



# CATALOG

2022-2023



# WILSON COMMUNITY

C O L L E G E



## CATALOG 2022 - 2023

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

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

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

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### EQUAL OPPORTUNITY NONDISCRIMINATION NOTICE

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

Published June 2022  
Wilson Community College

## MESSAGE FROM THE PRESIDENT

Welcome to Wilson Community College. In a state-of-the-art engineering lab, in a university-transfer Music Theory class, in a dedicated Culinary Arts facility, in the glow of a laptop screen in your own home—you can expand your mind, secure a future for your family, serve your community, and enjoy good work with new friends.

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

We offer

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

Further, did you know that

- Almost half of all United States bachelor's degree graduates attended a community college.
- If you successfully complete at least one year at a community college, your chance of being accepted at a university is much higher than that of a high school graduate.
- Over the past decade, if you took a year of college transfer courses at Wilson Community College, your chance of success in your first year at a university would be 87% or higher.
- About half of North Carolina's nurses graduated from a community college.
- Almost all of North Carolina's law enforcement officers, fire fighters, and emergency medical technicians trained at a community college.

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

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

Respectfully,



Tim Wright, President

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# ACADEMIC CALENDAR

## 2022-2023 ACADEMIC TERMS

	Start Date	End Date
Fall 2022 Semester (16 weeks)	08/15/22	12/14/22
Fall 2022 – First 8-week session	08/15/22	10/06/22
Fall 2022 – Second 8-week session	10/18/22	12/14/22
Winter 2022 Session (5 weeks)	12/01/22	01/03/23
Spring 2023 Semester (16 weeks)	01/06/23	05/08/23
Spring 2023 – First 8-week session	01/06/23	03/01/23
Spring 2023 – Second 8-week session	03/15/23	05/08/23
Summer 2023 Semester (8 weeks)	05/22/23	07/24/23

### 2022 FALL Semester (16 weeks)

Registration	August 10-12
First Day of Classes	August 15
Late Registration/Schedule Adjustment	August 15-17
Last Day to Request a Refund	August 24
Labor Day Holiday – College Closed	September 5
Fall Break – No Curriculum Classes	October 10-12
Last Day to Drop without Academic Penalty	October 24
Spring Semester Early Registration	November 7 – December 9
No Curriculum Classes	November 22-23
Thanksgiving Holiday – College Closed	November 24-25
Last Day of Classes	December 14
College Closed	December 22 – January 2

### 2022 FALL First 8-week Session

Registration	August 10-12
First Day of Classes	August 15
Late Registration/Schedule Adjustment	August 15-17
Last Day to Request a Refund	August 18
Labor Day Holiday – College Closed	September 5
Last Day to Drop without Academic Penalty	September 15
Last Day of First 8-week Classes	October 6

NOTE: CALENDAR DATES ARE SUBJECT TO CHANGE

2022 FALL Second 8-week Session

<b>Registration</b>	<b>October 13-14 &amp; 17</b>
<b>First Day of Classes</b>	<b>October 18</b>
<b>Late Registration/Schedule Adjustment</b>	<b>October 18-19</b>
<b>Last Day to Request a Refund</b>	<b>October 21</b>
<b>Last Day to Drop without Academic Penalty</b>	<b>November 18</b>
<b>No Curriculum Classes</b>	<b>November 22-23</b>
<b>Thanksgiving Holiday – College Closed</b>	<b>November 24-25</b>
<b>Last Day of Second 8-week Classes</b>	<b>December 14</b>

2022 WINTER Session (5 weeks)

<b>Early Registration for Winter Classes</b>	<b>August 10-17</b>
<b>Registration for Winter Classes</b>	<b>November 7-23 &amp; 28-30</b>
<b>First Day of Winter Classes</b>	<b>December 1</b>
<b>Late Registration/Schedule Adjustment</b>	<b>December 1-2</b>
<b>Last Day to Request a Refund</b>	<b>December 5</b>
<b>Last Day to Drop without Academic Penalty</b>	<b>December 21</b>
<b>No Curriculum Classes</b>	<b>December 26</b>
<b>Last Day of Winter Classes</b>	<b>January 3</b>

2023 SPRING Semester (16 weeks)

<b>Registration</b>	<b>January 4-5</b>
<b>First Day of Classes</b>	<b>January 6</b>
<b>Late Registration/Schedule Adjustment</b>	<b>January 6 &amp; 9-10</b>
<b>Martin Luther King Jr. Holiday – College Closed</b>	<b>January 16</b>
<b>Last Day to Request a Refund</b>	<b>January 18</b>
<b>Spring Break – No Curriculum Classes</b>	<b>March 6-10</b>
<b>Last Day to Drop without Academic Penalty</b>	<b>March 24</b>
<b>Summer Semester Early Registration</b>	<b>April 3 – May 3</b>
<b>Good Friday – College Closed</b>	<b>April 7</b>
<b>Last Day of Classes</b>	<b>May 8</b>
<b>Graduation</b>	<b>May 19</b>

NOTE: CALENDAR DATES ARE SUBJECT TO CHANGE

**2023 SPRING First 8-week Session**

<b>Registration</b>	<b>January 4-5</b>
<b>First Day of Classes</b>	<b>January 6</b>
<b>Late Registration/Schedule Adjustment</b>	<b>January 6 &amp; 9-10</b>
<b>Last Day to Request a Refund</b>	<b>January 11</b>
<b>Martin Luther King Jr. Holiday – College Closed</b>	<b>January 16</b>
<b>Last Day to Drop without Academic Penalty</b>	<b>February 8</b>
<b>Last Day of First 8-week Classes</b>	<b>March 1</b>

**2023 SPRING Second 8-week Session**

<b>Registration</b>	<b>March 10 &amp; 13-14</b>
<b>First Day of Classes</b>	<b>March 15</b>
<b>Late Registration/Schedule Adjustment</b>	<b>March 15-16</b>
<b>Last Day to Request a Refund</b>	<b>March 20</b>
<b>Good Friday – College Closed</b>	<b>April 7</b>
<b>Last Day to Drop without Academic Penalty</b>	<b>April 17</b>
<b>Last Day of Second 8-week Classes</b>	<b>May 8</b>

**2023 SUMMER Semester (8 weeks)**

<b>Registration</b>	<b>May 17-18</b>
<b>First Day of Classes</b>	<b>May 22</b>
<b>Late Registration/Schedule Adjustment</b>	<b>May 22-23</b>
<b>Last Day to Request a Refund</b>	<b>May 25</b>
<b>Memorial Day Holiday – College Closed</b>	<b>May 29</b>
<b>Fall Semester Early Registration</b>	<b>June 12 – July 18</b>
<b>Last Day to Drop without Academic Penalty</b>	<b>June 21</b>
<b>No Curriculum Classes</b>	<b>July 3</b>
<b>Independence Day Holiday – College Closed</b>	<b>July 4</b>
<b>No Curriculum Classes</b>	<b>July 5-6</b>
<b>Last Day of Classes</b>	<b>July 24</b>
<b>College Closed on Fridays</b>	<b>May 12 – August 4</b>

*NOTE: CALENDAR DATES ARE SUBJECT TO CHANGE*



# COLLEGE PERSONNEL

\*Wilson Community College Graduate

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

Admissions & Advising ..... **Director of Admissions & Student Success**  
Business Operations ..... **VP of Finance and Administrative Services**  
Continuing Education ..... **Dean of Continuing Education**  
Academics and Instruction ..... **VP for Academic Affairs**  
Accessibility Services (Formerly Disability Services) ..... **Special Populations Counselor**  
Financial Aid/ Veterans Affairs ..... **Director of Financial Aid**  
Fiscal Operations..... **VP of Finance and Administrative Services**  
Learning Resource Center ..... **Director of Instructional Support Services**  
Student Records..... **Director of Enrollment Services/Registrar**  
Student Development ..... **VP of Student Development**

## ADMINISTRATION

**Dr. Tim Wright** ..... **President**  
B.A. – English, East Carolina University  
M.A. – English, East Carolina University  
Ed.D. – Educational Leadership, East Carolina University  
**Robert Holsten**..... **Vice President for Academic Affairs**  
B.A. – Psychology, High Point College  
M.A. – Psychology, East Carolina University  
**Jessica Jones** ..... **Vice President of Finance and Administrative Services**  
B.S. – Accounting, Elizabeth City State University  
**Amy Noel**..... **Vice President of Student Development**  
B.S. – Communication, Radford University  
M.P.A. – Public Administration, University of North Carolina at Pembroke

## ADMINISTRATION SUPPORT

**Cindy Allen**..... **Director of Human Resources**  
B.S. – Business Administration, Barton College  
**Jessica Griffin** ..... **Director of Institutional Advancement**  
B.A. – Psychology, Meredith College  
**Ray Owens**..... **Director of Facilities**  
Licensing Board of General Contractors  
**Deborah White** ..... **Controller**  
A.A.S. – Accounting & Business, Lenoir Community College  
B.S. – Business Administration, East Carolina University  
**Vacant** ..... **Director of Institutional Research**  
**Vacant** ..... **Director of IT**

## ADMINISTRATIVE SUPPORT STAFF

**Christie Adams** ..... **TRiO Administrative Assistant**  
B.S. – Social Work, Barton College

**\*Karla Arreola-Villalba** ..... **Administrative Assistant to the VP of Student Development**  
A.A.S. – Office Administration, Wilson Community College

**\*Esperanza Best** ..... **Accountant**  
A.A.S. – Business Administration, Accounting, Wilson Community College

**Susan Brinson** ..... **Administrative Assistant to the VP of Finance & Administrative Services**  
B.S. – Math, Atlantic Christian-Barton College

**Jay Burbage** ..... **Administrative Assistant for Small Business Center**  
B.A. – Accounting, Campbell University

**\*Tonya Carr** ..... **Assistant Director of IT**  
A.A.S. – Information Systems Technology, Wilson Community College  
B.S. – Management of Information Systems, Mount Olive College

**Richard Collier** ..... **IT Support Technician**  
A.A.S. – Information Systems/Network Admin and Support, Halifax Community College  
CompTIA A+ Certified Professional  
CompTIA Network+ Certified Professional

**\*Penny Cuddington** ..... **Accounting Specialist II**  
A.A.S. – Accounting, Wilson Community College

**Megan Davis** ..... **Graphics/Print Shop Technician**  
A.A.S. – Graphic Art and Commercial Design, Johnston Community College

**\*Michael Forbes** ..... **IT Support Technician**  
A.A.S. – Computer Information Systems, Wilson Community College

**Brittany Harrelson** ..... **Institutional Advancement Specialist**  
A.A.S. & Associate in Science, Edgecombe Community College  
B.S. – Business Administration, NC Wesleyan  
M.B.A. – Business Analytics, East Carolina University

**Darrah Lane** ..... **Financial Aid Receptionist (PT)**  
A.A. – Associate in Arts, Arkansas State University at Beebe  
B.S. – Agriculture/Environmental Horticulture, Arkansas State University

**\*Tracy Lane** ..... **Executive Assistant to the President and Secretary to the Board**  
A.A.S. – Business Administration, Wilson Community College

**\*Vickie Lewis** ..... **Accounting Specialist I**  
Diploma – Secretarial, Kings College  
A.A.S. – Accounting, Wilson Community College

**Patricia Lucas** ..... **Administrative Assistant for Law Enforcement Training**

**Douglas Lynch** ..... **IT Support Technician**  
A.A.S. – Computer Engineering Technology, Nash Community College  
CompTIA Network+ Certification

**Gretchen Lynch** ..... **Human Resources Specialist**  
B.S. – Business and Management, Barton College

**Lois McNeal** ..... **CE Records Specialist**  
A.A.S. – Secretarial Science, Southeastern Business College  
B.A. – Public Administration, Shaw University

**Lisa Morgan** ..... **Receptionist/Switchboard Operator**

**\*Aubrey Pearson** ..... **WCC Chief of Police**  
A.A.S. – Law Enforcement Technology, Wilson Community College

**\*Gretchen Wiggins Pully** ..... **Administrative Assistant to the VP for Academic Affairs**  
A.A.S. – Paralegal Technology, Wilson Community College

**Will Robl** ..... **Payroll Specialist**  
 Associate Degree – College Transfer, Cape Fear Community College  
 B.S. – Communication, Appalachian State University

**\*Kaschia Spells** ..... **Bookstore Manager**  
 A.A.S. – Information Systems Technology, Business Administration, Wilson Community College  
 B.S. – Business Administration, Concentration in Management, East Carolina University

**Kyla Streng** ..... **Graphics/Advertising Manager**  
 B.S. – Visual Communications Arts: Graphic Design, Liberty University  
 B.S. – Visual Communications Arts: Studio Art, Liberty University

**\*Donna Turner** ..... **Purchasing and Capital Projects Manager**  
 A.A.S. – Accounting, Wilson Community College

**\*Brenda Webb** ..... **Equipment Specialist**  
 A.A.S. – Accounting, Business Administration, Wilson Community College

**\*Regina Williams** ..... **Accounting/Purchasing Specialist**  
 A.A.S. – Accounting, Wilson Community College

**\*Karen Wingfield** ..... **Accounting Specialist II**  
 A.A.S. – Business Administration, Wilson Community College

## CONTINUING EDUCATION

**Melissa Evans** ..... **Small Business Center Director**  
 B.S. – Business Administration, Lenoir-Rhyne College

**Darlene Hall** ..... **Director of Law Enforcement Training**  
 B.S. – Criminal Justice, M.S. – Criminal Justice, University of Cincinnati

**Wes Hill** ..... **Dean of Continuing Education**  
 B.S. /B.A. – Management Information Systems, East Carolina University  
 M.B.A. – Business Administration, East Carolina University

**Meecha Jackson** ..... **College & Career Readiness Instructional Coordinator**  
 A.S. – Information Technology, Wilson Community College  
 B.S. – Business Education, East Carolina University  
 M.Ed. – Digital Learning, North Carolina State University

**Mary Kille** ..... **CE Health Programs Coordinator**  
 Diploma of Nursing, Mount Auburn Hospital School of Nursing

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

**Billy Radford** ..... **Basic Law Enforcement Training Coordinator**  
 BLET Certificate, Wilson Community College  
 Advanced Law Enforcement Certificate, NC Sheriff’s Association  
 Certified General/Fire Arms/Basic SWAT Instructor, NC Criminal Justice Training & Standards Division

**\*Ben Smith** ..... **Director of Health & Emergency Services**  
 A.A.S. – Fire Protection Technology, Wilson Community College  
 B.S. – Fire Science, Fayetteville State University

