort will be made to notify to all parties by phone and/or e-mail, of changes to the hearing date/time in a timely manner.
5. The Chair has the authority to temporarily replace a committee member who is unable to attend, or unable to serve due to a conflict of interest.

6. The charges against the student will be read and the student will be asked to confirm that he/she is aware of the charges and has received a copy of them.
7. The Executive Dean will present any relevant evidence and reliable witnesses regarding the alleged misconduct.
8. The student will be allowed to present his/her case, including any relevant evidence and reliable witnesses regarding the alleged misconduct.
9. After hearing all the evidence presented, the Executive Dean who imposed the sanction may question the evidence, any witness, or the student.
10. Members of the Student Appeals Committee may question the evidence, any witness, the student, or the Dean.
11. The hearing will then be closed with an explanation of a general timetable for rendering a decision.
12. The Student Appeals Committee will confer in private, with only members in attendance.
13. The committee will reach a decision by majority vote.
14. The student will be notified of the decision in writing by certified/return receipt mail to the address of record last listed in the student's permanent file.
15. Any student cleared of charges after this appeal will be afforded the opportunity to make up any course work missed as a result of suspension.

### **Final Appeal to the President:**

A student may appeal the Student Appeals Committee decision to the President within ten calendar days of the notification of the committee's decision, or the attempt to deliver by certified mail. The appeal must be in writing and must give a full explanation of the basis for the appeal.

1. The President will consider all evidence to determine the facts. The President may deny requests, uphold previous decisions, rescind previous decisions, and impose disciplinary sanctions as appropriate.
2. The student will be notified of the President's decision by certified/return receipt mail to the student's address of record last listed in the student's permanent file.

3. Decisions at this level are final.
4. Any student cleared of charges after this appeal will be provided the opportunity to make up any course work missed as a result of suspension.

## DISCRIMINATION AND HARASSMENT POLICY

Wilson Community College does not discriminate or permit discrimination by any member of its community against any individual on the basis of race, color, religion, national origin, sex, age, disability, familial status, veteran status, genetic information, or citizenship in matters of admission, employment, or services or in the educational programs or activities it operates.

Harassment, whether verbal, physical, or visual, that is based on any of these characteristics is a form of discrimination. This includes harassing conduct affecting tangible job benefits, interfering unreasonably with an individual's academic work or work performance, or creating what a reasonable person would perceive as an intimidating, hostile, or offensive environment.

Any student who feels that he or she has experienced or witnessed discrimination or harassment, other than discrimination or harassment based on sex/gender, should contact the Executive Dean of Student Development. Discrimination or harassment based on sex/gender should be reported to the Title IX Coordinator. (See [Title IX and Sexual Harassment](#)).

## DRUG FREE CAMPUS AND ALCOHOL POLICY

In compliance with the Drug-Free Workplace Act and the Drug-Free Schools and Campuses Act, this policy prohibits the unlawful use, possession, manufacture, and/or distribution of any controlled substance on the campuses of Wilson Community College. The term "controlled substance" means any drug listed in 21 CFR Part 1308 and other federal regulations, as well as those listed in Article V, Chapter 90 of the North Carolina General Statutes. Such drugs include, but are not limited to heroin, marijuana, cocaine, PCP, and GHB. They also include legal drugs, which are not prescribed by a licensed health care

provider. Furthermore, any substance taken that may cause impairment, including but not limited to bath salts, inhalants, or synthetic herbs are also considered a violation of this policy. The unlawful consumption or possession of alcohol as defined in NC G.S. 18B-101, is prohibited on the campuses of Wilson Community College.

Any individual found to be in violation of this policy on College property or at a College-sponsored activity will be subject to sanctions ranging from written warnings, mandatory counseling and/or rehabilitation, up to and including termination of employment or expulsion. Appropriate sanctions will be determined by the College administration on a case by case basis. Any infraction, which is also a violation of federal, state, or local law will be reported to law enforcement authorities.

When the College determines that the continued presence of any person charged with violating this policy would constitute a clear and immediate threat to the health and safety of the individual and/or other members of the College community, they may be suspended from enrollment or employment before initiation or completion of disciplinary proceedings.

Each employee and student is required to inform the College in writing within five days after he or she is convicted of violating any federal, state, or local drug or alcoholic beverage control statute where such violation occurred on College property or at a College-sponsored activity. A conviction means a finding of guilt (including a plea of nolo contendere) or the imposition of a sentence, or both by any judicial body charged with the responsibility to determine violations of federal or state criminal drug statutes.

The College maintains information on its drug-free awareness program in the office of the Director of Human Resources and the office of the Executive Dean of Student Development. This information includes the health risks associated with the use of illicit drugs and the abuse of alcohol, which can include but are not limited to sleep disorders, gastrointestinal problems, cardiovascular disease, respiratory problems, and death. The use of illicit drugs and abuse of alcohol can also be a danger in the workplace or academic environment creating

problems of tardiness, absenteeism and poor performance.

The College does not have a program of drug counseling, rehabilitation or an employee assistance program. However, people experiencing problems with illicit drug use or alcohol abuse are encouraged to voluntarily seek counseling or treatment programs. Student Development Counselors are available to assist with finding outside treatment options.

### ELECTRONIC DEVICES POLICY

The College reserves the right of faculty to determine whether the use of electronic devices is appropriate in the classroom or learning environment. All use of electronic devices is prohibited during all testing situations unless directed otherwise by the instructor. The use of any such device during testing may be viewed as an attempt to cheat and may result in serious academic sanction. Violations of this policy will result in disciplinary action.

Electronic devices, including but not limited to pagers, cell phones, radios, two-way radios, music players, cameras, book readers, and electronic games, must be turned off in classrooms, labs, the library, or any other environment on campus where their use may disrupt the educational environment, except where their use is specifically part of the instructor's direction to students for that class.

With prior approval from the instructor, cell phones may remain on for students who are employed or volunteer for a public safety organization. Such use of the cell phone must be work related only, and approval may be revoked at any time it becomes disruptive to instruction.

Use of laptops in any instructional setting for any activity, other than those directed by the instructor is prohibited. Activities, including but not limited to, Internet surfing and social networking, if not directed by the instructor, are prohibited during class, lab or any other educational activity.

### ELECTRONIC SIGNATURE POLICY

An electronic signature is defined as any electronic process signifying an approval to

terms, and/or ensuring the integrity of the document, presented in electronic format.

Consistent with state and federal law, Wilson Community College recognizes an electronic signature from faculty, staff, and students. An electronic signature is considered valid when faculty, staff, and students use their College ID in a College-approved online system, under the following conditions:

- The College provides a student or employee with a unique ID;
- The student or employee sets his/her own password; and
- The student or employee logs into a secure site using both ID and password

Once logged into the secure site, the student or employee is responsible for any information they provide, update or remove. Wilson Community College will take steps to ensure both the ID and password are protected and kept confidential. Furthermore, users are responsible for logging out of all systems and exercising the necessary precautions when using publicly accessible computers.

### EMERGENCY CALLS AND MESSAGES

Only in an emergency situation will a class be interrupted to contact a student. Disclosure of the nature of the emergency will be required, along with the identity and contact information of the individual seeking to deliver the message.

For curriculum students, requests must be submitted to the Executive Dean of Student Development or designee. Such requests for continuing education students must go through the Executive Dean of Continuing Education or designee. The appropriate dean will determine if class interruption is warranted

- Phone messages will not be relayed to students unless the appropriate staff members have determined that an interruption to class is warranted based on the nature of the emergency message. If the message constitutes an emergency, an appropriate staff member will contact the student.
- Individuals seeking to deliver emergency messages in person should be referred to the appropriate Executive Dean/designee, or Campus Security.
- **Under no circumstances will individuals who call or come on campus be told where a student is located or be provided information of a personal nature.**

## FREE SPEECH AND PUBLIC ASSEMBLY

The College will protect the rights of freedom of speech, petition, and peaceful assembly. However, it is the responsibility of the College to provide a suitable environment for students, employees, and visitors to learn, study, work, and perform other activities without material or substantial disruptions.

Individuals or groups wishing to exercise their free speech should contact the Executive Dean of Student Development for a Free Speech Notification Form. The completed form should be submitted to the Executive Dean of Student Development/designee, at least three (3) business days, but no more than 30 days, prior to the event.

The notification must include the name of the person or organization; the purpose of the event; date and time of the event; list of planned activities; and the anticipated number of participants in attendance. Disclosure of this information is required to permit proper planning. The Executive Dean of Student Development will confirm in writing, by e-mail or postal mail, the date(s), time(s), and location(s) for the event. For more information about free speech and public assembly on campus, contact the Executive of Student Development in Building F, or at (252) 246-1275.

## GRIEVANCE POLICIES

### **Instructional Grievances:**

If a student has concerns regarding classroom management, policies, conduct, instructional methods or effectiveness, or fairness of evaluation, the student is expected to first attempt to resolve their concerns with the instructor, within 10 instructional days of the concern. If the student's concerns are not resolved with the instructor, the student may file a formal grievance within ten instructional days of the instructor's response, to the Curriculum Dean for curriculum classes, or the Executive Dean of Continuing Education for continuing education classes.

The formal grievance must be submitted in writing and must include:

- A full explanation of the student's grievance;
- A substantive summary of the factual basis on which the grievance is based;

- Any documentation or evidence that supports the grievance; and
- A description and evidence of the attempt to resolve the concern/grievance with the instructor.

The student may consult and request assistance in preparing a written grievance from their academic advisor, a counselor, or the Executive Dean of Student Development. The College will not review anonymous grievances. Written grievances may be sent by e-mail from a WCC e-mail account, or by postal mail to the appropriate dean.

The Curriculum Dean or Executive Dean of Continuing Education will conduct a formal investigation, establish and consider all the facts, render a decision as to the validity of the claimed grievance, and take appropriate action to address the student's grievance. The student will be notified of the decision by certified/return receipt mail, to the student's address of record.

The student may appeal the decision of the dean within 10 instructional days of the dean's decision, by submitting a written grievance to the Vice President for Academic Affairs. The written appeal must include the information described above. The Vice President for Academic Affairs will conduct the final review and render a decision. The student will be notified by certified/return receipt mail to the student's address of record last listed in the student's permanent file. The decision of the Vice President for Academic Affairs is final.

### **General Grievances:**

If a student has concerns regarding non-academic College policies and procedures, or their experience at the College, that are not specifically covered by another complaint/appeals process, the student should direct those concerns to the Executive Dean of Student Development. If the student's concerns cannot be resolved informally, the student may file a formal grievance with the Executive Dean of Student Development.

The formal written grievance must be submitted in writing and must include the following:

- A full explanation of the student's grievance;
- A substantive summary of the factual basis on which the grievance is based;



- Any documentation or evidence that supports the grievance; and
- A description and evidence of the attempt to resolve the concern/grievance.

The student may request assistance in preparing a written grievance from their academic advisor or a counselor. The College will not review anonymous grievances. Written grievances may be sent by e-mail from a WCC account, or by postal mail to the Executive Dean of Student Development.

The Executive Dean of Student Development will conduct a formal investigation, establish and consider all the facts, render a decision as to the validity of the claimed grievance, and take appropriate action to address the student's grievance. The student will be notified of the outcome by certified/return receipt mail, to the student's address of record.

### INCLEMENT WEATHER POLICY

When driving conditions are declared hazardous by state/local officials and citizens are urged to drive only in emergencies, the College will be closed and will remain closed until conditions improve. Classes may be cancelled or suspended as deemed necessary by the College Administration.

When the College is closed, notifications will be provided through the following methods:

- College website
- E-mail/text messages (College emergency notification system)
- Local news outlets
- Social media channels
- College information line (252) 246-1234

If the College opens at a time different from normal operating hours, students should report to the classes that would be in progress at that time. If the College closes early, classes in progress will end at the designated closing time, classes after that time will be cancelled. When classes are cancelled due to the closing of the College, arrangements will be made to make up missed instructional hours to ensure that students receive the full hours of instructional time that is required for each course.

### INTELLECTUAL PROPERTY POLICY

The College encourages an environment in which scholarship and innovation can flourish.

It encourages the development, writing, invention and production of intellectual property supportive of its mission. Intellectual and creative works that can be copyrighted or patented, such as literary, dramatic, musical and artistic works, computer software, multimedia presentations, inventions, etc., are "intellectual property."

A college employee or student owns all rights to copyrightable or patentable independent works created by that employee or student without college support, which includes the use of his/her time; utilizing his/her own resources. Unless otherwise provided in a rights agreement, the college owns all rights to a copyrightable or patentable work created by an employee with college support. Students may not use college equipment or resources for works for hire. Both students and the college retain portfolio rights to the works that may result from student assignments.

The ownership of a copyright or patent resulting from the development of intellectual property and any rewards or recognition attributed to the copyright or patent will be determined according to the following conditions:

Ownership resides with the employee or student if the following criteria are met:

- The work is the result of individual initiative, not request by the college.
- The work is not the product of a specific contract or assignment made as a result of employment with the college.
- The work is not prepared within the scope of the individual's college job duties.
- The work involves insignificant use of college facilities, time and/or resources and is not derivative of any other college-owned copyright.

Ownership resides with the College if the above criteria are not met and/or if the following criteria apply:

- The work is prepared within the scope of an employee's job duties.
- The work is the product of a specific contract or assignment made in the course of the employee's employment with the College.
- The development of the work involved significant facilities, time, and/or other resources of the college including, but not limited to, released time, grant funds,

college personnel, salary supplement, leave without pay, equipment, or other materials or financial assistance, or is derivative of any other college-owned copyright.

Notwithstanding these provisions, a student retains portfolio rights to works created by the student as a class assignment or as part of a pro-bono commission approved as a student project by an instructor. A pro-bono commission is work that an instructor may approve for students to undertake as a skill-building opportunity. Students may receive token payments provided by the person or group that commissions such work.

The College and faculty or staff as well as the college and the student may enter into an agreement for an equitable arrangement for joint ownership, sharing of royalties, or reimbursement to the College for its costs and support. When it can be foreseen that commercially valuable property will be created, the college and faculty or staff or the college and the student should negotiate an agreement for ownership and the sharing of benefits prior to creation of the property. In all such cases, the agreement shall provide that the college will have a perpetual license to use the work without compensation to the employee or student for such use.

If an employee is granted full or partial leave with pay (i.e. release time or educational leave), to write, develop, produce, or invent intellectual property, the employee and the College will share in any financial gain, and the college's share will be negotiated prior to the time the leave is taken.

Notwithstanding the provisions of this policy, the ownership provisions of the grant shall prevail in the case of a work created under a grant accepted by the College.

#### **LITERATURE DISTRIBUTION AND INFORMATION POSTING**

Individuals and/or groups who have provided appropriate notification may distribute pamphlets, booklets, brochures and other forms of printed material for informational, not commercial, purposes, in accordance with the College's established procedures for free speech and public assembly on campus. ([See Free Speech and Public Assembly](#)).

Information related to College and community events may be posted on the Student Lounge bulletin board in Building G. Individuals or organizations not affiliated with the College must notify the administration prior to posting information. Information may not be posted that is in violation of College policies or local, state, or federal law.

The College may restrict expression that: violates the law, falsely defames a specific individual, constitutes a genuine threat or harassment, unjustifiably invades substantial privacy or confidentiality, materially or substantially disrupts the normal operation of the College. Questions about literature distribution and use of College bulletin boards should be directed to the Executive Dean of Student Development.

#### **LOST AND FOUND**

Inquiries regarding lost and/or found items should be directed to the campus switchboard located in Building B. Lost and/or found items may be disposed of after 45 days.

#### **MARKETING RELEASE STATEMENT**

By completing and submitting an Application for Admission, a student authorizes Wilson Community College to use his or her photo/video/voice or written statement for marketing purposes through print, electronic or social media, unless otherwise stated at the time of image collection.

#### **PARKING REGULATIONS**

Students are not required to register vehicles. The Security/Parking fee for curriculum students is \$15.00 per semester. The fee applies to curriculum and continuing education students taking a class on-campus or via distance education that is 16 hours or longer.

Student/Visitor parking spaces are marked with white lines. Yellow lines indicate faculty/staff parking. Stopping, standing, or parking any vehicle in such a manner or under such conditions to block the movement of vehicular traffic is prohibited.

Gravel parking lots are unmarked and open to faculty, staff, students and visitors. Parking spaces designated "Handicapped" are reserved for those persons having impaired mobility and requires a valid permit.

All bicycles must be parked in a bike rack provided by the College. No bicycles should be left unattended at any other place on campus.

#### ENFORCEMENT

Motor vehicles may be towed, booted or impounded at the owner or permit holder's expense, under the following conditions:

- If the motor vehicle is parked within 10 feet of a fire hydrant.
- If a motor vehicle is parked in such a manner as to block a driveway, block a service entrance, create a hazard to public safety, or impede construction and/or maintenance requirements.
- If an improper state license is displayed on a motor vehicle.
- If a motor vehicle is parked in an area where NO PARKING signs are erected.
- If illegally parked in a handicap parking space.

Individuals who do not comply with traffic, parking, and other regulations are subject to the following fines and penalties:

Parking outside permitted areas	\$5.00
Occupying more than one parking space	\$5.00
Failure to stop at STOP sign	\$5.00
Careless or reckless driving	\$5.00
Exceeding posted speed limits	\$5.00
Littering, depositing refuse, or discharging trash	\$5.00
Damage to gates, barricades, and other traffic control devices - full cost of repair or replacement - plus fine	\$5.00

**NOTE: Cars parked in a handicap space are subject to a City of Wilson fine.**

#### Responsibility:

The person to whom a motor vehicle is registered shall be responsible for all parking violations of the vehicle.

Fines are due immediately and are payable by mail or in person to the Business Office (cashier's window) between 8:00 a.m. and 4:00 p.m. Monday through Thursday and 8:00 a.m. to 2:00 p.m. on Fridays during the fall and spring semesters. Please call (252) 291-1195 for summer hours.

Registration for subsequent semesters and graduation will not be permitted until all fines are paid/settled. Grades will not be available to view in Student Planning or Web Advisor if fines are due.

#### Disposition of Funds:

Funds which accrue from Security/Parking fees shall be used for security, staffing and enforcement, equipment, construction and maintenance of parking facilities, and for such other purposes as deemed necessary in the sole discretion of the President. Violation fees are given to the local public school system as required by state legislation.

#### SOLICITATION OF BUSINESS

Individuals, organizations, and groups affiliated with the College may solicit, accept, or collect donations or contributions for not-for-profit activities only.

Unaffiliated individuals, organizations, and groups may not solicit, accept, or collect donations or contributions on property which is owned, leased, or operated under the jurisdiction of the College.

Students or employees seeking to solicit donations and contributions or provide goods/services for the purposes of fundraising must follow established College procedures. For more information pertaining to solicitation and fundraising, contact the Executive Dean of Student Development at (252) 246-1275, in Building F; OR the Director of Human Resources at (252) 246-1263, in Building C.

#### STUDENT ACCIDENTS AND ACCIDENT INSURANCE

All accidents should be reported immediately to the instructor in charge of the instructional period. If accidents occur outside of instructional time, the Executive Dean of Student Development should be notified immediately.

All curriculum students are covered by student accident insurance while on campus, or when traveling directly to and from campus by the most direct route. Student fees pay for this secondary coverage. Student accident insurance is also required for some continuing education courses and is optional for all other continuing education students ([See Continuing Education Fees](#)). Accident insurance forms are available in the Student Development Office in Building F.

## STUDENT CLUBS AND ORGANIZATIONS

### **Emerging Leaders Program:**

The Emerging Leaders Certificate Program is an opportunity for Wilson Community College students to earn a non-academic certificate in the areas of involvement, educational workshops, and community service. For more information, contact Caitlin Fowler at (252) 246-1343, [cfowler@wilsoncc.edu](mailto:cfowler@wilsoncc.edu).

### **Student Government Association (SGA):**

SGA is one of the most active student organizations on campus. Funded by student activity fees, the SGA works to develop student leadership, to promote high morale within the student body, and to provide opportunities for students to work together and with faculty and staff to provide activities for students and the campus community. The SGA President serves as an ex-officio (non-voting) member of the College Board of Trustees. For more information, contact Caitlin Fowler at (252) 246-1343, [cfowler@wilsoncc.edu](mailto:cfowler@wilsoncc.edu).

### **The National Society of Leadership and Success (Sigma Alpha Pi):**

Sigma Alpha Pi is a leadership honor society with the purpose of building leaders to make a better world. Our students do this by creating the lives they desire, by discovering what they want to do, and by utilizing support and tools to achieve their goals. Inducted members enhance personal, academic, and professional growth through self-motivation, successful networking teams, personal success coaching, and international networking opportunities. For more information, contact Caitlin Fowler at (252) 246-1343, [cfowler@wilsoncc.edu](mailto:cfowler@wilsoncc.edu).

### **Association of Nursing Students:**

Membership in the Association is composed of Associate Degree Nursing students and pre-nursing students. The purpose of the club is to enhance the nursing education experience and to provide opportunities for students to involve themselves in campus health and wellness initiatives. For more information, contact Susan Pittman at (252) 246-1208, [sp2363@wilsoncc.edu](mailto:sp2363@wilsoncc.edu).

### **PHI Theta Kappa National Honor Society (PTK):**

PTK is the national honor society for two-year colleges and the College is proud to have a local chapter. Students enrolled in associate degree programs with a minimum of 24 hours and a minimum 3.5 GPA may be invited to join after receiving the recommendation of the faculty. For more information, contact Angela

Grantham at (252) 246-1312, [agrantham@wilsoncc.edu](mailto:agrantham@wilsoncc.edu).

### **National Technical Honor Society (NTHS):**

The NTHS recognizes academic achievement and personal excellence among diploma students. Eligibility requirements include a minimum number of semester hours, a 3.5 GPA or higher and recommendation of the faculty. For more information, contact Debby Skinner at (252) 246-1347, [dskinner@wilsoncc.edu](mailto:dskinner@wilsoncc.edu).

### **Music and Performing Arts Club (MPAC):**

The Music and Performing Arts Club encourages students to explore and express their talents through music, art, and drama. Join us as we discuss the latest trends in music and performing arts, as we rehearse programs, and jump into impromptu performances around campus and in the community. For more information, contact Sandy Pittman (252) 246-1266, [spittman@wilsoncc.edu](mailto:spittman@wilsoncc.edu).

## STUDENT ID NUMBERS/CARDS

All applicants are assigned a unique College identification number that is used for primary identification for the duration of enrollment at WCC. Students will be asked for their College ID number to access services and events on campus. The student ID card will also be used as a College Library Card.

Student photo ID cards, including the College Identification Number, will be issued to new curriculum students, free of charge during every registration period. For future semesters, the student ID card will be marked for continued enrollment. Students will be encouraged to have new ID cards made annually. Replacement cards will be issued in Student Development for a \$5.00 fee.

For purposes of positive identification in regards to security, the College requires that students carry their ID card on their person and be prepared to present it to College officials upon request.

## STUDENT PARTICIPATION IN COLLEGE

### GOVERNANCE

Students participate in the governance of the College through participation on College Standing Committees, SGA, and ex officio (non-voting) membership of the SGA President on the Board of Trustees. For more information about participating in College governance, contact the Campus Student Engagement Coordinator at (252) 246-1343, in Building F.

### STUDENT RIGHTS AND RESPONSIBILITIES

As a student-centered institution, Wilson Community College is committed to providing

educational opportunities to all eligible persons in Wilson County and the surrounding area. The College is also committed to ensuring a safe, secure, supportive academic environment in which students can learn and employees can work. This is best accomplished in an environment that fosters individual responsibility and concern for others.

The College is a caring community where the well-being of each member is supported and service to others is encouraged. It is an open community where freedom of expression is protected and civility is expected. All members of the College community and visitors to campus have the right to be treated with respect and dignity. The College expects no less from everyone on our campus. These expectations stem from, and are enforced by government statutes, College policies, and an institutional emphasis on academic integrity and honesty.

All students of the College have specific rights and responsibilities that are afforded to them through the policies and procedures of the College. These are specifically identified in the Code of Conduct and Due Process Procedures, and other policies in the catalog. They are also found on the College website at under Consumer Information, Student Rights and Responsibilities. Students who believe their student rights have been violated, may file a formal written complaint to the College by completing and submitting the Student Complaint Form found on the College website, or contacting the Executive Dean of Student Development.

#### TITLE IX & SEXUAL HARASSMENT

Title IX of the Educational Amendments of 1972, protects individuals from discrimination based on sex in any educational program or activity operated by the College. Sexual harassment, which includes sexual violence, is a form of sex discrimination prohibited by Title IX. The College has designated a Title IX Coordinator, to direct the College's compliance efforts and respond to inquiries concerning Title IX. A person may file a complaint regarding an alleged violation of Title IX by contacting the following persons:

- Kathy Williamson, Director of Human Resources/TIX Coordinator  
PO Box 4305, Wilson, NC 27893  
Office: C-106  
Phone: (252) 246-1263

E-mail: [kwilliamson@wilsoncc.edu](mailto:kwilliamson@wilsoncc.edu)

**OR** in Ms. Williamson's absence:

- Joshua Harris, Director of Admissions/Deputy TIX Coordinator  
PO Box 4305, Wilson, NC 27893  
Office: C-106  
Phone: (252) 246-1257  
E-mail: [jh2810@wilsoncc.edu](mailto:jh2810@wilsoncc.edu)

Please see the College Title IX/Campus Save Act policy and procedure on the College website, including the full range of reporting options and a complete description of the College's implementation, investigation, and adjudication process.

A copy of the College Title IX policy and procedure is also available in the offices of the Director of Human Resources (C-106), Executive Dean of Student Development (F-100), and Executive Dean of Continuing Education (B-106).

Additionally, persons may file a complaint with the Office of Civil Rights of the US Department of Education at:

[U.S. Department of Health and Human Services How to File a Civil Rights Complaint](#)

The College will also assist with connecting victims with community resources including:

- NC Victim Assistance Network  
Wilson Crisis Center • (252) 237-5156
- NC Coalition Against Sexual Assault  
Wesley Shelter • (252) 291-2344  
[Wesley Shelter](#)

In compliance with federal and state statutes, Wilson Community College is committed to maintaining and ensuring a work and study environment free of sexual discrimination, sexual harassment, and sexual violence. The College has the ability to address such allegations, conduct investigations, and provide prompt and effective remedial actions in a non-criminal context. The College's process is separate and apart from law enforcement and/or the judicial system. If a College official has enough reason to believe a crime has been committed, he or she may be obligated to report the allegation to the police, if they have not yet been contacted. Student safety is the College's primary concern and retaliation in any way against any individual who reports such conduct is strictly forbidden. Reporting a crime

to law enforcement with jurisdiction is always an option.

Sexual harassment is defined as deliberate, unsolicited, and unwelcome verbal and/or physical conduct of a sexual nature or with sexual implications. No official, employee, or student shall exhibit coercion, restraint, or reprisal against anyone complaining of alleged sexual harassment and no personnel or academic decisions shall be made on the basis of the granting or denial of sexual favors. For a complete copy of the College's sexual harassment policy, contact the Human Resources Office and/or the Executive Dean of Student Development.

Anyone who feels they have experienced sexual discrimination, sexual harassment, or sexual violence in violation of this policy may file a grievance with the Title IX Coordinator, Title IX Deputy Coordinator, or in his or her absence, any senior College administrator who will report all allegations to the appropriate person(s). An individual may also contact the Wilson Community College Police Department.

Violation of this policy shall constitute possible disciplinary action up to and including dismissal of employment and or expulsion from the College.

The College will, upon written request, disclose to the alleged victim of a crime of violence (as that term is defined in section 16 of title 18, the United States Code), or a non-forcible sex offense, the results of any disciplinary proceeding conducted by the College against a student who is the alleged perpetrator of such crime or offense.

#### **TOBACCO USE POLICY**

Tobacco use, including e-cigarettes and similar devices, is not permitted in any building on the Wilson Community College campus or in any building under the control of the College. Tobacco use is prohibited anywhere on campus except in a personal vehicle or in the designated shelters. Tobacco use is also prohibited in any College owned vehicle or any state motor fleet vehicle maintained by the College.

## PROGRAMS OF STUDY

### ASSOCIATE IN ARTS DEGREE (A10100)

The Associate in Arts (A.A.) degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the student will have the opportunities for the achievement of competencies in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA). The CAA and ICAA enable North Carolina community college graduates of two-year associate in arts programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities, to transfer with junior status. Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

The AA degree requires completion of 45 semester hours of credit in General Education and 15 semester hours of credit in Other Required Hours. The General Education hours are divided into two components: the Universal General Education Transfer Component (UGETC) and the Additional General Education Hours, which are chosen based on the student's intended major at the transfer institution. The Other Required Hours are selected from general education electives. New Comprehensive Articulation Agreement standards will allow the College to accept no more than 14 SHC of UGETC and Additional General Education credits from outside the NC Community College System and/or the UNC System.

### COURSE & HOUR REQUIREMENTS

**Universal General Education Transfer Component (UGETC) – All UGETC courses will transfer for equivalency credit.**

Class Title	Class Hours	Lab Hours	Credit Hours
<b>English Composition (6 SHC)</b> The following two English composition courses are required.			
ENG 111 Writing & Inquiry	3	0	3
ENG 112 Writing/Research in the Disciplines	3	0	3
<b>Communications and Humanities/Fine Arts (9 SHC)</b> <i>Select three courses, from at least two different disciplines.</i>			
ART 111 Art Appreciation	3	0	3
COM 231 Public Speaking	3	0	3
ENG 231 American Literature I	3	0	3
ENG 232 American Literature II	3	0	3
MUS 110 Music Appreciation	3	0	3
MUS 112 Introduction to Jazz	3	0	3
PHI 240 Introduction to Ethics	3	0	3
<b>Social/Behavioral Sciences (9 SHC)</b> <i>Select three courses from at least two different disciplines.</i>			
ECO 251 Principles of Microeconomics	3	0	3
ECO 252 Principles of Macroeconomics	3	0	3
HIS 111 World Civ. I	3	0	3
HIS 112 World Civ. II	3	0	3
HIS 131 American His. I	3	0	3
HIS 132 American His II	3	0	3
POL 120 American Government	3	0	3
PSY 150 Gen Psychology	3	0	3
SOC 210 Intro to Sociology	3	0	3
<b>Math (3-4 SHC)</b> <i>Select one course from the following:</i>			
MAT 143 Quantitative Literacy	2	2	3
MAT 152 Statistical Methods I	3	2	4
MAT 171 Precalculus Algebra	3	2	4
<b>Natural Sciences (4 SHC)</b> <i>Select one course, or course/lab from the following:</i>			
BIO 110 Prin. of Biology	3	3	4
BIO 111 Gen. Biology I	3	3	4
CHM 151 General Chemistry I	3	3	4
PHY 110/110A Conceptual Physics/Lab	3	2	4

ASSOCIATE IN ARTS DEGREE REQUIREMENTS – CONTINUED

Class Title	Class Hours	Lab Hours	Credit Hours
<b>ADDITIONAL GENERAL EDUCATION HOURS (13-14 SHC)</b> <i>Select from the following courses classified as general education; based on intended major at transfer institution.</i>			
CIS 110 Introduction to Computers (This course is required)	2	2	3
<b>Select 10-11 SHC from the following:</b>			
ANT 210 General Anthropology	3	0	3
American Sign Language: ASL 111, 112, 211, 212	3	0	3
Biology: BIO 112, 140/140A	3	3	4
Chemistry: CHM 131/131A, 132, 152	3	3	4
CIS 115 Intro to Programming & Logic	2	3	3
COM 110 Introduction to Communications	3	0	3
ECO 151 Survey of Economics	3	0	3
English: ENG 113, 114, 131	3	0	3
GEO 111 World Regional Geography	3	0	3
History: HIS 121, 122	3	0	3
HUM 115 Critical Thinking	3	0	3
Math: MAT 172, 263, 271, 272, 273	3	2	4
PHI 210 History of Philosophy	3	0	3
Psychology: PSY 237, 241, 281	3	0	3
Religion: REL 110, 211, 212	3	0	3
SOC 213 Sociology of the Family	3	0	3
Spanish: SPA 111, 112, 211, 212	3	0	3
<b>OTHER REQUIRED HOURS (15 SHC)</b> <i>Select from the following courses classified as pre-major, elective or general education within the CAA based on intended major and transfer university.</i>			
ACA 122 College Transfer Success (Required 1 <sup>st</sup> Semester)	0	2	1
<b>Select 14 SHC from the following:</b>			
Accounting: ACC 120, 121	3	2	4
ART 113 Art Methods & Materials	0	6	3
American Sign Language: ASL 181, 182, 281	0	2	1
BIO 163 Basic Anatomy & Physiology	4	2	5
BIO 175 General Microbiology	2	2	3
Biology: BIO 168, 169, 275	3	3	4
Business: BUS 110, 115, 137	3	0	3
Criminal Justice: CJC 111, 121, 141	3	0	3
CTS 115 Info. Systems Business Concepts	3	0	3
Early Childhood: EDU 144, 145, 216, 221	3	0	3
English: ENG 125, 271	3	0	3
HEA 110 Personal Health & Wellness	3	0	3
HEA 112 First Aid & CPR	1	2	2
History: HIS 221, 236	3	0	3
MUS 111 Fundamentals of Music	3	0	3
Music: MUS 131, 132, 151, 152, 231, 232, 251, 252	0	2	1
PED 110 Fit and Well for Life	1	2	2
Physical Education: PED 120, 121, 122, 123	0	3	1
Spanish: SPA 141, 161, 221, 231	3	0	3
Spanish Labs: SPA 181, 182, 281, 282	0	2	1

*\*Universal General Education Transfer Component Courses cannot be substituted*

*\*If applicable, students must meet the receiving university's foreign language and/or health and physical education requirements, prior to or after, transfer to the senior institution.*

**NOTE:** Students are required to take ACA 122 in their first semester.



## ASSOCIATE IN SCIENCE DEGREE (A10400)

The Associate in Science (A.S.) degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the student will have the opportunities for the achievement of competencies in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA). The CAA and ICAA enable North Carolina community college graduates of two-year associate in science programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer with junior status. Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

The A.S. degree requires completion of 45 semester hours of credit in General Education and 15 semester hours of credit in Other Required Hours. The General Education hours are divided into two components: the Universal General Education Transfer Component (UGETC) and the Additional General Education Hours, which are chosen based on the student's intended major at the transfer institution. The Other Required Hours are selected from general education electives. New Comprehensive Articulation Agreement standards will allow the College to accept no more than 14 SHC of UGETC and additional General Education hour credits from outside the NC Community College System and/or the UNC system.

### COURSE & HOUR REQUIREMENTS

**Universal General Education Transfer Component (UGETC) – All UGETC courses will transfer for equivalency credit.**

Class Title	Class Hours	Lab Hours	Credit Hours
<b>English Composition (6 SHC)</b> The following two English composition courses are required.			
ENG 111 Writing & Inquiry	3	0	3
ENG 112 Writing/Research in the Disciplines	3	0	3
<b>Communications and Humanities/Fine Arts (6 SHC)</b> <i>Select two courses, from at least two different disciplines.</i>			
ART 111 Art Appreciation	3	0	3
COM 231 Public Speaking	3	0	3
ENG 231 American Lit. I	3	0	3
ENG 232 American Literature II	3	0	3
MUS 110 Music Appreciation	3	0	3
MUS 112 Introduction to Jazz	3	0	3
PHI 240 Intro. to Ethics	3	0	3
<b>Social/Behavioral Sciences (6 SHC)</b> <i>Select two courses from at least two different disciplines.</i>			
ECO 251 Principles of Microeconomics	3	0	3
ECO 252 Principles of Macroeconomics	3	0	3
HIS 111 World Civ. I	3	0	3
HIS 112 World Civ. II	3	0	3
HIS 131 American His. I	3	0	3
HIS 132 American His II	3	0	3
POL 120 American Government	3	0	3
PSY 150 Gen Psychology	3	0	3
SOC 210 Intro to Sociology	3	0	3
<b>Math (8 SHC)</b> <i>Select two courses from the following:</i>			
MAT 171 Precalculus Algebra	3	2	4
MAT 172 Precalculus Trigonometry	3	2	4
MAT 263 Brief Calculus	3	2	4
MAT 271 Calculus I	3	2	4
MAT 272 Calculus II	3	2	4
<b>Natural Sciences (8 SHC)</b> <i>Select 8 SHC from the following:</i>			
BIO 110 Prin. of Biology	3	3	4
PHY 110/110A Conceptual Physics/Lab	3	2	4

ASSOCIATE IN SCIENCE DEGREE REQUIREMENTS – CONTINUED

Class Title	Class Hours	Lab Hours	Credit Hours
<b>Natural Sciences (8 SHC) Continued</b>			
BIO 111 Gen. Biology I	3	3	4
BIO 112 Gen. Biology II	3	3	4
CHM 151 General Chemistry I	3	3	4
CHM 152 General Chemistry II	3	3	4
PHY 251 Gen. Physics I	3	3	4
PHY 252 Gen. Physics II	3	3	4
<b>ADDITIONAL GENERAL EDUCATION HOURS (11 SHC) Select from the following courses classified as general education; based on intended major at transfer institution.</b>			
CIS 110 Introduction to Computers (This course is required)	2	2	3
<b>Select 8 SHC from the following:</b>			
ANT 210 General Anthropology	3	0	3
American Sign Language: ASL 111, 112, 211, 212	3	0	3
BIO 140/140A Environmental Biology/Lab	3	3	4
Chemistry: CHM 131/131A, 132	3	3	4
CIS 115 Intro to Programming & Logic	2	3	3
COM 110 Introduction to Communications	3	0	3
ECO 151 Survey of Economics	3	0	3
English: ENG 113, 114, 131	3	0	3
GEO 111 World Regional Geography	3	0	3
History: HIS 121, 122	3	0	3
HUM 115 Critical Thinking	3	0	3
MAT 273 Calculus III	3	2	4
PHI 210 History of Philosophy	3	0	3
Psychology: PSY 237, 241, 281	3	0	3
Religion: REL 110, 211, 212	3	0	3
SOC 213 Sociology of the Family	3	0	3
Spanish: SPA 111, 112, 211, 212	3	0	3
<b>OTHER REQUIRED HOURS (15 SHC) Select from the following courses classified as pre-major, elective or general education within the CAA based on intended major and transfer university.</b>			
ACA 122 College Transfer Success (Required 1 <sup>st</sup> Semester)	0	2	1
<b>Select 14 SHC from the following:</b>			
Accounting: ACC 120, 121	3	2	4
ART 113 Art Methods & Materials	0	6	3
American Sign Language: ASL 181, 182, 281	0	2	1
BIO 163 Basic Anatomy & Physiology	4	2	5
BIO 175 General Microbiology	2	2	3
Biology: BIO 168, 169, 275	3	3	4
Business: BUS 110, 115, 137	3	0	3
Criminal Justice: CJC 111, 121, 141	3	0	3
CTS 115 Info. Systems Business Concepts	3	0	3
Early Childhood: EDU 144, 145, 216, 221	3	0	3
English: ENG 125, 271	3	0	3
HEA 110 Personal Health & Wellness	3	0	3
HEA 112 First Aid & CPR	1	2	2
History: HIS 221, 236	3	0	3
MUS 111 Fundamentals of Music	3	0	3
Music: MUS 131, 132, 151, 152, 231, 232, 251, 252	0	2	1
PED 110 Fit and Well for Life	1	2	2
Physical Education: PED 120, 121, 122, 123	0	3	1
Spanish: SPA 141, 161, 221, 231	3	0	3
Spanish Labs: SPA 181, 182, 281, 282	0	2	1

\*Universal General Education Transfer Component Courses cannot be substituted

\*If applicable, students must meet the receiving university's foreign language and/or health and physical education requirements, prior to or after, transfer to the senior institution.

