



WILSON COMMUNITY

C O L L E G E



2016 - 2017

Catalog



WILSON COMMUNITY COLLEGE

2016-2017

CATALOG

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EQUAL OPPORTUNITY INSTITUTION

A MESSAGE FROM OUR PRESIDENT

THE WILSON COMMUNITY COLLEGE FAMILY WELCOMES YOU!

In the shade of the crepe myrtles that line Herring Avenue or in the comfortable cool of DelMastro Auditorium, in the brilliant light of a plasma cutter on Lee Campus or in the soft glow of a laptop on your kitchen table - 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*

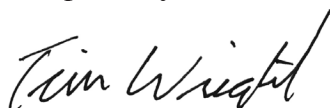
Further, did you know that

- *These days, almost half of all United States bachelor's degree graduates attended a community college?*
- *If you complete at least one year at Wilson Community College, you have a much better chance of being accepted at a university than if you applied straight out of high school?*
- *If you took at least a year of college transfer courses at Wilson Community College recently, you had a 92% chance of success in your first year at a university?*
- *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 and most important priority. If you are a prospective student, please 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, EdD
President



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CALENDAR

2016-2017 INSTRUCTIONAL (CURRICULUM) CALENDAR

FALL SEMESTER - 2016

Tuesday, August 16-17	Registration
Thursday, August 18	First Day of Class
Thursday-Monday, August 18-22	Administrative Schedule Adjustment
Monday, August 29	Last Day to Request Refund
Monday, September 5	Labor Day Holiday (College closed)
Thursday and Friday, October 13-14	Fall Break-No Curriculum
Wednesday, October 26	Last Day to Drop Without Academic Penalty
Monday-Friday, November 7-11 and November 14-18	Spring Semester Early Registration
Thursday and Friday, November 24-25	Thanksgiving Holiday (College closed)
Friday, December 16	Last Day of Class

SPRING SEMESTER - 2017

Wednesday, January 4-5	Registration
Friday, January 6	First Day of Class
Friday, Monday-Tuesday, January 6, 9, 10	Administrative Schedule Adjustment
Monday, January 16	Martin Luther King Holiday (College closed)
Wednesday, January 18	Last Day to Request Refund
Monday-Friday, March 6-10	Spring Break-No Curriculum Classes
Friday, March 24	Last Day to Drop Without Academic Penalty
Monday-Friday, April 3-7 and April 10-13	Summer Sem. Early Registration
Friday, April 14	Holiday (College closed)
Monday, May 8	Last Day of Class
Friday, May 19	Graduation

SUMMER SEMESTER - 2017

Wednesday, May 17	Registration
Thursday, May 18	First Day of Class
Thursday and Monday, May 18 and 22	Administrative Schedule Adjustment
Wednesday, May 24	Last Day to Request Refund
Monday, May 29	Memorial Day Holiday (College closed)
Thursday, June 29	Last Day to Drop Without Academic Penalty
Tuesday, July 4	Independence Day Holiday (College closed)
Wednesday and Thursday, July 5 and 6	No Curriculum Classes
Monday-Thursday, July 10-13 and July 17-20	Fall Semester Early Registration
Wednesday, August 2	Last Day of Class

NOTE: For energy saving purposes the College will be closed on Fridays May 12 - August 11.

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ABOUT THE COLLEGE

CATALOG INTRODUCTION

This catalog is designed to serve primarily as a reference guide to Wilson Community College. It describes educational programs, admissions requirements and procedures, facilities, student activities, student development, and College personnel.

Material contained herein is subject to change without notice and should not be regarded as a binding obligation on the College or State. Changes in the policy of the North Carolina State Board of Community Colleges, the North Carolina Community College System, or in local conditions may make some alterations necessary in curricula, fees, and other areas. Every effort will be made to minimize the inconveniences such changes might create for students.

CATALOG ADDENDA

Occasionally, it becomes necessary to change College policies and procedures during an academic year. When such changes would necessitate changes to the College catalog and/or Student Handbook, those changes will be announced and disseminated on the College website at www.wilsoncc.edu.

LOCATION

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.

HOURS OF OPERATION

The College's normal hours of operation are 7:30 a.m. - 10:00 p.m. Monday through Thursday and 7:30 a.m. - 3:00 p.m. on Fridays during the fall and spring semesters. During the summer semester, the College schedule varies and the College may be 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 offices are staffed Monday, Wednesday, and Thursday from 7:30 a.m. - 5:00 p.m.; 7:30 a.m. - 7:00 p.m. on Tuesdays; and 7:30 a.m. - 3:00 p.m. on Fridays for the fall and spring semesters. For the summer semester, the College operates on a four-day schedule and is closed on Friday.

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 1977-78, 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.

OPEN DOOR POLICY

The College adheres to the OPEN DOOR POLICY of the North Carolina Community College System. Any person, whether a high school graduate, or non-graduate who is eighteen years old or older, and who is able to profit from further formal education, will be served by the institution. The OPEN DOOR POLICY does not mean that there are no restrictions on admission to specified curricula. Students are assisted in selecting programs that serve their needs and objectives in life, consistent with their background, aptitudes, and interests. The restrictions on admission are flexible enough to allow students opportunities to improve their educational status. Preparatory studies are provided for students who lack skills necessary for admission to their chosen programs.

EQUAL OPPORTUNITY STATEMENT

The College affirms its commitment to a policy of equal opportunity. Accordingly, the College will direct good faith efforts toward the provision of 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 his/her opportunity at Wilson Community College, or any individual who desires more information concerning this policy, should contact the Executive Dean of Student Development.

THE 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.

INSTITUTIONAL ADVANCEMENT

This office, managed by the director, is responsible for College publicity, including internal and external communications, and increasing public awareness of the College and its programs. The director oversees both the advertising and promotional printing programs, and exercises editorial control over all publicity and promotional materials.

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.

ACCREDITATIONS/CERTIFICATIONS/APPROVALS

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
www.coaemsp.org

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 provide a link between the College and the community through which its activities may be coordinated. Advisory Committees counsel and advise the College regarding the improvement of its occupational and continuing education programs in an effort to meet the needs of the community. 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. Committees meet annually and at other times as needed. The College is thus served by community leaders in its endeavor to maintain current, relevant programs of instruction.

MISSION, VISION, VALUES

Mission Statement

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.

Value One: Lifelong Learning

- Wilson Community College is committed to fostering opportunities for learning that continue for a lifetime. The College seeks to expand non-traditional instructional delivery methods, affording students more opportunities to advance their education. The College continues to explore new ways to encourage those in need of literacy education and involves industry leaders in program development to ensure students are prepared for an ever-changing workplace.
- Lifelong learning empowers individuals to master skills necessary for success. Lifelong learning and the teaching models that support it have also been shown to promote societal openness, provide greater involvement in peaceful political discourse, and be a limiting factor in the gap that separates the world's haves and have-nots.
- Lifelong learning and innovations in teaching are inextricably linked; this new style of meeting the willing learners where they are facilitates opportunities and removes barriers to the educational process. Innovations in teaching provide exposure to the skills that foster learning, including developing a mindset for inquiry, experimentation, and renewal.

Value Two: Community

- Wilson Community College values the sense of community within the organization and also the community at large. The College regards itself as a family unit that provides support and encouragement. This creates a nurturing environment where students want to learn, where employees want to work, and where everyone feels respected and valued.
- As a vital member of the larger community, the College acknowledges the importance of service and encourages employees to actively participate in the community. It supports an atmosphere of involvement in community activities and an attitude of giving to meet community needs.

Value Three: Sustainability

- Wilson Community College embraces its role as a partner in meeting state, national, and global needs and is positioning itself as a leader in sustainability. Sustainability is an approach to life in which resources (environmental, economic, and social) are used to meet current needs while ensuring that future generations have those same resources to meet their needs. It strives to meet the needs for new and developing jobs addressing the issues of sustainability and promoting the stewardship of resources, the environment, and economic development.
- Science and technology are driving forces of the future. Through the development of sustainable curricula and programs, the College's "growing green" philosophy is entering new and challenging fields to develop a knowledge base, essential skills, and actions to put theory into practice.

- Sustainability awareness is promoted through the efforts of students, employees, and community leaders. The College studies economic and environmental issues that impact operations and engages in activities that are economically and environmentally sound. The College encourages the use of energy conservation, recycling, and the use of sustainable practices in the construction of facilities and maintenance of buildings and grounds. The College seeks to have sustainability as a factor in planning and decisions at all levels.

Value Four: Leadership

- Wilson Community College is committed to developing a climate conducive to the flowering of effective leadership which envisions leaders as servants first, whose core focus is on the growth and development of those around them through a positive nurturing approach. Characteristics of a leader include professionalism, integrity, mutual respect, and responsibility.
- Professionalism is manifested in attitude and behavior; not just knowing how to do one's job, but also demonstrating a willingness to learn, share, and cooperate.
- The College's integrity is held in the highest regard. Through positive role modeling, the College promotes high ethical and moral standards, and endeavors to instill those principles in its employees and students.
- Mutual respect is important in creating an atmosphere conducive to learning. The College benefits from a sense of respect for oneself and others. An atmosphere of respect is shared and encouraged between employees, students, and the community.
- Each employee takes responsibility for their role in furthering the College's mission. Employees are proactive in maintaining a nurturing environment where student success is the primary focus.

Value Five: Scholarship

- Wilson Community College values scholarship and is committed to providing professional and scholarly activities that support its mission. The College defines scholarship as knowledge acquired in a variety of ways, through research, practice, and teaching. Scholarship involves organizing information and knowledge into a logical framework that allows for clear and cohesive sharing. The College realizes it is the responsibility of all who pursue scholarship to recognize that the ultimate goal of knowledge is wisdom.
- The College encourages scholarship through education, which enables faculty to be learned and current in their disciplines. Education involves not only the transmission of knowledge, but also the stimulation of active learning. Students are encouraged to become leaders and critical thinkers, who will be self-actualized to continue in the pursuit of knowledge and wisdom.
- The College also promotes the implementation of scholarship. This process connects learning across the disciplines in an integrative and inclusive manner. This cross-curricula approach is designed to bridge the gaps that sometimes occur when disciplines are treated as stand-alone entities.
- The College recognizes that there are some dimensions of scholarship that are universal and apply to all employees such as conducting research, being knowledgeable in their areas of expertise, keeping abreast of developments in their field, and adhering to the highest standards of integrity in all aspects of their work.

Value Six: Accessibility and Affordability

- Wilson Community College values accessible and affordable programs and services. The College embraces the open door philosophy, which allows easy access to its offerings. The relatively low cost of attending a community college helps to ensure that pursuing an education remains affordable.
- The College remains accessible through the establishment of a welcoming environment, by providing appropriate support, respect, and appreciation for diverse needs. Through creative risk-taking and use of resources and services, the College becomes a venue for excellence in education and a model of accessibility.
- Affordability makes an educational experience possible. Affordable programs and services provide access to higher education for people of all socio-economic levels, giving them the opportunity to improve their economic situation. These opportunities empower them to pursue their goals.
- The College strives to maintain accessible and affordable education for all who desire it. Commitment to accessibility and affordability help make the College a preferred choice for higher education.

Value Seven: Diversity and Inclusiveness

- Wilson Community College values diversity, those traits which make a person unique. The College relies on the abilities, talents, and leadership of its diverse members to fulfill its mission. This philosophy of inclusiveness strengthens the College.
- Diversity can refer to gender, race, ethnicity, religious affiliation, sexual orientation, disability, socioeconomic status, or age, but can also reflect societal changes. The College can improve and prosper to become a successful center of learning by ensuring every person is valued and appreciated.
- The College embraces diversity and inclusiveness as evidenced by the policies adopted by the Board of

Trustees and procedures adopted by Administration. Further, the College strives to reflect diversity through its recruitment and retention activities. By doing so, the College empowers students and staff, harnesses potential, increases productivity and efficiency, and accomplishes its mission.

- The College is committed to creating an environment of diversity and inclusiveness by respecting and appreciating individual differences. Within this environment, the College must treat all individuals equitably. This is accomplished by protecting individual rights and treating members with courtesy and respect with the intent of improving morale and preserving individuality. The College and the larger community benefit from the results of a diverse and inclusive atmosphere.

Value Eight: Research, Assessment, and Collaboration

- Wilson Community College values research, assessment, and collaboration expressed through a proactive sharing and cooperation.
- Research contributes to the growth of human knowledge in both academic and nonacademic areas. Research can lead to new techniques, technologies, and methods of providing instruction and services. Employees are encouraged to continually research their practices to ensure that the mission of the College is met. The College supports employees by providing opportunities and means of investigation through professional development, seminars, conferences, and additional training. Free and open inquiry should be the first and foremost objective of all learning, no matter where the inquiry may lead. This is essential to producing well-informed, independent thinkers whether they are employees or students.
- Assessment of programs and services generates data used to identify strengths and opportunities for improvement. By using the results of systematic assessment, employees can determine what methods work best to carry out their responsibilities. Once data is collected and analyzed, action plans are developed to strengthen existing programs and services and to develop new ones. The College also embraces the concept of evaluation and rewards. Employees are recognized for their accomplishments, creativity, and contributions to scholarship as they relate to the mission of the College. The criteria for evaluation accommodate both the talents of the employees and the needs of the College. The criteria allow for changes in the personal and professional growth of employees over the course of their career.
- Working with others through collaboration provides the foundation for investigation and assessment. Cross-curricula collaboration creates cohesive instructional programs. Campus wide collaboration enhances both programs and services to ensure the College fulfills its mission. In addition the College encourages employees to develop working relationships with the community and their colleagues across the state.
- The College is a system that evolves to meet current and future needs. Growth and renewal enable the College to remain current, engaging, and relevant. Through research, assessment, and collaboration the College becomes an empowered community.

Value Nine: Technology

- Wilson Community College values technology as a tool for enhancing instruction, expanding the availability of education, expediting employee tasks, and improving the local community. The College recognizes technology is advancing rapidly and is used in almost every aspect of daily living.
- The College incorporates technology as a method of enhancing instruction. Students, regardless of curricula, are exposed to emerging technologies that can enhance their daily lives and career paths. They are equipped with the knowledge they need to implement appropriate technologies in the community, thereby establishing a direct link between the classroom, the workforce, and personal enrichment.
- The College expands the availability of education by employing modern technology for distance education programs. By utilizing interactive course management delivery systems, it is possible to use the full potential of technology as a means of instruction. The use of distance education makes it possible for the College to provide students from around the world an opportunity to receive an education.
- The College is committed to providing the most recent technology to its employees to ensure that the operations of the College are carried out efficiently. Access to new technologies allows employees the opportunity to grow and increases productivity, thus enhancing employee morale and the success of the College in fulfilling its mission.
- The College provides the community access to technology, which they might not otherwise have. This reduces the digital divide and enables the community to learn and thrive in the emerging global economy.

Summary

Commitment to these values allow Wilson Community College to provide accessible, student-centered academic and personal enrichment opportunities to enhance lifelong learning through college transfer, technical, vocational and adult education programs. (approved by the Board of Trustees August 28, 2006)

PERFORMANCE MEASURES

In November 2011, the State Board formally approved the Performance Measures. These measures were then submitted to the General Assembly in March 2012 and later adopted in June 2012 through Section 8.5 of S.L. 2012-142.

2015 Performance Measures for Student Success

Measure	NCCCS Excellence Level	NCCCS Baseline	WCC Results
Basic Skills Progress Percentage of students who progress as defined by an educational functioning level.	51.2%	20.6%	*51.2%
GED Pass Rate Percentage of students taking at least one GED test during a program year who receive a GED diploma during the program year.	82.0%	49.3%	77.3%
Developmental English Subsequent Success Percentage of previous developmental English and/or reading students who successfully complete a credit English course with a grade of "C" or better upon the first attempt.	74.9%	45.2%	59.3%
Developmental Math Subsequent Success Percentage of previous developmental math students who successfully complete a credit math course with a "C" or better upon the first attempt.	75.4%	47.5%	62.5%
First Year Progress Percentage of first-time fall credential-seeking students attempting at least twelve hours within their first academic year who successfully complete ("P", "C" or better) at least twelve of those hours.	74.6%	53.2%	68.3%
Curriculum Completion Rate Percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years.	45.6%	28.6%	43.0%
Licensure and Certification Passing Rate Aggregate institutional passing rate of first time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.	91.7%	71.0%	86.7%
College Transfer Performance Among community college associate degree completers and those who have completed 30 or more credit hours who transfer to a four-year university or college, the percentage who earn a GPA of 2.00 or better after two consecutive semesters within the academic year at the transfer institution.	93.8%	71.2%	88.4%

Total Standards Met = 8 of 8

*Met or Exceeded the NCCCS Excellence Level

FACILITIES

The College's main campus consists of a thirteen building complex situated over thirty-five acres.

- BUILDING A:** Buildings and Grounds/Maintenance, Conference Room, Information Technology
Classrooms: Electrical Systems Technology, HVAC, Literacy: Adult Basic Education, Adult High School, Adult Secondary Education, Computer Labs, Small Business Center
- BUILDING B:** President, Vice President for Academic Affairs, Continuing Education, Receptionist/Switchboard
Classrooms: General Education
- BUILDING C:** College Transfer Advising Center, Foundation, Human Resources, Institutional Effectiveness, Marketing, Student Support Services, Upward Bound
Classrooms: General Education, Fire Protection
- BUILDING D:** Library, Archives,
Classrooms: Early Childhood, Community Spanish Interpreter, Human Resources Development, Interpreter Education
- BUILDING E:** DelMastro Auditorium, classrooms
- BUILDING F:** Business Office, Cashier, Vice President of Finance and Administrative Services, Registration, Financial Aid, Student Development, Placement Testing, Career Center, Conference Room, STARS Center
- BUILDING G:** Bookstore, Student Lounge, SGA Office, College Café, Frank L. Eagles Community Business Center
Classrooms: Accounting, Biology/Chemistry, Business Administration, Computer Labs, Computer Technology Integration, Criminal Justice, Mechanical Engineering, Medical Office Administration, Nursing, Office Administration, Open Computer Lab, Paralegal, Proctoring Center, Surgical Technology
- BUILDING H:** Print Shop, Graphic Design
- BUILDING I:** Purchasing
- BUILDING J:** Wilson Early College Academy
Classrooms: Basic Law Enforcement Training
- BUILDING K:** **Classrooms:** Culinary Arts, Continuing Education Classrooms
- BUILDING L:** **Classrooms:** Automotive Systems Technologies
- BUILDING M:** **Classrooms:** Welding Technology
- OFF CAMPUS:** *Lee Campus:* Anticipated to be open in Spring 2017.
 Building L-A: Advanced Transportation Technology, Mechatronics and Machining Program
 Building L-F: 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

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.

Bookstore

The Bookstore, located in Building G, carries a variety of supplies and textbooks. Hours of operation are Monday through Thursday from 8:00 a.m. to 4:30 p.m., Monday and Tuesday from 5:30 to 7:00 p.m., and 8:00 a.m. to 1:00 p.m. Friday. Summer hours may vary; please call (252) 291-1195 for summer hours. The Bookstore has an extended schedule during registration periods. The prices of textbooks are held to a minimum. Students may purchase used books when available from the Bookstore. A rental option is now available. Miscellaneous supplies required in various courses are available in the Bookstore. Wilson Community College insignia clothing is also sold in the Bookstore.

Students should make sure they have purchased the correct books before 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: (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: (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 a drop slip is provided or the class is canceled, (3) only if the student has a valid cash register receipt and, (4) 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. No refund on supply items. 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.

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 Executive Dean of Student Development.

Pursuant to the Higher Education Opportunity Act, the College is required to share required textbook information with 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 can be found on the College website www.wilsoncc.edu.

Student Lounge

The College provides a modern student lounge in Building G with food facilities. Vending service is commercially pre-packaged. Microwave ovens are available for warming foods. Refunds for vending machine items are the responsibility of the commercial vending service provider. The College has also contracted with Carolina Cheese Company (Campus Bistro) to provide hot foods Monday – Friday from 7:30 a.m. – 2:00 p.m.

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 13 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 usually 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 vary. For user convenience, Library hours are always posted on the college website www.wilsoncc.edu as well as posted on the Library doors in Building D.

WILSON COMMUNITY COLLEGE

FACULTY AND STAFF HONORS

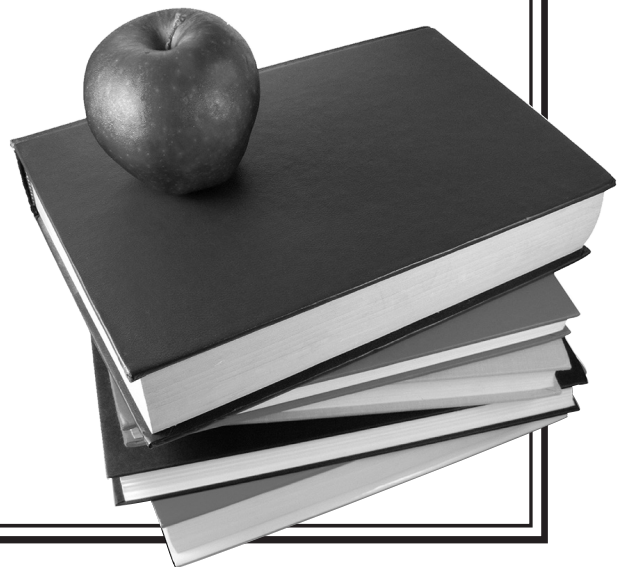


TEACHER OF THE YEAR

2015 Suzanna Hernandez
2014 Jim Egerton
2013 Brandon Craft
2012 Suzanne Flynt
2011 Billie Evans
2010 Debby Skinner
2009 Dawn Watson
2008 Angela Herring
2007 Ruth Barnes
2006 Kim Cockrell
2005 Debbie Batts
2004 Wendy Grode
2003 Trish Grand-Holsten
2002 Anna Proctor
2001 Lonnie Chase
2000 Kay Brown
1999 Kim Watson
1998 Wendy H. Bailey
1997 Roger A. Bynum
1996 Joseph D. Weber
1995 Susan E. Kidd
1994 Robert D. Holsten
1993 Roger Perry
1992 Tara C. Rich
1991 Lorraine H. Raper
1990 Thomas H. Steele, Jr.
1989 L. Royce Pittman
1988 J. Miller Thomas
1987 Renee G. Batts
1986 James T. Lamm
1985 Paul L. Brinkley
1984 Jane V. Strickland
1983 L. Keith Ross

STAFF PERSON OF THE YEAR

2015 Kelly Letourneau
2014 Ronald Crouch
2013 Jessica Jones
2012 Amanda Nichols
2011 Sandra Lackner
2010 Jennifer Davis
2009 Carr Lester Harris
2008 Lisa Shearin
2007 Lou Parker
2006 Denise Moore
2005 Karen Wingfield
2004 Donna Turner
2003 Hadie Horne
2002 Kathy Boykin
2001 Phil Farinholt



SAFETY ON CAMPUS

Campus Safety Information

Wilson Community College is committed to preserving a safe and secure environment for learning and working. Safety is everyone's responsibility and all persons on campus are encouraged and expected to report any threat or perceived threat to the health and welfare of any student, faculty or staff member, visitor, or guest of the College.

The campus is protected by the Wilson Community College Police Department with the assistance of officers from the Wilson Police Department through a mutual memorandum of understanding. The Wilson Community College Police Department is a certified sworn Law Enforcement agency, and as such, employs a professional police staff to protect human life and property, deter criminal activity, ensure public safety, and provide for an academic environment that is conducive to learning.

Police officers patrol the campus on a regular basis, and in addition to police responsibilities, they are in charge of the safety and well-being of students, employees, and visitors. Wilson Community College police officers are 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. 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 responsibilities for their personal safety. By using common sense and safety practices such as reporting suspicious activities, keeping money, books, valuables, and other personal items protected, locking car and office doors when leaving, wearing safety belts, observing speed limits, and generally being alert to personal welfare, the campus will be safer for everyone. 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 Chief of Police at (252) 246-1393 to obtain security policies and procedures or to ask questions or express concerns. In the event of an emergency you may contact the switchboard operator by dialing "0" from a campus phone or by picking up an emergency phone located in every classroom. After 5:30 p.m., calls to Security should be made by dialing (252) 291-1195, option #2.

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. If the alleged victim is deceased as a result of such crime or offense, the next of kin of such victim shall be treated as the alleged victim for purposes of this paragraph.

Campus Safety Procedures

The College has established the following campus 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.

The College has developed emergency response and campus evacuation procedures and shall disclose such in response to a significant and emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on the campus. Building evacuation plans are posted in each building and Emergency Information Guides are posted in each room where people can gather on campus. The College conducts emergency response exercises each year. Each College department has developed contingency and business continuity plans for their stall and area of responsibility.

A. Timely Warnings

In the event that a situation arises that, in the judgment of the Wilson Community College Police Department, constitutes an emergency or ongoing or continuing threat, a campus wide alert "timely warning" will be issued using the Emergency Broadcast System and Regroup messaging system. The alert will also be posted on the College's e-mail system to students, faculty, and staff and will also be posted on the College's website.

Anyone with information warranting a timely warning should report the circumstances to the Wilson Community College Police Department.

B. Reporting the Annual Disclosure of Crime Statistics

The Wilson Community College Police Department prepares this report to comply with the Clery Act. The full text of this report can be located on our website at www.wilsoncc.edu. This report is prepared in cooperation with the local law enforcement agencies surrounding our campus, our security officers, the Wilson Community College Chief of Police and their designees.

Campus crime, arrest, and referral statistics include those reported to police officers, designated campus officials, and local law enforcement agencies. Each year, an e-mail notification that provides the Web site to access this report will be sent to all currently enrolled curriculum students, faculty, and staff. A partial version of the report is available in the catalog and information on how prospective students can obtain a copy of the report will be published in the class schedule. 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 Human Resources office.

C. Reporting of Criminal Offenses

If you see a crime in progress or behavior which you suspect is criminal, or are yourself a victim of a crime, report it as soon as possible by calling the switchboard from an emergency marked phone. When calling from a cell phone or other non-campus phone, call (252) 291-1195. Any suspicious activity or person seen in the parking lots or loitering around vehicles, inside buildings, or any area immediately adjacent to the campus should be reported to the Wilson Community College Police Department at (252) 246-1393. In addition you may report a crime to the following College officials and they will ensure assistance is provided:

1. Wilson Community College Chief of Police (252) 246-1393, Room D-103
2. Vice President of Finance and Administrative Services (252) 246-1221, Room F-104
3. Vice President for Academic Affairs (252) 246-1290, Room B-101a
4. Executive Dean of Student Development (252) 246-1275, Room F-100h
5. Executive Dean of Continuing Education & Industrial Technology (252) 246-1254, Room B-106a
6. Evening Director Dial "0"

Students, employees, community members, and guests are encouraged to report all crimes and public safety related incidents to the College switchboard and/or the Wilson Community College Chief of Police as soon as possible. All crimes on campus are investigated by campus police when it is deemed appropriate. The safety of our campus is of the utmost importance. Any threat, circumstance, or condition you feel is worthy of reporting will be investigated and taken seriously. All incident reports concerning students are forwarded to the Executive Dean of Student Development. All incident reports concerning employees are forwarded to the Director of Human Resources. Crimes should be reported to the Wilson Community College Chief of Police to ensure inclusion in the annual crime statistics and to aid in providing timely warning notices to the community when appropriate. The College does not allow voluntary, confidential reporting of on-campus criminal activity. All qualified crimes are investigated and reported.

D. Access Policy

During normal business hours (Monday through Thursday 7:30 a.m. to 10:00 p.m. and Friday 7:30 a.m. to 3:00 p.m. during the fall and spring semesters; summer hours vary), the College will be open to students, parents, employees, contractors, guests, and invitees. During non-business hours, access to all College facilities is by key if issued, or by admittance via campus security.

Emergencies may necessitate changes or alterations to any posted schedule. The Wilson Community College Police Department and the Security Committee semi-annually examine security issues such as landscaping, locks, alarms, and lighting.

E. Security Awareness Programs

During “new student” orientation, students are informed of campus safety initiatives. Students are told about crime on campus and in areas adjacent to the campus. Similar information is presented to new employees.

Periodically during the academic year, the Wilson Community College Chief of Police, in cooperation with other College organizations and departments, may present crime prevention, personal safety awareness sessions, and critical incident exercises which provide strategies, practice and tips on how to protect yourself from crimes. A common theme of all awareness and crime prevention programs is to encourage students and employees to be aware of their responsibility for their own security and the security of others. In addition, information is disseminated to students and employees through security alert postings, tips on the College website, and announcements through e-mail or campus bulletins.

F. Criminal Activity Off Campus

Campus police do not provide law enforcement services to off-campus activities on behalf of the College.

G. Campus Sex Crimes Prevention Act

In compliance with the Campus Sex Crimes Prevention Act, individuals may request information on registered sex offenders at <http://sexoffender.ncdoj.gov> or by calling the Wilson County Sheriff's Office at (252) 237-2118.

H. Drug and Alcohol Free Campus Policy

In compliance with the Drug-Free Workplace Act and the Drug-Free Schools and Campuses Act, it is the policy of this College that the use, possession, distribution, manufacture, or dispensation of illicit drugs and alcoholic beverages on College property or as part of any College sponsored activity are prohibited. The term "illicit drugs" can include any drug listed in G.S. 90-89 through G.S. 90-94. The term "alcoholic beverage" can include any beverage listed in G.S. 18B-101.

Any employee or student who engages in any of these prohibited actions on College property or at a College sponsored activity will be subject to sanctions which will be evaluated on a case-by-case basis. Penalties may be imposed ranging from written warnings, mandatory counseling or rehabilitation, up to and including termination of employment or expulsion from the College. Any infraction which is also a violation of federal, state, or local law will be reported to local law enforcement authorities. Legal sanctions for violations of federal, state, or local laws can include, but are not limited to, fines and prison sentences. The legal consequences of violating federal and state laws regarding drugs and alcohol can be severe, including imprisonment, fines, court costs, mandatory community service, loss of eligibility for some state licenses, loss of driving privileges, increased insurance premiums, ineligibility for certain jobs, and possible loss of eligibility for financial aid. For more information, see the following websites: www.ncabc.com, www.nccrimecontrol.org, and www.drugs.health.gov.

Any such person charged with a violation of this policy may be suspended from enrollment or employment before initiation or completion of disciplinary proceedings, if, after an appropriate pre-termination inquiry, the College determines that the continued presence of such person within the College community would constitute a clear and immediate danger to the health or welfare of other members of the community.

The College maintains information on its drug-free awareness program in the office of the Director of Human Resources, the office of the College Police Chief, and the office of the Executive Dean of Student Development. This information, also available on the College website, 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 drugs or alcohol abuse are encouraged to voluntarily seek counseling or treatment programs and may seek information regarding local off-campus services in the Student Development Office.

Wilson Community College will conduct a biennial review of its drug-free awareness program to determine its effectiveness and implement changes as needed. The biennial review will also ensure that sanctions for violations of this policy are consistently enforced.

I. Emergency Signals and Procedures

Each classroom and office has emergency instructions posted and marked "Emergency" telephones are located in all campus classrooms. These emergency phones automatically dial the switchboard operator when lifted off their cradle or to campus security. These phones should only be used when you witness a crime in progress, medical emergency, or behavior which you believe could result in death or serious bodily harm.

J. Weapons on Campus

NC law generally prohibits carrying a "weapon" either openly or concealed on community college property. A weapon includes firearms, explosives, BB guns, stun guns, air rifle or pistol, and certain types of knives or other sharp instruments.

The NC legislature, in N.C.G.S. 14-269.2(k), provided a limited exception which took effect on October 1, 2013. A firearm is permissible 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 handgun permit or is exempt from the law requiring a permit; AND

3. The handgun remains in either: a closed compartment or container within the individual with the permit's locked vehicle; or a locked container securely affixed to the individual with the permit's locked vehicle; AND
4. The vehicle is only unlocked when the individual with the permit is entering or exiting the vehicle; AND
5. The firearm remains in the closed compartment at all times.

Possession of a firearm/weapon on campus otherwise will bring legal and disciplinary action.

K. Statement on Discrimination and Harassment

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. Prohibited sex discrimination includes sexual harassment and sexual violence.

L. Sexual Discrimination, Sexual Harassment, Sexual Violence, and Retaliation

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, investigations, and 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 HR 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, 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.

(continued)

Title IX Statement

Title IX of the Educational Amendments of 1972, found at <http://www.dol.gov/oasam/regs/Statutes/titleix.htm> 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, listed under “About WCC” on the College website, to coordinate the College’s compliance with 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
PO Box 4305
Wilson, NC 27893
Office C-106
(252) 246-1263
kwilliamson@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 available on the College website under “About WCC - Consumer Information” and in the offices of Director of Human Resources (C-106),

Executive Dean of Student Development (F-100), and Executive Dean of Continuing Education, & Industrial Technology (B-106).

Additionally, persons may file a complaint with the Office of Civil Rights of the US Department of Education <http://www.hhs.gov/ocr/civilrights/complaints/index.html>.

The College can also assist any complainant to connect with community resources including:

- **NC Victim Assistance Network**
Wilson Crisis Center
(252) 237-5156
- **NC Coalition Against Sexual Assault**
Wesley Shelter
(252) 291-2344
www.wesleyshelter.org
- **Professional Counselors and Mental Health Services**



CRIME STATISTICS ANNUAL REPORT

The following information is required to be published annually by October 1st for the three previous calendar years in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The US Department of Education is responsible for overseeing all regulatory and compliance issues included in the Act. All institutions of higher education that participate in any federal student aid programs are required to provide the following statistics to the entire campus community.

Offense	Location	2012	2013	2014
Murder / Non-Negligent Manslaughter	On –campus	0	0	0
	Public property	0	0	0
	Non-campus	-	0	0
Negligent Manslaughter	On-campus	0	0	0
	Public property	0	0	0
	Non-campus	-	0	0
Sex Offense, Forcible	On-campus	0	0	1
	Public property	0	0	0
	Non-campus	-	0	0
Sex Offense, Non-Forcible	On-campus	0	0	0
	Public property	0	0	0
	Non-campus	-	0	0
Robbery	On-campus	0	0	0
	Public property	0	0	0
	Non-campus	-	0	0
Aggravated Assault	On-campus	0	0	0
	Public property	0	1	0
	Non-campus	-	0	0
Burglary	On-campus	0	0	0
	Public property	0	0	0
	Non-campus	-	0	0
Motor Vehicle Theft	On-campus	0	0	0
	Public property	0	0	0
	Non-campus	-	0	0
Arson	On-campus	0	0	0
	Public property	0	0	0
	Non-campus	-	0	0
Liquor Law Arrests	On-campus	1	0	1
	Public property	0	0	0
	Non-campus	-	0	0
Liquor Law-Referrals	On-campus	1	0	0
	Public property	0	0	0
	Non-campus	-	0	0
Drug Law Arrests	On-campus	3	0	1
	Public property	0	6	5
	Non-campus	-	0	0
Drug Law-Referrals	On-campus	3	0	0
	Public property	0	0	0
	Non-campus	-	0	0
Weapons Arrests	On-campus	0	0	0
	Public property	0	0	0
	Non-campus	-	0	0
Weapons-Referrals	On-campus	1	2	0
	Public property	0	0	0
	Non-campus	-	0	0
Hate Crimes	On-campus	-	-	0
	Public property	-	-	0
	Non-campus	-	-	0
Stalking	On-campus	-	-	0
	Public property	-	-	0
	Non-campus	-	-	0

(continued)

Dating violence	On-campus	-	-	0
	Public property	-	-	0
	Non-campus	-	-	0
Domestic violence	On-campus	-	-	0
	Public property	-	-	0
	Non-campus	-	-	0
Unfounded crimes		-	-	0

Notes:

- The College does not have residential facilities.
- The College’s “Clery Geography” is made up of three distinct types of property and buildings: on-campus, public property, and non-campus.
 - Public property is defined as governmentally owned property that is within the College campus or immediately adjacent to the campus (public streets and sidewalks).
 - Non-campus properties and/or facilities are defined as properties and/or facilities owned or operated by the College that are regularly used by students, but are not a part of the campus. In our case, Coastal Plains Law Enforcement Training Center, the Fire Training Grounds, and the Lee Campus (after 10/21/14) qualify.
- There have been no reported hate crimes in 2012, 2013, or 2014.
- Domestic violence, dating violence, sexual assault, stalking, and some hate crimes were added to the Clery report for 2014 as reportable crimes by the Violence Against Women Act.
- Statistics are combined for both Wilson Community College Police Department and Wilson Police Department.
- Unfounded crimes are when a crime is reported and/or an arrest is made but the charges are later dropped. This category is new in 2014. (Example – mistaken identity)
- Statistics for 2011, 2012, and 2013 are published in the current catalog. Statistics for 2014 were reported to Clery on September 2, 2015 and will be made available on the College website.

In compliance with the Federal Campus Sex Crimes Prevention Act, the campus community may obtain the most recent information received from the FBI concerning sex offenders employed, enrolled, or volunteering at this College. This is available from the Executive Dean of Student Development. Information is also available on the SBI's website listing sex offenders at <http://ncfindoffender.com>.

COMMITMENT TO SUSTAINABILITY

Wilson Community College is committed to the principles of sustainability and to advancing a sustainability-literate faculty, staff, and student body. It is our mission to exhibit sustainable practices through our curricula, work environment and interactions with the broader community. Through invitation and inclusion, the College provides community stakeholders with information and understanding they can use, while demonstrating how our activities impact our environment, relationships and economic endeavors. Our teaching and business practices consider these principles in order to provide for a better future, one in which peoples' needs can be met without compromising the ongoing needs of future generations.

Sustainability awareness is promoted through the efforts of students, employees, and community leaders actions to put theory into practice. The College studies economic and environmental issues that impact operations and engages in activities that are economically and environmentally sound. The College encourages the use of energy conservation, recycling, and the use of sustainable practices in the construction of facilities and maintenance of buildings and grounds.

The College is proud of its contribution to sustainability and offers many important resources to further sustainability in all aspects of the community. These resources and the College's efforts are highlighted on our "Growing Green" page on the College's website: www.wilsoncc.edu.

CARBON FOOTPRINT

Each of us impacts the planet as a result of our normal everyday activities. Driving, eating, washing clothes, etc. These everyday activities result in carbon emissions that contribute to the greenhouse gases that result in global warming (increases in the global temperature). Each of us has an individual carbon footprint and by understanding our own activities and what our footprint is, we can take actions to reduce the impact each of us has. The first step to reduce our footprint is to determine our individual footprint. To do that we can use a carbon footprint calculator like the one provided by the Nature Conservancy. We encourage you to calculate your individual and/or your household footprint and begin to make the small changes necessary to reduce your carbon footprint.

<http://www.nature.org/greenliving/carboncalculator/index.htm>

ADMISSIONS

ADMISSIONS POLICIES

Wilson Community College is a co-educational comprehensive community college that is open to all applicants who have earned their high school diploma or equivalent, or who are at least 18 years of age.

Pursuant to state law, the College reserves the right to refuse admission to any applicant during any period of time in which the applicant student is suspended or expelled from another college or educational entity for non-academic reasons.

The College also reserves the right to refuse admission to any applicant if it is necessary to do so to protect the safety of the applicant or other individuals. When making such a safety exception to the Open Door admission 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 reserves the right to refuse admission to any applicant who is not a resident of North Carolina who seeks enrollment in a distance education course only if that applicant resides in a State where the College is not authorized to provide distance education in that State.

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.

The College reserves the right to refuse admission to any applicant who is not a resident of North Carolina who seeks enrollment in an distance learning education course only if that applicant resides in a state where the College is not authorized to provide distance learning courses in that state.

The College has an Open Door Policy, which means that students are assisted in selecting programs that serve their needs and objectives in life, consistent with their background aptitudes and expressed interests. (Wilson Community College requires a high school diploma, or equivalent, from a public, private, or online high school or state-recognized home school for admission to all curriculum degree, diploma, or certificate programs of study. All applicants must provide an official transcript prior to admission to such programs, unless provision of unofficial transcripts is approved by the Executive Dean of Student Development for the student's initial enrollment due to rare, extenuating, and verifiable circumstances.) In such a case, official transcripts must be received prior to the student's registration for subsequent semesters. Some programs including, but not limited to Associate Degree Nursing, Practical Nursing, and Surgical Technology, may have additional admissions requirements.

Some programs including, but not limited to Associate Degree Nursing, Practical Nursing, and Surgical Technology, may have additional requirements.

Admissions and readmissions policies and procedures are administered through the office of Student Development. All appeals requests shall be directed to the Executive Dean of Student Development, where all decisions are final. Admission criteria and limitations are subject to review and change by the State Board of Community Colleges and the NC General Assembly.

Wilson Community College is required by the United States Department of Education (Department) to have a policy and practice that verifies high school completion if the College or the Department believes the student's diploma or transcript is not valid. If the College or the Department 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 in question. If the student is unwilling to authorize the inquiry, the transcript in question will be considered invalid pending verification.

Admission Procedures

The procedures listed below must be followed for admission to a curriculum program and must be completed before official acceptance can be granted:

1. Submit a completed and signed application before the start of the semester. Applications are available in Room F-100, on the College website www.wilsoncc.edu, or on the College Foundation of NC website www.cfnc.org. Students are not required to submit social security numbers (SSNs) for admission to the College, except in the Basic Law Enforcement Training program (BLET) where SSNs are required for

admission. However, the College cannot process financial aid applications or Education Tax Credit documentation (1098-T) or verify completion of an Allied Health program of study to the licensing board(s) without the student's social security number.

2. Take placement tests unless exempt based on previous college credit, qualifying SAT or ACT scores, or qualifying high school GPA and coursework.
3. Submit official high school transcript and all official college transcripts from which the student is seeking or anticipates transfer credits, unless provision of unofficial transcripts is approved by the Executive Dean of Student Development for the student's initial enrollment due to rare, extenuating, and verifiable circumstances. In such a case, official transcripts must be received prior to the student's registration for subsequent semesters. Some programs including, but not limited to Associate Degree Nursing, Practical Nursing, and Surgical Technology, may have additional admission requirements. The College can accept college transcript(s) showing completion of an associate degree or higher in lieu of an official high school transcript, except where required by financial aid or veterans benefits requirements or state or federal law.
4. Select a major.
5. Review Admission application, selection of major, academic placement, and/or career goals with a counselor. This review may be accomplished in person, by phone, or through Skype.

The College will accept faxed transcripts from the original educational institution where registration time constraints are an issue, but official transcripts must follow no later than the end of the first semester to be added to the student's educational record/file. The College cannot grant transfer credit based on anything other than the evaluation of an official transcript.

Home schools must be registered with the North Carolina Department of Public Instruction. Home schooled students should submit transcripts of all courses taken, grades received, the graduation date, and proof of registration with NCDPI. Home schooled students who wish to participate in the Career & College Promise program should contact the Executive Dean of Student Development.

Admission Status

Once an applicant's file is complete, the applicant will be notified of admission to the College and their chosen program of study at either their interview with a counselor or by mail.

Readmitted Students

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 a new updated application for admission and meet with a counselor to review their academic standing and to discuss their goals. Any student readmitted will be held to requirements in the current catalog at the time of their readmission.

Special Credit Students

Applicants who do not complete the procedures as outlined above may register as a Special Credit student. Special Credit students are students who are enrolled for course credit but are not pursuing a degree or diploma. 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 coursework or successful placement test scores if applicable. Special Credit students meet with a special credit advisor at the time of registration. Students who accumulate 13 hours of course credit are encouraged to see a counselor and declare a major.

Transfer / Previous College Credits

Students who have previously attended another college should submit official transcripts from ALL institutions they have attended to receive transfer credit. The 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 coursework 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.

- Courses that depend heavily on technology, speed and accuracy, physical skills, or memorization will be subject to review after five years by the Curriculum Dean and course instructor unless the student has been continuously enrolled.
- A student's academic advisor can recommend substitution of courses for adequate cause. Substitutions must have written approval from the advisor, 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.
- A letter grade of "D" is 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 the major course of study at Wilson Community College.
- Students enrolled in curriculum programs who wish to take courses at another college for transfer back to Wilson Community College for credit toward graduation are strongly encouraged to discuss such 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.

Advanced Credit

High school students planning to continue their education in a career technical career field can earn college credit while still in high school in the areas of office administration, computer technology, business, and drafting. Career and Technical Education program allows students, upon graduating from high school, to receive advanced placement or college credit while still in high school, without the cost of tuition, fees and books. To earn advanced college credit, graduates must enroll in Wilson Community College within two years of high school graduation, must have earned a "B" or better in the course, and must have a scale score of 93 or higher on the standardized ThinkGate end-of-course test.

College Level Entry Placement (CLEP) / and AP Exams

Students may request credit for subjects tested under advanced placement or CLEP examinations. CLEP Test scores must meet American Council on Education (ACE) recommendations. Credit must be applicable to the student's current curriculum. Only official test scores reports will be accepted.

Criminal Record Caution

Students entering or seeking to enter certain programs of study at the College should be aware that their ability to complete the program, be licensed or certified, or employed may be affected if they have a prior criminal record. In such cases, the actual violation and the length of time since that violation may be the deciding factor. Programs that require agency sponsorship and programs that require practicums, internships, or clinical experience depend on community agencies to fulfill that requirement and some of those agencies may require criminal background checks prior to the student being allowed into their facilities. If the participating community 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 some cases, employers may be required by law to do a criminal background check prior to employment.

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 EMS.

The College conducts pre-employment criminal background checks on all otherwise eligible financial aid applicants for Federal Work Study.

Certain applicants should also be aware that Wilson Community College is considered a "place where minors gather for regularly scheduled educational programs and/or activities".

Selection of Majors

Students are admitted to one chosen program of study. After admission, students who wish to double-major 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 may change their major anytime up to the last day of classes, such change to be effective the following semester. Students may not change their major or add a secondary major during regular registration.

Special Credit students who accumulate 13 semester hours credit are encouraged to declare a major and be admitted to a curriculum program. Students, who select, declare, or change majors must do so with a counselor or the Registrar.

International Students & Permanent Residents

Wilson Community College is NOT authorized to issue I-20 documents, and as such cannot be a destination institution for international students wishing to come to the U.S. for purposes of continuing their education. Such students are authorized to visit the U.S. on a temporary basis to attend a specific college or university on an F, M, or J visa. In such cases, the college they are attending must make regular reports to the US Department of Homeland Security's Immigration and Customs Service through the SEVIS system. Wilson Community College is NOT authorized to admit such students for study.