**Robert Taylor** ..... **Director of Workforce Development**  
 B.A. – Business Administration/Political Science, Barton College

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

**Vacant** ..... **Director of College & Career Readiness**

## CURRICULUM FACULTY

- Michael Adams** ..... **Instructor – Biology**  
B.S. – Biology, East Carolina University  
B.A. – Anthropology, East Carolina University  
M.A. – Science Education, East Carolina University
- Catherine Barnes**..... **Instructor – Nursing**  
B.S. – Nursing, Barton College  
M.S. – Nursing, East Carolina University  
Licensed Midwife
- Luis Benavent**..... **Instructor - Community Spanish Interpreter**  
B.A. – Sociology, University of Nebraska, Lincoln  
M.A. – Spanish Translation, University of Puerto Rico  
M.A. – Liberal Studies, NC State University
- David Bishop**..... **Instructor – Culinary Arts**  
A.A.S. - Johnson & Wales Culinary School
- Timothy Boyd**..... **Instructor – Information Technology**  
B.S. – Manufacturing, East Carolina University  
M.S. – Technology Systems, East Carolina University
- \*Robert (Bobby) Brown**..... **Instructor – Automotive Systems Technology**  
A.A.S. – Automotive Technology, Tidewater Community College  
A.A.S. – Mechanical Engineering Technology, Wilson Community College
- Lori Coburn** ..... **Instructor – Early Childhood Education**  
B.S. – Elementary Education, East Carolina University  
M.A.Ed. – Elementary Education, East Carolina University
- Brandon Craft** ..... **Instructor – Mathematics**  
B.S. – Mathematics Education, East Carolina University  
M.A. – Mathematics, East Carolina University
- Lee Anne Daughtry**..... **Instructor - Biology**  
B.S. – Biological Sciences/Science Education, NC State University  
M.S. – Science Education, NC. State University
- \*Elizabeth Davis**..... **Instructor – Surgical Technology**  
A.A.S. – Surgical Technology; Associate Degree Nursing, Wilson Community College
- Chase Edwards**..... **Instructor – HVAC**  
A.A.S. – Business Administration, Beaufort County Community College  
Certified Technical Education/HVAC/Air Conditioning  
North Carolina H3 Class I Contract License, EPA 608 Certification, CSME Technical Educator, CSME  
Air Conditioning, CSME Electrical, NATE Air Conditioning, NATE Gas Heating
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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  
CompTIA A+ Certified Professional; CompTIA Network+ Certified Professional; Cisco Certified  
Network Associate (CCNA); Palo Alto Networks Cybersecurity Essentials Certification (PCEC)
- Travis Flewelling** ..... **Dean of Industrial Technologies**  
B.S. – Engineering, United States Military Academy  
M.S. – Mathematics, Colorado School of Mines
- Matthew Frank** ..... **Instructor – Mathematics**  
B.A. – Mathematics, East Carolina University  
M.A. – Mathematics, East Carolina University

**Sharon Garrett**..... **Instructor – Nursing**  
A.S.N. – Grayson County College  
B.S.N. – University of Central Missouri  
M.S.N. – National American University

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

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

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

**Richard Harrison** ..... **Instructor – Applied Engineering**  
A.A.S. – Wilson Community College  
B. S. – Engineering – East Carolina University

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

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

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

**Heath Knox** ..... **Instructor – Welding Technology**

**Keita Kornegay**..... **Instructor – Medical Office Administration**  
A.A.S. – Medical Office Administration, Johnston Community College  
B.A. – Human Resource Management, Mount Olive College  
M.A. – Business Administration (Health Care), Liberty University

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

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A.A.S. – Science, Edgecombe Community College  
B.S. – Nursing, East Carolina University  
M.S. – Nursing, East Carolina University

**Eric Maas** ..... **Instructor – Building Construction Technology**  
B.S. – Industrial Technology, East Carolina University

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B.S.N – Nursing, Barton College  
M.S.N. – Nursing, Barton College

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B.S. – Psychology, Francis Marion University  
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A.A. – Associate in Arts, Nash Community College  
B.S. – Accounting, North Carolina Wesleyan College  
M.S.A. – Accounting, University of Phoenix

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

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 B.A. – English, Barton College  
 M.A. – English, East Carolina University

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

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

**Mandy Renfrow** ..... **Instructor – Nursing**  
 B.S.N. – East Carolina University  
 M.S.N – Chamberlain University

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 Bachelor of Social Work – East Carolina University  
 M.A. – Human Services, Liberty University  
 M.S.C.E. – Counseling/Psychology, University of West Alabama  
 Doctor of Education – Higher Education Administration, Northeastern University

**Britney Smith** ..... **Instructor – English/College Transfer Advisor**  
 B.A. – English, East Carolina University  
 M.A. – English, East Carolina University

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

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

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

**Jeffrey Wilhelm** ..... **Instructor – History**  
 B.A. – History, East Carolina University  
 M.A. – History, East Carolina University

**Jennifer Williams**..... **Instructor – Nursing**  
 A.D.N. – Nursing, Pitt Community College  
 B.S. – Nursing, University of North Carolina at Chapel Hill  
 M.S. – Nursing Leadership, East Carolina University

**Stephanie Winstead** ..... **Instructor –Biotechnology**  
 B.S. – Chemistry, East Carolina University  
 M.A. – Education & Human Resource Studies, Colorado State University

**Nikehchi Woherem** ..... **Instructor – Business Administration**  
 A.A. – College Transfer, Edgecombe Community College  
 B.S. – Business Administration, NC Wesleyan  
 M.B.A. – Business Administration, Pfeiffer University

**Christie Wuebbles** ..... **Instructor – Math**  
 B.S. – Mathematics, East Carolina University  
 M.A. – Secondary Mathematics Education, East Carolina University

**Miranda Yelverton** ..... **Dean of Allied Health & Sciences**  
 A.A. – Associate in Arts, Wayne Community College  
 A.A.S. – Nursing, Wayne Community College  
 B.S.N. – Nursing, East Carolina University  
 M.S.N. – Nursing, East Carolina University  
 D.N.P. with concentration in Nurse Leadership, Gardner-Webb University  
**Vacant** ..... **Dean of Business and Applied Technologies, Instructor – Business Administration**

**CURRICULUM SUPPORT**

**Angela Herring** ..... **Director of Instructional Support Services**  
 B.S. – Computer Information Systems, Mount Olive College  
 M.A.Ed. – Instructional Technology, East Carolina University  
 Graduate Certificate – Information Assurance, East Carolina University  
**\*Christy Horne** ..... **Library Assistant**  
 Business Administration – Management Certificate, Wilson Community College  
 A.A. – Associate in Arts, A.A.S – General Education, Wilson Community College  
**Terrence Martin** ..... **Head Librarian**  
 B.A. – Social Work, North Carolina A&T State University  
 M.A. – Library Science, North Carolina Central University  
**Kelly Owens** ..... **Instructional Support Technician**  
 A.A.S. – Business Administration, Edgecombe Community College  
 B.A. – Business Management, East Carolina University  
 M.B.A. - University of North Carolina at Pembroke

**STUDENT DEVELOPMENT**

**\*Shannon Bain** ..... **Assistant Director of Financial Aid**  
 A.A.S. – Computer Programming, Wilson Community College  
 B.S. – Business Administration, North Carolina Wesleyan College  
 M.B.A. – Mount Olive University  
**\*Kristie Barbour** ..... **Student Development Receptionist**  
 A.A. – Associate in Arts, Wilson Community College  
**Lisa Baker** ..... **Director of Financial Aid/Veterans Affairs**  
 B.A. – Business Administration, Barton College  
 M.S. – Counselor Education, East Carolina University  
**Tonya Brinkley** ..... **Director of Assessment**  
 B.A. – Sociology/ Social Work, Elizabeth City State University  
 M.A. – Education/Adult Education and Training, University of Phoenix  
**James Carr** ..... **Director of Trio Programs**  
 A.A. – Associate in Arts/Associate in General Education, James Sprunt Community College  
 B.S. – Criminal Justice Administration, Mount Olive College  
 M.S. – General Administration, Central Michigan University  
**\*Allison Coleman** ..... **Student Support Services Academic Coach**  
 A.A.S. – Accounting, Wilson Community College  
 B.A. – Business Management, Barton College  
**\*Wendy Edwards** ..... **Assistant to the Director of Enrollment Services/Registrar**  
 A.A.S. – Business Administration, Wilson Community College

**\*Jennifer Gonyea** ..... **Director of Enrollment Services/Registrar**  
A.A.S. – Office Systems Technology, Wilson Community College  
A.A.S – Business Administration, Wilson Community College  
A.A.S. – Accounting, Wilson Community College  
B.S. – Business Administration, East Carolina University  
Graduate Certificate in Community College Instruction, East Carolina University  
M.A.Ed. – Adult Education, East Carolina University  
Ed.D. – Educational Leadership, East Carolina University

**Patricia Holsten**..... **Secondary Partnerships Director**  
B.A. – Psychology, East Carolina University  
M.A. – Psychology, East Carolina University

**Danielle Jones** ..... **Admissions & Career Counselor**  
B.S. – Family & Community Services, East Carolina University  
M.S. – Counselor Education, East Carolina University

**Gregg Massenburg** ..... **Director of Admissions & Student Success (Interim)**  
B.S. – Education, Western Carolina University  
M.A. – Human Services Counseling, Liberty University

**Robert Melton** ..... **Student Success Coach**  
B.S. – Sports Management, Livingstone College

**\*Amanda Moore** ..... **Curriculum Records Specialist**  
A.A.S. – Office Administration, Wilson Community College

**\*Joy Moore** ..... **Financial Aid Assistant**  
A.A. – Associate in Arts, Wilson Community College

**Melody Parker-Eatmon** ..... **Upward Bound Coordinator**  
B.S. – Family and Consumer Sciences Education, East Carolina University  
M.S. – Counselor Education, School Counseling and Student Affairs and College Counseling, East Carolina University  
National Certified Counselor

**Jesse Sykes**..... **Special Populations Counselor**  
A.A. – College Transfer, Nash Community College  
B.A. – Psychology, University of North Carolina at Chapel Hill  
M.S. – Clinical Rehabilitation and Mental Health Counseling, UNC-Chapel Hill  
Certified Rehabilitation Counselor

## MAINTENANCE AND CUSTODIAL SERVICES

**Charlene Archibald** ..... **Custodian**

**Anthony Armstrong**..... **Custodial Crew Leader**

**William (David) Batts**..... **Maintenance Technician**

**Gary Gonyea** ..... **Facilities Coordinator**

**Sylvia Johnson**..... **Custodian**

**John Knight** ..... **Custodian**

**Wayne Pollard** ..... **Maintenance Technician**

**Mariana Rosas-Aguilar** ..... **Custodian**

**Gary Sanders**..... **Custodian**

**Marcheta Suggs**..... **Custodian**

**Cedric Uzzell** ..... **Custodian**



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## GENERAL INFORMATION

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### ACADEMIC PROGRAMS

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

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

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

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

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

#### **ASSOCIATE IN FINE ARTS IN MUSIC:**

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

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

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

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

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

### ACCREDITATION

Wilson Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees, diplomas, and certificates. Contact the Commission on Colleges at 1866

Southern Lane, Decatur, GA 30033-4097 or call (404) 679-4500 for questions about the accreditation of Wilson Community College.

The College is also recognized and approved by:

- The North Carolina State Board of Community Colleges
- The North Carolina Community College System
- The North Carolina Department of Public Instruction
- The Associate Degree Nursing and Practical Nursing Education programs are approved by: The North Carolina Board of Nursing
- The Surgical Technology Program is accredited by:

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA): 9355 113<sup>th</sup> Street, N. #7709, Seminole, FL 33775 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 Executive Office). 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.

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

To contact:

CoAEMSP

8301 Lakeview Parkway Suite 111-312

Rowlett, TX 75088

214-703-8445

FAX 214-703-8992

### ADVISORY COMMITTEES

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

### EQUAL OPPORTUNITY STATEMENT

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

The College will not discriminate in any way because of membership or perceived membership, in any of the following federally protected classes: race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age (40 or older), disability and genetic information (including family medical history).

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

### FOUNDATION

The Wilson Community College Foundation, Inc. was established in 1981 as a nonprofit organization. The Foundation, charged with the mission of promoting the general welfare of Wilson Community College, solicits gifts and bequests from individuals, corporations, and other foundations to meet the financial needs of the College that are not provided by traditional funding sources. The majority of the funds raised are distributed to our students in the form of scholarships, and directly aid them with their education. Other funds are given as project and mini-grants to help fund professional development for faculty and staff. Students interested in scholarship opportunities may obtain an application through the Financial Aid Office.

### HISTORY

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

As enrollment increased, alterations were made and an automotive shop and a welding classroom-laboratory building were completed. In 1969, both enrollment and staff increased as the Institute responded to the demand for technical education. During the same year, the Institute was accredited by the Southern Association of Colleges and Schools. Grants totaling \$1 million were received and Buildings J and D were occupied in 1970. In 1971, following the death of the Institute's first

president, Salvatore DelMastro, Dr. Ernest B. Parry was appointed president. He served until his retirement in July 1982 when Dr. Frank L. Eagles was appointed president. Dr. Eagles served as president until his retirement in September 2003 when Dr. Rusty Stephens became the fourth president of the College.

From 1971 to the present, Wilson Community College has received federal and state grants enabling it to provide additional services such as a program for counseling and tutoring disadvantaged and academically deprived students, a program for the “hardcore” unemployed, classroom training in Adult Basic Education, and a method of upgrading the Heavy Equipment program.

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

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

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

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

### **HOURS OF OPERATION**

The College's normal hours of operation are 8:00 a.m. - 10:00 p.m. Monday through Thursday and 8:00 a.m. - 3:00 p.m. on Fridays during the fall and spring semesters. Please note that certain classes may begin at 7:30 a.m., and the College may close prior to 10:00 p.m. if all classes and activities have ended. For the summer semester, the College operates on a four-day schedule and is closed on Fridays.

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

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

### **INSTITUTIONAL PLANNING AND RESEARCH**

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

## LOCATION AND FACILITIES

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

The College's main campus consists of a thirteen building complex situated over 35 acres. All classrooms are well lighted and are air-conditioned for year-round comfort. Laboratories and shop facilities are well equipped, well lighted and properly ventilated. A continuous program of upgrading instructional equipment and tools assures that student skills transfer easily into business and industry. Other required facilities are made available by leasing arrangements, various community agencies and local governments.

**BUILDING A:** The Board Room (A-100) is located in this building. Building A houses classrooms for the following programs: Building Construction Technology, Electrical Systems Technology, HVAC, Adult Basic Education, Adult High School, Adult Secondary Education, and Computer Labs. The Information Technology Department and Technology Support Services are located in A-106.