**NOTE:** Students are required to take ACA 122 in their first semester.

## ACCOUNTING AND FINANCE DEGREE (A25800)

The Accounting and Finance curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting and finance profession. Accountants and finance professionals assemble and analyze, process, and communicate essential information about financial operations.

Course work may include accounting, finance, ethics, business law, computer applications, financial planning, insurance, marketing, real estate, selling, and taxation. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics.

Graduates should qualify for entry-level accounting and finance positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
ACC 120 Principles of Financial Accounting	3	2	4
BUS 110 Introduction to Business	3	0	3
BUS 115 Business Law I	3	0	3
CIS 110 Introduction to Computers	2	2	3
<b>Total</b>	<b>12</b>	<b>4</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
ACC 121 Principles of Managerial Accounting	3	2	4
ACC 122 Principles of Financial Accounting II	3	0	3
ACC 149 Intro to ACC Spreadsheets	1	3	2
*ENG 111 Writing & Inquiry	3	0	3
**Math Elective	2/3	2	3/4
<b>Total</b>	<b>12/13</b>	<b>7</b>	<b>15/16</b>
<b>SUMMER SEMESTER</b>			
ACC 140 Payroll Accounting	1	3	2
ACC 150 Accounting Software Applications	1	3	2
**Humanities/Fine Arts Elective	3	0	3
<b>Total</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>FALL SEMESTER</b>			
ACC 220 Intermediate Accounting I	3	2	4
BUS 225 Business Finance	2	2	3
BUS 260 Business Communications	3	0	3
ECO 251 Principles of Microeconomics	3	0	3
**English Elective	3	0	3
<b>Total</b>	<b>14</b>	<b>4</b>	<b>16</b>
<b>SPRING SEMESTER</b>			
ACC 131 Federal Income Taxes	2	2	3
ACC 221 Intermediate Accounting II	3	2	4
BUS 240 Business Ethics	3	0	3
**Major Elective	3	0	3
**Social/Behavioral Science Elective	3	0	3
<b>Total</b>	<b>14</b>	<b>4</b>	<b>16</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>68/69</b>
<b>**MATH ELECTIVE Choose one from the following:</b>			
MAT 143 Quantitative Literacy	2	2	3
MAT 152 Statistical Methods I	3	2	4
MAT 171 Precalculus Algebra	3	2	4
<b>**ENGLISH ELECTIVE Choose one from the following:</b>			
COM 231 Public Speaking	3	0	3
ENG 112 Writing/Research in the Disciplines	3	0	3
ENG 114 Professional Research & Reporting	3	0	3

\*This course is a component of the general education requirements needed for graduation.

ACCOUNTING & FINANCE DEGREE REQUIREMENTS – CONTINUED

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>**HUMANITIES/FINE ARTS ELECTIVE</b> <i>Choose one from the following:</i>			
ART 111 Art Appreciation	3	0	3
HUM 115 Critical Thinking	3	0	3
MUS 110 Music Appreciation	3	0	3
PHI 240 Introduction to Ethics	3	0	3
<b>**SOCIAL/BEHAVIORAL SCIENCE ELECTIVE</b> <i>Choose one from the following:</i>			
ECO 252 Principles of Macroeconomics	3	0	3
POL 120 American Government	3	0	3
PSY 150 General Psychology	3	0	3
SOC 210 Introduction to Sociology	3	0	3
<b>**MAJOR ELECTIVE</b> <i>Choose one from the following:</i>			
ACC 132 NC Business Taxes	1	3	2
ACC 240 Governmental and Not-for-Profit Acct	3	0	3
ACC 269 Auditing & Assurance Services	3	0	3
BUS 137 Principles of Management	3	0	3
BUS 151 People Skills	3	0	3
BUS 230 Small Business Management	3	0	3
MKT 120 Principles of Marketing	3	0	3
WBL 111 Work-Based Learning I	0	10	1
WBL 112 Work-Based Learning I	0	20	2

**NOTE:** Students are required to take ACA 111 in their first semester.

**NOTE:** Courses previously completed in this program may be subject to review for readmitted students to ensure current proficiency based on changing technology needs and industry standards. The Curriculum Dean and program instructor(s) will determine if courses need to be repeated.

## ACCOUNTING AND FINANCE DIPLOMA (D25800)

The Accounting and Finance curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting and finance profession. Accountants and finance professionals assemble and analyze, process, and communicate essential information about financial operations.

Course work may include accounting, finance, ethics, business law, computer applications, financial planning, insurance, marketing, real estate, selling, and taxation. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics.

Graduates should qualify for entry-level accounting and finance positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies.

Diploma graduates will have the skills necessary for entry-level accounting positions.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
ACC 120 Principles of Financial Accounting	3	2	4
BUS 110 Introduction to Business	3	0	3
BUS 115 Business Law I	3	0	3
CIS 110 Introduction to Computers	2	2	3
<b>Total</b>	<b>12</b>	<b>4</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
ACC 121 Principles of Managerial Accounting	3	2	4
ACC 122 Principles of Financial Accounting II	3	0	3
ACC 131 Federal Income Taxes	2	2	3
ACC 149 Intro to ACC Spreadsheets	1	3	2
*ENG 111 Writing & Inquiry	3	0	3
<b>Total</b>	<b>12</b>	<b>7</b>	<b>15</b>
<b>SUMMER SEMESTER</b>			
ACC 140 Payroll Accounting	1	3	2
ACC 150 Accounting Software Applications	1	3	2
**Humanities/Fine Arts Elective	3	0	3
<b>Total</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DIPLOMA</b>			<b>36</b>
<b>**HUMANITIES/FINE ARTS ELECTIVE Choose one from the following:</b>			
ART 111 Art Appreciation	3	0	3
HUM 115 Critical Thinking	3	0	3
MUS 110 Music Appreciation	3	0	3
PHI 240 Introduction to Ethics	3	0	3

\*This course is a component of the general education requirements needed for graduation.

**NOTE:** Students are required to take ACA 111 in their first semester.

## ACCOUNTING TRANSFER CERTIFICATE (C25800A)

The Accounting Transfer Certificate provides students with the core accounting and business courses. Credits earned in this program may be transferred to the Accounting and Finance Diploma, Accounting and Finance Degree, and/or Associate in Arts/Science Degree.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
ACC 120 Principles of Financial Accounting	3	2	4
ACC 121 Principles of Managerial Accounting	3	2	4
BUS 110 Introduction to Business	3	0	3
BUS 115 Business Law I	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>12</b>	<b>4</b>	<b>14</b>

**NOTE:** This certificate starts each fall and can be completed in 2 semesters as sequenced above.

## INCOME TAX CERTIFICATE (C25800B)

The Income Tax Certificate provides students with the skills needed to obtain jobs requiring knowledge of basic accounting and income tax. Credits earned in this program may be transferred to the Accounting and Finance Diploma and/or Accounting and Finance Degree.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
ACC 120 Principles of Financial Accounting	3	2	4
ACC 122 Principles of Financial Accounting II	3	0	3
ACC 131 Federal Income Taxes	2	2	3
BUS 115 Business Law I	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>11</b>	<b>4</b>	<b>13</b>

**NOTE:** This certificate starts each fall and can be completed in 2 semesters.

## ACCOUNTING SPREADSHEET CERTIFICATE (C25800C)

The Accounting Spreadsheet Certificate provides students with the skills needed to obtain jobs requiring knowledge of basic accounting and spreadsheets. Credits earned in this program may be transferred to the Accounting and Finance Diploma and/or Accounting and Finance Degree.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
ACC 120 Principles of Financial Accounting	3	2	4
ACC 121 Principles of Managerial Accounting	3	2	4
ACC 122 Principles of Financial Accounting II	3	0	3
ACC 149 Intro to ACC Spreadsheets	1	3	2
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>10</b>	<b>7</b>	<b>13</b>

**NOTE:** This certificate starts each fall and can be completed in 2 semesters as sequenced above.

## ACCOUNTING PAYROLL/QUICKBOOKS CERTIFICATE (C25800D)

The Accounting Payroll/QuickBooks Certificate provides students with the skills needed to obtain jobs requiring knowledge of basic accounting, payroll, and QuickBooks. Credits earned in this program may be transferred to the Accounting and Finance Diploma and/or Accounting and Finance Degree.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
ACC 120 Principles of Financial Accounting	3	2	4
ACC 121 Principles of Managerial Accounting	3	2	4
ACC 122 Principles of Financial Accounting II	3	0	3
ACC 140 Payroll Accounting	1	3	2
ACC 150 Accounting Software Applications	1	3	2
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>11</b>	<b>10</b>	<b>15</b>

**NOTE:** This certificate starts each fall and can be completed in 3 semesters as sequenced above.

## AIR CONDITIONING HEATING AND REFRIGERATION TECHNOLOGY DEGREE (A35100)

The Air Conditioning, Heating, and Refrigeration Technology curriculum provides the basic knowledge to develop skills necessary to work with residential and light commercial systems. Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools and instruments. In addition, the AAS degree covers residential building codes, residential system sizing, and advanced comfort systems.

Diploma graduates should be able to assist in the startup, preventive maintenance, service, repair, and/or installation of residential and light commercial systems. AAS degree graduates should be able to demonstrate an understanding of system selection and balance and advanced systems.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
AHR 110 Intro to Refrigeration	2	6	5
AHR 111 HVACR Electricity	2	2	3
AHR 160 Refrigerant Certification	1	0	1
*COM 110 Intro to Communication	3	0	3
<b>Total</b>	<b>9</b>	<b>8</b>	<b>13</b>
<b>SPRING SEMESTER</b>			
AHR 112 Heating Technology	2	4	4
AHR 113 Comfort Cooling	2	4	4
AHR 125 HVACR Electronics	2	2	3
ELC 125 Diagrams and Schematics	1	2	2
*MAT 110 Mathematical Measurement & Lit.	2	2	3
<b>Total</b>	<b>9</b>	<b>14</b>	<b>16</b>
<b>SUMMER SEMESTER</b>			
AHR 114 Heat Pump Technology	2	4	4
AHR 115 Refrigeration Systems	1	3	2
AHR 213 HVACR Building Code	1	2	2
AHR 263 Energy Management	1	3	2
***Major Elective	1/0	0/10	1
<b>Total</b>	<b>5/6</b>	<b>12/22</b>	<b>11</b>
<b>FALL SEMESTER</b>			
AHR 211 Residential System Design	2	2	3
AHR 212 Advanced Comfort Systems	2	6	4
AHR 240 Hydronic Heating	1	3	2
CIS 113 Computer Basics	0	2	1
*ENG 111 Writing & Inquiry	3	0	3
**Social/Behavioral Science Elective	3	0	3
<b>Total</b>	<b>11</b>	<b>13</b>	<b>16</b>
<b>SPRING SEMESTER</b>			
AHR 130 HVAC Controls	2	2	3
AHR 133 HVAC Servicing	2	6	4
AHR 151 HVAC Duct Systems I	1	3	2
AHR 235 Refrigeration Design	2	2	3
*HUM 115 Critical Thinking	3	0	3
<b>Total</b>	<b>10</b>	<b>13</b>	<b>15</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>71</b>
<i>*SOCIAL/BEHAVIORAL SCIENCE ELECTIVE - Choose one (1) course from the following:</i>			
<b>Course Number &amp; Name</b>	<b>Class Hours</b>	<b>Lab Hours</b>	<b>Credit Hours</b>
ECO 151 Survey of Economics	3	0	3
ECO 251 Principles of Microeconomics	3	0	3
PSY 150 General Psychology	3	0	3
<i>** MAJOR ELECTIVES Choose one (1) semester credit hour from the following:</i>			
AHR 180 HVACR Customer Relations	1	0	1
WBL 111 Work-Based Learning I	0	10	1

\*This course is a component of the general education requirements needed for graduation.

**NOTE:** Students are required to take ACA 111 in their first semester.

## AIR CONDITIONING HEATING AND REFRIGERATION TECHNOLOGY DIPLOMA (D35100)

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
AHR 110 Intro to Refrigeration	2	6	5
AHR 111 HVACR Electricity	2	2	3
AHR 160 Refrigerant Certification	1	0	1
*COM 110 Intro to Communication	3	0	3
<b>Total</b>	<b>9</b>	<b>8</b>	<b>13</b>
<b>SPRING SEMESTER</b>			
AHR 112 Heating Technology	2	4	4
AHR 113 Comfort Cooling	2	4	4
AHR 125 HVACR Electronics	2	2	3
ELC 125 Diagrams and Schematics	1	2	2
*MAT 110 Mathematical Measurement & Lit.	2	2	3
<b>Total</b>	<b>9</b>	<b>14</b>	<b>16</b>
<b>SUMMER SEMESTER</b>			
AHR 114 Heat Pump Technology	2	4	4
AHR 115 Refrigeration Systems	1	3	2
AHR 213 HVACR Building Code	1	2	2
AHR 263 Energy Management	1	3	2
***Major Elective	1/0	0/10	1
<b>Total</b>	<b>5/6</b>	<b>12/22</b>	<b>11</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DIPLOMA</b>			<b>40</b>
<b>** MAJOR ELECTIVES Choose one (1) semester credit hour from the following:</b>			
AHR 180 HVACR Customer Relations	1	0	1
WBL 111 Work-Based Learning I	0	10	1

\*This course is a component of the general education requirements needed for graduation.

**NOTE:** Students are required to take ACA 111 in their first semester.

## AIR CONDITIONING HEATING AND REFRIGERATION TECHNOLOGY CERTIFICATE (C35100)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
AHR 110 Intro to Refrigeration	2	6	5
AHR 111 HVACR Electricity	2	2	3
AHR 112 Heating Technology	2	4	4
AHR 113 Comfort Cooling	2	4	4
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>8</b>	<b>16</b>	<b>16</b>

**NOTE:** This certificate starts each fall and can be completed in 2 semesters.



## APPLIED ENGINEERING TECHNOLOGY DEGREE (A40130)

The Applied Engineering Technology curriculum prepares individuals to use basic engineering principles and technical skills to solve technical problems in various types of industry. Course work emphasizes analytical and problem-solving skills. The curriculum includes courses in safety, math, physics, electricity, engineering technology, and technology-specific specialty areas.

Graduates should qualify for employment in a wide range of positions in research and development, manufacturing, sales, design, inspection, or maintenance. Employment opportunities exist in automation, computer, electrical, industrial, or mechanical engineering fields, where graduates will function as engineering technicians.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
DFT 119 Basic CAD	1	2	2
ELC 111 Intro to Electricity	2	2	3
ELC 125 Diagrams and Schematics	1	2	2
ISC 112 Industrial Safety	2	0	2
<b>Total</b>	<b>9</b>	<b>8</b>	<b>13</b>
<b>SPRING SEMESTER</b>			
ELC 117 Motors and Controls	2	6	4
ELC 131 Circuit Analysis I	3	3	4
*ENG 111 Writing & Inquiry	3	0	3
*MAT 121 Algebra/Trigonometry I	2	2	3
<b>Total</b>	<b>10</b>	<b>11</b>	<b>14</b>
<b>SUMMER SEMESTER</b>			
ATR 112 Intro to Automation	2	3	3
ELC 128 Intro to PLC	2	3	3
*HUM 115 Critical Thinking	3	0	3
*PSY 150 General Psychology	3	0	3
<b>Total</b>	<b>10</b>	<b>6</b>	<b>12</b>
<b>FALL SEMESTER</b>			
ELC 213 Instrumentation	3	2	4
ELC 228 PLC Applications	2	6	4
HYD 110 Hyd./Pneumatics I	2	3	3
** Major Elective	-	-	2/4
<b>Total</b>	<b>7</b>	<b>11</b>	<b>13/15</b>
<b>SPRING SEMESTER</b>			
DFT 154 Intro to Solid Modeling	2	3	3
ELC 229 Applications Project	1	3	2
*ENG 114 Professional Research & Reporting	3	0	3
MEC 130 Mechanisms	2	2	3
**Major Elective	-	-	2/4
<b>Total</b>	<b>8</b>	<b>8</b>	<b>13/15</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>65/69</b>
<b>** MAJOR ELECTIVES Choose four to eight (4-8) hours from the following:</b>			
ATR 219 Automation Troubleshooting	1	3	2
DFT 152 CAD II	2	3	3
ISC 132 Manufacturing Quality Control	2	3	3
ISC 220 Lean Manufacturing	2	2	3
MAC 118 Machine Shop Basic	1	3	2
MNT 111 Maintenance Practices	2	2	3
MNT 165 Mechanical Industrial Systems	1	3	2
MNT 240 Ind. Equip. Troubleshoot	1	3	2
WLD 110 Cutting Processes	1	3	2

\*This course is a component of the general education requirements needed for graduation.

**NOTE:** Students are required to take ACA 111 in their first semester.

## APPLIED ENGINEERING TECHNOLOGY CERTIFICATE (C40130)

This certificate prepares individuals to work as entry level maintenance technicians.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
ELC 117 Motors and Controls	2	6	4
ELC 228 PLC Applications	2	6	4
HYD 110 Hyd./Pneumatics I	2	3	3
ISC 112 Industrial Safety	2	0	2
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>8</b>	<b>15</b>	<b>13</b>

**NOTE:** This certificate can be completed in 3 semesters.

## APPLIED ENGINEERING TECHNOLOGY DRAFTING CERTIFICATE (C40130A)

This certificate prepares individuals to work as entry level maintenance technicians.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
DFT 119 Basic CAD	1	2	2
DFT 152 CAD II	2	3	3
DFT 154 Into to Solid Modeling	2	3	3
ISC 132 Manufacturing Quality Control	2	3	3
MAC 118 Machine Shop Basic	1	3	2
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>8</b>	<b>14</b>	<b>13</b>

**NOTE:** This certificate can be completed in 3 semesters.

## ASSOCIATE DEGREE NURSING (A45110)

The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs, which impact health, quality of life, and achievement of potential.

Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include positions within acute, chronic, extended, industrial, and community health care facilities.

### COURSE & HOUR REQUIREMENTS

CLASS TITLE	CLASS HRS	LAB HRS	CLINICAL HRS	CREDIT HRS
<b>FALL SEMESTER</b>				
ACA 111 College Student Success	1	0	0	1
BIO 168 Anatomy & Physiology I	3	3	0	4
NUR 111 Intro to Health Concepts	4	6	6	8
*PSY 150 General Psychology	3	0	0	3
<b>Total</b>	<b>11</b>	<b>9</b>	<b>6</b>	<b>16</b>
<b>SPRING SEMESTER</b>				
BIO 169 Anatomy & Physiology II	3	3	0	4
**NUR 112 Health - Illness Concepts	3	0	6	5
**NUR 114 Holistic Health Concepts	3	0	6	5
NUR 117 Pharmacology	1	3	0	2
<b>Total</b>	<b>10</b>	<b>6</b>	<b>12</b>	<b>16</b>
<b>SUMMER SEMESTER</b>				
*PSY 241 Developmental Psychology	3	0	0	3
NUR 113 Family Health Concepts	3	0	6	5
<b>Total</b>	<b>6</b>	<b>0</b>	<b>6</b>	<b>8</b>
<b>FALL SEMESTER</b>				
*CIS 110 Introduction to Computers	2	2	0	3
*ENG 111 Writing & Inquiry	3	0	0	3
*MAT 143 Quantitative Lit.	2	2	0	3
NUR 211 Health Care Concepts	3	0	6	5
NUR 212 Health System Concepts	3	0	6	5
<b>Total</b>	<b>13</b>	<b>4</b>	<b>12</b>	<b>19</b>
<b>SPRING SEMESTER</b>				
*ENG 112 Writing & Res. in the Disciplines	3	0	0	3
*HUM 115 Critical Thinking	3	0	0	3
NUR 213 Complex Health Concepts	4	3	15	10
<b>Total</b>	<b>10</b>	<b>3</b>	<b>15</b>	<b>16</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>				<b>75</b>

\*This course is a component of the general education requirements needed for graduation.

\*\*NOTE: NUR 112 will run the first 8 weeks of the semester. NUR 114 will run the second 8 weeks of the semester. NUR 112 must be passed in order to continue to the second 8 weeks.

NOTE: Students are required to take ACA 111 in their first semester.

NOTE: Once admitted to the nursing program, all remaining courses must be taken in sequence or completed during the required term.

NOTE: If any facility prohibits the student from participating in the clinical experience, the student will be dismissed due to an inability to progress and complete the curriculum.

NOTE: Clinical hours vary each semester based upon the availability of clinical sites.

## NURSING TRANSITION PROGRAM (A45110T) – LICENSED PRACTICAL NURSE TO REGISTERED NURSE

### COURSE & HOUR REQUIREMENTS

CLASS TITLE	CLASS HRS	LAB HRS	CLINICAL HRS	CREDIT HRS
<b>FIRST SUMMER SEMESTER</b>				
*PSY 241 Developmental Psychology	3	0	0	3
NUR 214 Transition Nursing Concepts	3	0	3	4
<b>Total</b>	<b>6</b>	<b>0</b>	<b>3</b>	<b>7</b>
<b>SECOND FALL SEMESTER</b>				
*CIS 110 Introduction to Computers	2	2	0	3
*ENG 111 Writing & Inquiry	3	0	0	3
*MAT 143 Quantitative Lit.	2	2	0	3
NUR 211 Health Care Concepts	3	0	6	5
NUR 212 Health System Concepts	3	0	6	5
<b>Total</b>	<b>13</b>	<b>4</b>	<b>12</b>	<b>19</b>
<b>SECOND SPRING SEMESTER</b>				
*ENG 112 Writing & Res. in the Disciplines	3	0	0	3
*HUM 115 Critical Thinking	3	0	0	3
NUR 213 Complex Health Concepts	4	3	15	10
<b>Total</b>	<b>10</b>	<b>3</b>	<b>15</b>	<b>16</b>
<b>TRANSITION CURRICULUM TOTAL</b>				<b>42</b>

\*This course is a component of the general education requirements needed for graduation.

**NOTE:** Students are required to take ACA 111 in their first semester.

**NOTE:** Once admitted to the nursing program, all remaining courses must be taken in sequence or completed during the required term.

**NOTE:** If any facility prohibits the student from participating in the clinical experience, the student will be dismissed due to an inability to progress and complete the curriculum.

**NOTE:** Clinical hours vary each semester based upon the availability of clinical sites.

## PRACTICAL NURSING DIPLOMA (D45660)

The Practical Nursing curriculum provides knowledge and skills to integrate safety and quality into nursing care to meet the needs of the holistic individual which impact health, quality of life, and achievement of potential.

Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes safe, individualized nursing care and participation in the interdisciplinary team while employing evidence-based practice, quality improvement, and informatics.

Graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-PN) which is required for practice as a Licensed Practical Nurse. Employment opportunities include hospitals, rehabilitation/long-term care/home health facilities, clinics, and physicians' offices.

### COURSE & HOUR REQUIREMENTS

CLASS TITLE	CLASS HRS	LAB HRS	CLINICAL HRS	CREDIT HRS
<b>FALL SEMESTER</b>				
ACA 111 College Student Success	1	0	0	1
**BIO 163 Basic Anat./Physiology	4	2	0	5
NUR 101 Practical Nursing I	7	6	6	11
*PSY 150 General Psychology	3	0	0	3
<b>Total</b>	<b>15</b>	<b>8</b>	<b>6</b>	<b>20</b>
<b>SPRING SEMESTER</b>				
*CIS 113 Computer Basics	1	2	0	1
*ENG 111 Writing & Inquiry	3	0	0	3
NUR 102 Practical Nursing II	7	0	9	10
NUR 117 Pharmacology	1	3	0	2
<b>Total</b>	<b>12</b>	<b>5</b>	<b>9</b>	<b>16</b>
<b>SUMMER SEMESTER</b>				
NUR 103 Practical Nursing III	6	0	9	9
<b>Total</b>	<b>6</b>	<b>0</b>	<b>9</b>	<b>9</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DIPLOMA</b>				<b>45</b>

\*This course is a component of the general education requirements needed for graduation.

\*\*NOTE: BIO 168 and BIO 169 may be substituted for this course.

NOTE: Students are required to take ACA 111 in their first semester.

NOTE: Once admitted to the nursing program, all remaining courses must be taken in sequence or completed during the required term.

NOTE: If any facility prohibits the student from participating in the clinical experience, the student will be dismissed due to an inability to progress and complete the curriculum.

NOTE: Clinical hours vary each semester based upon the availability of clinical sites.

## AUTOMOTIVE SYSTEMS TECHNOLOGY DEGREE (A60160)

A program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. Includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air condition systems.

Course work may include transportation systems theory, braking systems, climate control, design parameters, drive trains, electrical/electronic systems, engine repair, engine performance, environmental regulations, materials, product finish, safety, steering/suspension, transmission/transaxles, and sustainable transportation, depending on the program major area chosen. Graduates of this pathway should be prepared to take professional licensure exams, which correspond to certain programs of study, and to enter careers as entry-level technicians in the transportation industry.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
AUT 151 Brake Systems	2	3	3
AUT 151A Brake Systems Lab	0	3	1
TRN 110 Intro to Transport Tech	1	2	2
TRN 120 Basic Trans Electricity	4	3	5
TRN 170 PC Skills for Trans	1	2	2
<b>Total</b>	<b>9</b>	<b>13</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
AUT 114 Safety and Emissions	1	2	2
AUT 116 Engine Repair	2	3	3
AUT 116A Engine Repair Lab	0	3	1
AUT 141 Suspension & Steering	2	3	3
AUT 141A Suspension & Steering Lab	0	3	1
*MAT 110 Mathematical Measurement & Lit.	2	2	3
*Humanities/Fine Arts Elective	3	0	3
<b>Total</b>	<b>10</b>	<b>16</b>	<b>16</b>
<b>SUMMER SEMESTER</b>			
AUT 181 Engine Performance I	2	3	3
AUT 181A Engine Performance I Lab	0	3	1
*COM 110 Introduction to Communication	3	0	3
TRN 140 Trans Climate Control	1	2	2
TRN 140A Trans Climate Control Lab	1	2	2
<b>Total</b>	<b>7</b>	<b>10</b>	<b>11</b>
<b>FALL SEMESTER</b>			
AUT 221 Auto Transm/Tranxales	2	3	3
AUT 221A Auto Transm/Tranxales Lab	0	3	1
*ENG 111 Writing and Inquiry	3	0	3
TRN 145 Adv. Trans Electronics	2	3	3
*Social/Behavioral Science Elective	3	0	3
<b>Total</b>	<b>10</b>	<b>9</b>	<b>13</b>
<b>SPRING SEMESTER</b>			
AUT 183 Engine Performance 2	2	6	4
AUT 231 Man Tran/Axles/Drtrains	2	3	3
AUT 231A Man Tran/Axles/Drtrains Lab	0	3	1
AUT 281 Adv Engine Performance	2	2	3
TRN 130 Intro to Sustainable Trans	2	2	3
<i>Choose one of the following:</i>			
WBL 111 Work-Based Learning I	0	10	1
AUT 213 Automotive Servicing 2	1	3	2
<b>Total</b>	<b>9/8</b>	<b>19/26</b>	<b>16/15</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>65/69</b>

\*This course is a component of the general education requirements needed for graduation.

\*Students must select six (6) semester credit hours with one course from humanities/fine arts and one from social/behavioral sciences disciplines. See advisor for list of approved courses.

**NOTE:** Students are required to take ACA 111 in their first semester.

## AUTOMOTIVE SYSTEMS TECHNOLOGY DIPLOMA (D60160)

The Automotive Systems Technology curriculum prepares individuals for employment as automotive service technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field. Classroom and lab experiences integrate technical and academic course work. Emphasis is placed on theory, servicing and operation of brakes, electrical/electronic systems, engine performance, steering/suspension, automatic transmission/transaxles, engine repair, climate control, and manual drive trains. Upon completion of this curriculum, students should be prepared to take the ASE exam and be ready for full-time employment in dealerships and repair shops in the automotive service industry.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
AUT 151 Brake Systems	2	3	3
AUT 151A Brake Systems Lab	0	3	1
TRN 110 Intro to Transport Tech	1	2	2
TRN 120 Basic Trans Electricity	4	3	5
TRN 170 PC Skills for Trans	1	2	2
<b>Total</b>	<b>9</b>	<b>13</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
AUT 114 Safety and Emissions	1	2	2
AUT 116 Engine Repair	2	3	3
AUT 116A Engine Repair Lab	0	3	1
AUT 141 Suspension & Steering	2	3	3
AUT 141A Suspension & Steering Lab	0	3	1
*MAT 110 Mathematical Measurement & Lit.	2	2	3
*Humanities/Fine Arts Elective	3	0	3
<b>Total</b>	<b>10</b>	<b>16</b>	<b>16</b>
<b>SUMMER SEMESTER</b>			
AUT 181 Engine Performance I	2	3	3
AUT 181A Engine Performance I Lab	0	3	1
*COM 110 Introduction to Communication	3	0	3
TRN 140 Trans Climate Control	1	2	2
TRN 140A Trans Climate Control Lab	1	2	2
<b>Total</b>	<b>7</b>	<b>10</b>	<b>11</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DIPLOMA</b>			<b>41</b>

\*This course is a component of the general education requirements needed for graduation.

\*Students must select three (3) semester credit hours from humanities/fine arts. See advisor for list of approved courses.

**NOTE:** Students are required to take ACA 111 in their first semester.

## AUTOMOTIVE TECHNOLOGY CERTIFICATE (C60160A)

This certificate prepare individuals to work as entry level automotive technicians which includes preparation for the ASE exam in Engine Repair and certifications in safety and emissions.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
AUT 116 Engine Repair	2	3	3
AUT 116A Engine Repair Lab	0	3	1
AUT 114 Safety and Emissions	1	2	2
TRN 110 Intro to Transport Tech	1	2	2
TRN 120 Basic Trans Electricity	4	3	5
TRN 170 PC Skills for Tran	1	2	2
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>			<b>15</b>

**NOTE:** This certificate can be completed in 2 to 4 semesters.

## BIOTECHNOLOGY DEGREE (A20100)

The Biotechnology curriculum, which has emerged from molecular biology and chemical engineering, is designed to meet the increasing demands for skilled laboratory technicians in various fields of biological and chemical technology.

A program that focuses on the application of the biological sciences, biochemistry, and genetics to the preparation of new and enhanced agricultural, environmental, clinical, and industrial products, including the commercial exploitation of microbes, plants, and animals. Potential course work includes instruction in general biology, general and organic chemistry, physics, biochemistry, molecular biology, immunology, microbiology, genetics, and cellular biology.

Course work emphasizes biology, chemistry, mathematics, and technical communications. The curriculum objectives are designed to prepare graduates to serve in three distinct capacities: research assistant to a biologist or chemist, laboratory technician/instrumentation technician, and quality control/quality assurance technician.

Graduates should be qualified for employment in various areas of industry and government, including research and development, manufacturing, sales, and customer service.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
BIO 111 General Biology	3	3	4
BTC 181 Basic Lab Techniques	3	3	4
CHM 131 Intro to Chemistry	3	0	3
CHM 131A Intro to Chemistry Lab	0	3	1
CIS 110 Introduction to Computers	2	2	3
<b>Total</b>	<b>12</b>	<b>11</b>	<b>16</b>
<b>SPRING SEMESTER</b>			
BIO 112 General Biology II	3	3	4
BIO 280 Biotechnology	2	3	3
CHM 132 Organic and Biochemistry	3	3	4
**Math Elective	2/3	2	3/4
<b>Total</b>	<b>10/11</b>	<b>11</b>	<b>14/15</b>
<b>SUMMER SEMESTER</b>			
BIO 175 General Microbiology	2	2	3
*ENG 111 Writing and Inquiry	3	0	3
ISC 132 Manufacturing Quality Control	2	3	3
<b>Total</b>	<b>7</b>	<b>5</b>	<b>9</b>
<b>FALL SEMESTER</b>			
BIO 250 Genetics	3	3	4
BTC 281 Bioprocess Techniques	2	6	4
BTC 285 Cell Culture	2	3	3
ISC 220 Lean Manufacturing	2	2	3
<b>Total</b>	<b>9</b>	<b>14</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
BTC 288 Biotech Lab Experience	0	6	2
*ENG 114 Professional Research & Reporting	3	0	3
*HUM 115 Critical Thinking	3	0	3
ISC 278 cGMP Quality Systems	2	0	2
*PSY 150 General Psychology	3	0	3
<b>Total</b>	<b>11</b>	<b>6</b>	<b>13</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>66/67</b>
<b>**MATH ELECTIVE - Choose one (1) course from the following:</b>			
MAT 110 Math Measurements & Literacy	2	2	3
MAT 171 Precalculus Algebra	3	2	4

\*This course is a component of the general education requirements needed for graduation.

**NOTE:** Students are required to take ACA 111 in their first semester.



## BUSINESS ADMINISTRATION DEGREE (A25120)

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy.

Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making.

Through these skills, students will have a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
ACC 120 Principles of Financial Accounting I	3	2	4
BUS 110 Introduction to Business	3	0	3
BUS 115 Business Law I	3	0	3
CIS 110 Introduction to Computers	2	2	3
<b>Total</b>	<b>12</b>	<b>4</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
ACC 121 Principles of Managerial Accounting	3	2	4
BUS 137 Principles of Management	3	0	3
*ENG 111 Writing & Inquiry	3	0	3
*Math Elective	2/3	2	3/4
<b>Total</b>	<b>11/12</b>	<b>4</b>	<b>13/14</b>
<b>SUMMER SEMESTER</b>			
BUS 135 Principles of Supervision	3	0	3
*Humanities/Fine Arts Elective	3	0	3
**Major Elective	1/3	0/2	2/4
<b>Total</b>	<b>7/9</b>	<b>0/2</b>	<b>8/10</b>
<b>FALL SEMESTER</b>			
BUS 225 Business Finance	2	2	3
BUS 260 Business Communications	3	0	3
ECO 251 Principles of Microeconomics	3	0	3
*ENG 114 Prof. Res. & Reporting <b>OR</b> *COM 231 Public Speaking	3	0	3
MKT 123 Fundamentals of Selling	3	0	3
<b>Total</b>	<b>14</b>	<b>2</b>	<b>15</b>
<b>SPRING SEMESTER</b>			
BUS 240 Business Ethics	3	0	3
BUS 285 Business Management Issues	2	2	3
*Social/Behavioral Science Elective	3	0	3
MKT 120 Principles of Marketing	3	0	3
WBL 110 World of Work	1	0	1
WBL Exp./Designated Major Elective	0/2	20/0	2
<b>Total</b>	<b>12/14</b>	<b>22/2</b>	<b>15</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>65/68</b>
<i>*HUMANITIES/FINE ARTS ELECTIVE - Choose one (1) course from the following:</i>			
ART 111 Art Appreciation	3	0	3
HUM 115 Critical Thinking	3	0	3
Music: MUS 110	3	0	3
PHI 240 Intro. to Ethics	3	0	3
REL 110 World Religions	3	0	3
<i>*SOCIAL/BEHAVIORAL SCIENCE ELECTIVE - Choose one (1) course from the following:</i>			
ECO 252 Principles of Macroeconomics	3	0	3
POL 120 American Government	3	0	3
PSY 150 Gen. Psychology	3	0	3
SOC 210 Intro to Sociology	3	0	3

\*This course is a component of the general education requirements needed for graduation.