Non-citizens who have been given Permanent Resident status are considered the same as citizens for enrollment and financial aid purposes. The College is also allowed to enroll some non-citizen students who are not Permanent Residents who are visiting the U.S., depending on the type of visa they hold. In addition to procedures described elsewhere, international students must meet with a counselor prior to enrolling in order to document their legal status. Any non-U.S. citizen who applies for admission to the College must submit certified transcripts of all secondary and college coursework with notarized English translation. College transcripts from countries other than the United States must be translated and evaluated by an independent company that provides such services to international students. Otherwise, no college credit may be given. For contact information on such companies, please see the Registrar.

Again 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 a 12-month qualifying period and who has filed in immigrant petition with the United States INS may be considered a state resident for tuition purposes if they:

- Provide documentation showing their lawful admission to the U.S., and
- Provide official transcripts showing graduation from a NC public high school.
- For more information on enrollment of international students, contact the Associate Dean of Enrollment Management or Executive Dean of Student Development.

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 Executive Dean of Student Development.

Military Refund, Readmission, & 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.
- Full refund of tuition and fees if completion of a semester or term is not possible.
- Textbook buy back through the College bookstore to the extent possible, for textbooks purchased from the bookstore for the affected semester.

- 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.

Such students should contact the Executive Dean of Student Development to request a refund of tuition and fees or book buy back. The Executive Dean of Student Development will review the request and make a recommendation to the business office. Such students should contact each of their instructors and/or the Curriculum Dean regarding course completion within a semester or term and the Associate Dean of Enrollment Management regarding readmission for another semester or term. Students should make such contacts as soon as they become aware of orders that will interrupt their studies. A copy of those orders is required before accommodations can be completed.

Undocumented Students / Admission

Undocumented students may enroll in Career and College Promise program courses and non-college credit courses including Adult Basic Education, Adult High School Equivalency/GED, Adult High School, English Language Program, or other continuing education courses not considered to be for college credit.

The NC Administrative Code changed as of July 10, 2010, to allow NC community colleges to admit undocumented immigrants into curriculum programs of study effective Fall Semester 2010. However, such students:

- 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, but GED certificate holders are not. The NC Attorney General has determined that undocumented persons that 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. As such, the requirement that such an applicant must have attended and graduated from a US high school does not apply to such students. For such a student, 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.

Career & College Promise

In 2011, the NC Legislature authorized the State Board of Education and the State Board of Community Colleges to establish the Career and College Promise program, effective January 1, 2012. Career and College Promise provides seamless dual enrollment opportunities for eligible NC high school students through college transfer and technical education pathways in their junior and senior years and through cooperative innovative high schools in grades 9-12. Limited pathways for high school 9th and 10th graders in industrial and engineering programs of study are under development at the State level.

NOTE: Enrollment in college courses requires demonstrated "college readiness" as defined by state Career and College Promise standards.

Wilson Early College Academy (WECA)

The Wilson Early College Academy is a Wilson County Public School located on the Wilson Community College campus. WECA is an extension of the high school academies and a 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.

The school's mission is to offer accelerated academics in both high school and college courses in small, learner-centered classes. Students will have equal access to highly challenging coursework and innovative learning experiences that build upon their passions and interests. Students will be afforded unique support to demonstrate genuine concern for the whole person. Academic, emotional, and social interventions strive to build integrity, self-confidence, and character in WECA students, which will ensure their ability to graduate from high school and college and become productive 21st century citizens.

ACADEMIC PLACEMENT

Wilson Community College is committed to the success of each of its students. The first step in that process is accurate and appropriate academic placement to give each student the best chance to be successful long-term. Curriculum students will be placed into English/reading and math courses based on results of state-mandated placement tests unless placement testing is waived by earned college credit, high school performance (GPA and math coursework), or SAT/ACT scores. The College also offers developmental biology and computer skills courses for any students who feel a refresher course is in their best academic interest. Placement testing is for course placement and is not a test. Placement tests are not used to exempt curriculum level courses. When completed degrees and other academic accomplishments and/or circumstances allow, the Executive Dean of Student Development, in consultation with the appropriate Curriculum Dean, may authorize college-level course placement without placement testing.

Placement tests are given by appointment during the semester, except during regular registration periods. The College administers approved placement tests and will accept valid official placement test scores from other institutions if those scores meet Wilson Community College's time standards. Generally, placement test scores are valid for five years based on date of admission or readmission. With the exception of accommodations for students with a documented disability, no assistive devices are allowed other than the pop-up calculator that is a part of the math tests. Study guides are available from links on the College website and in the College library.

Since admission to the College is not allowed for applicants whose proper academic placement is below the lowest level developmental courses, applicants may NOT opt to begin English, reading, and math at the lowest developmental course rather than placement test. The test results of applicants who do not follow these procedures will be considered invalid and will not be used to place or admit applicants into curriculum programs of study.

College readiness for college level courses for high school Career and College Promise (CCP) students can also be determined by PSAT, SAT, PLAN or ACT scores from the high school. CCP applicants can also use Compass or NCDAP tests.

Placement Testing Waiver

Previous College Credit

Applicants who have earned transferrable college level credit from another college or university in English and/or math courses may be exempt from placement testing. Transferability and time limits are subject to review by the Registrar, in consultation with the appropriate Curriculum Dean and instructor(s).

High School GPA and Math Coursework

For students who are admitted or readmitted at the College within five years of graduation from a public or private high school and/or legally operated home school in North Carolina, the College will base academic placement in English and math on the students unweighted high school GPA of 2.6 or higher AND four credits of high school math, including at least one math course higher than Algebra II. Such students would be enrolled in college entry level English and math courses. Placement for students who apply before they graduate from high school will be based on their high school GPA at the end of the fall semester of their senior year. Transcripts from students who graduated from a high school located outside of North Carolina but who enroll at the College within five years of high school graduation will be evaluated based on the same standard as North Carolina graduates. Evaluation is based on date of admission/readmission.

SAT/ACT Scores

Applicants who have a qualifying score on the SAT or ACT may be exempt from taking the English/reading and/or math placement tests if the scores are five or less years old at the time of admission or readmission.

SAT				ACT	
Prior to March 2016		March 2016-Present			
English or Reading	500	Evidence-Based Reading & Writing	480	English or Reading	18
Math	500	Math	530	Math	22

Placement Retesting

- An applicant or student may test for academic placement in English, reading, and math only two times within a twelve month period regardless of the location of the testing and must wait at least three months to retest unless one of the following conditions is met:
 1. Applicants whose placement test scores fall below the lowest developmental course level cannot be admitted to any curriculum program at the College and will be referred to the Learning Center for additional academic assistance. Such an applicant must complete at least 50 hours of developmental studies in the Learning Center before he or she will be allowed to retest.
 2. When the testing environment or the health of the tester was, in the view of Student Development staff, clearly a limiting factor in the applicant's performance.

Developmental Courses

Certain course prerequisites may make it necessary for some students to enroll in developmental courses, which are identified by a numerical "0" prefix. (Example DRE-096 or DMA-060). Developmental courses may increase the cost and length of studies to complete a degree or diploma. Developmental courses are valid for five years based on date of admission/readmission. Developmental courses in biology and computer skills are offered for students who feel they may need a refresher.



FINANCIAL AID & VETERANS AFFAIRS

FINANCIAL AID & VETERANS AFFAIRS

The purpose of student financial aid (FA) is to provide financial assistance to those students who would otherwise not have the opportunity to attend College due to limited financial resources. Based primarily on financial need, such FA is provided in the form of grants, scholarships, part-time employment, and loans. Any student enrolled in a curriculum degree or diploma program may apply for FA. FA is also available for Basic Law Enforcement Training students.

FA 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.

Students applying for FA are strongly encouraged to submit a 2016-17 FAFSA application, available at <http://fafsa.ed.gov>, a minimum of 60 days prior to the beginning of their first semester of enrollment. The college cannot process financial aid applications without the student's correct social security number. A student may also request a paper FAFSA application by calling 1-800-433-3243. All new or readmitted students must complete the process before aid can be awarded and some aid is awarded on a first-come, first-served basis until all funds have been committed. Renewal of aid is not automatic; students must file a FAFSA for each academic year.

Recipients of Federal (Title IV) financial aid must be high school graduates or have obtained the GED and must be enrolled in an eligible program. For inquiries, e-mail the Financial Aid Office at financialaid@wilsoncc.edu.

NOTE: Students who early register or register for classes, are approved for financial aid, and find that they will be unable to attend must officially withdraw from those classes. Otherwise, their financial aid award will be charged for the tuition and fees and the student may be liable for repayment to the aid-funding source should they fail to attend.

The College e-mails financial aid award letters, notifications, and notices to students at their College e-mail address and posts general notices on the College website. Students may opt to receive paper/mailed notifications by choosing to do so on WebAdvisor. The College mails all financial aid checks to students at their address of record or the address listed on the student's FAFSA application. If these two addresses are different, the student may designate one over the other. The address of record is the address the student used on their latest application for admission unless they have submitted a change of address request. If the address has changed since that time, contact the Student Development Center by calling (252) 246-1281 or (252) 246-1285.

Satisfactory Academic Progress

The Higher Education Act of 1965, as amended by Congress in 1980, mandates that institutions of higher education must establish standards of "satisfactory academic progress" applicable to all Federal (Title IV) and all state and institutionally awarded funds for the purpose of maintaining a consistent policy for all students receiving financial assistance.

- For determining FA eligibility status, the Act requires a qualitative and a quantitative measure of satisfactory academic progress (SAP). In order to maintain eligibility for federal and state FA, students must meet both FA SAP standards adopted by the College based on guidelines set by the US Department of Education.
- A student who fails to meet FA SAP in a given semester is placed on FA Warning. Such a student would remain eligible for FA in their next semester, but must reestablish FA SAP.
- If a student who is placed on FA Warning fails to reestablish FA SAP in their semester of FA Warning, that student would be placed on FA Suspension. Such a student would be ineligible for any federal or state FA until they have reestablished FA SAP.

Financial Aid Qualitative Satisfactory Academic Progress

Qualitative FA satisfactory academic progress for financial aid eligibility purposes is measured by grade-point-average. At the College there are two GPA measures with one significant difference.

- The academic GPA does not include grades earned in developmental courses.
- The financial aid GPA does include grades earned in developmental courses.
 1. A student must maintain a 2.0 cumulative FA GPA each semester; otherwise he or she will be placed on FA GPA Warning. During the semester of warning, the student will receive FA and must reestablish their 2.0 GPA by meeting the cumulative FA GPA requirement.
 2. If a student has not reestablished SAP after one semester of warning, he or she will be placed on FA GPA suspension and ALL forms of federal and state aid to the student will be suspended.

Financial Aid Quantitative Satisfactory Academic Progress Rules

There are two methods of measuring quantitative SAP.

67% Rule (Pace of Progression)

1. A student must pass two-thirds (.667) of their cumulative attempted hours at the College each semester otherwise he or she will be placed on FA warning. During the semester of FA warning, the student will receive regular financial aid and must reestablish FA SAP by meeting the 2/3 (.667) cumulative passing requirement.
2. All accepted applicable transfer credits are included in calculating cumulative 2/3 of attempted hours.
3. Developmental courses do count in the 67% calculation but courses that are deleted/purged as never attended (NA) do NOT count in the 67% calculation.
4. If a student has not reestablished SAP after one semester of FA Warning, the student will be placed on FA suspension and ALL forms of federal and state financial aid to the student will be suspended.

150% Rule (Maximum Time Frame - MTF)

1. 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 FA Office determines it is not mathematically possible for a student to complete his or her program within the MTF. The FA 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 mailed 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 MTF suspension and will lose their FA eligibility. (See examples below)
2. All accepted applicable transfer credit hours are included in the 150% calculation.
3. Developmental hours and courses purged as never attended (NA) are not counted in the 150% calculation.
4. Repeated courses are counted in the 150% calculation for attempted hours but only the last grade is counted in calculating academic and/or financial aid GPA.

For example, a student in the Welding Diploma would need 48 hours to complete the program. 150% of 48 hours is 72 hours. 72 hours would be the maximum a student could attempt and receive aid. Upon reaching 120% of the maximum hours, the FA Office will manually check to make sure the student is on track to complete his or her program without exceeding the MFT. If it is not possible to complete the program without exceeding the MFT, the student will become ineligible for federal and state aid. Students will be notified when being placed on MTF financial aid suspension.

Developmental (Remedial) Course Work

Students are limited to 30 hours of attempted developmental credits that will count toward their financial aid eligibility. Students receiving FA 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 will cease for such developmental courses.

Enrollment at Multiple Schools

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

Appeals Process for Qualitative and Quantitative Progress

Students may appeal their loss of financial aid based on qualitative or quantitative lack of satisfactory academic progress (SAP). Such an appeal may be considered for error by the College, or for documented, unusual, or mitigating circumstances. Students wishing to make an appeal must do so in writing to the Director of Financial Aid, who may grant or deny the appeal. A second appeal may be made in writing to the Executive Dean of Student Development, where all decisions are final.

Appeals Process for Course Eligibility for FA Enrollment Status

Students register for classes with, or through, their academic advisor. Academic advisors cannot authorize students to enroll for courses that count toward financial aid enrollment status outside their chosen program of study. Students may appeal and ask for an exception to the eligibility of courses that count toward financial aid eligibility for approved course substitutions, qualified double majors, or for courses that have well-reasoned career or goal oriented connections and only if the student is eligible to be at least half-time for financial aid in their chosen primary major when the student needs one more semester to complete their chosen primary program of study. Any such student must be at least half-time in their chosen program of study. The appeal must be made in writing to the Dean of Student Development. A second appeal may be made in writing to the Vice President for Academic Affairs, where all decisions are final. Such an exception cannot supersede other FA rules and regulations.

Pell Grants

Grants are financial aid awards that are given to students and if utilized properly, usually do not have to be paid back. The Federal Pell Grant is a federally funded program based on need as determined by the FAFSA. The amount of the actual grant is based upon family contribution as determined by the federal government and is subject to change by legislative action. Students receiving a Pell Grant should follow these guidelines and regulations:

NOTE: Beginning with the 2012-13 award year, students are limited to 12 full-time equivalent semesters of Pell Grant eligibility at any college and at any time. This eligibility determination by the US Department of Education will consider all use of Pell all the way back to its inception in the 1970s and will be reported to the College with the results on each applying student's FAFSA application.

- The Financial Aid Office can approve aid based on only 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.
- Must attend class and have their attendance verified by their instructor.
- Must be enrolled in an eligible degree, diploma, or certificate program. Students enrolled in some diploma and certificate programs will have their financial aid eligibility determined by clock or contact hours rather than credit hours. The number of hours required to be full-time is subject to change by legislative action. All diploma and certificate students are encouraged to talk with FA before registration each semester.
- Only courses required in a student's chosen program(s) of study will be counted toward financial aid eligibility, unless approved by the Registrar and/or the Executive Dean of Student Development.
- If a student reduces the number of credit hours for course load or withdraws from a course within a certain specified period of time during the semester, the student's award will be recalculated to reflect current course load at that time.
- If a student withdraws during the period 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 is usually responsible for repayment of these funds. Failure to repay an overpayment results in a loss of financial aid eligibility.
- Hours for courses being repeated when the student has previously passed the course or has approved transfer credit will be counted for Pell eligibility one time only if it is possible to improve the grade.
- 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.
- Financial Aid software automatically adjusts student FA awards when a student enrolls in a course that is not required and necessary for that student to complete their program of study. Such courses would include courses outside their major, courses for which the major requirement has already been satisfied, and course substitutions that have not been formally approved and entered into their program of study. Once course substitution approval has been given, a substituted course will be included in the student's credit hours for FA payment.

Students who wish to be approved for a course substitution should seek approval as soon as possible in any given semester to avoid late distribution of aid. In the event a course substitution is not approved by the deadline to pay tuition and fees for course registration, the student should contact the cashier's office to see if out-of-pocket payment is necessary to secure their course schedule.

- For 2015-16, the estimated Pell distribution dates are:
 - Fall 2015 – September 16, 2016
 - Spring 2016 – February 17, 2017
 - Summer 2016 – June 16, 2017

Federal Supplemental Education Opportunity Grants (SEOG)

SEOG is a federally subsidized program. Awards are based on exceptional financial need and academic promise. These grants are available to a limited number of students. 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 SAP. Students are encouraged to submit their FAFSA early, as SEOG awards are distributed on a first come-first served basis.

Federal Work Study (FWS)

The Federal Work Study (FWS) Program is a federally funded program to provide a limited amount of funds for the employment of students who are eligible for federal financial aid and who demonstrate need as determined by the FAFSA. Eligible students must also have been accepted to the College and are enrolled in a qualified curriculum program, must be in good academic standing with the College and must maintain satisfactory academic progress, must be a US citizen or eligible non-citizen, and must authorize a criminal background check prior to their beginning work at the College. Past criminal records will not automatically disqualify a student from College Work Study. Questions should be directed to the Executive Dean of Student Development. 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. The student authorizing the background check may be made aware of the results if they make such a written request to the Executive Dean of Student Development.

The FWS program provides jobs for students with financial need, allowing them 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.

North Carolina Community College Grant (NCCCG)

The 1999 North Carolina General Assembly allocated \$5 million to provide need-based assistance for community college students. To be considered, a student must complete the FAFSA form and (1) list Wilson Community College on the FAFSA application, (2) be a NC resident for tuition purposes, (3) enroll on at least a half-time basis, (4) comply with institutional SAP standards, and (5) be enrolled in an eligible program of study. Awards will be prorated for less than half-time enrollment, if eligible. There are no summer semester disbursements for this grant. Grant amounts depend on legislative budgets. All students who submit a FAFSA application for federal aid will automatically be considered for the NCCCG. Awards are subject to funding and state semester limitations.

North Carolina Education Lottery Scholarship (NCELS)

To be considered, a student must complete the FAFSA form and (1) list Wilson Community College on the FAFSA application, (2) be a NC resident for tuition purposes, (3) enroll on at least a half-time basis, (4) comply with satisfactory academic progress standards as set by the institution, and (5) be enrolled in an eligible program of study. Awards will be prorated for less than full-time enrollment, if eligible.

It is estimated that awards will range from \$100 to \$3,000 per year. Scholarship amounts and estimated family contribution may change depending on legislative budgets. There are no summer semester disbursements for NCELS and all awards are subject to funding and state semester limitations.

Loans

A variety of loans are available. Wilson Community College offers local ½ tuition and book loans with no interest charged, short repayment terms, and a minimal processing fee. The College also participates in the Williams D. Ford Direct Loan Program, which provides a variety of loan opportunities from the federal government. For detailed information regarding financial aid opportunities and the application procedure, see the College Loan Officer.

Short-Term Emergency / Book Loans

A limited loan fund is available for emergency loans up to \$250 for a maximum of 30 days without interest. These loans may be made to students who have a need for funds for unusual circumstances. The loans are intended for unexpected situations and are not made for regular expenses. The Assistant Director of Financial Aid administers the loan fund and will require an explanation of the nature of the emergency. Documentation will be required. Book loans up to \$250 are available during registration periods.

A new 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 fund availability. During regular registration periods, ONLY 1/2 tuition and book loans will be considered...not emergency loans.

North Carolina Community College Loan Program (Half Tuition Loans)

Wilson Community College elected to participate in this program initiated by the 1999 North Carolina General Assembly. The College has earmarked funds to be used exclusively for half-tuition loans during registration. Access to the funds is open both to full-time and part-time students. There is a \$5.00 processing fee, regardless of principal amount borrowed. The full amount of the loan plus the \$5.00 processing fee is to be repaid by the Friday immediately preceding the first day of early registration for the next semester.

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. Interested students must complete a Free Application for Federal Student Aid (FAFSA). The type of loan a student may be eligible for (subsidized or unsubsidized) is determined by the results of the FAFSA.

The College practices an enhanced Entrance Counseling process that can take some time to process and complete. Interested students can request a loan packet in the College Financial Aid office or may access it on the College website. Students are encouraged to start the process as soon as possible after being admitted to the College. The College has the authority and takes the responsibility of evaluating each loan application on a case by case basis and encourages reasonable loan debt. All loan recipients must meet all satisfactory academic progress requirements. Loans cannot be processed or awarded during regular registration periods and can be processed and awarded on a limited basis during early registration periods. Students who have applied for Direct Loans must check their College e-mail account regularly for information related to, or information needed to complete, the loan process. It is the student's responsibility to communicate with the Loan Officer during this processing and evaluation process.

Direct Subsidized Loans

For the student 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 basis and, upon graduation, for a six month grace period. This grace period is to allow the student to discuss 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:

For a student enrolled in an Associate Degree program, the student must have graduated in three years or transfer to a four-year institution. The AA, AS, and AAS degrees are two-year programs X 150% equals three years. If not, the student would no longer be eligible for subsidized loans and the government would no longer subsidize the interest on existing subsidized loans.

Direct Unsubsidized Loans

Interest on direct unsubsidized loans begins to accrue immediately upon receipt of loan funds. For these loans, the federal government does not subsidize the interest while the student is enrolled and repayment begins very quickly after funds are received. Students do have the option to defer monthly payments as long as the student is 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. Students who cannot demonstrate financial need on their FAFSA for Direct Subsidized Loans may apply for Unsubsidized Loans. Interest on such loans is the responsibility of the borrower at all times.

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. More information is available on the College website. Processing for these loans takes the same time as other Direct Loans.

Forgivable Education Loans for Service Program (FELS)

Students who plan to work in NC in certain critical employment areas such as nursing, teaching, allied health fields, or medicine may apply for loans under the FELS program. FELS is a program that enables students to repay their FELS loans with service, one year of service for each academic year loan. Recipients must be NC residents, maintain satisfactory academic progress, and a minimum GPA. The details can be found at CFNC.org/FELS. The application is posted on the CFNC website each January and all applications must be submitted by April 1st of each year.

Scholarships

Scholarships to selected students are made available from funds received from the North Carolina Community College System and several area organizations, firms, and individuals, including the Wilson Community College Foundation. These scholarships are gifts to qualified students to be used in offsetting their educational expenses, and as such, require that recipients must be good citizens of the College and the community. In most cases, the Financial Aid and Awards Committee, which includes Wilson Community College faculty and staff, selects most scholarship recipients based on the established criteria. When possible, selections are made by October 1 and presented at the annual Scholarship Awards Ceremony in November. Depending upon the scholarship, the eligibility criteria may include financial need, program of study, high school attended, grade point average, etc. Both full and part-time students are eligible for these unless otherwise stated. It is possible for an individual student to receive more than one scholarship. 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 only. Interested student can apply online at www.wilsoncc.edu.

Workforce Investment Act (WIA)

Eligible WIA recipients may receive various types of financial assistance as they pursue career training and retraining. Businesses, government, 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 those WIA agencies that are sponsoring WIA eligible students, as determined by the Employment Security Commission. The Admissions/Retention Counselor coordinates these efforts and helps with the transition of attending school.

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 reasonable expectation that as a result of vocational rehabilitation services, the person may become gainfully employed. Each rehabilitation program is individually designed, developed, and contracted with the Vocational Counselor.

The sponsorship and amount of the award is based on need and type of program in which the student is enrolled. It 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 can contact the Vocational Rehabilitation office by calling (252) 237-7161 for more information.

Child Care Assistance

Wilson Community College is generally funded from the North Carolina General Assembly to provide child care assistance to eligible students. Applications to participate are available on the College website at www.wilsoncc.edu during fall semester registration only.

Payment and Disbursement of Financial Aid Funds

Students who register for Term A and/or B or module courses at the beginning of each semester can receive FA based on their enrollment status only for those courses or modules that have actually started. Additional FA disbursements can be made as subsequent term or module courses begin later in the semester if those subsequent course additions 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 against their semester eligibility, up to the maximum scheduled amount. The student will receive a cash payment of the semester balance, if any, after their attendance and class 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 new enrollment data. However, there will be no recalculation for changes after disbursement except for total withdrawals, never attended, and classes not eligible for aid. The College can make FA awards based on multiple census dates in a single term but the census dates cannot be combined. **EXAMPLE-** A student enrolled in full-term, term A, and term B courses can be awarded for all of those courses as long as the registration for all courses is done at the beginning of the term. A student registered later in the term for only term B courses could be awarded but only for those term B courses.

- Students must attend classes beyond the 60% point in order to “earn” 100% of their Pell award. If an overpayment is created, the student will be notified of the liability, if any, which must be repaid. Failing to attend classes beyond the 60% point in the semester will result in an overpayment and/or a debt owed to Pell and/or the College. Withdrawing from classes after the 60% point can also, in some circumstances, result in a debt to the College.

Treatment of Title IV Aid when a Student Withdraws

Students receiving Title IV aid are required to attend through the 60% point of the semester to fully earn their award. Examples of Title IV aid are the Federal Pell Grant, Federal Supplemental Education Opportunity Grant, and Direct Loans which are disbursed based on attendance. If such students withdraw prior to earning the aid, they may owe money back to the College, Department of Education or both. 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.

- 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, such students may owe the College a balance if they charged more than their prorated award.

For Example:

John originally enrolls for fall semester in 6 credits and his grant award is \$1000. He charges \$438.10 for tuition & fees to his grant. He attends up to the 20% point of the term and withdraws. John has earned 20% of his award, which is \$200. John dropped after the College’s refund period. Therefore, tuition & fees are not reduced. The College applies the \$200 post withdrawal disbursement towards his charges of \$438.10. Since his charges exceed his grant, he will owe the College the difference of \$238.10.

- 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 for which the student or College will need to return. 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. In the event, the student does not pay; the College will refer overpayments greater than \$50 to the Department of Education. The student will lose financial aid eligibility until he/she resolves the overpayment. The student will retain eligibility for aid up to the point the overpayment is referred to the Department of Education or 45 days from the date of determination of withdrawal.
- If the College owes an amount as a result of a return calculation, it will process the return within the 45 day deadline. The return would be equal to the amount of tuition & fee charges 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 a Direct Loan origination whose funds have not already been disbursed a post withdrawal disbursement will be calculated for the term 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 PWD 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 consider their options before withdrawing from classes. Drops can negatively affect a student’s future aid eligibility.

Veterans Education Assistance (VA)

The Department of Veteran Affairs provides a number of educational benefits to qualified veterans and/or dependents. Members of the selected reserve, war orphans, National Guard, students who have completed active tours of duty in the armed forces and qualified dependents & spouses of veterans may be eligible for assistance.

To determine eligibility, students may call the VA Educational call center at 1-888-442-4551 or online at www.gibill.va.gov. Upon verifying eligibility, students must follow the application process and read the following information regarding enrollment, student responsibility and payment data provided below:

STEP ONE:

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. Such students should complete the VA application and submit academic transcripts from all colleges attended well in advance of registration.

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 www.va.gov/vaforms or submit a paper application to the Director of Financial Aid & Veteran's Affairs. 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 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 colleges. 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 College VA representative along with a copy of their DD-214 / NOBE. These forms may be printed at www.va.gov/vaforms (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 record and contact the College VA representative to request certification. Students who desire to change majors must be accepted into their new major by the College and must complete a VA change of major form with the College VA representative. All transcripts must be received and evaluated prior to College certification.

STEP TWO:

Registration

Upon admissions into a curriculum program, students should see their academic advisor during registration periods to sign up for classes each semester.

All VA students are required to see the VA representative 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 set for each registration except for the following:

- Chapter 31 students must present a VA/VR authorization to the VA Director for each enrollment period to be certified for benefits & to charge their tuition/fees with the Cashier's Office.
- Chapter 33 students have the option to borrow tuition & fees via the Post 9/11 Loan Program until funds are exhausted. Students must see the VA Director for 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 & fees from VA may be deferred. Anticipated payment is based on the benefit payment rate and courses certified. Students are required to be in good academic standing and must submit a copy of their VA Certificate of Eligibility to the VA Director. If the actual cost of tuition and fees is greater than the anticipated VA payment, the student must pay the difference before the deadline published for each term. In addition, students would be responsible for payment to the college if the VA does not pay as expected or if the student's enrollment status or eligibility changes. Students wishing to utilize this payment option should see the VA Director at the time of registration.

Enrollment

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 class repeats for which have already been passed cannot be counted toward enrollment credits for VA purposes.
- Course substitutions must be officially approved and documented in the admission's file.
- Enrollment dates for all classes are reported to VA. VA will determine enrollment classification based

on the number of hours students have for each day of the month. When enrolled in Term A, B, or module classes, which only meet half of the semester, or less, VA will account for the change in hours based on the day classes start & end.

- Changes in enrollment due to drops, additions or schedule adjustments are reported to VA on a weekly basis by the VA Director. 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+	<i>Summer enrollment status is based on the number of days and weeks in the term.*</i>
3/4 Time	9-11	
1/2 Time	6-8	
Less than 1/2 Time	1-5	

**For summer enrollment classification, see VA representative prior to registration.*

STEP THREE:

Student Responsibility

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

Changing Majors: Students wishing to change their major must complete a change of major form and return it to the VA Director. This form may be printed at www.va.gov/vaforms (Forms 22-1995 or 22-5495 for Chapter 35). In addition, students are required to update their major with the College's Admissions Office.

Reporting Changes: Students are required to report address & direct deposit changes to VA via WAVE www.gibill.va.gov/wave/index.do or IVR 1-877-823-2378. Address changes should also be reported to the College's Admissions Office.

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 www.gibill.va.gov/wave/index.do or by calling 1-877-823-2378.

Graduation: Students are required to notify the VA Director at the beginning of the semester they intend to graduate. Students who are graduating may opt to round out their last semester & 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, the student will be placed on Academic Probation and will not be eligible to receive VA benefits.

Payments & 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 office 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: http://www.gibill.va.gov/resources/benefits_resources/. 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.

STUDENT DEVELOPMENT

MISSION STATEMENT

The Student Development Office is designed to provide students with comprehensive services and programs that enable them to become successful and achieve personal, academic, and career goals. Services are provided according to College policies and procedures and include admissions, registration, academic placement and support, student records, counseling referral and retention services, disability services, career development, and financial aid. The Student Development Office will assist students in succeeding in the global economy to become productive citizens of our society.

CAREER DEVELOPMENT SERVICES

With the goal of lifelong career satisfaction and success, Career Development Services educates currently enrolled students and graduates of curriculum programs in the areas of self-assessment, exploration, career-readiness, and employment search techniques. Career Development Services also creates interactive relationships with community employers and organizations in an effort to expose students to job skills acquisition, to post job listings, and to interview prospective employees. Job listings are posted and available through the College's Career Development Services website. There will be no charge for the services through Career Development Services.

CHANGE OF PERSONAL INFORMATION

Being able to quickly and dependably contact students by phone or through the mail is important. A student's address as last listed in their educational record in the Student Development Center is considered to be the student's address of record. As all official correspondence is directed to the student's address of record, students should notify the Student Development Center when there has been a change in their name, address, or telephone number. It is the student's responsibility to keep the College informed of any directory changes.

Some changes in personal data, including but not limited to name changes, may require certified copies of legal/court documents. Examples include marriage licenses and divorce or adoption decrees. Normally a state driver's license or a social security card with the new name will be accepted as adequate documentation.

COLLEGE IDENTIFICATION NUMBER / PHOTO ID

The College takes its custodial responsibility for maintaining personally identifiable information very seriously. In order to comply with the provisions of the Identity Theft Protection Act of 2005, the College provides the following information on the collection and use of personally identifiable information.

- In order to maintain 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.

All applicants are assigned a distinctive College Identification Number and it is that number, not their social security number, which will be an in-house identifier throughout their career at the College. Anytime a student has the need to be identified by the College, the student will be asked for their college ID number.

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 for lost cards will be available in Student Development for a \$5.00 fee. The student ID card will also be used as a College Library Card.

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 upon request.

COUNSELING

Counseling services include college admissions, academic and career counseling, educational planning, and various workshops. Students learn strategies for developing plans and making career decisions in establishing educational goals. In-depth personal counseling will be limited to initial crisis assessment and referral, students seeking in-depth personal counseling should contact a College counselor for a referral list of professional counselors in the local area. Appointments to meet with a College counselor are encouraged but not required, since they are often involved in placement testing and admissions interviews. An appointment can be made by calling (252) 246-1276 or (252) 246-1281.

DISABILITY SERVICES

MISSION

The mission of the College Disability Services Office is to provide equal access for students with disabilities, including all opportunities, services, and facilities offered by the College. The College provides a Disability Services Manual for interested students.

QUALIFYING FOR DISABILITY SERVICES

Applicants should begin this process as early as possible in the admissions and registration processes especially when the situation makes moving a class or activity necessary. In such cases, such students may be given priority early registration. The College will always work to make arrangements for suitable accommodations for students to benefit from those services as quickly as possible, however, the College may require a minimum of a two-week notice. Upon receipt of all documentation, the determination as to whether an accommodation is necessary and what accommodations are reasonable and effective will be made. The process by which such a determination is made is an interactive process that may include the evaluating professional, campus and community college system personnel familiar with disabilities, and the individual with the claimed disability. The law requires that primary consideration be given to the individual with the disability.

ACCOMMODATIONS

Once enrolled, students requiring accommodations must meet with the Special Populations Counselor as soon as their class schedules are known and as quickly as possible after any changes are made. Students who receive interpreter services but cannot attend a scheduled class must contact 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. Students who require an accommodation for otherwise unscheduled college-related events or activities must request such service as early as possible to allow time for arrangements to be made.

The Special Populations Counselor will notify the student's chosen instructors that accommodations have been approved, but the student must also self-identify to each instructor from whom he or she wants or needs accommodations at the beginning of each semester. Sharing information on an applicant or student's disability is strictly on a need-to-know basis and must be done only with the written consent of the applicant or student. Individual faculty members do not have the authority to unilaterally allow or deny accommodations or academic adjustments. In considering providing auxiliary aids or considering academic adjustments for students with disabilities, the determination of what academic requirements are "essential" are to be made by the Curriculum Dean and the Vice President for Academic Affairs. Such discussions should always involve the Special Populations Counselor.

GRIEVANCE PROCEDURES

Once accommodations are defined and approved, should disputes arise between the student and an instructor as to the delivery of the service or accommodation, the student must first contact the Special Populations Counselor for assistance. If the dispute remains unresolved, the student may use the Grievance Procedure in the College catalog and/or Student Handbook to attempt to resolve the issue.

RECORDS MAINTENANCE

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.

RIGHTS AND RESPONSIBILITIES

College Rights:

1. Identify and establish the essential functions, abilities, skills, knowledge, and standards for courses, programs of study, and activities and to evaluate students on this basis.
2. Request and receive current documentation from a qualified professional that supports requests for accommodations, academic adjustments, and/or auxiliary aids and services.
3. Deny a request for accommodations, academic adjustments, and/or auxiliary aids and services if the complete documentation does not demonstrate to the College that the request is warranted, or if the documentation is incomplete.

4. Select from among equally effective accommodations, adjustments, and/or auxiliary aids and services.
5. Deny a request for an accommodation, adjustment, and/or auxiliary aid or service that imposes a fundamental alteration of an essential element in a program or activity of the College, as determined by the College.
6. Deny the continuation of an accommodation if the student fails to use such an accommodation.

College Responsibilities:

1. Accommodate the known limitations of an otherwise qualified student with a disability.
2. Ensure that courses, programs, services, and activities, when viewed in the entirety, are available and usable in the most integrated and appropriate setting.
3. Provide or arrange reasonable accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities.
4. Maintain confidentiality of records and communication, except where permitted or required by law.
5. Maintain academic standards by providing accommodations without compromising the content quality or level of instruction.

Student Rights:

1. Equal access to courses, programs, services, and activities offered by the College.
2. Equal opportunity to work, learn, and receive accommodations, academic adjustments, and/or auxiliary aids and services.
3. Confidentiality of information regarding their disability as applicable law allows.
4. Information available in accessible formats.
5. File an appeal using established Grievance Procedures.

Student Responsibilities:

1. Meet qualifications and maintain essential institutional standards for the course, programs, services, and activities.
2. Self-identify disability status in a reasonable and timely manner to each instructor and/or employee from whom they want or need accommodations.
3. Provide disability documentation from a qualified professional that reflects the current disability status and how their disability limits participation in courses, programs, services, and activities.
4. Follow established procedures for obtaining accommodations, academic adjustments, and/or auxiliary aids and services, including meeting with Special Populations Counselor each semester.
5. Inform the College of any change in status of disability, need for accommodations, enrollment, class schedule or anticipated absences.

HOUSING

The College does not offer student housing facilities. The Student Development office does maintain a list of area apartments who rent to students. 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.

REGISTRATION

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

Eligible students are encouraged to meet with their academic advisors and to early register. The College considers the academic advising process to be a valuable resource for students as they plan their class schedules each semester. With the advent of WebAdvisor, most students will be able to register for classes online, after having communicated with their advisors. Students who early register or register for classes, are approved for financial aid, and find that they will be unable to attend must officially withdraw from those classes. Otherwise, their financial aid award will be charged for the tuition and fees and the student may be liable for repayment to **the aid-funding source should they fail to attend.** (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 in some real and meaningful way to the student's inability to register during the set period or the student's inability to register was extraordinary, unforeseeable, and beyond the control of the student. Such requests should be made to the Executive Dean of Student Development, where all decisions are final.

RESIDENCY FOR TUITION PURPOSES

To qualify for in-state tuition, a legal resident must have maintained his/her domicile (one's permanent dwelling place of indefinite duration) in North Carolina for at least the 12 months immediately prior to his/her classification as a resident for tuition purposes. In order to be eligible for such classification, the individual must establish that his/her presence in the State during the 12-month period prior to enrolling was for the purpose of maintaining a bona fide domicile rather than for purposes of mere temporary residency incident to enrollment in an institution of higher education. The burden of establishing other facts that justify classification of a student as a resident entitled to in-state tuition rates is on the applicant. Applicants/students who are initially classified as out-of-state for tuition purposes must pay tuition at the out-of-state rate unless and until all appeals are heard and settled.

Pursuant to Section 135 of the Higher Education Act of 1965 (HEA), as amended, requires a State that receives assistance under HEA not to charge a member of the armed forces who is on active duty for more than 30 days and whose domicile or permanent duty station is in the State more than in-State tuition for attendance at a public institution of higher education. Section 135 also provides that the spouse or dependent child of such a service member may not be charged more than the in-state tuition rate. Under the federal definition, any legal marriage recognized by the jurisdiction in which the marriage was celebrated will be recognized without regard to whether the marriage is between persons of the same sex or opposite sex, and without regard to where the couple resides. All questions regarding residency for tuition purposes should be directed to the Associate Dean of Enrollment Management in Room F-100d.

International students, depending on visa classification, and undocumented students may not be eligible for North Carolina residency status and in-state tuition.

Veterans And Dependents Of Veterans

- Effective July 1, 2015, the 12-month residency requirement for In-State tuition is waived for veterans who meet the following requirements:
 - Served active duty for at least 90 days in the Armed Forces, the Commissioned Corps of the US 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-911 Educational Assistance Program.
 - Qualifies for admission to the community college.
 - Enrolls within three 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.
 - Provide the college with a letter of intent to establish legal residence in NC.
- Effective July 1, 2015, the 12-month residency requirement is waived if the person meets all the following criteria:
 - The person is the recipient of a veteran's federal educational benefits under either 38USC Chapter 30 (Montgomery GI Bill Active Duty Education Program) or 38USC Chapter 33 (Post-911 Educational Assistance program).
 - The person qualifies for admission and enrolls in a community college within three years of the veteran's discharge or release from the Armed Forces, the Commissioned Corps of the US Public Health Service, or the National Oceanic and Atmospheric Administration.
 - The veteran's abode is North Carolina, meaning the veteran must actually live in NC, whether temporarily or permanently.
 - Provide the college with a letter of intent to establish legal residence in NC.

Furthermore, after the 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 period was waived will continue to be eligible for the In-State tuition as long as the veteran or other qualified individual remains continuously enrolled at the same institution of higher education.

S.L. 2015-116 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 after July 1, 2015.

The NC General Assembly sets policies and procedures for determining in-state and out-of-state tuition. Residency determination is initially made by the Director of Admissions following the guidelines set by the state. Students who disagree with that initial determination may appeal their residency status to the College Residency Committee and may file a final appeal to the State Residency Committee. Students should consult the Associate Dean of Enrollment Management or the Executive Dean of Student Development for complete information on residency appeals. The NC General Assembly in 2013 mandated a central residency classification and appeals process. Progress toward that goal is continuing at the state level.

Regulations concerning the classification of students by residence for purposes of applicable tuition differentials are set forth in detail in *A Manual to Assist The Public Higher Education Institutions of North Carolina in The Matters of Student Residence Classification for Tuition Purposes*. Manuals are available in the library and the Student Development Center (Room F-100).

Residency Classification Appeals

Appeals of the initial residency classification to the College Residency Appeals Committee must be made within 10 calendar days of the initial classification. These appeals are to be made to the Executive Dean of Student Development.

This first appeal will include more specific student/applicant residency information collected on the Residence and Tuition Status Application and a review of other relevant information and documentation presented by the applicant/student. The Executive Dean of Student Development, the Vice President for Academic Affairs, and the Vice President of Finance and Administrative Services serve as the Residency Appeals Committee for the College. The student/applicant will be informed in writing of the committee's decision.

A student wishing to further appeal a decision of the College Residency Appeals Committee to the State Residence Appeals Committee may do so by indicating in writing to the Executive Dean of Student Development within 10 calendar days of receipt of the ruling of the College Residency Appeals Committee. The Executive Dean of Student Development will then assist the student in making that appeal to the State Residence Appeals Committee.

RETENTION

Wilson Community College is dedicated to helping students achieve academic success. The Early Alert program has been implemented and designed to support the faculty and academic departments in the identification of and communication with students who are having difficulty in the classroom or with the college experience. If an Early Alert referral is made to Student Development/Recruitment Counselor, the student will be contacted and offered assistance that may include personal/academic counseling and other life planning assistance.

Lunch and Learn/Student Success Workshops are offered at Wilson Community College each semester. Study skills, time management, test anxiety, health and wellness, career choices, and job hunting tools are only some of the many topics addressed. Students are encouraged to take advantage of these workshops. For information about available workshops and times, contact the Student Development Office.

STUDENT SUCCESS CENTER

To support students as they transition into Wilson Community College, the STARS Center (Support Through Advising, Registration, and Support) is located in F-103. The STARS Center is designed to engage students by providing thorough advising and registration assistance, success workshops, and strategies for academic achievement.

Orientation- Students are required to attend an orientation prior to or during their first semester. Orientation is designed to help new students feel more comfortable being admitted to the College by covering information on academic policies, community standards, ways to pay for college, and campus resources available to enhance student success. New students will have a hold on their account (preventing registration for the next semester) until orientation is completed.

ACA 111 and ACA 122- All students will be required to successfully complete ACA 111 or 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 the future.

TRANSFER – ACCESS TO SENIOR COLLEGES & UNIVERSITIES

Wilson Community College supports our students continuing their education beyond their time at the College. Assisting students in their efforts to gain knowledge and insight regarding the opportunities available at senior colleges and universities is a part of our mission. As such, the College will:

1. Designate one of the counseling staff members to work primarily with college transfer students.
2. Foster a good working relationship between the counseling staff and all associate degree faculty and advisors for the benefit of all transferring students, including AA, AS, and AAS majors.
3. Host an annual college transfer fair to which colleges and universities of interest to our students will be invited.
4. Maintain current information on NC and other senior colleges and universities of interest to our students in the counseling/career center.
5. Make students aware of the resources that are available to them through new student orientation, the College website catalog, e-mail, campus posters, and workshops.
 - The College will e-mail students to announce the visit by senior college or university representatives on campus and may post flyers provided by the visiting college.
 - The College will not generally share directory information for students while they are enrolled at Wilson Community College. The College may, in its sole discretion, share directory information for impending graduates and recent graduates.
6. Allow senior colleges and universities that request access to our students may be given the opportunity to set up an information table, and to staff that table, in the student lounge and/or the College Transfer Advising Center.
7. Requests for access should be directed to the Executive Dean of Student Development. Approval will be with the understanding that senior colleges and universities promote completion of an associate degree prior to transfer and that all access to students shall assume an unconditional positive regard for the student.

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 carefully study the catalogs of colleges to which they are considering transfer and consult an admissions representative to determine transferability of courses already taken and those they plan to take at Wilson Community College. Only courses approved in the comprehensive articulation agreement are transferable to UNC system schools.

TRANSCRIPTS

A transcript is an official record of coursework 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 requests
- On the College website, www.wilsoncc.edu, through the National Student Clearinghouse for printed, mailed, or electronic PDF requests.

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

NOTE: WebAdvisor and Student Planning allow current students to view and print copies of their transcript online. However, these copies are not considered official in that they are not signed and sealed by a College official and as such are generally not accepted as evidence of college credit by other colleges and universities and some employers.

TRIO / ACADEMIC SUPPORT

Student Support Services

Student Support Services is a federally funded program designed to assist students currently enrolled in Wilson Community College who qualify by federal standards and who are highly motivated to complete a degree. The program works to enable qualified, motivated participants to stay in college until they earn their chosen degree. The program attempts to increase the opportunity for success in the classroom, provide counseling, academic advising, tutoring and mentoring, and give assistance to students interested in transferring to a four-year college. The goal of the program is to increase the college retention and graduation rates of its participants and to help students make the transition from one level of education to the next.

The Student Support Services Tutorial Lab is located in Room C-112. It is fully staffed with Academic Specialists and trained tutors and it offers individualized tutoring and support for all participants. The tutorial lab is open Monday – Thursday, 8:00 AM – 6:00 PM and Friday 8:00 AM – 12:00 PM in the fall and spring semesters. Summer hours may vary based on College's hour of operation.

Upward Bound

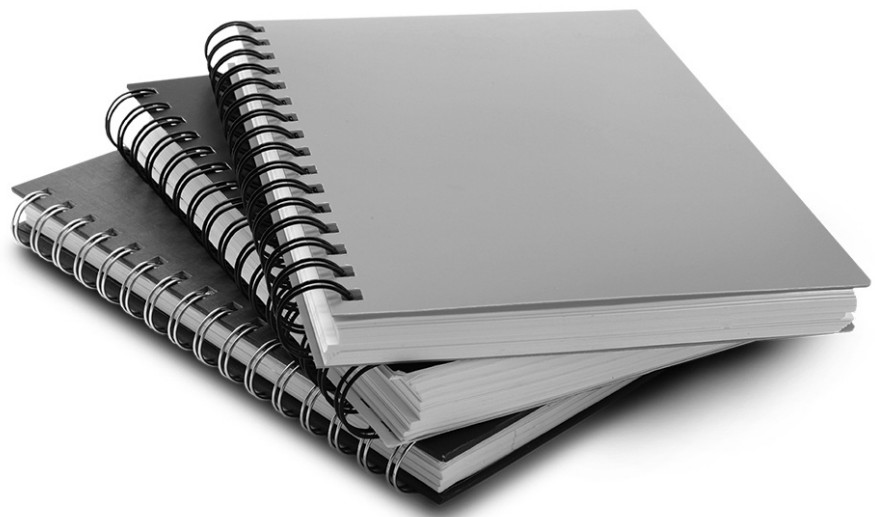
Upward Bound is a program designed for high schools students that are motivated to pursue higher education, but that lack the information and guidance necessary to do so. It provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their higher education pursuits through intensive services that include tutoring, academic skills, counseling, exposure to college life, college visits, assistance with the college admission process, financial aid, and scholarships. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

TUTORING

In addition to the Student Support Services tutoring services, the College offers other tutoring opportunities.