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

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

**BUILDING D:** This building houses the A. Dwight Johnson Learning Resource Center, Archives, Adjunct Faculty Workspace, Open Computer Lab, Proctoring Center, Distance Learning, Instructional Support Services, and classrooms for Early Childhood Education and Community Spanish Interpreter courses. Human Resources Development is also located in this Building D.

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

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

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

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

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

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

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

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

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

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

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

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

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

**Virtual Medical Center:** 1705 Tarboro Street

**Fire/Rescue Academy:** 800 Pine Street NE

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

## MISSION AND VISION

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

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

### Vision Statement

Wilson Community College is a comprehensive community institution of higher education committed to enriching and empowering the

lives of individuals through high quality and accessible educational opportunities that promote academic excellence, student success, workforce development, community partnerships, and responsible stewardship.

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

## STUDENT ACHIEVEMENT MEASURES

Wilson Community College identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the College's mission, the nature of the students it serves, and the kinds of programs offered. WCC uses multiple measures to document student success. They include:

1. The North Carolina Community College System Performance Measures
2. The National Student Clearinghouse First-Time Student Success Report
3. Student Course Success

Each measure has a different reporting cycle. Therefore, specific details and outcomes are published on the [Student Achievement page of the Wilson Community College website](#). The Office of Institutional Research can be contacted for additional information.

## STUDENT RIGHT TO KNOW ACT

The overall graduation rate is also known as the "Student Right to Know" or IPEDS graduation rate. This act requires colleges to report completion and retention rates of students. In compliance with the Student Right-to-Know Act, Wilson Community College discloses the following graduation/completion and retention rates:

- Fall 2017: **21%** of first-time, full-time degree-seeking cohort graduated or transferred within 150% of normal time to completion for their program.
- Fall 2019: **68%** of first-time, full-time students returned in Fall 2020.

*Source: 2021 IPEDS Data Feedback Report for Wilson Community College*

## NCCCS GENERAL EDUCATION COMPETENCIES AND OUTCOMES

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

COMPETENCIES	OUTCOMES AND GOALS
	Upon successful completion of general education requirements, Wilson Community College graduates should be able to:
<b>1. CRITICAL THINKING SKILLS</b>	Locate, evaluate, and use information to analyze problems, synthesize data, make logical decisions, and solve problems.
<b>2. COMMUNICATION SKILLS</b>	Communicate effectively in the following areas: A. <b>WRITING</b> – produce writing that is precise, coherent, relevant, and accurate (according to the guidelines of Standard Written English) for a variety of purposes and audiences. B. <b>READING</b> – apply critical reading skills by reading actively and analytically at the college level and by synthesizing and applying information across disciplines. C. <b>EXPRESSIVE</b> – express language effectively in a variety of formal and informal settings in language that is clear, precise, coherent, and relevant. D. <b>RECEPTIVE</b> – use comprehensive listening skills to evaluate messages and respond appropriately.
<b>3. INFORMATION/TECHNOLOGY LITERACY SKILLS</b>	Demonstrate basic competencies in computer elements, functions, and applications and demonstrate an ability to identify information needed to complete a given task, to access and evaluate information critically, and to use information in solving problems.
<b>4. QUANTITATIVE/SCIENTIFIC SKILLS</b>	Develop a fundamental understanding and the ability to apply quantitative math and/or scientific concepts and methodologies.
<b>5. HUMANITIES/FINE ARTS SKILLS</b>	Think critically, creatively, and independently about the world and human experience, and/or create and reinterpret artistic works.
<b>6. SOCIAL AND BEHAVIORAL SKILLS</b>	Develop an understanding of human thinking and behavior and/or apply psychological, social, or behavioral concepts to real-world issues.

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## ADMISSIONS

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

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

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

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

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

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

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

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

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

### ADMISSIONS PROCESS

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

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



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

3. **Request Official Transcripts:** Applicants should request official transcripts to be sent to the WCC Admissions Office. All applicants must provide an official high school transcript prior to admission, unless provisional acceptance of an unofficial transcript is approved by the Vice President of Student Development due to extenuating and verifiable circumstances. In such cases, official transcripts must be received prior to the student's registration for subsequent semesters.

The College can accept college transcripts showing completion of an associate degree or higher in lieu of an official high school transcript, but an official transcript showing high school completion or equivalency is required for all students seeking financial aid and for veterans benefits requirements.

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

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

4. **Placement Testing:** Applicants who do not meet one of the following criteria will be required to take the RISE Placement Test prior to being admitted.
- Graduated from a US High School.
  - Earned acceptable General Education Development (GED®) or High School Equivalency Test (HiSet) scores.
  - Earned developmental course credit.

- Successfully completed a college-level (gateway) English or math course.
- Completed an eligible placement test with qualifying scores within the last 10 years.
- Earned an associate degree or higher.

Once an applicant's file is complete, they will be notified of admission to the College and their chosen program of study by e-mail and/or postal mail. Students who are undecided about their program of study are encouraged to meet with an admissions counselor as part of the process.

### HOME SCHOOL STUDENTS

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

### INTERNATIONAL STUDENTS AND PERMANENT RESIDENTS

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

Non-citizens who have been given Permanent Resident status are considered the same as citizens for enrollment, tuition, and financial aid purposes. The College may be allowed to



enroll individuals with specific types of visas who are not permanent residents. Depending on the type of visa, some non-citizen students have the capacity to qualify for in-state residency for tuition purposes. A non-resident of the United States who has resided in NC for 12 consecutive months and filed in immigrant petition with the USICS may be considered a state resident for tuition purposes if they:

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

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

#### READMISSION TO THE COLLEGE

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

#### SPECIAL CREDIT STUDENTS

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

Special Credit students must meet course prerequisites and/or co-requisites and present documentation showing previous course work or successful placement test scores if

applicable. Special Credit students register for courses by meeting with a special credit advisor during registration periods. Students who accumulate 13 hours of course credit are encouraged to see a counselor and select a program of study.

#### TRANSFER STUDENTS

*(Previous College Credit)*

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

- Effective Fall Semester 2009, credit will no longer be given in any current program of study for course work done on the quarter system at Wilson Community College or any other NC community college. Recent academic credits from a college or university still operating on a quarter system may be eligible for transfer consideration on a course by course basis.
- Developmental courses may be required in addition to course requirements for program completion.
- A student's academic advisor can recommend substitution of courses for adequate cause. Substitutions must be approved by the advisor, the curriculum dean, and the Vice President for Academic Affairs. Once approved, the Director of Enrollment Services/Registrar must verify that the substitution can satisfy the course requirement.
- The College will accept credit for those courses with curriculum validity with the credit hours adjusted to the Wilson Community College scale for students who transfer from other accredited post-secondary institutions.
- Letter grades of "D", "EX", "F", and "AU" are not transferable.

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

#### UNDOCUMENTED IMMIGRANTS

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

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

- Must have attended and graduated from a U.S. public high school, private high school, or home school that operates in compliance with state or local law. Graduates of Adult High School programs are also allowed to enroll, but GED® completers are not. The NC Attorney General has determined that individuals who can provide documentation of approval of an application to the USCIS for Consideration for Deferred Action for Childhood Arrivals (DACA) should be treated as legally present in the state. The requirement that such an applicant must have attended and graduated from a U.S.

high school does not apply and a GED® is satisfactory for college admission.

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

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

#### ALLIED HEALTH ADMISSIONS POLICIES

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

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

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

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

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

If the criminal history record reveals one or more convictions that is listed in G.S. 90-

171.48(a2), the conviction shall not automatically bar licensure. The Board of Nursing shall consider a number of factors regarding the conviction(s). If after reviewing the factors, the Board of Nursing determines that the conviction bears on the applicant's fitness to practice nursing then licensure will be denied.

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

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

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

#### ASSOCIATE DEGREE NURSING (ADN)

##### **Fall 2023 Admissions Policy:**

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

order to take nursing (NUR) courses for credit, with the exception of repeating NUR 117.

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

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

- A. Applicants must submit an admissions application to Wilson Community College with an official high school transcript or equivalency and all post-secondary course work. Currently enrolled high school students are to submit a partial transcript at the time of application. A final transcript must be submitted at the time of high school graduation.
- B. Applicants must submit all required documents and complete the admissions process, to be officially admitted to the College.
- C. Applicants must complete an Allied Health Intent Form provided on the [Information for Allied Health Students](#) page of the College website. Students may select one or multiple programs when applying, but may only enroll in one program at a time.

##### **STEP II Placement Testing:**

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

Applicants who have completed Step I will schedule an appointment to take the Test of Essential Academic Skills (TEAS) test. Students can sign up for the TEAS online, via the [Information for Allied Health Students](#) page of the College website. Applicants are allowed to take the TEAS twice in a 12 month period, with each attempt being at least 30 days apart. The highest TEAS score taken within the last two years will be used for ranking. TEAS scores more than two years old will not be accepted.

- A. Applicants will be required to pay a \$65.00 testing fee to the Business Office (F-101)
- B. Picture ID and payment receipt must be presented at the time of testing.
- C. Applicants who opt to take the TEAS at another institution must submit final TEAS scores by the March 15 deadline in order for them to be considered.
- D. Associate Degree Nursing **applicants must achieve a 63.3%** on the overall adjusted score.

**STEP III ADN Day Program Conditions of Eligibility:**

- A. Applicants **must be eligible** to enroll in ENG 111 and MAT 143 without a co-requisite, by the March 15 deadline. The requirements for each course can be found in the [Course Descriptions](#) section of the catalog. If you have questions regarding eligibility please contact Student Development at 252-246-1281.
- B. Applicants must be actively listed on the North Carolina Nurse Aide I (NA I) registry **no later than March 15**.
- C. Applicants must have a grade point average of 2.0 or higher on all pre-requisite (non-NUR prefix) courses that are required for the ADN program.
- D. Applicants must obtain a 63.3% on the TEAS prior to the March 15 deadline, to be considered for admission to the ADN program.

**ADN EVENING OPTION ONLY:**

The College offers the ADN evening program option every other year (i.e., 2023, 2025).

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

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

**STEP IV Conditional Acceptance and Ranking:**

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

- Diplomas (5 points), Associate Degrees (10 points), and Bachelor's Degree or higher (15 points).
- 3 points will be awarded to students currently enrolled at Wilson Community College.

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

- B. Qualified applicants will receive a letter of conditional acceptance by the end of April. Enclosed with this letter will be a Certificate of Acceptance (COA), a physical form, and instructions on how to complete criminal background check, drug screen, and immunization tracking.
- C. COAs are due to Student Development (F-100) by May 15.
- D. Physical forms must be uploaded through Viewpoint Screening by June 1. Physical exams must be completed by a physician, nurse practitioner, or physician's assistant within 12 months prior to the first day of class.
- E. Applicants must upload proof of immunizations to Viewpoint Screening.  
Immunizations required are:
  - a. Tetanus – Tdap within the last 10 years.
  - b. Measles, Mumps and Rubella (MMR) – 2 shots or a positive titer with results and date.
  - c. Hepatitis B (Hep B) – 3 shots or a positive titer with results and date.
  - d. Varicella times two or a positive titer.
  - e. Annual flu vaccine by October 31<sup>st</sup> for the current flu season.
  - f. Two Step TB Skin test or proof of annual TB skin tests for the past three years. If the last annual TB skin test is more than a year old, a two-step TB skin test will be required. Two step TB skin tests must be done less than 30 days apart. Students may also substitute a Quantiferon Gold blood test in the place of a TB skin test. Students who have tested positive for TB in the past must have a current negative chest XRAY that has been completed within the last year.
  - g. COVID Vaccine – Moderna, Pfizer or Jansenn

Immunizations may not be declined except by a written statement from the applicant's health care provider for acceptable exemptions which include pregnancy or an allergy to a vaccine.

**STEP V Final Acceptance Requirements:**

Final acceptance to the program will be determined by the Dean of Allied Health/Sciences, based on the following conditions being met:

- A. Students must upload/complete the Criminal Background Check, Urine Drug Screen and immunization tracking as required by all clinical agencies by June 1 for final admission.
- B. Criminal background and drug screen will be reviewed by the clinical agencies and must be deemed clear by the clinical agency.
- C. Applicants must be in good academic standing (not on academic warning or probation) for consideration for final admission.
- D. Students will attend nursing student orientation during the summer before starting the program in the fall. If a student is not able to attend orientation on the designated date, the student should notify the Dean of Allied Health and schedule an individual appointment to review orientation materials prior to the start of the semester.
- E. Uniforms must be ordered and paid for by the deadline.
- F. Students entering an Allied Health program must have a minimum grade of a "C" in all BIO courses.

**TRANSITION PROGRAM  
LICENSED PRACTICAL NURSE (LPN) TO  
REGISTERED NURSE (RN)  
SPRING 2023 (DAY OPTION) ADMISSIONS  
POLICY**

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

**STEP I Application Process:**

*Deadline: October 15*

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

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

- B. Applicants must submit all required documents and complete the admissions process, to be officially admitted to the College.
- C. Applicants must complete an Allied Health Intent Form provided on the [Information for Allied Health Students](#) page of the College website, and select LPN to RN evening or day option when applying. The LPN to RN Evening option is only offered every other year (Spring 2024, Spring 2026).

**STEP II Placement Testing : Deadline: October 15**

- A. Applicants who have completed Step I will schedule an appointment to take the **Test of Essential Academic Skills (TEAS)** test. Students can sign up for the TEAS online via the [Information for Allied Health Students](#) page of the College website. Applicants are allowed to take the TEAS twice in a 12 month period, with each attempt being at least 30 days apart. The highest TEAS score taken within the last two years will be used for ranking. TEAS scores more than two years old will not be accepted.
  - Applicants will be required to pay a \$65.00 testing fee to the Business Office (F-101)
  - Picture ID and payment receipt must be presented at the time of testing.
  - Applicants who opt to take the TEAS at another institution must submit final TEAS scores by the October 15 deadline in order for them to be considered.
  - Applicants **must achieve a 63.3%** on the overall adjusted score.
- B. After successful completion of the TEAS, applicants will schedule a test date for the RN Fundamentals 2019, Content Mastery Test by ATI, via the [Information for Allied Health Students](#) page of the College website. Applicants are allowed to take the test twice in a 12 month period, at least 30 days apart. The highest test score taken within the last two years will be used for ranking. The deadline is October 15.