## BUSINESS ADMINISTRATION DEGREE REQUIREMENTS – CONTINUED

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<i>*MATH ELECTIVE - Choose one (1) course from the following:</i>			
MAT 143 Quantitative Literacy	2	2	3
MAT 152 Statistical Methods I	3	2	4
MAT 171 Precalculus Algebra	3	2	4
<i>** MAJOR ELECTIVES Choose one (1) course from the following:</i>			
ACC 122 Principles of Financial Accounting II	3	0	3
ACC 131 Federal Income Taxes	2	2	3
ACC 140 Payroll Accounting	1	3	2
ACC 149 Intro to ACC Spreadsheet	1	3	2

**NOTE:** Students are required to take ACA 111 in their first semester.

**NOTE:** Work Based Learning courses include WBL 111, 112, 121, 131

## BUSINESS ADMINISTRATION TRANSFER CERTIFICATE (C25120G)

This certificate prepares individuals for both the business world and would jump start their track to a business degree from another college or university.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
ACC 120 Principles of Financial Accounting	3	2	4
BUS 110 Introduction to Business	3	0	3
BUS 115 Bus. Law I	3	0	3
BUS 137 Principles of Management	3	0	3
ECO 251 Principles of Microeconomics	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>15</b>	<b>2</b>	<b>16</b>

**NOTE:** This certificate starts each fall and can be completed in 2 semesters as sequenced above.

## BUSINESS ANALYTICS CERTIFICATE (C25120C)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
ACC 121 Principles of Managerial Acct.	3	2	4
BUS 225 Business Finance	2	2	3
BUS 240 Business Ethics	3	0	3
ECO 251 Principles of Microeconomics	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>11</b>	<b>4</b>	<b>13</b>

**NOTE:** This certificate starts each fall and can be completed in 2 semesters.

## BUSINESS LEADERSHIP CERTIFICATE (C25120D)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
BUS 137 Principles of Management	3	0	3
BUS 151 People Skills <b>OR</b> BUS 253 Leadership & Management Skills	3	0	3
BUS 240 Business Ethics	3	0	3
BUS 260 Business Communications	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>12</b>	<b>0</b>	<b>12</b>

**NOTE:** This certificate starts each fall.

## BUSINESS MARKETING CERTIFICATE (C25120F)

This certificate prepares individuals for careers in marketing. It is designed to introduce individuals to the core aspects of the marketing and the digital world.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
BUS 240 Business Ethics	3	0	3
MKT 120 Principles of Marketing	3	0	3
MKT 123 Fund. of Selling	3	0	3
Pick one (1) of the following:			
BUS 168 Electronic Business	2	2	3
MKT 121 Retailing	3	0	3
MKT 232 Social Media Marketing	3	2	4
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>11/12</b>	<b>4</b>	<b>12/13</b>

**NOTE:** This certificate starts each fall and can be completed in 2 semesters.

## CORE BUSINESS CERTIFICATE (C25120E)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
ACC 120 Principles of Financial Accounting	3	2	4
BUS 110 Introduction to Business	3	0	3
BUS 137 Principles of Management	3	0	3
ECO 252 Principles of Macroeconomics	3	0	3
MKT 120 Principles of Marketing	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>15</b>	<b>2</b>	<b>16</b>

**NOTE:** This certificate starts each fall and can be completed in 2 semesters as sequenced above.

## MANAGEMENT CERTIFICATE (C25120A)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
BUS 135 Principles of Supervision	3	0	3
BUS 137 Principles of Management	3	0	3
BUS 240 Business Ethics	3	0	3
Pick one (1) of the following:			
BUS 230 Small Bus. Management	3	0	3
BUS 253 Leadership and Mgmt. Skills	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>12</b>	<b>0</b>	<b>12</b>

**NOTE:** This certificate starts each fall and can be completed in 2 semesters as sequenced above.

## COMMUNITY SPANISH INTERPRETER DEGREE (A55370)

The Community Spanish Interpreter curriculum prepares individuals to work as entry-level bilingual professionals who will provide communication access in interview and interactive settings. In addition, this curriculum provides educational training for working professionals who want to acquire Spanish language skills.

Course work includes the acquisition of Spanish: grammar, structure, and sociolinguistic properties, cognitive processes associated with interpretation between Spanish and English; the structure and character of the Hispanic community; and acquisition of communication skills.

Graduates should qualify for entry-level jobs as para-professional bilingual employees in educational systems or a variety of community settings. Individuals may choose from part-time, full-time, or self-employment/free-lance positions, or apply language skills to other human service related areas.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
*ENG 111 Writing & Inquiry	3	0	3
*PSY 150 General Psychology	3	0	3
SPA 111 Elementary Spanish I	3	0	3
SPA 181 Spanish Lab 1	0	2	1
SPI 113 Intro to Spanish Inter.	3	0	3
<b>Total</b>	<b>15</b>	<b>4</b>	<b>17</b>
<b>SPRING SEMESTER</b>			
*ENG 114 Professional Research & Reporting	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
SPA 112 Elementary Spanish II	3	0	3
SPA 120 Spanish for the Workplace	3	0	3
SPA 182 Spanish Lab II	0	2	1
SPA 215 Spanish Phonics/Structure	3	0	3
<b>Total</b>	<b>14</b>	<b>4</b>	<b>16</b>
<b>SUMMER SEMESTER</b>			
SPA 161 Cultural Immersion	2	3	3
SPA 211 Intermediate Spanish I	3	0	3
SPA 281 Spanish Lab 3	0	2	1
<b>Total</b>	<b>5</b>	<b>5</b>	<b>7</b>
<b>FALL SEMESTER</b>			
*ENG 115 Oral Communication	3	0	3
SPA 141 Culture and Civilization	3	0	3
SPA 212 Intermediate Spanish II	3	0	3
SPA 282 Spanish Lab 4	0	2	1
SPI 114 Analytical Skills Spanish Inter.	3	0	3
*Humanities/Fine Arts Elective	3	0	3
<b>Total</b>	<b>15</b>	<b>2</b>	<b>16</b>
<b>SPRING SEMESTER</b>			
SPA 221 Spanish Conversation	3	0	3
SPA 231 Reading and Composition	3	0	3
SPI 213 Review of Grammar	3	0	3
SPI 214 Intro to Translation	3	0	3
WBL 111 Work Based Learning I	0	10	1
WBL 115 Work Based Learning Seminar I	1	0	1
<b>Total</b>	<b>13</b>	<b>10</b>	<b>14</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>70</b>

\*This course is a component of the general education requirements needed for graduation.

\*Students must select three (3) semester hours credit from the humanities/fine arts discipline. See advisor for list of approved courses.

## SPANISH FOR THE WORKPLACE CERTIFICATE (C55370A)

This 18-credit hour certificate will provide students with the skills and the cultural background knowledge needed to effectively communicate in Spanish in the workplace. The certificate, coupled with a college transfer degree, or coupled with a two-year degree in health, education, or public service will help students to be more marketable when seeking employment. The majority of the courses in this program is part of the Comprehensive Articulation Agreement and can be used to help satisfy graduation requirements for A.A. and A.S. degree programs. All prerequisites must be met and the student must have at least a 2.0 overall grade point average in order to receive this certificate.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
SPA 111 Elementary Spanish I	3	0	3
SPA 112 Elementary Spanish II	3	0	3
SPA 120 Spanish for the Workplace	3	0	3
SPA 141 Culture and Civilization	3	0	3
SPA 181 Spanish Lab I	0	2	1
SPA 182 Spanish Lab II	0	2	1
SPA 211 Intermediate Spanish I	3	0	3
SPA 281 Spanish Lab 3	0	2	1
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>15</b>	<b>6</b>	<b>18</b>

**NOTE:** Students can begin the certificate course work in the fall semester and can complete the certificate by taking one or two courses each semester until the course sequence listed above is complete for the certificate. Students should be able to complete the certificate in four semesters.

## SPANISH LANGUAGE CERTIFICATE (C55370B)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
SPA 141 Culture and Civilization	3	0	3
SPA 211 Intermediate Spanish I	3	0	3
SPA 212 Intermediate Spanish II	3	0	3
SPA 221 Spanish Conversation	3	0	3
SPA 231 Reading and Composition	3	0	3
SPA 281 Spanish Lab 3	0	2	1
SPA 282 Spanish Lab 4	0	2	1
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>15</b>	<b>4</b>	<b>17</b>

**NOTE:** Once students complete prerequisites, they can begin in the summer and should be able to complete the certificate in three semesters by taking two to three courses each semester.

## CRIMINAL JUSTICE TECHNOLOGY DEGREE (A55180)

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections and security services. The criminal justice system's role within society will be explored.

Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics and community relations. Additional study may include issues and concepts of government, counseling communications, computers, and technology.

Employment opportunities exist in a variety of local, state, and federal law enforcement, corrections, and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, intensive probation/parole surveillance officer, correctional officer, and loss prevention specialist.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
CJC 111 Introduction to Criminal Justice	3	0	3
CJC 112 Criminology	3	0	3
CJC 114 Investigative Photography	1	2	2
<b>Total</b>	<b>10</b>	<b>4</b>	<b>12</b>
<b>SPRING SEMESTER</b>			
CJC 113 Juvenile Justice	3	0	3
CJC 131 Criminal Law	3	0	3
*ENG 111 Writing & Inquiry	3	0	3
PSY 150 General Psychology	3	0	3
<b>Total</b>	<b>12</b>	<b>0</b>	<b>12</b>
<b>SUMMER SEMESTER</b>			
CJC 121 Law Enforce. Operations	3	0	3
CJC 132 Court Proc. & Evidence*	3	0	3
CJC 213 Substance Abuse	3	0	3
*Humanities/Fine Arts Elective	3	0	3
<b>Total</b>	<b>12</b>	<b>0</b>	<b>12</b>
<b>FALL SEMESTER</b>			
CJC 212 Ethics and Community Relations	3	0	3
CJC 214 Victimology	3	0	3
CJC 221 Investigative Principles*	3	2	4
*ENG 112 Writing/Res. In the Disciplines <b>OR</b> *ENG 114 Prof. Res. & Reporting	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
<b>Total</b>	<b>14</b>	<b>4</b>	<b>16</b>
<b>SPRING SEMESTER</b>			
CJC 141 Corrections	3	0	3
CJC 222 Criminalistics	3	0	3
CJC 231 Constitutional Law*	3	0	3
WBL 111 Work-Based Learning I	0	10	1
WBL 115 Work-Based Learning Seminar	1	0	1
**Major Elective	3	0	3
<b>Total</b>	<b>13</b>	<b>10</b>	<b>14</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>66</b>

\*This course is a component of the general education requirements needed for graduation.

\*Students must select three (3) semester hours credit from the humanities/fine arts discipline. See advisor for list of approved courses.

\*\*MAJOR ELECTIVE: Choose one (1): CJC 151 or PSY 281.

**NOTE:** CJC 223 can be taken in place of WBL 111 and WBL 115

**NOTE:** Students are required to take ACA 111 in their first semester.

**NOTE:** See [Criminal Record Considerations](#) in Admissions section of the catalog.

## CRIMINAL JUSTICE TECHNOLOGY TRANSFER CERTIFICATE (C55180)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
CJC 111 Introduction to Criminal Justice	3	0	3
CJC 121 Law Enforce. Operations	3	0	3
CJC 141 Corrections	3	0	3
PSY 150 General Psychology	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>12</b>	<b>0</b>	<b>12</b>

### BASIC LAW ENFORCEMENT TRAINING (C55120)

Basic Law Enforcement Training (BLET) is designed to give students essential skills required for entry-level employment as law enforcement officers with state, county, or municipal governments, or with private enterprise.

This program utilizes State commission-mandated topics and methods of instruction. General subjects include, but are not limited to, criminal, juvenile, civil, traffic, and alcohol beverage laws; investigative, patrol, custody, and court procedures; emergency responses; and ethics and community relations.

Students must successfully complete and pass all units of study mandated by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission to receive a certificate.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
CJC 100 Basic Law Enforcement Training	10	30	20

**NOTE:** See [Criminal Record Considerations](#) in Admissions section of the catalog.

## CULINARY ARTS DEGREE (A55150)

This curriculum provides specific training required to prepare students to assume positions as trained culinary professionals in a variety of foodservice settings including full service restaurants, hotels, resorts, clubs, catering operations, contract foodservice and health care facilities.

Students will be provided theoretical knowledge/practical applications that provide critical competencies to meet industry demands, including environmental stewardship, operational efficiencies and professionalism. Courses include sanitation/safety, baking, garde manger, culinary fundamentals/production skills, nutrition, customer service, purchasing/cost control, and human resource management.

Graduates should qualify for entry-level opportunities including prep cook, line cook, and station chef. American Culinary Federation certification may be available to graduates. With experience, graduates may advance to positions including sous chef, pastry chef, executive chef, or food service manager.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
CUL 110 Sanitation & Safety	2	0	2
CUL 140 Culinary Skills I	2	6	5
CUL 160 Baking I	1	4	3
<b>Total</b>	<b>8</b>	<b>12</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
BPA 165 Hot and Cold Desserts	1	4	3
CUL 120 Purchasing	2	0	2
CUL 240 Culinary Skills II	1	8	5
CUL 260 Baking II	1	4	3
*MAT 110 Mathematical Measurement & Literacy	2	2	3
<b>Total</b>	<b>7</b>	<b>18</b>	<b>16</b>
<b>SUMMER SEMESTER</b>			
BPA 130 European Cakes & Tortes	1	4	3
CUL 283 Farm to Table	2	6	5
*PSY 150 General Psychology	3	0	3
<b>Total</b>	<b>6</b>	<b>10</b>	<b>11</b>
<b>FALL SEMESTER</b>			
*COM 110 Intro to Communications	3	0	3
CUL 170 Garde Manger I	1	4	3
CUL 230 Global Cuisines	1	8	5
HRM 245 Human Res. Mgmt. - Hospitality	3	0	3
WBL 111 Work-Based Learning I	0	10	1
<b>Total</b>	<b>8</b>	<b>22</b>	<b>15</b>
<b>SPRING SEMESTER</b>			
CUL 112 Nutrition for Foodservices	3	0	3
CUL 135 Food and Beverage Service	2	0	2
CUL 245 Contemporary Cuisines	1	8	5
*ENG 111 Writing & Inquiry	3	0	3
*Humanities/Fine Arts Elective	3	0	3
WBL 121 Work-Based Learning II	0	10	1
<b>Total</b>	<b>12</b>	<b>18</b>	<b>17</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>73</b>

\*This course is a component of the general education requirements needed for graduation.

\*Students must select three (3) semester hours credit from the humanities/fine arts discipline. See advisor for list of approved courses.

**NOTE:** Students are required to take ACA 111 in their first semester.



## BAKING AND PASTRY CERTIFICATE (C55150A)

This certificate prepares individuals to work as a pastry chef in the baking/pastry industry, including restaurants, hotels, baking/pastry shops, and retail markets.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
CUL 110 Sanitation & Safety	2	0	2
CUL 160 Baking I	1	4	3
CUL 260 Baking II	1	4	3
BPA 130 European Cakes and Tortes	1	4	3
BPA 165 Hot and Cold Desserts	1	4	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>6</b>	<b>16</b>	<b>14</b>

**NOTE:** Once students complete prerequisites, they can begin in the summer and complete the certificate by taking two to three courses each semester until the course sequence listed above is complete for the certificate. Students should be able to complete the certificate in three semesters.

## EARLY CHILDHOOD EDUCATION DEGREE (A55220C)

The Early Childhood Education curriculum prepares individuals to work with children from birth through eight in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

Early Childhood Education: A program that prepares individuals to promote child development and learning, work with diverse families and children, observe, document and assess to support young children and families, use content knowledge to build meaningful curriculum, and use developmentally effective approaches in collaboration with other early childhood professionals. Potential course work includes instruction in all areas of child development such as emotional/ social/ health/ physical/ language/ communication, approaches to play and learning, working with diverse families, and related observations/ student teaching experiences.

***Career-Ready Non-Transfer Track: This track is for students seeking to earn an Associate in Applied Science (A.A.S. 2 year degree) and continue into the work force.***

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 or ACA 122	1/0	0/2	1
CIS 110 Introduction to Computers	2	2	3
EDU 119 Intro to Early Childhood Education	4	0	4
EDU 144 Child Development I	3	0	3
*PSY 150 General Psychology	3	0	3
<b>Total</b>	<b>12/13</b>	<b>2/4</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
*ENG 111 Writing & Inquiry	3	0	3
EDU 145 Child Development II	3	0	3
EDU 146 Child Guidance	3	0	3
EDU 151 Creative Activities	3	0	3
<i>Choose <b>one</b> of the following:</i>			
EDU 163 Classroom Mgmt. & Instruction	3	0	3
EDU 188 Issues in Early Child Ed	2	0	2
<b>Total</b>	<b>14/15</b>	<b>0</b>	<b>14/15</b>
<b>SUMMER SEMESTER</b>			
EDU 131 Child, Family, & Community	3	0	3
EDU 153 Health, Safety & Nutrition	3	0	3
*COM 231 Public Speaking	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
<b>Total</b>	<b>11</b>	<b>2</b>	<b>12</b>
<b>FALL SEMESTER</b>			
EDU 221 Children With Exceptionalities	3	0	3
EDU 234 Infants, Toddlers, & Twos	3	0	3
EDU 280 Language & Literacy Experiences	3	0	3
*Humanities/Fine Arts Elective	3	0	3
<b>Total</b>	<b>12</b>	<b>0</b>	<b>12</b>
<b>SPRING SEMESTER</b>			
EDU 235 School-Age Dev & Program	3	0	3
EDU 252 Math & Science Activities	3	0	3
EDU 271 Educational Technology	2	2	3
EDU 284 Early Child Capstone Practicum	1	9	4
**Major Elective	3	0	3
<b>Total</b>	<b>12</b>	<b>11</b>	<b>16</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>68/69</b>

\*This course is a component of the general education requirements needed for graduation.

## EARLY CHILDHOOD EDUCATION DEGREE REQUIREMENTS – CONTINUED

\*Students must select three (3) semester hours credit from the humanities/fine arts discipline. Choose one (1) course from the following:

Course Number & Name	Class Hours	Lab Hours	Credit Hours
ART 111 Art Appreciation	3	0	3
MUS 110 Music Appreciation	3	0	3
MUS 112 Introduction to Jazz	3	0	3
PHI 240 Introduction to Ethics	3	0	3
<b>** MAJOR ELECTIVES Choose one (1) course from the following:</b>			
EDU 222 Learners with Behavior Disorders	3	0	3
EDU 223 Specific Learning Disabilities	3	0	3

## EARLY CHILDHOOD EDUCATION – BIRTH THROUGH KINDERGARTEN (B-K) LICENSURE TRANSFER TRACK DEGREE (A55220L)

The Early Childhood Education curriculum prepares individuals to work with children from birth through eight in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

Early Childhood Education: A program that prepares individuals to promote child development and learning, work with diverse families and children, observe, document and assess to support young children and families, use content knowledge to build meaningful curriculum, and use developmentally effective approaches in collaboration with other early childhood professionals. Potential course work includes instruction in all areas of child development such as emotional/ social/ health/ physical/ language/ communication, approaches to play and learning, working with diverse families, and related observations/ student teaching experiences.

**BK Licensure Transfer Track: This track is for students seeking to earn an Associate in Applied Science (A.A.S. 2 year degree) and transfer to a 4-year institution to complete his/her Bachelor of Science degree in a Birth through Kindergarten program.**

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 or ACA 122	1/0	0/2	1
EDU 119 Intro to Early Childhood Education	4	0	4
EDU 144 Child Development I	3	0	3
*ENG 111 Writing & Inquiry	3	0	3
*PSY 150 General Psychology	3	0	3
<b>Total</b>	<b>13/14</b>	<b>0/2</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
CIS 110 Introduction to Computers	2	2	3
*ENG 112 or ENG 114	3	0	3
EDU 131 Child, Family, & Community	3	0	3
EDU 145 Child Development II	3	0	3
EDU 146 Child Guidance	3	0	3
EDU 151 Creative Activities	3	0	3
<b>Total</b>	<b>17</b>	<b>2</b>	<b>18</b>
<b>SUMMER SEMESTER</b>			
EDU 153 Health, Safety & Nutrition	3	0	3
*BIO 110 or BIO 111	3	3	4
*COM 231 Public Speaking	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
<b>Total</b>	<b>11</b>	<b>5</b>	<b>13</b>

\*This course is a component of the general education requirements needed for graduation.

**BIRTH THROUGH KINDERGARTEN (B-K) LICENSURE TRANSFER TRACK DEGREE REQUIREMENTS – CONTINUED**

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
EDU 221 Children With Exceptionalities	3	0	3
EDU 234 Infants, Toddlers, & Twos	3	0	3
EDU 280 Language & Literacy Experiences	3	0	3
**Humanities/Fine Arts Elective	3	0	3
Choose one of the following:			
CHM 151 General Chemistry I	3	3	4
PHY 110 Conceptual Physics/PHY110A Lab	3	2	4
<b>Total</b>	<b>15</b>	<b>2/3</b>	<b>16</b>
<b>SPRING SEMESTER</b>			
EDU 216 Foundations of Education	4	0	4
EDU 250 Teacher Licensure Program	3	0	3
EDU 284 Early Child Capstone Practicum	1	9	4
**Social/Behavioral Science Elective	3	0	3
<b>Total</b>	<b>11</b>	<b>9</b>	<b>14</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>74</b>

\*\*Students must select three (3) semester hours credit from the humanities/fine arts discipline. Choose one (1) course from the following:

Course Number & Name	Class Hours	Lab Hours	Credit Hours
ART 111 Art Appreciation	3	0	3
MUS 110 Music Appreciation	3	0	3
MUS 112 Introduction to Jazz	3	0	3
PHI 240 Introduction to Ethics	3	0	3

\*\*Students must select three (3) semester hours credit from the social/behavioral science discipline. Choose one (1) course from the following:

Course Number & Name	Class Hours	Lab Hours	Credit Hours
ECO 251 or ECO 252	3	0	3
HIS 111, HIS 112, HIS 131, or HIS 132	3	0	3
POL 120 American Government	3	0	3
SOC 210 Introduction to Sociology	3	0	3

**NOTE:** Students are required to take ACA 111 or ACA 122 in their first semester.

**EARLY CHILDHOOD EDUCATION NON-TEACHING LICENSURE TRANSFER TRACK DEGREE (A55220NL)**

The Early Childhood Education curriculum prepares individuals to work with children from birth through eight in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

Early Childhood Education: A program that prepares individuals to promote child development and learning, work with diverse families and children, observe, document and assess to support young children and families, use content knowledge to build meaningful curriculum, and use developmentally effective approaches in collaboration with other early childhood professionals. Potential course work includes instruction in all areas of child development such as emotional/ social/ health/ physical/ language/ communication, approaches to play and learning, working with diverse families, and related observations/ student teaching experiences.

**ECE Non-Licensure Transfer Track: This track is for students seeking to earn an Associate in Applied Science (A.A.S. 2 year degree) and transfer to a 4-year institution to complete his/her Bachelor of Science degree in an Early Education Program.**

**NON-TEACHING LICENSURE TRANSFER TRACK DEGREE REQUIREMENTS – CONTINUED**

**COURSE & HOUR REQUIREMENTS**

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 or ACA 122	1/0	0/2	1
EDU 119 Intro to Early Childhood Education	4	0	4
EDU 144 Child Development I	3	0	3
*ENG 111 Writing & Inquiry	3	0	3
*PSY 150 General Psychology	3	0	3
<b>Total</b>	<b>13/14</b>	<b>0/2</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
CIS 110 Introduction to Computers	2	2	3
*ENG 112 or ENG 114	3	0	3
EDU 131 Child, Family, & Community	3	0	3
EDU 145 Child Development II	3	0	3
EDU 146 Child Guidance	3	0	3
EDU 151 Creative Activities	3	0	3
<b>Total</b>	<b>17</b>	<b>2</b>	<b>18</b>
<b>SUMMER SEMESTER</b>			
EDU 153 Health, Safety & Nutrition	3	0	3
*BIO 110 or BIO 111	3	3	4
*COM 231 Public Speaking	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
<b>Total</b>	<b>11</b>	<b>5</b>	<b>13</b>
<b>FALL SEMESTER</b>			
EDU 261 Early Childhood Admin I	3	0	3
EDU 234 Infants, Toddlers, & Twos	3	0	3
EDU 280 Language & Literacy Experiences	3	0	3
**Humanities/Fine Arts Elective	3	0	3
Choose one of the following:			
CHM 151 General Chemistry I	3	3	4
PHY 110 Conceptual Physics/PHY110A Lab	3	2	4
<b>Total</b>	<b>15</b>	<b>2/3</b>	<b>16</b>
<b>SPRING SEMESTER</b>			
EDU 221 Children with Exceptionalities	3	0	3
EDU 262 Early Childhood Admin II	3	0	3
EDU 284 Early Child Capstone Practicum	1	9	4
**Social/Behavioral Science Elective	3	0	3
<b>Total</b>	<b>10</b>	<b>9</b>	<b>13</b>
EDU 284 Early Child Capstone Practicum	1	9	4
**Social/Behavioral Science Elective	3	0	3
<b>Total</b>	<b>10</b>	<b>9</b>	<b>13</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>74</b>

\*This course is a component of the general education requirements needed for graduation.

\*\*Students must select three (3) semester hours credit from the humanities/fine arts discipline. Choose one (1) course from the following:

Course Number & Name	Class Hours	Lab Hours	Credit Hours
ART 111 Art Appreciation	3	0	3
MUS 110 Music Appreciation	3	0	3
MUS 112 Introduction to Jazz	3	0	3
PHI 240 Introduction to Ethics	3	0	3

\*\*Students must select three (3) semester hours credit from the social/behavioral science discipline. Choose one (1) course from the following:

Course Number & Name	Class Hours	Lab Hours	Credit Hours
ECO 251 or ECO 252	3	0	3
HIS 111, HIS 112, HIS 131, or HIS 132	3	0	3
POL 120 American Government	3	0	3
SOC 210 Introduction to Sociology	3	0	3

**NOTE:** Students are required to take ACA 111 or ACA 122 in their first semester.

## ADMINISTRATION CERTIFICATE (C55220F)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
CIS 110 Introduction to Computers	2	2	3
EDU 119 Intro to Early Childhood Education	4	0	4
EDU 146 Child Guidance	3	0	3
EDU 188 Issues in Early Child Ed	2	0	2
EDU 261 Early Childhood Admin. I	3	0	3
EDU 262 Early Childhood Admin II	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>17</b>	<b>2</b>	<b>18</b>

**NOTE:** Once students complete prerequisites, they can begin in the fall and should be able to complete the certificate in 2 or 3 semesters by taking 3 courses each semester.

## INFANT/TODDLER CARE CERTIFICATE (C55290)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
EDU 119 Intro to Early Childhood Education	4	0	4
EDU 131 Child, Family & Community	3	0	3
EDU 144 Child Development I	3	0	3
EDU 153 Health, Safety & Nutrition	3	0	3
EDU 234 Infants, Toddlers & Twos	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>16</b>	<b>0</b>	<b>16</b>

**NOTE:** Once students complete prerequisites, they can begin in the fall and should be able to complete the certificate in 2 or 3 semesters by taking 3 courses each semester.

## PRESCHOOL CERTIFICATE (C55220P)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
EDU 119 Intro to Early Childhood Education	4	0	4
EDU 131 Child, Family & Community	3	0	3
EDU 145 Child Development II	3	0	3
EDU 146 Child Guidance	3	0	3
EDU 153 Health, Safety & Nutrition	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>16</b>	<b>0</b>	<b>16</b>

**NOTE:** Once students complete prerequisites, they can begin in the fall and complete the certificate by taking 3 courses each semester until the course sequence listed above is complete. Students should be able to complete the certificate in 2 semesters.

## ELECTRICAL SYSTEMS TECHNOLOGY DIPLOMA (D35130)

This curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities.

Course work, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, programmable logic controllers, industrial motor controls, applications of the National Electric Code, and other subjects as local needs require.

Graduates should qualify for a variety of jobs in the electrical field as an on-the-job trainee or apprentice assisting in the layout, installation, and maintenance of electrical systems.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 113 Computer Basics	0	2	1
ELC 112 DC/AC Electricity	3	6	5
ELC 113 Residential Wiring	2	6	4
ELC 118 National Electrical Code	1	2	2
<b>Total</b>	<b>7</b>	<b>16</b>	<b>13</b>
<b>SPRING SEMESTER</b>			
ELC 114 Commercial Wiring	2	6	4
ELC 117 Motors and Controls	2	6	4
ELC 125 Diagrams and Schematics	1	2	2
*ENG 111 Writing & Inquiry	3	0	3
*MAT 110 Mathematical Measurement & Lit.	2	2	3
<b>Total</b>	<b>10</b>	<b>16</b>	<b>16</b>
<b>SUMMER SEMESTER</b>			
ELC 119 NEC Calculations	1	2	2
ELC 121 Electrical Estimating	1	2	2
ELC 128 Intro to PLC	2	3	3
<b>Total</b>	<b>4</b>	<b>7</b>	<b>7</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DIPLOMA</b>			<b>36</b>

\*This course is a component of the general education requirements needed for graduation.

**NOTE:** Students are required to take ACA 111 in their first semester.

## MOTOR CONTROLS CERTIFICATE (C35130M)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
ELC 112 DC/AC Electricity	3	6	5
ELC 117 Motors and Controls	2	6	4
ELC 118 National Electrical Code	1	2	2
ELC 125 Diagrams and Schematics	1	2	2
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>7</b>	<b>16</b>	<b>13</b>

**NOTE:** This certificate can be completed in 4 semesters.

## RESIDENTIAL WIRING CERTIFICATE (C35130R)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
ELC 112 DC/AC Electricity	3	6	5
ELC 113 Residential Wiring	2	6	4
ELC 118 National Electrical Code	1	2	2
ELC 119 NEC Calculations	1	2	2
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>7</b>	<b>16</b>	<b>13</b>

**NOTE:** This certificate can be completed in 4 semesters.

## INFORMATION TECHNOLOGY IT SUPPORT TRACK DEGREE (A25590A)

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement and manage information systems in specialties such as database services, security, business intelligence, healthcare informatics and others depending on the technical path selected within this curriculum.

Course work includes development of a student's ability to create, store, communicate, exchange and use information to solve technical issues related to information support and services, interactive media, network systems, programming and software development, information security and other emerging technologies based on the selected area of study.

Graduates should qualify for employment in entry level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of industry recognized certification exams.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
CTI 110 Web Pgm, & DB Foundation	2	2	3
CTI 120 Network & Sec. Foundation	2	2	3
CTI 150 Mobile Computing Devices	2	2	3
<b>Total</b>	<b>9</b>	<b>8</b>	<b>13</b>
<b>SPRING SEMESTER</b>			
*ENG 111 Writing & Inquiry	3	0	3
CTS 115 Info Systems Business Concepts	3	0	3
NET 110 Networking Concepts	2	2	3
NOS 130 Windows Single User	2	2	3
SEC 110 Security Concepts	2	2	3
<b>Total</b>	<b>12</b>	<b>6</b>	<b>15</b>
<b>SUMMER SEMESTER</b>			
*ENG 114 Prof. Research and Reporting	3	0	3
*HUM 115 Critical Thinking	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
*Social/Behavioral Science Elective	3	0	3
<b>Total</b>	<b>11</b>	<b>2</b>	<b>12</b>
<b>FALL SEMESTER</b>			
CTS 120 Hardware/Software Support	2	3	3
CTS 155 Tech. Support Functions	2	2	3
NET 175 Wireless Technology	2	2	3
NOS 120 Linux/UNIX Single User	2	2	3
<b>Total</b>	<b>8</b>	<b>9</b>	<b>12</b>
<b>SPRING SEMESTER</b>			
CIS 115 Intro. to Programming & Logic	2	3	3
CTI 140 Virtualization Concepts	1	4	3
CTS 220 Adv. Hardware/ Software Support	2	3	3
NOS 230 Windows Administration I	2	2	3
WBL 110 World of Work	1	0	1
<b>Total</b>	<b>8</b>	<b>12</b>	<b>13</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>65</b>

\*This course is a component of the general education requirements needed for graduation.

\*Students must select three (3) semester hours credit from the social/behavioral sciences discipline. See advisor for list of approved courses.

**NOTE:** Students are required to take ACA 111 in their first semester.

**NOTE:** Courses previously completed in this program may be subject to review for readmitted students to ensure current proficiency based on changing technology needs and industry standards. The Curriculum Dean and program instructor(s) will determine if courses need to be repeated.



## INFORMATION TECHNOLOGY NETWORKING AND SECURITY TRACK DEGREE (A25590B)

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement and manage information systems in specialties such as database services, security, business intelligence, healthcare informatics and others depending on the technical path selected within this curriculum.

Course work includes development of a student's ability to create, store, communicate, exchange and use information to solve technical issues related to information support and services, interactive media, network systems, programming and software development, information security and other emerging technologies based on the selected area of study.

Graduates should qualify for employment in entry level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of industry recognized certification exams.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
CTI 110 Web Pgm, & DB Foundation	2	2	3
CTI 120 Network & Sec. Foundation	2	2	3
NET 125 Introduction to Networks	1	4	3
<b>Total</b>	<b>8</b>	<b>10</b>	<b>13</b>
<b>SPRING SEMESTER</b>			
*ENG 111 Writing & Inquiry	3	0	3
CTS 115 Info Systems Business Concepts	3	0	3
NET 126 Routing Basics	1	4	3
NOS 130 Windows Single User	2	2	3
SEC 110 Security Concepts	2	2	3
<b>Total</b>	<b>11</b>	<b>8</b>	<b>15</b>
<b>SUMMER SEMESTER</b>			
*ENG 114 Prof. Research and Reporting	3	0	3
*HUM 115 Critical Thinking	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
*Social/Behavioral Science Elective	3	0	3
<b>Total</b>	<b>11</b>	<b>2</b>	<b>12</b>
<b>FALL SEMESTER</b>			
CTS 120 Hardware/Software Support	2	3	3
NET 175 Wireless Technology	2	2	3
NET 225 Routing & Switching I	1	4	3
NOS 120 Linux/UNIX Single User	2	2	3
SEC 160 Secure Admin I	2	2	3
<b>Total</b>	<b>9</b>	<b>13</b>	<b>15</b>
<b>SPRING SEMESTER</b>			
CTI 140 Virtualization Concepts	1	4	3
CTS 220 Adv. Hardware/ Software Support	2	3	3
NET 226 Routing & Switching II	1	4	3
NOS 230 Windows Administration I	2	2	3
WBL 110 World of Work	1	0	1
<b>Total</b>	<b>7</b>	<b>13</b>	<b>13</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>68</b>

\*This course is a component of the general education requirements needed for graduation.

\*Students must select three (3) semester hours credit from the social/behavioral sciences discipline. See advisor for list of approved courses.

**NOTE:** Students are required to take ACA 111 in their first semester.

**NOTE:** Courses previously completed in this program may be subject to review for readmitted students to ensure current proficiency based on changing technology needs and industry standards. The Curriculum Dean and program instructor(s) will determine if courses need to be repeated.

## A+ CERTIFICATION PREP CERTIFICATE (C25590A)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
CTI 150 Mobile Computing Devices	2	2	3
CTS 120 Hardware/ Software Support	2	3	3
CTS 220 Advanced Hardware/Software Support	2	3	3
NOS 130 Windows Single User	2	2	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>8</b>	<b>10</b>	<b>12</b>

1. Upon completing this certificate program, students will be prepared for the current CompTIA A+ exams.
2. To obtain A+ certification, students must pass two exams.
3. This certificate starts each fall and can be completed in 2 semesters.

## CISCO CERTIFIED NETWORK ASSOCIATE (CCNA) PREP CERTIFICATE (C25590B)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
NET 125 Introduction to Networks	1	4	3
NET 126 Routing Basics	1	4	3
NET 225 Routing & Switching I	1	4	3
NET 226 Routing & Switching II	1	4	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>4</b>	<b>16</b>	<b>12</b>

1. Upon completing courses in this certificate program students will be prepared for the current CISCO certified Networking Associate (CCNA) exam.
2. This certificate starts each fall and can be completed in 4 semesters.

## IT SUPPORT FOUNDATIONS CERTIFICATE (C25590C)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
CIS 110 Introduction to Computers	2	2	3
CTI 110 Web Pgm, & DB Foundation	2	2	3
CTI 120 Network & Sec. Foundation	2	2	3
CTI 150 Mobile Computing Devices	2	2	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>8</b>	<b>8</b>	<b>12</b>

NOTE: This certificate starts each fall and can be completed in 1 semester.

## NETWORKING AND SECURITY ESSENTIALS CERTIFICATE (C25590F)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
NET 110 Networking Concepts	2	2	3
NET 175 Wireless Technology	2	2	3
SEC 110 Security Concepts	2	2	3
SEC 160 Security Administration I	2	2	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>8</b>	<b>8</b>	<b>12</b>

1. Upon completing courses in this certificate program students will be prepared for the current CompTia, Network+, Security+, and Certified Wireless Network Administrator (CWNA) exams.
2. This certificate starts each spring and can be completed in 2 semesters.

## INTERPRETER EDUCATION DEGREE (A55300)

The Interpreter Education curriculum prepares individuals to work as entry-level Sign Language Interpreters who will provide communication access in interview and interactive settings. In addition, this curriculum provides in-service training for working interpreters who want to upgrade their skills.

Course work includes the acquisition of American Sign Language (ASL): grammar, structure, and sociolinguistic properties, cognitive processes associated with interpretation between ASL and English; the structure and character of the deaf community; and acquisition of consecutive and simultaneous interpreting skills.