Online Tutoring

The College provides online tutorial assistance to all curriculum students wanting additional help in math, writing, science, and business skills. This service is available to students taking both online and traditional seated courses. To access online tutoring from any computer at home or on campus, students should log in to the Wilson Community College website, login to the distance learning course management system such as Moodle, and then click on online tutoring. The student's login to online tutoring is the same as the Wilson Community College login and password.



FINANCIAL INFORMATION

STUDENT FEES AND EXPENSES

It is estimated that the average student who is a North Carolina resident incurs necessary expenses of approximately \$3,500 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.

CURRICULUM TUITION/FEES 2016-2017*

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

IN-STATE STUDENTS

Per credit hour through 15 credit hours	\$ 76.00
Sixteen (16) credit hours and above	\$ 1285.88

OUT-OF-STATE STUDENTS

Per credit hour through 15 credit hours	\$ 268.00
Sixteen (16) credit hours and above	\$ 4357.88

STUDENT ACTIVITY FEE - PER SEMESTER/PER CREDIT HOUR

(\$35.00 maximum student fee per semester)	\$ 2.18
Student fee includes accident insurance and student activities.	

SECURITY/PARKING FEE (per semester)

TEAS FEE (nursing applicants only)	\$ 55.00
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Nursing Fundamentals testing fee (ADN Transition applicants only)	\$ 31.00
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TECHNOLOGY FEE (per semester)

ASSESSMENT TECHNOLOGY, INC. FEE (per semester)	\$ 20.00
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Associate Degree Nursing	\$ 225.00
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Practical Nursing Education	\$ 275.00
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CERTIFIED SURGICAL TECHNOLOGY EXAM FEE (per semester)

MALPRACTICE INSURANCE IS REQUIRED FOR STUDENTS IN:	\$ 150.00
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Nursing (ADN & PN)	\$ 16.00
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Surgical Technology	\$ 16.00
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(Above amounts are maximum charges for insurance. These rates are subject to change by the insurance companies.)

GRADUATION APPLICATION FEE

STUDENT ID REPLACEMENT FEE	\$ 25.00
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OFFICIAL TRANSCRIPTS:

First print is free, additional prints	\$ 5.25
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Electronic Transcripts	\$ 7.00
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CONTINUING EDUCATION FEES

All fees are subject to change by action of the North Carolina General Assembly.

BASIC SKILLS CLASSES

OCCUPATIONAL EXTENSION CLASSES:	\$ 0.00
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1-24 hours	\$ 70.00
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25-50 hours	\$ 125.00
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51+ hours	\$ 180.00
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COMMUNITY SERVICE/SELF-SUPPORTING CLASSES..... Determined by the contact hours of the class

TECHNOLOGY FEE (per semester for on campus/online classes 9 + hrs	\$ 5.00
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SECURITY/PARKING FEE (per semester for on campus classes 16 + hrs	\$ 15.00
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MALPRACTICE INSURANCE:

Nurse Aide I	\$ 16.00
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Nurse Aide II	\$ 16.00
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Phlebotomy	\$ 16.00
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Dialysis	\$ 16.00
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EMT-B/EMT-P	\$ 16.00
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EXTENSION STUDENT ACCIDENT INSURANCE (required for selected courses)

All extension students may purchase accident insurance. It is required for select courses.	\$ 2.00
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OFFICIAL GED TESTING SERIES

HIGH SCHOOL EQUIVALENCY GRADUATION	\$ 80.00
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AHS GRADUATION	\$ 15.00
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AHS CERTIFICATE ONLY	\$ 15.00
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CPR HEARTSAVER/CPR HEALTHCARE PROVIDER/CPR REPLACEMENT CARD	\$ 5.00
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PAYMENT POLICIES

Payment of all tuition and student fees is due at the time of registration. Malpractice insurance is due before clinical experience begins.

Registration is conducted at the beginning of each Fall, Spring, and Summer Semester, as listed in the College academic calendar. Actual dates and times are posted on campus, advertised in the local media, and on the website, www.wilsoncc.edu. Registration for classes is not complete until the student or his/her financial aid award pays tuition and fees.

Continuing students who early register for classes and who are approved for financial aid and find that they are unable to attend must officially withdraw from those classes. Otherwise, their financial aid will be charged for the tuition and fees and, should they fail to attend those classes, they may be liable for repayment.

Pursuant to G.S. 115D(4), G.S. 115-5, and Session Law 2011-145, tuition for high school students enrolled in the Career & Promise (CCP) program is waived for fall and spring semesters. Such students may enroll in summer CCP pathway courses but tuition and fees must be paid on a self-supporting basis, subject to rules set by the State Board of Community Colleges. Eligible high school students are permitted to take noncredit continuing education, except adult basic skills, courses 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. Please ensure that mailed payments are received by the payment deadline. Mailed payments are for early registration only. Mail payment to: Cashier, Wilson Community College, P.O. Box 4305, Wilson, NC 27893.

FINANCIAL LIABILITY FOR ISSUED TOOLS & EQUIPMENT

When students are issued tools, minor equipment, and/or equipment, they must sign a Use Agreement agreeing 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. That User Agreement also 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.

REFUNDS

CURRICULUM COURSES* - Tuition Refunds

A refund shall not be made except under the following circumstances:

- A 75% refund will be made upon request of the student if the student officially withdraws from the class(es) prior to or on the official 10% point of the class.
- 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.
- A pre-registered student who officially withdraws from a curriculum class(es) prior to the day the semester begins will be eligible for a 100% tuition refund, upon request.
- 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. Text book buy back is also possible.

Other 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.

CONTINUING EDUCATION Courses - Tuition Refunds

- 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.
- Technology Fees and Security/Parking Fees are refunded if the student is entitled to a 100% refund.
- 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.
- Course withdrawal forms are available in the Continuing Education office.
- 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.
- 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.

Refunds - General

Refunds will be available four to six weeks after the last day of registration.

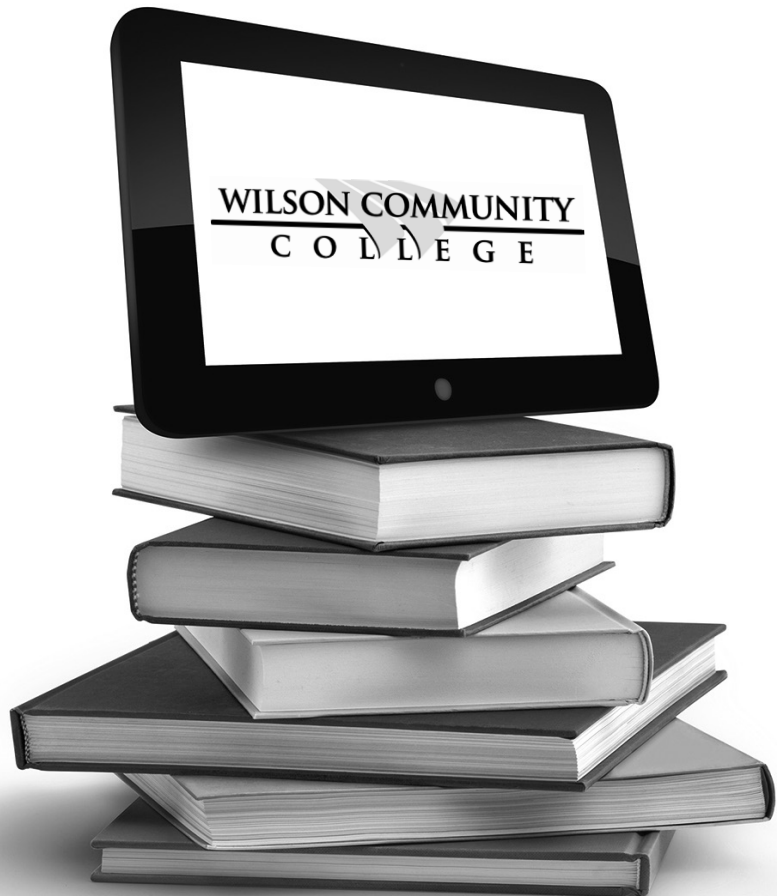
OUTSTANDING CHARGES OR LOANS

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 over payments, overdue library books, outstanding loans, etc.

EDUCATION TAX CREDITS

As a community college student, you and/or your family are possibly eligible to receive education tax credits that can reduce the expense of your education. The College cannot process Educational Tax Credits (1098-T) without the student's correct social security number. A complete description of those education credits can be found at <http://www.irs.gov/uac/Tax-Benefits-for-Education-Information-Center>. The same information is available on the College website under Consumer Information and is available in hard copy 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



POLICIES

ACADEMIC DISHONESTY

The College guarantees the integrity of the academic process. Cheating and plagiarism are threats to that integrity; therefore, everyone must work together to prevent their occurrence. 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.

Definitions

Academic dishonesty is defined as any behavior or action in the classroom, laboratory, clinical site, or distance learning venue that attempts to deceive the instructor. Examples of academic dishonesty include cheating, plagiarism, or lying.

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 sanction. See also Electronic Devices Policy.

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.

Sanctions

Any student found by a faculty member to have committed academic dishonesty may be subject to the following sanctions. A faculty member may impose sanctions 1, 2, 3, and 4. The faculty member may recommend to the Curriculum Dean that sanctions 5, 6, or 7 be imposed. 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, and if a student has repeated offenses, the Executive Dean of Student Development may recommend additional actions and penalties. The maximum penalty is expulsion from the College.

1. Academic Warning - A written notice to the student that he/she has violated the academic dishonesty policy.
2. Grade Adjustment - Lowering of a score on a test or assignment, which could result in a "0" for that assignment.
3. Discretionary Sanctions - Additional academic assignments determined by the faculty member.

4. Course Failure - Failure of a student in the course where academic dishonesty has occurred.
5. Disciplinary Probation - Continued enrollment of a student with written notice of the terms and length of probation. Any conduct in violation of these regulations while on probationary status may result in the imposition of a more serious disciplinary action.
6. 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
7. Expulsion - Permanent removal and exclusion from the College.

Appeal of Sanctions for Academic Dishonesty

Students can appeal sanctions imposed for academic dishonesty. Faculty member sanctions 1, 2, 3, and 4 may be appealed through the Grade Appeal Process found in the College catalog and website. Disciplinary sanctions 5, 6, and 7 may be appealed by following the Disciplinary Procedures outlined in the College Student Handbook and on the College website.

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 the 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; the grades forgiven may be used in computing the student's grade point average. Receiving institutions to which you transfer are not required to disregard those course grades for which forgiveness is given. The following criteria must be met in order to be considered for academic forgiveness:

1. Academic forgiveness must be initiated by the student who has not been continuously enrolled for three years.
2. The student must complete an Academic Forgiveness Application.
3. 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.
4. The student will be eligible for academic forgiveness once he or she is currently enrolled and has a minimum of 12 semester hours of required course credit in the chosen program of study within the previous year and achieved an overall grade point average of 2.5 or above in these courses.
5. Only prior courses with grades of "F" or "WF" will be eligible for academic forgiveness.
6. Academic forgiveness will be granted only once and, when granted, is irrevocable.

Academic Forgiveness Procedures

1. Secure an application for Academic Forgiveness in the Student Development Center; read the terms carefully; complete and sign the form.
2. Return the completed and signed application to the Student Development Center. The application will be verified and courses will be checked for eligibility in accordance with the policies stated above.
3. Meet with the Executive Dean of Student Development and sign the final agreement.
4. If Academic Forgiveness is approved, the Registrar will notify the student of the decision and include an updated transcript, which will reflect the excluded grades. No courses will be removed from the transcript. The new GPA will exclude "F" or "WF" grades that were approved for forgiveness.
5. If forgiveness is denied, the Registrar will notify the student by letter.
6. Review and processing of the Academic Forgiveness takes between two and four weeks.

ADVISORS

Each student is assigned a faculty advisor based on credit hours completed and academic program. New students with less than 12 credit hours successfully completed in their current program of study at the College will be assigned to the STARS Center located in F-103. After completing their first 12 credit hours, students will be advised through a faculty advisor within their academic program. All College Transfer students are advised through the College Transfer Advising Center located in C-200.

ATTENDANCE POLICIES

Traditional (On-Campus) Classes

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. Faculty has authority to drop students who have missed 15% of the required class hours. Some programs may follow a more stringent attendance policy because of regulations set by consortia or state and federal licensing agencies. 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 computing class attendance.

Online (NT)

Student success is dependent upon active participation in all instructional activities. Online courses are no different in this regard; however, participation must be defined in a different manner. Student "attendance" in online courses is defined as active participation in the individual course syllabus. Active participation will be tracked through submission/completion of assignments by the posted due dates; completion of tests; and communication with the instructor. Students who fail to maintain active participation as defined by the course syllabus will be dropped/withdrawn when absent at the 15% point of the course.

Hybrid Attendance Policy

Hybrid courses are a combination of classroom and online instruction. The enrollment assignment/requirement will be completed online by the census (10%) date to prevent being dropped as a Never Attended (NA) student. The online component is taught through an online course management system. Students are required to submit assignments as directed in the syllabus, which will include online submission. Students may also be required to conduct research using the Internet and to take quizzes, tests, or exams online. For the classroom component of this course, the College's Traditional (on-campus) Attendance Policy will be followed. For the online component, "active participation" is required. Students who fail to maintain active participation as defined by the course syllabus will be dropped/withdrawn at the 15% point of the course.

Class Absence for Religious Observance

In accordance with N.C.G.S.115D-5, Wilson Community College will grant two excused absences each academic year for a student's religious observance required by their faith. Such students shall be given the opportunity to make up any tests or other work missed due to an excused absence for religious observance. All requests for such absences 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 for religious observance.
- The Religious Observance Form must clearly set a specific date or dates for the intended absences and must acknowledge responsibility to make acceptable arrangements with each of their instructors to make up any missed work.
- The Executive Dean of Student Development's office 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 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. Student 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 is 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. **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.

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 Evening Director should be called immediately. If the Executive Dean of Student Development or Evening Director 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 your 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 or disclose 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.

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.

COURSE LOAD

Students are expected to be familiar with the requirements of the program of study that they are pursuing and for keeping account of progress towards completion of graduation requirements. Class schedules and academic course loads should be planned in consultation with the faculty advisor. It is the responsibility of students to know the regulations set forth in the Catalog, which is available in the Student Development Center and on the College's website www.wilsoncc.edu.

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 faculty 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. Those 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 of Academic Progress.

PLEASE NOTE: Financial aid course load requirements may be different than academic course load requirements. Degree seeking students receiving a PELL grant must be admitted to a program of study and 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 admitted to a program of study and be enrolled 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, except for the Basic Law Enforcement Training certificate. For additional information, contact the Financial Aid Office.

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 practicals setting. Such action, if warranted, will be taken by the appropriate Curriculum Dean or school director after a review of the case. Students who have been dismissed on grounds of academic failure may appeal through the grade appeal process. Students who have been dismissed on grounds of unsatisfactory behavior may appeal through the Disciplinary Procedures. Grade and Disciplinary Appeal Procedures can be found in the College Catalog, the Student Handbook, and the College website.

COURSE PREREQUISITE/COREQUISITE POLICY

Many courses have prerequisites. This means that one or more courses must be completed before enrolling in the course with a listed prerequisite(s). Some courses have corequisite(s). This means that one or more courses must be taken at the same time as the course with a listed corequisite or prior to the course to be taken. Prerequisites and/or corequisites are listed in the course descriptions of this catalog. All students, including special credit students and audit students, must meet prerequisite and corequisite requirements.

Colleges are responsible for ensuring that students have satisfied prerequisite and corequisite requirements by documenting that they have either completed the appropriate courses or have demonstrated that they have the appropriate knowledge and skills required for admission to the course(s). 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 early registering for classes that require the successful completion of a prerequisite/corequisite, but who do not successfully complete the requirements of that prerequisite/corequisite, must make appropriate schedule adjustments within the Administrative Schedule Adjustment period for which they are registered.

Students who do not make those course adjustments will be dropped from any course 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 best 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 SCHEDULE ADJUSTMENT PERIOD

Registered students are given an opportunity to adjust their course schedule only through the schedule adjustment period with the recommendation of the instructor and final approval by the Curriculum Dean. Students dropping a course(s) during or after the Schedule Adjustment Period will follow the procedures for Official Withdrawals as outlined below. This is a drop/add period for registered students. There will be no new registrations during this period.

COURSE SCHEDULING

Curriculum courses may be taught from 7:30 a.m. - 10:00 p.m. Monday through Thursday and 7:30 a.m. - 3:00 p.m. on Friday. Summer hours may vary. Clinical components of applicable courses typically begin prior to 8:00 a.m. Nearly all courses for full-time students are scheduled between 7:30 a.m. and 5:00 p.m. unless the student prefers to attend an available evening course or enroll in a distance learning course. However, it is possible that a required course may be available in the evening only or by distance learning.

CREDIT BY EXAMINATION

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

1. 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.
2. 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.
3. 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 Registrar on or before the roster collection date (20%). 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.
4. 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.

5. 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.
6. Exemptions may be granted for no more than 25% of the required courses in a diploma and associate degree curriculum and no more than one course in a certificate program.
7. 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 not lower than a "C". 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.
8. Hours earned by exemption or audit will not be counted towards enrollment status for Title IV Financial Aid or VA benefits.
9. A student who fails, audits, withdraws, or is withdrawn from a course is not eligible to earn credit by examination.

CREDITS FOR DEGREE, DIPLOMA AND CERTIFICATE COURSES

Credit for semester hours is awarded to students for classwork, laboratory, manipulative laboratory or shop, clinical practices, and work experiences such as Work Based Learning, practicums, and internships. See course descriptions for details.

DISCIPLINARY AND DUE PROCESS PROCEDURES

Code of Conduct and Civility

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 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, governmental statutes, College policies, and an institutional emphasis on academic integrity and honesty, civility, and respect for the sanctity of a safe and supportive learning environment.

The Code of Conduct exists to guide the behavior of all at Wilson Community College and to give guidance to the development of students as citizens. It is based on principles and values found in the College's Mission and Vision Statements.

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.

Code of Conduct for Student Organizations

Students are expected to conduct themselves on campus as well as off campus, including any College-sponsored activity in a socially responsible manner. 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 offense are subject to disciplinary action as outlined in the College catalog and/or Student Handbook. Organizations in violation are subject to revocation of their charter.

Purpose

College students, curriculum and continuing education, are citizens of the local, state, and national governments and of the academic community and are, therefore, expected to conduct themselves as law abiding members of each community at all times. Admission to a college carries with it special privileges and imparts special responsibilities apart from those rights and duties enjoyed by non-students. In recognition of the special relationship that exists between the College and the academic community, which it seeks to serve, the Wilson Community College Board of Trustees has authorized the President of the College to take such action that may be necessary to maintain campus safety and preserve the integrity of the College and its educational environment.

Pursuant to this authorization, the College has developed the following regulations, which are intended to govern student conduct on the campus. In addition, students are subject to all national, state, and local laws and ordinances. If a student's violation of such laws or ordinances also adversely affects the College's pursuit of its educational objectives, the College may enforce its own regulations regardless of any proceedings instituted by other authorities. Conversely, violation of any section of these regulations may subject a student to disciplinary measures by the College whether or not such conduct is simultaneously in violation of local, state, or national laws. When a student fails to abide by the rules and regulations of the College or fails to obey the ordinance of local, state, and national governments, disciplinary action may be taken.

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, and violations may result in the suspension of the privilege of visiting the campus. Visitors to the College do not have the same rights of due process and appeals as students.

Process

Wilson Community College embraces the philosophy that the proper aim of discipline is teaching. Therefore, the discipline of students in this educational community is part of the teaching process. Toward that end, due process is established and observed.

Responsibility

Curriculum students and all visitors to campus

The Executive Dean of Student Development is responsible for enforcement of student disciplinary policies and procedures for all curriculum students and visitors to the campus and will, in the pursuit of that responsibility, observe the proper aim of discipline, observe the procedure of due process, consider all evidence, determine the facts, render a decision, and impose appropriate disciplinary sanctions when a student has been charged with violation of College rules and/or regulations. In the event either Curriculum Dean has a conflict of interest, or if a conflict of interest will likely be seen by others, the Curriculum Dean normally responsible may defer disciplinary consideration, investigation and rulings to the other Curriculum Dean.

Continuing Education students

The Executive Dean of Continuing Education & Industrial Technology is responsible for enforcement of student disciplinary policies and procedures for all continuing education students and will, in the pursuit of that responsibility, observe the proper aim of discipline, observe the procedure of due process, consider all evidence, determine the facts, render a decision, and impose appropriate disciplinary sanctions when a student has been charged with violation of College rules and/or regulations.

NOTE: Federal Title IX laws prohibit sexual discrimination, sexual harassment, and/or sexual violence. See Campus Safety.

Code of Conduct and Civility

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 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, governmental statutes, college policies, and an institutional emphasis on academic integrity and honesty, civility, and respect for the sanctity of a safe and supportive learning environment.

The Code of Conduct exists to guide the behavior of all at Wilson Community College and to give guidance to the development of students as citizens. It is based on principles and values found in the College's Mission and Vision Statements.

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.

Disciplinary Offenses

For the purpose of these regulations, a “student” shall mean any person who is registered for study at the College for any academic period. Generally, through appropriate due process procedures, College disciplinary measures shall 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 which endangers property or person on College or College controlled property. All Wilson city police officers and Wilson Community College Police Department officers have been given the authority to control access and to patrol facilities. Failure to leave after instruction to do so can result in those individuals being charged with trespassing (G.S. 14-159-13). Individual, group, or organizational misconduct, which is subject to disciplinary sanctions, shall include but not be limited to the following offenses:

Academic Dishonesty: Any behavior or action in the classroom, laboratory, clinical site, or distance learning venue that attempts to deceive the instructor. Examples of academic dishonesty include cheating, plagiarism, or lying;

Alcoholic beverages: The use and or possession 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 foregoing offenses or the aiding and abetting of the commission of any of the foregoing 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 abusive, obscene, sexually explicit, lewd, indecent, violent, excessively noisy, disorderly, or which unreasonably disturbs other groups or individuals;

Dress: College students are mature enough to make wise and appropriate decisions on the type of apparel suitable for a college campus. Dress which disrupts the learning process is not allowed. Dress that includes any words or images that are obscene, offensive, or tend to promote violence, drugs, or disrespect religion is prohibited;

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 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 weapon may not be possessed on campus at any time for any reason except for authorized sworn law personnel;

Gambling: Gambling in any form;

Harassment/Discrimination: Any act of harassment or discrimination by an individual or group against a student, college employee, campus group, visitor, or guest. Harassment shall include, but not be limited to, insults, heckling, verbal abuse, 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 repeated teasing or annoyance of another, promotion of one's beliefs to the disparagement of others or actions intended to disturb others;

Hazing: Hazing means any intentional or reckless act on or off the property of the College by students acting alone or with others involving any action which is directed against any other students 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. For the purpose of this statement, hazing is defined as those actions taken and situations created in connection with initiation into or affiliation with any organization;

Internet Misconduct: Any activity that violates Computer and Internet Usage Policies, including any prohibited Internet actions;

Misconduct in any instructional setting (traditional or distance education): Misconduct in any classroom, laboratory, clinical, work based learning, or practical setting includes, but is not limited to, disruptive, threatening, offensive, or otherwise unacceptable behavior in the classroom and would include any behavior, activity, or language. A violation of the Computer and Internet Usage Policy shall also constitute an offense. Such behavior, activity, or language, either directly or indirectly, through participation or assistance is prohibited;

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, work based learning, 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 involving contemptuous, disrespectful, or disorderly behavior or the giving of 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.

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 & Industrial Technology may impose the following disciplinary sanctions either singly or in combination. Some disciplines 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 shall 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 shall, 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 G.S. 115D-1; 115D-5; 115D-20.

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 shall be limited to cost of repair or replacement.

Warning: The appropriate College officials may notify the student that continuation or repetition of specified conduct may be cause for other disciplinary action.

Reprimand: A written reprimand or censure may be given any student or organization whose conduct violates any part of these regulations. Such a reprimand does not restrict the student in any way, but does have important consequences. It signifies that he or she is in effect being given another chance to conduct himself or herself as a proper member of the College community and that any further violation 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.

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 & Industrial Technology, as appropriate, the Executive Dean of Student Development or the Executive Dean of Continuing Education & Industrial Technology will investigate the charges using the same procedures used in instructor-initiated charges.

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 Occupational Continuing Education - Not to exceed three consecutive class meetings or three consecutive hours of instruction, whichever is lesser.
 - 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 Curriculum Dean or continuing education 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 & Industrial Technology, as appropriate.
5. The Executive Dean of Student Development or Executive Dean of Continuing Education & Industrial Technology, in consultation with the Curriculum Dean or director, will determine if extended suspension or more serious disciplinary action is appropriate and necessary. Such can be affected through Disciplinary Procedures of the College and due process protections must be afforded all students, as follows.

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. Under such circumstances, the Executive Dean of Student Development or Executive Dean of Continuing Education & Industrial Technology will initiate the following administrative procedures:

1. The Executive Dean of Student Development or Executive Dean of Continuing Education & Industrial Technology, shall determine whether the charges, if proven, are a violation of College rules and regulations.
2. The Executive Dean of Student Development or Executive Dean of Continuing Education & Industrial Technology, shall promptly give the student oral or written notice of the specific misconduct of which he/she is accused, the appropriate disciplinary sanctions, and shall request a conference with the student, such to occur within ten 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 shall be duly considered. Failure of the student to meet with the Executive Dean of Student Development or Executive Dean of Continuing Education & Industrial Technology, 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 continued presence endangers persons or property or threatens the harmony of the campus environment or is thought to be a disruption of the academic 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

FIRST APPEAL: ADMINISTRATIVE HEARING BEFORE JUDICIAL COUNCIL

NOTE: The College Judicial Council has both the authority and the responsibility to hear disciplinary appeals in an unbiased manner. Its hearings are administrative, not judicial. As such, legal counsel will not be allowed for either the College or the accused student.

A student may request an appeal of the decision made by the Executive Dean of Student Development or Executive Dean of Continuing Education & Industrial Technology. Such an appeal must be made in writing to the Chair of the Judicial Council within ten consecutive calendar days from the receipt of the notification from the Executive Dean of Student Development or Executive Dean of Continuing Education & Industrial Technology, or the attempt to deliver by the College. The Executive Dean of Student Development or Executive Dean of Continuing Education & Industrial Technology, will provide the Chair of the Judicial Council with documentation outlining the alleged misconduct, identification of the offense, a summary of the evidence, and the sanction imposed.

The student has a right to a fair hearing and the Judicial Council Chair shall make a determination as to whether any member of the Judicial Council is materially connected or could have a personal bias in the case in question.

Upon receipt of an appeal, an administrative hearing date shall be set and the student shall be notified by certified/return receipt mail, such a notice to be at least ten consecutive calendar days before the date of the hearing. In all disciplinary hearings conducted, the following procedures shall be followed:

1. The student shall be advised of the alleged violation of which he/she is charged.
2. The student shall be advised of his/her right to present a case in his/her defense, to present witnesses, and to question evidence and witnesses presented against him/her.
3. The Judicial Council shall conduct the hearing, consider all evidence, determine the facts, uphold previous decisions, deny requests, rescind earlier decisions, and impose appropriate disciplinary sanctions as necessary.
4. The Judicial Council Chair shall appoint a Council recorder who shall prepare a summary record of the hearing and that summary record shall be shared with the student, if requested.
 - a. The hearing shall go forward as scheduled unless the accused student notifies the Chair of the Judicial Council a minimum of 24 hours in advance of their impending absence and shall state

- the reason for that absence. Failure by the accused student to appear at the hearing does not prevent the Judicial Council from hearing the evidence or deciding the case.
- b. The Judicial Council 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. Written notice shall be given to all parties.
 - c. The Judicial Council Chair has the authority to temporarily replace a Judicial Council member who is unable to attend, or unable to serve due to a conflict of interest, from an approved list of faculty and staff members and students.
 - d. The Judicial Council Chair shall call the hearing to order, shall determine that a quorum of Council members are present, shall state the breach of rules as charged, and shall ask all persons present to identify themselves and their role in the hearing. These hearings are not open to the public and only those persons with business before the Council shall be present.
 - e. The charges against the student shall be read and the accused student requested to confirm that he/she is aware of the charges and has received a copy of them.
 - f. Each side will be given the opportunity to make an opening statement.
 - g. The Executive Dean of Student Development or Executive Dean of Continuing Education & Industrial Technology, will be allowed to present any relevant evidence and reliable witnesses regarding the alleged misconduct.
 - h. The student, after hearing all the evidence presented, may question the evidence, any witness, or the Executive Dean of Student Development or Executive Dean of Continuing Education & Industrial Technology.
 - i. The student will be allowed to present his/her case, including any relevant evidence, reliable witnesses, and no more than two character witnesses from the student body, faculty, or staff.
 - j. The Executive Dean of Student Development or Executive Dean of Continuing Education & Industrial Technology, after hearing all the evidence presented may question the evidence, any witness, or the accused student.
 - k. Members of the Judicial Council will be allowed to question the accused student, any witness, or the Executive Dean of Student Development or Executive Dean of Continuing Education & Industrial Technology.
 - l. At the close of all the testimony and presentation of evidence, each side will be allowed a closing statement.
 - m. The hearing shall then be closed with an explanation of a general timetable for rendering a verdict.
 - n. The Judicial Council shall meet in private to consider its verdict, with only members allowed to attend.
 - o. When a decision is reached, it shall be reduced to writing setting forth findings of fact and the basis of the decision.
 - p. The student shall be notified of the decision in writing by certified/return receipt mail to the student's address of record last listed in the student's permanent file. This mailing shall also advise the student of the available appeal of the Judicial Council's decision.
 - q. Any student cleared of charges after this appeal shall be afforded the opportunity to make up any coursework missed as a result of suspension.

SECOND APPEAL: TO THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

A student may appeal of the decision made by the Judicial Council within ten calendar days of the notification of the decision of the Judicial Council, or the attempt to deliver same by certified mail. The appeal must be in writing and must give a full explanation of the basis for the appeal.

1. The Vice President for Academic Affairs shall consider all evidence, determine the facts, uphold previous decisions, deny requests, rescind previous decisions, and impose disciplinary sanctions as appropriate in a timely manner.
2. The Vice President for Academic Affairs shall notify the student of the 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 coursework missed as a result of suspension.

DISTANCE LEARNING

Distance Learning offers a variety of courses delivered in online (NT) and hybrid (HY) 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.

Online (NT) Courses

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

Hybrid (HY) Courses

Hybrid (HY) courses require students to attend campus for some class sessions, with the majority of the course requirements being completed via the Internet through the College's Learning Management System (LMS) Moodle.

Registration for Distance Learning

Registration for distance learning courses follows the same procedures as traditional courses. Students may register online through WebAdvisor. For more information visit the Distance Learning section of the college website at <http://www.wilsoncc.edu>.

Computer Requirements

Students taking online (NT) or hybrid (HY) courses 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 8; Office 2013 or Office 365; and the latest version of Internet Explorer and/or Mozilla Firefox with popups allowed in the browser.

Some online (NT) or hybrid (HY) courses may require additional hardware or software, please check the course requirements posted in Moodle or on the syllabus for specific course requirements, or contact the instructor. It is the responsibility of the student to have access to the required hardware/software. Note that the College does not provide technical support for personal computers.

Moodle 101 Student Training

All first time distance learning students must complete the Moodle 101 Student Training at the Distance Learning section of the college website at <http://www.wilsoncc.edu>.

Moodle

Moodle is the College's Learning Management System (LMS). Moodle is the point of entry for all curriculum online (NT) and hybrid (HY) courses. For more information on how to access and get started with Moodle, visit the Distance Learning section of the college website at <http://www.wilsoncc.edu>.

Access to Distance Learning Courses

Students will have access to online (NT) and hybrid (HY) courses in Moodle at 8:00 am on the first day of the semester.

Enrollment Verification

All students enrolled in Distance Learning courses must complete a required enrollment verification activity for each online (NT) and hybrid (HY) course they are enrolled in. This must be completed by the census date of the course in order to remain in the course. Census dates will be posted in the Moodle course for online (NT) and hybrid (HY) courses.

Students not completing the enrollment verification by the census date of their course will be dropped from the course as a Never Attended (NA) student. Please refer to the Drop Procedure and Tuition Refund Policies in the catalog for more details.

E-mail

All students enrolled in distance learning courses are required to use the student e-mail account provided by the College to communicate with instructors. For information on how to access student e-mail, please visit the Distance Learning section of the college website at <http://www.wilsoncc.edu>.

Online Tutoring

Free online tutoring is available for all curriculum students in the following subject areas: Accounting, Business, English, Foreign Languages, Health, Humanities, Information Technology, Math, Nursing, Social

Sciences, Science, and others! The Paper Center allows students to upload papers for review within 48 hours. Tutors are available 24 hours a day, 7 days a week. For more information, visit the Online Tutoring section of the College webpage at <http://www.wilsoncc.edu>.

Proctoring

Proctoring services are available for students taking distance learning courses that require a proctored test environment. Your instructor will provide information on how to sign up for proctoring. On-campus proctoring is held in G-113. Off-site proctoring is available for distance learning students that do not live within close proximity to the College. Your instructor will provide information on how to arrange for off-site proctoring.

DROP PROCEDURE AND TUITION REFUND POLICIES

Students who are on a family health insurance plan, carried by a parent, and drop below full-time status should be aware that a reduction in hours could cause an interruption or cancellation of insurance coverage. Contact your insurance company for further details. Also, students receiving financial aid should consult the Financial Aid Office before dropping a course(s).

It is the students responsibility to officially withdraw from a course(s), or from the College, according to the following procedures.

- Students officially withdrawing from a curriculum course(s) prior to the first day of the semester are eligible for a 100% tuition refund. Students officially withdrawing prior to the first day of the semester must do so by completing a drop form in Student Development. For all drops involving a refund, students must end the process with the College cashier.
- On or after the first day of the semester, students requesting to drop a course(s) must make the request to the instructor of the course(s), which can be done in person, by telephone, or by College e-mail.
- Students officially withdrawing from a curriculum course(s) on or after the first day of the semester, but on or prior to the official 10% point of the semester are eligible for a 75% tuition refund. For all drops involving a refund, students must end the process with the College cashier.
- Students who register for a course and do not attend by the census date (10% date) for that course(s), will be dropped as never attended (NA), are not eligible for a refund, and if receiving financial aid, may be held liable for repayment of aid to the funding source or the College.
- Students who withdraw from a course after the last day of the registration period, but on or before the sixty percent (60%) point of the semester will receive a grade of (W).
- Students who withdraw from a course after the sixty percent (60%) point will receive a failing grade of (WF).
- Students requesting a (W) after the sixty percent (60%) point must provide documentation of the reason for withdrawal for approval to the Executive Dean of Student Development in consultation with the instructor.

DRUG AND ALCOHOL FREE CAMPUS POLICY

In compliance with the Drug-Free Workplace Act and the Drug-Free Schools and Campuses Act, it is the policy of this College that the use, possession, distribution, manufacture, or dispensation of illicit drugs and alcoholic beverages on college property or as part of any college sponsored activity be prohibited. The term “illicit drugs” can include any drug listed in G.S. 90-89 through G.S. 90-94. The term “alcoholic beverage” can include any beverage listed in G.S. 18B-101.

Any employee or student who engages in any of these prohibited actions on College property or at a College sponsored activity will be subject to sanctions which will be evaluated on a case-by-case basis, with the penalties which may be imposed ranging from written warnings, mandatory counseling or rehabilitation, up to and including termination of employment or expulsion. Any infraction which is also a violation of federal, state, or local law will be turned over to local law enforcement authorities. Legal sanctions for violations of federal, state, or local laws can include, but are not limited to, fines and prison sentences.

Any such person charged with a violation of this policy may be suspended from enrollment or employment before initiation or completion of disciplinary proceedings, if, after an appropriate pre-termination inquiry, the College determines that the continued presence of such person within the College community would constitute a clear and immediate danger to the health or welfare of other members of the community.

Each employee 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 while in the College workplace, on College premises, or as a part of any 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.

In the case of a conviction of an employee working on a federal government grant or contract, the College must notify the U. S. Governmental agency from which the grant was made within ten days after receiving notice from the employee or otherwise receiving actual notice of a drug conviction. Within 30 days after receiving notice of a conviction, disciplinary action against the employee must be undertaken by the College, up to and including termination. The employee, if retained, may be required to satisfactorily participate in a drug abuse assistance or rehabilitation program.

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 drugs or alcohol abuse are encouraged to voluntarily seek counseling or treatment programs.

Wilson Community College will conduct a biennial review of its drug-free awareness program to determine its effectiveness and implement changes as needed. The biennial review will also ensure that sanctions for violations of this policy are consistently enforced.

EDUCATION RECORDS (FERPA)

The Family Educational Rights and Privacy Act (FERPA) afford 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 registrar, Executive Dean of Student Development, Curriculum Dean, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

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 school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's 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 university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the College who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school 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

Waiver to Right to Inspect

The college will not provide confidential letters or statements of recommendation concerning admission to another educational institution, applications for employment, or receipt of an honorary recognition unless the student has waived the right to inspect such letters or statements.

Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Wilson Community College, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's 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 from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production
- The annual yearbook
- Honor roll 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. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

In addition, for high school students enrolled at the College, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If a student does not want the College to disclose his or her directory information without prior written consent, you must notify the Registrar in writing within 10 days of your initial enrollment. The College has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail listing (e-mail)
- Major field of study
- Dates of attendance
- Participation in officially recognized activities
- Degrees, honors, and awards received
- Most recent educational agency or institution attended
- Student ID numbers (within College only-electronic data sharing between College and school employees with legitimate educational interest)

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:

- To other school officials, including teachers, within the College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to

- whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
 - To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
 - In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
 - To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
 - To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
 - To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
 - To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
 - To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
 - Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
 - To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
 - To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
 - To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

ELECTRONIC SIGNATURE POLICY

Wilson Community College (WCC) recognizes an electronic signature as a valid signature from faculty, staff, and students subject to the conditions below.

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 in, 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. All such requests must go through the Executive Dean of Student Development, their named designee, or the Evening Director to determine if class interruption is warranted. All such requests for continuing education students must go through the Executive Dean of Continuing Education & Industrial Technology, their named designee, or the Evening Director to determine if class interruption is warranted.

1. Phone messages will not be relayed to students unless the appropriate staff members have determined the nature of the emergency message listed above. If such interruption is deemed warranted, an appropriate staff member will contact the student.
2. Persons seeking to deliver emergency messages should be referred to the appropriate Executive Dean of Student Development or Executive Dean of Continuing Education & Industrial Technology, their designee, or the Evening Director.
3. Under no circumstance will either those who call or those on campus be told where a student is located or be provided information of a personal nature.
4. In the event a situation constitutes a general emergency, the Wilson Community College Emergency Information Booklet will be followed.

FREE SPEECH & PUBLIC ASSEMBLY ON CAMPUS

Wilson Community College recognizes and supports the rights of free speech. The College also has a responsibility to provide a suitable environment for its students, employees, and visitors to learn, study, work, and perform other activities without interference, disruption, or disturbance. As such, in an effort to protect the academic environment, the College has adopted procedures to set forth reasonable time, place, location, and manner restrictions concerning acts of expression and dissent. Participants in expressive speech, including outdoor assemblies and distribution/petitioning must abide by these restrictions and regulations.

Individuals or groups wishing to conduct such activities should submit a written request to the Executive Dean of Student Development or his/her designee at least three business days, but no more than 30 days in advance. More information and an application is available in the office of the Executive Dean of Student Development.



GRADING SYSTEM

Grades will be issued to students at the end of each semester. Grade criteria are included on each course syllabus and faculty will determine whether to use a 7-point or 10-point grading scale. Students will be graded by the following letter grade system. Each grade is assigned a grade point equivalent in quality points for each semester hour scheduled.

----- 7-POINT GRADING SCALE -----

A	93-100	Excellent	4 quality points
B	85-92	Above Average	3 quality points
C	77-84	Average	2 quality points
D	70-76	Below Average	1 quality points
F	Below 70	Failure	0 quality points
WAU	Withdrawal from audit section		0 quality points
WF	Withdrawal after drop period		0 quality points
W	Withdrawal		No quality points
S	Satisfactory		No quality points
U	Unsatisfactory		No quality points
AU	Audit		No quality points
EX	Exempt		No quality points
I	Incomplete		No quality points
NA	Never Attended		No quality points
TC	Transfer Credit		No quality points
NG	No Grade		No quality points

----- 10-POINT GRADING SCALE -----

A	90-100	Excellent	4 quality points
B	80-89	Above Average	3 quality points
C	70-79	Average	2 quality points
D	60-69	Below Average	1 quality points
F	Below 60	Failure	0 quality points
WAU	Withdrawal from audit section		0 quality points
WF	Withdrawal after drop period		0 quality points
W	Withdrawal		No quality points
S	Satisfactory		No quality points
U	Unsatisfactory		No quality points
AU	Audit		No quality points
EX	Exempt		No quality points
I	Incomplete		No quality points
NA	Never Attended		No quality points
TC	Transfer Credit		No quality points
NG	No Grade		No quality points

*Developmental courses (any course that has 0 as the first number in the 3 digit course number) do not earn quality points.

GRADE APPEALS

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

Exceptional circumstances may arise in which a student should have the opportunity to appeal an instructor's decision. When such circumstances warrant, a student may employ the following appeals process.

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 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 by 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 and will be chosen on an ad-hoc basis by the Vice President for Academic Affairs. The Committee 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.

GRADES - INCOMPLETE

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. When an "Incomplete" is given, the instructor will file a written statement of conditions for removal of the "Incomplete" grade, 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.

GRADE POINT AVERAGE (GPA)

A student's grade point average (GPA) will be based upon all credits earned at Wilson Community College. Please see the section on Standards of Academic Progress for information regarding GPA required to maintain 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. See also Academic Forgiveness Policy.

Grade Point Average (GPA)

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

SUBJECT	GRADE	SEMESTER HOURS CREDIT
ENG 111	A	3
BUS 110	B	3
MAT 140	D	3
CIS 111	C	2
ACC 120	C	<u>4</u>
		15

The grade for each subject will be converted to a grade point. Then the grade point is multiplied by the semester hours. The result (total quality points) is then divided by the total hours credit to give the grade point average (GPA).

SUBJECT	GRADE POINT		SEMESTER HOURS CREDIT		QUALITY POINTS
ENG 111	4	x	3	=	12
BUS 110	3	x	3	=	9
MAT 140	1	x	3	=	3
CIS 111	2	x	2	=	4
ACC 120	2	x	4	=	<u>8</u>
			15		36

Divide 36 by 15 = 2.4 -- The grade point average is 2.4.

GRADE REPORTS/CORRECTIONS

Grade reports will be made available to curriculum students within two days after the end of each semester through WebAdvisor. 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 resolved within three (3) weeks after the end of the semester and must be documented by the instructor on a Change of Grade Form.

GRADUATION

Graduation exercises are held annually, usually at the end of spring semester, to honor students who have satisfactorily completed a degree or diploma program of study.

The following conditions must be met to be eligible for graduation:

- Students have satisfactorily completed the required courses by the end of the summer semester, specified by the curriculum in which they are enrolled, with a minimum grade point average of 2.0 in those courses.
- Students have completed and submitted an Intent to Graduate form during registration for their final semester, or by March 1 for summer semester graduates and have paid graduation fees. Students who have been approved for and have been awarded FA may charge graduation fees and the cost of purchasing a cap & gown to their FA award if they do so by the last date to charge to FA in the College Bookstore.
- The Registrar has conducted a graduation audit to ensure that candidates have met all requirements for the conferring degree.
- Students have paid all required fees, fines, and other financial obligations owed to the College or State.

Those students eligible to graduate are encouraged to participate in graduation exercises.

- Graduates will be allowed to march only once. Students who submit the Intent to Graduate form for summer semester will have the option to march in the May ceremony before or after completion of their program.
- 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 of their respective organization. Other caps, gowns, stoles, uniforms, or altered Wilson Community College caps and gowns will not be permitted. Anyone attempting to wear alternative items will not be permitted to participate in the graduation ceremony.
- Appropriate degrees or diplomas are issued at graduation for May graduates. For graduates completing course work in the summer term, degrees and diplomas are issued in August.

GRADUATION HONORS

Each year, at graduation, students are recognized for outstanding achievement. Among these are the Faculty Cup, awards from the local community, and College departmental awards.

Non-graduating students with the highest academic averages are honored by being named marshals to serve at graduation exercises.

Students who have completed all requirements for graduation and have achieved a 3.5 - 3.99 program grade point average will graduate with "high honors". Students that complete with a 4.0 program grade point average will graduate with "highest honors". This distinction is noted on the diploma and in the Graduation Program.

GRIEVANCE POLICIES

Instructional

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 written formal grievance within 10 instructional days of the instructor's response with the Curriculum Dean for curriculum classes, or the Executive Dean of Continuing Education & Industrial Technology for continuing education classes.

The college will not review anonymous grievances or grievances sent electronically (i.e. e-mail or text) or through facsimile transmission. The student may consult and request the assistance of their academic advisor, a counselor, or the Executive Dean of Student Development in preparing a written grievance. The written formal grievance 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 Curriculum Dean or Executive Dean of Continuing Education & Industrial Technology 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 by certified/return receipt mail to the student’s address of record last listed in the student’s permanent file of the decision.

The student may appeal in writing within 10 instructional days, the decision made by the Curriculum Dean or Executive Dean of Continuing Education & Industrial Technology 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.

- NOTE:**
1. This review and appeals procedure is not meant for addressing claims of harassment or discrimination. Such claims should be promptly reported to the Executive Dean of Student Development, or in his/her absence, any senior administrator. See “A Student’s Guide to Reporting Harassment” on the following pages.
 2. A student who has concerns regarding fairness of evaluation of an individual test, project, paper or assignment may have those concerns addressed through the Individual Assignment Appeal process found under Academic Policies in the College catalog.