- Applicants must pay a \$39.00 testing fee to the Business Office (F-101).
- Picture ID and payment receipt must be presented at the time of testing.
- Applicants who take the RN Fundamentals at another institution must submit final scores by the October 15 deadline in order for them to be considered.
- Applicants must achieve a Level 2 on the RN Fundamentals 2019, Content Mastery Test.

**STEP III Program-Specific Requirements:**

- A. Applicants must be eligible to enroll in ENG 111 and MAT 143 without a co-requisite by the October 15 deadline. The requirements for each course can be found in the [Course Descriptions](#) section of the catalog. If you have questions regarding eligibility please contact Student Development at 252-246-1281.
- B. Applicants must be enrolled in or have completed the following courses by the October 15 deadline:
- ACA 111 College Student Success
  - BIO 168 Anatomy & Physiology I
  - PSY 150 General Psychology
- C. Applicants must have a grade point average of 2.0 or higher on all general education (non-NUR prefix) courses that are required for the Transition Program.
- D. Applicants applying for the LPN to RN transition program must have and maintain an active North Carolina practical nursing license with no restrictions or license encumbrances listed. Disciplinary sanctions listed on an LPN license will be reviewed by the Dean of Allied Health and Sciences on an individual basis. **The Dean of Allied Health and Sciences has the discretion to deny admission of any applicant.**
- E. Applicants who received their LPN license more than three years from the date of admission to the program, must provide evidence of having worked at least 1,040 hours as an LPN within the last year.

**STEP IV Conditional Acceptance and Ranking:** Should there be more qualified applicants than space available, a point system will be used to rank applicants and determine selection for

admission to the Transition program. The following items will be used in consideration for ranking:

- TEAS Adjusted Individual Score.
- Non-nursing (NUR) courses. If an applicant has taken courses more than once, the highest grade will be used to award points.
- Diplomas – excluding LPN (5 points), Associate Degrees (10 points), and Bachelor’s Degree or higher (15 points).
- 3 points will be awarded to students who graduated from Wilson Community College’s LPN program.

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

- A. Qualified applicants will receive a letter of conditional acceptance by mid-November. Enclosed with this letter will be a Certificate of Acceptance (COA), a physical form, and a form with instructions on how to complete criminal background check, drug screen, and immunization tracking.
- B. COAs are due to Student Development (F-100) by December 1.
- C. Physical forms must be submitted through Viewpoint Screening by December 1. Physical exams must be completed by a physician, nurse practitioner, or physician’s assistant within 12 months prior to the first day of class.
- D. Applicants must submit evidence of current American Heart Association (AHA) CPR certification for adult, infant, child choking maneuver, and AED.
- E. Applicants must upload proof of immunizations to Viewpoint Screening. Immunizations required are:
- Tetanus – Tdap within the last 10 years,
  - Measles, Mumps and Rubella (MMR) – 2 shots or a positive titer with results and date,
  - Hepatitis B (Hep B) – 3 shots or a positive titer with results and date,
  - Varicella times two or a positive titer,
  - Annual flu vaccine by October 31<sup>st</sup> for the current flu season; and
  - Two Step TB Skin test or proof of annual TB skin tests for the past three years. If

the last annual TB skin test is more than a year old, a two-step TB skin test will be required. Two step TB skin tests must be done less than 30 days apart. Students may also substitute a Quantiferon Gold blood test in the place of a TB skin test. Students that have tested positive for TB in the past must have a current negative chest XRAY that has been completed within the last year.

- g. COVID Vaccine – Moderna, Pfizer or Jansenn

Immunizations may not be declined except by a written statement from the applicant's health care provider for acceptable exemptions, which include pregnancy or an allergy to a vaccine.

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

Final acceptance to the program will be determined by the Dean of Allied Health/Sciences, based on the following conditions being met:

- A. Students must upload/complete the Criminal Background Check, Urine Drug Screen and immunization tracking as required by all clinical agencies by **February 1** for final admission.
- B. Criminal background checks and drug screens will be reviewed by the clinical agencies and must be deemed clear by the clinical agency.
- C. Students must be in good academic standing (not on academic warning or probation) for consideration for final admission.
- D. Students must attend nursing student orientation before starting the program. If a student is not able to attend orientation on the designated date the student should notify the Dean of Allied Health and schedule an individual appointment to review orientation materials prior to the start of the semester.
- E. Uniforms must be ordered and paid for by the deadline.
- F. Students entering an Allied Health program must have a minimum of a "C" in all BIO courses.
- G. Students must have successfully completed the following courses by the end of the Spring semester:
  - ACA 111 College Student Success

- BIO 168 Anatomy & Physiology I
- BIO 169 Anatomy & Physiology II
- PSY 150 General Psychology
- NUR 117 Pharmacology

#### **PRACTICAL NURSING (PN)**

##### **FALL 2023 ADMISSIONS POLICY**

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

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

*Deadline: March 15*

- A. Applicants must submit an admissions application to Wilson Community College with an official high school transcript or equivalency and all post-secondary course work. Currently enrolled high school students are to submit a partial transcript at the time of application. A final transcript must be submitted at the time of high school graduation.
- B. Applicants must submit all required documents and complete the admissions process, to be officially admitted to the College.
- C. Applicants must complete an Allied Health Intent Form provided on the [Information for Allied Health Students](#) page of the College website. Applicants may select one or multiple programs when applying, but may only enroll in one program at a time

##### **STEP II Placement Testing:**

*Deadline: March 15*

Applicants who have completed Step I will schedule an appointment to take the Test of Essential Academic Skills (TEAS) test. Students can sign up for the TEAS online via the [Information for Allied Health Students](#) page of the College website. Applicants are allowed to take the TEAS twice in a 12 month period, with each attempt being at least 30 days apart. The highest TEAS score taken within the last two

years will be used for ranking. TEAS scores more than two years old will not be accepted.

- A. Applicants will be required to pay a \$65.00 testing fee to the Business Office (F-101)
- B. Picture ID and payment receipt must be presented at the time of testing.
- C. Applicants who opt to take the TEAS at another institution must submit final TEAS scores by the March 15 deadline in order for them to be considered.
- D. Practical Nursing Diploma (PN) applicants must achieve a 54% on the overall adjusted score.

**STEP III Program-Specific Requirements and Conditions of Eligibility:**

- A. Applicants must be eligible to enroll in ENG 111 and MAT 143 without a co-requisite by the March 15th deadline. The requirements for each course can be found in the Course Descriptions section of the catalog. If you have questions regarding eligibility, please contact Student Development at 252-246-1281.
- B. Applicants must be actively listed on the North Carolina Nurse Aide I (NA I) registry no later than March 15.
- C. Applicants must have a grade point average of 2.0 or higher on all general education (non-NUR prefix) courses that are required for the PN program.
- D. Applicants must obtain a 54% on the TEAS prior to the March 15th deadline to be considered for admission to the practical nursing program.

**STEP IV Conditional Acceptance and Ranking:**

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

- 3 points will be awarded to students currently enrolled at Wilson Community College.

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

- B. Qualified applicants will receive a letter of conditional acceptance by the end of April. Enclosed with this letter will be a Certificate of Acceptance (COA), a physical form, and instructions on how to complete criminal background check, drug screen, and immunization tracking.
- C. COAs are due to Student Development (F-100) by May 15.
- D. Physical forms must be uploaded through Viewpoint Screening by June 1. Physical exams must be completed by a physician, nurse practitioner, or physician's assistant within 12 months prior to the first day of class.
- E. Proof of Immunizations must be uploaded to Viewpoint Screening. Immunizations required are:
  - a. Tetanus – Tdap within the last 10 years,
  - b. Measles, Mumps and Rubella (MMR) – 2 shots or a positive titer with results and date,
  - c. Hepatitis B (Hep B) – 3 shots or a positive titer with results and date,
  - d. Varicella times two or a positive titer,
  - e. Annual flu vaccine by October 31<sup>st</sup> for the current flu season.
  - f. Two Step TB Skin test or proof of annual TB skin tests for the past three years. If the last annual TB skin test is more than a year old, a two-step TB skin test will be required. Two step TB skin tests must be done less than 30 days apart. Students may also substitute a Quantiferon Gold blood test in the place of a TB skin test. Students that have tested positive for TB in the past must have a current negative chest XRAY that has been completed within the last year.
  - g. COVID Vaccine – Moderna, Pfizer or Jansenn

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



may include pregnancy or an allergy to a vaccine.

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

Final acceptance to the program will be determined by the Dean of Allied Health/Sciences, based on the following conditions being met:

- A. Students must upload/complete the Criminal Background Check, Urine Drug Screen and immunization tracking as required by all clinical agencies, by June 1 for final admission. Criminal background and drug screen will be reviewed by the clinical agencies and must be clear by the clinical agency.
- B. Applicants must be in good academic standing (not on academic warning or probation) for consideration for final admission.
- C. Students must attend nursing student orientation during the summer before starting the program in the fall. If a student is not able to attend orientation on the designated date, the student should notify the Dean of Allied Health and schedule an individual appointment to review orientation materials prior to the start of the semester.
- D. Uniforms must be ordered and paid for by the deadline.
- E. Students entering an Allied Health program must have a minimum of a "C" in all BIO courses.

### **SURGICAL TECHNOLOGY ASSOCIATE DEGREE**

#### **FALL 2023 ADMISSIONS POLICY**

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

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

*Deadline: March 15*

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

with an official high school transcript or equivalency and all post-secondary course work. Currently enrolled high school students are to submit a partial transcript at the time of application. A final transcript must be submitted at the time of high school graduation.

- B. Applicants must submit all required documents and complete the admissions process, to be officially admitted to the College.
- C. Applicants must complete an Allied Health Intent Form provided on the [Information for Allied Health Students](#) page of the College website. **Applicants must select Surgical Technology as their program of choice to be considered for admission to the Surgical Technology program.**

#### **STEP II Placement Testing:**

*Deadline: March 15*

Applicants who have completed Step I will schedule an appointment to take the **Test of Essential Academic Skills (TEAS)** test. Students can sign up for the TEAS online via the [Information for Allied Health Students](#) page of the College website. Applicants are allowed to take the TEAS twice in a 12 month period at least 30 days apart. The highest TEAS score taken within the last two years will be used for ranking. TEAS scores more than two years old will not be accepted.

- A. Applicants will be required to pay a \$65.00 testing fee to the Business Office (F-101)
- B. Picture ID and payment receipt must be presented at the time of testing.
- C. Applicants who opt to take the TEAS at another institution must submit final TEAS scores by the March 31 deadline in order for them to be considered.
- D. Surgical Technology applicants must achieve a 50% on the overall adjusted score, prior to the March 15 deadline to be considered for admission to the program.

#### **STEP III Program-Specific Requirements and Conditions of Eligibility:**

- A. Applicants must be eligible to enroll in ENG 111 and MAT 143 without a co-requisite. The requirements for each course can be found in the [Course Descriptions](#) section of the catalog. If you have questions regarding

eligibility please contact Student Development at 252-246-1281.

- B. Applicants must have a grade point average of 2.0 or higher on all general education (non-SUR prefix) courses that are required for the Surgical Technology program.

**STEP IV Conditional Acceptance and Ranking:**

A. Should there be more qualified applicants than space available, a point system will be used to rank applicants and determine selection for admission to the Surgical Technology Diploma program. The following items will be used in consideration for ranking:

- TEAS Adjusted Individual Score.
- Non-Surgical Technology (SUR) courses. If applicant has taken courses more than once, the highest grade will be used to award points.
- Diplomas (5 points), Associate Degrees (10 points), and Bachelor's Degree or higher (15 points).
- 3 points will be awarded to students who are currently enrolled at Wilson Community College.

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

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

- c. Hepatitis B (Hep B) – 3 shots or a positive titer with results and date,
- d. Varicella times two or a positive titer,
- e. Annual flu vaccine by October 31<sup>st</sup> for the current flu season; and
- f. Two Step TB Skin test or proof of annual TB skin tests for the past three years. If the last annual TB skin test is more than a year old, a two-step TB skin test will be required. Two step TB skin tests must be done less than 30 days apart. Students may also substitute a Quantiferon Gold blood test in the place of a TB skin test. Students that have tested positive for TB in the past must have a current negative chest XRAY that has been completed within the last year.
- g. COVID Vaccine – Moderna, Pfizer or Jansenn

Immunizations may not be declined except by a written statement from the applicant's health care provider for medically acceptable exemptions, which include pregnancy or an allergy to the vaccine.

**STEP V Final Acceptance Requirements:**

Final acceptance to the program will be determined by the Dean of Allied Health/Sciences, based on the following conditions being met:

- A. Students must upload/complete the Criminal Background Check, Urine Drug Screen and immunization tracking as required by all clinical agencies by June 1 for final admission. Criminal background checks and drug screens will be reviewed by the clinical agencies and must be deemed clear and approved by the agency.
- B. Applicants must be in good academic standing (not on academic warning or probation) for consideration for final admission.
- C. Students must attend orientation during the summer before starting the program in the fall. If a student is not able to attend orientation on the designated date, the student should notify the Dean of Allied Health and schedule an individual appointment to review orientation materials prior to the start of the semester.

- D. Uniforms must be ordered and paid for by the deadline.
- E. Students entering an Allied Health program must have a minimum of a "C" in all BIO courses.

#### ALLIED HEALTH READMISSION PROCESS STARTING FALL 2023

Students seeking readmission to an Allied Health program should follow the guidelines under this section of the catalog. A readmitted student is returning to an Allied Health program after an unsuccessful attempt. Students applying as a readmit are required to be admitted to Wilson Community College in accordance with policies approved by the administration. Readmission is not guaranteed to all applicants who apply to Allied Health programs. Readmission requests are evaluated on an individual case-by-case basis and depend on program seat capacities and clinical availability each semester. Completion of an Allied Health curriculum does not guarantee success in passing the licensure exam. Readmission deadlines are final and all readmission steps must be completed by the published deadlines.

If more applicants apply for readmission than seats are available, priority will be given to students previously enrolled in Wilson Community College's Allied Health programs. Students transferring from other colleges or universities must provide official transcripts from all previously attended institutions. Any NUR or SUR courses taken at other institutions will be evaluated by the Dean of Allied Health & Sciences and the Director of Enrollment Services/Registrar to determine course equivalency. Students seeking to transfer from other institutions will be required to provide a clinical affidavit demonstrating good standing at that institution.

Students seeking readmission who received a "D" on general education or related course work in the curriculum (other than Biology), will be strongly encouraged to retake the courses prior to readmission. Students with an "F" on a general education or related course work must successfully repeat courses prior to

readmission. The applicant must have a minimum 2.0 GPA at the time they are seeking readmission.