Entry-level jobs for para-professional interpreters are available in educational systems or a variety of community settings. Individuals may choose from part-time, full-time, or self-employment/free-lance positions, or apply language skills to other human service related areas.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
ASL 111 Elementary ASL I	3	0	3
ASL 181 ASL Lab I	0	2	1
CIS 110 Introduction to Computers	2	2	3
*ENG 111 Writing & Inquiry	3	0	3
IPP 112 Comparative Cultures	3	0	3
<b>Total</b>	<b>12</b>	<b>4</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
ASL 112 Elementary ASL II	3	0	3
ASL 151 Numbers & Fingerspelling	0	2	1
ASL 182 ASL Lab II	0	2	1
IPP 111 Introduction to Interpretation	3	0	3
*COM 231 Public Speaking	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
*PSY 150 General Psychology	3	0	3
<b>Total</b>	<b>14</b>	<b>6</b>	<b>17</b>
<b>SUMMER SEMESTER</b>			
ASL 211 Intermediate ASL I	3	0	3
ASL 250 Linguistics of ASL	3	0	3
ASL 281 ASL Lab III	0	2	1
IPP 130 Analytical Skills for Interpreting	1	4	3
IPP 152 ASL/English Translation	3	0	3
<b>Total</b>	<b>10</b>	<b>6</b>	<b>13</b>
<b>FALL SEMESTER</b>			
ASL 212 Intermediate ASL II	3	0	3
ASL 253 ASL Non-Manual Signals	0	2	1
*HUM 115 Critical Thinking	3	0	3
IPP 153 Introduction to Discourse Analysis	1	4	3
IPP 161 Consecutive Interpreting	2	6	5
IPP 245 Educational Interpreting Issues	3	0	3
<b>Total</b>	<b>12</b>	<b>12</b>	<b>18</b>
<b>SPRING SEMESTER</b>			
ASL 221 Advanced ASL I	3	0	3
ASL 252 ASL Classifiers	0	2	1
IPP 221 Simultaneous Interpreting I	2	6	5
IPP 224 ASL to English Interpretation	1	3	2
WBL 111 Work-Based Learning I	0	10	1
WBL 115 Work-Based Learning Seminar I	1	0	1
<b>Total</b>	<b>7</b>	<b>21</b>	<b>13</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>75</b>

\*This course is a component of the general education requirements needed for graduation.

**NOTE:** Students are required to take ACA 111 in their first semester.

**NOTE:** See [Criminal Record Considerations](#) in Admissions section of the catalog.

## DEAF STUDIES CERTIFICATE (C55300)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
ASL 111 Elementary ASL I	3	0	3
ASL 112 Elementary ASL II	3	0	3
ASL 151 Numbers and Fingerspell	2	0	1
ASL 181 ASL Lab I	0	2	1
ASL 182 ASL Lab II	0	2	1
ASL 211 Intermediate ASL I	3	0	3
ASL 281 ASL Lab III	0	2	1
IPP 112 Comparative Cultures	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>14</b>	<b>6</b>	<b>16</b>

1. This certificate can be completed in 3 semesters.
2. This certificate prepares students to communicate with deaf people. Students who want to become an interpreter should complete the Interpreter Education A.A.S. program.

## MEDICAL OFFICE ADMINISTRATION DEGREE – MEDICAL BILLING AND CODING (A25310A)

The Medical Office Administration curriculum prepares individuals for employment as medical administrative personnel in the areas of medical office, medical billing and coding, dental office, patient services, and medical documents.

Course work includes medical terminology, computer applications, medical office management, medical coding, medical insurance and billing, medical legal and ethical issues, oral and written communication, and other topics depending on the subject area selected within this curriculum.

Graduates should qualify for employment opportunities in a variety of medical office positions in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other healthcare related organizations. Upon graduation, students may be eligible to sit for industry recognized certification exams.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
OST 131 Keyboarding	1	2	2
OST 141 Med Office Terms I	3	0	3
OST 148 Med Ins and Billing	3	0	3
<b>Total</b>	<b>10</b>	<b>4</b>	<b>12</b>
<b>SPRING SEMESTER</b>			
*ENG 111 Writing & Inquiry	3	0	3
OST 136 Word Processing	2	2	3
OST 142 Med Office Terms II	3	0	3
OST 247 Procedure Coding	2	2	3
OST 248 Diagnostic Coding	2	2	3
<b>Total</b>	<b>12</b>	<b>6</b>	<b>15</b>
<b>SUMMER SEMESTER</b>			
OST 149 Medical Legal Issues	3	0	3
OST 164 Office Editing	3	0	3
OST 280 Electronic Health Records	2	2	3
*PSY 150 General Psychology	3	0	3
<b>Total</b>	<b>11</b>	<b>2</b>	<b>12</b>
<b>FALL SEMESTER</b>			
*ENG 114 Prof. Res. & Reporting	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
OST 161 Medical Office Procedures	2	2	3
OST 264 Medical Auditing	3	0	3
**Major Elective	3	0	3
<b>Total</b>	<b>13</b>	<b>4</b>	<b>15</b>
<b>SPRING SEMESTER</b>			
ACC 120 Principles of Financial Accounting	3	2	4
*HUM 115 Critical Thinking	3	0	3
OST 249 Med Coding Certification Prep	2	3	3
WBL 110 World of Work	1	0	1
**Major Elective	3	0	3
<b>Total</b>	<b>12</b>	<b>5</b>	<b>14</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>68</b>
<b>** MAJOR ELECTIVES Choose six (6) hours from the following:</b>			
BUS 260 Business Communication	3	0	3
OST 137 Office Applications I	2	2	3
OST 263 Healthcare Customer Relations	3	0	3
WBL 111 Work-Based Learning I	0	10	1

\*This course is a component of the general education requirements needed for graduation.

**NOTE:** Students are required to take ACA 111 in their first semester.

**NOTE:** Courses previously completed in this program may be subject to review for readmitted students to ensure current proficiency based on changing technology needs and industry standards. The Curriculum Dean and program instructor(s) will determine if courses need to be repeated.

## MEDICAL OFFICE ADMINISTRATION DEGREE – PATIENT SERVICES REPRESENTATIVE (A25310B)

The Medical Office Administration curriculum prepares individuals for employment as medical administrative personnel in the areas of medical office, medical billing and coding, dental office, patient services, and medical documents.

Course work includes medical terminology, computer applications, medical office management, medical coding, medical insurance and billing, medical legal and ethical issues, oral and written communication, and other topics depending on the subject area selected within this curriculum.

Graduates should qualify for employment opportunities in a variety of medical office positions in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other healthcare related organizations. Upon graduation, students may be eligible to sit for industry recognized certification exams.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
OST 131 Keyboarding	1	2	2
OST 141 Med Office Terms I	3	0	3
OST 148 Med Ins and Billing	3	0	3
<b>Total</b>	<b>10</b>	<b>4</b>	<b>12</b>
<b>SPRING SEMESTER</b>			
*ENG 111 Writing & Inquiry	3	0	3
OST 136 Word Processing	2	2	3
OST 142 Med Office Terms II	3	0	3
OST 247 Procedure Coding	2	2	3
OST 248 Diagnostic Coding	2	2	3
<b>Total</b>	<b>12</b>	<b>6</b>	<b>15</b>
<b>SUMMER SEMESTER</b>			
OST 122 Office Computations	2	2	3
OST 149 Medical Legal Issues	3	0	3
OST 164 Office Editing	3	0	3
*PSY 150 General Psychology	3	0	3
<b>Total</b>	<b>11</b>	<b>2</b>	<b>12</b>
<b>FALL SEMESTER</b>			
BUS 260 Business Communication	3	0	3
*ENG 114 Prof. Res. & Reporting	3	0	3
*HUM 115 Critical Thinking	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
OST 161 Medical Office Procedures	2	2	3
<b>Total</b>	<b>13</b>	<b>4</b>	<b>15</b>
<b>SPRING SEMESTER</b>			
ACC 120 Principles of Financial Accounting	3	2	4
BUS 151 People Skills	3	0	3
OST 263 Healthcare Customer Relations	3	0	3
WBL 110 World of Work	1	0	1
**Major Elective	3	0	3
<b>Total</b>	<b>13</b>	<b>2</b>	<b>14</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>68</b>
<b>** MAJOR ELECTIVES Choose three (3) hours from the following:</b>			
OST 137 Office Applications I	2	2	3
OST 249 Medical Coding Certification Prep	2	3	3
OST 264 Medical Auditing	3	0	3
OST 280 Electronic Health Records	2	2	3
OST 284 Emerging Technologies	1	2	2
WBL 111 Work-Based Learning I	0	10	1

\*This course is a component of the general education requirements needed for graduation.

**NOTE:** Courses previously completed in this program may be subject to review for readmitted students to ensure current proficiency based on changing technology needs and industry standards. The Curriculum Dean and program instructor(s) will determine if courses need to be repeated.

### MEDICAL ADMINISTRATIVE SPECIALIST CERTIFICATE (C25310A)

The Medical Administrative Specialist certificate prepares individuals for basic skills necessary for entry-level employment, such as keyboarding, medical terminology, and medical office software applications.

#### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
CIS 110 Introduction to Computers	2	2	3
OST 141 Med Office Terms I	3	0	3
OST 142 Med Office Terms II	3	0	3
OST 148 Med Ins and Billing	3	0	3
OST 149 Medical Legal Issues	3	0	3
OST 161 Medical Office Procedures	2	2	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>16</b>	<b>4</b>	<b>18</b>

**NOTE:** This certificate can be completed in 3 semesters (one year).

### MEDICAL INSURANCE SPECIALIST CERTIFICATE (C25310B)

The Medical Insurance Specialist certificate is designed to provide individuals with the basic knowledge and skills necessary for entry-level employment to complete basic medical billing and medical coding tasks such as insurance verification, claim form completion and filing, and procedure and diagnostic code selection.

#### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
OST 141 Med Office Terms I	3	0	3
OST 148 Med Ins and Billing	3	0	3
OST 142 Med Office Terms II	3	0	3
OST 247 Procedural Coding	2	2	3
OST 248 Diagnostic Coding	2	2	3
OST 149 Medical Legal Issues	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>16</b>	<b>4</b>	<b>18</b>

**NOTE:** This certificate can be completed in 3 semesters (one year).

### HEALTHCARE ADMINISTRATION CERTIFICATE (C25310D)

The Healthcare Administration certificate provides individuals with the knowledge and skills necessary for employment, such as advanced medical office procedures, basic accounting with QuickBooks, and healthcare ethics. Individuals with no experience are prepared for entry-level employment. Individuals with prior healthcare experience are prepared for advancement and/or promotion.

#### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
OST 148 Medical Ins and Billing	3	0	3
OST 161 Medical Office Procedures	2	2	3
ACC 120 Principles of Financial Accounting	3	2	4
OST 263 Healthcare Customer Relations	3	0	3
OST 149 Medical Legal Issues	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>14</b>	<b>4</b>	<b>16</b>

**NOTE:** This certificate can be completed in 3 semesters (one year).

## OFFICE ADMINISTRATION DEGREE – OFFICE ASSISTANT/BOOKKEEPING (A25370)

The Office Administration curriculum prepares individuals for employment as administrative office personnel who use skills in the areas of office management, office finance, legal office, virtual office, customer service, and office software. The Office Accounting Assistant/Bookkeeping track emphasizes skills in accounts payable, receivable, payroll, accounting software (usually QuickBooks®), and general accounting assistant duties.

Course work includes computer applications, oral and written communication, analysis and coordination of office tasks and procedures, records management, and other topics depending on the subject area selected within this curriculum. Graduates should qualify for employment opportunities in a variety of office positions in business, government, and industry. Upon graduation, students may be eligible to sit for industry recognized certification exams.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
*ENG 111 Writing & Inquiry	3	0	3
OST 122 Office Computations	2	2	3
OST 131 Keyboarding	1	2	2
OST 136 Word Processing	2	2	3
OST 137 Office Applications I	2	2	3
<b>Total</b>	<b>11</b>	<b>8</b>	<b>15</b>
<b>SPRING SEMESTER</b>			
ACC 120 Principles of Financial Accounting	3	2	4
*Humanities/Fine Arts Elective	3	0	3
OST 134 Text Entry and Formatting	2	2	3
OST 138 Office Applications II	2	2	3
OST 236 Advanced Word Processing	2	2	3
<b>Total</b>	<b>12</b>	<b>8</b>	<b>16</b>
<b>SUMMER SEMESTER</b>			
ACC 150 Accounting Software Applications	1	3	2
OST 164 Office Editing	3	0	3
WBL 110 World of Work	1	0	1
*Social/Behavioral Science Elective	3	0	3
<b>Total</b>	<b>8</b>	<b>3</b>	<b>9</b>
<b>FALL SEMESTER</b>			
*ENG 114 Prof. Res. & Reporting	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
OST 184 Records Management	2	2	3
OST 286 Professional Development	3	0	3
**Major Elective	3	0	3
<b>Total</b>	<b>13</b>	<b>4</b>	<b>15</b>
<b>SPRING SEMESTER</b>			
OST 233 Office Publications Design	2	2	3
OST 284 Emerging Technologies	1	2	2
OST 289 Office Admin Capstone	2	2	3
WBL 111 Work-Based Learning I	0	10	1
**Major Elective	3	0	3
<b>Total</b>	<b>8</b>	<b>16</b>	<b>12</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>67</b>
<b>** MAJOR ELECTIVES Choose six (6) hours from the following:</b>			
Business: BUS 115, 151, 260	3	0	3
Office Systems Technology: OST 141, 142, 148, 149	3	0	3

\*This course is a component of the general education requirements needed for graduation.

**NOTE:** Students are required to take ACA 111 in their first semester.

**NOTE:** Students must select six (6) semester hours credit with one course from the humanities/fine arts discipline and one course from the social/behavioral sciences discipline. See advisor for list of approved courses.

**NOTE:** Courses previously completed in this program may be subject to review for readmitted students to ensure current proficiency based on changing technology needs and industry standards. The Curriculum Dean and program instructor(s) will determine if courses need to be repeated.



## ADMINISTRATIVE ASSISTANT CERTIFICATE (C25370E)

The Administrative Assistant certificate prepares individuals for basic skills necessary for entry-level employment, such as keyboarding, grammar, document formatting, paper and electronic filing, and office software applications. Upon completion of this certificate, students may use these skills to find entry-level employment and/or elect to continue their education by earning an Associated in Applied Science degree in Office Administration.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
OST 131 Keyboarding	1	2	2
OST 134 Text Entry and Formatting	2	2	3
OST 136 Word Processing	2	2	3
OST 137 Office Applications I	2	2	3
OST 164 Office Editing	3	0	3
OST 184 Records Management	2	2	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>12</b>	<b>10</b>	<b>17</b>

**NOTE:** This certificate starts each fall and can be completed in 3 semesters.

## OFFICE SOFTWARE CERTIFICATE (C25370B)

The Office Software certificate is designed to provide Microsoft® Office software skills to produce documents, spreadsheets, presentations, and databases. Upon completion of this certificate, students may use these skills to find entry-level employment and/or elect to continue their education by earning an Associated in Applied Science degree in Office Administration.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
OST 131 Keyboarding	1	2	2
OST 136 Word Processing	2	2	3
OST 137 Office Applications I	2	2	3
OST 138 Office Applications II	2	2	3
OST 236 Advanced Word Processing	2	2	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>9</b>	<b>10</b>	<b>14</b>

1. This certificate starts each fall.
2. After completing the Computer Software Applications certificate, students will be eligible to take the Microsoft Office Specialist exams through an independent testing facility.

## OFFICE ASSISTANT/BOOKKEEPING CERTIFICATE (C25370F)

The Office Assistant/Bookkeeping certificate is designed for students who wish to specialize as accounting assistants or bookkeepers. Upon completion of the certificate, students will be able to perform accounts payable, receivable, payroll, or general accounting assistant duties. They may find entry-level employment with these finance skills and/or elect to continue their education by earning an Associate in Applied Science degree in Office Administration and/or Accounting.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
ACC 120 Principles of Financial Accounting	3	2	4
ACC 150 Accounting Software Applications	1	3	2
OST 122 Office Computations	2	2	3
OST 137 Office Applications I	2	2	3
OST 138 Office Applications II	2	2	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>10</b>	<b>11</b>	<b>15</b>

**NOTE:** This certificate starts each fall and can be completed in 3 semesters.

## PARALEGAL TECHNOLOGY DEGREE (A25380)

The Paralegal Technology curriculum prepares individuals to work under the supervision of attorneys by performing routine legal tasks and assisting with substantive legal work. A paralegal/legal assistant may not practice law, give legal advice, or represent clients in a court of law.

Course work includes substantive and procedural legal knowledge in the areas of civil litigation, legal research and writing, real estate, family law, wills, estates, trusts, and commercial law. Required courses also include subjects such as English, mathematics, and computer utilization.

Graduates are trained to assist attorneys in probate work, investigations, public records search, drafting and filing legal documents, research, and office management. Employment opportunities are available in private law firms, governmental agencies, banks, insurance agencies, and other business organizations.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
LEX 110 Intro to Paralegal Study	2	0	2
LEX 150 Commercial Law I	2	2	3
LEX 270 Law Office Management/Technology	1	2	2
**Major Elective	1/3	2/0	2/3
<b>Total</b>	<b>9/11</b>	<b>6/8</b>	<b>13/14</b>
<b>SPRING SEMESTER</b>			
*ENG 111 Writing & Inquiry	3	0	3
LEX 120 Legal Research/Writing I	2	2	3
LEX 140 Civil Litigation I	3	0	3
LEX 160 Criminal Law and Procedure	2	2	3
*MAT 143 Quantitative Literacy	2	2	3
<b>Total</b>	<b>12</b>	<b>6</b>	<b>15</b>
<b>SUMMER SEMESTER</b>			
LEX 130 Civil Injuries	3	0	3
LEX 240 Family Law	3	0	3
LEX 250 Wills, Estates & Trusts	2	2	3
*Social/Behavioral Science Elective	3	0	3
<b>Total</b>	<b>11</b>	<b>2</b>	<b>12</b>
<b>FALL SEMESTER</b>			
ACC 120 Principles of Financial Accounting	3	2	4
*ENG 114 Prof. Research and Reporting	3	0	3
LEX 121 Legal Research/Writing II	2	2	3
LEX 210 Real Property I	3	0	3
LEX 283 Investigation	1	2	2
<b>Total</b>	<b>12</b>	<b>6</b>	<b>15</b>
<b>SPRING SEMESTER</b>			
ACC 131 Federal Income Taxes	2	2	3
LEX 211 Real Property II	1	4	3
LEX 260 Bankruptcy & Collections	3	0	3
LEX 280 Ethics & Professionalism	2	0	2
WBL 111 Work-Based Learning I	0	10	1
*Humanities/Fine Arts Elective	3	0	3
<b>Total</b>	<b>11</b>	<b>16</b>	<b>15</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>70/71</b>

\*This course is a component of the general education requirements needed for graduation.

**NOTE:** Students must select six (6) semester hours credit with one course from the humanities/fine arts discipline and one course from the social/behavioral sciences discipline. See advisor for list of approved courses.

**NOTE:** Students are required to take ACA 111 in their first semester.

**NOTE:** This program has been designated by the North Carolina State Bar Board of Paralegal Certification as a "qualified paralegal studies program". Graduates of this program may apply to sit for the certification examination offered by the North Carolina State Bar Board of Paralegal Certification to become a NC Certified Paralegal.

**NOTE:** See [Criminal Record Considerations](#) in Admissions section of the catalog.

PARALEGAL TECHNOLOGY DEGREE REQUIREMENTS – CONTINUED

Course Number & Name	Class Hours	Lab Hours	Credit Hours
** MAJOR ELECTIVES Choose two-three (2-3) semester hours from the following:			
BUS 115 Bus. Law I	3	0	3
OST 131 Keyboarding	1	2	2
OST 134 Text Entry and Formatting	2	2	3
OST 136 Word Processing	2	2	3
OST 149 Medical Legal Issues	3	0	3
OST 164 Office Editing	3	0	3

PARALEGAL TECHNOLOGY DIPLOMA (D25380)

COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
LEX 110 Intro to Paralegal Study	2	0	2
LEX 150 Commercial Law I	2	2	3
LEX 270 Law Office Mgmt./Technology	1	2	2
OST 131 Keyboarding	1	2	2
<b>Total</b>	<b>9</b>	<b>8</b>	<b>13</b>
<b>SPRING SEMESTER</b>			
*ENG 111 Writing & Inquiry	3	0	3
LEX 120 Legal Research/Writing I	2	2	3
LEX 140 Civil Litigation I	3	0	3
LEX 160 Criminal Law and Procedure	2	2	3
OST 134 Text Entry and Formatting	2	2	3
<b>Total</b>	<b>12</b>	<b>6</b>	<b>15</b>
<b>SUMMER SEMESTER</b>			
LEX 250 Wills, Estates & Trusts	2	2	3
OST 164 Office Editing	3	0	3
*PSY 150 General Psychology	3	0	3
<b>Total</b>	<b>8</b>	<b>2</b>	<b>9</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DIPLOMA</b>			<b>37</b>

\*This course is a component of the general education requirements needed for graduation.

**NOTE:** Students are required to take ACA 111 in their first semester.

PARALEGAL CERTIFICATE (C25380)

COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
LEX 110 Intro to Paralegal Study	2	0	2
LEX 150 Commercial Law I	2	2	3
LEX 210 Real Property I	3	0	3
LEX 270 Law Office Management/Technology	1	2	2
LEX 120 Legal Research/Writing I	2	2	3
LEX 140 Civil Litigation I	3	0	3
LEX 280 Ethics & Professionalism	2	0	2
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>15</b>	<b>6</b>	<b>18</b>

**NOTE:** Students may start the Certificate Program in the Fall semester or Spring semester.

**NOTE:** This certificate has been designated by the North Carolina State Bar Board of Paralegal Certification as a “qualified paralegal studies program”. Students who earn a certificate from a qualified paralegal studies program and an associate’s or bachelor’s degree in any discipline from an accredited college or university may apply to sit for the certification examination offered by the North Carolina State Bar Board of Paralegal Certification to become an NC Certified Paralegal.

## SCHOOL-AGE EDUCATION DEGREE (A55440)

The curriculum prepares individuals to work with children in elementary through middle grades in diverse learning environments. Students will combine learned theories with practice in actual settings with school-age children under the supervision of qualified teachers.

Course work includes childhood growth/development; computer technology in education; physical/nutritional needs of school-age children; care and guidance of school-age children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of school-age populations.

Graduates are prepared to plan and implement developmentally appropriate programs in school-aged environments. Employment opportunities include school-age teachers in child care programs, before/after school programs, paraprofessional positions in public/private schools, recreational centers, and other programs that work with school-age populations.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 113 Computer Basics	0	2	1
EDU 144 Child Development I	3	0	3
EDU 146 Child Guidance	3	0	3
*PSY 150 General Psychology	3	0	3
*Humanities/Fine Arts Elective	3	0	3
<b>Total</b>	<b>13</b>	<b>2</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
EDU 118 Principle & Practices of the Instructional Assistant	3	0	3
EDU 145 Child Development II	3	0	3
EDU 163 Classroom Mgmt. & Instruction	3	0	3
*ENG 111 Writing & Inquiry	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
<b>Total</b>	<b>14</b>	<b>2</b>	<b>15</b>
<b>SUMMER SEMESTER</b>			
EDU 131 Child, Family, & Community	3	0	3
EDU 221 Children with Exceptionalities	3	0	3
*ENG 115 Oral Communication	3	0	3
<b>Total</b>	<b>9</b>	<b>0</b>	<b>9</b>
<b>FALL SEMESTER</b>			
EDU 158 Healthy Lifestyles - Youth	3	0	3
EDU 222 Learners with Behavior Disorders	3	0	3
EDU 235 School-Age Dev. & Programs	3	0	3
EDU 263 School-Age Program Administration	2	0	2
EDU 281 Instructional Strategies in Reading & Writing	2	2	3
<b>Total</b>	<b>13</b>	<b>2</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
EDU 223 Specific Learning Disabilities	3	0	3
EDU 271 Educational Technology	2	2	3
EDU 285 Internship Experiences School Age	1	9	4
EDU 289 Advanced Issues/School-Age	2	0	2
**Major Elective	2	0	2
<b>Total</b>	<b>10</b>	<b>11</b>	<b>14</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>66</b>

\*This course is a component of the general education requirements needed for graduation.

\*Students must select three (3) semester hours credit from the humanities/fine arts discipline. Choose one (1) course from the following:

Course Number & Name	Class Hours	Lab Hours	Credit Hours
ART 111 Art Appreciation	3	0	3
ART 113 Art Methods and Materials	0	6	3
HUM 115 Critical Thinking	3	0	3
MUS 110 Music Appreciation	3	0	3
REL 110 World Religions	3	0	3
REL 211 Intro to Old Testament	3	0	3
REL 212 Intro to New Testament	3	0	3

SCHOOL-AGE EDUCATION DEGREE REQUIREMENTS – CONTINUED

Course Number & Name	Class Hours	Lab Hours	Credit Hours
** MAJOR ELECTIVES <i>Choose at least two (2) semester hours from the following:</i>			
EDU 119 Intro to Early Childhood Education	4	0	4
EDU 153 Health, Safety & Nutrition	3	0	3
EDU 216 Foundations of Education	3	0	3
EDU 243 Learning Theory	3	0	3
EDU 245 Policies and Procedures	3	0	3
EDU 252 Math & Science Activities	3	0	3
EDU 275 Effective Teacher Training	2	0	2
EDU 280 Language & Literacy Experiences	3	0	3

**NOTE:** Students are required to take ACA 111 in their first semester.

SCHOOL-AGE DEVELOPMENT CERTIFICATE (C55440)

**COURSE & HOUR REQUIREMENTS**

Class Title	Class Hours	Lab Hours	Credit Hours
EDU 131 Child, Family & Community	3	0	3
EDU 145 Child Development II	3	0	3
EDU 158 Healthy Lifestyles-Youth	3	0	3
EDU 163 Classroom Mgmt. & Instruction	3	0	3
EDU 235 School-Age Dev & Program	3	0	3
EDU 263 School-Age Program Admin	2	0	2
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>17</b>	<b>0</b>	<b>17</b>

**NOTE:** Once students complete prerequisites, they can begin in the fall and should be able to complete the certificate by taking 3 courses each semester.

## SURGICAL TECHNOLOGY DEGREE (A45740)

The Surgical Technology curriculum prepares individuals to assist in the care of the surgical patient in the operating room and to function as a member of the surgical team.

Students will apply theoretical knowledge to the care of patients undergoing surgery and develop skills necessary to prepare supplies, equipment, and instruments; maintain aseptic conditions; prepare patients for surgery; and assist surgeons during operations.

Employment opportunities include labor/delivery/emergency departments, inpatient/outpatient surgery centers, dialysis units/facilities, physicians' offices, and central supply processing units.

Students of Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited programs are required to take the national certification exam administered by the National Board on Certification in Surgical Technology and Surgical Assisting (NBSTSA) within a four week period prior to or after graduation. This test is given the last day of class of the Summer Semester.

For questions related to accreditation, students should contact:

CAAHEP

1361 Park Street, Clearwater, FL 33756

Phone: 727-210-2350

Fax: 727-210-2354

### COURSE & HOUR REQUIREMENTS

CLASS TITLE	CLASS HRS	LAB HRS	CLINICAL HRS	CREDIT HRS
<b>FALL SEMESTER</b>				
ACA 111 College Student Success	1	0	0	1
*BIO 163 Basic Anat./Physiology	4	2	0	5
SUR 110 Intro to Surgical Tech	3	0	0	3
SUR 111 Periop Patient Care	5	6	0	7
<b>Total</b>	<b>13</b>	<b>8</b>	<b>0</b>	<b>16</b>
<b>SPRING SEMESTER</b>				
*ENG 111 Writing & Inquiry	3	0	0	3
SUR 122 Surgical Procedures I	5	3	0	6
SUR 123 SUR Clinical Practice I	0	0	21	7
<b>Total</b>	<b>8</b>	<b>3</b>	<b>21</b>	<b>16</b>
<b>SUMMER SEMESTER</b>				
*PSY 150 General Psychology	3	0	0	3
SUR 134 Surgical Procedures II	5	0	0	5
SUR 135 SUR Clinical Practice II	0	0	12	4
SUR 137 Prof Success Prep	1	0	0	1
<b>Total</b>	<b>9</b>	<b>0</b>	<b>12</b>	<b>13</b>
<b>FALL SEMESTER</b>				
BIO 275 Microbiology	3	3	0	4
*ENG 115 Oral Communication	3	0	0	3
*HUM 115 Critical Thinking	3	0	0	3
*MAT 143 Quantitative Lit.	2	2	0	3
PSY 241 Developmental Psychology	3	0	0	3
<b>Total</b>	<b>14</b>	<b>5</b>	<b>0</b>	<b>16</b>
<b>SPRING SEMESTER</b>				
CIS 113 Computer Basics	0	2	0	1
SUR 210 Advanced SUR Clinical Practice	0	0	6	2
SUR 211 Advanced Theoretical Concepts	2	0	0	2
<b>Total</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>5</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>				<b>66</b>

\*This course is a component of the general education requirements needed for graduation.

**NOTE:** Wilson Community College's Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).

**NOTE:** Students are required to take ACA 111 in their first semester.

The Accreditation Review Council on Education in Surgical Technology and Surgical Assisting requires the following information be made available to all prospective, incoming, and enrolled students:

**Goal 1** - Demonstrate knowledge of the body systems and scientific principals when providing assistance in all phases of patient care.

- Cognitive: Students will complete the course work in anatomy and physiology and relate the information within the theoretical concepts of Surgical Technology.
- Psychomotor: Students will demonstrate motor skills in the lab component of the biology courses and practice in clinical skills.
- Affective: Students will analyze and select positive outcomes for perioperative patient care including but not limited to positioning, draping and preps.

**Goal 2** - Identify the purpose of management and the physical environment of the hospital, including the operating room and the auxiliary departments.

- Cognitive: Students will define the roles in management and identify indirect and direct patient care environments.
- Psychomotor: Students will recognize the chain of command and utilize knowledge of the different environments to perform safe practice.
- Affective: Students respond positively to changes within management and the different environments and departments of the hospital.

**Goal 3** - Describe the ethical, moral, and legal responsibilities of the Surgical Technologists and other members of the health care team.

- Cognitive: Students will differentiate between the ethical, moral and legal responsibilities of the surgical technologist and other members of the health care team.
- Psychomotor: Students will demonstrate professional conduct and perform skills within their defined scope of practice
- Affective: Students will respond positively to diverse cultural experiences and embrace legal guidelines.

**Goal 4** - Students will communicate using medical terminology effectively in classroom and clinicals.

- Cognitive: Students will learn the pronunciation, spelling and definitions of common medical terminology used in the clinical setting.
- Psychomotor: Students will write medical terminology in class and documentation of clinical events.
- Affective: Students will respond with confidence utilizing medical terminology as their medical term pool increases.

**Goal 5** - Students will discuss and demonstrate universal precautions, principals of asepsis and sterilization in the surgical setting.

- Cognitive: Students will define surgical conscience and discover its relation to the use of universal precautions, principals of asepsis and sterilization techniques in the surgical setting.
- Psychomotor: Students will consistently perform clinical skills in the surgical setting utilizing universal precautions, principals of asepsis and sterilization techniques.
- Affective: Students' surgical conscience will guide decision making to provide a safe environment and outcome for the patient and all members in the operating setting.

**Goal 6** - Students will discuss wound healing and pharmacology as they relate to patient care.

- Cognitive: Students will identify types of wound healing and classify drugs used in the surgical setting.
- Psychomotor: Students will safely distribute medications to the surgeon and apply dressings at the end of the procedures.
- Affective: Students' awareness will prompt verification of medications and dressings needed at the end of a procedure.

**Goal 7** - Students will progress to an entry-level surgical technologist who can describe and prepare, with appropriate set ups, the operative sequence in all perioperative phases of surgical procedures.

- Cognitive: Students will identify basic surgical procedures in a variety of specialties, and anticipate the preparation, equipment, supplies, basic instrumentation, and expected outcomes for the procedures.
- Psychomotor: Students will prioritize in preparation and set up for basic surgical procedures, performance in first scrubs and break down of surgical cases.
- Affective: Students will value the knowledge and proficiency gained to perform clinical skills that secure the safety of the patient and all members in the surgical setting.

**Goal 8** - Students will retain theoretical knowledge and proficiency in skills to demonstrate an entry-level surgical technologist through successful completion of the NBSTSA exam and obtaining a position in a facility that relates to surgical technology.

- Cognitive: Students will review theory courses.
- Psychomotor: Students will practice testing.
- Affective: Students will value the knowledge and skills acquired to obtain a position as a Surgical Technologist.

## SURGICAL TECHNOLOGY DIPLOMA (D45740)

### COURSE & HOUR REQUIREMENTS

CLASS TITLE	CLASS HRS	LAB HRS	CLINICAL HRS	CREDIT HRS
<b>FALL SEMESTER</b>				
ACA 111 College Student Success	1	0	0	1
*BIO 163 Basic Anat./Physiology	4	2	0	5
SUR 110 Intro to Surgical Tech	3	0	0	3
SUR 111 Periop Patient Care	5	6	0	7
<b>Total</b>	<b>13</b>	<b>8</b>	<b>0</b>	<b>16</b>
<b>SPRING SEMESTER</b>				
*ENG 111 Writing & Inquiry	3	0	0	3
SUR 122 Surgical Procedures I	5	3	0	6
SUR 123 SUR Clinical Practice I	0	0	21	7
<b>Total</b>	<b>8</b>	<b>3</b>	<b>21</b>	<b>16</b>
<b>SUMMER SEMESTER</b>				
*PSY 150 General Psychology	3	0	0	3
SUR 134 Surgical Procedures II	5	0	0	5
SUR 135 SUR Clinical Practice II	0	0	12	4
SUR 137 Prof Success Prep	1	0	0	1
<b>Total</b>	<b>9</b>	<b>0</b>	<b>12</b>	<b>13</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DIPLOMA</b>				<b>45</b>

\*This course is a component of the general education requirements needed for graduation.

**NOTE:** Once admitted to the Surgical Technology program, all remaining courses must be taken in sequence or completed during the required term.

**NOTE:** Wilson Community College's Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).

**NOTE:** Students are required to take ACA 111 in their first semester.



## WELDING TECHNOLOGY DIPLOMA (D50420)

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal industry. Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses in math, blueprint reading, metallurgy, welding inspection, and destructive and non-destructive testing provides the student with industry-standard skills developed through classroom training and practical application.

Successful graduates of the Welding Technology curriculum may be employed as entry-level technicians in welding and metal working industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
WLD 110 Cutting Processes	1	3	2
WLD 115 SMAW (Stick) Plate	2	9	5
WLD 121 GMAW (MIG) FCAW/Plate	2	6	4
WLD 131 GTAW (TIG) Plate	2	6	4
<b>Total</b>	<b>10</b>	<b>26</b>	<b>19</b>
<b>SPRING SEMESTER</b>			
*MAT 110 Mathematical Measurement and Lit.	2	2	3
WLD 116 SMAW (Stick) Plate/Pipe	1	9	4
WLD 117 Industrial SMAW	1	4	3
WLD 132 GTAW (Tig) Plate/Pipe	1	6	3
WLD 141 Symbols & Specifications	2	2	3
<b>Total</b>	<b>7</b>	<b>23</b>	<b>16</b>
<b>SUMMER SEMESTER</b>			
*ENG 111 Writing & Inquiry	3	0	3
WBL 111 Work-Based Learning I	0	10	1
WLD 151 Fabrication I	2	6	4
WLD 261 Certification Practices	1	3	2
WLD 262 Inspection & Testing	2	2	3
<b>Total</b>	<b>8</b>	<b>21</b>	<b>13</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DIPLOMA</b>			<b>48</b>

\*This course is a component of the general education requirements needed for graduation.

**NOTE:** Students are required to take ACA 111 in their first semester.

## BASIC CERTIFICATE (C50420B)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
WLD 110 Cutting Processes	1	3	2
WLD 115 SMAW (Stick) Plate	2	9	5
WLD 121 GMAW (MIG) FCAW/Plate	2	6	4
WLD 131 GTAW (TIG) Plate	2	6	4
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>7</b>	<b>24</b>	<b>15</b>

**NOTE:** This certificate can be completed in 3 semesters.

## INTERMEDIATE CERTIFICATE (C50420I)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
WLD 116 SMAW (Stick) Plate/Pipe	1	9	4
WLD 117 Industrial SMAW	1	4	3
WLD 132 GTAW (Tig) Plate/Pipe	1	6	3
WLD 141 Symbols & Specifications	2	2	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>5</b>	<b>21</b>	<b>13</b>

**NOTE:** Day only course offerings.

## ADVANCED CERTIFICATE (C50420A)

### COURSE & HOUR REQUIREMENTS

<b>Class Title</b>	<b>Class Hours</b>	<b>Lab Hours</b>	<b>Credit Hours</b>
CIS 110 Introduction to Computers	2	2	3
WBL 111 Work-Based Learning I	0	10	1
WLD 151 Fabrication I	2	6	4
WLD 261 Certification Practices	1	3	2
WLD 262 Inspection & Testing	2	2	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>7</b>	<b>23</b>	<b>13</b>

**NOTE:** Day only course offerings.

---

## CURRICULUM COURSE DESCRIPTIONS

---

### NOTES:

1. A course may be divided into A, B, C, and D subsections, which will include specific components of the described course.
2. Prerequisite or corequisite courses that are italicized are not offered by Wilson Community College.
3. State and local prerequisites or corequisites must be met by all students, including special credit and audit students.
4. Some courses are also taught via the Internet through the Virtual Learning Community (VLC) library provided by the North Carolina Community College System.

---

### ACADEMIC RELATED (ACA)

---

#### ACA 111 College Student Success

**Prerequisites:** None

**Corequisites:** None

**Class:** 1

**Lab:** 0

**Clinical:** 0

**Credit:** 1

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.

---

#### ACA 122 College Transfer Success

**Prerequisites:** None

**Corequisites:** None

**Class:** 0

**Lab:** 2

**Clinical:** 0

**Credit:** 1

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

### ACCOUNTING (ACC)

---

#### ACC 120 Principles of Financial Accounting

**Prerequisites:** None

**Corequisites:** None

**Class:** 3

**Lab:** 2

**Clinical:** 0

**Credit:** 4

This course introduces business decision-making using accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

#### ACC 121 Principles of Managerial Accounting

**Prerequisites:** None

**Corequisites:** None

**Class:** 3

**Lab:** 2

**Clinical:** 0

**Credit:** 4

This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

#### ACC 122 Principles of Financial Accounting II

**Prerequisites:** ACC 120

**Corequisites:** None

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course provides additional instruction in the financial accounting concepts and procedures introduced in ACC 120. Emphasis is placed on the analysis of specific balance sheet accounts, with in-depth instruction of the accounting principles applied to these accounts. Upon completion, students should be able to analyze data, prepare journal entries, and prepare reports in compliance with generally accepted accounting principles.