General

If a student has concerns regarding College policies and procedures, or the application of those policies and procedures, or their experience at the College that are not specifically covered by another complaint/appeals process, that student should direct those concerns to the Executive Dean of Student Development. If the student’s concerns are not resolved informally, the student may file a written formal grievance with the Executive Dean of Student Development. The Executive Dean of Student Development will consult the appropriate officials on campus and will make the student aware of the College’s response to their concerns. The complaint form is available on the College website under Consumer Information. **The college will not review anonymous grievances or grievances sent electronically or through facsimile transmission.**

Issues specifically covered by another complaint/appeals process include:

Equal Opportunity Statement	Page 8
Bookstore Refunds	Page 15
Title IX	Page 19
Admission / Readmission / Admission Refusal	Page 22
Military Refund / Readmission / Course Completion.....	Page 25
FA- Qualitative or Quantitative Eligibility Appeal	Page 29
FA- Courses outside one’s Program of Study	Page 29
Disability Services	Page 38
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Unlawful Harassment or Discrimination	Page 70
Reinstatement to class after being dropped	Page 73
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HARASSMENT POLICY

Statement on Discrimination and Harassment

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 that feels 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 below)

Sexual Discrimination, Sexual Harassment, Sexual Violence, and Retaliation

Prohibited sex discrimination includes sexual harassment and sexual violence. 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, investigations, and 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 also 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 HR 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, 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.

Title IX Statement

Title IX of the Educational Amendments of 1972, found at <http://www.dol.gov/oasam/regs/Statutes/titleix.htm> 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, listed under "About WCC" on the College website, to coordinate the College's compliance with and respond to inquiries concerning Title IX. Under the new SAVE Act, the College offers sexual assault prevention and awareness programs to both students and employees, which includes bystander intervention and risk reduction. A person may file a complaint regarding an alleged violation of Title IX by contacting the following persons:

Kathy Williamson - Director of Human Resources • Office C-106
PO Box 4305 • Wilson, NC 27893
(252) 246-1263 • kwilliamson@wilsoncc.edu

OR

Additionally, persons may file a complaint with the Office of Civil Rights of the US Department of Education <http://www.hhs.gov/ocr/civilrights/complaints/index.html>.

The College can also assist any complainant to connect with community resources including:

- **NC Victim Assistance Network - Wilson Crisis Center - (252) 237-5156**
- **NC Coalition Against Sexual Assault - Wesley Shelter - (252) 291-2344 • www.wesleyshelter.org**
- **Professional Counselors and Mental Health Services**

HELP DESK

The Help Desk is located in A-108 and can provide assistance logging into the following IT services:

- Moodle, Student E-mail, and WebAdvisor

The Help Desk does not provide technical support for personal devices.

The Help Desk can be reached at 252-246-1224 or helpdesk@wilsoncc.edu. For more information visit the Helpdesk webpage at http://www.wilsoncc.edu/Curriculum/help_desk.cfm.

HONORS / DEAN'S LIST

Wilson Community College encourages scholarship. To honor those students who achieve excellence, a list will be published following each semester recognizing all students who achieve a grade point average of 3.5 or above on a minimum of 6 semester hours with no grade below "B". Credit hours in 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, S, U, AU, W, WAU, or EX are earned will not be counted in the 6 credit hour load for computing Dean's List eligibility. Students who qualify for Dean's List with a 4.0 grade point average will be cited with "Distinction".

INCLEMENT WEATHER POLICY

The College will remain open except for official holidays. However, in times of inclement weather classes may be suspended. This decision will not necessarily parallel that of the public schools. Announcements will be made on local radio and TV stations, through ReGroup text messages and e-mails, posted on the College website at www.wilsoncc.edu, and on the information phone line (252) 246-1234, where the most current information can be found. PLEASE do not call the main phone number at the College, as telephone lines must remain open for emergencies.

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.

INDEPENDENT STUDY POLICY

A student requesting approval to enroll in an independent study course is eligible if the course is needed to graduate in the term for which it is requested and that is not offered in that semester. A student seeking to enroll in an independent study course must do so by following the procedures outlined below.

1. A student must complete an Independent Study Request Form and obtain approval prior to the first class day of the semester.
2. 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 advisor's signature will confirm that the course is needed for graduation in the term for which the independent study is being requested, and that the course is not being offered in that semester.
3. Upon approval, the student must register for the course.
4. Independent study coursework will be evaluated by the assigned faculty in accordance with the established grading policies.
5. The student will be required to meet with the instructor weekly or at specified times established by the instructor.
6. 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.
7. Assignments, tests, projects, etc. assigned by the instructor must be completed in accordance with all the posted due dates.
8. Withdrawal from an independent study course results in a grade of "W" or "WF" depending on the time of the drop.

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 faculty, staff, 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.

INTERNET USE

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 Wilson Community College 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.

The wireless network provided by Wilson Community College is an open network and is provided for the user’s convenience, and therefore is used at the user’s own risk. 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, your 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 Wilson Community College. 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 Community College provided Internet access, and users expressly consent to such monitoring by the College.

Abuse or misuse of the Internet access provided by Wilson Community College 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 spam
- 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 Wilson Community College IT department is authorized to download/install files and software from the Internet onto college-owned devices.

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) and is not eligible for a refund. Students will not be permitted to enter the class without the permission of the Curriculum Dean. The decision of the Curriculum Dean is final.

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 signing an Application for Admission Form, 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.

MOTOR VEHICLE REGULATIONS

Each motor vehicle, including two wheel motor vehicles, driven or parked on the campus by faculty or staff members must be registered in the Business Office and must display a valid official parking permit. Students are not required to register vehicles. Those parking spaces designated "handicapped" are reserved for those persons having impaired mobility.

Student/Visitor parking spaces are marked with white lines. Yellow lines indicate faculty/staff parking. No parking is permitted in areas not designated by parking lines.

The Security/Parking fee for curriculum students is \$15.00 per semester. The Security/Parking fee for continuing education students is \$15.00 per semester for students taking a class on-campus or via distance education that is 16 hours or longer.

Responsibility

The person to whom a motor vehicle is registered shall be responsible for all parking violations of the vehicle.

Disposition of Funds

Funds which accrue from Security/Parking fees shall be used for security, staffing a traffic office, enforcement, surveys, consultants, construction and maintenance of parking facilities, and for such other purposes and equipment as may be deemed necessary in the sole discretion of the President to carry out the traffic, parking, and security program outlined herein. Violation fees are given to the local public school system as required by legislation.

PARKING REGULATIONS

Blocking Traffic Prohibited

No person shall stop, stand or park any vehicle upon a roadway in such manner or under such conditions as to block the movement of vehicular traffic.

Parking in Designated Spaces

No person shall park a vehicle at any time on the campus of the College except in spaces marked or designated for parking and for which he/she holds a valid permit. Student parking spaces are marked with white lines and do not require a parking permit. Staff parking spaces are marked with yellow lines and a permit is required. Note: Gravel parking lots are unmarked and open to faculty, staff, students and visitors.

Head-In Parking

In all parking areas where vehicles park parallel to each other, head-in parking is recommended.

Parking Across the Lines

No person shall park a vehicle at any angle, or in the manner, as to occupy more than the space indicated within the lines, signs, or markings for one vehicle.

Removal of Vehicles in Violation of Parking Regulation

Motor vehicles may be towed or impounded and the owner or permit holder shall be liable for any assessed towing, impounding and storage fee, in addition to the violation penalty, under the following conditions:

1. If the motor vehicle is parked within 10 feet of a fire hydrant.
2. 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.
3. If an improper state license is displayed on a motor vehicle.
4. If a motor vehicle is parked in an area where NO PARKING signs are erected.
5. If illegally parked in a handicap parking space.

Note: Motor vehicles may also be "booted".

Locating Parking Space

The responsibility for finding a legal parking space rests with the motor vehicle operator. (White lined spaces for students, yellow lined spaces for staff.)

The Campus Security Officers shall be responsible for the enforcement of this article.

Visitors

Visitors are to park in spaces marked with white lines or the gravel parking lots.

Enforcement

Drivers or pedestrians not complying with traffic, parking, and other regulations are subject to the fines and penalties provided herein. Fines 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. Summer hours may vary; please call (252) 291-1195 for summer hours.

- | | |
|--|--------|
| 1. Vehicle not registered (does not apply to visitors or students) | \$5.00 |
| 2. Permit not displayed properly (faculty and staff only) | \$5.00 |

3. Parking outside permitted areas	\$5.00
4. Occupying more than one parking space	\$5.00
5. Failure to stop at STOP sign	\$5.00
6. Careless or reckless driving	\$5.00
7. Exceeding posted speed limits	\$5.00
8. Littering, depositing refuse, or discharging trash	\$5.00
9. Damage to gates, barricades, and other traffic control devices - full cost of repair or replacement - plus fine of	\$5.00

NOTE: Cars parked in a handicap space are subject to a City of Wilson fine.

Collection of Fines

Fines are due immediately and must be paid at the Cashier's Window prior to graduation or registering for the next semester. Graduation or registration will not be permitted until all fines are paid and/or settled. Grade reports will not be available for viewing in WebAdvisor if charges are due. Complete parking regulations are available in the Business Office.

Bicycles

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.

REINSTATEMENT TO CLASS

When a student has been withdrawn from a class by the instructor for absences, the student must obtain written permission of the instructor to be reinstated. In extenuating circumstances, the Curriculum Dean may allow a student to re-enter the course.

SOLICITATION OF BUSINESS

Solicitation of business activities during class may be construed as disruptive and disruptive to the academic environment. Any such activities must be conducted outside the classroom or off campus.

STANDARDS OF 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 Registrar. Students on Academic Warning will be encouraged to seek tutoring through Student Support Services and consult with their faculty 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 during the academic warning semester, he/she will be placed on Academic Probation. The student will be notified in writing of this status by the 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 will be encouraged to consult with his/her advisor prior to registration on the number of credit hours in which they should enroll while on Academic Probation. Students will also be encouraged to seek tutoring through Student Support Services and consult with their faculty 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.

STUDENT RIGHT TO KNOW

Information related to Student Right to Know completion, graduation, and transfer-out rates for Wilson Community College is available to current and prospective students. Anyone interested in viewing this information can visit http://wilsoncc.edu/Consumer_Information.cfm. Printed copies are available, upon request, in the Student Development Office.

TOBACCO USE POLICY

Effective fall semester 2012, tobacco use will not be permitted at any time in any building on the Wilson Community College campus or in any building under the control of the College. This includes all classrooms, hallways, rest rooms, offices, and vending and lounge areas. 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. The College holds e-cigarettes and other similar devices to the same standard as other tobacco products.

WORK BASED LEARNING

Work Based Learning is designed to give students enrolled in curriculum programs within the College 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 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

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. For all programs requiring a Work Based Learning course, if disciplinary action results in termination from the co-op position, the student may not be allowed to graduate in that program. Further detail about the College's Disciplinary Policy can be found in the College Catalog and Student Handbook.

Application Procedure for Work Based Learning

Interested students should see their advisor. If the student is accepted, the student's advisor will prepare the Work Based Learning approval form.

CONTINUING EDUCATION

The Division of Continuing Education provides quality instruction in non-degree and non-diploma oriented educational activities for area adults. The Division promotes the concept of lifelong learning as one of the increasingly important components of contemporary adult life. Programs of instruction are designed to lead some students to the achievement of basic skills and to enable them to progress to high school equivalency certification. A broad range of courses is designed to meet vocational, avocational, cultural, intellectual, social, and recreational interests and needs. Other part-time programs are designed for occupational training needs of new and expanding industries and individuals at all levels of labor and management, as well as the professions.

REGISTRATION INFORMATION

WHERE: Pre-registration is required for on-campus continuing education classes and is open for any available class up to one (1) business day prior to the start date of the class. Registration will not be taken during the first scheduled class. Note: This excludes basic skills, HRD, and off-campus classes.

HOW: Registration can be completed in person or by completing and mailing or faxing a completed registration form to the Division of Continuing Education. Payment of registration and fees is due at the time of registration.

REGISTRATION: For registration procedures, contact the Division of Continuing Education at (252) 291-1195.

COST: Information regarding individual course fees is available through the Continuing Education Division. For Occupational Extension classes:

- REFUNDS:**
- 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.
 - Technology Fess and Security/Parking Fees are refunded if the student is entitled to a 100% tuition refund.
 - A 75 percent refund shall be made for occupational extension (OE) courses if the student officially withdraws or is officially withdrawn by the college from the course section prior to or on the 10 percent date of the scheduled hours of the course section. Note: This applies to all course sections except course sections that begin and end on the same calendar day. 1E SBCCC 900.2 (b) (3).
 - Course withdrawal forms are available in the Continuing Education office.
 - 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.
 - There are no refunds for community service self-supporting classes unless the course is canceled by the College.
 - Allow 4 - 6 weeks for processing refunds.

COURSE TRANSFERS: Course transfers are allowed if the transfer occurs prior to the beginning date of the classes involved. In addition, if a student is registered in a class that cancels and wishes to transfer to another class, the class in which the student wishes to transfer must not have reached the 10% point of the class, the class must be of a like kind i.e., Occupational Extension to Occupational Extension or Community Service to Community Service, and in the event that the hours of the classes differ, the student must pay any additional applicable fees.

SECURITY/PARKING FEES: A security fee of \$15.00, due at the time of registration, is charged to students enrolled in on-campus Continuing Education classes scheduled to meet 16 hours or longer.

TECHNOLOGY FEES: A technology fee of \$5.00, due at the time of registration, is charged to Continuing Education students enrolled in any on-campus Occupational Extension class scheduled to meet 9-hours or longer or any online class.

CANCELLATION POLICY: A course may be canceled if fewer than 10 persons enroll.

ELIGIBILITY: To be eligible to enroll in courses of the College, students must be 18 years of age, or secure their principal's permission if they are 16 or 17 years of age and enrolled in high school.

NOTE: Some programs have age requirements set by external agencies. Students must meet the certifying agencies age requirements (i.e. Nurse Aide I and II, Fire Academy, EMT, BLET).

*The student cost is subject to change. For the current cost go to:

http://www.nccommunitycolleges.edu/Program_Audit_Services/fteValues.htm

CONTINUING EDUCATION UNITS

The Continuing Education Unit (CEU) is used as the basic unit of measurement for an individual's participation in Continuing Education non-credit classes, courses, and programs. Wilson Community College will award CEUs to individuals who successfully complete a learning activity that has been organized to provide unified and systematic instruction in occupational courses.

GRADES AND CEUS

Grades, certificates and CEUs are awarded as listed in the following chart:

	Grades	CEUs
Community Service Programs	NG	No
Occupational	S,U,W	Yes
Basic Skills Education	NG	No
S = Satisfactory	U = Unsatisfactory	W = Withdrew
		NG = No Grade

A diploma is awarded for successful completion of the Adult High School program.

CONTINUING EDUCATION AREAS OF INSTRUCTION

Career Readiness Certificate

College and Career Readiness

Community Service Programs

Customized Industry Training

Distance Learning

Human Resources Development

Small Business Center

Occupational Extension

CAREER READINESS CERTIFICATE

The North Carolina Career Readiness Certification (CRC) is a local, state, and nationally recognized credential that lets employers know that the certificate holder has the necessary workplace basic skills for employment, job training, and job promotion. Employers acknowledge that the CRC certifies the top 3 common workplace skills needed for 90 percent of all occupations.

Students wanting to earn a CRC credential must score a competence level 3 or higher on the WorkKeys' Applied Mathematics, Reading For Information, and Locating Information tests. The CRC has 4 competency levels: Bronze (3), Silver (4), and Gold (5), and Platinum (6 or higher). The minimum mastery score of any one of the WorkKeys tests determines the level of the CRC certificate awarded. All CRC certificates are signed by the Governor of North Carolina. Contact the HRD Department for more information and the CRC testing schedule.

COLLEGE AND CAREER READINESS

Wilson Community College's College & Career Readiness program mission is to provide students with the academic knowledge and skills necessary to obtain a secondary degree credential, to become workforce or college ready, be involved in their children's education, and/or be self-sufficient.

The College & Career Readiness programs consist of three programs of study: Adult Secondary Education (Adult High School and High School Equivalency diploma), Adult Basic Education, and English as a Second Language Program (ELP).

Anyone 16 years of age or older who meets the admissions requirements may enroll in these programs. Classes are provided at no cost to the student and are available online, on- and off-campus.

Adult Secondary Education

The Adult Secondary Education programs consist of two programs of study that lead to a high school credential. The Adult High School Diploma Program (AHS) and the High School Equivalency Diploma (HSED).

Adult High School (AHS) Program

Students earn units of credit to complete their high school curriculum and receive a diploma issued by the Wilson County Board of Education. Eighteen (18) high school core courses and seven (7) elective high school

courses for a total of 25 credits are required. Students with 22 or more transferred-in high school credits must take and pass a minimum of four (4) AHS credits at WCC to earn their AHS diploma.

High School Equivalency Diploma (HSED) Program

A program of instruction designed to prepare adults who have not completed high school with the skills needed to earn a High School Equivalency Diploma. The diploma is earned by passing a series of tests including reading, writing, social studies, science and math. The tests are computer-based and lead to the GED®. The high school equivalency diploma is awarded by the State Board of the North Carolina Community College System. Classes, both on- and off-campus, are offered free for the student and provide instruction for preparation for these tests; however, there are fees associated with taking these tests.

Adult Basic Education

The Adult Basic Education (ABE) program is designed to raise students' basic reading, math, and language skills to meet the daily life skills needed to function effectively in the home, workplace, and community. The ABE program of study strengthens foundational academic skills to help students successfully transition into the Adult Secondary Education program or other job and post-secondary education training opportunities.

English Language Program

The English Language Program (ELP) is a program of study designed to teach adults of other languages oral, listening, reading, and writing English skills needed to effectively function in English-speaking situations. Beginning and advanced English language classes are offered as well as citizenship classes.

COMMUNITY SERVICE PROGRAMS

The Community Service program includes courses that focus on an individual's personal or leisure interests. Courses in this area include arts and crafts, and hobbies. The registration fee for Community Service classes is based on the cost of offering the class. Fees are listed with each course in the course schedule.

CUSTOMIZED TRAINING PROGRAM

The Customized Training Program supports the economic development efforts of the State by providing education and training opportunities for eligible business and industries. Amended in 2008, this program integrates the New and Expanding Industry Training Program and the Customized Industry Training Program to more effectively respond to business and industry (G.S. 115D-5.1e). The Customized Training Program also includes the former Focused Industry Training Program and shall offer programs and training services to assist new and existing business and industry to remain productive, profitable, and within the State.

The program was developed in recognition of the fact that one of the most important factors for a business or industry considering locating, expanding, or remaining in North Carolina is the ability of the State to ensure the presence of a well-trained workforce. The program is designed to react quickly to the needs of businesses and to respect the confidential nature of proprietary processes and information within those businesses.

Those businesses and industries eligible for support through the Customized Training Program include Manufacturing, Technology Intensive (i.e. Information Technology, Life Sciences), Regional or National Warehousing and Distribution Centers, Customer Support Centers, Air Courier Services, National Headquarters with operations outside North Carolina, and Civil Service employees providing technical support to US military installations located in North Carolina.

In order to receive assistance, eligible businesses and industries must demonstrate two or more of the following criteria: the business is making an appreciable capital investment; the business is deploying new technology; the business is creating jobs, expanding an existing workforce, or enhancing the productivity and profitability of the operations within the State; and, the skills of the workers will be enhanced by the assistance.

Resources may support training assessment, instructional design, instructional costs, and training delivery for personnel involved in the direct production of goods and services. Production and technology support positions are also eligible for training support.

Full-time probationary employees of qualified Customized Training companies are eligible for training delivered by the community college. The use of Customized Training funds requires that trainees are paid by the company for all time during training hours.

DISTANCE LEARNING IN CONTINUING EDUCATION

The Continuing Education division offers distance learning opportunities in a wide range of topics through Education2go and Moodle. These courses are taken entirely via the Internet.

Registration for online courses follows the same procedures as traditional courses. Upon registering, students complete an online orientation session where course requirements are discussed.

Students interested in enrolling in online courses must have access to a computer and to the Internet regularly and continuously. Some online courses may require the student to have specific software. Students interested in distance learning should contact the Division of Continuing Education.

HUMAN RESOURCES DEVELOPMENT

Human Resources Development (HRD) is a program of instruction designed to help adults get the work-related skills training and the workplace basic skills and soft skills needed to changeover to a new career or to get their desired job. Components of HRD classes include self-appraisal, career planning, resume preparation, interviewing, job search skills, and communication.

Human Resources Development (HRD) classes are tuition FREE for qualifying students and student fees are waived for qualifying adults who are unemployed, working part-time, or working full-time earning an annual income within the federal poverty guidelines. Books are provided in the classroom. For a current HRD class schedule, please call the HRD Department.

OCCUPATIONAL EXTENSION

Occupational extension courses are single courses -- each complete in itself -- designed for the specific purposes of training an individual for employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields. The major areas of the Occupational Extension program include Fire Service, Law Enforcement, Emergency Medical Services, Health Programs, Safety and Certification, continuing education for the professions, and courses for business and industry. Courses in Occupational Extension are \$70-180, depending on total hours. Public safety personnel are exempt from registration fees for Occupational Education classes if the class is related to their job duties as stated on a job description. There are no exemptions of fees for self-supporting classes. All students must pay security and technology fees. (All fees are subject to change by act of the North Carolina General Assembly.)

Courses offered are included in one of the following program areas:

Accounting & Bookkeeping

**Agriculture and Natural
Resources Occupations**

Art and Design Occupations

Automotive Occupations

Banking, Finance and Credit

Communications

Computer Science Applications

Construction Occupations

Criminal Justice

Electrical/Electronics Occupations

Emergency Medical Services

Fire & Rescue Services

**Governmental Regulations -
OSHA, EPA, etc.**

Health Occupations

**Heating, Ventilation
and Air Conditioning**

Industrial Occupations

Insurance

Languages

**Management, Supervision
and Leadership**

Marketing

Mathematics

Mechanical Occupations

**Metal Working
Occupations**

Office Skills Training

Real Estate

Safety

Service Occupations

**Small Engine and
Equipment Repair**

Sustainability

Teacher Recertification

Welding

SMALL BUSINESS CENTER

The purpose of the Small Business Center is to increase the number and success rate of small businesses in Wilson County by providing high quality assistance to prospective and existing small businesses. The Small Business Center (SBC) is a community-based provider of education and training, counseling, referral and information. SBC services include:

- Business Counseling
- Seminars and workshops related to small business
- No cost one-on-one confidential counseling for potential and current business owners
- An SBC Resource Center including books and other reference materials.

CURRICULUM PROGRAMS OF INSTRUCTION

Education and training are provided through a wide variety of degree, diploma, and certificate programs. Students who successfully complete the College Transfer program will be awarded the appropriate Associate in Arts or Associate in Science degree. Those who complete other degree programs will be awarded an Associate in Applied Science degree. Diploma and certificate options are also available in a number of curriculum programs. Numerous continuing education courses are available in special interest areas to students who do not seek curriculum credits. All curricula are supported by a developmental studies program designed to strengthen students' academic backgrounds.

GENERAL EDUCATION COMPETENCIES AND OUTCOMES

Per 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	DEFINED OUTCOMES AND GOALS
1. CRITICAL THINKING SKILLS	Upon successful completion of general education requirements, Wilson Community College graduates should be able to: Locate, evaluate, and use information to analyze problems, synthesize data, make logical decisions, and solve problems.
2. COMMUNICATION SKILLS	Communicate effectively in the following areas: A. WRITING - 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. READING - apply critical reading skills by reading actively and analytically at the college level and by synthesizing and applying information across disciplines. C. EXPRESSIVE - speak and/or sign effectively in a variety of formal and informal settings in language that is clear, precise, coherent, and relevant. D. RECEPTIVE - use comprehensive listening and comprehension skills to evaluate messages and respond appropriately.
3. INFORMATION/ TECHNOLOGY LITERACY SKILLS	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.
4. QUANTITATIVE/ SCIENTIFIC SKILLS	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.
5. HUMANITIES/ FINE ART KNOWLEDGE	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.
6. SOCIAL AND BEHAVIORAL KNOWLEDGE	Understand themselves and the world around them through study of subject content, 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.

ASSOCIATE IN ARTS (A.A.) DEGREE - CODE 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). The CAA enables North Carolina community college graduates of two-year associate in arts programs who are admitted to constituent institutions of The University of North Carolina 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 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 credits from outside the NC Community College System and/or the UNC system.

UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT

(All Universal General Education Transfer Component Courses will transfer for equivalency credit.)

1. **English Composition (6 SHC)** - *The following two English composition courses are required:*

ENG 111 Writing & Inquiry

ENG 112 Writing/Research in the Disciplines

2. **Communication and Humanities/Fine Arts (9 SHC)** - *Select three courses below from the following from at least two different disciplines:*

ART 111 Art Appreciation

MUS 110 Music Appreciation

COM 231 Public Speaking

MUS 112 Introduction to Jazz

ENG 231 American Literature I

PHI 240 Introduction to Ethics

ENG 232 American Literature II

3. **Social/Behavioral Sciences (9 SHC)** - *Select three courses below from at least two different disciplines:*

ECO 251 Principles of
Microeconomics

HIS 111 World Civilizations I

POL 120 American Government

ECO 252 Principles of
Macroeconomics

HIS 112 World Civilizations II

PSY 150 General Psychology

HIS 131 American History I

SOC 210 Introduction to Sociology

HIS 132 American History II

4. **Math (3-4 SHC)** - *Select one course from the following:*

MAT 143 Quantitative Literacy

MAT 152 (4 SHC) Statistical Methods I

MAT 171 (4 SHC) Pre-calculus Algebra

5. **Natural Sciences (4 SHC)** - *Select one course from the following:*

BIO 110 (4 SHC) Principles of Biology

CHM 151 (4 SHC) General Chemistry

BIO 111 (4 SHC) General Biology I

PHY 110/110a (3 SHC, 1SHC) Conceptual Physics & Lab

(continued)

ADDITIONAL GENERAL EDUCATION HOURS (13-14 SHC)

Select from the following courses classified as general education; based on intended major to transfer institution.

Computer Literacy - *The following course is required:*

CIS 110 Introduction to Computers

Select 10-11 SHC from the following:

ANT 210

ASL 111, 112, 211, 212

BIO 112 (4 SHC), 140/140a (3/1 SHC)

CHM 131/131a (3/1 SHC) 132 (4 SHC), 152 (4 SHC)

CIS 115

COM 110

ECO 151

ENG 113, 114, 131

GEO 111

HIS 121, 122

HUM 115

MAT 172 (4SHC), 263 (4SHC), 271 (4SHC), 272 (4SHC), 273 (4SHC)

PHI 210

PSY 237, 241, 281

REL 110, 211, 212

SOC 213

SPA 111, 112, 211, 212

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.*

Academic Transition (1 SHC) - *The following course is required:*

ACA 122 (1SHC) College Transfer Success

Select 14 SHC from the following:

ACC 120(4 SHC), 121(4 SHC);

ART 113;

ASL 181(1SHC), 182(1SHC), 281(1SHC);

BIO 163 (5SHC), 168 (4SHC), 169 (4SHC), 175 (4SHC), 275 (4SHC);

BUS 110, 115, 137;

CJC 111, 121, 141;

CTS 115;

ENG 125, 271;

HEA 110, 112 (2 SHC);

HIS 221, 236; **MUS** 111, 131(1 SHC), 132(1 SHC), 231(1 SHC), 232(1 SHC);

PED 110 (2 SHC), 120 (1SHC), 121 (1SHC), 122 (1 SHC), 123 (1SHC);

PHY 251 (4SHC), 252 (4SHC);

SPA 141, 161, 181(1 SHC), 182(1 SHC), 221, 231, 281(1 SHC), 282(1 SHC)

NOTE: Students are required to take ACA 122 in their first semester.

*Unless indicated otherwise, courses are 3 Semester Hour Credits (SHC)

*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.

ASSOCIATE IN SCIENCE (A.S.) DEGREE - CODE 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). The CAA enables North Carolina community college graduates of two-year associate in science programs who are admitted to constituent institutions of The University of North Carolina 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 AS 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 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.

UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT

(All Universal General Education Transfer Component Courses will transfer for equivalency credit.)

1. **English Composition (6 SHC)** - *The following two English composition courses are required:*

ENG 111 Writing & Inquiry

ENG 112 Writing/Research in the Disciplines

2. **Communication and Humanities/Fine Arts (6 SHC)** - *Select two courses from the following from at least two different disciplines:*

ART 111 Art Appreciation

COM 231 Public Speaking

ENG 231 American Literature I

ENG 232 American Literature II

MUS 110 Music Appreciation

MUS 112 Introduction to Jazz

PHI 240 Introduction to Ethics

3. **Social/Behavioral Sciences (6 SHC)** - *Select two courses from the following from at least two different disciplines:*

ECO 251 Principles of Microeconomics

ECO 252 Principles of Macroeconomics

HIS 111 World Civilizations I

HIS 112 World Civilizations II

HIS 131 American History I

HIS 132 American History II

POL 120 American Government

PSY 150 General Psychology

SOC 210 Introduction to Sociology

4. **Math (8 SHC)** – *Select two courses from the following:*

MAT 171 (4 SHC) Precalculus Algebra

MAT 172 (4 SHC) Precalculus Trigonometry

MAT 263 (4 SHC) Brief Calculus

MAT 271 Calculus I (4SHC)

MAT 272 Calculus II (4SHC)

5. **Natural Sciences (8 SHC)** – *Select 8 SHC from the following course (s):*

BIO 110 (4 SHC) Principles of Biology **and** **PHY 110/110a** (3 SHC, 1 SHC) Conceptual Physics and Lab

BIO 111 (4 SHC) General Biology I **and** **BIO 112** (4 SHC) General Biology II

CHM 151 (4 SHC) General Chemistry I **and** **CHM 152** (4 SHC) General Chemistry II

PHY 251 (4 SHC) General Physics I **and** **PHY 252** (4 SHC) General Physics II

(continued)

ADDITIONAL GENERAL EDUCATION HOURS (11 SHC)

Select from the following courses classified as general education; based on intended major to transfer institution.

Computer Literacy - *The following course is required:*

CIS 110 Introduction to Computers

Select 8 SHC from the following:

ANT 210

ASL 111, 112, 211, 212

BIO 140/140a (3/1 SHC)

CHM 131/131a (3/1SHC), 132(4 SHC)

CIS 115

COM 110

ECO 151

ENG 113, 114, 131

GEO 111

HIS 121, 122

HUM 115

MAT 272 (4SHC), 273 (4SHC)

PHI 210

PSY 237, 241, 281

REL 110, 211, 212

SOC 213

SPA 111, 112, 211, 212

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.*

Academic Transition (1 SHC) - *The following course is required:*

ACA 122 (1SHC) College Transfer Success

Select 14 SHC from the following:

ACC 120 (4 SHC), 121 (4 SHC);

ART 113; ASL 181 (1 SHC), 182 (1 SHC), 281 (1 SHC);

BIO 163 (5SHC). 168 (4SHC), 169 (4SHC), 175 (4SHC), 275 (4SHC);

BUS 110, 115, 137;

CJC 111, 121, 141;

CTS 115;

ENG 125, 271

HEA 110, 112 (2 SHC);

HIS 221, 236;

MUS 111, 131(1 SHC), 132 (1 SHC), 231(1 SHC), 232(1 SHC);

PED 110 (2 SHC), 120 (1SHC), 121(1SHC), 122 (1SHC), 123 (1SHC);

SPA 141, 161, 181(1SHC), 182 (1SHC), 221, 231, 281 (1SHC), 282 (1SHC)

NOTE: Students are required to take ACA 122 in their first semester.

*Unless indicated otherwise, courses are 3 Semester Hour Credits (SHC)

*The 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.

ASSOCIATE IN APPLIED SCIENCE DEGREE CURRICULA

Associate in Applied Science Degree programs are designed to enable the graduate to enter an occupation with marketable skills, a high level of competency, and the ability to communicate effectively. The curricula provide specialized courses to develop technical skills and general education courses to enable the student to be an effective member of society. A student who completes the requirements will be awarded the Associate in Applied Science Degree.

If a person is interested in enrolling in a curriculum, but lacks some required academic skills, he/she may enroll in developmental courses that are designed to allow the students to achieve the proficiency required by the curriculum. Each of the curricula offered are described in the following pages.

Note: Each Associate Degree program includes a substantial general education component consisting of at least 15 credit hours in the humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics.

A 2.0 cumulative grade point average (GPA) on all required courses in one's curriculum is the minimum required for graduation/completion for all degrees, diplomas and certificates at the College.

Accounting

Air Conditioning, Heating and Refrigeration Technology

Applied Engineering Technology

Associate Degree Nursing

Automotive Systems Technology

Biotechnology *

Business Administration

Community Spanish Interpreter

Criminal Justice Technology

Early Childhood Education

Fire Protection Technology

Information Technology

(IT Support Track)

(Networking and Security Track)

Interpreter Education

Mechanical Engineering Technology

Medical Office Administration

Office Administration

Paralegal Technology

School-Age Education

Surgical Technology

*Degree granted
by Pitt Community College

ACCOUNTING - CODE A25100

The Accounting curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting profession. Using the “language of business”, accountants assemble and analyze, process, and communicate essential information about financial operations.

In addition to coursework in accounting principles, theories, and practice, students will study business law, finance, management, and economics. 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 positions in many types of organizations, including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies. With work experience and additional education, an individual may advance in the accounting profession.

COURSE LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME	CLASS	LAB	CREDIT
FALL SEMESTER			
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
CIS 110 Introduction to Computers	2	2	3
BUS 115 Business Law I	3	0	3
<i>Total</i>	<u>12</u>	<u>4</u>	<u>14</u>
SPRING SEMESTER			
ACC 121 Principles of Managerial Accounting	3	2	4
ACC 122 Principles of Financial Accounting II	3	0	3
ACC 149 Introduction to Acct. Spreadsheets	1	2	2
*ENG 111 **Major Elective	3	0	3
<i>Total</i>	<u>13</u>	<u>6</u>	<u>15</u>
SUMMER SEMESTER			
ACC 140 Payroll Accounting	1	2	2
ACC 150 Accounting Software Application	1	2	2
BUS 260 Business Communications	3	0	3
<i>Total</i>	<u>5</u>	<u>4</u>	<u>7</u>
FALL SEMESTER			
ACC 220 Intermediate Accounting I	3	2	4
ECO 251/252 Principles of Micro/Principles Macro	3	0	3
*ENG 114 Professional Research & Reporting	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
**Major Elective	3	0	3
<i>Total</i>	<u>14</u>	<u>4</u>	<u>16</u>
SPRING SEMESTER			
ACC 131 Federal Income Taxes	2	2	3
ACC 221 Intermediate Accounting II	2	2	4
BUS 240 Business Ethics	3	0	3
HUM 115 Critical Thinking	3	0	3
*Social / Behavioral Science Elective	3	0	3
<i>Total</i>	<u>13</u>	<u>4</u>	<u>16</u>
Total Semester Hours Required for Degree:			68

*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.

**Major Electives: Choose six (6) hours from: ACC 240, 269, BUS 137, 151, 225, 230; WBL 111, 112; MKT 120.

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.

AIR CONDITIONING HEATING AND REFRIGERATION - CODE 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 start up, 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 LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME	CLASS	LAB	CREDIT
FALL SEMESTER			
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
ISC 112 Industrial Safety	2	0	2
Total	11	8	15
SPRING SEMESTER			
AHR 112 Heating Technology	2	4	4
AHR 113 Comfort Cooling	2	4	4
AHR 125 HVAC Electronics	2	2	3
ELC 125 Diagrams and Schematics	1	2	2
*MAT 110 Mathematical Measurement and Literacy	2	2	3
Total	9	14	16
SUMMER SEMESTER			
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
Total	5/6	12/22	11
FALL SEMESTER			
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 Expository Writing	3	0	3
**Social/Behavioral Science Elective	3	0	3
Total	11	13	16
SPRING SEMESTER			
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
Total	10	13	15
Total Semester Hours Required For Degree:			73

*This course is a component of the general education requirements needed for graduation.

**Choose from PSY 150, ECO 151, or ECO 251.

**Major Elective: Choose one semester credit hour from AHR 180 or WBL 111.

NOTE: Students are required to take ACA 111 in their first semester.

APPLIED ENGINEERING TECHNOLOGY – CODE 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 LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME	CLASS	LAB	CREDIT
FALL SEMESTER			
ACA 111 College Student Success	1	0	1
DFT 119 Basic CAD	1	2	2
CIS 110 Introduction to Computers	2	2	3
ELC 111 Intro to Electricity	2	2	3
ELC 125 Diagrams and Schematics	1	2	2
ISC 112 Industrial Safety	<u>2</u>	<u>0</u>	<u>2</u>
Total	9	8	13
SPRING SEMESTER			
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	<u>2</u>	<u>2</u>	<u>3</u>
Total	10	11	14
SUMMER SEMESTER			
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	<u>3</u>	<u>0</u>	<u>3</u>
Total	10	6	12
FALL SEMESTER			
ELC 213 Instrumentation	3	2	4
ELC 228 PLC Applications	2	6	4
HYD 110 Hydraulics/Pneumatics I	2	3	3
Total	<u>7</u>	<u>11</u>	<u>2-4</u>
SPRING SEMESTER			
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
Total	<u>8</u>	<u>8</u>	<u>13-15</u>
Total Semester Hours Required for Degree:			65-69

*This course is a component of the general education requirements needed for graduation.

**Major Electives: Choose four to eight hours from: ATR 219, ISC 132, ISC 220, ISC 277, MAC 118, MNT 111, MNT 165, MNT 240, WLD 110.

NOTE: Students are required to take ACA 111 in their first semester.

ASSOCIATE DEGREE NURSING - CODE 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.

Explanation of 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 the nursing program, 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 may be done once, before the student reports to the clinical agency, 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.

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.

NOTE: If for any reason a student is prohibited from participating in a clinical agency, the student will be dismissed from the nursing program due to the inability to progress and complete the nursing curriculum.

Admission Process for Students Fall 2017

Admission Policy Fall 2017 for Associate Degree in Nursing Program

Students are admitted to Wilson Community College in accordance with policies approved by administration. Admission is not guaranteed to all applicants that apply to the 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 nursing program in order to take courses for credit in any nursing (NUR) course (except repeat of NUR 117). Curriculum courses other than NUR courses may be taken before admission in the program or after admission in the sequence offered. All curriculum coursework must be taken in sequence once admitted to the program.

Admission Procedure (Fall 2017 - for 2016- 2017 Catalog)

The nursing applicants will be required to meet steps I-IV before admission. Each step of the admission procedure must be completed before moving to the next step.

Step I Application Process (1 - 8 in Step I must be complete by February 1st)

1. Applicants must submit an application for admission to the nursing program by February 1st with subsequent dates established if needed to fill available spaces.
2. Applicants must submit an official transcript of high school graduation or equivalency or post-secondary coursework in which a degree was awarded. (Currently enrolled high school students are to submit a partial transcript at the time of application. A final transcript will be submitted at the time of graduation.)
3. Applicants must be eligible for ENG 111, MAT 143, and BIO 168.
4. All developmental coursework must have a "C" or better and is only good for five years.
5. Applicants must show evidence of successful completion ("C" or better) of high school or college chemistry or biology.
6. Applicants must submit proof of completion of a state approved NAI course and be actively listed on the NAI registry. Students must remain active on NAI registry while enrolled in the nursing program.
7. Applicants must turn in all documentation related to completion of Allied Health Curriculum by application deadline.
8. Applicants must have a cumulative GPA of 2.0 or higher.

Step II Test of Essential Academic Skills (TEAS)

1. Applicants will be notified of the TEAS test dates. Applicants must achieve a 63.3% for the overall score. Applicants are allowed to take the TEAS twice in a 12 month period at least 30 days apart. If the applicant takes the TEAS more often than 30 days, the first score will be used for admission ranking. The 4 most recent TEAS scores will be used for ranking (TEAS taken after January 1, 2016).
2. Applicants will be required to pay \$55.00, in the Business Office, to take the TEAS. Picture ID and receipt will be required to take the TEAS.

Step III Conditional Acceptance

1. Should there be more qualified applicants, than space available, the following criteria will be used to determine those selected for admission:
 - a. Overall score on the TEAS.
 - b. GPA based on General Education courses (a minimum of 12 hours must be complete) excluding BIO 168 and 169. If applicants have repeated a course, all attempts/grades will be used to calculate the GPA.
 - c. Cumulative grade earned in BIO 168 and 169 if completed.
 - d. Successful completion of other allied health certificate(s)/curriculum(s).
Applicants must submit documentation of completion and current certification by February 1st.
 - Certificates – 1 point each (excluding NAI)
 - Diploma programs – 2 points each
 - Associate Degree or higher – 3 points each
2. A letter of conditional acceptance will be sent to the applicants.

Step IV Acceptance

1. Submission of a completed physical examination form. The physical examination must be performed within a time frame of 12 months prior to enrollment for fall semester. This must be submitted prior to the first day of class (unless accepted the week before classes start).
2. Applicants must provide evidence of current immunizations, which include but are not limited to:
 - a. Tetanus – Tdap (within the last 10 years);
 - b. Measles, Mumps, and Rubella times 2 or a positive titer;
 - c. Varicella times two or a positive titer;
 - d. Hepatitis B times 3 or a positive titer,
 - e. Annual flu vaccine by October 31st; and
 - f. 2 Step TB Skin test (within one year).

Immunizations may not be declined except by a written statement from the applicant's health care provider for acceptable exemptions.
3. Applicants must submit evidence of current CPR certification for adult, infant and child with choking maneuver, and AED.
4. A 2.0 cumulative GPA is required before enrollment in the summer semester prior to a fall admission (must maintain a 2.0 GPA while enrolled).

Step V Admission

1. Malpractice insurance is required to be paid, each fall, after the first day of class but before the first day of clinical.
2. At orientation, students will be given information about obtaining their criminal background check, urine drug screen, and immunization tracking through www.certifiedbackground.com.
3. Each semester students are required to pay an ATI testing fee in addition to their tuition.
4. Clinical, in this program, begins at 6:30 a.m. two days a week and is subject to change based on hospital scheduling. In order to provide adequate training for the number of students, travel to surrounding counties may be expected.
5. Students must earn a "C" in all NUR and BIO courses.

Admission Process for Evening Option ADN Students Fall 2017**Admission Policy for Evening Option ADN Students Fall 2017**

Students are admitted to Wilson Community College in accordance with policies approved by administration. Admission is not guaranteed to all applicants that apply to the 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 nursing program in order to take courses for credit in any nursing (NUR) course (except repeat of NUR 117). All courses outside of the NUR coursework must be completed prior to enrollment. A minimum of 10 students will be admitted for Fall 2017.

Admission Procedure (Fall 2017 – for 2016 – 2017 Catalog)

The nursing applicants will be required to meet steps I-IV before admission. Each step of the admission procedure must be completed before moving to the next step.

Step I Application Process (1-6 in Step I must be complete by February 1st)

1. Applicants must submit an application for admission to the nursing program by February 1st with subsequent dates established if needed to fill available spaces.
2. Applicants must submit an official transcript of high school graduation or equivalency or post-secondary coursework in which a degree was awarded. Currently enrolled high schools will not have completed all of the non-nursing coursework and thus will not be eligible for admission.
3. Applicants must be enrolled in or have completed all of the following coursework by February 1st deadline. ACA 111, BIO 168, BIO 169, PSY 150, PSY 241, HUM 115, CIS 110, MAT 143, ENG 111, and ENG 112.
4. Applicants must submit proof of completion of a state approved NAI course and be actively listed on the NAI registry. Students must remain active on NAI registry while enrolled in the nursing program.
5. Applicants must turn in all documentation related to completion of Allied Health Curriculum by application deadline.
6. Applicants must have a cumulative GPA of 2.0 or higher.

Step II Test of Essential Academic Skills (TEAS)

1. Applicants will be notified of the TEAS test dates. Applicants must achieve a 63.3% for the overall score. Applicants are allowed to take the TEAS twice in a 12 month period at least 30 days apart. If the applicant takes the TEAS more often than 30 days, the first score will be used for admission ranking. The 4 most recent TEAS scores will be used for ranking (TEAS taken after January 1, 2016).
2. Applicants will be required to pay \$55.00, in the Business Office, to take the TEAS. Picture ID and receipt will be required to take the TEAS.

Step III Conditional Acceptance

1. Should there be more qualified applicants, than space available, the following criteria will be used to determine those selected for admission:
 - a. Overall score on the TEAS.
 - b. GPA based on General Education courses excluding BIO 168 and 169. If applicants have repeated a course, all attempts/grades will be used to calculate the GPA.
 - c. Cumulative grade earned in BIO 168 and 169.
 - d. Successful completion of other allied health certificate(s)/curriculum(s).
 - Applicants must submit documentation of completion and current certification by February 1st.
 - Certificates – 1 point each (excluding NAI)
 - Diploma programs – 2 points each
 - Associate Degree or higher – 3 points each
2. A letter of conditional acceptance will be sent to the applicants.

Step IV Acceptance

1. Submission of a completed physical examination form. The physical examination must be performed within a time frame of 12 months prior to enrollment for fall semester. This must be submitted prior to the first day of class (unless accepted the week before classes start).
2. Applicants must provide evidence of current immunizations, which include but are not limited to:
 - a. Tetanus – Tdap (within the last 10 years);
 - b. Measles, Mumps, and Rubella times 2 or a positive titer;
 - c. Varicella times two or a positive titer;
 - d. Hepatitis B times 3 or a positive titer,
 - e. Annual flu vaccine by October 31st; and
 - f. 2 Step TB Skin test (within one year).

Immunizations may not be declined except by a written statement from the applicant's health care provider for acceptable exemptions.
3. Applicants must submit evidence of current CPR certification for adult, infant and child with choking maneuver, and AED.
4. A 2.0 cumulative GPA is required before enrollment in the summer semester prior to a fall admission (must maintain a 2.0 GPA while enrolled).

Step V Admission

1. Malpractice insurance is required to be paid, each fall, after the first day of class but before the first day of clinical.
2. At orientation, students will be given information about obtaining their criminal background check, urine drug screen, and immunization tracking through www.certifiedbackground.com.
3. Each semester students are required to pay an ATI testing fee in addition to their tuition.
4. Classroom will meet 2 evenings a week and clinical/lab will be every other weekend. In order to provide adequate training for the number of students, travel to surrounding counties may be expected.
5. Students must earn a "C" in all NUR and BIO courses.

Transfer Policy

Students seeking to transfer to the nursing program at Wilson Community College must meet the same standards as the student seeking readmission. The Registrar will work with the Dean of Allied Health/Sciences to identify placement of the student into the appropriate course.