Readmission into Allied Health programs will be allowed once, for a total of two attempts in a specific program. After one unsuccessful readmission, a student will be ineligible for readmission to the same program. A student who is unsuccessful at the Associate Degree Nursing Program twice can elect to admit to the Practical Nursing Program twice can elect to admit to the Practical Nursing or Surgical Technology program for their third and final attempt. **The number of allowed attempts includes admissions to all Allied Health programs, not just admissions to Wilson Community College's programs.**

A student who successfully completes the Practical Nursing program, but who has exhausted the number of readmissions, will be allowed one opportunity to admit to the Associate Degree Nursing Program.

#### STEP I Application Process:

##### *Deadlines:*

- **October 15 for Spring readmission**
- **March 15 for Summer readmission**
- **June 15 for Fall readmission**

- A. Applicants must submit an admissions application to Wilson Community College with an official high school transcript or equivalency and all post-secondary course work.
- B. Applicants are required to complete the admissions process to be officially admitted to the College.
- C. Applicants must complete an Allied Health Intent Form provided on the [Information for Allied Health Students](#) page of the College website, indicating that they are seeking readmission into an Allied Health program.
- D. Applicants must submit TEAS scores earned within the past 2 years, or schedule an appointment online via the [Information for Allied Health Students](#) page of the College website. Applicants are allowed to take the TEAS twice in a 12 month period, with attempts being at least 30 days apart.

TEAS scores more than two years old will not be accepted. The following overall adjusted scores must be achieved for readmission to each program:

- Associate Degree Nursing - 63.3%
- Practical Nursing Diploma - 54%
- Surgical Technology - 50%

- E. Applicants applying for readmission to the Practical Nursing or Associate degree nursing program must take the ATI Fundamentals 2019 and score a minimum of level 2 to be considered for readmission. The ATI can be scheduled via the admissions page on Wilson Community College's website.
- F. Once the application for admission, transcripts, intent form, and TEAS scores are received, a review of the applicant's academic record will be performed to determine the point of re-entry into the program. Applicants will receive a copy of the transcript review.

#### **STEP II Audit Policy for Readmission:**

Students seeking readmission to an Allied Health program will be required to audit courses up to the point of re-entry to demonstrate course competency in previous course work. Auditing students will participate in all classroom and lab activities but will not participate in clinical opportunities. Auditing requests are granted as space is available.

#### **A. Audit Course Requirement:**

- Students seeking readmission to an Allied Health program will be required to audit courses up to the point of readmission. Students must earn an overall course grade of 80 or higher in each of the required audit courses. A student not earning the minimum course grade will not be allowed a readmission attempt.
- Auditing students must pass the math competency test with a 90 or higher each semester.
- Auditing students must pass all skills competency check offs each semester up to the point of re-entry.
- Students auditing will follow the same guidelines as students enrolled in the nursing program and will adhere to all WCC college and nursing program policies.

- Audit students are not guaranteed a seat in the program. Re-entry requests to the nursing program will be evaluated at the point of re-entry.

#### **STEP III Conditional Acceptance:**

- A. Students will be required to complete a background check, drug screen, physical (current within the last 12 months) and provide up to date immunizations and CPR certification. This process will be initiated through Viewpoint screening. Physical forms will be provided by the Dean of Allied Health and must be uploaded through Viewpoint Screening. Physical exams must be completed by a physician, nurse practitioner, or physician's assistant within 12 months prior to the first day of class.

The following are required:

- a. Tetanus – Tdap within the last 10 years,
- b. Measles, Mumps and Rubella (MMR) – 2 shots or a positive titer with results and date,
- c. Hepatitis B (Hep B) – 3 shots or a positive titer with results and date,
- d. Varicella times two or a positive titer,
- e. Annual flu vaccine by October 31<sup>st</sup> of the current flu season.
- f. Two Step TB Skin test or proof of annual TB skin tests for the past three years. If the last annual TB skin test is more than a year old, a two-step TB skin test will be required. Two step TB skin tests must be done less than 30 days apart. Students may also substitute a Quantiferon Gold blood test in the place of a TB skin test. Students that have tested positive for TB in the past must have a current negative chest XRAY that has been completed within the last year.
- g. COVID Vaccine – Moderna, Pfizer or Jansenn
- h. Evidence of current American Heart Association (AHA) CPR certification for adult, infant and child choking maneuver and AED.
- i. Student must be active listed on the North Carolina Nurse Aide 1 (NA1) registry.

Immunizations may not be declined except by a written statement from the applicant's health care provider for medically acceptable exemptions, which include pregnancy or an allergy to the vaccine.

- B. Students dismissed from an Allied Health program as a result of inappropriate behavior, misconduct or unprofessional behavior, non-adherence to lab, class or clinical policies or significant concerns in regard to clinical expectations for safety, ethical and legal standards, may be denied admission for re-entry. Students will be required to provide an academic reference from the institution previously attended. The reference should come from the program director at that institution and should verify the student's academic and clinical performance with reason for dismissal.

**Final Deadlines:**

All steps of the admissions process must be completed by:

- **December 1 for Spring readmissions**
- **April 1 for Summer readmissions**
- **July 1 for Fall readmissions**

## COLLEGE CREDIT FOR HIGH SCHOOL STUDENTS

### CAREER AND COLLEGE PROMISE (CCP)

The Career and College Promise (CCP) program provides structured opportunities for qualified high school students to dually enroll in community college courses that provide specific pathways to complete a certificate, diploma, degree, or state or industry-recognized credential; as well as provide entry-level jobs skills. Students can benefit from the following opportunities through CCP:

1. **College Transfer Pathways** – lead to completion of college credit, including English, mathematics, and general education courses approved to satisfy the Comprehensive Articulation Agreement for transferability to four-year colleges or universities.
2. **Career Technical Education Pathways** – a curriculum pathway leads to a certificate, diploma, or degree to build employability skills in specific vocational and technical fields; while a Workforce Continuing Education Pathway leads to a State or Industry recognized credential.
3. **Cooperative Innovative High School Pathways** – The Wilson Early College

Academy (WECA) and Wilson Academy of Applied Technology (WAAT) are high school academies provided in partnership between Wilson County Schools and Wilson Community College. Rising high school 9<sup>th</sup> graders will enroll in a five-year dual enrollment program, which includes high school courses needed to meet North Carolina graduation requirements; and college courses to meet requirements of an associate degree or college transferable credit.

These programs offer accelerated academics in both high school and college courses, in small, learner-centered classes. Students will have equal access to highly challenging course work and innovative learning experiences that build upon their passions and interests. Students will be provided unique support to demonstrate genuine concern for the whole person. Academic, emotional, and social interventions strive to build integrity, self-confidence, and character, which will ensure their ability to graduate from high school and college and become productive 21st century citizens. Visit the College website at [www.wilsoncc.edu](http://www.wilsoncc.edu) for more information on the WECA and WAAT programs.

### ELIGIBILITY REQUIREMENTS FOR CCP STUDENTS

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

1. Complete a CCP Admissions Application
2. Submit a high school transcript showing course work completed, current courses enrolled in, and cumulative, unweighted GPA.
3. Obtain written approval from the high school principal or designee or home school administrator.

4. Obtain approval from the Chief Academic Officer or Chief Student Development Administrator, if necessary.

**College Transfer Pathway Requirements:**

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

1. All eligible high school students must continue to make progress toward high school graduation, and not delay graduation.
2. Meet all established pre-requisites for college courses.

High school juniors and seniors must have a cumulative unweighted GPA of 2.8 on completed high school course work; or demonstrate college readiness in English, reading, AND mathematics as determined by satisfactory scores on an approved entry assessment or placement test.

Sophomores will be limited to one class fall semester and one class spring semester. must meet the following requirements:

- a. Identified AIG by the local AIG plan in English/reading and math or an aptitude and achievement test as evidenced by a score in the range between 92<sup>nd</sup> and 99<sup>th</sup> percentile on both tests included in the current Burors Mental Measurements Yearbook; AND
- b. Demonstrate college readiness in English, reading and math on an approved assessment or placement test.
- c. Receive a recommendation from the high school principal or designee and the AIG Coordinator, verifying the student has the maturity to enroll.
- d. Receive approval of the College President, or the College's chief student development administrator, or chief academic officer.
- e. Receive academic advising from the high school and College prior to enrollment.

**College Transfer Pathway Guidelines:**

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

**Career Technical Education Pathway Requirements:**

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

1. High school junior or senior continuing to make progress toward high school graduation.
2. Have a cumulative unweighted GPA of 2.8 on completed high school course work OR demonstrate college readiness in English, reading and mathematics, as determined by satisfactory scores on approved entry

assessments (PSAT, SAT, Pre-ACT, ACT or RISE Placement Test).

3. If the GPA is below an unweighted 2.8, and the pathway does not contain a college transfer course, the high school principal or designee can waive the GPA requirement and provide a written statement for why the GPA was waived; and the approval of the Chief Academic Officer or Chief Student Development Administrator.
4. Meet all established pre-requisites for college courses and the career pathway.

#### **Career Technical Education Pathway**

##### **Guidelines:**

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

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

Students may request credit for subjects tested under Advanced Placement (AP) or College Level Entry Placement (CLEP) examinations. CLEP Test scores must meet American Council on Education (ACE) recommendations. Credit must be applicable to the student's current program of study. Only official test score reports will be accepted.

#### **CRIMINAL RECORD CONSIDERATIONS**

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

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

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

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

#### **REGISTERED SEX OFFENDERS**

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

#### **PLACEMENT AND ASSESSMENT**

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

- High school performance – grade point average (GPA)



- Standardized test scores
- Placement test scores
- High school equivalency assessments

#### HIGH SCHOOL GPA

Applicants who graduated from a U.S. high school must present an official high school transcript verifying graduation. Placement is determined by the unweighted high school GPA according to the following criteria:

- 1.0 – 2.199 unweighted GPA – Transition English and Math courses.
- 2.2 – 2.799 unweighted GPA – College-level (gateway) English and math courses with corresponding co-requisite courses.
- 2.8 or higher unweighted GPA – College-level (gateway) English and math courses without co-requisite courses.

Placement for students who apply before they graduate from high school will be based on their high school GPA at the end of their junior year.

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

#### HIGH SCHOOL EQUIVALENCY ASSESSMENTS

Acceptable General Education Development (GED®) or High School Equivalency Test (HiSet) scores may be used to determine whether a student is college-ready in English and math. Both GED® and HiSet test scores are valid for ten years. Please see Reinforced Instruction for Student Excellence (RISE) Placement Guide for eligible GED® and HiSet scores.

#### STANDARDIZED TEST SCORES

Acceptable Scholastic Aptitude (SAT) or American College Test (ACT) scores may be used to determine whether a student is college-ready in English and math. Test scores are valid for ten years. Please see Reinforced Instruction for Student Excellence (**RISE**) **Placement Guide** for eligible SAT and ACT test scores.

#### PLACEMENT TEST SCORES

Wilson Community College administers the RISE Placement Test as a standard part of the admissions process for applicants who do not meet high school GPA benchmarks, eligible standardized test scores, or qualifying

placement test scores. The RISE Placement Test is a computerized test that assesses proficiency in English and math. The results of the assessment are used to help place students in courses that are appropriate to their individual aptitudes and abilities. Placement testing cannot be used to exempt students from curriculum level courses. See RISE Placement Guide for qualifying RISE Placement Test scores. With the exception of accommodations for students with a documented disability (See [Accommodations for Placement Testing](#)), no assistive devices are allowed other than the scientific calculator and formula sheets that are provided.

Prospective students who have completed the NCDAP, ASSET, COMPASS, or ACCUPLACER within the last ten years may have their test scores sent to the WCC Admissions Office.

#### ACCOMMODATIONS FOR PLACEMENT TESTING

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

#### PLACEMENT TEST REPEAT POLICY

An applicant or student may repeat the RISE Placement Test once for each tier. The repeat attempt must be scheduled at least 30 days after the first attempt.

#### MILITARY READMISSION AND COURSE COMPLETION

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

Accommodations for such military personnel may include:



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

Students should make appropriate notifications as soon as they become aware of orders that will interrupt their studies. A copy of those orders is required before any accommodations can be completed. Military students seeking to complete courses within the term or semester should contact each of their instructors and/or the Curriculum Dean. Students seeking readmission for another semester or term should contact the Director of Enrollment Services/Registrar. See [Military Refunds](#) for information about requesting a refund for tuition and textbooks due to military assignments.

### RESIDENCY FOR TUITION PURPOSES

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

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

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

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

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

### Out of State Tuition Waivers:

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

1. When an employer (other than the armed services) pays the full tuition for an employee who works at a North Carolina business location to attend a community college, the employer may be charged the in-state tuition rate even when the employee does not meet the requirements for in-state tuition.
2. Out-of-state members of the armed forces and the dependent relatives of such members who are stationed at a North Carolina base are eligible to be charged the in-state tuition rate under. The student must submit appropriate documentation prior to initial enrollment and re-enrollment each successive academic year.

### In State Tuition for Veterans:

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

- Served active duty for at least 90 days in the Armed Forces, the Commissioned Corps of the U.S. Public Health Service, or the National Oceanic and Atmospheric Administration.
- Was discharged or released under conditions other than dishonorable.
- Qualifies for and uses federal educational benefits under either the Montgomery GI Bill® Active Duty Education Program or the Post -9/11 Educational Assistance.
- Qualifies for admission to the community college.

- The veteran’s abode is North Carolina, meaning the veteran must actually live in NC, whether temporarily or permanently.
- Provides the college with a letter of intent to establish legal residence in North Carolina.

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

- The person is the recipient of a veteran’s federal educational benefits under either 38 USC Chapter 30 (Montgomery GI Bill® Active Duty Education Program) or 38 USC Chapter 33 (Post -9/11 Educational Assistance).
- The person qualifies for admission and enrolls in a community college after the veteran’s discharge or release from the Armed Forces, the Commissioned Corps of the U.S. Public Health Service, or the National Oceanic and Atmospheric Administration.
- The person’s abode is North Carolina meaning the person must actually live in NC, whether temporarily or permanently.
- The person provides the institution of higher education with a letter of intent to establish legal residence in North Carolina.