---

**ACC 131 Federal Income Taxes****Prerequisites:** None**Corequisites:** None**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course provides an overview of federal income taxes for individuals, partnerships, and corporations. Topics include tax law, electronic research and methodologies, and the use of technology for the preparation of individual and business tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax laws, and complete federal tax returns for individuals, partnerships, and corporations.

---

**ACC 132 NC Business Taxes****Prerequisites:** ACC 120 (local)**Corequisites:** None**Class:** 1**Lab:** 3**Clinical:** 0**Credit:** 2

This course introduces the relevant laws governing North Carolina taxes as they apply to business. Topics include sales taxes, income taxes for business entities, payroll taxes, unemployment taxes, and other taxes pertaining to the State of North Carolina. Upon completion, students should be able to maintain a company's records to comply with the laws governing North Carolina business taxes.

---

**ACC 140 Payroll Accounting****Prerequisites:** ACC 115 or ACC 120**Corequisites:** None**Class:** 1**Lab:** 3**Clinical:** 0**Credit:** 2

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology.

---

**ACC 149 Intro to ACC Spreadsheets****Prerequisites:** ACC 115 or ACC 120**Corequisites:** None**Class:** 1**Lab:** 3**Clinical:** 0**Credit:** 2

This course provides a working knowledge of computer spreadsheets and their use in accounting. Topics include pre-programmed problems, model-building problems, beginning-level macros, graphics, and what-if analysis enhancements of template problems. Upon completion, students should be able to use a computer spreadsheet to complete many of the tasks required in accounting.

---

**ACC 150 Accounting Software Applications****Prerequisites:** ACC 115 or ACC 120**Corequisites:** None**Class:** 1**Lab:** 3**Clinical:** 0**Credit:** 2

This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to accurately solve accounting problems.

---

**ACC 180 Practices in Bookkeeping****Prerequisites:** ACC 120**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course provides advanced instruction in bookkeeping and record-keeping functions. Emphasis is placed on mastering adjusting entries, correction of errors, depreciation, payroll, and inventory. Upon completion, students should be able to conduct all key bookkeeping functions for small businesses.

---

**ACC 220 Intermediate Accounting I****Prerequisites:** ACC 120**Corequisites:** None**Class:** 3**Lab:** 2**Clinical:** 0**Credit:** 4

This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and extensive analysis of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.

---

**ACC 221 Intermediate Accounting II****Prerequisites:** ACC 220**Corequisites:** None**Class:** 3**Lab:** 2**Clinical:** 0**Credit:** 4

This course is a continuation of ACC 220. Emphasis is placed on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

---

**ACC 240 Governmental and Not-for-Profit Acct****Prerequisites:** ACC 121**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course introduces principles and procedures applicable to governmental and not-for-profit organizations. Emphasis is placed on various budgetary accounting procedures and fund accounting. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

---

**ACC 269 Auditing & Assurance Services****Prerequisites:** ACC 220**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course introduces selected topics pertaining to the objectives, theory, and practices in engagements providing auditing and other assurance services. Topics will include planning, conducting and reporting, with emphasis on the related professional ethics and standards. Upon completion, students should be able to demonstrate an understanding of the types of professional services, the related professional standards, and engagement methodology.

---

**AIR CONDITIONING, HEATING AND REFRIGERATION (AHR)****AHR 110 Introduction to Refrigeration****Prerequisites:** None**Corequisites:** None**Class:** 2**Lab:** 6**Clinical:** 0**Credit:** 5

This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.

---

**AHR 111 HVACR Electricity****Prerequisites:** None**Corequisites:** None**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course introduces electricity as it applies to HVACR equipment. Emphasis is placed on power sources, interaction of electrical components, wiring of simple circuits, and the use of electrical test equipment. Upon completion, students should be able to demonstrate good wiring practices and the ability to read simple wiring diagrams.

---

**AHR 112 Heating Technology****Prerequisites:** None**Corequisites:** None**Class:** 2**Lab:** 4**Clinical:** 0**Credit:** 4

This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems and describe the major components of a heating system.

---

**AHR 113 Comfort Cooling****Prerequisites: None****Corequisites: None****Class: 2****Lab: 4****Clinical: 0****Credit: 4**

This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to control and produce assured comfort levels. Upon completion, students should be able to use psychometrics, manufacturer specifications, and test instruments to determine proper system operation.

---

**AHR 114 Heat Pump Technology****Prerequisites: AHR 110 or AHR 113****Corequisites: None****Class: 2****Lab: 4****Clinical: 0****Credit: 4**

This course covers the principles of air source and water source heat pumps. Emphasis is placed on safety, modes of operation, defrost systems, refrigerant charging, and system performance. Upon completion, students should be able to understand and analyze system performance and perform routine service procedures.

---

**AHR 115 Refrigeration Systems****Prerequisites: AHR 110****Corequisites: None****Class: 1****Lab: 3****Clinical: 0****Credit: 2**

This course introduces refrigeration systems and applications. Topics include defrost methods, safety and operational control, refrigerant piping, refrigerant recovery and charging, and leak testing. Upon completion, students should be able to assist in installing and testing refrigeration systems and perform simple repairs.

---

**AHR 125 HVACR Electronics****Prerequisites: AHR 111, ELC 111, or ELC 112****Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course introduces the common electronic control components in HVACR systems. Emphasis is placed on identifying electronic components and their functions in HVACR systems and motor-driven control circuits. Upon completion, students should be able to identify components, describe control circuitry and functions, and use test instruments to measure electronic circuit values and identify malfunctions.

---

**AHR 130 HVAC Controls****Prerequisites: AHR 111, ELC 111, or ELC 112****Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course covers the types of controls found in residential and commercial comfort systems. Topics include electrical and electronic controls, control schematics and diagrams, test instruments, and analysis and troubleshooting of electrical systems. Upon completion, students should be able to diagnose and repair common residential and commercial comfort system controls.

---

**AHR 133 HVAC Servicing****Prerequisites: None****Corequisites: AHR 112 or AHR 113****Class: 2****Lab: 6****Clinical: 0****Credit: 4**

The course covers the maintenance and servicing of HVAC equipment. Topics include testing, adjusting, maintaining, and troubleshooting HVAC equipment and record keeping. Upon completion, students should be able to adjust, maintain, and service HVAC equipment.

---

**AHR 151 HVAC Duct Systems I****Prerequisites: None****Corequisites: None****Class: 1****Lab: 3****Clinical: 0****Credit: 2**

This course introduces the techniques used to lay out and fabricate duct work commonly found in HVAC systems. Emphasis is placed on the skills required to fabricate duct work. Upon completion, students should be able to lay out and fabricate simple duct work.

---

**AHR 160 Refrigerant Certification****Prerequisites: None****Corequisites: None****Class: 1****Lab: 0****Clinical: 0****Credit: 1**

This course covers the requirements for the EPA certification examinations. Topics include small appliances, high pressure systems, and low pressure systems. Upon completion, students should be able to demonstrate knowledge of refrigerants and be prepared for the EPA certification examinations.

---

**AHR 180 HVACR Customer Relations****Prerequisites: None****Corequisites: None****Class: 1****Lab: 0****Clinical: 0****Credit: 1**

This course introduces common business and customer relation practices that may be encountered in HVACR. Topics include business practices, appearance of self and vehicle, ways of handling customer complaints, invoices, telephone communications, and warranties. Upon completion, students should be able to present themselves to customers in a professional manner, understand how the business operates, complete invoices, and handle complaints.

---

**AHR 211 Residential System Design****Prerequisites: None****Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course introduces the principles and concepts of conventional residential heating and cooling system design. Topics include heating and cooling load estimating, basic psychometrics, equipment selection, duct system selection, and system design. Upon completion, students should be able to design a basic residential heating and cooling system.

---

**AHR 212 Advanced Comfort Systems****Prerequisites: AHR 114****Corequisites: None****Class: 2****Lab: 6****Clinical: 0****Credit: 4**

This course covers water-cooled comfort systems, water-source/geothermal heat pumps, and high efficiency heat pump systems including variable speed drives and controls. Emphasis is placed on the application, installation, and servicing of water-source systems and the mechanical and electronic control components of advanced comfort systems. Upon completion, students should be able to test, analyze, and troubleshoot water-cooled comfort systems, water-source/geothermal heat pumps, and high efficiency heat pumps.

---

**AHR 213 HVACR Building Code****Prerequisites: None****Corequisites: None****Class: 1****Lab: 2****Clinical: 0****Credit: 2**

This course covers the North Carolina codes that are applicable to the design and installation of HVACR systems. Topics include current North Carolina codes as applied to HVACR design, service, and installation. Upon completion, students should be able to demonstrate the correct usage of North Carolina codes that apply to specific areas of the HVACR trade.

---

**AHR 235 Refrigeration Design****Prerequisites: AHR 110****Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course covers the principles of commercial refrigeration system operation and design. Topics include walk-in coolers, walk-in freezers, system components, load calculations, equipment selection, defrost systems, refrigerant line sizing, and electric controls. Upon completion, students should be able to design, adjust, and perform routine procedures on a commercial refrigeration system.

---

**AHR 240 Hydronic Heating****Prerequisites: AHR 112****Corequisites: None****Class: 1****Lab: 3****Clinical: 0****Credit: 2**

This course covers the accepted procedures for proper design, installation, and balance of hydronic heating systems for residential or commercial buildings. Topics include heating equipment; pump, terminal unit, and accessory selection; piping system selection and design; and pipe sizing and troubleshooting. Upon completion, students should be able to assist with the proper design, installation, and balance of typical hydronic systems.

---

**AHR 263 Energy Management****Prerequisites: AHR 125 or AHR 215****Corequisites: None****Class: 1****Lab: 3****Clinical: 0****Credit: 2**

This course covers building automation computer programming as currently used in energy management. Topics include night setback, duty cycling, synchronization, schedule optimization, and anticipatory temperature control. Upon completion, students should be able to write programs utilizing the above topics and connect computer systems to HVAC systems.

---

## ANTHROPOLOGY (ANT)

### ANT 210 General Anthropology

**Prerequisites:** None

**Corequisites:** None

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course introduces the physical, archaeological, linguistic, and ethnological fields of anthropology. Topics include human origins, genetic variations, archaeology, linguistics, primatology, and contemporary cultures. Upon completion, students should be able to demonstrate an understanding of the four major fields of anthropology. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences.

---

## ART (ART)

### ART 111 Art Appreciation

**Prerequisites:** None

**Corequisites:** None

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms, including but not limited to, sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts. This is a Universal General Education Transfer Component (UGETC) course.

---

### ART 113 Art Methods and Materials

**Prerequisites:** None

**Corequisites:** None

**Class:** 0

**Lab:** 6

**Clinical:** 0

**Credit:** 3

This course provides an overview of media and techniques. Emphasis is placed on exploration and manipulation of materials. Upon completion, students should be able to demonstrate familiarity with a variety of methods, materials, and processes. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

---

## AMERICAN SIGN LANGUAGE (ASL)

### ASL 111 Elementary ASL I

**Prerequisites:** None

**Corequisites:** ASL 181 (local)

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course introduces the fundamental elements of American Sign Language within a cultural context. Emphasis is placed on the development of basic expressive and receptive skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to expressive American Sign Language and demonstrate cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

---

### ASL 112 Elementary ASL II

**Prerequisites:** ASL 181 (local) and ASL 111

**Corequisites:** ASL 182 (local)

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course is a continuation of ASL 111 focusing on the fundamental elements of American Sign Language in a cultural context. Emphasis is placed on the progressive development of expressive and receptive skills. Upon completion, students should be able to comprehend and respond with increasing accuracy to expressive American Sign Language and demonstrate cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

---

### ASL 151 Numbers & Fingerspelling

**Prerequisites:** ASL 181 (local) and ASL 111

**Corequisites:** None

**Class:** 0

**Lab:** 2

**Clinical:** 0

**Credit:** 1

This course provides an in-depth study of number systems and fingerspelling techniques in ASL. Emphasis is placed on generating and receiving numbers and fingerspelling in context. Upon completion, students should be able to accurately express and receive numbers and fingerspelling.

---



---

**ASL 181 ASL Lab I****Prerequisites: None****Corequisites: ASL 111 (local)****Class: 0****Lab: 2****Clinical: 0****Credit: 1**

This course provides an opportunity to enhance acquisition of the fundamental elements of American Sign Language. Emphasis is placed on the progressive development of basic expressive and receptive skills through the use of supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing accuracy to expressive American Sign Language and demonstrate cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**ASL 182 ASL Lab II****Prerequisites: ASL 111 (local) and ASL 181****Corequisites: ASL 112 (local)****Class: 0****Lab: 2****Clinical: 0****Credit: 1**

This course provides an opportunity to enhance acquisition of the fundamental elements of American Sign Language. Emphasis is placed on the progressive development of basic expressive and receptive skills through the use of supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing accuracy to expressive American Sign Language and demonstrate cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**ASL 211 Intermediate ASL I****Prerequisites: ASL 182 (local) and ASL 112****Corequisites: ASL 281 (local)****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course provides a review and expansion of the essential skills of American Sign Language. Emphasis is placed on the progressive development of expressive and receptive skills, study of authentic and representative literacy and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively using American Sign Language about the past, present, and future. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

---

**ASL 212 Intermediate ASL II****Prerequisites: ASL 281 (local) and ASL 211****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course provides a continuation of ASL 211. Emphasis is placed on the continuing development of expressive and receptive skills, with study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

---

**ASL 221 Advanced ASL I****Prerequisites: ASL 212****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course provides an expansion of the essential and advanced skills of ASL, including advanced vocabulary, lexicalized fingerspelling, and complex grammatical structures. Emphasis is placed on the advanced development on the advanced development of expressive, receptive, and conversational skills, student of authentic and representative literacy and cultural texts. Upon completion, students will communicate more accurately with advanced complexity, and to present the topics in various registers, pragmatics and genres of ASL.

---

**ASL 250 Linguistics of ASL****Prerequisites: ASL 182 (local) and ASL 112****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course is designed to increase knowledge and skills necessary to linguistically analyze ASL. Emphasis is placed on applying phonology, morphology, syntax, semantics, discourse and socio-linguistics of ASL. Upon completion, students should be able to demonstrate knowledge and understanding of the basic linguistics of ASL through a variety of assessment methods.

---

**ASL 252 ASL Classifiers****Prerequisites:** ASL 212**Corequisites:** None**Class:** 0**Lab:** 2**Clinical:** 0**Credit:** 1

This course provides an opportunity to enhance the use of principles of ASL classifiers and to expand the use of ASL classifiers. Emphasis is placed on using different categories of classifiers including body part, descriptive, element, instrument and semantic classifiers. Upon completion, students should be able to communicate effectively, accurately, and creatively incorporating ASL classifiers.

---

**ASL 253 ASL Non-manual Signals****Prerequisites:** ASL 211**Corequisites:** None**Class:** 0**Lab:** 2**Clinical:** 0**Credit:** 1

This course provides an opportunity to enhance and expand the essential skills of ASL's non-manual signals. Emphasis is placed on using different parts of non-manual signals including listener's feedback, ASL mouth morphemes, eye and forehead expressions, and head and shoulder shifts. Upon completion, students should be able to use ASL non-manual signals effectively, accurately, and creatively.

---

**ASL 281 ASL Lab III****Prerequisites:** ASL 112 (local) and ASL 182**Corequisites:** ASL 211 (local)**Class:** 0**Lab:** 2**Clinical:** 0**Credit:** 1

This course provides an opportunity to enhance the review and expansion of the essential skills of American Sign Language. Emphasis is placed on the progressive development of expressive and receptive skills through the study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

---

**AUTOMATION AND ROBOTICS (ATR)****ATR 112 Intro to Automation****Prerequisites:** None**Corequisites:** None**Class:** 2**Lab:** 3**Clinical:** 0**Credit:** 3

This course introduces the basic principles of automated systems and describes the tasks that technicians perform on the job. Topics include the history, development, and current applications of robots and automated systems including their configuration, operation, components, and controls. Upon completion, students should be able to understand the basic concepts of automation and robotic systems.

---

**ATR 219 Automation Troubleshooting****Prerequisites:** None**Corequisites:** None**Class:** 1**Lab:** 3**Clinical:** 0**Credit:** 2

This course introduces troubleshooting procedures used in automated systems. Topics include logical fault isolation, diagnostic software usage, component replacement techniques, and calibration; safety of equipment; and protection of equipment while troubleshooting. Upon completion, students should be able to analyze and troubleshoot an automated system.

---

**AUTOMOTIVE (AUT)****AUT 114 Safety and Emissions****Prerequisites:** None**Corequisites:** None**Class:** 1**Lab:** 2**Clinical:** 0**Credit:** 2

This course covers the laws, procedures, and specifications needed to perform a North Carolina State Safety and Emissions inspection. Topics include brake, steering and suspension, lighting, horn, windshield wiper, tire, mirrors, and emission control devices inspection. Upon completion, students should be able to perform complete and thorough North Carolina State Safety and Emissions inspections.

---

---

**AUT 116 Engine Repair****Prerequisites: None****Corequisites: AUT 116A (local)****Class: 2****Lab: 3****Clinical: 0****Credit: 3**

This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.

---

**AUT 116A Engine Repair Lab****Prerequisites: None****Corequisites: AUT 116****Class: 0****Lab: 3****Clinical: 0****Credit: 1**

This course is an optional lab to be used as an alternative to work based learning placement in meeting the NATEF standards for total hours. Topics include diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.

---

**AUT 141 Suspension & Steering Sys****Prerequisites: None****Corequisites: AUT 141A (local)****Class: 2****Lab: 3****Clinical: 0****Credit: 3**

This course covers principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.

---

---

**AUT 141A Suspension & Steering Lab****Prerequisites: None****Corequisites: AUT 141****Class: 0****Lab: 3****Clinical: 0****Credit: 1**

This course is an optional lab to be used as an alternative to work based learning placement in meeting the NATEF standards for total hours. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.

---

**AUT 151 Brake Systems****Prerequisites: None****Corequisites: AUT 151A (local)****Class: 2****Lab: 3****Clinical: 0****Credit: 3**

This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

---

**AUT 151A Brake Systems Lab****Prerequisites: None****Corequisites: AUT 151****Class: 0****Lab: 3****Clinical: 0****Credit: 1**

This course is an optional lab to be used as an alternative to work based learning placement in meeting the NATEF standards for total hours. Topics include drum and disc brakes involving hydraulic, vacuum-boost, hydra-boost, electrically powered boost, and anti-lock, parking brake systems and emerging brake systems technologies. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

---

---

**AUT 181 Engine Performance I****Prerequisites: None****Corequisites: AUT 181A (local)****Class: 2****Lab: 3****Clinical: 0****Credit: 3**

This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include an overview of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related drivability problems using appropriate test equipment/service information.

---

**AUT 181A Engine Performance I Lab****Prerequisites: None****Corequisites: AUT 181****Class: 0****Lab: 3****Clinical: 0****Credit: 1**

This course is an optional lab to be used as an alternative to work based learning placement in meeting the NATEF standards for total hours. Topics include overviews of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices and emerging engine performance technologies. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related drivability problems using appropriate test equipment/service information.

---

**AUT 183 Engine Performance II****Prerequisites: AUT 181A (local) and AUT 181****Corequisites: None****Class: 2****Lab: 6****Clinical: 0****Credit: 4**

This course covers study of the electronic engine control systems, the diagnostic process used to locate engine performance concerns, and procedures used to restore normal operation. Topics will include currently used fuels and fuel systems, exhaust gas analysis, emission control components and systems, OBD II (on-board diagnostics) and inter-related electrical /electronic systems. Upon completion, students should be able to diagnose and repair complex engine performance concerns using appropriate test equipment and service information.

---

---

**AUT 213 Automotive Servicing II****Prerequisites: None****Corequisites: None****Class: 1****Lab: 3****Clinical: 0****Credit: 2**

This course is a lab used as an alternative to work based learning placement. Emphasis is placed on shop operations, troubleshooting, testing, adjusting, repairing, and replacing components using appropriate test equipment and service information. Upon completion, students should be able to perform a variety of automotive repairs using proper service procedures and to operate appropriate equipment.

---

**AUT 221 Auto Transm/Transaxles****Prerequisites: None****Corequisites: AUT 221A (local)****Class: 2****Lab: 3****Clinical: 0****Credit: 3**

This course covers operation, diagnosis, service, and repair of automatic transmissions /transaxles. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair automatic drive trains.

---

**AUT 221A Auto Transm/Transax Lab****Prerequisites: None****Corequisites: AUT 221****Class: 0****Lab: 3****Clinical: 0****Credit: 1**

This course is an optional lab to be used as an alternative to work based learning placement in meeting the NATEF standards for total hours. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to diagnose and repair automatic drive trains.

---

**AUT 231 Man Trans/Axles/Drtrains****Prerequisites: None****Corequisites: AUT 231A (local)****Class: 2****Lab: 3****Clinical: 0****Credit: 3**

This course covers the operation, diagnosis, and repair of manual transmissions/transaxles, clutches, driveshafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train servicing and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair manual drive trains.

---

---

**AUT 231A Man Trans/Axles/Drtrains Lab****Prerequisites:** None**Corequisites:** AUT 231**Class:** 0**Lab:** 3**Clinical:** 0**Credit:** 1

This course is an optional lab for the program that needs to meet NATEF hour standards but does not have a work based learning component in the program. Topics include manual drive train diagnosis, service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to diagnose and repair manual drive trains.

---

**AUT 281 Advanced Engine Performance****Prerequisites:** None**Corequisites:** None**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course utilizes service information and specialized test equipment to diagnose and repair power train control systems. Topics include computerized ignition, fuel and emission systems, related diagnostic tools and equipment, data communication networks, and service information. Upon completion, students should be able to perform diagnosis and repair.

---

**BIOLOGY (BIO)**

---

**BIO 090 Foundations of Biology****Prerequisites:** None**Corequisites:** DRE 098**Class:** 3**Lab:** 2**Clinical:** 0**Credit:** 4

This course introduces basic biological concepts. Topics include basic biochemistry, cell structure and function, interrelationships among organisms, scientific methodology, and other related topics. Upon completion, students should be able to demonstrate preparedness for college-level biology courses.

---

**BIO 110 Principles of Biology****Prerequisites:** DRE 098 (local)**Corequisites:** None**Class:** 3**Lab:** 3**Clinical:** 0**Credit:** 4

This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences. This is a Universal General Education Transfer Component (UGETC) course.

---

**BIO 111 General Biology I****Prerequisites:** DRE 098 (local)**Corequisites:** None**Class:** 3**Lab:** 3**Clinical:** 0**Credit:** 4

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences. This is a Universal General Education Transfer Component (UGETC) course.

---

**BIO 112 General Biology II****Prerequisites:** BIO 111**Corequisites:** None**Class:** 3**Lab:** 3**Clinical:** 0**Credit:** 4

This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences. This is a Universal General Education Transfer Component (UGETC) course.

---

**BIO 140 Environmental Biology****Prerequisites:** DRE 098 (local)**Corequisites:** BIO 140A (local)**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences.

---

**BIO 140A Environmental Biology Lab****Prerequisites:** DRE 098 (local)**Corequisites:** BIO 140**Class:** 0**Lab:** 3**Clinical:** 0**Credit:** 1

This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences.

---

**BIO 163 Basic Anatomy & Physiology****Prerequisites:** DRE 098 (local)**Corequisites:** None**Class:** 4**Lab:** 2**Clinical:** 0**Credit:** 5

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**BIO 168 Anatomy and Physiology I****Prerequisites:** BIO 090, BIO 106, BIO 110, BIO 111, BIO 163, or CHM 094 and DRE 098 (local)**Corequisites:** None**Class:** 3**Lab:** 3**Clinical:** 0**Credit:** 4

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

---

**BIO 169 Anatomy and Physiology II****Prerequisites:** BIO 168**Corequisites:** None**Class:** 3**Lab:** 3**Clinical:** 0**Credit:** 4

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**BIO 175 General Microbiology****Prerequisites:** Take one: BIO 110, BIO 111, BIO 163, BIO 165, or BIO 168**Corequisites:** None**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course covers principles of microbiology with emphasis on microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process, as well as aseptic and sterile techniques. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**BIO 250 Genetics****Prerequisites:** BIO 112**Corequisites:** None**Class:** 3**Lab:** 3**Clinical:** 0**Credit:** 4

This course covers principles of prokaryotic and eukaryotic cell genetics. Emphasis is placed on the molecular basis of heredity, chromosome structure, patterns of Mendelian and non-Mendelian inheritance, evolution, and biotechnological applications. Upon completion, students should be able to recognize and describe genetic phenomena and demonstrate knowledge of important genetic principles. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

---

**BIO 275 Microbiology**

**Prerequisites:** Take one: **BIO 110, BIO 111, BIO 163, BIO 165, or BIO 168**

**Corequisites:** None

**Class:** 3

**Lab:** 3

**Clinical:** 0

**Credit:** 4

This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**BIO 280 Biotechnology**

**Prerequisites:** Take one: **BIO 111, CHM 131, or CHM 151**

**Corequisites:** None

**Class:** 2

**Lab:** 3

**Clinical:** 0

**Credit:** 3

This course provides experience in selected laboratory procedures. Topics include proper laboratory techniques in biology and chemistry. Upon completion, students should be able to identify laboratory techniques and instrumentation in basic biotechnology. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course.

---

**BIOTECHNOLOGY (BTC)**

---

**BTC 181 Basic Lab Techniques**

**Prerequisites:** None

**Corequisites:** None

**Class:** 3

**Lab:** 3

**Clinical:** 0

**Credit:** 4

This course introduces the basic skills and knowledge necessary in a biological or chemical laboratory. Emphasis is placed on good manufacturing practices, safety, sustainable lab practices, solution preparation, and equipment operation and maintenance following standard operating procedures. Upon completion, students should be able to prepare and perform basic laboratory procedures using labware, solutions, and equipment according to prescribed protocols.

---

**BTC 281 Bioprocess Techniques**

**Prerequisites:** **BTC 181**

**Corequisites:** None

**Class:** 2

**Lab:** 6

**Clinical:** 0

**Credit:** 4

This course covers processes in the production of biomolecules. Emphasis is placed on the production, characterization, and purification of biological products using fermentation, centrifugation, filtration, electrophoresis, and other techniques used in industry. Upon completion, students should be able to produce biological products using the various methods of bioprocessing.

---

**BTC 285 Cell Culture**

**Prerequisites:** Take one: **BIO 175, BIO 275, or BTC 275**

**Corequisites:** None

**Class:** 2

**Lab:** 3

**Clinical:** 0

**Credit:** 3

This course introduces the theory and practices required to successfully initiate and maintain plant and animal cell cultures. Topics include aseptic techniques, the growth environment, routine maintenance of cell cultures, specialized culture techniques, and various applications. Upon completion, students should be able to demonstrate the knowledge and skills required to grow, maintain, and manipulate cells in culture.

---

**BTC 288 Biotech Lab Experience**

**Prerequisites:** Take One Set:

- Set 1: **BIO 250 and BTC 281**
- Set 2: **BIO 250 and BTC 285**
- Set 3: **BIO 250 and BTC 286**
- Set 4: **BTC 270 and BTC 281**
- Set 5: **BTC 270 and BTC 285**
- Set 6: **BTC 270 and BTC 286**

**Corequisites:** None

**Class:** 0

**Lab:** 6

**Clinical:** 0

**Credit:** 2

This course provides an opportunity to pursue an individual laboratory project in biotechnology. Emphasis is placed on developing, performing, and maintaining records of a project in a specific area of interest. Upon completion, students should be able to complete the project with accurate records and demonstrate an understanding of the process.

---

**BUSINESS (BUS)****BUS 110 Introduction to Business****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**BUS 115 Business Law I****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined. Upon completion the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**BUS 135 Principles of Supervision****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces the basic responsibilities and duties of the supervisor and his/her relationship to higher-level supervisors, subordinates, and associates. Emphasis is placed on effective utilization of the work force and understanding the role of the supervisor. Upon completion, students should be able to apply supervisory principles in the work place.

---

**BUS 137 Principles of Management****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**BUS 151 People Skills****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces the basic concepts of identity and communication in the business setting. Topics include self-concept, values, communication styles, feelings and emotions, roles versus relationships, and basic assertiveness, listening, and conflict resolution. Upon completion, students should be able to distinguish between unhealthy, self-destructive, communication patterns and healthy, non-destructive, positive communication patterns.

---

**BUS 168 Electronic Business****Prerequisites: None****Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course provides a survey of the world of electronic business. Topics include the definition of electronic business, current practices as they evolve using Internet strategy in business, and application of basic business principles to the world of e-commerce. Upon completion, students should be able to define electronic business and demonstrate an understanding of the benefits of e-commerce as a foundation for developing plans leading to electronic business implementation.



---

**BUS 225 Business Finance****Prerequisites:** ACC 120**Corequisites:** None**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management.

---

**BUS 230 Small Business Management****Prerequisites:** None**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course introduces the challenges of entrepreneurship, including the startup and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan.

---

**BUS 240 Business Ethics****Prerequisites:** None**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course introduces contemporary and controversial ethical issues that face the business community. Topics include moral reasoning, moral dilemmas, law and morality, equity, justice and fairness, ethical standards, and moral development. Upon completion, students should be able to demonstrate an understanding of their moral responsibilities and obligations as members of the workforce and society.

---

**BUS 253 Leadership and Management Skills****Prerequisites:** None**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course includes a study of the qualities, behaviors, and personal styles exhibited by leaders. Emphasis is placed on coaching, counseling, team building, and employee involvement. Upon completion, students should be able to identify and exhibit the behaviors needed for organizational effectiveness.

---

**BUS 260 Business Communication****Prerequisites:** ENG 110 *or* ENG 111**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place.

---

**BUS 285 Business Management Issues****Prerequisites:** BUS 137**Corequisites:** None**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course covers contemporary issues that affect successful businesses and their managers and employees. Emphasis is placed on using case studies and exercises to develop analytical and problem-solving skills, ethics, quality management concepts, team skills, and effective communication. Upon completion, students should be able to apply the specific knowledge and skills covered to become more effective managers and employees.

---

**BAKING AND PASTRY ARTS (BPA)****BPA 130 European Cakes and Tortes****Prerequisites:** CUL 110 and CUL 160**Corequisites:** None**Class:** 1**Lab:** 4**Clinical:** 0**Credit:** 3

This course introduces the production of a wide variety of classical and modern cakes suitable for restaurants, retail shops and large-scale production. Emphasis is placed on classic cakes using the methods of mixing, filling, glazing and icing. Upon completion, students should be able to prepare, assemble, and decorate gelatin-based and layered tortes and cakes such as Bavarian, Dobos, and Sacher.

---

**BPA 165 Hot and Cold Desserts****Prerequisites:** CUL 110 and CUL 160**Corequisites:** None**Class:** 1**Lab:** 4**Clinical:** 0**Credit:** 3

This course covers the principles and techniques of frozen desserts, soufflés, cobblers, crisps, and strudel dough products. Topics include bombes, parfaits, baked Alaska, ice cream, sorbets, sherbets and granites; hand-stretched strudel products, crepes, and hot/cold soufflés. Upon completion, student should be able to prepare and plate hot and cold desserts with suitable sauces and garnishes.

## CHEMISTRY (CHM)

---

### CHM 094 Basic Biological Chemistry

**Prerequisites:**

DRE 097 (local)

**Take One Set:**

- Set 1: DMA 010, DMA 020, DMA 030, and DMA 040
- Set 2: Mat 121
- Set 3: Mat 171

**Corequisites:**

**Take One Set:**

- Set 1: DMA 040
- Set 2: MAT 060 and MAT 070

**Class: 3**

**Lab: 2**

**Clinical: 0**

**Credit: 4**

This course introduces the chemistry important to biological processes. Emphasis is placed on the aspects of general, organic, and biological chemistry that apply to biological systems and processes. Upon completion, students should be able to demonstrate an understanding of the basic biological chemistry necessary for success in college-level biology courses.

---

### CHM 131 Introduction to Chemistry

**Prerequisites:** DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070, and DMA 080 (local)

**Corequisites:** CHM 131A (local)

**Class: 3**

**Lab: 0**

**Clinical: 0**

**Credit: 3**

This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences.

---

---

### CHM 131A Introduction to Chemistry Lab

**Prerequisites:** DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070, and DMA 080 (local)

**Corequisites:** CHM 131 (local)

**Class: 0**

**Lab: 3**

**Clinical: 0**

**Credit: 1**

This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences.

---

### CHM 132 Organic and Biochemistry

**Prerequisites:**

**Take One Set:**

- CHM 131 and CHM 131A
- CHM 151

**Corequisites:** None

**Class: 3**

**Lab: 3**

**Clinical: 0**

**Credit: 4**

This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences.

---

### CHM 151 General Chemistry I

**Prerequisites:** DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070, and DMA 080 (local)

**Corequisites:** None

**Class: 3**

**Lab: 3**

**Clinical: 0**

**Credit: 4**

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences. This is a Universal General Education Transfer Component (UGETC) course.

---

---

**CHM 152 General Chemistry II****Prerequisites:** CHM 151**Corequisites:** None**Class:** 3**Lab:** 3**Clinical:** 0**Credit:** 4

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences. This is a Universal General Education Transfer Component (UGETC) course.

---

**COMPUTER INFORMATION SYSTEMS (CIS)****CIS 110 Introduction to Computers****Prerequisites:** None**Corequisites:** None**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Mathematics (Quantitative).

---

**CIS 113 Computer Basics****Prerequisites:** None**Corequisites:** None**Class:** 0**Lab:** 2**Clinical:** 0**Credit:** 1

This course introduces basic computer usage for non-computer majors. Emphasis is placed on developing basic personal computer skills. Upon completion, students should be able to demonstrate competence in basic computer applications.

---

---

**CIS 115 Intro to Program & Logic****Prerequisites:****Take One Set:**

- Set 1: DMA 010, DMA 020, DMA 030, and DMA 040
- Set 2: DMA 025 and DMA 040
- Set 3: MAT 121
- Set 4: MAT 171

**Corequisites:** None**Class:** 2**Lab:** 3**Clinical:** 0**Credit:** 3

This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to use top-down algorithm design, and implement algorithmic solutions in a programming language. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Mathematics (Quantitative).

---

**CRIMINAL JUSTICE (CJC)****CJC 100 Basic Law Enforcement Training****Prerequisites:** None**Corequisites:** None**Class:** 10**Lab:** 30**Clinical:** 0**Credit:** 20

This course covers the basic skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Topics are divided into general units of study: legal, patrol duties, law enforcement communications, investigations, practical application and sheriff-specific. Upon successful completion, the student will be able to demonstrate competence in the topics and areas required for the state comprehensive certification examination. *This is a certificate level course.*

---

**CJC 111 Intro to Criminal Justice****Prerequisites:** None**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

---

**CJC 112 Criminology****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

---

**CJC 113 Juvenile Justice****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

---

**CJC 114 Investigative Photography****Prerequisites: None****Corequisites: None****Class: 1****Lab: 2****Clinical: 0****Credit: 2**

This course covers the operation of digital photographic equipment and its application to criminal justice. Topics include the use of digital cameras, storage of digital images, the retrieval of digital images and preparation of digital images as evidence. Upon completion, students should be able to demonstrate and explain the role and use of digital photography, image storage and retrieval in criminal investigations.

---

**CJC 121 Law Enforcement Operations****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces fundamental law enforcement operations. Topics include the contemporary evaluation of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

---

**CJC 131 Criminal Law****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

---

**CJC 132 Court Procedure & Evidence****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

---

**CJC 141 Corrections****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

---

**CJC 151 Introduction to Loss Prevention****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces the concepts and methods related to commercial and private security systems. Topics include the historical, philosophical, and legal basis of security, with emphasis on security surveys, risk analysis, and associated functions. Upon completion, students should be able to demonstrate and understand security systems, risk management, and the laws relative to loss prevention.

---

**CJC 212 Ethics & Community Relations****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

---

**CJC 213 Substance Abuse****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.

---

**CJC 214 Victimology****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces the study of victims. Emphasis is placed on roles/characteristics of victims, victim interaction with the criminal justice system and society, current victim assistance programs, and other related topics. Upon completion, students should be able to discuss and identify victims, the uniqueness of victims' roles, and current victim assistance programs.

---

**CJC 221 Investigative Principles****Prerequisites: None****Corequisites: None****Class: 3****Lab: 2****Clinical: 0****Credit: 4**

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection /preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

---

**CJC 222 Criminalistics****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.

---

**CJC 223 Organized Crime****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces the evolution of traditional and non-traditional organized crime and its effect on society and the criminal justice system. Topics include identifying individuals and groups involved in organized crime, areas of criminal activity, legal and political responses to organized crime, and other related topics. Upon completion, students should be able to identify the groups and activities involved in organized crime and the responses of the criminal justice system.

---

**CJC 231 Constitutional Law****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

---

**COMMUNICATION (COM)****COM 110 Intro to Communication****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in English Composition.

---

**COM 231 Public Speaking****Prerequisites: ENG 111 (local)****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course.

---

**COMPUTER TECHNOLOGY INTEGRATION (CTI)****CTI 110 Web, Pgm, & Db Foundation****Prerequisites: None****Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course covers the introduction of the tools and resources available to students in programming, mark-up language and services on the Internet. Topics include standard mark-up language Internet services, creating web pages, using search engines, file transfer programs; and database design and creation with DBMS products. Upon completion students should be able to demonstrate knowledge of programming tools, deploy a web-site with mark-up tools, and create a simple database table.

---

**CTI 120 Network & Sec Foundation****Prerequisites: None****Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course introduces students to the Network concepts, including networking terminology and protocols, local and wide area networks, and network standards. Emphasis is placed on securing information systems and the various implementation policies. Upon completion, students should be able to perform basic tasks related to networking mathematics, terminology, media and protocols.