Readmission Policy

All students seeking readmission must meet the admission policies of the College and the nursing program. Readmission is not guaranteed. Clinical space must be available for the readmission process to be complete.

Readmission of students who have exited, is considered following review by Allied Health Admissions Counselor, the Registrar, and the Dean of Allied Health/Sciences. Students seeking readmission must complete an application at least one semester before seeking readmission. A minimum number of readmission requirements must be completed by the initial deadline with all subsequent work due by the final deadline listed:

- **Initial Deadline:** November 15th for spring readmission, **Final Deadline:** December 1st
- **Initial Deadline:** April 15th for summer readmission, **Final Deadline:** May 1st
- **Initial Deadline:** July 15th for fall readmission, **Final Deadline:** August 1st

All students must meet the admission requirements of the College and the nursing program. Readmission requirements are individualized to the student based on previous admissions/enrollments in any nursing program. The minimum requirements, prior to the initial deadline are:

- Application submission.
- Transcript(s) submission (high school and college).
- Review of transcript(s) by Registrar.
- Collaboration between Registrar and Dean of Allied Health/Sciences.
- Eligibility based on placement test and meeting pre-requisites and co-requisites.
- Satisfactory TEAS scores within the last 2 years at the point of readmission.
- Challenge exams on all previous NUR course work.
- Calculations test with 90 or higher in 2 attempts.

The items to be completed by the final deadline are:

- Competency evaluations in one attempt, in one day must be scheduled.

By the first day of class, the final items are due to the Dean of Allied Health/Sciences:

- Physical form.
- Updated immunization records.
- Current CPR card.
- 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 nursing curriculum, will be strongly encouraged to retake the coursework prior to readmission. Students with a "F" on a general education or related coursework must repeat coursework 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.

Challenge Exams

To ensure and assess current proficiency of individuals desiring readmission into the nursing program, the College will administer challenge exams.

- A student who is seeking **readmission** to the College will be given a challenge exam for all NUR courses to the point of readmission.
- A student who is **transferring** to the College and has received credit for previous nursing (NUR) courses, will be required to take a challenge exam for the corresponding course at Wilson Community College. Challenge exams are available for NUR 111, 112, 113, 114, 211, 212, and 214 for ADN students. All students must have credit for a nursing course or its equivalent with a "C" or better, to be eligible to take a challenge exam.
- A student is required to make a 77 or higher on the challenge exam.
- 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.

Readmission Pharmacology Calculation Test

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 reentry. The student must achieve a grade of 90 on the calculation test. The student will be given 2 opportunities to achieve the required grade. The student must wait a minimum of 5 college calendar days before retesting. The student will be assigned a nursing faculty with whom to schedule the testing.

Competency Evaluation

A student's competency in critical skills must be evaluated prior to admission and assigning client care. 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.

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 applicant will have one opportunity annually to demonstrate clinical competency. A satisfactory competency evaluation is required prior to admission. Please note the deadline for completion.

Audit Policy

Students who audit a nursing (NUR) course are either auditing to take a challenge exam to return to the nursing program.

- The Audit Policy in the College Catalog will be followed.
- Students who audit a nursing course will not be allowed to attend the clinical portion of the course.
- Students who audit a nursing course must have credit for that course or the equivalent course.
- Adequate classroom/lab space must be available.
- If more students are requesting to audit than space is available, students will be ranked the same as if for admission.
- Audit students will be expected to adhere to the policies of the nursing 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 not audit a course more than twice.
- Financial aid will not pay for auditing a course.
- Students withdrawn from an audit course will be expected to follow the readmit policy for all items not completed for readmission. For example if the student has not completed all skill check offs, the student must complete the rest of the skill check offs at one time in a satisfactory manner.
- Audit student must pay the testing fee.

Admission Procedure for Summer 2017 for Advanced Placement of the Licensed Practical Nurse (Transition Student)

Transition for Summer 2017

A Nursing Transition plan has been designed for the Licensed Practical Nurse who desires to enter the Associate Degree Nursing program with advanced standing. Applicants who meet the admission requirements outlined below and successfully complete the Nursing Transition course (NUR 214) with a "C" or better, will be allowed to enroll in NUR 211, 212 and complete the Associate Degree program requirements. Applicants who are taking NUR 214 have been accepted into the associate degree nursing program. Each step of the admission procedure must be completed before moving to the next step.

Step I Application Process (1 - 8 in Step I must be complete by September 15, 2016 for Summer 2017) (2016 - 2017 Catalog)

1. Applicants must submit an application for admission to the nursing program by September 15th with subsequent dates established if needed to fill available spaces.
2. Applicants must submit an official transcript of high school graduation or equivalency or post-secondary course work in which a degree was awarded.
3. All developmental course work must have a "C" or better and is only good for 5 years.
4. Applicants must be eligible for ENG 111 and MAT 143.
5. Applicants have to have taken or be currently enrolled in: PSY 150 and BIO 168.
6. Applicants must have a cumulative GPA of 2.0 or higher.
7. Applicants must have and maintain an unencumbered LPN License.
8. Student must show proof of employment as an LPN who has completed a minimum of 1040 hours in the last year.

Step II Permission to take Test of Essential Academic Skills (TEAS) and ATI RN Fundamentals Content Mastery Test

1. Applicants will be notified of the TEAS test dates.
 - a. Applicants must achieve a 63.3% for the overall score.
 - b. Applicants are allowed to take the TEAS twice in a 12 month period at least 30 days apart.
 - c. If the applicant takes the TEAS more often than 30 days, the first score will be used for admission ranking.
 - d. The 4 most recent TEAS scores will be used for ranking (TEAS taken after September 1, 2015).
2. Applicants will be required to pay \$55.00, in the Business Office, to take the TEAS. Picture ID and receipt will be required to take the TEAS.
3. After successful completion of the TEAS, the applicants will be notified of the test date for the RN Fundamentals 2013, Content Mastery Test by ATI.
 - a. Applicants must achieve a Level 1 on the RN Fundamental 2013, Content Mastery Test.
 - b. Applicants are allowed to take the RN Fundamentals 2013, Content Mastery Test twice in a 12 month period at least 30 days apart.
 - c. If the applicant takes the RN Fundamentals 2013, Content Mastery Test more often than 30 days, the first score will be used for admission ranking.
 - d. The 4 most recent RN Fundamentals 2013, Content Mastery Test scores will be used for ranking (taken after January 1, 2013).
4. Applicants will be required to pay \$31.00, in the Business Office, to take the RN Fundamentals 2013, Content Mastery Test. Picture ID and receipt will be required.

Step III Conditional Acceptance

1. Should there be more qualified applicants, than space available, the following criteria will be used to determine those selected for admission:
 - a. Overall score on the TEAS.
 - b. Overall score achieved on RN Fundamentals 2013, Content Mastery Test.
 - c. GPA based on General Education courses (a minimum of 12 hours must be complete) excluding BIO 168 and 169. If applicants have repeated a course, all attempts/grades will be used to calculate the GPA.
 - d. Cumulative grade earned in BIO 168 and 169 if completed.
 - e. Successful completion of other allied health curriculum.

Applicants must submit documentation of successful completion of other Allied Health Certificate(s)/ Curriculum(s) (if applicable) by September 15, 2015 for Summer 2016.

 - Allied Health Diploma programs (other than LPN) – 2 points each
 - Allied Health Associate Degree or higher programs – 3 points each
2. Applicants will be required to complete skills check off under the direction of at least one nursing faculty. Students will be given:
 - a. Skill Check Off Sheets notified of skill check offs,
 - b. Date, time and location of skill check offs, and
 - c. Open lab hours for practice.
3. Applicants will be required to complete skills check offs under the direction of at least one of the nursing faculty. The student will be allowed to repeat one check off only at least five days from the initial check off. The skills to be check off will be:
 - Physical assessment with vital signs
 - Sterile procedure – catheter insertion, wound care, tracheostomy care, or IV insertion
 - Medication administration
4. Upon successful completion, the student will receive a letter of conditional acceptance.

Step IV Acceptance

1. Applicants must submit a completed physical examination form. The physical examination must be performed within a time frame of 12 months prior to enrollment for summer semester. This must be submitted prior to the first day of class (unless accepted the week before classes start).
2. Applicants must provide evidence of current immunizations, which include but are not limited to:
 - a. Tetanus – Tdap (within the last 10 years);
 - b. Measles, Mumps, and Rubella times 2 or a positive titer;
 - c. Varicella times two or a positive titer;
 - d. Hepatitis B times 3 or a positive titer,
 - e. annual flu vaccine by October 31st; and
 - f. 2 Step TB Skin test (within one year).Immunizations may not be declined except by a written statement from the applicant's health care provider for acceptable exemptions.
3. Applicants must submit evidence of current CPR certification for adult, infant and child with choking maneuver, and AED.
4. A 2.0 cumulative GPA is required before enrollment in the summer semester prior to a fall admission (must maintain a 2.0 GPA while enrolled).
5. Must have completed the following courses by the end of spring semester: ACA 111, PSY 150, BIO 168, BIO 169, and NUR 117.

Step V Admission

1. Malpractice insurance is required to be paid, on admission and each fall, after the first day of class but before the first day of clinical.
2. At orientation, students will be given information about obtaining their criminal background check, urine drug screen, and immunization tracking through www.certifiedbackground.com.
3. Each semester students are required to pay an ATI testing fee in addition to their tuition.
4. Clinical, in this program, begins at 6:30 a.m. two days a week and is subject to change based on hospital scheduling. In order to provide adequate training for the number of students, travel to surrounding counties may be expected.
5. Students must earn a "C" in all NUR and BIO courses.

ASSOCIATE DEGREE NURSING - CODE A45110 - REQUIREMENTS

COURSE LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME			CLASS	LAB	CLINICAL	CREDIT
FALL SEMESTER						
BIO	168	Anatomy & Physiology I	3	3	0	4
ACA	111	College Student Success	1	0	0	1
*PSY	150	General Psychology	3	0	0	3
NUR	111	Introduction to Health Concepts	4	6	6	8
Total			11	9	6	16
SPRING SEMESTER						
BIO	169	Anatomy & Physiology II	3	3	0	4
NUR	117	Pharmacology	1	3	0	2
NUR	112	Health - Illness Concepts	3	0	6	5
NUR	114	Holistic Health Concepts	3	0	6	5
Total			10	6	12	16
SUMMER SEMESTER						
*PSY	241	Developmental Psychology	3	0	0	3
NUR	113	Family Health Concepts	3	0	6	5
Total			6	0	6	8
FALL SEMESTER						
*MAT	143	Quantitative Literacy	2	2	0	3
*ENG	111	Writing and Inquiry	3	0	0	3
*CIS	110	Introduction To Computers	2	2	0	3
**NUR	211	Health Care Concepts	3	0	6	5
**NUR	212	Health System Concepts	3	0	6	5
Total			13	4	12	19
SPRING SEMESTER						
ENG	112	Writing/Research in the Disciplines	3	0	0	3
*HUM	115	Critical Thinking	3	0	0	3
NUR	213	Complex Health Concepts	4	3	15	10
Total			10	3	15	16
Total Semester Hours Required for Degree:						75

Associate Degree Nursing – Advanced Placement for the Licensed Practical Nurse

1ST SUMMER SEMESTER			CLASS	LAB	CLINICAL	CREDIT
NUR	214	Transition Nursing Concepts	3	0	3	4
*PSY	241	Developmental Psychology	3	0	0	3
Summer Semester Total			6	0	3	7
2ND FALL SEMESTER						
*MAT	143	Quantitative Literacy	2	2	0	3
*ENG	111	Writing and Inquiry	3	0	0	3
*CIS	110	Introduction to Computers	2	2	0	3
NUR	211	Health Care Concepts	3	0	6	5
NUR	212	Health System Concepts	3	0	6	5
Fall Semester Total			13	4	12	19
2ND SPRING SEMESTER						
ENG	112	Writing/Research in the Disciplines	3	0	0	3
*HUM	115	Critical Thinking	3	0	0	3
NUR	213	Complex Health Concepts	4	3	15	10
Spring Semester Total			10	3	15	16
Transition Curriculum Total						42

*NOTE: 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.

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 - CODE 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.

Curriculums in the Mobile Equipment Maintenance and Repair pathway prepare individuals for employment as entry-level transportation service technicians. The program provides an introduction to transportation industry careers and increases student awareness of the diverse technologies associated with this dynamic and challenging field.

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 LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME	CLASS	LAB	CREDIT
FALL SEMESTER			
ACA 111 College Student Success	1	0	1
AUT 116 Engine Repair	2	3	3
AUT 116A Engine Repair Lab	0	3	1
AUT 151 Brake Systems	2	3	3
AUT 151A Brake Systems Lab	0	3	1
*ENG 111 Writing & Inquiry	3	0	3
TRN 120 Basic Transp Electricity	4	3	5
<i>Total</i>	12	15	17
SPRING SEMESTER			
AUT 141 Suspension & Steering	2	3	3
AUT 141A Suspension & Steering Lab	0	3	1
AUT 221 Auto Transm/Transaxles	2	3	3
AUT 221A Auto Transm/Transaxles Lab	0	3	1
*MAT 110 Math Measurement & Literacy	2	2	3
TRN 170 PC Skills for Transp	1	2	2
<i>Total</i>	7	16	13
SUMMER SEMESTER			
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 Transp Climate Control	1	2	2
TRN 140A Transp Climate Control Lab	1	2	2
<i>Total</i>	7	10	11
FALL SEMESTER			
AUT 163A Adv Auto Electricity Lab	0	3	1
AUT 231 Man Tran/Axles/Drtrains	2	3	3
AUT 231A Man Tran/Axles/Drtrains Lab	0	3	1
*Humanities/Fine Arts Course	3	0	3
*Social/Behavioral Science Course	3	0	3
TRN 145 Adv Transp Electronics	2	3	3
<i>Total</i>	10	12	14
SPRING SEMESTER			
AUT 114 Safety and Emissions	1	2	2
ATT 150 Sustainable Transp Tech	2	2	3
AUT 183 Engine Performance 2	2	6	4
AUT 213 Automotive Servicing 2	1	3	2
TRN 130 Intro to Sustainable Transp	2	2	3
<i>Total</i>	8	15	14

Total Semester Hours Required for Degree: **69**

*This course is a component of the general education requirements needed for graduation.

*Humanities/Fine Arts: Choose three (3) hours from ART 111, HUM 110, 115, MUS 110.

*Social/Behavioral Science: Choose three (3) hours from PSY 150 or SOC 210.

NOTE: Students are required to take ACA 111 in their first semester.

BIOTECHNOLOGY - CODE 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.

Coursework 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.

Biotechnology: A program that focuses on the application of the biological sciences, biochemistry, and genetics to the preparation of new and enhanced agricultural, environmental, medical, and industrial products, including the commercial exploitation of microbes, plants, and animals. Potential course includes instruction in general biology, general and organic chemistry, physics, biochemistry, molecular biology, immunology, microbiology, genetics, and cellular biology.

NOTE: Upon completion of all requirements, the A.A.S. in Biotechnology is granted by Pitt Community College.

The courses offered at the respective colleges are listed below. BIO 275 can be taken at either institution. BTC courses are only available at PCC.

COURSE LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME	CLASS	LAB	CREDIT
FALL SEMESTER			
ACA 111 College Student Success	1	0	1
*ENG 111 Writing and Inquiry	3	0	3
BIO 111 General Biology I	3	3	4
*Chemistry Elective	3	3	3
*Social/Behavioral Science Course	3	0	3
*Math Course	3	0	3
Total	16	6	17
SPRING SEMESTER			
BIO 112 General Biology II	3	3	4
BTC 181 Basic Lab Methods (PCC Only)	3	3	4
CHM 132 Organic and Biochemistry	3	3	4
ENG 112 Writing/Research in the Disciplines	3	0	3
Total	12	9	15
SUMMER SEMESTER			
BIO 275 Microbiology	3	3	4
*Genetics Elective	3	0-3	3-4
Total	6	3-6	7-8
FALL SEMESTER			
CIS 110 Intro to Computers	2	2	3
MAT 152 Statical Methods I	3	0	3
Total	5	2	6
SPRING SEMESTER			
*Humanities/Fine Arts Course	3	0	3
*Major Elective	3	0	3
Total	3	0	3
Total Semester Hours Required for Degree:			48-49

GENERAL EDUCATION OPTIONS:

*Math Elective: Choose three (3) hours from: MAT 110 or 171

*Social/Behavioral Science: Choose three (3) hours from: POL 120; PSY 150; SOC 210, 213.

*Humanities/Fine Arts: Choose three (3) hours from: ART 111; HUM 110, 115, 120, 130, 140, 160, MUS 110, PHI 240.

*Chemistry elective: CHM 131 and 131A or CHM 151.

*Genetics elective: BTC 250 or BIO 250.

*Major elective hours: (15-17 of the following) HOR 162, 168, SPA 111, PHY 110/110A, BIO 280,

BTC 270, 275, 281, 285, 286, 287, 288, CHM 152, 251, 252, BIO 140/140A, MAT 172.

NOTE: Students are required to take ACA 111 in their first semester.

BUSINESS ADMINISTRATION - CODE 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.

Coursework 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 LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME	CLASS	LAB	CREDIT
FALL SEMESTER			
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
CIS 110 Introduction to Computers	2	2	3
BUS 115 Business Law	3	0	3
Total	12	4	14
SPRING SEMESTER			
ACC 121 Principles of Accounting II	3	2	4
BUS 137 Principles of Management	3	0	3
*MAT 143 Quantitative Literacy (1)	3	0	3
*ENG 111 Expository Writing	3	0	3
Total	12	2	13
SUMMER SEMESTER			
*HUM 115 Critical Thinking (2)	3	0	3
BUS 260 Business Communication	3	0	3
Major Elective	2 or 3	0	2 or 3
Total	8/9	0	8/9
FALL SEMESTER			
BUS 225 Business Finance	2	2	3
BUS 135 Principles of Supervision	3	0	3
ECO 251 Principles of Microeconomic	3	0	3
*ENG 114 Professional Research & Reporting (1)	3	0	3
MKT 123 Fundamentals of Selling	3	0	3
Total	14	2	15
SPRING SEMESTER			
BUS 240 Business Ethics	3	0	3
BUS 285 Business Management Issues	2	2	3
*ECO 252 Prin of Macroeconomics (3)	3	0	3
MKT 120 Principles of Marketing	3	0	3
Work-Based Learning Experience/ Designated Major Elective	0/2	20/0	2
Total	11/13	22/2	14
Total Semester Hours Required for Degree:			64 or 65

*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.

Major Elective: Choose one (1) course from: ACC 122, 131, 140, 149; BUS 151, 230, 253; WBL 110.

NOTE: Students are required to take ACA 111 in their first semester.

NOTE: Work Based Learning courses include WBL 111, 112, 121, 131

COMMUNITY SPANISH INTERPRETER - CODE 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.

Coursework 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 LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME			CLASS	LAB	CREDIT
FALL SEMESTER					
ACA	111	College Student Success	1	0	1
SPA	111	Elementary Spanish I	3	0	3
SPA	181	Spanish Lab I	0	2	1
*ENG	111	Writing & Inquiry	3	0	3
CIS	110	Introduction to Computers	2	2	3
*PSY	150	General Psychology	3	0	3
SPI	113	Intro to Spanish Inter.	3	0	3
Total			15	4	17
SPRING SEMESTER					
*ENG	114	Professional Research and Reporting	3	0	3
SPA	112	Elementary Spanish II	3	0	3
SPA	182	Spanish Lab 2	0	2	1
SPA	215	Spanish Phonetics/Structure	3	0	3
*MAT	143	Quantitative Literacy	2	2	3
SPA	120	Spanish for the Workplace	3	0	3
Total			14	4	16
SUMMER SEMESTER					
SPA	161	Cultural Immersion	2	3	3
SPA	211	Intermediate Spanish I	3	0	3
SPA	281	Spanish Lab 3	0	2	1
Total			5	5	7
FALL SEMESTER					
*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. *Humanities/Fine Arts Course	3	0	3
Total			15	2	16
SPRING SEMESTER					
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
Total			13	10	14
Total Semester Hours Required for Degree:					70

*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.

CRIMINAL JUSTICE TECHNOLOGY - CODE 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 LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME	CLASS	LAB	CREDIT
FALL SEMESTER			
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 214 Victimology	3	0	3
Total	12	2	13
SPRING SEMESTER			
CJC 113 Juvenile Justice	3	0	3
CJC 131 Criminal Law	3	0	3
*ENG 111 Writing & Inquiry	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
*PSY 150 General Psychology	3	0	3
Total	14	2	15
SUMMER SEMESTER			
CJC 121 Law Enforcement Operations	3	0	3
CJC 132 Court Procedure & Evidence	3	0	3
CJC 213 Substance Abuse	3	0	3
*Humanities/Fine Arts Course	3	0	3
Total	12	0	12
FALL SEMESTER			
CJC 114 Investigative Photography	1	2	2
CJC 212 Ethics and Community Relations	3	0	3
CJC 221 Investigative Principles	3	2	4
*ENG 114 Professional Research and Reporting	3	0	3
Total	10	4	12
SPRING SEMESTER			
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 I	1	0	1
**Major Elective	3	0	3
Total	13	10	14
Total Semester Hours Required for Degree:			66

*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) course: CJC 151 or PSY 281.

***CJC 223 can be taken in place of WBL 110 and WBL 115

NOTE: Students are required to take ACA 111 in their first semester.

NOTE: See information under the Caution-Possible Effect of Criminal Record section of the Catalog.

EARLY CHILDHOOD EDUCATION - CODE A55220

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.

Coursework 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 childcare programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

COURSE LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME			CLASS	LAB	CREDIT
FALL SEMESTER					
ACA	111	College Student Success	1	0	1
EDU	144	Child Development I	3	0	3
EDU	119	Intro to Early Child Educ	4	0	4
*PSY	150	General Psychology	3	0	3
CIS	113	Computer Basics	0	2	1
Total			11	2	12
SPRING SEMESTER					
*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
EDU	163/188	Classroom Mgmt. Inst./ Issues in ECE	3/2	0/0	3/2
Total			15/14	0	15/14
SUMMER SEMESTER					
EDU	131	Child, Family & Community	3	0	3
*ENG	115	Oral Communication	3	0	3
*MAT	143	Quantitative Literacy	2	2	3
EDU	153	Health, Safety & Nutrition	3	0	3
Total			11	2	12
FALL SEMESTER					
EDU	221	Children with Exceptionalities	3	0	3
EDU	280	Language & Literacy Experiences	3	0	3
EDU	234	Infants, Toddlers & Twos	3	0	3
		*Humanities/Fine Arts Course	3	0	3
Total			12	0	12
SPRING SEMESTER					
EDU	235	School-Age Development and Programs	3	0	3
EDU	284	Early Childhood Capstone Practicum	1	9	4
EDU	252	Math & Science Activities	3	0	3
EDU	271	Educational Technology	2	2	3
		**Major Elective	2	0	2
Total			11	11	15

Total Semester Hours Required for Degree:

66/65

*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: ART 111, 113; HUM 115; MUS 110; REL 110, 211, 212.

**Major Elective: Choose 2-3 semester hours credit from EDU 222, 223, 261, 262.

NOTE: Students are required to take ACA 111 in their first semester.

FIRE PROTECTION TECHNOLOGY - CODE A55240

The Fire Protection Technology curriculum is designed to provide students with knowledge and skills in the technical, managerial, and leadership areas necessary for advancement within the fire protection community and related firefighting industries, and to provide currently employed firefighters with knowledge and skills often required for promotional consideration.

Course work includes diverse fire protection subject areas, including fire prevention and safety, public education, building construction, fire ground strategies and tactics, and local government finance and laws, as they apply to emergency services management. Emphasis includes understanding fire characteristics and the structural consequences of fire; risk assessment and management; and relevant research, communications, and leadership methodologies.

Employment opportunities exist with fire departments, governmental agencies, industrial firms, insurance rating organizations, and educational organizations.

COURSE LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME	CLASS	LAB	CREDIT
FALL SEMESTER			
ACA 111 College Student Success	1	0	1
CIS 110 Into to Computers	2	2	3
FIP 124 Fire Protection and Public Service	3	0	3
FIP 132 Building Construction	3	0	3
FIP 152 Fire Protection Law	3	0	3
Total	15	2	16
SPRING SEMESTER			
*ENG 111 Writing & Inquiry	3	0	3
FIP 128 Detection & Investigation	3	0	3
FIP 232 Hydraulics & Water Distribution	2	2	3
FIP 229 Fire Dynamics and Combust	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
Total	13	4	15
SUMMER SEMESTER			
FIP 220 Fire Fighting Strategies	3	0	3
FIP 276 Managing Fire Service *Humanities/Fine Arts Course	3	0	3
Total	9	0	9
FALL SEMESTER			
*ENG 114 Professional Research & Reporting	3	0	3
FIP 221 Adv Fire Fighting Strategies	3	0	3
FIP 236 Emergency Management	3	0	3
FIP 240 Fire Service Supervision	3	0	3
FIP 248 Fire Service Personnel Admin	3	0	3
Total	15	0	15
SPRING SEMESTER			
ENG 115 Oral Communication	3	0	3
FIP 228 Local Government Finance	3	0	3
FIP 244 Fire Protection Project	3	0	3
FIP 260 Fire Protection Planning *Social Behavioral & Science Course	3	0	3
Total	15	0	15
Total Semester Hours Required for Degree:			70

*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.

INFORMATION TECHNOLOGY IT SUPPORT TRACK - CODE A25590A

Graduates in the IT Support track will have the skills and knowledge to install, maintain, repair, and troubleshoot PC hardware and software installations, and they will be prepared to sit for CompTIA A+, CompTIA Network+, CompTIA Security+, and Microsoft Windows Server certifications.

COURSE LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME			CLASS	LAB	CREDIT
FALL SEMESTER					
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	110	Networking Concepts	2	2	3
			Total	9	8
SPRING SEMESTER					
ENG	111	Writing and Inquiry	3	0	3
CIS	115	Introduction to Programming & Logic	2	3	3
NET	110	Networking Concepts	2	2	3
NOS	130	Windows Single User	2	2	3
SEC	110	Security Concepts	2	2	3
			Total	11	9
SUMMER SEMESTER					
ENG	114	Prof Research & Reporting	3	0	3
HUM	115	Critical Thinking	3	0	3
*MAT	143	Quantitative Literacy	2	2	3
		* Social/Behavioral Science Course	3	0	3
			Total	11	2
FALL SEMESTER					
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
			Total	8	9
SPRING SEMESTER					
CTI	140	Virtualization Concepts	1	4	3
CIS	115	Intro to Programming & Logic	2	3	3
CTS	220	Advanced Hardware/Software Support	2	3	3
NOS	230	Windows Administration I	2	2	3
WBL	110	World of Work	1	0	1
			Total	8	12
Total Semester Hours Required for Degree:					65

*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 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 - CODE A25590B

Graduates in the Networking and Security track will have the skills and knowledge to design, install, configure, manage, and secure a network infrastructure, and they will be prepared to sit for CCENT (Cisco Certified Entry Networking Technician), CCNA (Cisco Certified Network Associate), CompTIA A+, CompTIA Network+, and CompTIA Security+ and Microsoft Windows Server certifications.

COURSE LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME			CLASS	LAB	CREDIT
FALL SEMESTER					
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
<i>Total</i>			8	10	13
SPRING SEMESTER					
ENG	111	Writing and Inquiry	3	0	3
CTS	115	Information 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
<i>Total</i>			11	8	15
SUMMER SEMESTER					
ENG	114	Prof Research & Reporting	3	0	3
HUM	115	Critical Thinking	3	0	3
MAT	143	Quantitative Literacy	2	2	3
		*Social/Behavioral Science Course	3	0	3
<i>Total</i>			11	2	12
FALL SEMESTER					
CTS	120	Hardware/Software Support	2	3	3
NOS	120	Linux/UNIX Single User	2	2	3
NET	175	Wireless Technology	2	2	3
NET	225	Routing & Switching I	1	4	3
SEC	160	Secure Admin I	2	2	3
<i>Total</i>			9	13	15
SPRING SEMESTER					
CTI	140	Virtualization Concepts	1	4	3
CTS	220	Advanced 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
<i>Total</i>			7	13	13
Total Semester Hours Required for Degree:					68

*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 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.

INTERPRETER EDUCATION - CODE 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.

Coursework 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.

NOTE: Students must earn a grade of "C" or better on all required content area courses (ASL and IPP courses) or on any prerequisite course before taking the next level course.

COURSE LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME			CLASS	LAB	CREDIT
FALL SEMESTER					
ACA	111	College Student Success	1	0	1
ASL	181	ASL Lab 1	0	2	1
IPP	112	Comparative Cultures	3	0	3
ASL	225	Global Deaf Community	3	0	3
ASL	111	Elementary ASL I	3	0	3
CIS	110	Introduction to Computers	2	2	3
*HUM	115	Critical Thinking	3	0	3
<i>Total</i>			15	4	17
SPRING SEMESTER					
IPP	111	Introduction to Interpretation	3	0	3
ASL	151	Numbers and Fingerspell	0	2	1
ASL	112	Elementary ASL II	3	0	3
ASL	182	ASL Lab 2	0	2	1
*ENG	111	Writing & Inquiry	3	0	3
*MAT	143	Quantitative Literacy	2	2	3
*PSY	150	General Psychology	3	0	3
<i>Total</i>			14	6	17
SUMMER SEMESTER					
ASL	211	Intermediate ASL I	3	0	3
ASL	281	ASL Lab 3	0	2	1
IPP	130	Analytical Skills for Interpreting	1	4	3
IPP	152	ASL/English Translation	3	0	3
ASL	250	Linguistics of ASL	3	0	3
<i>Total</i>			10	6	13
FALL SEMESTER					
IPP	153	Introduction to Discourse Analysis	1	4	3
IPP	161	Consecutive Interpreting	2	6	5
IPP	245	Educational Interpreting Issues	3	0	3
*COM	231	Public Speaking	3	0	3
ASL	212	Intermediate ASL II	3	0	3
<i>Total</i>			12	10	17
SPRING SEMESTER					
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
		**Major Elective	3	0	3
<i>Total</i>			7	19	12
Total Semester Hours Required for Degree:					76

**Major Elective: Choose three (3) semesters hours credit from: PSY 237, 241, or 281.

NOTE: See information under the Caution-Possible Effect of Criminal Record section of the Catalog.

NOTE: Students are required to take ACA 111 in their first semester.

MECHANICAL ENGINEERING TECHNOLOGY - CODE A40320

The Mechanical Engineering Technology curriculum prepares graduates for employment as technicians in the diversified mechanical and manufacturing engineering fields. Mechanical Engineering technicians assist in design, development, testing, process design and improvement, and troubleshooting and repair of engineered systems. Emphasis is placed on the integration of theory and hands-on application of engineering principles.

In addition to coursework in engineering graphics, engineering fundamentals, materials and manufacturing processes, mathematics, and physics, students will study computer applications, critical thinking, planning and problem solving, and oral and written communications.

Graduates of this curriculum will find employment opportunities in the manufacturing or service sectors of engineering technology. Engineering technicians may obtain professional certification by application to organizations such as ASQC, SME, and NICET.

COURSE LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME	CLASS	LAB	CREDIT
FALL SEMESTER			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
DFT 111 Technical Drafting I	1	3	2
DFT 111A Technical Drafting I Lab	0	3	1
MEC 145 Manufacturing Materials I	2	3	3
HYD 110 Hydraulics / Pneumatics I	2	3	3
*Social/Behavioral Science Course	3	0	3
Total	11	14	16
SPRING SEMESTER			
DFT 112 Technical Drafting II	1	3	2
DFT 112A Technical Drafting II Lab	0	3	1
DFT 151 CAD I	2	3	3
*ENG 111 Writing & Inquiry	3	0	3
*MAT 121 Algebra/Trigonometry I	2	2	3
*Humanities/Fine Arts Course	3	0	3
Total	11	11	15
SUMMER SEMESTER			
DDF 211 Design Process I	1	6	4
DFT 152 CAD II	2	3	3
ISC 132 Manufacturing Quality Control	2	3	3
Total	5	12	10
FALL SEMESTER			
DDF 212 Design Process II	1	6	4
MEC 111 Machine Processes I	1	4	3
EGR 250 Statics & Strength of Materials	4	3	5
Total	6	13	12
SPRING SEMESTER			
DFT 154 Introduction to Solid Modeling	2	3	3
DFT 231 Jig & Fixture Design	1	2	2
*ENG 114 Professional Research & Reporting	3	0	3
PHY 131 Physics - Mechanics	3	2	4
Total	9	7	12
Total Semester Hours Required for Degree:			65

*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.

MEDICAL OFFICE ADMINISTRATION - CODE A25310

This curriculum prepares individuals for employment in medical and other health-care related offices.

Coursework will include medical terminology; information systems; office management; medical coding, billing and insurance; legal and ethical issues; and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments.

Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other health-care related organizations.

COURSE LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME			CLASS	LAB	CREDIT
FALL SEMESTER					
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 Terms I- Med Office	3	0	3
OST	148	Medical Coding Billing & Insurance	3	0	3
OST	184	Records Management	2	2	3
<i>Total</i>			12	6	15
SPRING SEMESTER					
*ENG	111	Writing & Inquiry	3	0	3
*MAT	143	Quantitative Literacy	2	2	3
OST	142	Med Terms II - Med Office	3	0	3
OST	136	Word Processing	2	2	3
OST	132	Keyboard Skill Building	1	2	2
<i>Total</i>			11	6	14
SUMMER SEMESTER					
COE	110	World of Work	1	0	1
OST	149	Medical Legal Issues	3	0	3
OST	164	Text Editing Applications	3	0	3
OST	281	Emerging Issues in Med Office	3	0	3
		*Social/Behavioral Science Course	3	0	3
<i>Total</i>			13	0	13
FALL SEMESTER					
*ENG	114	Professional Research & Reporting	3	0	3
OST	247	Procedure Coding	1	2	2
OST	248	Diagnostic Coding	1	2	2
OST	286	Professional Development	3	0	3
		**Major Elective	3	0	3
<i>Total</i>			11	4	13
SPRING SEMESTER					
ACC	120	Principals of Financial Accounting	3	2	4
MED	130	Administrative Office Procedures I	1	2	2
OST	243	Med Office Simulation	2	2	3
		*Humanities/Fine Arts Course	3	0	3
		**Major Elective	2/3	0	3/4
<i>Total</i>			11/12	6	15/16
Total Semester Hours Required for Degree:					70/71

*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.

**Major Electives: Choose 6-7 semester hours credit from: ACC 150; BUS 135, WBL 111; OST 122, 137, 181, 233, 249, 284.

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.

OFFICE ADMINISTRATION - CODE A25370

The Office Administration curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace.

Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on non-technical, as well as technical skills.

Graduates should qualify for employment in a variety of positions in business, government, and industry. Job classifications range from entry-level to supervisor to middle management.

COURSE LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME	CLASS	LAB	CREDIT
FALL SEMESTER			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
OST 131 Keyboarding	1	2	2
OST 184 Records Management	2	2	3
*ENG 111 Writing & Inquiry	3	0	3
*Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
Total	12	6	15
SPRING SEMESTER			
ACC 120 Principles of Financial Accounting	3	2	4
OST 137 Office Software Applications	2	2	3
OST 136 Word Processing	2	2	3
OST 132 Keyboard Skill Building	1	2	2
**Major Elective	<u>3</u>	<u>0</u>	<u>3</u>
Total	11	8	15
SUMMER SEMESTER			
COE 110 World of Work	1	0	1
OST 122 Office Computations	1	2	2
OST 164 Text Editing Applications	3	0	3
*Social/Behavioral Science Course	<u>3</u>	<u>0</u>	<u>3</u>
Total	8	2	9
FALL SEMESTER			
*MAT 143 Quantitative Literacy	2	2	3
*ENG 114 Professional Research & Reporting	3	0	3
DBA 110 Database Concepts	2	3	3
OST 181 Introduction to Office Systems	2	2	3
OST 286 Professional Development	<u>3</u>	<u>0</u>	<u>3</u>
Total	12	7	15
SPRING SEMESTER			
WBL 111 Work-Based Learning I	0	10	1
OST 284 Emerging Technologies	1	2	2
OST 233 Office Publications Design	2	2	3
OST 289 Office Administrative Management	2	2	3
**Major Elective	<u>2/3</u>	<u>0</u>	<u>2/3</u>
Total	7/8	16	11/12
Total Semester Hours Required for Degree:			65/66

*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.

**Major Electives: Choose five-six (5-6) semester hours credit from: ACC 140, 150; BUS 110, 135; OST 141, 142, 148, 149, 243.

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.

PARALEGAL TECHNOLOGY - CODE 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.

Coursework 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 LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME			CLASS	LAB	CREDIT
FALL SEMESTER					
ACA	111	College Student Success	1	0	1
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
CIS	110	Introduction to Computers	2	2	3
		**Major Elective			
		<i>Total</i>	<u>1 or 3</u>	<u>2 or 0</u>	<u>2 or 3</u>
			9 or 11	8 or 6	13 or 14
SPRING SEMESTER					
*MAT	143	Quantitative Literacy	2	2	3
*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 & Procedure	2	2	3
		<i>Total</i>	<u>14</u>	<u>8</u>	<u>15</u>
SUMMER SEMESTER					
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 Course	3	0	3
		<i>Total</i>	<u>11</u>	<u>2</u>	<u>12</u>
FALL SEMESTER					
*ENG	114	Professional Research & Reporting	3	0	3
ACC	120	Principles of Financial Accounting	3	2	4
LEX	121	Legal Research/Writing II	2	2	3
LEX	210	Real Property I	3	0	3
LEX	283	Investigation	1	2	2
		<i>Total</i>	<u>15</u>	<u>6</u>	<u>18</u>
SPRING SEMESTER					
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 Course	3	0	3
		<i>Total</i>	<u>11</u>	<u>16</u>	<u>15</u>

Total Semester Hours Required for Degree:

70 or 71

*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.

**Major Elective: Choose 2-3 semester hours credit from: BUS 115; OST 131, 136, 149.

NOTE: Students are required to take ACA 111 in their first semester.

NOTE: This program has been designated by the North Carolina State Bar and its Board of Paralegal Certification as a "Qualified Paralegal Studies Program". Graduates of this program may apply to take the certification examination offered by the North Carolina State Bar.

NOTE: See information under the Caution-Possible Effect of Criminal Record section of the Catalog.

SCHOOL-AGE EDUCATION - CODE 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.

Coursework 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 LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME	CLASS	LAB	CREDIT
FALL SEMESTER			
ACA 111 College Student Success	1	0	1
EDU 144 Child Development I	3	0	3
*PSY 150 General Psychology	3	0	3
CIS 113 Computer Basics	0	2	1
EDU 146 Child Guidance	3	0	3
Total	10	2	11
SPRING SEMESTER			
EDU 118 Principles & Practices of the Instructional Assistant	3	0	3
EDU 145 Child Development II	3	0	3
EDU 163 Classroom Management & Instruction	3	0	3
*ENG 111 Writing & Inquiry	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
Total	14	2	15
SUMMER SEMESTER			
ENG 115 Oral Communication	3	0	3
EDU 131 Child, Family, & Community	3	0	3
EDU 221 Children with Exceptionalities	3	0	3
* Humanities/Fine Arts Course	3	0	3
Total	12	0	12
FALL SEMESTER			
EDU 158 Healthy Lifestyles - Youth	3	0	3
EDU 235 School-Age Development & Programs	3	0	3
EDU 281 Instructional Strategies in Reading & Writing	2	2	3
EDU 222 Learners with Behavior Disorders	3	0	3
EDU 263 School-Age Program Administration	2	0	2
Total	13	2	14
SPRING SEMESTER			
EDU 271 Educational Technology	2	2	3
EDU 223 Specific Learning Disabilities	3	0	3
EDU 285 Internship Experiences School Age	1	9	4
EDU 289 Advanced Issues/School-Age	2	0	2
**Major Elective	2	0	2
Total	10	11	14
Total Semester Hours Required for Degree:			66

*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: ART 111, 113; HUM 115; MUS 110; REL 110, 211, 212.

**Major Elective: Choose at least two (2) semester hours credit from: EDU 119, 153, 158, 216, 252, 275, 280; EDU 243, or EDU 245.

NOTE: Students are required to take ACA 111 in their first semester.

SURGICAL TECHNOLOGY - CODE 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 through one of following methods:

Address: 1361 Park Street, Clearwater, FL 33756 Phone: 727-210-2350 Fax: 727-210-2354

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 coursework 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

A. Admission Policy

Students are admitted to Wilson Community College in accordance with policies approved by administration. Admission is not guaranteed to all applicants that apply to the surgical technology program. Completion of the curriculum does not guarantee success in passing the certification exam. A student must be admitted/readmitted to the program in order to take courses for credit in any surgical technology (SUR) course. Curriculum courses other than SUR courses may be taken before admission in the program or after admission in the sequence offered. All curriculum coursework must be taken in sequence once admitted to the program. There will be limited space for admission into the AAS program based on available clinical spots.

The application process is based on competitive admission. The applicant will be required to meet steps I-IV before admission. Each step of the admission procedure must be completed before moving to the next step.

Step I Application Process (1 – 7 in Step I must be complete by Feb 1st)

1. Applicants must submit an application for admission to the surgical technology program by February 1st, with subsequent dates established based on space available.
2. Applicants must submit official records of high school graduation or equivalency and all post-secondary transcripts. (Currently enrolled high school students are to submit a partial transcript at the time of application. A final transcript will be submitted at the time of graduation).
3. Applicants must be eligible for or have qualifying credit for ENG 111 and BIO 163.
4. All developmental coursework must have a "C" or better and is only good for 5 years.
5. Applicants must turn in all documentation related to completion of allied health curriculum by application deadline.
6. Applicants must show evidence of successful completion of a high school or college biology or chemistry.
7. Applicants must have a cumulative GPA of 2.0.
8. June 1st is the application deadline for the AAS program for the students who have completed the diploma program.

Step II Test of Essential Academic Skills (TEAS)

1. Applicants will be notified of the TEAS test dates. Applicants must achieve 50% for the overall score. Applicants are allowed to take the TEAS twice in a 12 month period at least 30 days apart. If the applicant takes the TEAS more often than 30 days, the first score will be used for admission ranking. The 4 most recent TEAS scores will be used for ranking (TEAS taken after 2015).
2. Applicants will be required to pay \$55.00, in the Business Office, to take the TEAS. Picture ID and receipt will be required to take the TEAS.

Step III Conditional Acceptance

1. Should there be more qualified applicants than space available, the following criteria will be used to determine those eligible for admission:
 - a. Overall score on the TEAS.
 - b. GPA based on General Education courses (a minimum of 12 hours must be complete) excluding BIO 163. If applicants have repeated a course, all attempts/grades will be used to calculate the GPA.
 - c. BIO 163
 - d. Other certifications or degrees earned in allied health curriculum. Documentation must be submitted by February 1st.
 - Certificates – 1 point each
 - Diplomas – 2 points each
 - Associate Degree or higher – 3 points each
2. A letter of conditional acceptance will be sent to the applicant.

Step IV Acceptance

1. Applicants must submit a completed physical examination form. The physical examination must be performed within a time frame of 12 months prior to enrollment for fall semester. This must be submitted prior to the first day of class (unless accepted the week before classes start).
2. Applicants must provide evidence of current immunizations which include but are not limited to:
 - a. Tetanus – Tdap (within the last 10 years);
 - b. Measles, Mumps, and Rubella times 2 or a positive titer;
 - c. Varicella times two or a positive titer;
 - d. Hepatitis B times 3 or a positive titer,
 - e. Annual flu vaccine by October 31st; and
 - f. 2 Step TB Skin test (within one year).

Immunizations may not be declined except by a written statement from the applicant's health care provider for acceptable exemptions.
3. Applicants must submit evidence of current CPR certification for adult, infant and child with choking maneuver, and AED.
4. A 2.0 cumulative GPA is required before enrollment in the summer semester prior to a fall admission (must maintain a 2.0 GPA while enrolled).

Step V Admission

1. Malpractice insurance is required to be paid after the first day of class but before the first day of clinical.
2. At orientation, students will be given information about obtaining their criminal background check, urine drug screen, and immunization tracking through www.certifiedbackground.com.
3. Fall and spring semesters the students are required to pay a CST (Certification for Surgical Technology) exam fee in addition to their tuition.
4. Clinical, in this program, begins at 6:30 a.m. two days a week and are subject to change based on hospital scheduling. In order to provide adequate training for the number of students, travel is expected to surrounding counties.
5. Students must earn a C in all SUR and BIO courses.

B. Criminal Background and Urine Drug Screen Statements

In the Surgical Technology program, students are assigned to clinical rotations in a variety of facilities. Based upon regulations of the facility, the facility may require that all students have a criminal background check and/or a urine drug screen.

The agency will review the criminal background based upon their policies and if the student is found to not meet their policy for acceptance for clinical practice, the agency will refuse to allow the student to participate in the clinical experience. If the student is prohibited from participating in clinical at any agency, the student will be dismissed from the program due to an inability to progress and complete the curriculum.

The agency can require a urine drug screen prior to clinical or at any time during the clinical that the student appears impaired. If the student tests positive for a drug (without a prescription in their name for the drug) or any illicit drugs, the agency may refuse to allow the student to participate in the clinical experience. If the student is prohibited from participating in the clinical experience at any agency, the student will be dismissed from the program due to an inability to progress and complete the curriculum.

(continued)

It is assumed that all costs associated with criminal background checks and drug screenings required by the clinical agency are the responsibility of the student and will be obtained through the source recommended by the clinical agency and not independently by the student.

C. Student Learning Outcomes

Learning is a continuous, lifelong process that results in a change of behavior and occurs when the individual is challenged and motivated to enhance personal knowledge. Teaching and learning is an interactive process between teacher and learner. The responsibility of the surgical technology faculty is to facilitate the student's understanding and ability to meet the competencies for surgical technology practice through the design and evaluation of learning experiences. The surgical technology student is responsible for actively participating in learning experiences and developing the knowledge, skills, and attitudes necessary to provide quality practice in the surgical environment. The faculty foster strict surgical conscience and critical thinking in the classroom, lab, and clinical situations.

The purpose of the Surgical Technology Program is to prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

The program will provide opportunities for development and application of knowledge and skills in employable community facilities and nurture integrity, professionalism and effective leadership through positive role modeling.