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

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

**Veterans Choice Act:**

Under the Veterans Access, Choice, and Accountability Act of 2014 (Choice Act) as it pertains to the in-state tuition provision – “covered individuals,” as described, to include same-sex spouses and children (biological, adopted, pre-adoptive and stepchildren of same-sex spouses) will be charged in-state

tuition and fees. A covered individual is defined in the Choice Act as:

- A Veteran using Montgomery GI Bill®-AD (CH30) or Post 9/11 GI Bill® (CH33) who lives in NC (regardless of his/her legal state of residence) and enrolls after discharge from a qualifying period of active duty service of 90 days or more.
- Anyone using transferred CH33 Post-9/11 GI Bill® benefits (TOE) who lives in NC (regardless of his/her legal state of residence) and enrolls in the school after the transferor's discharge from a qualifying period of active duty service of 90 days or more.
- A spouse or child using benefits under the CH33 Marine Gunnery Sergeant John David Fry Scholarship (FRY) who lives in NC (regardless of his/her legal state of residence) and enrolls in the school after the Service member's death in the line of duty, following a period of active duty service of 90 days or more.

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

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

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

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

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## FINANCIAL AID

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The student financial aid program at Wilson Community College is intended to assist qualified students in meeting the costs of attending college. Based primarily on financial need, assistance is provided in the form of grants, scholarships, part-time employment,

and loans. An eligible student may receive one or more of these types of financial aid.

### APPLICATION PROCESS

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

1. Complete the WCC Admissions process – see [Admissions Process](#). The admissions application process is separate from the application process for financial aid. Students must be admitted to the College before financial aid can be awarded.
2. Complete the Free Application for Federal Student Aid (FAFSA) online at [Free Application for Federal Student Aid](#), using Wilson Community College’s code #004845 OR request a paper FAFSA application by calling 1-800-433-3243. The college cannot process financial aid applications without the student’s correct social security number.
3. The Financial Aid Office sends financial aid offer letters, notifications, and other notices to students’ primary e-mail accounts. Students may also access financial aid award information online by logging into their Student Planning account through the College’s website at [www.wilsoncc.edu](http://www.wilsoncc.edu).

Students may need to provide additional documentation to the WCC Financial Aid Office, before an award can be finalized. Please respond to all requests for information as soon as possible so financial aid can be awarded in a timely manner.

### ELIGIBILITY

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

limits to assistance based on both time and attempted hours.

Recipients of Federal (Title IV) financial aid must be high school graduates or have obtained a high school equivalency diploma (GED®), and must be enrolled in a curriculum degree or diploma program. Students in the Basic Law Enforcement Training program may also be eligible to receive aid. For more information, contact the Financial Aid Office, or visit the office in Building F.

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

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

### FINANCIAL AID ENROLLMENT STATUS

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

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

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

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

#### LIMITS ON FINANCIAL AID ELIGIBILITY

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

#### DEVELOPMENTAL COURSE WORK & RISE

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

#### ENROLLMENT AT MULTIPLE INSTITUTIONS

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

overpayment the student will be responsible for repaying.

#### STANDARDS OF ACADEMIC PROGRESS FOR FINANCIAL AID

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

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

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

#### 1. Qualitative Satisfactory Academic Progress

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

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

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

If a student has not re-established the cumulative GPA requirement after one semester of warning, he or she will be placed on Financial Aid GPA Suspension and ALL forms

of federal and state financial aid to the student will be suspended. Students will be notified when being placed on Financial Aid GPA Suspension.

**2. Quantitative Satisfactory Academic Progress**

There are two methods of measuring quantitative SAP:

**A. Pace of Progression – 67% Rule**

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

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

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

- All credits for course work completed at Wilson Community College, must be included in the 67% calculation, regardless of the length of time since completion.
- All accepted applicable transfer credits are included in the 67% calculation.
- Developmental courses **do count** in the 67% calculation.
- Courses that are deleted/purged as never attended (NA) **do not** count in the 67% calculation.

See the following examples:

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

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

Per federal mandate, a student will be allowed to receive financial assistance until the student has (a) attempted a maximum of 150% of the

hours required to complete his/her chosen degree, diploma, or certificate OR (b) until the Financial Aid Office determines it is not mathematically possible for a student to complete his or her program within the MTF.

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

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

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

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

See the following examples:

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

**FINANCIAL AID APPEAL PROCESS**

**Appeal of Unsatisfactory Academic Progress:**

Students may appeal the loss of financial aid based on qualitative or quantitative lack of satisfactory academic progress (SAP). Appeals will be considered on the basis error by the College, OR for documented, unusual, or mitigating circumstances that negatively affected the student’s academic performance.

These factors may include: death in the immediate family, personal illness/Injury, or other special circumstances. Appropriate documentation supporting the student's claims must be submitted with the appeal.

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

## TYPES OF FINANCIAL AID

### FEDERAL PELL GRANT PROGRAM

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

The estimated Pell distribution dates are:

- Fall semester – September 15
- Spring semester – February 16
- Summer semester – June 15

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

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

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

entitled to receive a Pell Grant at any institution.

- Financial aid is approved based on one chosen eligible program of study. If a student designates a primary and secondary major, aid will be based on the primary major. Some students who have declared double majors can be paid based on enrollment in a combination of courses in both programs. Prior approval for a double-major is required for courses in both programs to be covered by financial aid (See [Adding a Second Program of Study - Double Major](#)).
- Students must be enrolled in an eligible degree, diploma, or certificate program. The number of hours required to be considered full-time is subject to change by legislative action. Eligibility for some diploma and certificate programs is determined by clock or contact hours rather than credit hours. All diploma and certificate students are encouraged to discuss eligibility with a Financial Aid staff member before registering for courses each semester.
- In some cases, approval may be given for a course outside the program to be substituted to meet a program requirement. Course substitutions require formal approval and must be on record with the Director of Enrollment Services/Registrar's Office. Once a course substitution is approved, the substituted course may be included in the financial aid award.  
Students should seek approval for a course substitution as soon as possible in any given semester, to avoid a delay in distribution of aid. In the event a course substitution is not approved by the deadline to pay tuition and fees, the student should contact the Cashier in the Business Office to see if out-of-pocket payment is necessary to secure their course schedule.
- Students must attend classes and have their attendance verified by their instructors.
- Students must maintain institutional standards for satisfactory academic



progress to continue to be eligible for Pell Grant.

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

#### **Federal Supplemental Opportunities Grant Program:**

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

#### **Federal Work-Study Program:**

The federally funded Work-Study program provides a limited number of part-time jobs to students who demonstrate financial need and eligibility as determined by the FAFSA. Work-Study allows students to earn money to help pay educational expenses. The average workload is 10 hours or less per week. During vacation periods, the student may work up to 20 hours per week. The basic rate of pay is \$9.00 per hour. On-campus jobs include work in offices, shops, and the learning resource center. Students participating in the FWS program will be paid on the last day of each month for hours worked the previous month. Eligible students must meet the following criteria:

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

#### **NC Community College Grant:**

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

on funding from the state legislature and are subject to state semester limitations.

To be considered for NCCCG, a student must:

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

#### **North Carolina Longleaf Commitment Grant:**

The NC Longleaf Commitment grant program for NC high school graduates who attend one of the community colleges in NC. Awards range from \$700-\$2800. The award criteria is listed below:

Eligibility Requirements:

- Graduate from NC high school in 2020-2021 (may extend to 2022 HS graduates)
- Be a first-time college student (CCP & Early College HS students are eligible)
- Be a NC resident for tuition purposes
- Enroll in at least 6 credits per semester in an eligible program
- FAFSA completion required with an EFC 0-15,000
- Meet the satisfactory Academic Progress Requirements

#### **LOANS**

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

A limited amount of loan funds are also available for institutional half tuition and book loans, with no interest charged, short repayment terms, and a minimal processing fee. For detailed information regarding short-term institutional loans, see a financial aid staff member in F-105.

#### **Direct Subsidized and Unsubsidized Loans:**

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

vary and interest rates and loan origination fees are set each year by the US Department of Education.

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

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

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

1. All students must complete a FAFSA to first determine grant eligibility – see [Application Process](#).
2. Once grant eligibility is established, students must complete the Federal Direct Loan Data Form to determine the loan amount. Forms are available in the Financial Aid Office in Building F. Once completed, the form must be signed and returned to the Loan Officer by one of the following methods:
  - E-mail: [hjmoore@wilsoncc.edu](mailto:hjmoore@wilsoncc.edu)
  - Fax: 252-246-1384
  - Postal Mail to: WCC Loans, Attention: J. Moore, P.O. Box 4305, Wilson NC 27893
  - Deliver in person to F-105b
3. Students who are first time borrowers, must go to [Federal Student Aid](#) and complete the following steps:
  - a. Entrance Counseling for the Undergraduate.
  - b. The Master Promissory Note for the Undergraduate.Note: If the student has borrowed student loans before, this step is not needed.
4. A face to face meeting is encouraged for all first-time borrowers and previous borrowers who are new to WCC. However, it is not required as a part of the loan process to accept loans in the financial aid package.
5. Once the requested loan amount is reviewed, an email will be sent to the student's WCC College email account, with



instructions to review their financial aid status through Self Service. The student may also meet in person with the financial aid loans administrator.

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

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

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

Example:

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

#### **Direct Unsubsidized Loans**

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

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

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

#### **Parent Plus Loans**

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

#### **SCHOLARSHIPS**

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

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

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

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

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

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

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

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

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

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

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

##### **Vocational Rehabilitation:**

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

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

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

- Financial aid disbursements are based on the student's enrollment status at the time of disbursement and the financial aid census date, which is not the same as the Last Day to Request a Refund (LDRR) for the term. Students should register for all classes at the beginning of the term to ensure that classes will count toward enrollment status for financial aid. Disbursements will only be made for classes that have started. If a student is registered at the time of the first disbursement, for a class that starts later in the term, future disbursements will be made IF the student's enrollment status is increased and the student attends. Classes added to the student's schedule after the initial aid disbursement cannot usually be considered in the financial aid enrollment status or disbursement of aid. Additional disbursements will only occur IF subsequent courses increase the student's enrollment status.
- Disbursement of some scholarships will be made after regular registration at the start of each semester.
- Students receiving Pell Grants may charge tuition, fees, books, and certain required supplies/kits to their financial aid, up to the maximum scheduled amount. When any additional funds remain after deducting the cost of tuition/fees and books/supplies,

the student will receive a payment of the semester balance, if any, after their attendance and course load has been verified.

- In order to provide accurate and sound accounting procedures, Pell awards are based on the initial calculation of eligibility and enrollment status. If a student's enrollment status changes prior to disbursement, a recalculation will occur and an adjusted disbursement will be issued to reflect the updated enrollment status. Recalculations will also be made if the student's enrollment status changes after disbursement due to failure to attend through the FA census date, student withdraws, never attends (NA), or is registered for classes not eligible for financial aid.
- Financial aid disbursements are issued through direct deposit via BankMobile. Students will receive information packets with instructions on how to enroll in direct deposit using an existing bank account, or by establishing a BankMobile Vibe checking account. Students are strongly encouraged to set up their account preference as soon as possible, to ensure that refunds are received in a timely manner.
- Students who do not enroll in direct deposit will receive their financial aid disbursement by postal mail, 21 days after the original disbursement date. Checks will be mailed to students at their address of record OR the address listed on the student's FAFSA application. If the addresses are different, the student may designate one address where the check will be mailed. The address of record is the address the student used on their latest application for admission unless a change of address request has been completed. If the address has changed since initial admission to the College, contact Student Development by calling (252) 246-1281 – see [Change of Personal Information](#).

#### VETERANS EDUCATION ASSISTANCE

The Department of Veteran Affairs provides a number of educational benefits to qualified veterans and/or dependents. Members of the selected reserve, National Guard, war orphans,

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

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

#### 1. Application Process

Students are required to apply for admissions and must be accepted into an eligible program of study. In addition, most students need to process VA paperwork to ensure payment of benefits. Students should complete the VA application and submit academic transcripts from all institutions attended, well in advance of registration to allow adequate time for processing.

- **Students who have never used their benefits** must complete an application for benefits (form 22-1990 for veterans, form 22-5490 for dependents, and form 22-1990e for ToE students) at [U.S. Department of Veterans Affairs VA Forms](#) or submit a paper application to the VA Certifying Official. Students must also submit a copy of their DD-214/NOBE upon completion of the VA application. All college transcripts must be received and evaluated for credit by the Director of Enrollment Services/Registrar before the student can be certified by the College to VA.
- **Students transferring from another college** must request a transcript from all previously attended institutions. Transcripts must be received and evaluated before students can be certified. A change of major or place of training form must be completed and returned to the VA Certifying Official, along with a copy of

their DD-214 /NOBE. These forms may be printed at [U.S. Department of Veterans Affairs VA Forms](#) (Forms 22-1995-veterans, 22-5495-dependents, 22-1995-ToE students).

- **Returning students** who have used their benefits before and who are not transferring from another college or changing majors, only need to update their admissions information with the Admissions Office in Student Development and contact the VA Certifying Official to request certification. Students seeking to change majors must complete the change of major process (See [Changing a Program of Study](#)) and complete a VA change of major form with the VA Certifying Official. All transcripts must be received and evaluated prior to College certification.

**2. Registration**

Upon admission into a curriculum program, students should see their academic advisor during registration periods to sign up for classes. All VA students are required to see the VA Certifying Official immediately upon registering for classes each semester, to initiate the certification process. In addition, students will be required to secure payment with the Cashier by the deadline for each registration period, unless the following apply:

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

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

**Enrollment Considerations:**

As students enroll each semester, there are a number of circumstances that could render

veterans ineligible for all or part of their benefits. The following is not an inclusive list, but rather a majority. Students are encouraged to read about their benefits and be familiar with their limitations.

- Audited classes, classes outside the major, developmental/RISE transition and co-requisite classes, internet or hybrid classes, and repeated courses that have already been passed cannot be counted toward enrollment credits for VA purposes.
- Course substitutions must be officially approved and documented in the admissions file.
- Enrollment dates for all classes are reported to the VA. The VA will determine enrollment classification based on the number of hours students have for each day of the month. When enrolled in module classes, which only meet for less than a full semester, the VA will account for the change in hours based on the day classes start and end.
- Changes in enrollment due to drops, additions, or schedule adjustments are reported to the VA on a weekly basis by the VA Certifying Official. Students should anticipate the corresponding change in benefits shortly thereafter.
- Students receiving VA benefits may not receive benefits for developmental courses, including RISE transition or co-requisite courses taught online or with online components.
- Enrollment Status is based on the number of credits for each term as shown below:

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

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

**3. Student Responsibility**

Registration: As noted in the application process, all students are required to see the VA

Certifying Official after they have registered for classes.

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

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

Reporting Enrollment: Students receiving Chapter 30, 33, 1606, or 1607 are required to report their enrollment status on the last calendar day of each month. Failure to do so will delay payment. In addition, Chapter 35 students who are not enrolled in an associate degree program must also report enrollment. Students may utilize the WAVE system to report hours for each month at [U.S. Department of Veterans Affairs Web Automated Verification of Enrollment](#) or by calling 1-877-823-2378.