---

**CTI 140 Virtualization Concepts****Prerequisites: None****Corequisites: None****Class: 1****Lab: 4****Clinical: 0****Credit: 3**

This course introduces operating system virtualization. Emphasis is placed on virtualization terminology, virtual machine storage, virtual networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of virtual machines.

---

**CTI 150 Mobile Computing Devices****Prerequisites: None****Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course introduces mobile computing devices, including topics related to their selection, usage, deployment, and support in enterprise environments. Emphasis is placed on the evaluation, usage, deployment, security, and support of mobile devices, applications (apps), and peripherals. Upon completion, students should be able to select, deploy, and support mobile devices in an enterprise environment.

---

**COMPUTER INFORMATION TECHNOLOGY (CTS)**

---

**CTS 115 Information Systems Business Concepts****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

The course introduces the role of IT in managing business processes and the need for business process and IT alignment. Emphasis is placed on industry need for understanding business challenges and developing/managing information systems to contribute to the decision making process based on these challenges. Upon completion, students should be able to demonstrate knowledge of the "hybrid business manager" and the potential offered by new technology and systems. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**CTS 120 Hardware/Software Support****Prerequisites: None****Corequisites: None****Class: 2****Lab: 3****Clinical: 0****Credit: 3**

This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers.

---

**CTS 155 Tech Support Function****Prerequisites: None****Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course introduces a variety of diagnostic and instructional tools that are used to evaluate the performance of technical support technologies. Emphasis is placed on technical support management techniques and support technologies. Upon completion, students should be able to determine the best technologies to support and solve actual technical support problems.

---

**CTS 220 Advanced Hardware/Software Support****Prerequisites: CTS 120****Corequisites: None****Class: 2****Lab: 3****Clinical: 0****Credit: 3**

This course provides advanced knowledge and competencies in hardware and operating system technologies for computer technicians to support personal computers. Emphasis is placed on: configuring and upgrading; diagnosis and troubleshooting; as well as preventive maintenance of hardware and system software. Upon completion, students should be able to install, configure, diagnose, perform preventive maintenance, and maintain basic networking on personal computers.

---

**CULINARY (CUL)**

---

**CUL 110 Sanitation & Safety****Prerequisites: None****Corequisites: None****Class: 2****Lab: 0****Clinical: 0****Credit: 2**

This course introduces the basic principles of sanitation and safety relative to the hospitality industry. Topics include personal hygiene, sanitation and safety regulations, use and care of equipment, the principles of food-borne illness, and other related topics. Upon completion, students should be able to demonstrate an understanding of the content necessary for successful completion of a nationally recognized food/safety/sanitation exam.

---

---

**CUL 112 Nutrition for Foodservice****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course covers the principles of nutrition and its relationship to the foodservice industry. Topics include personal nutrition fundamentals, weight management, exercise, nutritional adaptation/analysis of recipes/menus, healthy cooking techniques and marketing nutrition in a foodservice operation. Upon completion, students should be able to apply basic nutritional concepts to food preparation and selection.

---

**CUL 120 Purchasing****Prerequisites: None****Corequisites: None****Class: 2****Lab: 0****Clinical: 0****Credit: 2**

This course covers purchasing for foodservice operations. Emphasis is placed on yield tests, procurement, negotiating, inventory control, product specification, purchasing ethics, vendor relationships, food product specifications and software applications. Upon completion, students should be able to apply effective purchasing techniques based on the end-use of the product.

---

**CUL 135 Food & Beverage Service****Prerequisites: None****Corequisites: None****Class: 2****Lab: 0****Clinical: 0****Credit: 2**

This course is designed to cover the practical skills and knowledge necessary for effective food and beverage service in a variety of settings. Topics include greeting/service of guests, dining room set-up, profitability, menu sales and merchandising, service styles and reservations. Upon completion, students should be able to demonstrate competence in human relations and the skills required in the service of foods and beverages.

---

**CUL 140 Culinary Skills I****Prerequisites: None****Corequisites: CUL 110****Class: 2****Lab: 6****Clinical: 0****Credit: 5**

This course introduces the fundamental concepts, skills and techniques in basic cookery, and moist, dry and combination heat. Emphasis is placed on recipe conversion, measurements, terminology, classical knife cuts, safe food/equipment handling, flavorings/seasonings, stocks/sauces/soups, and related topics. Upon completion, students should be able to exhibit the basic cooking skills used in the foodservice industry.

---

---

**CUL 160 Baking I****Prerequisites: None****Corequisites: CUL 110****Class: 1****Lab: 4****Clinical: 0****Credit: 3**

This course covers basic ingredients, techniques, weights and measures, baking terminology and formula calculations. Topics include yeast/chemically leavened products, laminated doughs, pastry dough batter, pies/tarts, meringue, custard, cakes and cookies, icings, glazes and basic sauces. Upon completion, students should be able to demonstrate proper scaling and measurement techniques, and prepare and evaluate a variety of bakery products.

---

**CUL 170 Garde Manger I****Prerequisites: None****Corequisites: CUL 110****Class: 1****Lab: 4****Clinical: 0****Credit: 3**

This course introduces basic cold food preparation techniques and pantry production. Topics include salads, sandwiches, appetizers, dressings, basic garnishes, cheeses, cold sauces, and related food items. Upon completion, students should be able to present a cold food display and exhibit an understanding of the cold kitchen and its related terminology.

---

**CUL 230 Global Cuisines****Prerequisites: CUL 110 and CUL 140****Corequisites: None****Class: 1****Lab: 8****Clinical: 0****Credit: 5**

This course provides practical experience in the planning, preparation, and presentation of representative foods from a variety of world cuisines. Emphasis is placed on indigenous ingredients and customs, nutritional concerns, and cooking techniques. Upon completion, students should be able to research and execute a variety of international and domestic menus.

---



---

**CUL 240 Culinary Skills II****Prerequisites:****Take One Set:**

- Set 1: CUL 110 and CUL 140
- Set 2: CUL 110, CUL 142, and CUL 170

**Corequisites: None****Class: 1****Lab: 8****Clinical: 0****Credit: 5**

This course is designed to further students' knowledge of the fundamental concepts, skills, and techniques involved in basic cookery. Emphasis is placed on meat identification/fabrication, butchery and cooking techniques/methods; appropriate vegetable/starch accompaniments; compound sauces; plate presentation; breakfast cookery; and quantity food preparation. Upon completion, students should be able to plan, execute, and successfully serve entrees with complementary side items.

---

**CUL 245 Contemporary Cuisines****Prerequisites: CUL 110 and CUL 140****Corequisites: None****Class: 1****Lab: 8****Clinical: 0****Credit: 5**

This course introduces students to current culinary trends which include a variety of preparation methods. Topics include current and developing trends such as adaptation of native/regional ingredients and preparation methods into contemporary cuisines. Upon completion, students should be able to demonstrate knowledge of a variety of contemporary cuisines.

---

**CUL 260 Baking II****Prerequisites: CUL 110 and CUL 160****Corequisites: None****Class: 1****Lab: 4****Clinical: 0****Credit: 3**

This course is designed to further students' knowledge in ingredients, weights and measures, baking terminology and formula calculation. Topics include classical desserts, frozen desserts, cake and torte production, decorating and icings/glazes, dessert plating and presentation. Upon completion, students should be able to demonstrate pastry preparation, plating, and dessert buffet production skills.

---

**CUL 283 Farm-to-Table****Prerequisites: CUL 110 and CUL 140****Corequisites: None****Class: 2****Lab: 6****Clinical: 0****Credit: 5**

This course introduces students to the cooperation between sustainable farmers and foodservice operations. Emphasis is placed on environmental relationships, including how foods are grown, processed, and distributed, as well as related implications on quality and sustainability. Upon completion, students should be able to demonstrate an understanding of environmental stewardship and its impact on cuisine.

---

**DESIGN DRAFTING (DDF)****DDF 211 Design Process I****Prerequisites: DFT 151 (local)****Corequisites: None****Class: 1****Lab: 6****Clinical: 0****Credit: 4**

This course emphasizes design processes for finished products. Topics include data collection from manuals and handbooks, efficient use of materials, design sketching, specifications, and vendor selection. Upon completion, students should be able to research and plan the design process for a finished product.

---

**DDF 212 Design Process II****Prerequisites: DDF 211****Corequisites: None****Class: 1****Lab: 6****Clinical: 0****Credit: 4**

This course stresses the integration of various design practices. Emphasis is placed on the creation of an original design. Upon completion, students should be able to apply engineering graphics and design procedures to a design project.

---

**DRAFTING (DFT)****DFT 111 Technical Drafting I****Prerequisites: None****Corequisites: DFT 111A (local)****Class: 1****Lab: 3****Clinical: 0****Credit: 2**

This course introduces basic drafting skills, equipment, and applications. Topics include sketching, measurements, lettering, dimensioning, geometric construction, orthographic projections and pictorial drawings, sections, and auxiliary views. Upon completion, students should be able to understand and apply basic drawing principles and practices.

---

**DFT 111A Technical Drafting I Lab****Prerequisites: None****Corequisites: DFT 111****Class: 0****Lab: 3****Clinical: 0****Credit: 1**

This course provides a laboratory setting to enhance basic drafting skills. Emphasis is placed on practical experiences that enhance the topics presented in DFT 111. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in DFT 111.

---

**DFT 112 Technical Drafting II****Prerequisites: DFT 111 and DFT 111A (local)****Corequisites: DFT 112A (local)****Class: 1****Lab: 3****Clinical: 0****Credit: 2**

This course provides for advanced drafting practices and procedures. Topics include detailed working drawings, hardware, fits and tolerances, assembly and sub-assembly, geometric dimensioning and tolerancing, intersections, and developments. Upon completion, students should be able to produce detailed working drawings.

---

**DFT 112A Technical Drafting II Lab****Prerequisites: DFT 111 and DFT 111A (local)****Corequisites: DFT 112****Class: 0****Lab: 3****Clinical: 0****Credit: 1**

This course provides a laboratory setting to enhance advanced drafting skills. Emphasis is placed on practical experiences that enhance the topics presented in DFT 112. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in DFT 112.

---

**DFT 119 Basic CAD****Prerequisites: None****Corequisites: None****Class: 1****Lab: 2****Clinical: 0****Credit: 2**

This course introduces computer-aided drafting software for specific technologies to non-drafting majors. Emphasis is placed on understanding the software command structure and drafting standards for specific technical fields. Upon completion, students should be able to create and plot basic drawings.

---

---

**DFT 151 CAD I****Prerequisites: None****Corequisites: None****Class: 2****Lab: 3****Clinical: 0****Credit: 3**

This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing.

---

**DFT 152 CAD II****Prerequisites: DFT 119 (local)****Corequisites: None****Class: 2****Lab: 3****Clinical: 0****Credit: 3**

This course introduces extended CAD applications. Emphasis is placed upon intermediate applications of CAD skills. Upon completion, students should be able to use extended CAD applications to generate and manage drawings.

---

**DFT 154 Intro Solid Modeling****Prerequisites: None****Corequisites: None****Class: 2****Lab: 3****Clinical: 0****Credit: 3**

This course is an introduction to basic three-dimensional solid modeling and design software. Topics include basic design, creation, editing, rendering and analysis of solid models, and creation of multiview drawings. Upon completion, students should be able to use design techniques to create, edit, render and generate a multiview drawing.

---

**DFT 231 Jig & Fixture Design****Prerequisites: None****Corequisites: None****Class: 1****Lab: 2****Clinical: 0****Credit: 2**

This course introduces the study of jigs and fixtures. Topics include different types, components, and uses of jigs and fixtures. Upon completion, students should be able to analyze, design, and complete a set of working drawings for a jig or fixture.

---

## DEVELOPMENTAL MATHEMATICS (DMA)

---

### **DMA 010 Operations with Integers**

**Prerequisites:** Satisfactory Placement Score

**Corequisites:** None

**Class:** 0.75

**Lab:** 0.50

**Clinical:** 0

**Credit:** 1

This course provides a conceptual study of integers and integer operations. Topics include integers, absolute value, exponents, square roots, perimeter and area of basic geometric figures, Pythagorean Theorem, and use of the correct order of operations. Upon completion, students should be able to demonstrate an understanding of pertinent concepts and principles and apply this knowledge in the evaluation of expressions.

---

### **DMA 020 Fractions and Decimals**

**Prerequisites:** Satisfactory Placement Score or DMA 010

**Corequisites:** None

**Class:** 0.75

**Lab:** 0.50

**Clinical:** 0

**Credit:** 1

This course provides a conceptual study of the relationship between fractions and decimals and covers related problems. Topics include application of operations and solving contextual application problems, including determining the circumference and area of circles with the concept of pi. Upon completion, students should be able to demonstrate an understanding of the connections between fractions and decimals.

---

### **DMA 030 Proportion/Ratio/Rate/Percent**

**Prerequisites:** Satisfactory Placement Score or DMA 010 and DMA 020

**Corequisites:** None

**Class:** 0.75

**Lab:** 0.50

**Clinical:** 0

**Credit:** 1

This course provides a conceptual study of the problems that are represented by rates, ratios, percent, and proportions. Topics include rates, ratios, percent, proportion, conversion of English and metric units, and applications of the geometry of similar triangles. Upon completion, students should be able to use their understanding to solve conceptual application problems.

---

### **DMA040 Expressions/Linear Equations/ Inequalities**

**Prerequisites:** Satisfactory Placement Score or Take One Set:

- Set 1: DMA 010, DMA 020, and DMA 030
- Set 2: DMA 025

**Corequisites:** None

**Class:** 0.75

**Lab:** 0.50

**Clinical:** 0

**Credit:** 1

This course provides a conceptual study of problems involving linear expressions, equations, and inequalities. Emphasis is placed on solving contextual application problems. Upon completion, students should be able to distinguish between simplifying expressions and solving equations and apply this knowledge to problems involving linear expressions, equations, and inequalities.

---

### **DMA 050 Graphs/Equations of Lines**

**Prerequisites:** Satisfactory Placement Score or Take One Set:

- Set 1: DMA 010, DMA 020, DMA 030, and DMA 040
- Set 2: DMA 025 and DMA 040

**Corequisites:** None

**Class:** 0.75

**Lab:** 0.50

**Clinical:** 0

**Credit:** 1

This course provides a conceptual study of problems involving graphic and algebraic representations of lines. Topics include slope, equations of lines, interpretation of basic graphs, and linear modeling. Upon completion, students should be able to solve contextual application problems and represent real-world situations as linear equations in two variables.

---

### **DMA 060 Polynomial/Quadratic Applications**

**Prerequisites:** Satisfactory Placement Score or Take One Set:

- Set 1: DMA 010, DMA 020, DMA 030, DMA 040, and DMA 050
- Set 2: DMA 010, DMA 020, DMA 030, and DMA 045
- Set 3: DMA 025, DMA 040, and DMA 050
- Set 4: DMA 025 and DMA 045

**Corequisites:** None

**Class:** 0.75

**Lab:** 0.50

**Clinical:** 0

**Credit:** 1

This course provides a study of problems involving algebraic representations of quadratic equations. Topics include basic polynomial operations, factoring polynomials, and solving polynomial equations by means of factoring. Upon completion, students should be able to find algebraic solutions to contextual problems with quadratic applications.

---

---

**DMA 070 Rational Expressions/Equations**

**Prerequisites:** Satisfactory Placement Score or  
**Take One Set:**

- **Set 1:** DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DMA 060
- **Set 2:** DMA 010, DMA 020, DMA 030, DMA 045 and DMA 060
- **Set 3:** DMA 025, DMA 040, DMA 050, and DMA 060
- **Set 4:** DMA 025, DMA 045, and DMA 060

**Corequisites:** None

**Class:** 0.75

**Lab:** 0.50

**Clinical:** 0

**Credit:** 1

This course provides a study of problems involving algebraic representations of rational equations. Topics include simplifying and performing operations with rational expressions and equations, understanding the domain, and determining the reasonableness of an answer. Upon completion, students should be able to find algebraic solutions to contextual problems with rational applications.

---

**DMA 080 Radical Expressions/Equations**

**Prerequisites:** Satisfactory Placement Score or  
**Take One Set:**

- **Set 1:** DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, and DMA 070
- **Set 2:** DMA 010, DMA 020, DMA 030, DMA 045, DMA 060, and DMA 070
- **Set 3:** DMA 025, DMA 040, DMA 050, DMA 060, and DMA 070
- **Set 4:** DMA 025, DMA 045, DMA 060, and DMA 070

**Corequisites:** None

**Class:** 0.75

**Lab:** 0.50

**Clinical:** 0

**Credit:** 1

This course provides a study of problems involving algebraic representations of the manipulation of radical expressions and the application of radical equations. Topics include simplifying and performing operations with radical expressions and rational exponents, solving radical equations, and determining the reasonableness of a solution. Upon completion, students should be able to find algebraic solutions to contextual problems with radical applications.

---

**DEVELOPMENTAL READING/ENGLISH (DRE)****DRE 096 Integrated Reading and Writing**

**Prerequisites:** Satisfactory Placement Score

**Corequisites:** None

**Class:** 2.5

**Lab:** 1

**Clinical:** 0

**Credit:** 3

This course is designed to develop proficiency in specific integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are primarily taught at the introductory level using texts primarily in a Lexile™ range of 960 to 1115. Upon completion, students should be able to apply those skills toward understanding a variety of academic and career-related texts and composing effective paragraphs. **Note:** (TM) stands for registered trademark.

---

**DRE 097 Integrated Reading and Writing II**

**Prerequisites:** Satisfactory Placement Score or  
**DRE 096**

**Corequisites:** None

**Class:** 2.5

**Lab:** 1

**Clinical:** 0

**Credit:** 3

This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught at a reinforcement level using texts primarily in a Lexile™ range of 1070 to 1220. Upon completion, students should be able to demonstrate and apply those skills toward understanding a variety of complex academic and career texts and composing essays incorporating relevant, valid evidence. **Note:** (TM) represents registered trademark.

---

**DRE 098 Integrated Reading and Writing III**

**Prerequisites:** Satisfactory Placement Score or  
**DRE 097**

**Corequisites:** None

**Class:** 2.5

**Lab:** 1

**Clinical:** 0

**Credit:** 3

This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are taught using texts primarily in the Lexile™ range of 1185 to 1385. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay. **Note:** (TM) represents registered trademark.

## ECONOMICS (ECO)

---

### **ECO 151 Survey of Economics**

**Prerequisites:** None

**Corequisites:** None

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course, for those who have not received credit for ECO 251 or 252, introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences.

---

### **ECO 251 Principles of Microeconomics**

**Prerequisites:** None

**Corequisites:** None

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

---

---

## **ECO 252 Principles of Macroeconomics**

**Prerequisites:** None

**Corequisites:** None

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. This course is intended for those who have not received credit for ECO 151. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

---

## **EDUCATION (EDU)**

### **EDU 118 Principles & Practices of the Instructional Assistant**

**Prerequisites:** None

**Corequisites:** DRE 097

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course covers the instructional assistant's role in the educational system. Emphasis is placed on history of education, professional responsibilities and ethics, culturally, linguistically, and ability diverse learners, communication skills with children, families, and colleagues, and understanding of evidenced-based instructional strategies. Upon completion, students should be able to identify professional responsibilities and ethical conduct in school settings, describe effective communication strategies, and explain evidence-based instructional strategies based on formative assessment.

---

### **ECU 119 Intro to Early Childhood Education**

**Prerequisites:** None

**Corequisites:** None

**Class:** 4

**Lab:** 0

**Clinical:** 0

**Credit:** 4

This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, appropriate environments, schedules, and activity plans.

---

---

**EDU 131 Child, Family, & Community****Prerequisites: None****Corequisites: DRE 097****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course covers the development of partnerships between culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child.

---

**EDU 144 Child Development I****Prerequisites: None****Corequisites: DRE 097****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**EDU 145 Child Development II****Prerequisites: None****Corequisites: DRE 097****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. This course has been approved for transfer under the Comprehensive and Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**EDU 146 Child Guidance****Prerequisites: None****Corequisites: DRE 097****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces evidence-based strategies to build nurturing relationships with each child by applying principles and practical techniques to facilitate developmentally appropriate guidance. Topics include designing responsive/supportive learning environments, cultural, linguistic and socio-economic influences on behavior, appropriate expectations, the importance of communication with children/families including using technology and the use of formative assessments in establishing intentional strategies for children with unique needs. Upon completion, students should be able to demonstrate direct/indirect strategies to encourage social skills, self-regulation, emotional expression and positive behaviors while recognizing the relationship between children's social, emotional and cognitive development.

---

**EDU 151 Creative Activities****Prerequisites: None****Corequisites: DRE 097****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces developmentally supportive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials while applying NC Foundations for Early Learning and Development. Emphasis is placed on observation of process driven learning experiences in art, music, creative movement, dance, and dramatics for every young child age birth through eight, integrated through all domains and academic content. Upon completion, students should be able to examine, create, and adapt developmentally creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse.

---

**EDU 153 Health, Safety, & Nutrition****Prerequisites: None****Corequisites: DRE 097****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able to apply knowledge of NC Foundations for Early Learning and Development for health, safety, nutritional needs and safe learning environments.

---

**EDU 158 Healthy Lifestyles - Youth****Prerequisites: None****Corequisites: DRE 097****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces the topics of health, safety, nutrition, physical activities, and environments for the school-age child/youth that promote development, fitness and healthy lifestyles. Topics include the use of physical and nutritional/cooking activities (indoor/outdoor, teacher-directed/youth-directed) appropriate for youth developing typically/atypically; safe/healthy menu planning; safe/healthy environmental design, assessment and supervision. Upon completion, students should be able to plan/facilitate safe/healthy physical and nutritional/cooking activities, discuss safety policies/regulations and identify health/safety/nutritional needs of youth.

---

**EDU 163 Classroom Management & Instruction****Prerequisites: None****Corequisites: DRE 097****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course examines classroom management and evidence-based instructional strategies that create supportive learning environments to provide developmentally appropriate guidance for school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, ongoing systematic observation, and developmentally appropriate classroom guidance techniques. Upon completion, students should be able to utilize developmentally appropriate behavior management and high quality instructional strategies that enhance the teaching/learning process and promote students' academic success.

---

**EDU 188 Issues in Early Childhood Education****Prerequisites: None****Corequisites: None****Class: 2****Lab: 0****Clinical: 0****Credit: 2**

This course covers topics and issues in early childhood education. Emphasis is placed on current advocacy issues, emerging technology, professional growth experiences, and other related topics. Upon completion, students should be able to list, discuss, and explain current topics and issues in early childhood education.

---

**EDU 216 Foundations of Education****Prerequisites: None****Corequisites: DRE 098****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces the examination of the American educational systems and the teaching profession. Topics include the historical and philosophical influences on education, various perspectives on educational issues, and experiences in birth through grade 12 classrooms. Upon completion, students should be able to reflect on classroom observations, analyze the different educational approaches, including classical/traditional and progressive, and have knowledge of the various roles of educational systems at the federal, state and local level. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**EDU 221 Children with Exceptionalities****Prerequisites:** Take one set:

- Set 1: EDU 144 and EDU 145
- Set 2: PSY 244 and PSY 245

**Corequisites:** DRE 098**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course covers atypical patterns of child development, inclusive/diverse settings, evidenced-based educational/family plans, differentiated instruction, adaptive materials, and assistive technology. Emphasis is placed on the characteristics of exceptionalities and delays, early intervention/special education, transitions, observation, developmental screening, formative assessment of children, and collaborating with families and community partners. Upon completion, students should be able to recognize diverse abilities, describe the referral process, identify community resources, explain the importance of collaboration with families/professionals, and develop appropriate strategies/adaptations to support children in all environments with best practices as defined by laws, policies and the NC Foundations for Early Learning and Development. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**EDU 222 Learners with Behavior Disorders****Prerequisites:** Take one set:

- Set 1: EDU 144 and EDU 145
- Set 2: PSY 244 and PSY 245

**Corequisites:** DRE 098**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course provides a comprehensive study of learners with behavioral disorders encompassing characteristics, assessments, placement alternatives, inclusive environments and family interventions. Topics include etiology of behavior disorders, appropriate intervention strategies, early intervention/special education referral processes, family and community partnerships, inclusive environments, and legislative mandates. Upon completion, students should be able to identify characteristics of behavior for which additional supports are needed, describe the referral processes, identify community resources, and the importance of collaboration with families/professionals, and recognize appropriate intervention strategies in inclusive environments.

---

**EDU 223 Specific Learning Disabilities****Prerequisites:** Take one set:

- Set 1: EDU 144 and EDU 145
- Set 2: PSY 244 and PSY 245

**Corequisites:** DRE 098**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course provides a comprehensive study of characteristics, alternative assessments, teaching strategies, placement options, inclusion, and family intervention for children with specific learning disabilities. Topics include causes, assessment instruments, learning strategies, and collaborative/inclusion methods for children with specific learning disabilities. Upon completion, students should be able to assist in identifying, assessing, and providing educational interventions for children with specific learning disabilities and their families.

---

**EDU 234 Infants, Toddlers, & Twos****Prerequisites:** EDU 119**Corequisites:** DRE 098**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course covers the development of high-quality, individualized, responsive/engaging relationships and experiences for infants, toddlers, and twos. Emphasis is placed on typical and atypical child development, working with diverse families to provide positive, supportive, and engaging early learning activities and interactions through field experiences and the application of the NC Foundations for Early Learning and Development. Upon completion, students should be able to demonstrate responsive curriculum planning, respectful relationships and exposure to a variety of developmentally appropriate experiences/materials that support a foundation for healthy development and growth of culturally, linguistically and ability diverse children birth to 36 months.

---

**EDU 235 School Age Dev. & Program****Prerequisites:** None**Corequisites:** DRE 098**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques and program development. Upon completion, students should be able to discuss developmental principles for culturally, linguistically, and ability diverse children ages five to twelve and plan and implement developmentally appropriate programs and activities.



---

**EDU 243 Learning Theory****Prerequisites: None****Corequisites: DRE 098****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course provides lateral entry teachers an introduction to learning theory, various styles of learning, and motivational factors involved in the learning process. Emphasis is placed on the development of cognitive skills using the eight types of intelligence and applying these to practical classroom situations. Upon completion, students should be able to describe theories and styles of learning and discuss the relationship between different types of intelligence to learning motivation.

---

**EDU 245 Policies and Procedures****Prerequisites: None****Corequisites: DRE 098****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course is designed to introduce new lateral entry teachers to the policies and procedures established by the local education agency. Topics include emergency situation procedures, acceptable discipline, chain of command, role of mentors, evaluation procedures, employment requirements, dress codes, and other policies and procedures. Upon completion, students should be able to explain the policies and procedures to students, parents, or others and discuss the purpose of each policy category.

---

**EDU 250 Teacher Licensure Preparation****Prerequisites: Take One Set:**

- **Set 1: ENG 111 and MAT 143**
- **Set 2: ENG 111 and MAT 152**
- **Set 3: ENG 111 and MAT 171**

**Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

The course provides information and strategies necessary for transfer to a teacher licensure program at a senior institution. Topics include entry level teacher licensure exam preparation, performance based assessment systems, requirements for entry into teacher education programs, the process to become a licensed teacher in North Carolina, and professionalism including expectations within the field of education. Upon completion, students should be able to utilize educational terminology and demonstrate knowledge of teacher licensure processes including exam preparation, technology based portfolio assessment, and secondary admissions processes to the school of education at a senior institution.

---

---

**EDU 252 Math & Science Activities****Prerequisites: None****Corequisites: DRE 098****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces discovery experiences in math and science. Topics include concepts, facts, phenomena, and skills in each area. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate developmentally appropriate curriculum materials.

---

**EDU 261 Early Childhood Admin I****Prerequisites: None****Corequisites: DRE 098 and EDU 119****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces principles and practices essential to preparing and supporting child care administrators. Topics include program philosophy, policies and procedures, NC Child Care Law and Rules, business planning, personnel and fiscal management, and NAEYC Code of Ethical Conduct Supplement for Early Childhood Program Administration. Upon completion, students should be able to articulate a developmentally appropriate program philosophy, locate current state licensing regulations, analyze a business plan and examine comprehensive program policies and procedures.

---

**EDU 262 Early Childhood Admin II****Prerequisites: DRE 098, EDU 119, and EDU 261****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs.

---

---

**EDU 263 School Age Program Administration****Prerequisites:** None**Corequisites:** DRE 098**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course introduces the methods and procedures for development and administration of school-age programs in the public or proprietary setting. Emphasis is placed on the construction and organization of the physical environment. Upon completion, students should be able to plan, develop and administer a quality school-age program.

---

**EDU 271 Educational Technology****Prerequisites:** CIS 110 or CIS 113 (local)**Corequisites:** DRE 098**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course introduces the ethical use of technology to enhance teaching and learning in all educational settings. Emphasis is placed on technology concepts, ethical issues, digital citizenship, instructional strategies, assistive technology, and the use of technology for professional development and communication. Upon completion, students should be able to discuss technology concepts, ethically use a variety of technology resources, demonstrate appropriate technology skills in educational environments, and identify assistive technology.

---

**EDU 275 Effective Teacher Training****Prerequisites:** None**Corequisites:** DRE 098**Class:** 2**Lab:** 0**Clinical:** 0**Credit:** 2

This course provides specialized training using an experienced-based approach to learning. Topics include instructional preparation and presentation, student interaction, time management, learning expectations, evaluation, and curriculum principles and planning. Upon completion, students should be able to prepare and present a six-step lesson plan and demonstrate ways to improve students' time-on-task.

---

**EDU 280 Language & Literacy Exp.****Prerequisites:** None**Corequisites:** DRE 098**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course provides evidence-based strategies for enhancing language and literacy experiences that align with NC Foundations for Early Learning and Development. Topics include developmental sequences for children's emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse.

---

**EDU 281 Instructional Strategies/Reading & Writing****Prerequisites:** None**Corequisites:** DRE 098**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course covers concepts, resources, and methods for teaching reading and writing to elementary through middle-grade children. Topics include the importance of literacy, learning styles, skills assessment, various reading and writing approaches and instructional strategies. Upon completion, students should be able to assess, plan, implement and evaluate school-age literacy experiences as related to the North Carolina Standard Course of Study.

---

**EDU 284 Early Childhood Capstone Practicum****Prerequisites:** Take One Set:

- Set 1: EDU 119, EDU 144, EDU 145, EDU 146, and EDU 151
- Set 2: EDU 119, PSY 244, PSY 245, EDU 146, and EDU 151
- Set 3: EDU 119, PSY 245, EDU 144, EDU 146, and EDU 151
- Set 4: EDU 119, PSY 244, EDU 145, EDU 146, and EDU 151

**Corequisites:** DRE 098**Class:** 1**Lab:** 9**Clinical:** 0**Credit:** 4

This course is designed to allow students to demonstrate acquired skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to apply NC Foundations for Early Learning and Development to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors, including the use of appropriate technology, as indicated by assignments and onsite faculty assessments.

---

---

**EDU 285 Internship Exp School Age****Prerequisites: Take One Set:**

- Set 1: EDU 144, EDU 145, EDU 118, EDU 163
- Set 2: PSY 244, PSY 245, EDU 118, and EDU 163
- Set 3: PSY 244, EDU 145, EDU 118, and EDU 163
- Set 4: EDU 144, PSY 245, EDU 118, and EDU 163
- Set 5: PSY 244, PSY 245, EDU 216 and EDU 163
- Set 6: EDU 144, EDU 145, EDU 216, and EDU 163
- Set 7: EDU 144, PSY 245, EDU 216, and EDU 163
- Set 8: PSY 244, EDU 145, EDU 216, and EDU 163

**Corequisites: DRE 098****Class: 1****Lab: 9****Clinical: 0****Credit: 4**

This course is designed to allow students to demonstrate acquired skills in a quality public or private school environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to demonstrate developmentally appropriate lesson plans/assessments, appropriate guidance techniques, ethical/professional behaviors including the use of appropriate technology, as indicated by assignments and onsite faculty visits.

---

**EDU 289 Adv. Issues/School Age****Prerequisites: None****Corequisites: DRE 098****Class: 2****Lab: 0****Clinical: 0****Credit: 2**

This course covers advanced topics and issues that relate to school-age programs. Emphasis is placed on current advocacy issues, emerging technology, professional growth, ethics, and organizations for providers/teachers working with school-age populations. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues surrounding school-aged populations.

---

**ENGINEERING (EGR)****EGR 250 Statics/Strength of Mater****Prerequisites: MAT 121 or MAT 171****Corequisites: None****Class: 4****Lab: 3****Clinical: 0****Credit: 5**

This course includes vector analysis, equilibrium of force systems, friction, sectional properties, stress/strain, and deformation. Topics include resultants and components of forces, moments and couples, free-body diagrams, shear and moment diagrams, trusses, frames, beams, columns, connections, and combined stresses. Upon completion, students should be able to analyze simple structure.

---

**ELECTRICAL (ELC)****ELC 111 Intro to Electricity****Prerequisites: None****Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course introduces the fundamental concepts of electricity and test equipment to non-electrical/electronic majors. Topics include basic DC and AC principles (voltage, resistance, current, impedance); components (resistors, inductors, and capacitors); power; and operation of test equipment. Upon completion, students should be able to construct and analyze simple DC and AC circuits using electrical test equipment.

---

**ELC 112 DC/AC Electricity****Prerequisites: None****Corequisites: None****Class: 3****Lab: 6****Clinical: 0****Credit: 5**

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits.

---

**ELC 113 Residential Wiring****Prerequisites: None****Corequisites: None****Class: 2****Lab: 6****Clinical: 0****Credit: 4**

This course introduces the care/usage of tools and materials used in residential electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical print reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with residential electrical installations.

---

**ELC 114 Commercial Wiring****Prerequisites: None****Corequisites: None****Class: 2****Lab: 6****Clinical: 0****Credit: 4**

This course provides instruction in the application of electrical tools, materials, and test equipment associated with commercial electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with commercial electrical installations.

---

**ELC 117 Motors and Controls****Prerequisites: None****Corequisites: None****Class: 2****Lab: 6****Clinical: 0****Credit: 4**

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

---

**ELC 118 National Electrical Code****Prerequisites: None****Corequisites: None****Class: 1****Lab: 2****Clinical: 0****Credit: 2**

This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.

---

**ELC 119 NEC Calculations****Prerequisites: None****Corequisites: None****Class: 1****Lab: 2****Clinical: 0****Credit: 2**

This course covers branch circuit, feeder, and service calculations. Emphasis is placed on sections of the National Electrical Code related to calculations. Upon completion, students should be able to use appropriate code sections to size wire, conduit, and overcurrent devices for branch circuits, feeders, and service.

---

**ELC 121 Electrical Estimating****Prerequisites: None****Corequisites: None****Class: 1****Lab: 2****Clinical: 0****Credit: 2**

This course covers the principles involved in estimating electrical projects. Topics include take-offs of materials and equipment, labor, overhead, and profit. Upon completion, students should be able to estimate simple electrical projects.

---

**ELC 125 Diagrams and Schematics****Prerequisites: None****Corequisites: None****Class: 1****Lab: 2****Clinical: 0****Credit: 2**

This course covers the interpretation of electrical diagrams, schematics, and drawings common to electrical applications. Emphasis is placed on reading and interpreting electrical diagrams and schematics. Upon completion, students should be able to read and interpret electrical diagrams and schematics.

---

**ELC 128 Intro to PLC****Prerequisites: None****Corequisites: None****Class: 2****Lab: 3****Clinical: 0****Credit: 3**

This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to understand basic PLC systems and create simple programs.

---

**ELC 131 Circuit Analysis****Prerequisites: None****Corequisites: None****Class: 3****Lab: 3****Clinical: 0****Credit: 4**

This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment.

---

**ELC 213 Instrumentation****Prerequisites: None****Corequisites: None****Class: 3****Lab: 2****Clinical: 0****Credit: 4**

This course covers the fundamentals of instrumentation used in industry. Emphasis is placed on electric, electronic, and other instruments. Upon completion, students should be able to install, maintain, and calibrate instrumentation.

---

**ELC 228 PLC Applications****Prerequisites: None****Corequisites: None****Class: 2****Lab:****Clinical: 0****Credit: 4**

This course covers programming and applications of programmable logic controllers. Emphasis is placed on programming techniques, networking, specialty I/O modules, and system troubleshooting. Upon completion, students should be able to specify, implement, and maintain complex PLC controlled systems.

---

**ELC 229 Applications Project****Prerequisites: None****Corequisites: None****Class: 1****Lab: 3****Clinical: 0****Credit: 2**

This course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning, implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an applications-oriented project.

---

**ENGLISH (ENG)****ENG 111 Writing and Inquiry****Prerequisites: Satisfactory Placement Score or****DRE 098****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in English composition. This is a Universal General Education Transfer Component (UGETC) course.

---

---

**ENG 112 Writing/Research in the Disciplines****Prerequisites: ENG 111****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in English composition. This is a Universal General Education Transfer Component (UGETC) course.

---

**ENG 113 Literature-Based Research****Prerequisites: ENG 111****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in English composition.

---

**ENG 114 Professional Research & Reporting****Prerequisites: ENG 111****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in English composition.

---

---

**ENG 115 Oral Communication****Prerequisites:** ENG 111 (local)**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course introduces the basic principles of oral communication in both small group and public settings. Emphasis is placed on the components of the communication process, group decision-making, and public address. Upon completion, students should be able to demonstrate the principles of effective oral communication in small group and public settings.

---

**ENG 125 Creative Writing****Prerequisites:** ENG 111**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**ENG 131 Introduction to Literature****Prerequisites:** ENG 111**Corequisites:** ENG 112, 113, or 114**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course introduces the principal genres of literature. Emphasis is placed on literary terminology, devices, structure, and interpretation. Upon completion, students should be able to analyze and respond to literature. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

---

---

**ENG 231 American Literature I****Prerequisites:** ENG 112, ENG 113, or ENG 114**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course covers selected works in early American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts. This is a Universal General Education Transfer Component (UGETC) course.