Student Learning Outcomes

1. Demonstrate knowledge of the body systems and scientific principals when providing assistance in all phases of patient care.
2. Identify the purpose of management and the physical environment of the hospital, including the operating room and the auxiliary departments.
3. Describe the ethical, moral, and legal responsibilities of the Surgical Technologists and other members of the health care team.
4. Students will communicate using medical terminology effectively in classroom and clinicals.
5. Students will discuss and demonstrate universal precautions, principals of asepsis and sterilization in the surgical setting.
6. Students will discuss wound healing and pharmacology as they relate to patient care.
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.
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.

D. 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.

SURGICAL TECHNOLOGY - CODE A45740 - REQUIREMENTS

COURSE LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME			CLASS	LAB	CLINICAL	CREDIT
FALL SEMESTER						
SUR	110	Intro to Surgical Technology	3	0	0	3
BIO	163	Basic Anatomy & Physiology	4	2	0	5
ACA	111	College Student Success	1	0	0	1
SUR	111	Periop Patient Care	5	6	0	7
<i>Total</i>			13	8	0	16
SPRING SEMESTER						
ENG	111	Writing and Inquiry	3	0	0	3
BIO	169	Anatomy & Physiology II	3	3	0	4
SUR	122	Surgical Procedures I	5	3	0	6
SUR	123	SUR Clinical Practice I	0	0	21	7
<i>Total</i>			8	3	21	16
SUMMER SEMESTER						
*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
<i>Total</i>			9	0	12	13
FALL SEMESTER						
BIO	275	Microbiology	3	3	0	4
*ENG	115	Oral Communication	3	0	0	3
*PSY	241	Developmental Psychology	3	0	0	3
*MAT	143	Quantitative Literacy	2	2	0	3
*HUM	115	Critical Thinking	3	0	0	3
<i>Total</i>			14	5	0	16
SPRING SEMESTER						
SUR	210	Advanced SUR Clinical Practice	0	0	6	2
SUR	211	Advanced Theoretical Concepts	2	0	0	2
CIS	113	Computer Basics	0	2	0	1
<i>Total</i>			2	2	6	5
Total Semester Hours Required for Degree:						66

NOTE: Students are required to take ACA 111 in their first semester.

***NOTE:** 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).

DIPLOMA CURRICULA

The Diploma Programs are designed to train people for entrance into skilled occupations. These programs may range in length from three to six semesters of study, depending upon the desired level of skill and proficiency required. Diplomas are awarded for completion of these programs. These curricula include courses in communications skills and mathematics directly related to the occupational goals.

A high school diploma or the recognized equivalent is the normal admission requirement; however, an exception may be made for the applicant who demonstrates the ability and motivation to enter the curriculum.

If a person interested in enrolling in a curriculum lacks some required academic skills, he/she may enroll in developmental courses which are designed to allow the student to achieve the proficiency required by the curriculum. Each of the curricula offered is described in the following pages.

A 2.0 cumulative grade point average (GPA) on all required courses in one's curriculum is the minimum required for graduation/completion for all degrees, diplomas and certificates at the College.

* **NOTE:** Each Diploma program consists of a minimum of six credit hours of general education.

Accounting

Air Conditioning, Heating and Refrigeration Technology

Automotive Systems Technology

Electrical Systems Technology

Mechanical Engineering Technology

Practical Nursing

Surgical Technology

Welding Technology

ACCOUNTING – D25100

The Accounting Diploma provides students with the basic skills needed for basic accounting positions.

COURSE LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME	CLASS	LAB	CREDIT
FALL SEMESTER			
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
CIS 110 Introduction to Computers	2	2	3
BUS 115 Business Law I	3	0	3
<i>Total</i>	<u>12</u>	<u>4</u>	<u>15</u>
SPRING SEMESTER			
ACC 121 Principles of Managerial Accounting	3	2	4
ACC 122 Principles of Financial Accounting II	3	0	3
ACC 149 Introduction to Acct. Spreadsheets	1	2	2
*ENG 111 Writing and Inquiry	3	0	3
ACC 131 Federal Income Taxes	2	2	4
<i>Total</i>	<u>12</u>	<u>6</u>	<u>15</u>
SUMMER SEMESTER			
ACC 140 Payroll Accounting	1	2	2
ACC 150 Accounting Software Application	1	2	2
HUM 115 Critical thinking (Hum/Fine Art Elect)	3	0	3
<i>Total</i>	<u>5</u>	<u>4</u>	<u>7</u>
<i>Total Semester Hours Required for Diploma:</i>			36

*ACC 240, ACC 269; BUS 137, 151, 225, 230; WBL 111, 112; MKT 120.

AIR CONDITIONING, HEATING AND REFRIGERATION TECHNOLOGY - CODE D35100

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 start up, 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 LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME			CLASS	LAB	CREDIT
FALL SEMESTER					
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
ISC	112	Industrial Safety	2	0	2
<i>Total</i>			11	8	15
SPRING SEMESTER					
AHR	112	Heating Technology	2	4	4
AHR	113	Comfort Cooling	2	4	4
AHR	125	HVAC Electronics	2	2	3
ELC	125	Diagrams & Schematics	1	2	2
*MAT	110	Mathematical Measurement and Literacy	2	2	3
<i>Total</i>			9	14	16
SUMMER SEMESTER					
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
<i>Total</i>			5/6	12/22	11
Total Semester Hours Required for Diploma:					42

*This course is a component of the general education requirements needed for graduation.

**Major Elective: Choose one semester credit hour from AHR 180 or WBL 111.

AUTOMOTIVE SYSTEMS TECHNOLOGY - CODE D60160

Classroom and lab experiences integrate technical and academic coursework. 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.

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.

COURSE LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME	CLASS	LAB	CREDIT
FALL SEMESTER			
ACA 111 College Student Success	1	0	1
AUT 116 Engine Repair	2	3	3
AUT 116A Engine Repair Lab	0	3	1
AUT 151 Brake Systems	2	3	3
AUT 151A Brake Systems Lab	0	3	1
*ENG 111 Writing & Inquiry	3	0	3
TRN 120 Basic Transp Electricity	4	3	5
Total	12	15	17
SPRING SEMESTER			
AUT 141 Suspension & Steering	2	3	3
AUT 141A Suspension & Steering Lab	0	3	1
AUT 221 Auto Transm/Transaxles	2	3	3
AUT 221A Auto Transm/Transaxles Lab	0	3	1
*MAT 110 Math Measurement & Literacy	2	2	3
TRN 170 PC Skills for Transp	1	2	2
Total	7	16	13
SUMMER SEMESTER			
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 Transp Climate Control	1	2	2
TRN 140A Transp Climate Control Lab	1	2	2
Total	7	10	11
Total Semester Hours Required for Diploma:			41

*This course is a component of the general education requirements needed for graduation.

ELECTRICAL SYSTEMS TECHNOLOGY - CODE D35130

The Electrical Systems Technology 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 LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME	CLASS	LAB	CREDIT
FALL SEMESTER			
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	<u>1</u>	<u>2</u>	<u>2</u>
Total	7	16	13
SPRING SEMESTER			
*ENG 111 Writing & Inquiry	3	0	3
ELC 114 Commercial Wiring	2	6	4
ELC 117 Motors and Controls	2	6	4
ELC 125 Diagrams and Schematics	1	2	2
*MAT 110 Math Measurement & Literacy	<u>2</u>	<u>2</u>	<u>3</u>
Total	10	16	16
SUMMER SEMESTER			
ELC 119 NEC Calculations	1	2	2
ELC 128 Intro to PLC	2	3	3
ELC 121 Electrical Estimating	<u>1</u>	<u>2</u>	<u>2</u>
Total	4	7	7
Total Semester Hours Required for Diploma:			36

*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.

MECHANICAL ENGINEERING TECHNOLOGY - CODE D40320

The Mechanical Engineering Technology diploma program prepares graduates for employment as technicians in the diversified mechanical and manufacturing engineering fields. Mechanical Engineering technicians assist in design, development, testing, process design and improvement, and troubleshooting and repair of engineered systems. Emphasis is placed on the integration of theory and hands-on application of engineering principles.

In addition to coursework in engineering graphics, engineering fundamentals, materials and manufacturing processes, mathematics, and physics, students will study computer applications, critical thinking, planning and problem solving, and oral and written communications.

Diploma graduates of this curriculum will find employment opportunities in the manufacturing or service sectors of engineering technology. Engineering technicians may obtain professional certification by application to organizations such as ASQC, SME, and NICET.

COURSE LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME	CLASS	LAB	CREDIT
FALL SEMESTER			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
DFT 111 Technical Drafting I	1	3	2
DFT 111A Technical Drafting I Lab	0	3	1
MEC 145 Manufacturing Materials I	2	3	3
HYD 110 Hydraulics	2	3	3
*Social/Behavioral Science Elective	3	0	3
<i>Total</i>	<u>11</u>	<u>14</u>	<u>16</u>
SPRING SEMESTER			
DFT 112 Technical Drafting II	1	3	2
DFT 112A Technical Drafting II Lab	0	3	1
DFT 151 CAD I	2	3	3
*ENG 111 Writing & Inquiry	3	0	3
*MAT 121 Algebra/Trigonometry I	2	2	3
<i>Total</i>	<u>8</u>	<u>11</u>	<u>12</u>
SUMMER SEMESTER			
DDF 211 Design Process I	1	6	4
DFT 152 CAD II	2	3	3
ISC 132 Manufacturing Quality Control	2	3	3
<i>Total</i>	<u>5</u>	<u>12</u>	<u>10</u>
<i>Total Semester Hours Required for Diploma:</i>			38

*This course is a component of the general education requirements needed for graduation.

PRACTICAL NURSING - CODE 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.

Explanation of 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 the nursing program, 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 may be done once, before the student reports to the clinical agency, 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 a nursing student is prohibited from participating in a clinical agency based on the criminal background or positive drug screening, the student will be dismissed from the nursing program due to the inability to progress and complete the nursing curriculum.

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.

Admission Policy for Fall 2017 for Practical Nursing Program

Students are admitted to Wilson Community College in accordance with policies approved by administration. Admission is not guaranteed to all applicants that apply to the 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 nursing program in order to take courses for credit in any nursing (NUR) course (except repeat of NUR 117). Curriculum courses other than NUR courses may be taken before admission in the program or after admission in the sequence offered. All curriculum coursework must be taken in sequence once admitted to the program.

Admission Procedure (Fall 2017 – for 2016 – 2017 Catalog)

The nursing applicant will be required to meet steps I-IV before admission. Each step of the admission procedure must be completed before moving to the next step.

Step I Application Process (1- 8 in Step I must be complete by February 1st)

1. Applicants must submit an application for admission to the nursing program by February 1st with subsequent dates established if needed to fill available spaces.
2. Applicants must submit an official transcript of high school graduation or equivalency or post-secondary coursework in which a degree was awarded. (Currently enrolled high school students are to submit a partial transcript at the time of application. A final transcript will be submitted at the time of graduation).
3. Applicants must be eligible for ENG 111 and MAT 143.
4. All developmental coursework must have a "C" or better and is only good for 5 years.
5. Applicants must submit proof of completion of a state approved NAI course and be actively listed on the NAI registry.
Students must remain active on NAI registry while enrolled in the nursing program.
6. Applicants must show evidence of successful completion ("C" or better) of high school or college chemistry or biology.
7. Applicants must turn in all documentation related to completion of Allied Health Curriculum.
8. Applicants must have a cumulative GPA of 2.0.

Step II Permission to take Test of Essential Academic Skills (TEAS)

1. Applicants will be notified of the TEAS test dates. Applicants must achieve a 54% overall score. Applicants are allowed to take the TEAS twice in a 12 month period at least 30 days apart. If the applicant takes the TEAS more often than 30 days, the first score will be used for admission ranking. The 4 most recent TEAS scores will be used for ranking (TEAS taken after January 1, 2015).
2. Applicants will be required to pay \$55.00, in the Business Office, to take the TEAS. Picture ID and receipt will be required to take the TEAS.

Step III Conditional Acceptance

1. Should there be more qualified applicants, than space available, the following criteria will be used to determine those selected for admission:
 - a. TEAS percentage score.
 - b. Academic performance points on a minimum of 4 hours of required coursework in the PN curriculum.
 - c. Successful completion of other allied health certificate(s)/curriculum(s).
Applicants must submit documentation of completion and current certification by February 1st.
 - Certificates – 1 point each (excluding NAI)
 - Diploma programs – 2 points each
 - Associate Degree or higher – 3 points each
2. A letter of conditional acceptance will be sent to the applicant.

Step IV Acceptance

1. Applicants must submit a completed physical examination form. The physical examination must be performed within a time frame of 12 months prior to enrollment for fall semester. This must be submitted prior to the first day of class (unless accepted the week before classes start).
2. Applicants must provide evidence of current immunizations, which include but are not limited to:
 - a. Tetanus – Tdap (within the last 10 years);
 - b. Measles, Mumps, and Rubella times 2 or a positive titer;
 - c. Varicella times two or a positive titer;
 - d. Hepatitis B times 3 or a positive titer,
 - e. Annual flu vaccine by October 31st; and
 - f. 2 Step TB Skin test (within one year).
 Immunizations may not be declined except by a written statement from the applicant's health care provider for acceptable exemptions.
3. Applicants must submit evidence of current CPR certification for adult, infant and child with choking maneuver, and AED.
4. A 2.0 cumulative GPA is required before enrollment in the summer semester prior to a fall admission (must maintain a 2.0 GPA while enrolled).

Step V Admission

1. Malpractice insurance is required to be paid, each fall, after the first day of class but before the first day of clinical.
2. At orientation, students will be given information about obtaining their criminal background check, urine drug screen, and immunization tracking through www.certifiedbackground.com.
3. Each semester students are required to pay an ATI testing fee in addition to their tuition.
4. Clinical, in this program, begins at 6:30 a.m. two days a week and is subject to change based on hospital scheduling. In order to provide adequate training for the number of students, travel to surrounding counties may be expected.
5. Students must earn a "C" in all NUR and BIO courses.

Readmission and Transfer Policies

A. Transfer Policy

Students seeking to transfer to the nursing program at Wilson Community College must meet the same standards as the student seeking readmission. The Registrar will work with the Dean of Allied Health/Sciences to identify placement of the student into the appropriate course.

B. Readmission Policy

All students seeking readmission must meet the admission policies of the College and the nursing program. Readmission is not guaranteed. Clinical space must be available for the readmission process to be complete.

Readmission of students who have exited, is considered following review by Allied Health Admissions Counselor, the Registrar, and the Dean of Allied Health/Sciences. Students seeking readmission must complete an application at

(continued)

least one semester before seeking readmission. A minimum number of readmission requirements must be completed by the initial deadline with all subsequent work due by the final deadline listed:

- **Initial Deadline:** November 15th for spring readmission, **Final Deadline:** December 1st
- **Initial Deadline:** April 15th for summer readmission, **Final Deadline:** May 1st
- **Initial Deadline:** July 15th for fall readmission, **Final Deadline:** August 1st

All students must meet the admission requirements of the College and the nursing program. Readmission requirements are individualized to the student based on previous admissions/enrollments in any nursing program. The minimum requirements, prior to the initial deadline are:

- Application submission.
- Transcript(s) submission (high school and college).
- Review of transcript(s) by Registrar.
- Collaboration between Registrar and Dean of Allied Health/Sciences.
- Eligibility based on placement test and meeting pre-requisites and co-requisites.
- Satisfactory TEAS scores within the last 2 years prior to 1st day of class.
- Challenge exams on all course work.
- Calculations test with 90 or higher in 2 attempts.

The items to be completed by the final deadline are:

- Competency evaluations in one attempt, in one day (appointment must be made).

By the first day of class, the final items are due to the Dean of Allied Health/Sciences:

- Physical form.
- Updated immunization records.
- Current CPR card.
- Criminal background check and urine drug screen.

Students seeking readmission who have received a "D" on general education or related course work in the nursing curriculum, will be strongly encouraged to retake the coursework prior to readmission. Students with a "F" on a general education or related coursework must repeat coursework 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 education 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.

C. Challenge Exams

To ensure and assess current proficiency of individuals desiring readmission or transfer into the nursing program, the College will administer challenge exams.

- A student who is seeking **readmission** to the College will be given a challenge exam for all NUR courses to the point of readmission.
- A student who is **transferring** to the College and has received credit for previous nursing (NUR) courses, will be required to take a challenge exam for the corresponding course at Wilson Community College.

Challenge exams are available for NUR 101 and 102 for PN students. All students must have credit for a nursing course or its equivalent with a "C" or better, to be eligible to take a challenge exam.

- A student is required to make a 77 or higher on the challenge exam.
- 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.

D. Readmission Pharmacology Calculations Test

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 reentry. The student must achieve a grade of 90 on the calculation test. The student will be given 2 opportunities to achieve the required grade. The student must wait a minimum of 5 college calendar days before retesting. The student will be assigned a nursing faculty with whom to schedule the testing.

E. Competency Evaluation

A student's competency in critical skills must be evaluated prior to admission and assigning client care. 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.

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 applicant will have one opportunity annually to demonstrate clinical competency. A satisfactory competency evaluation is required prior to admission. Please note the deadline for completion.

F. Audit Policy

Students who audit a nursing (NUR) course are auditing to take a challenge exam to return to the nursing program.

- The Audit Policy in the College Catalog will be followed.
- Students who audit a nursing course will not be allowed to attend the clinical portion of the course.
- Students who audit a nursing course must have credit for that course or the equivalent coursework.
- Adequate classroom/lab space must be available.
- If more students are requesting to audit than space is available, students will be ranked the same as if for admission.
- Audit students will be expected to adhere to the policies of the nursing 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 not audit a course more than twice.
- Financial aid will not pay for auditing a course.
- Students withdrawn from an audit course will be expected to follow the readmit policy for all items not completed for readmission. For example if the student has not completed all skill check offs, the student must complete the rest of the skill check offs at one time in a satisfactory manner.
- Audit students must pay the testing fee.

PRACTICAL NURSING - CODE D45660 REQUIREMENTS

COURSE LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME			CLASS	LAB	CLINICAL	CREDIT
FALL SEMESTER						
ACA	111	College Student Success	1	0	0	1
NUR	101	Practical Nursing I	7	6	6	11
**BIO	163	Basic Anatomy/Physiology	4	2	0	5
*PSY	150	General Psychology	3	0	0	3
<i>Total</i>			15	8	6	20
SPRING SEMESTER						
NUR	102	Practical Nursing II	7	0	9	10
NUR	117	Pharmacology	1	3	0	2
CIS	113	Computer Basics	1	2	0	1
*ENG	111	Writing & Inquiry	3	0	0	3
<i>Total</i>			12	5	9	16
SUMMER SEMESTER						
NUR	103	Practical Nursing III	6	0	9	9
<i>Total</i>			6	0	9	9
Total Semester Hours Required for Diploma:						45

*This course is a component of the general education requirements needed for graduation.

**NOTE: BIO 168 and BIO 169 and BIO 175 may be substituted for this course.

NOTE: Once admitted to the nursing program, all remaining courses must be taken in sequence.

NOTE: If any facility prohibits the student from participating in the clinical experience, the student will be dismissed due to inability to progress and complete the curriculum.

NOTE: Clinical hours vary each semester based upon the availability of clinical sites.

SURGICAL TECHNOLOGY - CODE D45740

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 clients 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 weekday of class in Summer Semester).

For questions related to accreditation, students should contact CAAHEP through one of following methods: address 1361 Park Street, Clearwater, FL 33756 Phone: 727-210-2350 Fax: 727-210-2354

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 coursework 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

A. Admission Policy

Students are admitted to Wilson Community College in accordance with policies approved by administration. Admission is not guaranteed to all applicants that apply to the surgical technology program. Completion of the curriculum does not guarantee success in passing the certification exam. A student must be admitted/readmitted to the program in order to take courses for credit in any surgical technology (SUR) course. Curriculum courses other than SUR courses may be taken before admission in the program or after admission in the sequence offered. All curriculum coursework must be taken in sequence once admitted to the program. There will be limited space for admissions into AAS program based on the clinical spots available.

The application process is based on competitive admission. The applicant will be required to meet steps I-III before admission. Each step of the admission procedure must be completed before moving to the next step.

Step I Application Process (1 – 7 in Step I must be complete by Feb 1st)

1. Applicants must submit an application for admission to the surgical technology program by February 1st, with subsequent dates established based on space available.
2. Applicants must submit official records of high school graduation or equivalency and all post-secondary transcripts. (Currently enrolled high school students are to submit a partial transcript at the time of application. A final transcript will be submitted at the time of graduation).
3. Applicants must be eligible for or have qualifying credit for ENG 111 and BIO 163.
4. All developmental coursework must have a "C" or better and is only good for 5 years.
5. Applicants must turn in all documentation related to completion of allied health curriculum by application deadline.
6. Applicants must show evidence of successful completion of a high school or college biology or chemistry.
7. Applicants must have a cumulative GPA of 2.0.
8. June 1st is application deadline for the AAS program, for the student who has completed or is scheduled to complete the diploma program.

Step II Test of Essential Academic Skills (TEAS)

1. Applicants will be notified of the TEAS test dates. Applicants must achieve a 50% for the overall score. Applicants are allowed to take the TEAS twice in a 12 month period at least 30 days apart. If the applicant takes the TEAS more often than 30 days, the first score will be used for admission ranking. The 4 most recent TEAS scores will be used for ranking (TEAS taken after January 1, 2015).
2. Applicants will be required to pay \$50.00, in the Business Office, to take the TEAS. Picture ID and receipt will be required to take the TEAS.

(continued)

Step III Conditional Acceptance

1. Should there be more qualified applicants than space available, the following criteria will be used to determine those eligible for admission:
 - a. Overall score on the TEAS.
 - b. GPA based on General Education courses (a minimum of 12 hours must be complete) excluding BIO 163. If applicants have repeated a course, all attempts/grades will be used to calculate the GPA.
 - c. Cumulative grade earned in BIO 163.
 - d. Other certifications or degrees earned in allied health curriculum. Documentation must be submitted by February 2nd.
 - Certificates – 1 point each
 - Diplomas – 2 points each
 - Associate Degree or higher – 3 points each
2. A letter of conditional acceptance will be sent to the applicant.

Step IV Acceptance

1. Applicants must submit a completed physical examination form. The physical examination must be performed within a time frame of 12 months prior to enrollment for fall semester. This must be submitted prior to the first day of class (unless accepted the week before classes start).
2. Applicants must provide evidence of current immunizations which include but are not limited to:
 - a. Tetanus – Tdap (within the last 10 years);
 - b. Measles, Mumps, and Rubella times 2 or a positive titer;
 - c. Varicella times two or a positive titer;
 - d. Hepatitis B times 3 or a positive titer,
 - e. Annual flu vaccine by October 31st; and
 - f. 2 Step TB Skin test (within one year).

Immunizations may not be declined except by a written statement from the applicant's health care provider for acceptable exemptions.
3. Applicants must submit evidence of current CPR certification for adult, infant and child with choking maneuver, and AED.
4. Applicants must be eligible to enroll in BIO 163, ENG 111, and CIS 113 by the end of spring semester.
Note: Placement test scores are only good for 5 years.
5. A 2.0 cumulative GPA is required before admission in the summer semester prior to a fall admission (must maintain a 2.0 GPA while enrolled).

Step V Admission

1. Malpractice insurance is required to be paid after the first day of class but before the first day of clinical.
2. At orientation, students will be given information about obtaining their criminal background check, urine drug screen, and immunization tracking through www.certifiedbackground.com.
3. Fall and spring semesters the students are required pay a CST (Certification for Surgical Technology) exam fee in addition to their tuition.
4. Clinical, in this program, begins at 6:30 a.m. two days a week and are subject to change based on hospital scheduling. In order to provide adequate training for the number of students, travel is expected to surrounding counties.
5. Students must earn a "C" in all SUR and BIO courses.

B. Criminal Background and Urine Drug Screen Statements

In the Surgical Technology program, students are assigned to clinical rotations in a variety of facilities. Based upon regulations of the facility, the facility may require that all students have a criminal background check and/or a urine drug screen.

The agency will review the criminal background based upon their policies and if the student is found to not meet their policy for acceptance for clinical practice, the agency will refuse to allow the student to participate in the clinical experience. If the student is prohibited from participating in clinical at any agency, the student will be dismissed from the program due to an inability to progress and complete the curriculum.

The agency can require a urine drug screen prior to clinical or at any time during the clinical that the student appears impaired. If the student tests positive for a drug (without a prescription in their name for the drug) or any illicit drugs, the agency may refuse to allow the student to participate in the clinical experience. If the student is prohibited from participating in the clinical experience at any agency, the student will be dismissed from the program due to an inability to progress and complete the curriculum.

It is assumed that all costs associated with criminal background checks and drug screenings required by the clinical agency are the responsibility of the student and will be obtained through the source recommended by the clinical agency and not independently by the student.

C. Student Learning Outcomes

Learning is a continuous, lifelong process that results in a change of behavior and occurs when the individual is challenged and motivated to enhance personal knowledge. Teaching and learning is an interactive process between teacher and learner. The responsibility of the surgical technology faculty is to facilitate the student's understanding and ability to meet the competencies for surgical technology practice through the design and evaluation of learning experiences. The surgical technology student is responsible for actively participating in learning experiences and developing the knowledge, skills, and attitudes necessary to provide quality practice in the surgical environment. The faculty foster strict surgical conscience and critical thinking in the classroom, lab, and clinical situations.

The purpose of the Surgical Technology Program is to prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

The program will provide opportunities for development and application of knowledge and skills in employable community facilities and nurture integrity, professionalism and effective leadership through positive role modeling.

Student Learning Outcomes

1. Demonstrate knowledge of the body systems and scientific principals when providing assistance in all phases of patient care.
2. Identify the purpose of management and the physical environment of the hospital, including the operating room and the auxiliary departments.
3. Describe the ethical, moral, and legal responsibilities of the Surgical Technologists and other members of the health care team.
4. Students will communicate using medical terminology effectively in classroom and clinicals.
5. Students will discuss and demonstrate universal precautions, principals of asepsis and sterilization in the surgical setting.
6. Students will discuss wound healing and pharmacology as they relate to patient care.
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.
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.

D. 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.

(continued)

SURGICAL TECHNOLOGY REQUIREMENTS

COURSE LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME			CLASS	LAB	CLINICAL	CREDIT
FALL SEMESTER						
ACA	111	College Student Success	1	0	0	1
SUR	110	Intro to Surgical Technology	3	0	0	3
BIO	163	Basic Anatomy & Physiology	4	2	0	5
SUR	111	Periop Patient Care	5	6	0	7
<i>Total</i>			13	8	0	16
SPRING SEMESTER						
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
<i>Total</i>			8	3	21	16
SUMMER SEMESTER						
*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
<i>Total</i>			9	0	12	13
Total Semester Hours Required for Diploma:						45

*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 Committee in Surgical Technology (ARC-ST).

WELDING TECHNOLOGY - CODE 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 metalworking industry.

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses may include math, print reading, metallurgy, welding inspection, and destructive and non-destructive testing providing the student with industry-standard skills developed through classroom training and practical application.

Graduates of the Welding Technology curriculum may be employed as entry-level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

COURSE LISTING BY SEMESTER

COURSE NUMBER AND COURSE NAME	CLASS	LAB	CREDIT
FALL SEMESTER			
ACA 111 College Student Success	1	0	1
CIS 110 Into 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
Total	10	26	19
SPRING SEMESTER			
*MAT 110 Mathematical Measurement and Literacy	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
Total	7	23	16
SUMMER SEMESTER			
WBL 111 Work-Based Learning I	0	10	1
*ENG 111 Writing & Inquiry	3	0	3
WLD 151 Fabrication I	2	6	4
WLD 261 Certification Practices	1	3	2
WLD 262 Inspection & Testing	2	2	3
Total	8	21	13
Total Semester Hours Required for Diploma:			48

*This course is a component of the general education requirements needed for graduation.

CERTIFICATE PROGRAMS

Certificate programs consist of a series of specialty courses totaling twelve (12) or more credit hours. Upon successful completion, a certificate is awarded. They are designed for the student aspiring to upgrade his/her skills within a career field or as preparation for one. Completion of a certificate does not mean however that a student is certified in their field of study.

A 2.0 cumulative grade point average (GPA) on all required courses in one's curriculum is the minimum required for graduation/completion for all degrees, diplomas and certificates at the College.

Accounting

(Accounting Transfer)

(Accounting Income Tax)

(Accounting Spreadsheet)

(Accounting Payroll/Quickbooks)

Air Conditioning, Heating, and Refrigeration Technology

Basic Law Enforcement Training

Business Administration

(Core Business)

(Business Analytics)

(Business Leadership)

(Management)

Community Spanish Interpreter

(Spanish for the Workplace)

(Spanish Language)

Early Childhood Education

(Administration)

(Infant/Toddler Care)

(Preschool)

(School-Age Care)

Electrical Systems Technology

(Motor Controls)

(Residential Wiring)

Fire Protection Technology

(Basic Fire Officer Development)

(Advanced Fire Officer Development)

Information Technology

(A+ Certification Prep)

(CISCO Certified Network Associate)

(IT Support Foundations)

(Networking and Security+ Certification Prep)

Interpreter Education

(Deaf Studies)

Lateral Entry

Mechanical Engineering Technology

(Computer Aided Design (CAD))

Medical Office Administration

Office Administration

(Administrative Assistant)

(Computer Software Applications)

Paralegal

Welding Technology

(Basic)

(Intermediate)

(Advanced)

AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY - CODE C35100----

The Air Conditioning, Heating, and Refrigeration Technology curriculum provides the basic knowledge to develop skills necessary to work with residential and light commercial systems. Graduates should be able to assist in the start up, preventive maintenance, service, repair, and/or installation of residential and light commercial systems.

			CREDIT
AHR	110	Introduction to Refrigeration	5 hours
AHR	111	HVACR Electricity	3 hours
AHR	112	Heating Technology	4 hours
AHR	113	Comfort Cooling	<u>4 hours</u>
			16 hours

NOTE: This certificate can be completed in 2 semesters and begins each fall.

BASIC LAW ENFORCEMENT TRAINING - CODE 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

			CLASS	LAB	CREDIT
CJC	100	Basic Law Enforcement Training	9	30	19

BUSINESS ADMINISTRATION - MANAGEMENT - CODE C25120A -----

			CREDIT
BUS	137	Principles of Management	3 hours
BUS	135	Principles of Supervision	3 hours
BUS	230	Small Business Management	3 hours
BUS	240	Business Ethics	3 hours
BUS	253	Leadership and Management	<u>3 hours</u>
			15 hours

NOTE: This certificate starts each fall, and can be completed in 1 year as sequenced above.

COMMUNITY SPANISH INTERPRETER -----

SPANISH FOR THE WORKPLACE - CODE 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.

			CREDIT
SPA	111	Elementary Spanish I	3 hours
SPA	181	Spanish Lab 1	1 hours
SPA	112	Elementary Spanish II	3 hours
SPA	182	Spanish Lab 2	1 hours
SPA	120	Spanish for the Workplace	3 hours
SPA	211	Intermediate Spanish I	3 hours
SPA	281	Spanish Lab 3	1 hours
SPA	141	Culture and Civilization	<u>3 hours</u>
			18 hours

NOTE: Students can begin the certificate coursework in the fall semester and can 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 four semesters.

(continued)

SPANISH LANGUAGE - CODE C55370B

This 17-credit hour certificate will provide students with the conversational skills, written skills, and the cultural background knowledge needed to effectively communicate in Spanish. All of the courses in this program are 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. A prerequisite of this certificate program is showing proficiency at the Elementary Spanish II (SPA 112) level as determined by testing or successful completion of SPA 112.

			CREDIT
SPA	211	Intermediate Spanish I	3 hours
SPA	281	Spanish Lab 3	1 hours
SPA	212	Intermediate Spanish II	3 hours
SPA	282	Spanish Lab 4	1 hours
SPA	141	Culture and Civilization	3 hours
SPA	221	Spanish Conversation	3 hours
SPA	231	Reading and Composition	<u>3 hours</u>
			17 hours

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 -----

ADMINISTRATION - CODE C55220F

			CREDIT
EDU	119	Intro to Early Child Educ	4 hours
CIS	113	Computer Basics	1 hour
EDU	261	Early Childhood Administration I	3 hours
EDU	262	Early Childhood Administration II	3 hours
EDU	188	Issues in Early Childhood Ed	2 hours
EDU	146	Child Guidance	<u>3 hours</u>
			16 hours

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 for the certificate. Students should be able to complete the certificate in 2 semesters.

INFANT/TODDLER CARE - CODE C55290

			CREDIT
EDU	119	Intro to Early Child Educ	4 hours
EDU	144	Child Development I	3 hours
EDU	131	Child, Family, & Community	3 hours
EDU	153	Health, Safety, & Nutrition	3 hours
EDU	234	Infants, Toddlers & Twos	<u>3 hours</u>
			16 hours

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 for the certificate. Students should be able to complete the certificate in 2 semesters.

PRESCHOOL - CODE C55220P

			CREDIT
EDU	119	Intro to Early Child Educ	4 hours
EDU	131	Child, Family, & Community	3 hours
EDU	145	Child Development	3 hours
EDU	146	Child Guidance	3 hours
EDU	153	Health, Safety, & Nutrition	<u>3 hours</u>
			16 hours

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 for the certificate. Students should be able to complete the certificate in 2 semesters.

SCHOOL-AGE CARE - CODE C55440

			CREDIT
EDU	131	Child, Family, & Community	3 hours
EDU	158	Healthy Lifestyles-Youth	3 hours
EDU	235	School-Age Development and Programs	3 hours
EDU	263	School-Age Program Administration	2 hours
EDU	145	Child Development II	3 hours
EDU	163	Classroom Management and Instruction	<u>3 hours</u>
			14 hours

NOTE: 1. 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 -----**MOTOR CONTROLS - CODE C35130M**

			CREDIT
ELC	112	DC/AC Electricity	5 hours
ELC	117	Motors & Controls	4 hours
ELC	118	National Electrical Code	2 hours
ELC	125	Diagrams and Schematics	<u>2 hours</u>
			13 hours

NOTE: This certificate can be completed in 4 semesters.

RESIDENTIAL WIRING - CODE C35130R

			CREDIT
ELC	112	DC/AC Electricity	5 hours
ELC	113	Basic Wiring I	4 hours
ELC	118	National Electrical Code	2 hours
ELC	119	NEC Calculations	<u>2 hours</u>
			13 hours

NOTE: This certificate can be completed in 4 semesters.

FIRE PROTECTION TECHNOLOGY -----**BASIC FIRE OFFICER DEVELOPMENT - CODE C55240B**

			CREDIT
ENG	111	Writing & Inquiry	3 hours
FIP	124	Fire Prevention & Public Education	3 hours
FIP	132	Building Construction	3 hours
FIP	220	Fire Fighting Strategies	<u>3 hours</u>
			12 hours

NOTE: This certificate can be completed in 2 semesters

ADVANCED FIRE OFFICER DEVELOPMENT - CODE C55240A

			CREDIT
FIP	152	Fire Protection Law	3 hours
FIP	228	Local Government Finance	3 hours
FIR	240	Fire Service Supervision	3 hours
FIP	248	Fire Service Personnel Administration	3 hours
FIP	276	Managing Fire Services	<u>3 hours</u>
			15 hour

NOTE: This certificate can be completed in 3 semesters.

INFORMATION TECHNOLOGY -----**A+ CERTIFICATION PREP - CODE C25500A**

			CREDIT
CTS	120	Hardware/Software Support	3 hours
CTS	150	Mobile Computing Devices	3 hours
CTS	220	Advanced Hardware/Software Support	3 hours
NOS	130	Windows Single User	<u>3 hours</u>
			12 hours

NOTE: 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.

(continued)

CISCO CERTIFIED NETWORK ASSOCIATE (CCNA) PREP – C25590B			CREDIT
NET	125	Introduction to Networks	3 hours
NET	126	Routing Basics	3 hours
NET	225	Routing and Switching I	3 hours
NET	226	Routing and Switching II	<u>3 hours</u>
			12 hours

NOTE: 1. Upon completing courses in this certificate program students will be prepared for the current CISCO certificate networking associate (CCNA) exam.
 2. This certificate starts each fall and can be completed in 4 semesters.

IT SUPPORT FOUNDATIONS CERTIFICATE – C25590C			CREDIT
CIS	110	Introduction to Computers	3 hours
CTI	110	Web, Pgm, & Db Foundation	3 hours
CTI	120	Networking & Security Foundation	3 hours
CTI	150	Mobile Computing Devices	<u>3 hours</u>
			12 hours

NOTE: 1. This certificate starts each spring and can be completed in 2 semesters.

NETWORK AND SECURITY ESSENTIALS – CODE C25500F			CREDIT
NET	110	Networking Concepts	3 hours
NET	175	Wireless Technology	3 hours
SEC	110	Security Concepts	3 hours
SEC	160	Security Administration	<u>3 hours</u>
			12 hours

NOTES: 1. Upon completing courses in this certificate program students will be prepared for the current Comp TIA Networking+, Security+, and certified wireless network administrator (SWNA) exams.
 2. This certificate starts each spring and can be completed in 2 semesters.

INTERPRETER EDUCATION -----

DEAF STUDIES - CODE C55300			CREDIT
ASL	111	Elementary ASL I	3 hours
ASL	181	ASL Lab 1	1 hour
ASL	225	Global Deaf Community	3 hours
ASL	112	Elementary ASL II	3 hours
ASL	182	ASL Lab 2	1 hour
IPP	112	Comparative Cultures	3 hours
ASL	211	Intermediate ASL I	3 hours
ASL	281	ASL Lab 3	<u>1 hour</u>
			18 hours

NOTES: 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.

MECHANICAL ENGINEERING TECHNOLOGY -----

COMPUTER AIDED DESIGN (CAD) - CODE C40320			CREDIT
DFT	111	Technical Drafting I	2 hours
DFT	111A	Technical Drafting I Lab	1 hour
DFT	112	Technical Drafting II	2 hours
DFT	112A	Technical Drafting II Lab	1 hour
DFT	151	CAD I	3 hours
DFT	152	CAD II	<u>3 hours</u>
			12 hours

NOTE: This certificate can be completed in 3 semesters.

MEDICAL OFFICE ADMINISTRATION-CODE C25310 -----

			CREDIT
CIS	110	Introduction to Computers	3 hours
OST	141	Med Terms I - Med Office	3 hours
OST	148	Medical Coding Billing & Insurance	3 hours
OST	142	Med Terms II - Med Office	3 hours
OST	136	Word Processing	3 hours
OST	149	Medical Legal Issues	<u>3 hours</u>
			18 hours

NOTE: This certificate starts each fall and can be completed in 3 semesters as sequenced above.

OFFICE ADMINISTRATION -----

ADMINISTRATIVE ASSISTANT - CODE C25370E

			CREDIT
CIS	110	Introduction to Computers	3 hours
OST	131	Keyboarding	2 hours
OST	184	Records Management	3 hours
OST	136	Word Processing	3 hours
OST	164	Text Editing Applications	3 hours
OST	137	Office Software Applications	<u>3 hours</u>
			17 hours

NOTE: This certificate starts each fall and can be completed in 3 semesters as sequenced above.

COMPUTER SOFTWARE APPLICATIONS - CODE C25370B

			CREDIT
CIS	110	Introduction to Computers	3 hours
OST	131	Keyboarding	2 hours
OST	136	Word Processing	3 hours
DBA	110	Database Concepts	3 hours
OST	137	Office Software Applications	<u>3 hours</u>
			14 hours

- NOTES:**
1. This certificate starts each fall and can be completed in 3 semesters as sequenced above.
 2. After completing the Computer Software Applications certificate, students will be eligible to take the Microsoft Office Specialist exams through an independent testing facility.
 3. Also available via Distance Learning.

WELDING TECHNOLOGY -----

BASIC - CODE C50420B

			CREDIT
WLD	110	Cutting Processes	2 hours
WLD	115	SMAW (Stick) Plate	5 hours
WLD	121	GMAW (MIG) - FCAW/Plate	4 hours
WLD	131	GTAW (TIG) Plate	<u>4 hours</u>
			15 hours

NOTE: This certificate can be completed in 3 semesters.

INTERMEDIATE - CODE C50420I

			CREDIT
WLD	116	SMAW (Stick) Plate/Pipe	4 hours
WLD	117	Industrial SMAW	3 hours
WLD	132	GTAW (TIG) Plate/Pipe	3 hours
WLD	141	Symbols & Specifications	<u>3 hours</u>
			13 hours

- NOTES:**
1. Day only course offerings.
 2. Completion of Basic Certificate Required.

ADVANCED - CODE C50420A

			CREDIT
CIS	110	Introduction to Computers	3 hours
WBL	111	Work-Based Learning I	1 hour
WLD	151	Fabrication I	4 hours
WLD	261	Certification Practices	2 hours
WLD	262	Inspection & Testing	<u>3 hours</u>
			13 hours

- NOTES:**
1. Day only course offerings.
 2. Completion of Intermediate Certificate Required.

			Class	Lab	Clinical	Credit Hrs.
ACC	131	Federal Income Taxes	2	2		3
Prerequisites: None		Corequisites: None				
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	140	Payroll Accounting	1	2		2
Prerequisites: ACC 115 or ACC 120		Corequisites: None				
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	1	2		2
Prerequisites: ACC 115 or ACC 120		Corequisites: None				
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	1	2		2
Prerequisites: ACC 115 or ACC 120		Corequisites: None				
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 solve accounting problems.						
ACC	180	Practices in Bookkeeping	3	0		3
Prerequisites: ACC 120		Corequisites: None				
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	3	2		4
Prerequisites: ACC 120		Corequisites: None				
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 an 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 I	3	2		4
Prerequisites: ACC 121		Corequisites: None				
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	227	Practices in Accounting	3	0		3
Prerequisites: ACC 220		Corequisites: None				
This course provides an advanced in-depth study of selected topics in accounting using case studies and individual and group problem solving. Topics include cash flow, financial statement analysis, individual and group problem solving, practical approaches to dealing with clients, ethics, and critical thinking. Upon completion, students should be able to demonstrate competent analytical skills and effective communication of their analysis in written and/or oral presentations.						
ACC	240	Governmental and Not-for-Profit Acct	3	0		3
Prerequisites: ACC 121		Corequisites: None				
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	3	0		3
Prerequisites: ACC 220		Corequisites: None				
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.						

			Class	Lab	Clinical	Credit Hrs.
(AHR) - AIR CONDITIONING, HEATING AND REFRIGERATION COURSES						
AHR	110	Introduction to Refrigeration	2	6		5
Prerequisites: None		Corequisites: None				
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	2	2		3
Prerequisites: None		Corequisites: None				
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	2	4		4
Prerequisites: None		Corequisites: None				
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	2	4		4
Prerequisites: None		Corequisites: None				
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	2	4		4
Prerequisites: AHR 110 or AHR 113		Corequisites: None				
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	1	3		2
Prerequisites: AHR 110		Corequisites: None				
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	2	2		3
Prerequisites: AHR 111, ELC 111, or ELC 112		Corequisites: None				
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	2	2		3
Prerequisites: AHR 111, ELC 111 or ELC 112		Corequisites: None				
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	2	6		4
Prerequisites: None		Corequisites: AHR 112 or AHR 113				
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	1	3		2
Prerequisites: None		Corequisites: None				
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.						

			Class	Lab	Clinical	Credit Hrs.
AHR	160	Refrigerant Certification	1	0		1
Prerequisites: None		Corequisites: None				
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	1	0		1
Prerequisites: None		Corequisites: None				
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	2	2		3
Prerequisites: None		Corequisites: None				
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	2	6		4
Prerequisites: AHR 114		Corequisites: None				
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	1	2		2
Prerequisites: None		Corequisites: None				
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	2	2		3
Prerequisites: AHR 110		Corequisites: None				
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	1	3		2
Prerequisites: AHR 112		Corequisites: None				
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	1	3		2
Prerequisites: AHR 125 or AHR 215		Corequisites: None				
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.						
(ANT) - ANTHROPOLOGY COURSES						
ANT	210	General Anthropology	3	0		3
Prerequisites: None		Corequisites: None				
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 COURSES

ART	111	Art Appreciation	3	0	3
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Prerequisites: None

Corequisites: None

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	2	2	3
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Prerequisites: None

Corequisites: None

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.

(ASL) - AMERICAN SIGN LANGUAGE COURSES

ASL	111	Elementary ASL I	3	0	3
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Prerequisites: None

Corequisites: ASL 181 (local)

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	3	0	3
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Prerequisites: ASL 181 (local) and ASL 111

Corequisites: ASL 182 (local)

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	2	0	1
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Prerequisites: ASL 181 (local) ASL 111

Corequisites: None

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	0	2	1
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Prerequisites: None

Corequisites: ASL 111 (local)

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	0	2	1
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Prerequisites: ASL 111 (local) and ASL 181

Corequisites: ASL 112 (local)

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	3	0	3
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Prerequisites: ASL 182 (local) and ASL 112

Corequisites: ASL 281 (local)

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.

			Class	Lab	Clinical	Credit Hrs.
ASL	212	Intermediate ASL II	3	0		3
Prerequisites: ASL 181 (local) and ASL 111			Corequisites: None			
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	225	Global Deaf Community	3	0		3
Prerequisites: None			Corequisites: None			
This course covers provides an overview of the issues related to D/deaf people focusing on Deaf history, causes of deafness, communication, and attitudes toward D/deaf people globally. Emphasis is placed on deaf history, cause of deafness, communication, and attitude toward D/deaf people. Upon completion, students should be able to discuss significant issues related to deafness.						
ASL	250	Linguistics of ASL	3	0		3
Prerequisites: ASL 182 (local) and ASL 112			Corequisites: None			
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	281	ASL Lab III	0	2		1
Prerequisites: ASL 112 (local) ASL 182			Corequisites: ASL 211 (local)			
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.						

(ATR) – AUTOMATION & ROBOTICS COURSES

ATR	112	Intro to Automation	2	3		3
Prerequisites: None			Corequisites: None			
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	1	3		2
Prerequisites: None			Corequisites: None			
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.						

(AUT) - AUTOMOTIVE COURSES

AUT	114	Safety and Emissions	1	2		2
Prerequisites: None			Corequisites: None			
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	2	3		3
Prerequisites: None			Corequisites: AUT 116A (local)			
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	0	3		1
Prerequisites: None			Corequisites: AUT 116			
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.						