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

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

Payments and Summary of Benefits:

- Students should receive payment from VA within 12-14 weeks of certification. In the event of an overpayment, students should contact the VA Certifying Official to resolve their account.

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

## WITHDRAWAL AND IMPACT TO FINANCIAL AID

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

Students receiving Title IV aid are required to attend through the 60% point of the enrollment period. However, **withdrawing at any point will likely result in the student owing a balance to the College.**

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



- For students who withdraw prior to the 60% point and before grant disbursement, a post withdrawal disbursement will be calculated for the term based on the last date of attendance. The College may charge tuition and fees to the student's award. As a result, students may owe the College a balance if they charged more than their prorated award.
- For students who withdraw prior to the 60% point and after Title IV disbursement, a return of Title IV aid will be calculated based on the last date of attendance, to determine the amount of aid the student or College will need to repay. The return will not exceed half of the award disbursement. If the calculation reveals a student debt, the student will be given 45 days to pay the College to prevent loss of future aid. If the student does not pay the amount owed, the College will refer overpayments greater than \$50 to the USDOE. The student will lose financial aid eligibility until the overpayment is resolved. The student will retain eligibility for aid up to the point the overpayment is referred to the USDOE, or 45 days from the date withdrawal is determined.
- Withdrawing at any point may result in students owing a balance to the College. The College is required to perform a return calculation, even if a student withdraws after the 60% point of the enrollment term. If the College owes an amount as a result of a return calculation, the return will be processed within the 45 day deadline. The return will be equal to the amount of tuition and fees charged, times the unearned percentage of funds, or the entire excess funds. This will result in a student debt to the College that must be paid prior to enrolling for future terms or obtaining academic records or transcripts.
- If a student withdraws prior to the 60% point and has Direct Loan origination funds that have not been disbursed, a post withdrawal disbursement will be calculated based on the last date of attendance; except for a student who is a first-time, first-year student who has not completed the first 30 days of their program. A letter will be mailed to the

student offering the post withdrawal disbursement and giving them 15 days to accept the loan. The Financial Aid Office will zero out the loan if no reply is received by the deadline.

- State grants are also based on attendance. The College is required to calculate the amount of state assistance that a student earned. Calculations are based on the last day of attendance. Students will be notified if any debt is incurred as a result of ceasing attendance.

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

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## FINANCIAL INFORMATION

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### EDUCATION TAX CREDITS

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

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

### FEES AND EXPENSES

It is estimated that the average student who is a North Carolina resident incurs necessary expenses of approximately \$5,000 for tuition, fees, and books during an academic year of three semesters. The cost of room and board for students who desire such accommodations may vary considerably according to individual

requirements. The College does not have any dormitory or cafeteria facilities.

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

### CURRICULUM TUITION AND FEES

<b>IN-STATE TUITION</b> – Set by the State Board of Community Colleges. Per credit hour (up to 15 credit hours)	\$76.00
16 credit hours and above	\$1,285.88
<b>OUT-OF-STATE TUITION</b> – Set by the State Board of Community Colleges. Per credit hour (up to 15 credit hours)	\$268.00
16 credit hours and above	\$4,357.88
<b>STUDENT ACTIVITY FEE</b> – Per semester Includes accident insurance and student activities (\$35.00 maximum per semester)	\$2.18 (Per credit hour)
<b>SECURITY/PARKING FEE</b> – Per semester	\$15.00
<b>TECHNOLOGY FEE</b> – Per Semester	\$20.00
<b>AUTOMOTIVE SERVICE EXCELLENCE CERTIFICATION EXAM FEE</b> – Per year	\$51.00

### CONTINUING EDUCATION FEES

<b>BASIC SKILLS CLASSES</b>	No Cost
<b>OCCUPATIONAL EXTENSION CLASSES</b>	
1 – 24 Hours	\$70.00
25 – 50 Hours	\$125.00
51+ Hours	\$180.00
<b>COMMUNITY SERVICE/SELF-SUPPORTING CLASSES</b> – Cost determined by contact hours of the class.	Varies
<b>SECURITY/PARKING FEE</b> – Per semester for on campus classes 16+ hours	\$15.00
<b>TECHNOLOGY FEE</b> – Per Semester for on campus/online classes 9+ hours	\$5.00
<b>EXTENSION STUDENT ACCIDENT INSURANCE</b> – Required for select	\$2.00

courses. All extension students may purchase accident insurance.	
<b>OFFICIAL GED® TESTING SERIES</b> Fees paid directly to Pearson VUE	\$80.00
<b>HIGH SCHOOL EQUIVALENCY GRADUATION</b>	\$15.00
<b>AHS GRADUATION FEE</b>	\$15.00
<b>AHS CERTIFICATE ONLY</b>	\$5.00
<b>CPR HEARTSAVER/CPR HEALTHCARE PROVIDER/CPR REPLACEMENT CARD</b>	\$6.00
<b>MALPRACTICE INSURANCE</b> – based on insurance carrier’s current rate schedule. Rates subject to change.	
Nurse Aide I	\$16.00
Nurse Aide II	\$16.00
Phlebotomy	\$16.00
Dialysis	\$16.00
EMT-B/EMT-P	\$16.00

### OTHER FEES

<b>GRADUATION APPLICATION FEE (does not include cap and gown)</b>	\$25.00
<b>STUDENT ID REPLACEMENT FEE</b>	\$5.00
<b>OFFICIAL TRANSCRIPTS</b>	
Printed or Mailed Transcript	\$5.50
Electronic Transcript	\$6.50
<b>REPLACEMENT DEGREE/DIPLOMA</b>	\$10.00
<b>RETURNED CHECK FEE</b>	\$25.00
<b>PROCTORING SERVICES FEE (Non-Wilson Community College)</b>	\$20.00 per test

### ALLIED HEALTH PROGRAM FEES

<b>MALPRACTICE INSURANCE</b> – required for students in Allied Health programs. Amounts are based on insurance carrier’s current rate schedule. Rates are subject to change by insurance companies.	<b>Per Semester</b>
Nursing (ADN/PN)	\$16.00
Surgical Technology	\$16.00
<b>ASSESSMENT TECHNOLOGY, INC FEES</b>	
Associate Degree Nursing New Students starting Fall 2021	\$185.40 Per

	academic year
Practical Nursing Education New Students starting Fall 2021	\$185.40 Per academic year
<b>CERTIFIED SURGICAL TECHNOLOGY EXAM FEE</b> – Paid in Second Fall Semester.	\$300.00
<b>FUNDAMENTALS OF NURSING EXAM FEE</b> – ADN Transition applicants only	\$39.00
<b>TEST OF ESSENTIAL ACADEMIC SKILLS (TEAS) FEE</b>	\$65.00

### FINANCIAL LIABILITY FOR TOOLS AND EQUIPMENT

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

### FOREIGN NATIONAL INFORMATION SYSTEM

Pursuant to the American Recovery and Reinvestment Act of 2009 and regulations of the Internal Revenue Service and the state of North Carolina, the College is required to collect information required on the Foreign National Information System for non-U.S. citizens who are employees, vendors, contractors, or students at the College.

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

Necessary information may include copies of permanent resident cards, passports, visas, I-94 cards, I-797 documents, I-20 cards, DS-2019 documentation and any Employment

Authorization Cards. No information collected will be used to make admissions or academic decisions. If you have questions regarding the collection or use of such information, please contact the Director of Enrollment Services/Registrar or Vice President of Student Development.

### OUTSTANDING CHARGES OR LOANS

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

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

### PAYMENT POLICIES

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

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

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

All tuition and fees are subject to change by action of the North Carolina General Assembly. The college accepts cash, money orders, checks, Discover, VISA, and MasterCard in



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

## REFUND POLICIES

### CURRICULUM TUITION REFUNDS

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

- A. A 100 percent refund will be provided if the student officially withdraws or is officially withdrawn by the College from a course prior to the first day of the academic period as noted on the College calendar.
- B. A 100 percent refund will be provided if the College cancels a course in which the student is registered.
- C. A 75 percent refund will be provided upon request if the student officially withdraws or is officially withdrawn by the College from the course prior to or on the 10 percent point of the academic period (last day to request a refund).
- D. Military reserve, National Guard, or active duty military personnel who are temporarily or permanently reassigned may be eligible for a full refund of tuition and fees if completion of a semester is not possible. Textbook refunds may be provided to the extent possible, when approved by the Business Office.

Please note the following with regard to tuition refunds:

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

will supersede the state refund regulations stated in this rule.

## CONTINUING EDUCATION TUITION REFUNDS

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

Please note the following with regard to tuition refunds:

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

## REFUND FOR FEES

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

## TEXTBOOK REFUNDS

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

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

be returned for full credit and/or exchange under the following conditions:

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

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

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

Refund decisions made by the bookstore staff may be appealed to the College Business Office – see bookstore manager for an appeal form. Other concerns related to the bookstore should be directed to the VP of Finance and Administration.

### **MILITARY REFUNDS**

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

Accommodations for military personnel may include:

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

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

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## **STUDENT DEVELOPMENT**

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

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

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

### **CAREER SERVICES**

Career services are provided at no cost, to help connect currently enrolled students and graduates with resources for career readiness, employment searches, and interview techniques. The College offers online tools for students to practice interview skills in a virtual environment. The WCC Career Counselor

coordinates with local businesses and organizations to share employment opportunities using College Central Network. Students may contact the Career Counselor in Student Development F-100, for additional information.

### **COUNSELING SERVICES**

Student Development counselors are available to assist students from pre-admission through graduation. Students are encouraged to meet with counselors throughout their enrollment to provide updates on their progress and receive support and guidance for any challenges they may experience. The College does not provide licensed professional counseling services. Counselors can help connect students with professional counseling resources. Any information discussed with a counselor is kept strictly confidential in accordance with the Family Educational Rights and Privacy Act (FERPA).

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

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

all academic requirements for their chosen program of study.

### **SELECTING A PROGRAM OF STUDY**

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

### **CHANGING A PROGRAM OF STUDY**

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

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

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

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

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

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

courses in the primary program of study before adding an additional program.

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

#### **COUNSELING FOR SATISFACTORY ACADEMIC PROGRESS**

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

#### **ACCESSIBILITY SERVICES**

(Formerly Disability Services)

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

The Special Populations Counselor works with students, faculty, and staff to ensure that students receive effective and meaningful services. Applicants and students should register for Accessibility Services as early as possible in the admissions/registration process. Every effort is made to provide reasonable accommodations as quickly as

possible. In certain instances, particularly when relocation of a class or activity is necessary, the College may require a minimum two-week notice.

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

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

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

#### **ELIGIBILITY**

In order to receive accommodations, students must complete the process for admission to the College. The student must contact the Special Populations Counselor and self-disclose the need for accommodations. Students are asked to identify how their disability impacts access to programs and activities of the College. Professional documentation must be provided for any accommodations to be made. The documentation must include a diagnostic statement, document the functional impact of the disability, include recommendations for accommodations, and state the credentials of the diagnosing professional.

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

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

Students should make periodic contact with the Special Populations Counselor throughout each semester. Requests for accommodations for extracurricular or unscheduled College-related events or activities must be made as early as possible to allow time for arrangements to be made. Students who receive interpreter services, but cannot attend a scheduled class must notify the Special Populations Counselor to cancel as early as possible. Repeated failure to attend scheduled classes without giving notice may result in termination of services.

## GRIEVANCE PROCEDURE FOR ACCOMMODATIONS

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

## RETENTION OF ACCESSIBILITY RECORDS

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

## REGISTRATION AND SCHEDULE ADJUSTMENT

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

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

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

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

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

## STUDENT RECORDS

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

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

## FERPA AND RELEASE OF INFORMATION

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

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

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

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

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

The College discloses education records without a student's prior written consent under the FERPA exception for disclosure to College officials with legitimate educational interests. A College official is a person employed by the College in an administrative, supervisory, academic, research, or support staff position; a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A College official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

4. The right to file a complaint with the U.S. Department of Education concerning

alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

#### DIRECTORY INFORMATION

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

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

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

- Student's name
- Student's Identification Number (for use on ID cards)
- Major field of study
- Dates of attendance
- Participation in officially recognized College activities
- Degrees, honors, and awards received

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

outside the College for questions or concerns about student records and/or release of records.

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

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

#### TRANSCRIPTS

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

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

The cost for printed or mailed requests is \$5.50 and the cost is \$6.50 for electronic PDF transcripts. Requests for transcripts can no longer be accepted via phone, e-mail or fax.

Current students can view and print copies of their transcript online through Student Planning, however, these copies are not considered official and are generally not accepted as evidence of college credit by other colleges and universities and some employers.

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

#### RETENTION OF RECORDS

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



accordance with the State Records and Retention Disposition Schedule.

### **TRiO (ACADEMIC SUPPORT)**

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

### **STUDENT SUPPORT SERVICES**

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

The Student Support Services Tutorial Lab is located Building C, room C-112. The lab is fully staffed with academic coaches and professional tutors. Individual tutoring, group tutoring, and support are available for all participants, at no cost. The tutorial lab is open Monday – Thursday, 8:00 a.m. – 6:00 p.m. and Friday 8:00 a.m. – 12:00 p.m. in the fall and spring semesters. Summer hours may vary based on the College’s hours of operation.

### **UPWARD BOUND**

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

- Tutoring

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

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

For more information about eligibility and application for Student Support Services or Upward Bound, please visit the TRiO Program page on the College website or contact:

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

## **RESOURCES AND SERVICES**

### **BOOKSTORE**

The Bookstore, located in Building G, carries a variety of supplies and textbooks. During the fall and spring semesters, hours of operation are Monday through Thursday from 8:00 a.m. to 4:30 p.m., and 8:00 a.m. to 1:00 p.m. on Fridays. The bookstore is open Monday evenings from 5:30 to 7:00 p.m. during the fall and spring semesters. These are the hours of operation unless otherwise posted. Summer hours may vary. Please call (252) 246-1222 for summer hours. The Bookstore has an extended schedule during registration periods.

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

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



## **BOOK BUY BACK**

At the end of each semester, the College allows representatives of textbook publishers and sellers to set up in the Student Lounge outside the Bookstore in Building G, to meet with students who have an interest in selling their used textbooks. Dates and times for book buy back are sent to students through their WCC e-mail accounts.