---

**ENG 232 American Literature II****Prerequisites:** ENG 112, ENG 113, or ENG 114**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course covers selected works in early American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts. This is a Universal General Education Transfer Component (UGETC) course.

---

**ENG 271 Contemporary Literature****Prerequisites:** ENG 112, ENG 113, or ENG 114**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course includes a study of contemporary literature. Emphasis is placed on literary and cultural trends of selected texts. Upon completion, students should be able to interpret, analyze, and respond to the literature. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

## EMERGENCY PREPAREDNESS (EPT)

---

### **EPT 140 Emergency Management**

**Prerequisites:** None

**Corequisites:** None

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course covers the four phases of emergency management: mitigation, preparedness, response, and recovery. Topics include organizing for emergency management, coordinating for community resources, public sector liability, and the roles of government agencies at all levels. Upon completion, students should be able to demonstrate an understanding of comprehensive emergency management and the integrated emergency management system.

## FIRE PROTECTION (FIP)

---

### **FIP 120 Intro to Fire Protection**

**Prerequisites:** None

**Corequisites:** None

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course provides an overview of the development, methods, systems, and regulations that apply to the fire protection field. Topics include history, evolution, statistics, suppression, organizations, careers, curriculum, and related subjects. Upon completion, students should be able to demonstrate a broad understanding of the fire protection field.

### **FIP 124 Fire Prevention & Public Education**

**Prerequisites:** None

**Corequisites:** None

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course introduces fire prevention concepts as they relate to community and industrial operations referenced in NFPA standard 101. Topics include the development and maintenance of fire prevention programs, educational programs, and inspection programs. Upon completion, students should be able to research, develop, and present a fire safety program to a citizen's or industrial group.

### **FIP 128 Detection & Investigation**

**Prerequisites:** None

**Corequisites:** None

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course covers procedures for determining the origin and cause of accidental and incendiary fires referenced in NFPA standard 921. Topics include collection and preservation of evidence, detection and determination of accelerants, courtroom procedure, and testimony, and documentation of the fire scene. Upon completion, students should be able to conduct a competent fire investigation and present those findings to appropriate officials or equivalent.

### **FIP 132 Building Construction**

**Prerequisites:** None

**Corequisites:** None

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course covers the principles and practices referenced in NFPA standard 220 related to various types of building construction, including residential and commercial, as impacted by fire conditions. Topics include types of construction and related elements, fire resistive aspects of construction materials, building codes, collapse, and other related topics. Upon completion, students should be able to understand and recognize various types of construction and their positive and negative aspects as related to fire conditions.

### **FIP 152 Fire Protection Law**

**Prerequisites:** None

**Corequisites:** None

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course covers fire protection law as referenced in NFPA standard 1. Topics include legal terms, contracts, liability, review of case histories, and other related topics. Upon completion, students should be able to discuss laws, codes, and ordinances as they relate to fire protection.

---

**FIP 220 Fire Fighting Strategies****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course provides preparation for command of initial incident operations involving emergencies within both the public and private sector referenced in NFPA standards 1561, 1710, and 1720. Topics include incident management, fire-ground tactics and strategies, incident safety, and command/control of emergency operations. Upon completion, students should be able to describe the initial incident system as it relates to operations involving various emergencies in fire and non-fire situations.

---

**FIP 221 Advanced Fire Fighting Strategies****Prerequisites: FIP 220****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course covers command-level operations for multi-company/agency operations involving fire and non-fire emergencies. Topics include advanced use of the Incident Control Systems (ICS), advanced incident analysis, command-level fire operations, and control of both manmade and natural major disasters. Upon completion, students should be able to describe proper and accepted systems for the mitigation of emergencies at the level of overall scene command.

---

**FIP 228 Local Government Finance****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces local governmental financial principles and practices. Topics include budget preparation and justification, revenue policies, statutory requirements, audits, and the economic climate. Upon completion, students should be able to comprehend the importance of finance as it applies to the operation of a department.

---

---

**FIP 229 Fire Dynamics and Combust****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course covers the theories and fundamentals of how and why fires start and spread, and how they are safely controlled referenced in NFPA standard 1001. Topics include components of fire, fire sources, fire behavior, properties of combustible solids, classification of hazards, and the use of fire extinguishing agents. Upon completion, students should be able to describe the properties of matter and dynamics of fire, identify fuel sources, and compare suppressants and extinguishment techniques.

---

**FIP 232 Hydraulics & Water Distribution****Prerequisites: None****Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course covers the flow of fluids through fire hoses, nozzles, appliances, pumps, standpipes, water mains, and other devices referenced in NFPA standard 25. Emphasis is placed on supply and delivery systems, fire flow testing, hydraulic calculations, and other related topics. Upon completion, students should be able to perform hydraulic calculations, conduct water availability tests, and demonstrate knowledge of water distribution systems.

---

**FIP 240 Fire Service Supervision****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course covers supervisory skills and practices in the fire protection field. Topics include the supervisor's job, supervision skills, the changing work environment, managing change, organizing for results, discipline and grievances, and safety. Upon completion, students should be able to demonstrate an understanding of the roles and responsibilities of effective fire service supervision, meeting elements of NFPA 1021.



---

**FIP 244 Fire Protection Project****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course provides an opportunity to apply knowledge covered in previous courses to employment situations that the fire protection professional will encounter referenced in NFPA standard 1001. Emphasis is placed on the development of comprehensive and professional practices. Upon completion, students should be able to demonstrate knowledge of the fire protection service through written and performance evaluations.

---

**FIP 248 Fire Service Personnel Administration****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course covers the basics of setting up and administering the personnel functions of fire protection organizations referenced in NFPA standard 1021. Emphasis is placed on human resource planning, classification and job analysis, equal opportunity employment, affirmative action, recruitment, retention, development, performance evaluation, and assessment centers. Upon completion, students should be able to demonstrate knowledge of the personnel function as it relates to managing fire protection.

---

**FIP 260 Fire Protection Planning****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course covers the need for a comprehensive approach to fire protection planning referenced in NFPA standard 424 and 1620. Topics include the planning process, using an advisory committee, establishing goals and objectives, and techniques used to approve and implement a plan. Upon completion, students should be able to demonstrate a working knowledge of the concepts and principles of planning as it relates to fire protection.

---

---

**FIP 276 Managing Fire Services****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course provides an overview of fire department operative services referenced in NFPA standard 1021. Topics include finance, staffing, equipment, code enforcement, management information, specialized services, legal issues, planning, and other related topics. Upon completion, students should be able to understand concepts and apply fire department management and operations principles.

---

**GEOGRAPHY (GEO)****GEO 111 World Regional Geography****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces the regional concept, which emphasizes the spatial association of people and their environment. Emphasis is placed on the physical, cultural, and economic systems that interact to produce the distinct regions of the earth. Upon completion, students should be able to describe variations in physical and cultural features of a region and demonstrate an understanding of their functional relationships. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences.

---

**HEALTH (HEA)****HEA 110 Personal Health/Wellness****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

---

**HEA 112 First Aid & CPR****Prerequisites: None****Corequisites: None****Class: 1****Lab: 2****Clinical: 0****Credit: 2**

This course introduces the basics of emergency first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other first aid procedures. Upon completion, students should be able to demonstrate skills in providing emergency care for the sick and injured until medical help can be obtained. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**HISTORY (HIS)**

---

**HIS 111 World Civilizations I****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural development in pre-modern world civilizations. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

---

**HIS 112 World Civilizations II****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

---

---

**HIS 121 Western Civilization I****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences.

---

**HIS 122 Western Civilization II****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences.

---

**HIS 131 American History I****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

---

---

**HIS 132 American History II****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

---

**HIS 221 African-American History****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course covers African-American history from the Colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African-Americans. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the history of African-Americans. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**HIS 236 North Carolina History****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America's discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**HOTEL AND RESTAURANT MANAGEMENT (HRM)**

---

**HRM 245 Human Resource Mgmt-Hosp.****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces a systematic approach to human resource management in the hospitality industry. Topics include training/development, staffing, selection, hiring, recruitment, evaluation, benefit administration, employee relations, labor regulations/laws, discipline, motivation, productivity, shift management, contract employees and organizational culture. Upon completion, students should be able to apply human resource management skills for the hospitality industry.

---

**HUMANITIES (HUM)**

---

**HUM 115 Critical Thinking****Prerequisites: DRE 098****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

---

**HYDRAULICS (HYD)**

---

**HYD 110 Hydraulics/Pneumatics I****Prerequisites: None****Corequisites: None****Class: 2****Lab: 3****Clinical: 0****Credit: 3**

This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.

## INTERPRETER PREPARATION (IPP)

---

### IPP 111 Introduction to Interpretation

**Prerequisites:** None

**Corequisites:** None

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course provides an orientation to the field of interpreting, interpretation models, cognitive processes associated with interpretation, professional ethical standards, employment opportunities, and working conditions. Topics include specialized jargon, code of ethics, interpreter assessments/qualifications, and protocol associated with various settings. Upon completion, students should be able to explain the rationale for placement of interpreters and apply ethical standards to a variety of working situations.

---

### IPP 112 Comparative Cultures

**Prerequisites:** None

**Corequisites:** None

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course introduces various cultural attributes and how they impact the consumers and the interpreting process. Topics include value systems of deaf and non-deaf individuals, enculturation stages, sociolinguistic continuum of language use within the deaf community, and cross-cultural management. Upon completion, students should be able to compare deaf and non-deaf cultures and discuss how attitudes impact communication interactions and interpreting.

---

### IPP 130 Analytical Skills for Interpreting

**Prerequisites:** None

**Corequisites:** ASL 211 and ASL 281 (local)

**Class:** 1

**Lab:** 4

**Clinical:** 0

**Credit:** 3

This course is designed to improve cognitive processes associated with interpreting, listening, short-term memory, semantic equivalence, visual/auditory processing, thought organization, and logic. Emphasis is placed on developing skills necessary to generate equivalent messages between ASL and English. Upon completion, students should be able to consecutively interpret non-technical, interactive messages between ASL and English.

---

### IPP 152 ASL/English Translation

**Prerequisites:** ASL 112 ASL 182 (local)

**Corequisites:** ASL 211 and ASL 281 (local)

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course provides a study of the component parts of a cultural scheme and the manner in which ASL and English differ. Emphasis is placed on analyzing, discussing, and translating basic ASL and English texts. Upon completion, students should be able to discuss and apply techniques of cross-cultural communication and translation between deaf and non-deaf communities.

---

### IPP 153 Introduction to Discourse Analysis

**Prerequisites:** ASL 211, ASL 281, IPP 130, IPP 152, ASL 112, and ASL 182 (local)

**Corequisites:** None

**Class:** 1

**Lab:** 4

**Clinical:** 0

**Credit:** 3

This course introduces discourse types and functions and specialized vocabulary and examines the specific nature of ASL discourse. Emphasis is placed on applying and practicing a model of analysis utilizing specialized vocabulary. Upon completion, students should be able to utilize specialized vocabulary and demonstrate ASL discourse features.

---

### IPP 161 Consecutive Interpreting

**Prerequisites:** IPP 130 (local) and IPP 152

**Corequisites:** None

**Class:** 2

**Lab:** 6

**Clinical:** 0

**Credit:** 5

This course introduces the process of ASL/English consecutive interpreting in a variety of interview, meeting, and small conference settings. Emphasis is placed on generating equivalent messages between ASL and English. Upon completion, students should be able to discuss and apply the principles of the protocol of consecutive interpreting.

---

### IPP 211 Simultaneous Interpreting I

**Prerequisites:** IPP 161

**Corequisites:** None

**Class:** 2

**Lab:** 6

**Clinical:** 0

**Credit:** 5

This course introduces simultaneous ASL/English interpreting through a variety of expository texts originating in group, meeting, and conference settings. Emphasis is placed on analyzing expository texts, identifying registers, and applying principles of the protocol of interpreting. Upon completion, students should be able to apply the appropriate linguistic and/or cultural adjustments required to generate equivalent messages.

---

---

**IPP 224 ASL to English Interpretation****Prerequisites:** IPP 161 (local) and IPP 152**Corequisites:** None**Class:** 1**Lab:** 3**Clinical:** 0**Credit:** 2

This course is designed to improve skills in ASL to English interpretation. Emphasis is placed on receptive skills, equivalent messages, grammatically correct English, and appropriate content, mood, and register. Upon completion, students should be able to generate appropriate English equivalents and apply appropriate linguistic and/or cultural adjustments.

---

**IPP 245 Educational Interpreting Issues****Prerequisites:** IPP 111**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course provides an overview of educational interpreting in the US and discusses recent trends in the education of deaf students. Topics include history of deaf education, and current employment practices and requirements for educational interpreters. Upon completion, students should be able to discuss current issues, become familiar with evaluation practices, and apply professional/ethical standards to the interpreting roles.

---

**INDUSTRIAL SCIENCE (ISC)****ISC 112 Industrial Safety****Prerequisites:** None**Corequisites:** None**Class:** 2**Lab:** 0**Clinical:** 0**Credit:** 2

This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance.

---

**ISC 132 Manufacturing Quality Control****Prerequisites:** None**Corequisites:** None**Class:** 2**Lab:** 3**Clinical:** 0**Credit:** 3

This course introduces quality concepts and techniques used in industry. Topics include elementary statistics and probability, process control, process capability, and quality improvement tools. Upon completion, students should be able to demonstrate an understanding of the concepts and principles of quality and apply them to the work environment.

---

**ISC 220 Lean Manufacturing****Prerequisites:** None**Corequisites:** None**Class:** 2**Lab:** 3**Clinical:** 0**Credit:** 3

This course introduces students to the concept of lean manufacturing as a means of waste reduction. Topics include the examination of manufacturing operations and the incorporation of lean techniques to reduce waste, cost, time, and materials in manufacturing processes. Upon completion, students should be able to demonstrate an understanding of lean manufacturing systems and how they benefit the environment and business.

---

**ISC 278 cGMP Quality Systems****Prerequisites:** None**Corequisites:** None**Class:** 2**Lab:** 0**Clinical:** 0**Credit:** 2

This course focuses on the development, implementation, and ongoing maintenance of a quality system in a cGMP environment. Topics include the cGMP standard, components of cGMP quality systems, quality function roles and training, development of documentation such as SOPs, and system review procedures. Upon completion, students should be able to identify the components of a quality system and develop a quality system manual utilizing the cGMP standard.

---

**LEGAL EDUCATION (LEX)****LEX 110 Intro to Paralegal Study****Prerequisites:** None**Corequisites:** None**Class:** 2**Lab:** 0**Clinical:** 0**Credit:** 2

This course introduces the paralegal profession and the legal system, and an emphasis is placed on the role of professional and legal ethics. Topics include regulations, ethics, case analysis, legal reasoning, career opportunities, professional organizations, terminology, and other related topics. Upon completion, the student should be able to explain the role of a paralegal and identify the skills, knowledge, and ethics required of paralegals.

---

**LEX 120 Legal Research/Writing I****Prerequisites: None****Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course introduces the techniques of legal research and writing. Emphasis is placed on locating, analyzing, applying, and updating sources of law; effective legal writing, including proper citation; and the use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course.

---

**LEX 121 Legal Research/Writing II****Prerequisites: LEX 120****Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course covers advanced topics in legal research and writing. Topics include more complex legal issues and assignments involving preparation of legal memos, briefs, and other documents and the advanced use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course.

---

**LEX 130 Civil Injuries****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course covers traditional tort concepts and the evolving body of individual rights created by statute. Topics include intentional and non-intentional torts with emphasis on negligence, strict liability, civil rights, workplace and environmental liability, remedies, and damages. Upon completion, students should be able to recognize, explain, and evaluate elements of civil injuries and related defenses.

---

**LEX 140 Civil Litigation I****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces the structure of the legal system and the rules governing civil litigation. Topics include jurisdiction, state and federal rules of civil procedure and evidence. Upon completion, students should be able to assist an attorney in pre-litigation matters and the preparation of pleadings and motions.

---

**LEX 150 Commercial Law I****Prerequisites: None****Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course covers legally enforceable agreements, forms of organization, and selected portions of the Uniform Commercial Code. Topics include drafting and enforcement of contracts, leases, and related documents and selection and implementation of business organization forms, sales, and commercial papers. Upon completion, students should be able to apply the elements of a contract, prepare various business documents, and understand the role of commercial paper.

---

**LEX 160 Criminal Law & Procedure****Prerequisites: None****Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course introduces substantive criminal law and procedural rights of the accused. Topics include elements of state/federal crimes, defenses, constitutional issues, pre-trial and trial process, and other related topics. Upon completion, students should be able to explain elements of specific crimes and assist an attorney in preparing a criminal case.

---

**LEX 210 Real Property I****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces the study of real property law. Topics include the distinction between real and personal property, various estates, mechanics of conveyance and encumbrance, recordation, special proceedings, and other related topics. Upon completion, students should be able to identify estates, forms of deeds, requirements for recording, and procedures to enforce rights to real property.

---

**LEX 211 Real Property II****Prerequisites:** LEX 210**Corequisites:** None**Class:** 1**Lab:** 4**Clinical:** 0**Credit:** 3

This course continues the study of real property law relating to title examination and preparation of closing documents. Topics include use of courthouse and other public records in title examination and preparation of documents required in real estate transactions and closings. Upon completion, students should be able to plot/draft a description, perform complete title examination, draft closing documents including title insurance forms, and prepare disbursement reconciliation.

---

**LEX 240 Family Law****Prerequisites:** None**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course covers laws governing domestic relations. Topics include marriage, separation, divorce, child custody, support, property division, adoption, domestic violence, and other related topics. Upon completion, students should be able to interview clients, gather information, and draft documents related to family law.

---

**LEX 250 Wills, Estates, & Trusts****Prerequisites:** None**Corequisites:** None**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course covers various types of wills, trusts, probate, estate administration, and intestacy. Topics include types of wills and execution requirements, caveats and dissents, intestate succession, inventories and accountings, distribution and settlement, and other related topics. Upon completion, students should be able to draft simple wills, prepare estate forms, understand administration of estates including taxation, and explain terms regarding trusts.

---

**LEX 260 Bankruptcy and Collections****Prerequisites:** None**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course provides an overview of the laws of bankruptcy and the rights of creditors and debtors. Topics include bankruptcy procedures and estate management, attachment, claim and delivery, repossession, foreclosure, collection, garnishment, and post-judgment collection procedure. Upon completion, students should be able to prepare and file bankruptcy forms, collection letters, statutory liens, and collection of judgments.

---

**LEX 270 Law Office Management/Technology****Prerequisites:** None**Corequisites:** None**Class:** 1**Lab:** 2**Clinical:** 0**Credit:** 2

This course provides an overview of law office management and organization. Topics include office forms, filing systems, billing/time keeping, computer systems, calendar systems, library administration, case management, office/personnel procedures, ethics, and technology. Upon completion, students should be able to establish and maintain various law office systems, monitor case progress, and supervise non-lawyer personnel.

---

**LEX 280 Ethics & Professionalism****Prerequisites:** None**Corequisites:** None**Class:** 2**Lab:** 0**Clinical:** 0**Credit:** 2

This course reinforces legal ethics and the role of the paralegal in a professional work environment. Topics include a review of ethics, employment opportunities, and search techniques; paralegal certification and other related topics. Upon completion, students should be able to understand the paralegal's role in the ethical practice of law.

---

---

**LEX 283 Investigation****Prerequisites: None****Corequisites: None****Class: 1****Lab: 2****Clinical: 0****Credit: 2**

This course covers various aspects of civil and criminal investigation. Topics include locating witnesses, interviewing techniques, obtaining records, sketching and photographing accident scenes, collecting and preserving evidence, and preparation of exhibits for trial. Upon completion, students should be able to locate witnesses, prepare questionnaires, interview witnesses, obtain criminal/motor vehicle/medical/ accident records, sketch scenes, and prepare exhibits.

---

**MACHINING (MAC)****MAC 118 Machine Shop Basic****Prerequisites: None****Corequisites: None****Class: 1****Lab: 3****Clinical: 0****Credit: 2**

This course will introduce the fundamentals of measuring tools, tolerances and the basic set-up and operations of drill presses, lathes, and milling machines. Emphasis is placed on manufacturing standards and procedures used in welding, automotive, and engineering environments. Upon completion, students should be able to use measuring tools, perform basic machine operations, and apply manufacturing standards.

---

**MATHEMATICS (MAT)****MAT 110 Math Measurement & Literacy****Prerequisites: Satisfactory Placement Score or****Take One Set:**

- **Set 1: DMA 010, DMA 020, and DMA 030**
- **Set 2: DMA 025**

**Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results.

---

---

**MAT 121 Algebra/Trigonometry I****Prerequisites: Satisfactory Placement Score or****Take One Set:**

- **Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DMA 060**
- **Set 2: DMA 010, DMA 020, DMA 030, DMA 045, and DMA 060.**
- **Set 3: DMA 025, DMA 040, DMA 050, and DMA 060**
- **Set 4: DMA 025, DMA 045, and DMA 060**

**Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include the properties of plane and solid geometry, area and volume, and basic proportion applications; simplification, evaluation, and solving of algebraic equations and inequalities and radical functions; complex numbers; right triangle trigonometry; and systems of equations. Upon completion, students will be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results.

---

**MAT 143 Quantitative Literacy****Prerequisites: Satisfactory Placement Score or****Take One Set:**

- **Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DRE 098**
- **Set 2: DMA 010, DMA 020, DMA 030, DMA 045, and DRE 098**
- **Set 3: DMA 025, DMA 040, DMA 050, and DRE 098**
- **Set 4: DMA 025, DMA 045, and DRE 098**

**Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course.

---



---

**MAT 152 Statistical Methods I****Prerequisites: Satisfactory Placement Score or Take One Set:**

- Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DRE 098
- Set 2: DMA 010, DMA 020, DMA 030, DMA 045, and DRE 098
- Set 3: DMA 025, DMA 040, DMA 050, and DRE 098
- Set 4: DMA 025, DMA 045, and DRE 098

**Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 4**

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course.

---

**MAT 171 Precalculus Algebra****Prerequisites: Satisfactory Placement Score or Take One Set:**

- Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070, and DMA 080
- Set 2: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DMA 065
- Set 3: DMA 010, DMA 020, DMA 030, DMA 045, DMA 060, DMA 070, and DMA 080
- Set 4: DMA 010, DMA 020, DMA 030, DMA 045, and DMA 065
- Set 5: DMA 025, DMA 040, DMA 050, DMA 060, DMA 070, and DMA 080
- Set 6: DMA 025, DMA 040, DMA 050, and DMA 065
- Set 7: DMA 025, DMA 045, DMA 060, DMA 070, and DMA 080
- Set 8: DMA 025, DMA 045, and DMA 065
- Set 9: MAT 121

**Corequisites: None****Class: 3****Lab: 2****Clinical: 0****Credit: 4**

This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology. This course has

been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.

---

**MAT 172 Precalculus Trigonometry****Prerequisites: MAT 171****Corequisites: None****Class: 3****Lab: 2****Clinical: 0****Credit: 4**

This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.

---

**MAT 263 Brief Calculus****Prerequisites: MAT 171****Corequisites: None****Class: 3****Lab: 2****Clinical: 0****Credit: 4**

This course is designed to introduce concepts of differentiation and integration and their applications to solving problems. Topics include graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.

---

**MAT 271 Calculus I****Prerequisites:** MAT 172**Corequisites:** None**Class:** 3**Lab:** 2**Clinical:** 0**Credit:** 4

This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.

---

**MAT 272 Calculus II****Prerequisites:** MAT 271**Corequisites:** None**Class:** 3**Lab:** 2**Clinical:** 0**Credit:** 4

This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.

---

**MAT 273 Calculus III****Prerequisites:** MAT 272**Corequisites:** None**Class:** 3**Lab:** 2**Clinical:** 0**Credit:** 4

This course is designed to develop the topics of multivariate calculus. Emphasis is placed on multivariate functions, partial derivatives, multiple integration, solid analytical geometry, vector valued functions, and line and surface integrals. Upon completion, students should be able to select and use appropriate models and techniques for finding the solution to multivariate-related problems with and without technology. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Mathematics.

---

---

**MECHANICAL (MEC)****MEC 111 Machine Processes I****Prerequisites:** None**Corequisites:** None**Class:** 1**Lab:** 4**Clinical:** 0**Credit:** 3

This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to manufacture simple parts to specified tolerance.

---

**MEC 130 Mechanisms****Prerequisites:** None**Corequisites:** None**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course introduces the purpose and action of various mechanical devices. Topics include cams, cables, gear trains, differentials, screws, belts, pulleys, shafts, levers, lubricants, and other devices. Upon completion, students should be able to analyze, maintain, and troubleshoot the components of mechanical systems.

---

**MEC 145 Mfg Materials I****Prerequisites:** None**Corequisites:** None**Class:** 2**Lab:** 3**Clinical:** 0**Credit:** 3

This course introduces a variety of manufacturing materials and common processing techniques. Emphasis is placed on the processing, testing, and application of materials such as wood, metals, plastics, ceramics, and composites. Upon completion, students should be able to demonstrate an understanding of fundamental engineering applications for a variety of materials, including their process capabilities and limitations.

---

**MARKETING AND RETAILING (MKT)****MKT 120 Principles of Marketing****Prerequisites:** None**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

---

---

**MKT 121 Retailing**  
**Prerequisites: None**  
**Corequisites: None**  
**Class: 3**  
**Lab: 0**  
**Clinical: 0**  
**Credit: 3**

This course examines the role of retailing in the economy. Topics include the development of present retail structure, functions performed, effective operations, and managerial problems resulting from current economic and social trends. Upon completion, students should be able to demonstrate an understanding of the basic principles of retailing.

---

**MKT 123 Fundamentals of Selling**  
**Prerequisites: None**  
**Corequisites: None**  
**Class: 3**  
**Lab: 0**  
**Clinical: 0**  
**Credit: 3**

This course is designed to emphasize the necessity of selling skills in a modern business environment. Emphasis is placed on sales techniques involved in various types of selling situations. Upon completion, students should be able to demonstrate an understanding of the techniques covered.

---

**MKT 232 Social Media Marketing**  
**Prerequisites: None**  
**Corequisites: None**  
**Class: 3**  
**Lab: 2**  
**Clinical: 0**  
**Credit: 4**

This course is designed to build students' social media marketing skills by utilizing projects that give students hands on experience implementing social media marketing strategies. Topics include integrating different social media technologies into a marketing plan, creating social media marketing campaigns, and applying appropriate social media tools. Upon completion, students should be able to use social media technologies to create and improve marketing efforts for businesses.

---

#### **MAINTENANCE (MNT)**

---

**MNT 111 Maintenance Practices**  
**Prerequisites: None**  
**Corequisites: None**  
**Class: 2**  
**Lab: 2**  
**Clinical: 0**  
**Credit: 3**

This course provides in-depth theory and practical applications relating to predictive and preventive maintenance programs. Emphasis is placed on equipment failure analysis, maintenance management software, and techniques such as vibration and infrared analysis. Upon completion, students should be able to demonstrate an understanding of modern analytical and documentation methods.

---

---

**MNT 165 Mechanical Industrial Systems**  
**Prerequisites: None**  
**Corequisites: None**  
**Class: 1**  
**Lab: 3**  
**Clinical: 0**  
**Credit: 2**

This course covers mechanical components used in industrial machine operations. Emphasis is placed on mechanical drives, belts, gears, couplings, electrical drives, and other related topics. Upon completion, students should be able to demonstrate an understanding of industrial machines and be able to maintain this equipment.

---

**MNT 240 Indust Equip Troubleshoot**  
**Prerequisites: None**  
**Corequisites: None**  
**Class: 1**  
**Lab: 3**  
**Clinical: 0**  
**Credit: 2**

This course covers the various service procedures, tools, instruments, and equipment necessary to analyze and repair typical industrial equipment. Emphasis is placed on electro-mechanical and fluid power equipment troubleshooting, calibration, and repair, including common techniques and procedures. Upon completion, students should be able to troubleshoot and repair industrial equipment.

---

#### **MUSIC (MUS)**

---

**MUS 110 Music Appreciation**  
**Prerequisites: None**  
**Corequisites: None**  
**Class: 3**  
**Lab: 0**  
**Clinical: 0**  
**Credit: 3**

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts. This is a Universal General Education Transfer Component (UGETC) course.

---

---

**MUS 111 Fundamentals of Music****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course is an introductory course for students with little or no music background. Emphasis is placed on music notation, rhythmic patterns, scales, key signatures, intervals, and chords. Upon completion, students should be able to demonstrate an understanding of the rudiments of music. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**MUS 112 Introduction to Jazz****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts. This is a Universal General Education Transfer Component (UGETC) course.

---

**MUS 131 Chorus I****Prerequisites: None****Corequisites: None****Class: 0****Lab: 2****Clinical: 0****Credit: 1**

This course provides an opportunity to gain experience singing in a chorus. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

---

**MUS 132 Chorus II****Prerequisites: MUS 131****Corequisites: None****Class: 0****Lab: 2****Clinical: 0****Credit: 1**

This course provides a continuation of studies begun in MUS 131. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**MUS 151 Class Music I****Prerequisites: None****Corequisites: None****Class: 0****Lab: 2****Clinical: 0****Credit: 1**

This course provides group instruction in skills and techniques of the particular instrument or voice for those with little or no previous experience. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**MUS 152 Class Music II****Prerequisites: MUS 151****Corequisites: None****Class: 0****Lab: 2****Clinical: 0****Credit: 1**

This course is a continuation of MUS 151. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

---

**MUS 231 Chorus III****Prerequisites:** MUS 132**Corequisites:** None**Class:** 0**Lab:** 2**Clinical:** 0**Credit:** 1

This course is a continuation of MUS 132. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**MUS 232 Chorus IV****Prerequisites:** MUS 231**Corequisites:** None**Class:** 0**Lab:** 2**Clinical:** 0**Credit:** 1

This course is a continuation of MUS 231. Emphasis is placed on vocal techniques and the study of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**MUS 251 Class Music III****Prerequisites:** MUS 152**Corequisites:** None**Class:** 0**Lab:** 2**Clinical:** 0**Credit:** 1

This course is a continuation of MUS 152. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**MUS 252 Class Music IV****Prerequisites:** MUS 251**Corequisites:** None**Class:** 0**Lab:** 2**Clinical:** 0**Credit:** 1

This course is a continuation of MUS 251. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**NETWORKING TECHNOLOGY (NET)****NET 110 Networking Concepts****Prerequisites:** None**Corequisites:** None**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course introduces students to the networking field. Topics include network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols.

---

**NET 125 Introduction to Networks****Prerequisites:** None**Corequisites:** None**Class:** 1**Lab:** 4**Clinical:** 0**Credit:** 3

This course introduces the architecture, structure, functions, components, and models of the Internet and computer networks. Topics include introduction to the principles of IP addressing and fundamentals of Ethernet concepts, media, and operations. Upon completion, students should be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.

---

**NET 126 Routing Basics****Prerequisites: None****Corequisites: None****Class: 1****Lab: 4****Clinical: 0****Credit: 3**

This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Emphasis will be placed on the fundamentals of router configuration, managing router software, routing protocol, and access lists. Upon completion, students should have an understanding of routers and their role in WANs, router configuration, routing protocols, TCP/IP, troubleshooting, and ACLs.

---

**NET 175 Wireless Technology****Prerequisites: None****Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course introduces the student to wireless technology and interoperability with different communication protocols. Topics include Wireless Application Protocol (WAP), Wireless Mark-up language (WML), link manager, service discovery protocol, transport layer and frequency band. Upon completion, students should be able to discuss in written and oral form protocols and procedures required for different wireless applications.

---

**NET 225 Routing & Switching I****Prerequisites: None****Corequisites: None****Class: 1****Lab: 4****Clinical: 0****Credit: 3**

This course focuses on advanced IP addressing techniques, intermediate routing protocols, command-line interface configuration of switches, Ethernet switching, VLANs, STP, and VTP. Emphasis will be placed on application and demonstration of skills acquired in pre-requisite courses. Upon completion, students should be able to perform tasks related to VLSM, routing protocols, switching concepts and configuration, STP, VLANs, and VTP.

---

**NET 226 Routing & Switching II****Prerequisites: None****Corequisites: None****Class: 1****Lab: 4****Clinical: 0****Credit: 3**

This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestions problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, and describe the Spanning Tree protocol.

---

**NETWORK OPERATING SYSTEMS (NOS)**

---

**NOS 120 Linus/UNIX Single User****Prerequisites: None****Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles.

---

**NOS 130 Windows Single User****Prerequisites: None****Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration /optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment.

---

**NOS 230 Windows Administration I****Prerequisites:** None**Corequisites:** None**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course covers the installation and configuration of a Windows Server operating system. Emphasis is placed on the basic configuration of core network services, Active Directory and group policies. Upon completion, students should be able to install and configure a Windows Server operating system.

---

**NURSING (NUR)**

---

**NUR 101 Practical Nursing I****Prerequisites:** Admission to the Practical Nursing Program (local)**Corequisites:** None**Class:** 7**Lab:** 6**Clinical:** 6**Credit:** 11

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including assessment, clinical decision making, professional behaviors, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching/learning, safety, ethical principles, legal issues, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

---

**NUR 102 Practical Nursing II****Prerequisites:** NUR 101**Corequisites:** NUR 117 (local)**Class:** 7**Lab:** 0**Clinical:** 9**Credit:** 10

This course is designed to further develop the concepts within the three domains of the individual, nursing, and healthcare. Emphasis is placed on the concepts within each domain including clinical decision making, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching and learning, accountability, safety, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

---

---

**NUR 103 Practical Nursing III****Prerequisites:** NUR 102 (local) and NUR 101**Corequisites:** None**Class:** 6**Lab:** 0**Clinical:** 9**Credit:** 9

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on biophysical and psychosocial concepts, professional behaviors, healthcare systems, health policy, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide safe, quality, and individualized entry level nursing care.

---

**NUR 111 Intro to Health Concepts****Prerequisites:** Admission to the ADN Degree Program (local)**Corequisites:** None**Class:** 4**Lab:** 6**Clinical:** 6**Credit:** 8

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

---

**NUR 112 Health-Illness Concepts****Prerequisites:** BIO 168 (local) and NUR 111**Corequisites:** NUR 117 (local)**Class:** 3**Lab:** 0**Clinical:** 6**Credit:** 5

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, health-wellness-illness, communication, caring interventions, managing care, safety, n, infection, stress/coping quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

---

---

**NUR 113 Family Health Concepts****Prerequisites:** NUR 112, NUR 114, BIO 169, and NUR 117 (local) and NUR 111**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 6**Credit:** 5

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

---

**NUR 114 Holistic Health Concepts****Prerequisites:** NUR 112, BIO 168 (local) and NUR 111**Corequisites:** NUR 117 (local)**Class:** 3**Lab:** 0**Clinical:** 6**Credit:** 5

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

---

**NUR 117 Pharmacology****Prerequisites:** NUR 101 or NUR 111 (local)**Corequisites:** None**Class:** 1**Lab:** 3**Clinical:** 0**Credit:** 2

This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, pharmacokinetics, routes of medication administration, contraindications and side effects. Upon completion, students should be able to compute dosages and administer medication safely.

---

**NUR 211 Health Care Concepts****Prerequisites:** NUR 113 or NUR 214 (local) and NUR 111**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 6**Credit:** 5

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

---

**NUR 212 Health System Concepts****Prerequisites:** NUR 111**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 6**Credit:** 5

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

---

**NUR 213 Complex Health Concepts****Prerequisites:** NUR 212 (local) and NUR 111**Corequisites:** NUR 112, NUR 113, NUR 114, NUR 211, and NUR 212**Class:** 4**Lab:** 3**Clinical:** 15**Credit:** 10

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.



---

**NUR 214 Nursing Transition Concepts**

**Prerequisites:** LPN license and admission in the associate degree transition program (local)

**Corequisites:** None

**Class:** 3

**Lab:** 0

**Clinical:** 3

**Credit:** 4

This course is designed to introduce concepts within the three domains of the individual, healthcare, and nursing as the LPN transitions to the ADN role. Emphasis is placed on the concepts within each domain including evidenced-based practice, quality improvement, communication, safety, interdisciplinary team, clinical decision-making, informatics, assessment, caring, and health-wellness-illness. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

---

**OFFICE SYSTEMS TECHNOLOGY (OST)**

---

**OST 122 Office Computations**

**Prerequisites:** None

**Corequisites:** None

**Class:** 2

**Lab:** 2

**Clinical:** 0

**Credit:** 3

This course covers the keypad touch method using the electronic calculator (10-key) and mathematical functions used in office applications. Topics may include budgets, discounts, purchasing, inventory, and petty cash. Upon completion, students should be able to solve a wide variety of numerical problems commonly encountered in an office setting.

---

**OST 131 Keyboarding**

**Prerequisites:** None

**Corequisites:** None

**Class:** 1

**Lab:** 2

**Clinical:** 0

**Credit:** 2

This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system.

---

**OST 134 Text Entry and Formatting**

**Prerequisites:** OST 131 (local)

**Corequisites:** None

**Class:** 2

**Lab:** 2

**Clinical:** 0

**Credit:** 3

This course is designed to provide skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce documents and key timed writings at speeds commensurate with employability.

---

**OST 136 Word Processing**

**Prerequisites:** None

**Corequisites:** None

**Class:** 2

**Lab:** 2

**Clinical:** 0

**Credit:** 3

This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.

---

**OST 137 Office Applications I**

**Prerequisites:** None

**Corequisites:** None

**Class:** 2

**Lab:** 2

**Clinical:** 0

**Credit:** 3

This course introduces the concepts and functions of software that meets the changing needs of the community. Emphasis is placed on the terminology and use of software through a hands on approach. Upon completion, students should be able to use software in a business environment.