			Class	Lab	Clinical	Credit Hrs.
AUT	141	Suspension & Steering Sys	2	3		3
Prerequisites: TRN 120 (local)		Corequisites: AUT 141A (local)				
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	0	3		1
Prerequisites: None		Corequisites: AUT 141A (local)				
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	2	3		3
Prerequisites: None		Corequisites: AUT 151A (local)				
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	Brakes Systems Lab	0	3		1
Prerequisites: None		Corequisites: AUT 151				
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	163	Adv Auto Electricity	2	3		3
Prerequisites: TRN 120		Corequisites: AUT 163A (local)				
This course covers electronic theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of electronics, lighting, gauges, horn, wiper, accessories, and body modules. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, and troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns.						
AUT	163A	Adv Auto Electricity Lab	0	3		1
Prerequisites: None		Corequisites: AUT 163				
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 networking and module communication, circuit construction, wiring diagrams, circuit testing, troubleshooting and emerging electrical/electronic systems technologies. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns.						
AUT	181	Engine Performance 1	2	3		3
Prerequisites: TRN 120 (local)		Corequisites: AUT 181A (local)				
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 driveability problems using appropriate test equipment/service information.						
AUT	181A	Engine Performance 1 Lab	0	3		1
Prerequisites: None		Corequisites: AUT 181				
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 driveability problems using appropriate test equipment/service information.						
AUT	183	Engine Performance 2	2	6		4
Prerequisites: AUT 181A (local) and AUT 181		Corequisites: None				
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.						

			Class	Lab	Clinical	Credit Hrs.
AUT	213	Automotive Servicing 2	1	3		2
Prerequisites: None		Corequisites: None				
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	2	3		3
Prerequisites: TRN120 (local)		Corequisites: AUT 221A (local)				
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	0	3		1
Prerequisites: None		Corequisites: AUT 221				
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	2	3		3
Prerequisites: None		Corequisites: AUT 231A (local)				
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/Ax/Drtrains Lab	0	3		1
Prerequisites: None		Corequisites: AUT 231				
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.						

(BIO) - BIOLOGY COURSES

BIO	090	Foundations of Biology	3	2		4
Prerequisites: None		Corequisites: DRE 098				
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	3	3		4
Prerequisites: DRE 098 (local)		Corequisites: None				
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	3	3		4
Prerequisites: DRE 098 (local)		Corequisites: None				
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	3	3		4
Prerequisites: BIO 111		Corequisites: None				
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.						

			Class	Lab	Clinical	Credit Hrs.
BIO	140	Environmental Biology	3	0		3
Prerequisites: DRE 098 (local)		Corequisites: BIO 140A (local)				
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	0	3		1
Prerequisites: DRE 098 (local)		Corequisites: BIO 140				
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 Anat & Physiology	4	2		5
Prerequisites: DRE 098 (local)		Corequisites: None				
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	3	3		4
Prerequisites: BIO 090, BIO 106, BIO 110, BIO 111 or CHM 094 and DRE 098 (local)		Corequisites: None				
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	3	3		4
Prerequisites: BIO 168		Corequisites: None				
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	2	2		3
Prerequisites: Take one: BIO 110, BIO 111, BIO 163, BIO 165, or BIO 168		Corequisites: None				
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	275	Microbiology	3	3		4
Prerequisites: Take one: BIO 110, BIO 111, BIO 163, BIO 165, or BIO 168		Corequisites: None				
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.						

(BUS) - BUSINESS COURSES

			Class	Lab	Clinical	Credit Hrs.
BUS	110	Introduction to Business	3	0		3
Prerequisites: None		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
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.						
BUS	135	Principles of Supervision	3	0		3
Prerequisites: None		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
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	225	Business Finance	2	2		3
Prerequisites: ACC 120		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
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	255	Organizational Behavior in Business	3	0		3
Prerequisites: None		Corequisites: None				
This course covers the impact of different management practices and leadership styles on worker satisfaction and morale, organizational effectiveness, productivity, and profitability. Topics include a discussion of formal and informal organizations, group dynamics, motivation, and managing conflict and change. Upon completion, students should be able to analyze different types of interpersonal situations and determine an appropriate course of action.						

			Class	Lab	Clinical	Credit Hrs.
BUS	260	Business Communication	3	3		3
Prerequisites: ENG 110 or ENG 111		Corequisites: None				
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	2	2		3
Prerequisites: BUS 137		Corequisites: None				
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.						

(CHM) - CHEMISTRY COURSES

CHM	094	Basic Biological Chemistry	3	2		4
Prerequisites: DRE 097 (local) and 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				
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	3	0		3
Prerequisites: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070, and DMA 080 (local)		Corequisites: CHM 131A				
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	0	3		1
Prerequisites: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070, and DMA 080 (local)		Corequisites: CHM 131				
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	3	3		4
Prerequisites: Take One Set: Set 1: CHM 131 and 131A, Set 2: CHM 151		Corequisites: None				
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	3	3		4
Prerequisites: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070, and DMA 080 (local)		Corequisites: None				
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.						

	Class	Lab	Clinical	Credit Hrs.
CHM 152 General Chemistry II	3	3		4
Prerequisites: CHM 151 Corequisites: None				
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.				

(CIS) - INFORMATION SYSTEMS COURSES

CIS 070 Fundamentals of Computing	0	2		1
Prerequisites: None Corequisites: None				
This course covers fundamental functions and operations of the computer. Topics include identification of components, overview of operating systems, and other basic computer operations. Upon completion, students should be able to operate computers, access files, print documents and perform basic application operations.				

CIS 110 Introduction to Computers	2	2		3
Prerequisites: None Corequisites: None				
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	0	2		1
Prerequisites: None Corequisites: None				
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 Programming & Logic	2	3		3
Prerequisites: Take one set: Corequisites: None				
Set 1: DMA 010, DMA 020, DMA 030, and DMA 040 Set 2: MAT 121 Set 3: MAT 171				
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 manage files with operating system commands, 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).				

(CJC) - CRIMINAL JUSTICE COURSES

CJC 100 Basic Law Enforcement Training	9	30		19
Prerequisites: None Corequisites: None				
This course covers the 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 applications, 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 Introduction to Criminal Justice	3	0		3
Prerequisites: None Corequisites: None				
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	3	0		3
Prerequisites: None Corequisites: None				
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.				

			Class	Lab	Clinical	Credit Hrs.
CJC	113	Juvenile Justice	3	0		3
Prerequisites: None		Corequisites: None				
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	1	2		2
Prerequisites: None		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
This course introduces fundamental law enforcement operations. Topics include the contemporary evolution 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	3	0		3
Prerequisites: None		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
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.						

			Class	Lab	Clinical	Credit Hrs.
CJC	221	Investigative Principles	3	2		4
Prerequisites: None		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
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.						

(COM) - COMMUNICATION COURSES

COM	110	Introduction to Communication	3	0		3
Prerequisites: None		Corequisites: None				
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	3	0		3
Prerequisites: ENG 111 (local)		Corequisites: None				
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.						

(CTI) - COMPUTER TECHNOLOGY INTEGRATION COURSES

CTI	110	Web, Pgm, & Db Foundation	2	2		3
Prerequisites: None		Corequisites: None				
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	2	2		3
Prerequisites: None		Corequisites: None				
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.						

			Class	Lab	Clinical	Credit Hrs.
CTI	140	Virtualization Concepts	1	4		3
Prerequisites: None		Corequisites: None				
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	2	2		3
Prerequisites: None		Corequisites: None				
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.						
CTI	289	CTI Capstone Project	1	6		3
Prerequisites: CTI 110 and CTI 120		Corequisites: None				
This course provides students an opportunity to complete a significant integrated technology project from the design phase through implementation with minimal instructor support. Emphasis is placed on technology policy, process planning, procedure definition, systems architecture, and security issues to create projects for the many areas in which computer technology is integrated. Upon completion, students should be able to create, implement, and support a comprehensive technology integration project from the planning and design phase through implementation.						

(CTS) - COMPUTER INFORMATION TECHNOLOGY COURSES

CTS	115	Information Systems Business Concepts	3	0		3
Prerequisites: None		Corequisites: None				
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	2	3		3
Prerequisites: None		Corequisites: None				
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	2	2		3
Prerequisites: None						
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	2	3		3
Prerequisites: CTS 120		Corequisites: None				
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.						

(DBA) - DATABASE MANAGEMENT TECHNOLOGY COURSES

DBA	110	Database Concepts	2	3		3
Prerequisites: None		Corequisites: None				
This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms.						

Class Lab Clinical Credit Hrs.

(DDF) - DESIGN DRAFTING COURSES

DDF 211 Design Process I	1	6		4
Prerequisites: DFT 151 (local) Corequisites: None				
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	1	6		4
Prerequisites: DDF 211 Corequisites: None				
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.				

(DFT) - DRAFTING COURSES

DFT 111 Technical Drafting I	1	3		2
Prerequisites: None Corequisites: DFT 111A (local)				
This course introduces basic drafting skills, equipment, and applications. Topics include sketching, measurements, lettering, dimensioning, geometric construction, orthographic projections and pictorials 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	0	3		1
Prerequisites: None Corequisites: DFT 111				
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	1	3		2
Prerequisites: DFT 111A (local) and DFT 111 Corequisites: DFT 112A (local)				
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	0	3		1
Prerequisites: DFT 111 and DFT 111A (local) Corequisites: DFT 112				
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	1	2		2
Prerequisites: None Corequisites: None				
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	2	3		3
Prerequisites: None Corequisites: None				
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	2	3		3
Prerequisites: DFT 151 (local) Corequisites: None				
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	2	3		3
Prerequisites: None Corequisites: None				
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	1	2		2
Prerequisites: None Corequisites: None				
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.				

(DMA) - DEVELOPMENTAL MATHEMATICS COURSES

DMA	010	Operations With Integers	0.75	0.50	1
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Prerequisites: Satisfactory Placement Score Corequisites: None

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 and understanding of pertinent concepts and principles and apply this knowledge in the evaluation of expressions.

DMA	020	Fractions and Decimals	0.75	0.50	1
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Prerequisites: Satisfactory Placement Score or DMA 010 Corequisites: None

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	Propor/Ratio/Rate/Percent	0.75	0.50	1
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Prerequisites: Satisfactory Placement Score or Corequisites: None

DMA 010 and DMA 020

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.

DMA	040	Express/Lin Equat/Inequal	0.75	0.50	1
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Prerequisites: Satisfactory Placement Score or Take One Set: Corequisites: None

Set 1: DMA 010, DMA 020, DMA 030 and DMA 040

Set 2: (MAT 060)

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	0.75	0.50	1
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Prerequisites: Satisfactory Placement Score or Take One Set: Corequisites: None

Set 1: DMA 010, DMA 020, DMA 030 and DMA 40

Set 2: DMA 040 and (MAT 060)

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 Appl	0.75	0.50	1
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Prerequisites: Satisfactory Placement Score or Take One Set: Corequisites: None

Set 1: DMA 010, DMA 020, DMA 030, DMA 040 and DMA 050

Set 2: DMA 040, DMA 050 and (MAT 060)

Set 3: (MAT 060 and MAT 070)

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 Express/Equation	0.75	0.50	1
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Prerequisites: Satisfactory Placement Score or Take One Set: Corequisites: None

Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050 and DMA 060

Set 2: DMA 040, DMA 050, DMA 060, and (MAT 060)

Set 3: DMA 060, (MAT 060 and MAT 070)

Set 4: DMA 010, DMA 020, DMA 030, DMA 060, and (MAT 070)

This course provides a conceptual study of problems involving graphic and 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.

Class	Lab	Clinical	Credit Hrs.
0.75	0.50		1

DMA 080 Radical Express/Equations

Prerequisites: Satisfactory Placement Score or Take One Set: Corequisites: None
 Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060 and 070
 Set 2: DMA 060, DMA 070, (MAT 060 and MAT 070)
 Set 3: DMA 040, DMA 050, DMA 060, DMA 070, and (MAT 060)
 Set 4: DMA 010, DMA 020, DMA 030, DMA 060, DMA 070, and (MAT 070)

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 solution. Upon completion, students should be able to find algebraic solutions to contextual problems with radical applications.

(DRE) – DEVELOPMENTAL READING/ENGLISH COURSES

DRE 096 Integrated Reading and Writing	2.5	1	3
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Prerequisites: Satisfactory Placement Score Corequisites: None
 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 (TM) 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. Please note: (TM) stands for registered trademark.

DRE 097 Integrated Reading and Writing II	2.5	1	3
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Prerequisites: Satisfactory Placement Score or DRE 096 Corequisites: None
 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 (TM) 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. Please note: (TM) represents registered trademark.

DRE 098 Integrated Reading and Writing III	2.5	1	3
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Prerequisites: Satisfactory Placement Score or DRE 097 Corequisites: None
 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 (TM) 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.

DRE 099 Integrated Reading and Writing III	2	0	2
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Prerequisites: DRE 097 Corequisites: ENG 111
 This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies by complementing, supporting, and reinforcing material covered in ENG 111. 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 using texts primarily in the Lexile (TM) 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.

(ECO) - ECONOMICS COURSES

ECO 151 Survey of Economics	3	0	3
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Prerequisites: None Corequisites: None
 This course for those who have not received credit for ECO 251 or ECO 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	3	0	3
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Prerequisites: None Corequisites: None
 This course introduces economic analysis of individual, business, and industry choices 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.

			Class	Lab	Clinical	Credit Hrs.
ECO	252	Principles of Macroeconomics	3	0		3
Prerequisites: None		Corequisites: None				
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.						

(EDU) - EDUCATION COURSES

EDU	118	Principles & Practices of the Instructional Assistant	3	0		3
Prerequisites: None		Corequisites: DRE 097				
This course covers the instructional assistant's role in the educational system. Topics include history of education, professional responsibilities and ethics, cultural diversity, communication skills, and identification of the optimal learning environment. Upon completion, students should be able to describe the supporting role of the instructional assistant, demonstrate positive communication skills, and discuss educational philosophy.						

EDU	119	Intro to Early Child Educ	4	0		4
Prerequisites: None		Corequisites: None				
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, and appropriate environments, schedules, and activity plans.						

EDU	131	Child, Family, & Community	3	0		3
Prerequisites: None		Corequisites: DRE 097				
This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. 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. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children.						

EDU	144	Child Development I	3	0		3
Prerequisites: None		Corequisites: DRE 097				
This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development.						

EDU	145	Child Development II	3	0		3
Prerequisites: None		Corequisites: DRE 097				
This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development.						

EDU	146	Child Guidance	3	0		3
Prerequisites: None		Corequisites: DRE 097				
This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self control and the role of communication and guidance. Upon completion, students should be able to demonstrate appropriate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors.						

			Class	Lab	Clinical	Credit Hrs.
EDU	151	Creative Activities	3	0		3
Prerequisites: None		Corequisites: DRE 097				
This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and dramatics for all children. Upon completion, students should be able to create, adapt, implement and evaluate developmentally supportive learning materials, experiences, and environments.						
EDU	153	Health, Safety, & Nutrition	3	0		3
Prerequisites: None		Corequisites: DRE 097				
This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations.						
EDU	158	Healthy Lifestyles-Youth	3	0		3
Prerequisites: None		Corequisites: DRE 097				
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	3	0		3
Prerequisites: None		Corequisites: DRE 097				
This course covers management and instructional techniques with school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, and developmentally appropriate classroom guidance techniques. Upon completion, students should be able to utilize developmentally appropriate behavior management and instructional strategies that enhance the teaching/learning process and promote students' academic success.						
EDU	171	Instructional Media	1	2		2
Prerequisites: None		Corequisites: DRE 097				
This course covers the development and maintenance of effective teaching materials and the operation of selected pieces of equipment. Topics include available community resources, various types of instructional materials and bulletin boards, and audiovisual and computer use with children. Upon completion, students should be able to construct and identify resources for instructional materials and bulletin boards and use audiovisual and computer equipment.						
EDU	188	Issues in Early Child Ed	2	0		2
Prerequisites: None		Corequisites: DRE 097				
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	4	0		4
Prerequisites: None		Corequisites: DRE 098				
This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational, structural, legal, and financial issues, and experiences in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education.						
EDU	221	Children with Exceptional	3	0		3
Prerequisites: Take one set: Set 1: EDU 144 and EDU 145 Set 2: PSY 244 and PSY 245		Corequisites: DRE 098				
This course introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice.						

			Class	Lab	Clinical	Credit Hrs.
EDU	222	Learners with Behavior Disorders	3	0		3
Prerequisites: Take one set:		Corequisites: DRE 098				
Set 1: EDU 144 and EDU 145						
Set 2: <i>PSY 244 and PSY 245</i>						
This course provides a comprehensive study of learners with behavioral disorders encompassing characteristics, assessments, placement alternatives, inclusion and family interventions. Topics include legislation, appropriate management interventions, and placement options for children with behavior disorders. Upon completion, students should be able to identify, develop, and utilize positive behavior support systems.						
EDU	223	Specific Learning Disabilities	3	0		3
Prerequisites: Take one set:		Corequisites: DRE 098				
Set 1: EDU 144 and EDU 145						
Set 2: <i>PSY 244 and PSY 245</i>						
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	3	0		3
Prerequisites: EDU 119		Corequisites: DRE 098				
This course covers the unique needs and rapid changes that occur in the first three years of life and the inter-related factors that influence development. Emphasis is placed on recognizing and supporting developmental milestones through purposeful strategies, responsive care routines and identifying elements of quality, inclusive early care and education. Upon completion, students should be able to demonstrate respectful relationships that provide a foundation for healthy infant/toddler/twos development, plan/select activities/materials, and partner with diverse families.						
EDU	235	School-Age Development & Programs	3	0		3
Prerequisites: None		Corequisites: DRE 098				
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. Upon completion, students should be able to discuss developmental principles for all children ages five to twelve and plan and implement developmentally-appropriate activities.						
EDU	243	Learning Theory	3	0		3
Prerequisites: None		Corequisites: DRE 098				
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	3	0		3
Prerequisites: None		Corequisites: DRE 098				
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	252	Math & Science Activities	3	0		3
Prerequisites: None		Corequisites: DRE 098				
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 Administration I	3	0		3
Prerequisites: None		Corequisites: EDU 119 and DRE 098				
This course introduces principles of basic programming and staffing, budgeting/financial management and marketing, and rules and regulations of diverse early childhood programs. Topics include program structure and philosophy, standards of NC child care programs, finance, funding resources, and staff and organizational management. Upon completion, students should be able to develop components of program/personnel handbooks, a program budget, and demonstrate knowledge of fundamental marketing strategies and NC standards.						

			Class	Lab	Clinical	Credit Hrs.
EDU	262	Early Childhood Administration II	3	0		3
Prerequisites: EDU 261		Corequisites: EDU 119 DRE 098				
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	2	0		2
Prerequisites: None		Corequisites: DRE 098				
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	2	2		3
Prerequisites: CIS 113 (local)		Corequisites: DRE 098				
This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology. Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments.						
EDU	275	Effective Teacher Training	2	0		2
Prerequisites: None		Corequisites: DRE 098				
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 Experiences	3	0		3
Prerequisites: None		Corequisites: DRE 098				
This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences.						
EDU	281	Instructional Strategies in Reading & Writing	2	2		3
Prerequisites: None		Corequisites: DRE 098				
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 Child Capstone Practicum	1	9		4
Prerequisites: Take One Set:		Corequisites: DRE 098				
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						
This course is designed to allow students to apply 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/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits.						

	Class	Lab	Clinical	Credit Hrs.
EDU 285 Internship Experiences School Age	1	9		4
Prerequisites: Take One Set: Corequisites: DRE 098				
Set 1: EDU 144, EDU 145, EDU 118, EDU 163				
Set 2: <i>PSY 244</i> , <i>PSY 245</i> , EDU 118, and EDU 163				
Set 3: <i>PSY 244</i> , EDU 145, EDU 118, and EDU 163				
Set 4: EDU 144, <i>PSY 245</i> , EDU 118, and EDU 163				
Set 5: <i>PSY 244</i> , <i>PSY 245</i> , EDU 216 and EDU 163				
Set 6: EDU 144, EDU 145, EDU 216, and EDU 163				
Set 7: EDU 144, <i>PSY 245</i> , EDU 216, and EDU 163				
Set 8: <i>PSY 244</i> , EDU 216, and EDU 163				
This course is designed to allow students to apply 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/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate lesson plans/assessments, appropriate guidance techniques, ethical/professional behaviors as indicated by assignments and onsite faculty visits.				

EDU 289 Advanced Issues/School-Age	2	0		2
Prerequisites: None Corequisites: DRE 098				
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.				

(EGR) – ENGINEERING COURSES

EGR 250 Statics/Strength of Mater	4	3		5
Prerequisites: MAT 121 or MAT 171 Corequisites: None				
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 structures.				

(ELC) - ELECTRICITY COURSES

ELC 111 Intro to Electricity	2	2		3
Prerequisites: None Corequisites: None				
This course introduces the fundamental concepts of electricity and test equipment to non-electrical/electronics 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	3	6		5
Prerequisites: None Corequisites: None				
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	2	6		4
Prerequisites: None Corequisites: None				
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	2	6		4
Prerequisites: None Corequisites: None				
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.				

			Class	Lab	Clinical	Credit Hrs.
ELC	117	Motors and Controls	2	6		4
Prerequisites: None		Corequisites: None				
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	1	2		2
Prerequisites: None		Corequisites: None				
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	1	2		2
Prerequisites: None		Corequisites: None				
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	1	2		2
Prerequisites: None		Corequisites: None				
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	1	2		2
Prerequisites: None		Corequisites: None				
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	2	3		3
Prerequisites: None		Corequisites: None				
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 I	3	3		4
Prerequisites: None		Corequisites: None				
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	3	2		4
Prerequisites: None		Corequisites: None				
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	2	6		4
Prerequisites: None		Corequisites: None				
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	1	3		2
Prerequisites: None		Corequisites: None				
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.						

(ENG) - ENGLISH COURSES

ENG	101	Applied Communications I	3	0		3
Prerequisites: Satisfactory Placement Score or DRE 097 (local)		Corequisites: None				
This course is designed to enhance reading and writing skills for the workplace. Emphasis is placed on technical reading, job-related vocabulary, sentence writing, punctuation, and spelling. Upon completion, students should be able to identify main ideas with supporting details and produce mechanically correct short writings appropriate to the workplace. This is a diploma-level course.						

			Class	Lab	Clinical	Credit Hrs.
ENG	111	Writing and Inquiry	3	0		3
Prerequisites: Satisfactory Placement Score: Take One Set: Set 1: <i>ENG 090 and RED 090</i> Set 2: <i>ENG 095</i> Set 3: <i>DRE 098</i> Corequisites: None						
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	3	0		3
Prerequisites: ENG 111 Corequisites: None						
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	3	0		3
Prerequisites: ENG 111 Corequisites: None						
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 and Reporting	3	0		3
Prerequisites: ENG 111 Corequisites: None						
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	3	0		3
Prerequisites: ENG 111 (local) Corequisites: None						
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 I	3	0		3
Prerequisites: ENG 111 Corequisites: None						
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	3	0		3
Prerequisites: ENG 111 Corequisites: ENG 112, 113 or 114						
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	3	0		3
Prerequisites: ENG 112, 113, or 114 Corequisites: None						
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.						

	Class	Lab	Clinical	Credit Hrs.
ENG 232 American Literature II Prerequisites: ENG 112, 113, or 114 Corequisites: None 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.	3	0		3

ENG 271 Contemporary Literature Prerequisites: ENG 112, 113, or 114 Corequisites: None 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.	3	0		3
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(EPT) - EMERGENCY PREPAREDNESS COURSES

EPT 140 Emergency Management Prerequisites: FIP-276 (local) Corequisites: None 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.	3	0		3
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(FIP) - FIRE PROTECTION COURSES

FIP 120 Intro to Fire Protection Prerequisites: None Corequisites: None 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.	3	0		3
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FIP 124 Fire Prevention & Public Education Prerequisites: None Corequisites: None 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.	3	0		3
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FIP 128 Detection & Investigation Prerequisites: None Corequisites: None 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.	3	0		3
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FIP 132 Building Construction Prerequisites: None Corequisites: None 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.	3	0		3
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FIP 152 Fire Protection Law Prerequisites: None Corequisites: None 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.	3	0		3
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FIP 220 Fire Fighting Strategies Prerequisites: None Corequisites: None 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.	3	0		3
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			Class	Lab	Clinical	Credit Hrs.
FIP	221	Advanced Fire Fighting Strategies	3	0		3
Prerequisites: FIP 220		Corequisites: None				
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 man made 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	3	0		3
Prerequisites: FIP 221 (local)		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
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	2	2		3
Prerequisites: None		Corequisites: None				
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	3	0		3
Prerequisites: FIP 276 (local)		Corequisites: None				
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	3	0		3
Prerequisites: FIP 221 (local)		Corequisites: None				
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	3	0		3
Prerequisites: FIP 276 (local)		Corequisites: None				
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	3	0		3
Prerequisites: FIP 221 (local)		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
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.						

Class Lab Clinical Credit Hrs.

(GEO) - GEOGRAPHY COURSES

GEO	111	World Regional Geography	3	0	3
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Prerequisites: None

Corequisites: None

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.

(HEA) - HEALTH COURSES

HEA	110	Personal Health/Wellness	3	0	3
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Prerequisites: None

Corequisites: None

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	1	2	2
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Prerequisites: None

Corequisites: None

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.

(HIS) - HISTORY COURSES

HIS	111	World Civilizations I	3	0	3
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Prerequisites: None

Corequisites: None

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	3	0	3
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Prerequisites: None

Corequisites: None

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	3	0	3
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Prerequisites: None

Corequisites: None

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	3	0	3
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Prerequisites: None

Corequisites: None

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.

			Class	Lab	Clinical	Credit Hrs.
IPP	112	Comparative Cultures	3	0		3
Prerequisites: None		Corequisites: None				
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	1	4		3
Prerequisites: None		Corequisites: ASL 211 and ASL 281 (local)				
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	3	0		3
Prerequisites: ASL 182 (local) and ASL 112		Corequisites: ASL 211 and ASL 281 (local)				
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	1	4		3
Prerequisites: ASL 211, ASL 281, IPP 130, IPP 152 and ASL 182 (local) and ASL 112		Corequisites: None				
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	2	6		5
Prerequisites: IPP 130 (local) and IPP 152		Corequisites: None				
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	221	Simultaneous Interpreting I	2	6		5
Prerequisites: IPP 161		Corequisites: None				
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	1	3		2
Prerequisites: IPP 161 (local) and IPP 152		Corequisites: None				
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	3	0		3
Prerequisites: IPP 111		Corequisites: None				
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.						
(ISC) - INDUSTRIAL SCIENCE COURSES						
ISC	112	Industrial Safety	2	0		2
Prerequisites: None		Corequisites: None				
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	2	3		3
Prerequisites: None		Corequisites: None				
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.						

			Class	Lab	Clinical	Credit Hrs.
ISC	220	Lean Manufacturing	2	2		3
Prerequisites: None		Corequisites: None				
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	277	Quality Technology	4	0		4
Prerequisites: None		Corequisites: None				
This course presents quality assurance topics relating to an effective quality system. Emphasis is placed on quality management concepts, including sampling and reliability. Upon completion, students should be able to demonstrate the basic knowledge required to take the ASQC Certified Quality Technician Exam.						
(LEX) - LEGAL EDUCATION COURSES						
LEX	110	Intro to Paralegal Study	2	0		2
Prerequisites: None		Corequisites: None				
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	2	2		3
Prerequisites: None		Corequisites: None				
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	2	2		3
Prerequisites: LEX 120		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
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	2	2		3
Prerequisites: None		Corequisites: None				
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	2	2		3
Prerequisites: None		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
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.						

Class Lab Clinical Credit Hrs.

LEX 211 Real Property II **1 4 3**
 Prerequisites: LEX 210 Corequisites: None
 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 **3 0 3**
 Prerequisites: None Corequisites: None
 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 **2 2 3**
 Prerequisites: None Corequisites: None
 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 **3 0 3**
 Prerequisites: None Corequisites: None
 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 **1 2 2**
 Prerequisites: None Corequisites: None
 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 **2 0 2**
 Prerequisites: None Corequisites: None
 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 **1 2 2**
 Prerequisites: None Corequisites: None
 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.

(MAC) - MACHINING COURSES

MAC 118 Machine Shop Basic **1 3 2**
 Prerequisites: None Corequisites: None
 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.

(MAT) - MATHEMATICS COURSES

	Class	Lab	Clinical	Credit Hrs.
MAT 110 Math Measurement & Literacy	2	2		3
Prerequisites: Satisfactory Placement Score or Take One Set: Corequisites: None				
Set 1: DMA 010, DMA 020, and DMA 030				
Set 2: MAT 060 and MAT 070				
Set 3: MAT 060 and MAT 080				
Set 4: MAT 060 and MAT 090				
Set 5: MAT 095				
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	2	2		3
Prerequisites: Satisfactory Placement Score or DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DMA 060 Corequisites: None				
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	2	2		3
Prerequisites: Satisfactory Placement Score or Take One Set Corequisites: None				
Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DRE 098				
Set 2: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and ENG 095				
Set 3: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, RED 090 and ENG 090				
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	3	2		4
Prerequisites: Satisfactory Placement Score or DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DRE 098 Corequisites: None				
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	3	2		4
Prerequisites: Satisfactory Placement Score or Take One Set: Corequisites: None				
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: MAT 121				
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.				

			Class	Lab	Clinical	Credit Hrs.
MAT	172	Precalculus Trigonometry	3	2		4
Prerequisites: MAT 171		Corequisites: None				
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	3	2		4
Prerequisites: MAT 171		Corequisites: None				
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	3	2		4
Prerequisites: MAT 172		Corequisites: None				
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	3	2		4
Prerequisites: MAT 271		Corequisites: None				
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.						
MAT	273	Calculus III	3	2		4
Prerequisites: MAT 272		Corequisites: None				
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.						
(MEC) - MECHANICAL COURSES						
MEC	111	Machine Processes I	1	4		3
Prerequisites: None		Corequisites: None				
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 safely manufacture simple parts to specified tolerance.						
MEC	130	Mechanisms	2	2		3
Prerequisites: None		Corequisites: None				
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	2	3		3
Prerequisites: None		Corequisites: None				
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.						

(MED) - MEDICAL ASSISTING COURSES

MED	130	Administrative Office Procedures I	1	2	2
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Prerequisites: OST 148 (local)

Corequisites: None

This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.

(MKT) - MARKETING AND RETAILING COURSES

MKT	120	Principles of Marketing	3	0	3
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Prerequisites: None

Corequisites: None

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	123	Fundamentals of Selling	3	0	3
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Prerequisites: None

Corequisites: None

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.

(MNT) – MAINTENANCE COURSES

MNT	111	Maintenance Practices	2	2	3
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Prerequisites: None

Corequisites: None

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	1	3	2
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Prerequisites: None

Corequisites: None

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	1	3	2
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Prerequisites: None

Corequisites: None

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.

(MUS) - MUSIC COURSES

MUS	110	Music Appreciation	3	0	3
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Prerequisites: None

Corequisites: None

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	3	0	3
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Prerequisites: None

Corequisites: None

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.

			Class	Lab	Clinical	Credit Hrs.
MUS	112	Introduction to Jazz	3	0		3
Prerequisites: None		Corequisites: None				
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	121	Music Theory I	3	2		4
Prerequisites:		Corequisites: None				
This course provides an in-depth introduction to melody, rhythm, and harmony. Emphasis is placed on fundamental melodic, rhythmic, and harmonic analysis, introduction to part writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above. 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	122	Music Theory II	3	2		4
Prerequisites: MUS 121		Corequisites: None				
This course is a continuation of studies begun in MUS 121. Emphasis is placed on advanced melodic, rhythmic, and harmonic analysis and continued studies in part-writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above. 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	131	Chorus I	0	2		1
Prerequisites: None		Corequisites: None				
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	0	2		1
Prerequisites: MUS 131		Corequisites: None				
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	0	2		1
Prerequisites: None		Corequisites: None				
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.						
MUS	152	Class Music II	0	2		1
Prerequisites: None		Corequisites: None				
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.						
MUS	221	Music Theory III	3	2		4
Prerequisites: MUS 122		Corequisites: None				
This course is a continuation of MUS 122. Emphasis is placed on altered and chromatic harmony, common practice era compositional techniques and forms, and continued studies in part-writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above. 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	222	Music Theory IV	3	2		4
Prerequisites: MUS 221		Corequisites: None				
This course is a continuation of studies begun in MUS 221. Emphasis is placed on continued study of common practice era compositional techniques and forms, 20th century practices, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above. 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.						

			Class	Lab	Clinical	Credit Hrs.
MUS	231	Chorus III	0	2		1
Prerequisites: MUS 132		Corequisites: None				
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	0	2		1
Prerequisites: MUS 231		Corequisites: None				
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.						

(NET) - NETWORKING TECHNOLOGY COURSES

NET	110	Networking Concepts	2	3		3
Prerequisites: None		Corequisites: None				
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	Networking Basics	1	4		3
Prerequisites: None		Corequisites: None				
This course introduces the networking field. Emphasis is placed on 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	126	Routing Basics	1	4		3
Prerequisites: NET 125		Corequisites: None				
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	2	2		3
Prerequisites: None		Corequisites: None				
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.						

(NOS) - NETWORK OPERATING SYSTEM COURSES

NOS	110	Operating System Concepts	2	3		3
Prerequisites: None		Corequisites: None				
This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is place on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.						
NOS	120	Linux/UNIX Single User	2	2		3
Prerequisites: None		Corequisites: None				
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	2	2		3
Prerequisites: None		Corequisites: None				
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.						

(NUR) - NURSING COURSES

NUR 101	Practical Nursing I	7	6	6	11
Prerequisites: Admission to the Practical Nursing Program (local) Corequisites: None					
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	7	0	9	10
Prerequisites: NUR 101 Corequisites: NUR 117 (local)					
This course is designed to further develop the concepts within the three domains of 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	6	0	9	9
Prerequisites: NUR 102 (local) and NUR 101 Corequisites: None					
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 knowledge, skills, and attitudes necessary to provide safe, quality, and individualized entry level nursing care.					
NUR 111	Intro to Health Concepts	4	6	6	8
Prerequisites: Admission in the associate degree program (local) Corequisites: None					
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	3	0	6	5
Prerequisites: BIO 168 (local) and NUR 111 Corequisites: NUR 117 (local)					
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, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, 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	3	0	6	5
Prerequisites: NUR 112, NUR 114, BIO 169, and NUR 117 (local) and NUR 111 Corequisites: None					
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	3	0	6	5
Prerequisites: NUR 112 and BIO 168 (local) and NUR 111 Corequisites: NUR 117 (local)					
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	1	3	0	2
Prerequisites: NUR 101 or NUR 111 (local) Corequisites: None					
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	3	0	6	5
Prerequisites: NUR 113 or NUR 214 (local) and NUR 111 Corequisites: None					
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.					

			Class	Lab	Clinical	Credit Hrs.
NUR	212	Health System Concepts	3	0	6	5
Prerequisites: NUR 211 (local) and NUR 111		Corequisites: None				
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, health care 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	4	3	15	10
Prerequisites: NUR 212 (local) and NUR 111		Corequisites: NUR 112, NUR 113, NUR 114, NUR 211, and NUR 212				
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, health care 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	3	0	3	4
Prerequisites: LPN license and admission in the associate degree transition program (local)		Corequisites: None				
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.						

(OST) - OFFICE SYSTEMS TECHNOLOGY COURSES

OST	122	Office Computations	1	2		2
Prerequisites: None		Corequisites: None				
This course introduces the keypad and the touch method using the electronic calculator. Topics include mathematical functions in business applications. Upon completion, students should be able to use the electronic calculator to solve a wide variety of problems commonly encountered in business. Students will be proficient in the use of computerized driven software in place of the electronic calculator.						
OST	131	Keyboarding	1	2		2
Prerequisites: None		Corequisites: None				
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	132	Keyboard Skill Building	1	2		2
Prerequisites: None		Corequisites: None				
This course is designed to increase speed and improve accuracy in keyboarding. Emphasis is placed on diagnostic tests to identify accuracy and speed deficiencies followed by corrective drills. Upon completion, students should be able to keyboard rhythmically with greater accuracy and speed.						
OST	136	Word Processing	2	2		3
Prerequisites: None		Corequisites: CIS 110 (local)				
This course introduces 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 Software Applicat	2	3		3
Prerequisites: None		Corequisites: None				
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	141	Med Terms I- Med Office	3	0		3
Prerequisites: None		Corequisites: None				
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.						

			Class	Lab	Clinical	Credit Hrs.
OST	142	Med Terms II- Med Office	3	0		3
Prerequisites: OST 141		Corequisites: None				
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 Coding Billing & Insurance	3	0		3
Prerequisites: None		Corequisites: None				
This course introduces fundamentals of medical coding, billing, and insurance. 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	3	0		3
Prerequisites: None		Corequisites: None				
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	164	Text Editing Applications	3	0		3
Prerequisites: None		Corequisites: OST 131 (local)				
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	181	Introduction to Office Systems	2	2		3
Prerequisites: None		Corequisites: None				
This course introduces the skills and abilities needed in today's office. Topics include effectively interacting with co-workers and the public, processing simple financial and informational documents, and performing functions typical of today's offices. Upon completion, students should be able to display skills and decision-making abilities essential for functioning in the total office context.						
OST	184	Records Management	2	2		3
Prerequisites: None		Corequisites: None				
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	2	2		3
Prerequisites: OST 136		Corequisites: None				
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	243	Med Office Simulation	2	2		3
Prerequisites: OST 148		Corequisites: None				
This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections.						
OST	247	Procedure Coding	1	2		2
Prerequisites: <i>MED 121</i> or OST 141		Corequisites: None				
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	1	2		2
Prerequisites: <i>MED 121</i> or OST 141		Corequisites: None				
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	CPC Certification	3	2		4
Prerequisites: OST 247 and OST 248		Corequisites: None				
This course provides instruction that will prepare students to sit for the American Association of Professional Coders (AAPC) CPC Exam. Topics include diagnostic and procedural coding. Upon completion, students should be able to sit for the AAPC CPC Exam.						

			Class	Lab	Clinical	Credit Hrs.
OST	281	Emer Issues in Med Ofc	3	0		3
Prerequisites: None		Corequisites: None				
This course provides a comprehensive discussion of topics familiar to the health care setting. Topics include emerging issues in the health care setting. Upon completion, students should be able to demonstrate an understanding of current medical office procedures and treatments.						
OST	284	Emerging Technologies	1	2		2
Prerequisites: None		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
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	Administrative Office Management	2	2		3
Prerequisites: Take One Set: Set 1: OST 134 and OST 164 Set 2: OST 136 and OST 164		Corequisites: None				
This course is designed to be a capstone course for the office professional and provides a working knowledge of modern office procedures. Emphasis is placed on scheduling, telephone procedures, travel arrangements, event planning, office design, and ergonomics. Upon completion, students should be able to adapt in an office environment.						

(PED) - PHYSICAL EDUCATION COURSES

PED	110	Fit and Well for Life	1	2		2
Prerequisites: None		Corequisites: None				
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 program 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	0	3		1
Prerequisites: None		Corequisites: None				
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	0	3		1
Prerequisites: None		Corequisites: None				
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	0	2		1
Prerequisites: None		Corequisites: None				
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	0	2		1
Prerequisites: None		Corequisites: None				
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 premajor and/or elective course requirement.						

(POL) - POLITICAL SCIENCE COURSES

POL	120	American Government	3	0	3
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Prerequisites: None

Corequisites: None

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.

(PSY) - PSYCHOLOGY COURSES

PSY	150	General Psychology	3	0	3
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Prerequisites: None

Corequisites: None

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	3	0	3
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Prerequisites: PSY 150 or SOC 210

Corequisites: None

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	3	0	3
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Prerequisites: PSY 150

Corequisites: None

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	256	Exceptional Children	3	0	3
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Prerequisites: PSY 150

Corequisites: None

This course introduces major exceptionalities in children including mental, emotional, and physical variations; learning disabilities; and giftedness. Emphasis is placed on theoretical perspectives, identification methods, and intervention strategies. Upon completion, students should be able to demonstrate a general awareness of the exceptionalities of children and recommend intervention techniques.

PSY	281	Abnormal Psychology	3	0	3
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Prerequisites: PSY 150

Corequisites: None

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.

(REL) - RELIGION COURSES

REL	110	World Religions	3	0	3
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Prerequisites: None

Corequisites: None

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.

			Class	Lab	Clinical	Credit Hrs.
SPA	112	Elementary Spanish II	3	0		3
Prerequisites: SPA 181 (local) and SPA 111		Corequisites: SPA 182 (local)				
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	3	0		3
Prerequisites: None		Corequisites: None				
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	3	0		3
Prerequisites: None		Corequisites: None				
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	2	3		3
Prerequisites: SPA 181 (local) and SPA 111		Corequisites: None				
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	0	2		1
Prerequisites: None		Corequisites: SPA 111 (local)				
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	0	2		1
Prerequisites: SPA 181 (local) and SPA 111		Corequisites: SPA 112 (local)				
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	3	0		3
Prerequisites: SPA 182 (local) and SPA 112		Corequisites: SPA 281 (local)				
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	3	0		3
Prerequisites: SPA 281 (local) SPA 211		Corequisites: SPA 282 (local)				
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/Structu	3	0		3
Prerequisites: None		Corequisites: None				
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.						

	Class	Lab	Clinical	Credit Hrs.
SPA 221 Spanish Conversation	3	0		3

Prerequisites: SPA 282 (local) and SPA 212 Corequisites: None
 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	3	0		3
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Prerequisites: SPA 282 (local) and SPA 212 Corequisites: None
 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	0	2		1
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Prerequisites: SPA 112 (local) and SPA 182 Corequisites: SPA 211 (local)
 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	0	2		1
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Prerequisites: SPA 211 (local) and SPA 281 Corequisites: SPA 212 (local)
 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.

(SPI) - SPANISH INTERPRETER COURSES

SPI 113 Intro. to Spanish Inter.	3	0		3
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Prerequisites: None Corequisites: None
 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.	3	0		3
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Prerequisites: SPI 113 (local) Corequisites: None
 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	3	0		3
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Prerequisites: None Corequisites: None
 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	3	0		3
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Prerequisites: None Corequisites: None
 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.

(SUR) - SURGERY COURSES

SUR 110 Intro to Surg Tech 3 0 0 3

Prerequisites: Admission to Surgical Technology Program (local) Corequisites: BIO 163 (local) SUR 111

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 5 6 0 7

Prerequisites: Admission to Surgical Technology Program (local) Corequisites: BIO 163 (local) SUR 110

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 5 3 0 6

Prerequisites: SUR 110 and SUR 111 Corequisites: SUR 123 or STP 101

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 0 0 21 7

Prerequisites: SUR 110 and SUR 111 Corequisites: SUR 122

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 5 0 0 5

Prerequisites: SUR 122 (local) and SUR 123 Corequisites: SUR 135 and SUR 137 (local)

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 0 0 12 4

Prerequisites: SUR 122 (local) and SUR 123 Corequisites: SUR 137 (local) and SUR 134

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 1 0 0 1

Prerequisites: SUR 122 and SUR 123 (local) Corequisites: SUR 134 and SUR 135 (local)

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 0 0 6 2

Prerequisites: SUR 137 (local) Corequisites: SUR 211 (local)

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 2 0 0 2

Prerequisites: SUR 137 (local) Corequisites: SUR 210 (local)

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.

Class Lab Clinical Credit Hrs.

(TRN) - TRANSPORTATION TECHNOLOGY COURSES

TRN	120	Basic Transp Electricity	4	3	5
Prerequisites: None		Corequisites: None			
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	2	2	3
Prerequisites: None		Corequisites: None			
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	1	2	2
Prerequisites: None		Corequisites: TRN 140a (local)			
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	140A	Transp Climate Cont Lab	1	2	2
Prerequisites: None		Corequisites: TRN 140			
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	2	3	3
Prerequisites: TRN 120		Corequisites: None			
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	1	2	2
Prerequisites: None		Corequisites: None			
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.					

(WBL) – WORK-BASED LEARNING COURSES

WBL	110	World of Work	1	0	1
Prerequisites: None		Corequisites: None			
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	0	10	1
Prerequisites: None		Corequisites: None			
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	0	20	2
Prerequisites: None		Corequisites: None			
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.					

			Class	Lab	Clinical	Credit Hrs.
WBL	115	Work-Based Learning Seminar I	1	0		1
Prerequisites: None		Corequisites: WBL 111, WBL 112, WBL 113, or WBL 114				
Work-based learning seminar will be tailored to fit the student needs within the specific curriculum.						

WBL	121	Work-Based Learning II	0	10		1
Prerequisites: None		Corequisites: None				
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	0	10		1
Prerequisites: None		Corequisites: None				
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.						

(WEB) - WEB TECHNOLOGIES COURSES

WEB	110	Internet/Web Fundamentals	2	2		3
Prerequisites: None		Corequisites: None				
This course introduces World Wide Web Consortium (W3C) standard markup language and services of the Internet. Topics include creating web pages, search engines, FTP, and other related topics. Upon completion, students should be able to deploy a hand-coded website created with markup language, and effectively use and understand the function of search engines.						

(WLD) - WELDING COURSES

WLD	110	Cutting Processes	1	3		2
Prerequisites: None		Corequisites: None				
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	2	9		5
Prerequisites: None		Corequisites: None				
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.						

WLD	116	SMAW (Stick) Plate/Pipe	1	9		4
Prerequisites: WLD 115		Corequisites: None				
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	1	4		3
Prerequisites: WLD 115 (local)		Corequisites: None				
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	2	6		4
Prerequisites: None		Corequisites: None				
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. This course will also include the welding of alloyed metals and all metals in the vertical position.						

WLD	131	GTAW (TIG) Plate	2	6		4
Prerequisites: None		Corequisites: None				
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.						

			Class	Lab	Clinical	Credit Hrs.
WLD	132	GTAW (TIG) Plate/Pipe	1	6		3
Prerequisites: WLD 131		Corequisites: None				
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	2	2		3
Prerequisites: None		Corequisites: None				
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	2	6		4
Prerequisites: None		Corequisites: None				
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	1	3		2
Prerequisites: WLD 115, WLD 121, and WLD 131		Corequisites: None				
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	2	2		3
Prerequisites: None		Corequisites: None				
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.						

STUDENT HANDBOOK

IMPORTANT CONTACTS FOR STUDENTS

Admissions	Sandra Lackner	F-100d	252-246-1435	slackner@wilsoncc.edu
Allied Health	Leonard Mansfield	F-100a	252-246-1283	lmansfield@wilsoncc.edu
Admissions Status	Maegan Williams	F-100j	252-246-1285	mwilliams@wilsoncc.edu
Bookstore	Kaschia Spells	G-201	252-246-1214	kspells@wilsoncc.edu
Career Services	Whitney Kimble	F-100b	252-246-1230	wk7494@wilsoncc.edu
Cashier	Karen Wingfield	F-101b	252-246-1201	kwingfield@wilsoncc.edu
Counseling	Joshua Harris	F-100c	252-246-1257	jh2810@wilsoncc.edu
	Diann Matthews	C-110a	252-246-1318	dm6638@wilsoncc.edu
Executive Dean of Student Development	Amy Noel	F-100h	252-246-1275	anoel@wilsoncc.edu
Disability Services	Whitney Kimble	F-100b	252-246-1230	wk7494@wilsoncc.edu
Emergency	Switchboard	B-100	252-291-1195	
Financial Aid	Lisa Baker	F-105d	252-246-1310	lbaker@wilsoncc.edu
	Candace Brewer	F-105b	252-246-1417	cbrewer@wilsoncc.edu
	Shannon Bain	F-105a	252-246-1344	sbain@wilsoncc.edu
	April Lamm	F-105c	252-246-1344	al3972@wilsoncc.edu
Help Desk		A-108	252-246-1224	helpdesk@wilsoncc.edu
3M Program	Caitlin Fowler	F-100k	252-246-1343	cfowler@wilsoncc.edu
Placement Testing	Devan Cooper	F-100	252-246-1281	dc6026@wilsoncc.edu
Scheduling	Linda Keen	F-100i	252-246-1276	lkeen@wilsoncc.edu
Registration/Records	Jennifer Gonyea	F-100f	252-246-1228	jpgonyea@wilsoncc.edu
Campus Police	Chief Aubrey Pearson	D-103	252-246-1393	apearson@wilsoncc.edu
STARS Center	Melanie Cruz	F-103c	252-246-1219	mcruz@wilsoncc.edu
	Leigh Goroski	F-103i	252-246-1386	lg5564@wilsoncc.edu
Student Activities	Caitlin Fowler	F-100k	252-246-1343	cfowler@wilsoncc.edu
Transcripts	Wendy Edwards	F-100g	252-246-1277	wedwards@wilsoncc.edu
Tutoring	Student Support Services	C-110	252-246-1265	ac5418@wilsoncc.edu
	Online Tutoring Webpage – Distance Learning – Moodle – Same log-in			

Curriculum Deans

Allied Health Programs:	Glenda Bondurant	G-222a	252-246-1333	gbondurant@wilsoncc.edu
College Transfer/ Public Services/ Library Services:	Morgan Daughety	C-203a	252-246-1309	mdaughety@wilsoncc.edu
Business/Applied Technologies/ Educational Partnerships:	Wes Hill	G-207a	252-246-1339	whill@wilsoncc.edu
Industrial Technology:	Rob Holsten	B-106a	252-246-1254	rholsten@wilsoncc.edu

ORIENTATION BASICS - NEW STUDENTS 101:

- 1. Program Requirements** - All degree, diploma, and certificate requirements are listed in the College catalog. Please refer to the catalog for a listing of all courses that you must successfully complete for your chosen program of study. You must meet the degree requirements in the catalog under which you were admitted to that program of study. If you are out for two or more successive semesters, you must be readmitted to the College and then must meet the catalog requirements in the catalog under which you were readmitted. In the catalog, you will also find course descriptions, prerequisites, and co-requisites. The catalog is also available on the College website at www.wilsoncc.edu.
- 2. Tuition and Fees** - (Based on current rates which are subject to change) Tuition and fees are payable to the College cashier in Building F. Payments can also be made through WebAdvisor.
 - Tuition:** Tuition for in-state students is \$76.00 per semester hour and is capped at 16 credit hours. Tuition for out-of-state students is \$268.00 per semester hour. Tuition and fees must be paid by posted dates, unless acceptable arrangements are made with the Business Office. Students who have not paid or made acceptable arrangements by the posted dates will be purged from class rolls.
 - Activity fee:** There is a \$2.18 per semester hour student activity fee and is capped at 16 credit hours.
 - Security /Parking fee:** There is a \$15.00 security fee charged to all students each semester.
 - Technology fee:** There is a \$20.00 technology fee charged to all students each semester.
 - Graduation Application fee:** A graduation application fee of \$25.00 applies to all curriculum degree and diploma graduates.
 - Other fees:** Some program of study specific fees are charged. See College catalog.
- 3. Parking** - All students should park in white-lined spaces anywhere on campus. No one may use handicapped spaces without appropriate handicapped placard or license plate.
- 4. Campus Map** - In January 2016 and the coming years, the College campus will expand to include buildings and facilities on the new Lee Campus, located at the intersection of Ward Boulevard and US 301.
- 5. Bookstore** - The College bookstore is located on the second floor of building G. Regular operating hours are Monday through Thursday from 8:00 AM until 4:30 PM, Mondays and Tuesdays from 5:30 PM until 7:00 PM, and on Fridays from 8:00 AM until 1:00 PM. The College operates on a four-day schedule during the summer months.
- 6. STARS Center** - Located in F-103, the STARS Center serves as an academic advising center for all first year curriculum students, except AA and AS College Transfer students, until they have successfully completed 12 or more hours of credit in their program of study.
- 7. Schedule Adjustments** - Drop/Add is allowed for a limited specific period at the beginning of each semester. Students needing to adjust their schedule should see their academic advisor or the appropriate Curriculum Dean.
- 8. Attendance** - The College has a 15% attendance policy. Once a student's absences exceed 15%, the instructor will drop the student from the class roster. The College does not distinguish between excused and unexcused absences. State law allows for two excused absences in an academic year for religious observance. Approval requires a two-week notice to the Executive Dean of Student Development.
- 9. Disability Services** - Students with qualifying disabilities may receive academic and physical accommodations under the Americans with Disabilities Act. Interested students should contact the Special Populations Counselor in Student Development upon admission to the College or becoming aware of a need for accommodations and must meet with the Special Populations Counselor upon registration each semester. Such students should request a Disabilities Services Handbook.

(continued)

- 10. Financial Aid (FA)** - Financial aid is available for eligible students in the form of grants, loans, scholarships, and College Work-Study. Almost all FA starts with the FAFSA application, available online at www.fafsa.ed.gov. Students must submit a new FAFSA for each award year, defined as fall, spring, and summer semesters. FA applicants are strongly encouraged to apply for aid as early as possible after their annual federal taxes are filed. Federal and state regulations related to FA can be complicated and can change with time. Students who receive FA are cautioned that they are responsible for being aware of and meeting eligibility requirements. Financial aid questions should always be directed to the FA Office in F-105. Most of all, students who receive FA must make consistent satisfactory academic progress in order to remain eligible.
- 11. Computer Access** - The College has computers available for student use in several computer labs around campus and in the College library. In the Open Computer Lab located in G-113, technical support is available. Students must be currently enrolled and show their College ID card.
- 12. Library** - Students are required to present a valid College ID card to check out materials in the library.
- 13. College ID** - Students may obtain a College ID in the Student Development office located in F-100.
- 14. Student Lounge** - The Student Lounge is located on the second floor of G building, outside the College Bookstore. The Campus Bistro is also located inside the student lounge.
- 15. Emergency Notifications and Timely Warnings** - Are sent as required to all members of the College community by email, text, SMS, text to speech, and on the website by ReGroup.
- 16. Adverse Weather** - See College website, local television and radio stations, or call (252) 246-1234 for information on College closing or delays due to adverse weather. Text messages will also be sent to cell phone numbers on file.
- 17. Questions and Concerns** - When questions arise, students should seek information from one of two sources, their academic advisor or the Student Development Office. Financial aid questions should always be directed to the FA Office.
- 18. Academic Support** - The College offers two absolutely free tutoring opportunities for curriculum students- Student Support Services (SSS) and Online Tutoring. Students are strongly encouraged to seek academic assistance early in the semester. Participation in SSS, a federally funded program, requires meeting eligibility standards. For more information, see your academic advisor or a Student Development or SSS counselor.
- 19. Academic Honesty and Student Code of Conduct** - College is an adult learning environment, where all students are expected to know and follow the rules of the College regarding state and federal law, College policy, behavior, academic honesty, and respect for others and the educational environment.
- 20. Campus Safety** - The College takes campus safety very seriously, and has its own police department and officers on campus at all times the campus is open. The College strongly encourages all students and employees to participate in ongoing Title IX awareness, prevention, reporting, and response training. The latest Clery crime report is available on the College website.

For a complete review of College policies and procedures related to student life, both the Student Handbook and the College catalog, including addenda, should be consulted.

COLLEGE & ACADEMIC POLICIES

Academic Advising

Academic advising for all new incoming curriculum students, except AA and AS college transfer students, will be done in the STARS Center (Success Through Advising Registration and Support), located in F-103, until the student has successfully completed 12 or more credit hours in their program of study. Academic advising for AA and AS college transfer students will be in the College Transfer Advising Center located in C-200.

Selection Of Majors

Students are admitted to one chosen program of study. After admission, students who wish to double-major may designate one primary and one secondary major with the Registrar's office and work toward that end.

Students may change their major anytime up to the last day of classes, such change to be effective the following semester. Students may not change their major or add a secondary major during the regular or late registration periods. Special Credit students who accumulate 13 semester hours credit are encouraged to declare a major and be admitted to a curriculum program. Students, who select, declare, or change majors must do so with an admissions counselor, the Associate Dean of Enrollment Management, or Registrar. Students considering changing majors should consult the Financial Aid Office prior to processing a change so they are aware of possible FA consequences.

Transfer/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 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 coursework 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 from the student's date of admission or readmission.
- A student's academic advisor can recommend substitution of courses for adequate cause. Substitutions must have written approval from the advisor, the 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.
- A letter grade of "D" is 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 the major course of study at Wilson Community College.
- Students enrolled in curriculum programs who wish to take courses at another college for transfer back to Wilson Community College for credit toward graduation are strongly encouraged to discuss such 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 College's discretion.

Schedule Adjustment

Registered students may adjust their schedules through drop/add during schedule adjustment periods each semester with the approval of the appropriate Curriculum Dean. There are no new registrations during this period.

Transfer To Senior College Or University

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 carefully study the catalogs of colleges to which they are considering transfer and consult an admissions representative to determine transferability of courses already taken and those they plan to take at Wilson Community College. Only courses approved in the Comprehensive Articulation Agreement (CAA) are transferable to UNC system schools. Such CAA-approved courses are noted in course descriptions in the College catalog.

ACCIDENTS

All accidents should be reported immediately to the instructor in charge of the instructional period. If accidents occur outside of such instructional time, the Executive Dean of Student Development should be notified.

ACCIDENT INSURANCE

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. Accident insurance forms are available in the Student Development Office.

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 to meet with students who have an interest in selling their used textbooks.

BULLETIN BOARDS AND LITERATURE DISTRIBUTION

Any literature, which is proposed to be distributed, or which is distributed on the campus of the institution, shall comply with all applicable federal, state, and local laws and regulations and with the regulations and policies of the College. Groups, organizations, or individuals not affiliated with the institution may not sell or distribute materials without authorized consent and permission of presence on campus. Permission is gained from the Executive Dean of Student Development. Solicitation of dues and/or membership in an organization is permissible only by officially registered organizations of the College. All other solicitation and commercial activity is unauthorized.

Bulletin boards on campus are dedicated to communication with students, employees, and visitors regarding College programs, activities, services, and opportunities and as such the College reserves the right to control their use. The bulletin boards located outside D-101 and the boards located in the Student Lounge have been designated to post information and advertisements by, and of, interest to students. Such information must always be in good taste. Questions should be directed to the Executive Dean of Student Development.

CITY BUS LINES & MAPS

The College is located on the city bus route. Route maps are available on the City of Wilson website at <http://www.wilsonnc.org/departments/publicservices/transportation/wilsontransitsystem/busroutes>.

COLLEGE GOVERNANCE

Students participate in the governance of the College through participation on some College Standing Committees, SGA, and ex officio membership of the SGA President on the Board of Trustees. College policies and procedures have been published in the WCC Policies and Procedures Manual. This manual is available for inspection and review in the College library. Full time faculty and staff also have copies, as does each member of the Board of Trustees.

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 office for disciplinary action.

1. Students must use only those computers which have been authorized for their use.
2. 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.

3. 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.
4. Students must not attempt to modify system facilities, crash a system, nor subvert the restrictions associated with their accounts or computers.
5. Students may not tamper with or change any configuration settings of any device without approval from Information Technology staff.
6. Students may not monopolize any available resource to the extent of denying others fair use.
7. Use of any Wilson Community College computer system for personal or business purposes without written permission is prohibited.
8. All users shall be responsive to the suggestions and interpretation of these rules by computer personnel.
9. The College computer labs are available each semester only to currently enrolled students.
10. The open computer lab assistants' duties involve helping students who need assistance with technical issues and not assisting students in completing required coursework such as assignments, quizzes, and/or papers.
11. Students are not allowed to copy any of the programs licensed to the College.
12. Students are not to leave any data or programs on the hard disk drives.
13. Students may not use the computers to play games.
14. Children are not allowed in the labs.
15. Food and drinks are not allowed in the labs.
16. 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 sanctioned policy of Student Conduct and Disciplinary Sanctions.

- Revoking of the individual's rights to use the computer, either on a temporary or permanent basis could result in the following:
 - Probation
 - Suspension
 - Expulsion or financial assessment for computer services
 - Legal prosecution

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 of 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 the 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.

The wireless network provided by Wilson Community College is an open network and is provided for the user's convenience, and therefore is used at the user's own risk. 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, your 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.

CRIMINAL RECORD – POSSIBLE EFFECTS

Students entering or seeking to enter certain programs of study at the College should be aware that their ability to complete the program, be licensed or certified, or employed may be affected if they have a prior criminal record. In such cases, the actual violation and the length of time since that violation may be the deciding factor. Programs that require agency sponsorship and programs that require practicums, internships, or clinical experience depend on community agencies to fulfill that requirement and some of those agencies may require criminal background checks prior to the student being allowed into their facilities. If the participating community 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 some cases, employers may be required by law to do a criminal background check prior to employment. 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, Cosmetology, Early Childhood Education, and Paralegal Technology.

The College conducts pre-employment criminal background checks on all otherwise eligible financial aid applicants for Federal Work Study. Certain applicants should also be aware that Wilson Community College is considered a "place where minors gather for regularly scheduled educational programs and/or activities".

ELECTRONIC DEVICES POLICY

All 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 be viewed as disruptive to the educational environment and 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 the classroom.

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. Violations of this policy will result in disciplinary action. 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.

FOOD

Food and drinks are available in College Bistro and elsewhere on campus through vending machines located throughout campus. Eating and drinking is not permitted in classrooms, laboratories, the library, or in the DelMastro Auditorium.

INSURANCE (MICHELLE'S LAW)

The federal government in 2008 passed Michelle's Law (H.R. 2851) which prohibits group health insurance plans from terminating coverage for a dependent child due to a medically necessary leave of absence from, or any other change in enrollment status at, a post-secondary education institution. The law allows for a full-time student to take up to 12 months leave of absence from college without insurance termination if (1) that student is covered under a parent's health insurance plan, (2) the medical necessity of a leave of absence or reduction in enrollment is certified by the student's physician, and (3) the date of the leave or reduction is determined by the physician. The law is effective for insurance plan years beginning on or after October 9, 2009.

LIBRARY

The College Library, located in Building D, offers students, college instructors, and the local community access to books and periodicals as well as over 1,300 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, Opposing Viewpoints, and Westlaw 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 1,600 DVDs.

The library has 13 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 and a coin-operated photocopier is available during library hours. In addition, College photo IDs are taken in the College Library.

Library hours are usually 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 vary. For user convenience, Library hours are always posted on the college website www.wilsoncc.edu as well as posted on the Library doors in Building D.

MILITARY REFUND, READMISSION, & 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.
- Full refund of tuition and fees if completion of a semester or term is not possible.
- Text book buy back through the College bookstore to the extent possible, for textbooks purchased from the bookstore for the affected semester.
- 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.

Such students should contact the Executive Dean of Student Development to request a refund of tuition and fees or book buy back. The Dean will review the request and make a recommendation to the business office.

Such students should contact each of their instructors and/or the Dean regarding course completion within a semester or term and the Associate Dean of Enrollment Management regarding readmission for another semester or term. Students should make such contacts as soon as they become aware of orders that will interrupt their studies. A copy of those orders is required before accommodations can be completed.

PARKING / VEHICLES

Everyone on campus is expected to follow basic motor vehicle and parking regulations that promote a more safe and orderly campus, including:

- No person shall stop, stand, or park any vehicle upon a roadway in such a manner or under such conditions as to block the movement of vehicular traffic.
- No person shall park a vehicle at any time on the campus except in spaces marked or designated for parking and for which he/she holds a permit. No person shall park in a space so as to occupy more than one parking space.
- Student and visitor parking are designated by white lined spaces or gravel parking lots. Faculty and staff spaces are yellow lined spaces. All parking should be head-in parking.
- Finding a legal parking space is the responsibility of the vehicle operator.
- All bicycles must be parked in a College-provided bicycle rack.
- Enforcement is the responsibility of the Wilson Community College Police Department. Sanctions for violations may include campus tickets, having the vehicle towed at the owner's expense, or having the offending vehicle "booted". Cars illegally parked in handicapped spaces may also be subject to City of Wilson fines.
- Complete vehicle and parking regulations are available in the College Business Office.

REGISTRATION FOR CLASSES

Students are always encouraged to register for classes during early registration. Not only are the lines far less daunting, but the availability of classes is much greater. Students who are on Academic Warning or Probation are not eligible for early registration.

Students are also encouraged to register and pay tuition and fees through WebAdvisor. The College announces early registration and regular registration dates and times through mailings, e-mails, postings on campus message boards, and postings on the College website. Students must communicate with the STARS Center or their academic advisor prior to registration to be "unlocked". (See also WebAdvisor/Moodle/GroupWise)

Requests for new registrations after the last date to register will be considered only when the College has contributed in some real and meaningful way to the student's inability to register during the set period or the student's inability to register was extraordinary, unforeseeable, and beyond the control of the student. Such requests should be made to the Associate Dean of Enrollment Management or Registrar. A student who is denied at this level may make a final appeal to the Executive Dean of Student Development, where all decisions are final.

STUDENT CLUBS & ORGANIZATIONS

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 member of the College Board of Trustees. For more information, contact Caitlin Fowler at (252) 246-1343, cfowler@wilsoncc.edu.

The National Society Of Leadership & 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 Sandra Lackner at (252) 246-1435, sl9649@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.

English Club

Formed in 2007, the English Club was established to enable students to participate in all facets of self-discovery including book reviews, literary readings, field trips, and literature-based movie events. For more information, contact Britney Smith at (252) 246-1280, bs8355@wilsoncc.edu.

Student Mentoring Academic Retention Team (SMART)

Student Mentoring Academic Retention Team (SMART) is a mentoring program for minority male students, which pairs each student with a faculty, staff, or peer mentor. The mentor's role is to assist and guide students in discovering the value of attending college, pursuing goals relative to the student's program of study, and becoming familiar with campus resources. The program is designed for flexibility to meet student's needs, schedules, and interest. For more information, contact Joshua Harris at (252) 246-1257, jh2810@wilsoncc.edu or the Caitlin Fowler at (252) 246-1343, cfowler@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, spittman@wilsoncc.edu.

National Technical Honor Society

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.

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.

Advisor: Sandy Pittman (252) 246-1266, spittman@wilsoncc.edu.

STUDENT RIGHTS AND RESPONSIBILITIES

All students at the College have specific rights and responsibilities. Each of those expectations is addressed in the College catalog, but they also have been pulled together in one place on the College website at http://www.wilsoncc.edu/SD/student_RR.cfm. (Main page, About WCC, Consumer Information, Student Rights and Responsibilities). Students can file a formal written complaint to the College by completing and submitting a Student Complaint Form found on the College website.

SUGGESTION BOX

The College is always interested in continuous improvement; whether facilities, programs, or services to students and visitors. In that spirit, we welcome your suggestions. Suggestions should be directed to the Executive Dean of Student Development, who will share your thoughts and suggestions with the appropriate faculty and/or staff.

UNDOCUMENTED STUDENTS

State law dictates the conditions under which the College can admit undocumented students and the conditions under which such students can register for classes. Federal and state law prohibits states from granting professional licenses to undocumented immigrants. See Catalog for full description.

WEBADVISOR / MOODLE / STUDENT E-MAIL

WebAdvisor, Moodle, and student e-mail Orientations, Handouts, and Quick Start Guides can be found on the Distance Learning website. At Wilson Community College, students access WebAdvisor, Moodle, and student e-mail from the College website with a common user name and password.

- WebAdvisor provides online registration and payment, class schedule, billing, and final grade information.
- Moodle provides course content, grades, journals, assignments, and discussion boards.
- Student e-mail gives each curriculum student a college e-mail to stay in touch with instructors, classmates, and administrative offices.
- All students are strongly encouraged to carefully review the Distance Learning, Moodle, e-mail, and

WebAdvisor orientations, handouts, and guides available on the College web-site under Distance Learning.

- Your user name will be first name initial, last name initial, plus the last four digits of your student ID number. (Example – jd3456 for John Doe ID# 123456)
- Your initial password will be your first two letters of your last name (first letter capital) and your six digit birthdate expressed as two digit month, two digit day, and two digit birth year. (Example – Do052478 for John Doe born May 24, 1978) Once registered, you will be given the opportunity to change your password. Be sure to write it down in a secure location and do not share your password with others.
- Your student e-mail address will be your user name @my.wilsoncc.edu. In the John Doe example, his e-mail address would be jd3456@my.wilsoncc.edu. State law prohibits the use of state owned computers and computer systems for personal gain...this includes student e-mail.

If you have problems with WebAdvisor, Moodle, or student e-mail, contact the Help desk at helpdesk@wilsoncc.edu, or (252) 246-1224. You can also contact the 24/7 help desk at <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8418> or by calling (866) 827-5730.

The College also addresses Distance learning, Moodle, e-mail, and WebAdvisor in ACA-College Student Success courses. (See also Registration for Classes)

WITHDRAWAL

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 FA 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 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 necessity beyond the control of the student. (See also possible financial aid consequences.)

INSTITUTIONAL PERSONNEL

* Wilson Community College graduate

ADMINISTRATION

Robert Holsten..... **Interim Vice President for Academic Affairs**
B.A., Psychology, High Point College; M.A., Psychology, East Carolina University.

***Hadie C. Horne**..... **Vice President of Finance and Administrative Services**
A.A.S., Accounting, Wilson Community College; B.S., Business Administration, Barton College; M.B.A., Administration, East Carolina University.

Amy Noel..... **Executive Dean of Student Development**
M.A., Public Administration, University of North Carolina at Pembroke; B.A., Communication, Radford University.

ADMINISTRATIVE SUPPORT

Jessica Jones,..... **Controller**
B.S., Accounting, Elizabeth City State University.

Molly Jones..... **Director of IT**
A.A.S., Computer Programming, Wilson Community College; B.S., Information and Computer Technology, East Carolina University.

***John Long**..... **Evening Director**
A.A.S., Drafting and Design, Wilson Community College; B.S., Industrial Technology, East Carolina University.

***Henry Mercer**..... **Evening Director**
B.S., Mathematics, M.A.Ed., Educational Administration, East Carolina University.

Ray Owens **Director of Facilities**
Licensing Board of General Contractors

Andrew Walker **Director of Institutional Effectiveness**
A.A., Mercyhurst University; B.S., Psychology/Business, The Pennsylvania State University;
M.S., Administration, Central Michigan University.

Renee Watkevich..... **Director of Institutional Advancement**
B.S., Business Management, Charleston Southern University, Charleston, SC.

***Kathy Williamson**..... **Director of Human Resources**
A.A.S., Information Systems Technology, Wilson Community College.

Administration Support Staff

Cindy Allen..... Human Resources Specialist

*JC Barnes..... Purchasing Specialist

Trudy B. Bass Copy Center Technician

*Donna Batchelor Executive Assistant to the President and Secretary to the Board

*Vanessa Beamon-Reason Accounting Specialist I

*Esperanza Best..... Accountant

Richard Collier IT Support Technician

*Ron Crouch..... Audio Visual & Special Project Technician

*Penny Cuddington Accounting Specialist II

Jane Elliott Assistant Director Advancement/Grants

*Tracy Lane Administrative Assistant to the Vice President II

*Vickie Lewis..... Accounting Specialist I

Catherine Liggon..... Courier

Douglas Lynch..... IT Support Technician

Lois McNeal..... Administrative Secretary II

(continued)

Administration Support Staff *(continued)*

*Amanda Moore	Receptionist/Switchboard Operator
Tim Moore.....	Advertising and Publications Manager
*Aubrey Pearson	WCC Chief of Police
Will Robl.....	Payroll Specialist
Cameron Sargeant.....	Communications and Media Coordinator
Christina Shreve.....	Administrative Assistant to the Vice President II
*Kaschia Spells.....	Bookstore Manager
Kyla Strenge	Publications/Graphics Technician
Kiva Thompkins.....	IT Support Technician
*Donna Turner.....	Purchasing and Capital Projects Manager
*Brenda Webb	Equipment Specialist
*Marsha Wells	Assistant Bookstore Supervisor
*Karen Wingfield.....	Accounting Specialist II

CONTINUING EDUCATION

Joseph Behrend.....Fire/Rescue Training Coordinator
 A.A.S., Fire Science, Instructor of Technology and Military Science, Community College of the Air Force; Level II Fire/Rescue Instructor Certification, N.C. Department of Insurance.

Barbara A. Boyette.....Director of Continuing Education
 B.S., Economics, North Carolina A & T State University; M.A.Ed., Adult Education, East Carolina University.

Tonya Brinkley..... Assessment Counselor/Coordinator – Division: Continuing Education
 Education: BA, Sociology/ Social Work, Elizabeth City State University; MA, Education/Adult Education and Training, University of Phoenix.

Mellisa 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.

Darlene Hall..... Director of Law Enforcement Training
 B.S., Criminal Justice, M.S., Criminal Justice, University of Cincinnati.

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.

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

Margie Norfleet..... Occupational Extension/Sustainability Coordinator
 Diploma, Public Relations, Barbizon Academy.

Lisa Shreve.....Literacy Education/Community Services Coordinator
 B.S., Child Development and Family Relations, East Carolina University.

Kyle Willis..... EMT Coordinator
 B.S., Nursing; History Education, East Carolina University.

Continuing Education Support Staff

*Cynthia Green.....	Administrative Secretary I
Patricia Lucas	CE Records Specialist
*Kay Medlin.....	Administrative Secretary II
Lisa Morgan.....	Administrative Secretary I

CURRICULUM DIVISION

- Michael Adams**Instructor - Biology
B.S., Biology, B.A., Anthropology, M.A. Science Education, East Carolina University.
- Paul E. Ahearn** Instructor-Fire Protection Technology
A.A.S, Fire Protection Technology Wilson Community College; B.S., Business Management and Organization, Mount Olive College.
- Courtney Altizer**.....Instructor - Business Administration
B.S., Forestry and Wildlife, Virginia Tech; M.B.A., Business Administration, Mississippi State University.
- Catherine Barnes** Instructor – Nursing
B.S., Nursing, Barton College.
- Deborah H. Batts**Instructor - Interpreter Education
B.S., Deaf Education, Barton College.
- Glenda Bondurant**.....Dean of Allied Health/Sciences and Instructor - Associate Degree Nursing
B.S., Nursing, University of North Carolina at Greensboro; M.S., Nursing, East Carolina University.
- Robert Brown**..... Instructor - Advanced Transportation
- Brandon Craft**Instructor - Mathematics
B.S., Mathematics Education, M.A., Mathematics, East Carolina University.
- Morgan Daughety**.....Dean of College Transfer, Public Services and Library Resources and Instructor - Religion
B.A., Religion and Philosophy, Barton College; M.A., Divinity, Duke University; Ed. D, Education, East Carolina University.
- Lee Anne Daughtry**.....Instructor - Biology
B.S., Biological Sciences and Science Education, M.S. Science Education, N.C. State University.
- *Lynanne Day**..... Instructor - Surgical Technology
A.A.S., Nursing, Wilson Community College.
- Deborah Deena**..... Instructor - Associate Degree Nursing
Certificate, Midwifery, Diploma, Nursing, Georgetown Hospital School of Nursing; B.S., Nursing, Winston-Salem State University; M.S, Nursing South University.
- Donald Dixon** Instructor - Chemistry
B.A., Environmental Science, University of Virginia; M.B.A., Business Administration, M.S., Chemistry, East Carolina University.
- Chase Edwards** Instructor - HVAC
A.A.S., Business Administration, Beaufort County Community College.
- Inga Einisdottir** Instructor - Associate Degree Nursing
Diploma, Midwifery, Iceland's School of Midwifery; B.S., Nursing, University of Iceland; M.S., Nursing, Russell Sage College.
- 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; Cisco Certified Network Associate; Cisco Certified Academy Instructor; CompTIA A+ Certified Professional; CompTIA Network+ Certified Professional; MOUS- Access 2000, Excel 2000 Certifications.
- 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.
- 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.
- Billie Hamilton**..... Instructor - Accounting
B.S., Business Education, M.B.A., Business Administration, East Carolina University; Graduate Certificate in Accounting, DeVry University.

(continued)

CURRICULUM DIVISION *(continued)*

- Leslie Harrell** **Instructor - Biology**
 B.S., Biology, Barton College; M.S., Biology, East Carolina University.
- Suzanna Hernandez** **Instructor - Community Spanish Interpreter**
 B.A., Spanish, University North Carolina at Asheville; M.A. Spanish, Middlebury, Vermont & Madrid, Spain.
- Angela Herring** **Director of Distance Learning**
 B.S., Computer Information Systems, Mount Olive College; M.A.Ed., Instructional Technology, East Carolina University; Graduate Certificate, Information Assurance, East Carolina University; CompTIA Security+; CIW Web Foundations Associate; IC3 Authorized Program Instructor; Microsoft Office Specialist - Word 2013, Excel 2013, Access 2013, PowerPoint 2013.
- Wes Hill** **Dean of Business/Applied Technologies and Educational Partnerships and Instructor - Business Administration**
 B.S.B.A., Management Information Systems, M.B.A., Business Administration, East Carolina University .
- *Keith Hobgood** **Instructor - Welding Technology**
 Certificate, Welding Technology, Wilson Community College.
- Martin Holloway** **Instructor – Computer**
 B.A. Health Physical Ed, East Carolina University; B.A. Computer Science, East Carolina University; MBA Business Administration, Campbell University.
- Patricia Holsten** **Instructor - Psychology**
 B.A., Psychology, M.A., Psychology, East Carolina University.
- Tammy Hooks** **Instructor - English Reading**
 B.A. English & History, Barton College.
- *Catherine Johnson** **Instructor - Interpreter Education**
 A.A.S., Wilson Community College, Interpreter Education, B.A., Psychology, Berry College, M.A., International Development Gallaudot University. M.S., ASL/English Interpreting, University of North Florida.
- 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.
- David Moody** **Instructor - Criminal Justice Technology**
 B.A., Geography, Fayetteville State University; M.S., Criminal Justice, East Carolina University.
- Bracey R. Morris** **Instructor – Applied Engineering Technology**
 A.A.S., Industrial System Technology.
- Margie Mullis** **Instructor – Office Administration**
 Education: B.S. Business Education; M.S. Vocational Education, East Carolina University.
- Stephanie Peace** **Instructor - English**
 B.A., English, M.A., English, Radford University.
- Karen Pittman** **Instructor - Practical Nursing Education**
 B.S., Nursing, 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 - Associate Degree Nursing**
 B.S., Nursing, Barton College.
- Chelsie Batten Ray** **Instructor – Math**
 B.A., Mathematics, Meredith College; M.S., Mathematics, North Carolina State University.
- *Deborah Skinner** **Instructor - Mechanical Engineering Technology**
 A.A.S., Drafting and Design, Wilson Community College; B.S., Business Administration, Barton College.
- Becky Strickland** **Instructor - Practical Nursing Education**
 B.S., Nursing, Barton College.

Kim Tarkenton **Instructor - Early Childhood**
 B.A., Education, University of North Carolina at Chapel Hill; M.A.Ed., Curriculum and Instruction,
 North Carolina State University.

Teresa Taylor-Perez **Instructor - English**
 B.A., English, Barton College; M.L.S., Library Science, East Carolina University; M.A., English, North Carolina State
 University.

Zachary Temple **College Liaison for WECA**
 B.S., History and English, M.S., Education, East Carolina University.

Megan Tyree **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

Rick Tyree **Instructor – Computer Technology**
 A.A.S., Computer Engineering Technology, Cape Fear Community College; B.S., Mass Communications, M.A. Informa-
 tion Technology Management, Webster University.

Dawn Watson **Instructor - Associate Degree Nursing**
 Diploma of Nursing, The Williamsport Hospital School of Nursing; B.S., Nursing, Barton College; M.S., Nursing, East
 Carolina University.

***Lakeisha Wheless** **Instructor - Associate Degree Nursing**
 A.A.S., Nursing, Wilson Community College; B.S., Nursing, University of North Carolina at Chapel Hill; M.S., Nursing,
 Duke University.

Curriculum Division Support Staff

*Christy Horne Library Assistant
 *Bertha Joyner Library Assistant
 Kelly Letourneau Librarian
 Gerard J. O'Neill Head Librarian
 Frances Smith Librarian

STUDENT DEVELOPMENT

Lisa Baker **Director of Financial Aid and 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.S. Associate in Arts, Associate in General Education, James Sprunt Community College; B.S. Criminal Justice Ad-
 ministration, Mount Olive College; MS General Administration, Central Michigan University.

Joshua Harris **Student Development/Recruitment Counselor**
 A.A.S., College Transfer, Nash Community College, B.S., Communications, East Carolina University; Master, Human
 Service Counseling, Liberty University.

***Alison Jones** **Student Support Services Tutor Coordinator**
 A.A.S., Accounting, Wilson Community College, B.A., Business Management, Barton College.

Melanie Cruz **Director of STARS Center**
 B.A., Communication, M.A.Ed., Higher Education, University at Buffalo, The State University of New York.

***Jennifer Davis** **Registrar**
 A.A.S., Office Systems Technology, A.A.S., Business Administration, A.A.S., Accounting, Wilson Community College;
 B.S., Business Administration, East Carolina University, M.A. Ed. Adult Education, Graduate Certificate in Community
 College Instruction, East Carolina University.

Leigh Goroski **Student Success STARS Center Coordinator**
 B.A., History, North Carolina State University; M.S., Counselor Education, East Carolina University; NCC (National Certi-
 fied Counselor).

(continued)

STUDENT DEVELOPMENT *(continued)*

Kim Hills..... **Upward Bound Coordinator**
 B.A., English, Langston University; M.S.W., Social Work, P ortland State University.

Whitney Kimble **Special Population/Career Counselor**
 B.A., Africana Studies, minor Psychology, Bowling Green State University; M.S., Rehabilitation Counseling and Substance Abuse & Clinical Counseling, East Carolina University; Certified Rehabilitation Counselor; Licensed Professional Counselor Associate.

Sandra Lackner **Associate Dean of Enrollment Management**
 A.A.S., Criminal Justice, Niagara County Community College; B.A., Psychology and Sociology, Ed.M., School Counseling, SUNY- Buffalo.

Leonard Mansfield **Student Development Counselor/Testing**
 B.S., Restaurant Management, M.S., Counseling, University of North Carolina at Greensboro.

Diann Matthews **Student Support Services Counselor**
 B.A., English, North Carolina State University; M.S., Rehabilitation Counseling and Psychology, University of North Carolina at Chapel Hill; Certified Rehabilitation Counselor.

Josh Harris **Student Development/Recruitment Counselor**
 A.A.S., College Transfer, Nash Community College, B.S., Communications, East Carolina University; Master, Human Service Counseling, Liberty University.

Whitney Kimble **Special Population/Career Counselor**
 Bachelor of Arts, Africana Studies, minor Psychology, Bowling Green State University; Master of Science, Rehabilitation Counseling and Substance Abuse & Clinical Counseling, East Carolina University; Certified Rehabilitation Counselor; Licensed Professional Counselor Associate.

Britney Smith **Student Support Services Tutor Coordinator**
 B.A., English, M.A., English, East Carolina University.

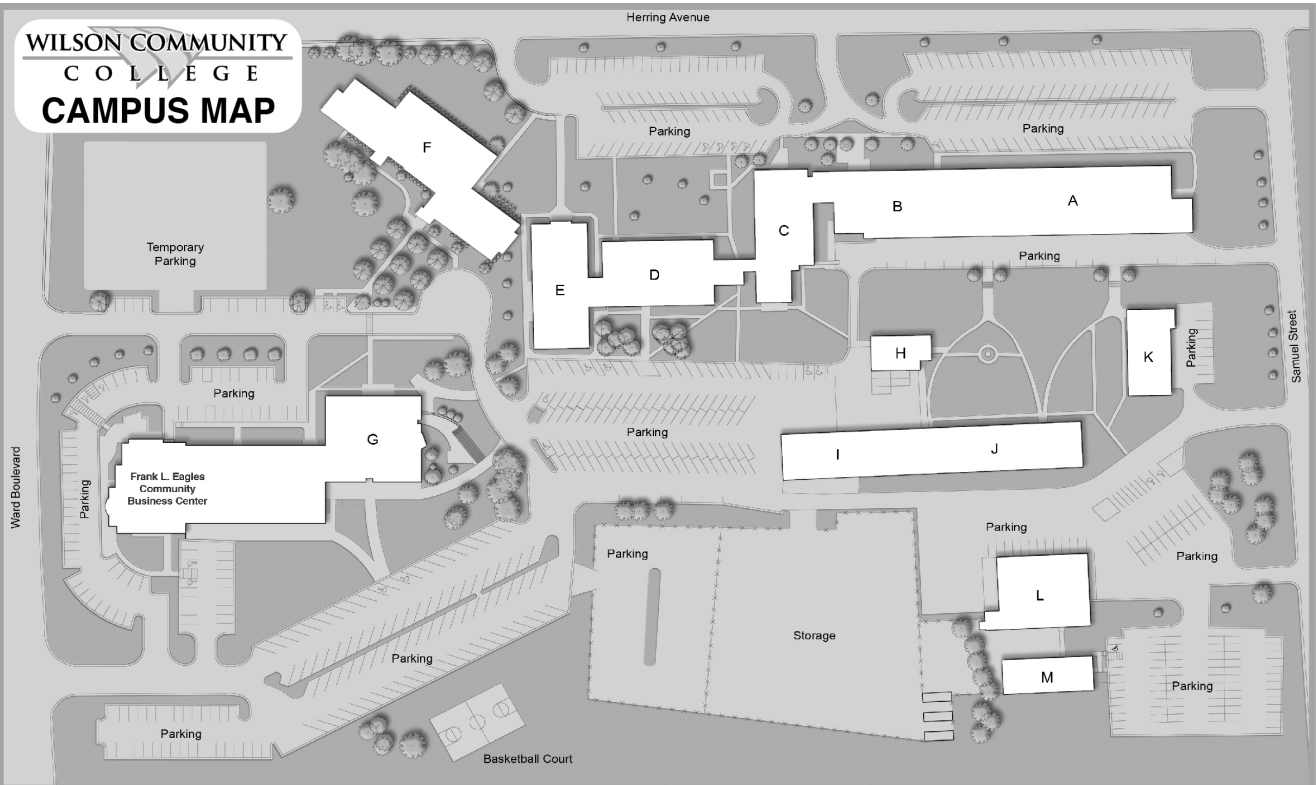
Student Development Support Staff

*Shannon Bain Financial Aid Specialist
 Devan Cooper Admissions/Records Assistant
 *Wendy Edwards..... Admissions/Records Specialist
 Caitlin Fowler Student Activities Coordinator
 *Linda Keen Administrative Secretary II
 *April Lamm Financial Aid Assistant
 *Becky Watson Administrative Assistant/Data Specialist
 *Maegan Williams Admissions/Records Specialist

MAINTENANCE/CUSTODIAL SERVICES

Charlene Archibald Custodian
 Anthony Armstrong..... Custodial Crew Leader
 Michael Atkinson Maintenance Technician
 Gary Gonyea Maintenance Technician
 John Hill Custodian
 Sylvia Johnson Custodian
 Annie Holden Custodian
 Linda Lindsey Custodian
 Joseph D. May Maintenance Technician-Licensed
 Michael Pittman..... Custodian
 Wayne Pollard Maintenance Technician
 Alvin Solomon..... Custodian
 Marcheta Suggs Custodian
 Cedric Uzzell..... Custodian
 Steve Webb Maintenance Technician
 Martin Whitley Maintenance Technician

**WILSON COMMUNITY
COLLEGE
CAMPUS MAP**

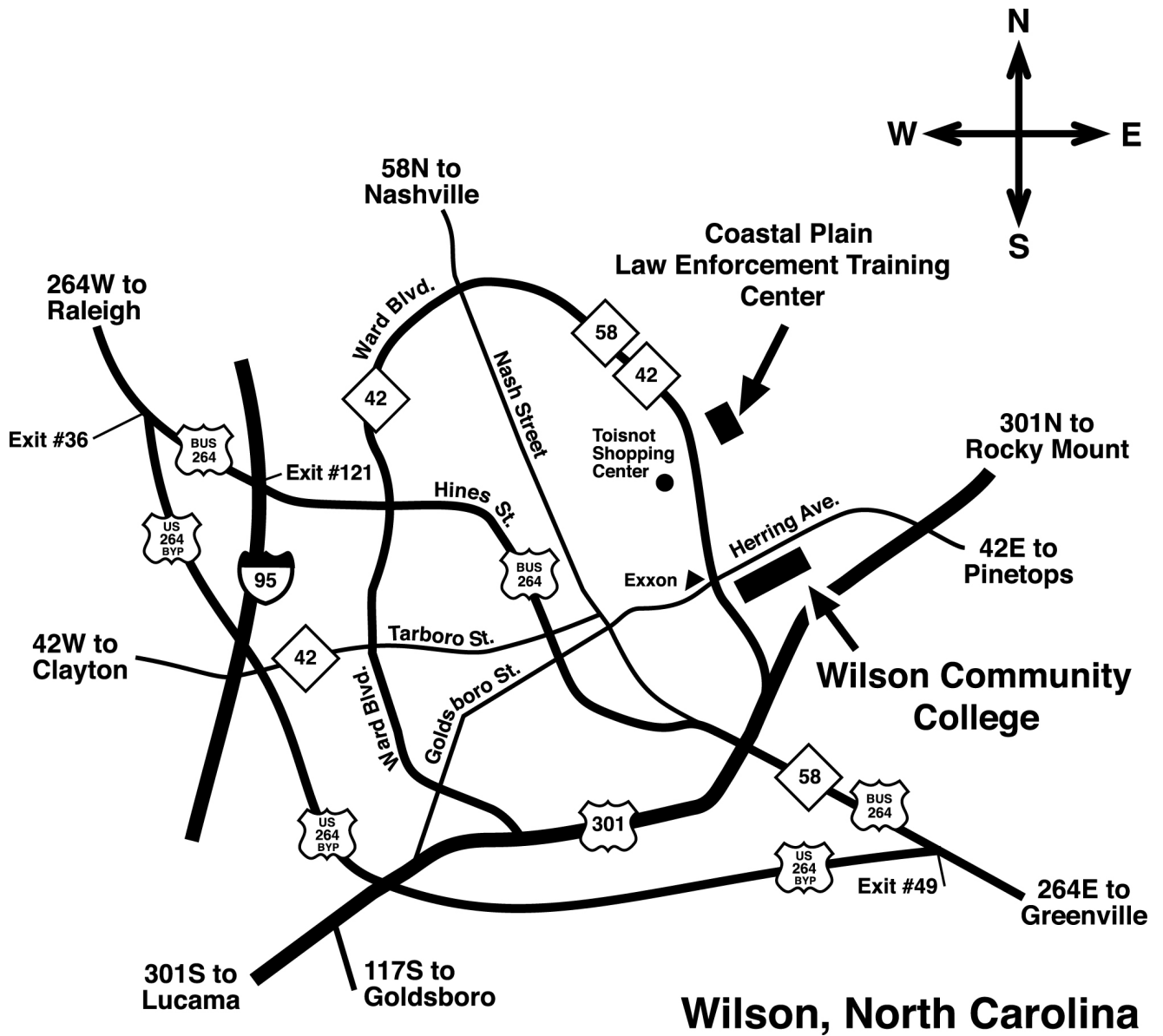


- BUILDING A:** Buildings and Grounds/Maintenance, Conference Room, Information Technology, IT Helpdesk
Classrooms: *Adult High School, Applied Engineering Technology, Electrical Systems Technology, HVAC, Literacy: Adult Basic Education, Adult Secondary Education, Computer Labs, Small Business Center*
- BUILDING B:** President, Vice President for Academic Affairs, Continuing Education, Receptionist/Switchboard,
Classrooms: *General Education*
- BUILDING C:** College Transfer Advising Center, Foundation, Human Resources, Institutional Effectiveness, Marketing, Student Support Services, Upward Bound
Classrooms: *General Education*
- BUILDING D:** Library, Archives,
Classrooms: *Early Childhood, Community Spanish Interpreter, Human Resources Development, Interpreter Education*
- BUILDING E:** DelMastro Auditorium, classrooms
- BUILDING F:** Business Office, Cashier, Vice President of Finance and Administrative Services, Registration, Financial Aid, Student Development, Placement Testing, Career Center, Conference Room, STARS Center
- BUILDING G:** Bookstore, Student Lounge, SGA Office, College Café, Frank L. Eagles Community Business Center, Distance Learning, Open Computer Lab, Proctoring Center, Work-Based Learning
Classrooms: *Accounting, Biology/Chemistry, Business Administration, Computer Labs, Criminal Justice, Fire Protection, Information Technology, Mechanical Engineering, Medical Office Administration, Nursing, Office Administration, Paralegal, Surgical Technology*
- BUILDING H:** Print Shop, Graphic Design
- BUILDING I:** Purchasing
- BUILDING J:** Wilson Early College Academy
Classrooms: *Basic Law Enforcement Training*
- BUILDING K:** **Classrooms:** *Continuing Education Classrooms*
- BUILDING L:** **Classrooms:** *Automotive Systems Technologies*
- BUILDING M:** **Classrooms:** *Welding Technology*
- OFF CAMPUS:** Coastal Plain Law Enforcement Training Center: 3997 Ward Blvd. • Fire Training Grounds: 2315 Whitley Road
 Fire/Rescue Academy: 300 North Pine Street • Lee Campus: Anticipated to be open in Spring 2017
 Virtual Medical Center: 1705 Tarboro Street

**WILSON COMMUNITY
COLLEGE**
 P.O. Box 4305 • 902 Herring Avenue
 Wilson, North Carolina 27893
 (252) 291-1195 • www.wilsoncc.edu

OUR LOCATION

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.



Street Map

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