---

**OST 138 Office Applications II**

**Prerequisites:** CIS 110, CIS 111, or OST 137

**Corequisites:** None

**Class:** 2

**Lab:** 2

**Clinical:** 0

**Credit:** 3

This course is designed to improve the proficiency in the utilization of software applications used in business offices through a hands-on approach. Emphasis is placed on in-depth usage of software to create a variety of documents applicable to current business environments. Upon completion, students should be able to master the skills required to design documents that can be customized using the latest software applications.

---

**OST 141 Med Office Terms I**

**Prerequisites:** None

**Corequisites:** None

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course uses a language-structure approach to present the terminology and vocabulary that will be encountered in medical office settings. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in approximately one-half of the systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

---

**OST 142 Med Office Terms II****Prerequisites:** MED 121 or OST 141**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course is a continuation of OST 141 and continues the study, using a language-structure approach, of medical office terminology and vocabulary. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in the remaining systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

---

**OST 148 Medical Ins & Billing****Prerequisites:** None**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course introduces fundamentals of medical insurance and billing. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim.

---

**OST 149 Medical Legal Issues****Prerequisites:** None**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior.

---

**OST 161 Medical Office Procedures****Prerequisites:** None**Corequisites:** None**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course provides instruction on the skills and procedures needed in today's medical office. Topics include medical data entry, medical communications, phone etiquette, use and maintenance of office equipment, inventory control, patient scheduling, and managing the financial aspects of a practice. Upon completion, students should be able to display skills and decision-making abilities essential in the medical office.

---

**OST 164 Office Editing****Prerequisites:** None**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.

---

**OST 184 Records Management****Prerequisites:** None**Corequisites:** None**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.

---

**OST 233 Office Publications Design****Prerequisites:** OST 136**Corequisites:** None**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course provides entry-level skills in using software with desktop publishing capabilities. Topics include principles of page layout, desktop publishing terminology and applications, and legal and ethical considerations of software use. Upon completion, students should be able to design and produce professional business documents and publications.

---

**OST 236 Advanced Word Processing****Prerequisites:** OST 136**Corequisites:** None**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course develops proficiency in the utilization of advanced word/information processing functions. Emphasis is placed on advanced word processing features. Upon completion, students should be able to produce a variety of complex business documents.

---

**OST 247 Procedure Coding****Prerequisites:** MED 121 or OST 141**Corequisites:** None**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility.

---

**OST 248 Diagnostic Coding****Prerequisites:** MED 121 or OST 141**Corequisites:** None**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course provides an in-depth study of diagnostic coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility.

---

**OST 249 Medical Coding Certification Prep****Prerequisites:** OST 247 and OST 248**Corequisites:** None**Class:** 2**Lab:** 3**Clinical:** 0**Credit:** 3

This course provides instruction that will prepare students to sit for a national coding certification exam. Topics include diagnostic and procedural coding. Upon completion, students should be able to sit for various medical coding certification exams.

---

**OST 263 Healthcare Customer Relations****Prerequisites:** OST 148 or HMT 210**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course provides the soft skills necessary for effective communication and maintaining customer satisfaction in healthcare. Emphasis is placed on the importance of positive attitudes, techniques for handling difficult/angry customers, rephrasing blunt communication for better results, and the communication skills required to discuss topics such as insurance and billing issues with the patient and other medical personnel. Upon completion, students should be able to communicate information in a professional manner.

---

**OST 264 Medical Auditing****Prerequisites:** OST 247 and OST 248**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course provides instruction on how to apply regulations and policies to perform medical record audits for provider services. Emphasis is placed on understanding the scope of an audit, statistical sampling methodologies, performing a medical record audit, and compiling data for reports to improve the revenue cycle for healthcare services. Upon completion, students should be able to perform a medical audit.

---

**OST 280 Electronic Health Records****Prerequisites:** CIS 110 or CIS 111 or CIS 137**Corequisites:** None**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course focuses on the use of electronic health records in medical documentation and patient management. Emphasis is placed on creating and maintaining patient medical information, scheduling patient appointments, documenting patient encounters, and billing/insurance claim processing. Upon completion, students should be able to perform the required software tasks following a patient visit from start to finish.

---

**OST 284 Emerging Technologies****Prerequisites:** None**Corequisites:** None**Class:** 1**Lab:** 2**Clinical:** 0**Credit:** 2

This course provides opportunities to explore emerging technologies. Emphasis is placed on identifying, researching, and presenting current technological topics for class consideration and discussion. Upon completion, students should be able to understand the importance of keeping abreast of technological changes that affect the office professional.

---

**OST 286 Professional Development****Prerequisites:** None**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society.

---

**OST 289 Office Administrative Capstone****Prerequisites: Take One Set:**

- Set 1: OST 134 and OST 164 OR
- Set 2: OST 136 and OST 164

**Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course is designed to be a capstone course for the office professional and provides a working knowledge of administrative office procedures. Emphasis is placed on written and oral communication skills, office software applications, office procedures, ethics, and professional development. Upon completion, students should be able to adapt in an office environment.

---

**PHYSICAL EDUCATION (PED)**

---

**PED 110 Fit and Well for Life****Prerequisites: None****Corequisites: None****Class: 1****Lab: 2****Clinical: 0****Credit: 2**

This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness pro-gram based on individual needs, abilities, and interests. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**PED 120 Walking For Fitness****Prerequisites: None****Corequisites: None****Class: 0****Lab: 3****Clinical: 0****Credit: 1**

This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

---

**PED 121 Walk, Jog, Run****Prerequisites: None****Corequisites: None****Class: 0****Lab: 3****Clinical: 0****Credit: 1**

This course covers the basic concepts involved in safely and effectively improving cardiovascular fitness. Emphasis is placed on walking, jogging, or running as a means of achieving fitness. Upon completion, students should be able to understand and appreciate the benefits derived from these activities. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**PED 122 Yoga I****Prerequisites: None****Corequisites: None****Class: 0****Lab: 2****Clinical: 0****Credit: 1**

This course introduces the basic discipline of yoga. Topics include proper breathing, relaxation techniques, and correct body positions. Upon completion, students should be able to demonstrate the procedures of yoga. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**PED 123 Yoga II****Prerequisites: PED 122****Corequisites: None****Class: 0****Lab: 2****Clinical: 0****Credit: 1**

This course introduces more detailed aspects of the discipline of yoga. Topics include breathing and physical postures, relaxation, and mental concentration. Upon completion, students should be able to demonstrate advanced procedures of yoga. This course has been approved for transfer under the CAA as a pre-major and/or elective course requirement.

---

---

## PHILOSOPHY (PHI)

---

### **PHI 210 History of Philosophy**

**Prerequisites:** ENG 111

**Corequisites:** None

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course introduces fundamental philosophical issues through a historical perspective. Emphasis is placed on such figures as Plato, Aristotle, Lao-Tzu, Confucius, Augustine, Aquinas, Descartes, Locke, Kant, Wollstonecraft, Nietzsche, and Sartre. Upon completion, students should be able to identify and distinguish among the key positions of the philosophers studied. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

---

### **PHI 240 Introduction to Ethics**

**Prerequisites:** ENG 111

**Corequisites:** None

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

---

## PHYSICS (PHY)

---

### **PHY 110 Conceptual Physics**

**Prerequisites:** None

**Corequisites:** PHY 110A (local)

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences. This is a Universal General Education Transfer Component (UGETC) course.

---

---

### **PHY 110A Conceptual Physics Lab**

**Prerequisites:** None

**Corequisites:** PHY 110

**Class:** 0

**Lab:** 2

**Clinical:** 0

**Credit:** 1

This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences. This is a Universal General Education Transfer Component (UGETC) course.

---

### **PHY 131 Physics - Mechanics**

**Prerequisites:** MAT 121 or MAT 171

**Corequisites:** None

**Class:** 3

**Lab:** 2

**Clinical:** 0

**Credit:** 4

This algebra/trigonometry-based course introduces fundamental physical concepts as applied to engineering technology fields. Topics include systems of units, problem-solving methods, graphical analysis, vectors, motion, forces, Newton's laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to apply the principles studied to applications in engineering technology fields.

---

### **PHY 251 General Physics I**

**Prerequisites:** MAT 271

**Corequisites:** MAT 272

**Class:** 3

**Lab:** 3

**Clinical:** 0

**Credit:** 4

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.

---

---

**PHY 252 General Physics II****Prerequisites: MAT 272 and PHY 251****Corequisites: None****Class: 3****Lab: 3****Clinical: 0****Credit: 4**

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.

---

**POLITICAL SCIENCE (POL)****POL 120 American Government****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course is a study of the origins, development, structure, and functions of American government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy process. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

---

---

**PSYCHOLOGY (PSY)****PSY 150 General Psychology****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

---

**PSY 237 Social Psychology****Prerequisites: PSY 150 or SOC 210****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course introduces the study of individual behavior within social contexts. Topics include affiliation, attitude formation and change, conformity, altruism, aggression, attribution, interpersonal attraction, and group behavior. Upon completion, students should be able to demonstrate an understanding of the basic principles of social influences on behavior. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences.

---

**PSY 241 Developmental Psychology****Prerequisites: PSY 150****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences.

---

---

**PSY 281 Abnormal Psychology****Prerequisites:** PSY 150**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns, as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences.

---

**RELIGION (REL)****REL 110 World Religions****Prerequisites:** None**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course introduces the world's major religious traditions. Topics includes Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

---

**REL 211 Intro to Old Testament****Prerequisites:** None**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

---

---

**REL 212 Intro to New Testament****Prerequisites:** None**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

---

**INFORMATION SYSTEMS SECURITY (SEC)****SEC 110 Security Concepts****Prerequisites:** None**Corequisites:** None**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.

---

**SEC 160 Security Administration I****Prerequisites:** Take One Set:

- Set 1: SEC 110 and NET 110
- Set 2: SEC 110 and NET 125

**Corequisites:** None**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course provides an overview of security administration and fundamentals of designing security architectures. Topics include networking technologies, TCP/IP concepts, protocols, network traffic analysis, monitoring, and security best practices. Upon completion, students should be able to identify normal network traffic using network analysis tools and design basic security defenses.

---

## SOCIOLOGY (SOC)

---

### **SOC 210 Introduction to Sociology**

**Prerequisites:** None

**Corequisites:** None

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

---

### **SOC 213 Sociology of the Family**

**Prerequisites:** None

**Corequisites:** None

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.

---

## SPANISH (SPA)

### **SPA 111 Elementary Spanish I**

**Prerequisites:** None

**Corequisites:** SPA 181 (local)

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

---

---

### **SPA 112 Elementary Spanish II**

**Prerequisites:** SPA 181 (local) and SPA 111

**Corequisites:** SPA 182 (local)

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

---

### **SPA 120 Spanish for the Workplace**

**Prerequisites:** None

**Corequisites:** None

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course offers applied Spanish for the workplace to facilitate basic communication with people whose native language is Spanish. Emphasis is placed on oral communication and career-specific vocabulary that targets health, business, and/or public service professions. Upon completion, students should be able to communicate at a functional level with native speakers and demonstrate cultural sensitivity.

---

### **SPA 141 Culture and Civilization**

**Prerequisites:** None

**Corequisites:** None

**Class:** 3

**Lab:** 0

**Clinical:** 0

**Credit:** 3

This course provides an opportunity to explore issues related to the Hispanic world. Topics include historical and current events, geography, and customs. Upon completion, students should be able to identify and discuss selected topics and cultural differences related to the Hispanic world. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---



---

**SPA 161 Cultural Immersion****Prerequisites:** SPA 181 (local) and SPA 111**Corequisites:** None**Class:** 2**Lab:** 3**Clinical:** 0**Credit:** 3

This course explores Hispanic culture through intensive study on campus and field experience in a host country or area. Topics include an overview of linguistic, historical, geographical, sociopolitical, economic, and/or artistic concerns of the area visited. Upon completion, students should be able to exhibit first-hand knowledge of issues pertinent to the host area and demonstrate understanding of cultural differences. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**SPA 181 Spanish Lab I****Prerequisites:** None**Corequisites:** SPA 111 (local)**Class:** 0**Lab:** 2**Clinical:** 0**Credit:** 1

This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**SPA 182 Spanish Lab II****Prerequisites:** SPA 181 (local) and SPA 111**Corequisites:** SPA 112 (local)**Class:** 0**Lab:** 2**Clinical:** 0**Credit:** 1

This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**SPA 211 Intermediate Spanish I****Prerequisites:** SPA 182 (local) and SPA 112**Corequisites:** SPA 281 (local)**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

---

**SPA 212 Intermediate Spanish II****Prerequisites:** SPA 281 (local) and SPA 211**Corequisites:** SPA 282 (local)**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

---

**SPA 215 Spanish Phonetics/Structure****Prerequisites:** None**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course is designed to improve the understanding of Spanish phonetics and the structure of the Spanish language. Topics include the structure of the Spanish language, phonology, morphology, and syntax. Upon completion, students should have an understanding of the phonetics and structure of the Spanish language and be able to contrast the structure of the Spanish and English languages.

---

**SPA 221 Spanish Conversation****Prerequisites:** SPA 282 (local) and SPA 212**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course provides an opportunity for intensive communication in spoken Spanish. Emphasis is placed on vocabulary acquisition and interactive communication through the discussion of media materials and authentic texts. Upon completion, students should be able to discuss selected topics, express ideas and opinions clearly, and engage in formal and informal conversations. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**SPA 231 Reading and Composition****Prerequisites:** SPA 282 (local) and SPA 212**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course provides an opportunity for intensive reading and composition in Spanish. Emphasis is placed on the use of literary and cultural materials to enhance and expand reading and writing skills. Upon completion, students should be able to demonstrate in writing an in-depth understanding of assigned readings. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**SPA 281 Spanish Lab 3****Prerequisites:** SPA 112 (local) and SPA 182**Corequisites:** SPA 211 (local)**Class:** 0**Lab:** 2**Clinical:** 0**Credit:** 1

This course provides an opportunity to enhance the review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

---

**SPA 282 Spanish Lab 4****Prerequisites:** SPA 211 (local) and SPA 281**Corequisites:** SPA 212 (local)**Class:** 0**Lab:** 2**Clinical:** 0**Credit:** 1

This course provides an opportunity to enhance the review and expansion of the essential skills of the Spanish language. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**SPANISH INTERPRETER (SPI)****SPI 113 Intro to Spanish Interpreting****Prerequisites:** None**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course introduces the field of interpreting, interpretation models, cognitive processes associated with interpretation, professional ethical standards, employment opportunities, and working conditions. Topics include specialized jargon, code of ethics, interpreter assessments/qualifications, and protocol associated with various settings. Upon completion, students should be able to explain the rationale for placement of interpreters and apply ethical standards to a variety of working situations.

---

**SPI 114 Ana. Skills Spanish Inter.****Prerequisites:** SPI 113 (local)**Corequisites:** None**Class:** 3**Lab:** 0**Clinical:** 0**Credit:** 3

This course is designed to improve cognitive processes associated with interpreting, listening, short-term memory, semantic equivalence, visual/auditory processing, thought organization and logic. Emphasis is placed on developing skills necessary to generate equivalent messages between Spanish and English. Upon completion, students should be able to consecutively interpret non-technical, interactive messages between Spanish and English.

---

---

**SPI 213 Review of Grammar****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course is designed to review the common elements of Spanish grammar in oral and written form. Emphasis is placed on the fundamental grammatical concepts of the Spanish language. Upon completion, students should be able to demonstrate comprehension and correct usage of specified grammatical concepts in both oral and written form.

---

**SPI 214 Intro to Translation****Prerequisites: None****Corequisites: None****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course is designed to improve the quality of Spanish to English and English to Spanish translation. Emphasis is placed on the practice of Spanish to English and English to Spanish translation in a variety of prose styles. Upon completion, students should be able to demonstrate the usage and understanding of the processes involved in translating.

---

**SURGERY (SUR)****SUR 110 Intro to Surg Tech****Prerequisites: Admission to Surgical Technology Program (local)****Corequisites: BIO 163 (local), SUR 111****Class: 3****Lab: 0****Clinical: 0****Credit: 3**

This course provides a comprehensive study of peri-operative care, patient care concepts, and professional practice concepts within the profession of surgical technology. Topics include: introductory concepts, organizational structure and relationships, legal, ethical and moral issues, medical terminology, pharmacology, anesthesia, wound healing management concepts, and the technological sciences. Upon completion, students should be able to apply theoretical knowledge of the course topics to the practice of surgical technology.

---

---

**SUR 111 Periop Patient Care****Prerequisites: Admission to Surgical Technology Program (local)****Corequisites: BIO 163 (local), SUR 110****Class: 5****Lab: 6****Clinical: 0****Credit: 7**

This course provides the surgical technology student the theoretical knowledge required to function in the pre-operative, intra-operative, and post-operative role. Topics include asepsis, disinfection and sterilization, physical environment, instrumentation, equipment, peri-operative patient care, and peri-operative case management. Upon completion, students should be able to apply the principles and practice of the peri-operative team member to the operative environment.

---

**SUR 122 Surgical Procedures I****Prerequisites: SUR 110 and SUR 111****Corequisites: SUR 123 OR STP 101****Class: 5****Lab: 3****Clinical: 0****Credit: 6**

This course provides an introduction to selected basic and intermediate surgical specialties that students are exposed to the first clinical rotation. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics to the clinical operative environment.

---

**SUR 123 Sur Clinical Practice I****Prerequisites: SUR 110 and SUR 111****Corequisites: SUR 122****Class: 0****Lab: 0****Clinical: 21****Credit: 7**

This course provides clinical experience with a variety of perioperative assignments to build upon skills learned in SUR 111. Emphasis is placed on the scrub and circulating roles of the surgical technologist, including aseptic technique and basic case preparation for selected surgical procedures. Upon completion, students should be able to prepare, assist with, and dismantle basic surgical cases in both the scrub and circulating roles.

---

---

**SUR 134 Surgical Procedures II****Prerequisites:** SUR 122 (local) and SUR 123**Corequisites:** SUR 135 and SUR 137 (local)**Class:** 5**Lab:** 0**Clinical:** 0**Credit:** 5

This course provides a comprehensive study of intermediate and advanced surgical specialties that students are exposed to in the second clinical rotation. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics to the clinical operative environment.

---

**SUR 135 Sur Clinical Practice II****Prerequisites:** SUR 122 (local) and SUR 123**Corequisites:** SUR 137 (local) and SUR 134**Class:** 0**Lab:** 0**Clinical:** 12**Credit:** 4

This course provides clinical experience with a variety of perioperative assignments to build skills required for complex perioperative patient care. Emphasis is placed on greater technical skills, critical thinking, speed, efficiency, and autonomy in the operative setting. Upon completion, students should be able to function in the role of an entry-level surgical technologist.

---

**SUR 137 Prof and Success Prep****Prerequisites:** SUR 122 and SUR 123 (local)**Corequisites:** SUR 134 and SUR 135 (local)**Class:** 1**Lab:** 0**Clinical:** 0**Credit:** 1

This course provides employability skills and an overview of theoretical knowledge in preparation for certification. Topics include test-taking strategies, resume preparation, interviewing strategies, communication skills, and teamwork concepts. Upon completion, students should be able to prepare a resume, demonstrate appropriate interview techniques, and identify strengths and weaknesses in preparation for certification.

---

**SUR 210 Advanced SUR Clinical Practices****Prerequisites:** SUR 137 (local)**Corequisites:** SUR 211 (local)**Class:** 0**Lab:** 0**Clinical:** 6**Credit:** 2

This course is designed to provide individualized experience in advanced practice, education, circulating, and managerial skills. Emphasis is placed on developing and demonstrating proficiency in skills necessary for advanced practice. Upon completion, students should be able to assume leadership roles in a chosen specialty area.

---

**SUR 211 Adv Theoretical Concepts****Prerequisites:** SUR 137 (local)**Corequisites:** SUR 210 (local)**Class:** 2**Lab:** 0**Clinical:** 0**Credit:** 2

This course covers theoretical knowledge required for extension of the surgical technologist role. Emphasis is placed on advanced practice in complex surgical specialties, educational methodologies, and managerial skills. Upon completion, students should be able to assume leadership roles in a chosen specialty area.

---

**TRANSPORTATION TECHNOLOGY (TRN)****TRN 110 Intro to Transportation Technology****Prerequisites:** None**Corequisites:** None**Class:** 1**Lab:** 2**Clinical:** 0**Credit:** 2

This course covers workplace safety, hazardous materials, environmental regulations, hand tools, service information, basic concepts, vehicle systems, and common transportation industry terminology. Topics include familiarization with major vehicle systems, proper use of various hand and power tools, material safety data sheets, and personal protective equipment. Upon completion, students should be able to demonstrate appropriate safety procedures, identify and use basic shop tools, and describe government regulations regarding transportation repair facilities.

---

**TRN 120 Basic Transp Electricity****Prerequisites:** None**Corequisites:** None**Class:** 4**Lab:** 3**Clinical:** 0**Credit:** 5

This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.

---

**TRN 130 Intro to Sustainable Transp****Prerequisites:** None**Corequisites:** None**Class:** 2**Lab:** 2**Clinical:** 0**Credit:** 3

This course provides an overview of alternative fuels and alternative fuel vehicles. Topics include composition and use of alternative fuels including compressed natural gas, biodiesel, ethanol, hydrogen, and synthetic fuels, hybrid/electric, and vehicles using alternative fuels. Upon completion, students should be able to identify alternative fuel vehicles, explain how each alternative fuel delivery system operates, and perform minor repairs.

---

**TRN 140 Transp Climate Control****Prerequisites: None****Corequisites: TRN 140A (local)****Class: 1****Lab: 2****Clinical: 0****Credit: 2**

This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis and repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to diagnose and repair vehicle climate control systems.

---

**TRN 140 Transp Climate Control Lab****Prerequisites: None****Corequisites: TRN 140****Class: 1****Lab: 2****Clinical: 0****Credit: 2**

This course provides experiences for enhancing student skills in the diagnosis and repair of transportation climate control systems. Emphasis is placed on reclaiming, recovery, recharging, leak detection, climate control components, diagnosis, air conditioning equipment, tools and safety. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information.

---

**TRN 145 Adv Transp Electronics****Prerequisites: TRN 120****Corequisites: None****Class: 2****Lab: 3****Clinical: 0****Credit: 3**

This course covers advanced transportation electronic systems including programmable logic controllers, on-board data networks, telematics, high voltage systems, navigation, collision avoidance systems and electronic accessories. Topics include interpretation of wiring schematics, reprogramming PLCs, diagnosing and testing data networks and other electronic concerns. Upon completion, students should be able to reprogram PLCs, diagnose and test data networks and other electronic concerns, and work safely with high voltage systems.

---

**TRN 170 PC Skills for Transp****Prerequisites: None****Corequisites: None****Class: 1****Lab: 2****Clinical: 0****Credit: 2**

This course introduces students to personal computer literacy and Internet literacy with an emphasis on the transportation service industry. Topics include service information systems, management systems, computer-based systems, and PC-based diagnostic equipment. Upon completion, students should be able to access information pertaining to transportation technology and perform word processing.

---

**WORK-BASED LEARNING (WBL)**

---

**WBL 110 World of Work****Prerequisites: None****Corequisites: None****Class: 1****Lab: 0****Clinical: 0****Credit: 1**

This course covers basic knowledge necessary for gaining and maintaining employment. Topics include job search skills, work ethic, meeting employer expectations, workplace safety, and human relations. Upon completion, students should be able to successfully make the transition from school to work.

---

**WBL 111 Work-Based Learning I****Prerequisites: None****Corequisites: None****Class: 0****Lab: 10****Clinical: 0****Credit: 1**

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

---

**WBL 112 Work-Based Learning I****Prerequisites: None****Corequisites: None****Class: 0****Lab: 0****Clinical: 20****Credit: 2**

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

---

**WBL 115 Work-Based Learning Seminar I****Prerequisites: None****Corequisites: Take One: WBL 111, WBL 112, WBL 113, OR WBL 114****Class: 1****Lab: 0****Clinical: 0****Credit: 1**

Work-based learning seminar will be tailored to fit the student needs within the specific curriculum.

---

**WBL 121 Work-Based Learning II****Prerequisites: None****Corequisites: None****Class: 0****Lab: 10****Clinical: 0****Credit: 1**

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

---

**WBL 131 Work-Based Learning III****Prerequisites: None****Corequisites: None****Class: 0****Lab: 10****Clinical: 0****Credit: 1**

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

---

**WELDING (WLD)**

---

**WLD 110 Cutting Processes****Prerequisites: None****Corequisites: None****Class: 1****Lab: 3****Clinical: 0****Credit: 2**

This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.

---

---

**WLD 115 SMAW (Stick) Plate****Prerequisites: None****Corequisites: None****Class: 2****Lab: 9****Clinical: 0****Credit: 5**

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

---

**WLD 116 SMAW (Stick) Plate/Pipe****Prerequisites: WLD 115****Corequisites: None****Class: 1****Lab: 9****Clinical: 0****Credit: 4**

This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions.

---

**WLD 117 Industrial SMAW****Prerequisites: WLD 115 (local)****Corequisites: None****Class: 1****Lab: 4****Clinical: 0****Credit: 3**

This course introduces the SMAW (stick) process for joining carbon steel components for industrial applications. Topics include padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, student should be able to safely perform SMAW fillet and groove welds on carbon steel plate with prescribed electrodes.

---

**WLD 121 GMAW (MIG) FCAW/Plate****Prerequisites: None****Corequisites: None****Class: 2****Lab: 6****Clinical: 0****Credit: 4**

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.

---

---

**WLD 131 GTAW (TIG) Plate****Prerequisites: None****Corequisites: None****Class: 2****Lab: 6****Clinical: 0****Credit: 4**

This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.

---

**WLD 132 GTAW (TIG) Plate/Pipe****Prerequisites: WLD 131****Corequisites: None****Class: 1****Lab: 6****Clinical: 0****Credit: 3**

This course is designed to enhance skills with the gas tungsten arc (TIG) welding process. Topics include setup, joint preparation, and electrode selection with emphasis on manipulative skills in all welding positions on plate and pipe. Upon completion, students should be able to perform GTAW welds with prescribed electrodes and filler materials on various joint geometry.

---

**WLD 141 Symbols & Specifications****Prerequisites: None****Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

---

**WLD 151 Fabrication I****Prerequisites: None****Corequisites: None****Class: 2****Lab: 6****Clinical: 0****Credit: 4**

This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, cutting, joining techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment.

---

---

**WLD 261 Certification Practices****Prerequisites: WLD 115, WLD 121, and WLD 131****Corequisites: None****Class: 1****Lab: 3****Clinical: 0****Credit: 2**

This course covers certification requirements for industrial welding processes. Topics include techniques and certification requirements for prequalified joint geometry. Upon completion, students should be able to perform welds on carbon steel plate and/or pipe according to applicable codes.

---

**WLD 262 Inspection & Testing****Prerequisites: None****Corequisites: None****Class: 2****Lab: 2****Clinical: 0****Credit: 3**

This course introduces destructive and non-destructive testing methods. Emphasis is placed on safety, types and methods of testing, and the use of testing equipment and materials. Upon completion, students should be able to understand and/or perform a variety of destructive and non-destructive testing processes.

---

## INDEX

<b>A</b>	
ACADEMIC ADVISING.....	75
ACADEMIC CALENDARS.....	13
ACADEMIC COUNSELING.....	65
ACADEMIC DISHONESTY.....	94
ACADEMIC FORGIVENESS POLICY.....	81
ACADEMIC HONORS.....	75
ACADEMIC INFORMATION.....	75
ACADEMIC MISCONDUCT.....	94
ACADEMIC POLICIES.....	81
ACADEMIC PROBATION.....	79
ACADEMIC WARNING.....	79
ACCOMMODATIONS FOR PLACEMENT TESTING.....	46
ADDING A SECOND PROGRAM OF STUDY (DOUBLE-MAJOR).....	66
ADMINISTRATION.....	15
ADMINISTRATION SUPPORT.....	15
ADMINISTRATIVE SUPPORT STAFF.....	16
ADMISSIONS.....	29
ADMISSIONS COUNSELING.....	65
ADMISSIONS PROCESS.....	29
ADVANCED PLACEMENT EXAMS.....	44
ALLIED HEALTH ADMISSIONS POLICIES.....	32
ANNUAL CRIME STATISTICS REPORT.....	88
ASSOCIATE DEGREE NURSING (ADN) FALL 2018 ADMISSIONS POLICY.....	33
ATTENDANCE POLICIES.....	81
AUDIT POLICY.....	82
<b>B</b>	
BOARD OF TRUSTEES.....	3
BOOK BUY BACK.....	71
BOOKSTORE.....	71
<b>C</b>	
CAMPUS SAFETY.....	88
CAMPUS SECURITY.....	71
CAREER AND COLLEGE PROMISE (CCP).....	43
CAREER SERVICES.....	66
CHANGING A PROGRAM OF STUDY.....	65
CHILD CARE ASSISTANCE.....	72
CHILDREN ON CAMPUS.....	90
CLOSING AND DELAYS.....	104
CODE OF CONDUCT AND CIVILITY.....	93
COLLEGE CREDIT FOR HIGH SCHOOL STUDENTS.....	43
COLLEGE LEVEL ENTRY PLACEMENT (CLEP).....	44
COLLEGE PERSONNEL.....	15
COLLEGE SUCCESS COURSES.....	73
COMPUTER/INTERNET USAGE POLICIES.....	91
CONTINUING EDUCATION.....	16, 75
CONTINUING EDUCATION TO CURRICULUM CREDIT.....	85
CONTINUING EDUCATION TUITION REFUNDS.....	63
COUNSELING SERVICES.....	65
COURSE LOAD.....	83
COURSE PREREQUISITE/COREQUISITE POLICY.....	83
COURSE REPEAT POLICY.....	84
COURSE SUBSTITUTIONS.....	84
COURSE/CURRICULUM DISMISSAL.....	83
CREDIT BY CREDENTIAL.....	84
CREDIT BY EXAMINATION.....	84
CRIMINAL RECORD CONSIDERATIONS.....	45
CURRICULUM COURSE DESCRIPTIONS.....	162
CURRICULUM FACULTY.....	17
CURRICULUM SUPPORT.....	20
CURRICULUM TUITION REFUNDS.....	63
<b>D</b>	
DEAN'S LIST.....	75
DEVELOPMENTAL COURSE PLACEMENT.....	45
DEVELOPMENTAL COURSEWORK.....	50
DEVELOPMENTAL EDUCATION.....	76
DIRECT LOAN PROCESS.....	55
DISABILITY SERVICES.....	66
DISCIPLINARY PROCEDURES.....	98
DISCIPLINARY SANCTIONS.....	97
DISTANCE LEARNING.....	77
DROP PROCEDURE/TUITION REFUND POLICIES.....	85
DRUG FREE CAMPUS AND ALCOHOL POLICY.....	101
DUE PROCESS APPEALS.....	99
<b>E</b>	
EARLY ALERT REFERRAL SYSTEM (EARS).....	72
ELECTRONIC DEVICES POLICY.....	102
ELECTRONIC SIGNATURE POLICY.....	102
ELIGIBILITY REQUIREMENTS FOR HIGH SCHOOL STUDENTS.....	43
EMAIL.....	74
EMERGENCY CALLS AND MESSAGES.....	102
EMERGENCY RESPONSE AND EVACUATION.....	89
EMERGENCY/TEXTBOOK LOANS.....	72
ENROLLMENT VERIFICATION.....	76
EQUAL OPPORTUNITY STATEMENT.....	24
<b>F</b>	
FEDERAL PELL GRANT PROGRAM.....	52
FEES AND EXPENSES.....	61
FERPA AND RELEASE OF INFORMATION.....	69
FINANCIAL AID.....	49
FINANCIAL AID APPEAL PROCESS.....	52
FINANCIAL AID ELIGIBILITY.....	50
FINANCIAL AID APPLICATION PROCESS.....	49
FINANCIAL AID TYPES.....	52
FINANCIAL INFORMATION.....	61
FOUNDATION.....	24
FREE SPEECH AND PUBLIC ASSEMBLY.....	103
<b>G</b>	
GENERAL EDUCATION COMPETENCIES AND OUTCOMES.....	28
GENERAL INFORMATION.....	23
GI BILL.....	57
GRADE APPEALS.....	86
GRADE REPORTS/CORRECTIONS.....	87
GRADING SCALES.....	77
GRADING SYSTEM.....	77
GRADUATION HONORS AND AWARDS.....	75
GRANTS.....	52
GRIEVANCE POLICIES.....	103
<b>H</b>	
HALF TUITION LOANS.....	72
HARASSMENT POLICY.....	101
HIGH SCHOOL PERFORMANCE.....	45
HISTORY.....	24
HYBRID (HY) ATTENDANCE.....	82
HYBRID COURSES.....	76



<b>I</b>	
INCLEMENT WEATHER POLICY.....	104
INCOMPLETE GRADES.....	87
INDEPENDENT STUDY.....	87
INSTITUTIONAL PLANNING AND RESEARCH.....	25
INTERNATIONAL STUDENTS AND PERMANENT RESIDENTS .....	30

<b>L</b>	
LATE ENTRY.....	87
LIBRARY.....	73
LITERATURE DISTRIBUTION AND BULLETIN BOARDS.....	105
LOANS.....	54
LOCATION AND FACILITIES.....	25
LOST AND FOUND.....	105

<b>M</b>	
MAINTENANCE AND CUSTODIAL SERVICES.....	22
MILITARY READMISSION AND COURSE COMPLETION.....	47
MILITARY REFUNDS.....	64
MISSION.....	26
MOODLE.....	76

<b>N</b>	
NCCCS PERFORMANCE MEASURES.....	27
NON-ACADEMIC MISCONDUCT.....	95
NURSING PROGRAM CRIMINAL BACKGROUND CHECKS AND DRUG SCREENING.....	32

<b>O</b>	
ONLINE (NT) ATTENDANCE.....	81
ONLINE COURSES.....	76
ORIENTATION.....	73
OUT OF STATE TUITION WAIVERS.....	47
OUTSTANDING CHARGES OR LOANS.....	62

<b>P</b>	
PAYMENT AND DISBURSEMENT OF FINANCIAL AID FUNDS .....	57
PAYMENT POLICIES.....	62
PENALTIES FOR ACADEMIC DISHONESTY.....	97
PENALTIES FOR NON-ACADEMIC MISCONDUCT.....	97
PERSONAL COUNSELING.....	66
PLACEMENT AND ASSESSMENT.....	45
PLACEMENT TEST WAIVER.....	47
PLACEMENT TESTING.....	46
POLICIES AND PROCEDURES.....	88
PRACTICAL NURSING (PN) FALL 2018 ADMISSIONS POLICY .....	37
PRESIDENT'S LIST.....	75
PROCTORING.....	77
PROGRAMS OF STUDY.....	110

<b>R</b>	
READMISSION TO THE COLLEGE.....	31
RECOMMENDED COMPUTER REQUIREMENTS.....	77
REFUND FOR FEES.....	63
REGISTRATION.....	68
REINSTATEMENT TO CLASS.....	88
RELIGIOUS OBSERVANCE POLICY.....	82

RESIDENCY.....	47
RESOURCES AND SERVICES.....	71
RETENTION OF RECORDS.....	70
RETEST POLICY.....	46

<b>S</b>	
SATISFACTORY ACADEMIC PROGRESS.....	79
SCHEDULE ADJUSTMENT.....	68
SCHOLARSHIPS.....	56
SELECTING A PROGRAM OF STUDY.....	65
SMOKING.....	109
SPECIAL CREDIT STUDENTS.....	31
STANDARDIZED TEST SCORES.....	46
STANDARDS FOR ACADEMIC PROGRESS.....	79
STANDARDS OF ACADEMIC PROGRESS FOR FINANCIAL AID .....	51
STARS CENTER.....	73
STUDENT ACCIDENTS AND ACCIDENT INSURANCE.....	106
STUDENT CLUBS AND ORGANIZATIONS.....	107
STUDENT DEVELOPMENT.....	65
STUDENT EMAIL.....	74
STUDENT HOUSING.....	74
STUDENT ID NUMBERS/CARDS.....	107
STUDENT LOUNGE.....	74
STUDENT PARTICIPATION IN COLLEGE GOVERNANCE.....	107
STUDENT RECORDS.....	68
STUDENT RIGHT TO KNOW ACT.....	28
SURGICAL TECHNOLOGY FALL 2018 ADMISSIONS POLICY	39

<b>T</b>	
TEXTBOOK REFUNDS.....	64
TIMELY WARNINGS.....	90
TITLE IX & SEXUAL HARASSMENT.....	108
TOBACCO USE POLICY.....	109
TRANSCRIPTS.....	70
TRANSFER STUDENTS.....	31
TRANSFER TO SENIOR COLLEGES AND UNIVERSITIES.....	79
TRANSITION PROGRAM – LICENSED PRACTICAL NURSE (LPN) TO REGISTERED NURSE (RN) SUMMER 2018 ADMISSIONS POLICY.....	35
TRIO ACADEMIC SUPPORT.....	70
TUTORING.....	73

<b>U</b>	
UNDOCUMENTED IMMIGRANTS.....	32
UPWARD BOUND.....	71

<b>V</b>	
VETERANS AFFAIRS.....	57
VETERANS CHOICE ACT.....	48

<b>W</b>	
WCC FOUNDATION.....	3
WEAPONS ON CAMPUS.....	90
WILSON ACADEMY OF APPLIED TECHNOLOGY (WAAT) .....	43
WILSON EARLY COLLEGE ACADEMY (WECA).....	43
WITHDRAWAL FROM THE COLLEGE.....	88
WORK BASED LEARNING.....	80
WORKSHOPS.....	73

# WILSON COMMUNITY COLLEGE

Post Office Box 4305, 902 Herring Avenue, Wilson, NC 27893  
(252) 291-1195 • [wilsoncc.edu](http://wilsoncc.edu) • [admissions@wilsoncc.edu](mailto:admissions@wilsoncc.edu)