## **CAMPUS SECURITY**

Wilson Community College is committed to providing a safe and secure educational environment that is conducive to learning. The campus is protected by the Wilson Community College Police Department, in conjunction with officers of the Wilson Police Department. The WCC Police Department is a certified, sworn Law Enforcement agency that employs a professional police staff vested with full law enforcement powers and responsibilities, just as any municipal police or sheriff's department. These officers have jurisdiction on all property owned, leased or controlled by Wilson Community College. The officers are authorized to enforce federal, state and local laws as well as certain campus policies to protect life and property and ensure the safety and well-being of students, employees, and visitors. The Wilson Community College Police Department cooperates with federal, state, and local law enforcement agencies on law enforcement matters.

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

You may contact the Wilson Community College Police department at (252) 246-1393 for more information or to ask questions or express concerns. In the event of an emergency

you may contact Security by dialing extension 1400 from a campus phone or (252) 246-1400 from a non-campus phone or cell phone. After 5:30 p.m., calls to Security should be made by dialing (252) 291-1195 and selecting option #0 or (252) 246-1400.

## **CHILD CARE ASSISTANCE**

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

Wilson Community College is funded from the North Carolina General Assembly to provide child care assistance to eligible students. The College provides a limited number of grant awards to offset child care costs incurred while a student is in college. Applicants must be in good academic standing to qualify for a child care award. Awards are based on student need and the availability of funds. Childcare assistance applications are available on the College website at [www.wilsoncc.edu](http://www.wilsoncc.edu). Funds are typically awarded at the beginning of the fall semester. Students seeking childcare assistance should contact a Financial Aid staff member in F-105.

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

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

## **EMERGENCY/TEXTBOOK LOANS**

A limited amount of emergency loan funds (up to \$250 for a maximum of 30 days without interest) are available during registration. Book loans up to \$250 are available during registration periods. A loan cannot be made unless all outstanding debts and loans are paid in full. There is a \$5 processing fee, regardless of principal amount borrowed. The full amount of the loan plus the \$5 processing fee is to be

repaid within 30 days. Loans are subject to the availability of funds.

### **HALF TUITION LOANS**

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

### **LEARNING RESOURCE CENTER**

The A. Dwight Johnson Learning Resource Center, located in Building D, offers students, faculty, staff, and the local community access to books, periodicals and DVDs. Cooperative lending agreements supplement the College's book collection, allowing users to request books from other libraries. In addition, online access to multiple electronic resources and databases offer current information on a wide range of academic topics. Available resources are indexed in an online catalog available in-house and on the College website.

Computers are available for both students (with a WCC Student ID) and community users (with a WCC Library ID). Printing and copiers are also available.

Hours of operation vary by semester and are posted on the College website and at the entrance of the Learning Resource Center.

### **ONLINE TUTORING**

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

### **STARS CENTER**

The STARS (Success Through Advising Registration and Support) Center provides an open and responsive environment that

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

The STARS Center is located in Building F, suite F-100h. Students may stop by Monday through Thursday, 8:00 a.m. – 5:00 p.m. and Friday, 8:00 a.m. – 3:00 p.m. during the fall and spring semesters. During the summer, the STARS Center is open Monday- Thursday, 8:00 a.m. – 5:00 p.m. and closed on Fridays. Students can also schedule appointments by calling (252) 246-1386 or (252) 246-1283.

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

### **ORIENTATION**

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

### **COLLEGE SUCCESS COURSES**

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

### **WORKSHOPS**

The College provides workshops and information sessions on a variety of topics, including study skills, time management, test anxiety, health and wellness, and job seeking.

Students are encouraged to take advantage of these free workshops. For more information about workshop dates and times, contact the Student Development Office at (252) 246-1281.

## STUDENT HOUSING

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

## STUDENT LOUNGE

The student lounge in Building G offers vending services for commercially pre-packaged food and drink items. Refunds for vending machine items are the responsibility of the commercial vending service provider. Microwave ovens are available for warming foods. The College contracts with a third party vendor to provide food service during posted hours.

## TECHNOLOGY RESOURCES

### TECHNOLOGY SUPPORT SERVICES

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

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

Technology Support Services will provide limited technical support for personal devices. Services include but are not limited to, installing email on a mobile phone, downloading Microsoft Office and connecting to Wi-Fi, etc. Contact TSS by calling (252) 246-1224 or e-mailing [support@wilsoncc.edu](mailto:support@wilsoncc.edu). For more information, visit the TSS webpage on the College website at [Wilson Community College](http://www.wilsoncc.edu).

### STUDENT EMAIL ACCOUNTS

All currently enrolled students are issued Wilson Community College Office 365 e-mail accounts upon admission to the College. Students are strongly encouraged to log into their accounts as soon as possible during the registration process, and regularly thereafter.

Students will use their WCC e-mail accounts to communicate with instructors and staff members. Students also receive important information from Financial Aid, Student Development, the Bookstore, the Student Government Association, and other offices on campus. E-mail is accessible by going to the College website at [Wilson Community College](http://www.wilsoncc.edu) and clicking on the link to Office 365.

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## ACADEMIC INFORMATION

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### ACADEMIC ADVISING

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

Each student is assigned an academic advisor based on credit hours completed and academic program. All new students with less than 12 credit hours successfully completed in their current program of study at the College will be assigned to an advisor in the STARS Center (*See [STARS Center](#)*) located in F-100h. After completing their first 12 credit hours, students will be advised by a faculty advisor within their academic program.

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

### ACADEMIC HONORS

#### DEAN'S LIST

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

#### PRESIDENT'S LIST

The President's List, issued each semester, recognizes all students who achieve a grade point average of 4.0 on a minimum of six semester credit hours. Developmental courses

(any course that has a 0 as the first number in the 3 digit course number) and courses for which grades of I, TC, AU, W, WAU or EX are earned will not be counted in the six semester credit hour load for computing eligibility.

## CONTINUING EDUCATION

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

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

## ENROLLMENT

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

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

## REGISTRATION

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

## FEES

All registration and specific fees are published in College publications and are available on the College website. Course registration fees are established by the NC State Board of Community Colleges and approved by the WCC Board of Trustees. Fees vary depending on the course hours and type of class. Registration fees for self-supporting courses are determined by the number of students enrolled and materials needed for the course.

For information on specific fees, ([See Continuing Education Fees](#)) in the Catalog or contact the Division of Continuing Education at (252) 291-1195.

## DISTANCE LEARNING

Distance Learning offers a variety of courses delivered in online (NT), hybrid (HY), and blended (BL) formats. Distance learning courses offered for curriculum credit are equivalent to the on-campus section of the same course in terms of objectives, content, rigor, and transferability. Some continuing education non-credit courses are also available in online (NT), hybrid (HY), and blended (BL) formats.

## MOODLE

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

## MOODLE 101 STUDENT TRAINING

All students are encouraged to complete the Moodle 101 Student Training course to become familiar with how to navigate and submit activities in Moodle. Students will have access to the Moodle 101 Student Training course in Moodle approximately 24 hours after they register for a curriculum course or a continuing education course identified as Moodle delivery.

## ONLINE COURSES

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

## HYBRID COURSES

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

## BLENDED COURSES

Blended (BL) courses require students to attend campus for the majority of the class sessions, with less than or equal to 50% of the course requirements being completed online.

## ENROLLMENT VERIFICATION

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

- In face-to-face (in-class) courses, students must physically attend a class meeting by the census date.
- In online (NT) courses, students must complete an Enrollment Quiz in Moodle by the census date.
- In hybrid (HY) and blended (BL) courses, students must either physically attend a class meeting OR complete an Enrollment Quiz in Moodle by the census date.

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

## COMPUTER HARDWARE & SOFTWARE RECOMMENDATIONS

Wilson CC recommends the following computer hardware and software for student success. Mobile devices, such as tablets or smartphones, may not be sufficient for completing required coursework. Some courses may require additional hardware or software, please check the course requirements posted in Moodle or on the syllabus, or contact the instructor or dean. It is the responsibility of the student to have access to the required hardware/software.

Computer Hardware:

- PC or Mac with updated operating system and antivirus protection.
- Multimedia - speakers, microphone, and webcam are recommended and may be required in some courses.

Additional Computer Software:

- Latest version of Microsoft Office - Wilson CC offers free downloads of the latest version of Microsoft Office and Office 365 to all students and employees at: [Get Office365](#).
- PDF reader - download free at [Get Adobe Reader](#). (Note: Uncheck the Optional Offers checkboxes at the Adobe Reader download site to avoid downloading unwanted software).

Internet Connection:

- Reliable, high speed Internet access.

Browser:

- Up-to-date version of Google Chrome, Mozilla Firefox, or Safari.

## PROCTORING

Proctoring services are available for students taking distance learning courses that require a proctored test environment. Instructors will provide information on how to sign up for proctoring. On-campus proctoring is available in the Learning Resource Center located in Building D. Off-site proctoring is available for distance learning students who do not live within close proximity to the College. Non-WCC students will be charged a \$20 per test fee for proctoring. For more information, visit the Proctoring section of the College website.

## GRADING SYSTEM

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

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

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

AU	Audit – assigned when a student audits a course – no grade or credit awarded.
EX	Exempt – assigned when a student completes a course through the credit by exam process.
TC	Transfer credit awarded for courses completed at another institution with a grade of ‘C’ or higher.
I	Incomplete - assigned only under extenuating circumstances as determined by the instructor. An Incomplete must be resolved by the



	mid-point of the following semester or the grade will be changed to a F.
<b>IE</b>	Incomplete Emergency – assigned only under extenuating circumstances that resulted from the impact of COVID-19.
<b>P</b>	Pass – assigned when a student completes a co-requisite RISE course with an average of 70% or higher.
<b>P1</b> <b>P2</b> <b>P3</b>	Pass Tier – assigned when a student completes a tier in a RISE transition course with an average of 80% or higher
<b>R</b>	Repeat – assigned when a student earns an average less than 80% in a RISE transition course.
<b>TP1</b> <b>TP2</b> <b>TP3</b>	Transfer of Tier Grade – assigned when a student is awarded transfer credit for a RISE transition course tier.
<b>W</b>	Withdrawal – assigned when a student withdraws or is dropped from a course before the last day to drop without penalty in a given semester. This grade does not have a negative impact on the student’s academic GPA. For financial aid purposes, a W is considered an unsuccessful attempt, which has a negative impact on a student’s satisfactory academic progress.
<b>WAU</b>	Withdrawal from audit section – assigned when a student is withdrawn from a course in which they are auditing.
<b>WE</b>	Withdrawal Emergency – assigned only when a student withdrew or was dropped as a result of the impacts of COVID-19.
<b>WF</b>	Withdrawal after drop period – assigned when a student is withdrawn from a course after the last day to drop without academic penalty (60% point), in a given semester. This grade has the same effect on a student’s academic GPA as a grade of F. For financial aid purposes, a WF is considered an unsuccessful attempt, which has a negative impact on a student’s satisfactory academic progress.

### GRADING SCALES

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

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

### GRADE POINT AVERAGE

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

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

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

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

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

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

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

## GRADUATION

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

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

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

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

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

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

## GRADUATION HONORS AND AWARDS

Students who have completed all requirements for graduation with a 3.5 - 3.99 program GPA will graduate with "high honors". Students who complete all requirements for graduation with a 4.0 program GPA will graduate with "highest honors". This distinction is noted on the printed degree or diploma and in the program for the graduation ceremony. Students graduating with Highest Honors (4.0 program GPA), or High Honors (3.5-3.99 program GPA), will be permitted to wear honor cords issued by the College.

Graduates who are members in good standing in either Phi Theta Kappa, the National Technical Honor Society, or the National Society of Leadership and Success, will be permitted to wear the stole and tassel of their respective organization.

Students who have achieved the highest grade point averages, but are not graduating, are honored by being named marshals to serve at the graduation ceremony.

## STANDARDS FOR ACADEMIC PROGRESS

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

### SATISFACTORY ACADEMIC PROGRESS

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

### ACADEMIC WARNING

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

to learn about available academic resources and services.

### **ACADEMIC PROBATION**

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

The student should meet with his/her advisor prior to registration to determine the number of credit hours in which they should enroll while on Academic Probation. Students will also be encouraged to seek tutoring and consult with their advisor within the first 10 days of the semester to learn about available academic resources and services. Students will remain on Academic Probation until they achieve at least a 2.0 cumulative GPA.

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

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

- Designate counselors and academic advisors to work primarily with college transfer students.
- Foster collaboration between counseling staff and academic advisors for the benefit of all transfer students, including Associate in Arts, Associate in Science, and Associate in Applied Science programs of study.
- Host an annual college transfer event for students to get information from colleges and universities of interest.
- Make current information on North Carolina and other senior colleges and universities available to students in the College Transfer Advising Center.
- Make students aware of available resources through New Student Orientation, the College website, catalog, e-mail, and workshops.

- Post announcements and/or send e-mail notifying students when senior college or university representatives are on campus.
- Provide opportunities for senior colleges and universities to provide information in the student lounge, the College Transfer Advising Center, and at scheduled campus events.

### **TRANSFER STATEMENT**

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

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

### **WORK-BASED LEARNING**

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

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

### **ELIGIBILITY FOR WORK-BASED LEARNING**

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

1. An academic standing of 2.0 GPA;
2. Approval of Work-Based Learning coordinator and faculty advisor;
3. Have a supervisor who will direct the Work-Based Learning experience who is legitimately in charge of the student (this



includes students who are owner/operators of a business).

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

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

Students enrolled in WBL 111, 112, 121, and/or 131, who are performing their Work-Based Learning experience are expected to comply with the rules of ethics and professional responsibility required within the business environment. If upon investigation, there is evidence of failure to comply with these rules, students will be subject to disciplinary action including, but not limited to, termination from the WBL position and the inability to participate in other Work-Based Learning experiences. Termination from the WBL position may prohibit the student from completing that program. See [Disciplinary and Due Process Procedures](#) for more information on code of conduct and disciplinary sanctions.

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## ACADEMIC POLICIES AND PROCEDURES

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### 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. Courses and grades will not be removed from the student's cumulative record, but grades that are forgiven will no longer be calculated into the student's cumulative grade point average. Academic forgiveness for courses completed at Wilson Community College may not be honored when a student transfers to another college or university. Receiving institutions are not required to disregard course grades forgiven by WCC.

The following criteria must be met to be considered for Academic Forgiveness:

- Academic forgiveness must be initiated by the student who has not been continuously enrolled for three years.
- Academic forgiveness applies to courses taken at Wilson Community College, at

least three years prior to the date of application for academic forgiveness.

- Only prior courses with grades of "F" or "WF" will be eligible for academic forgiveness.
- The student must be currently enrolled and completed a minimum of 6 credit hours required for the current program of study, within the previous year. The student must achieve an overall grade point average of 2.5 or above in these courses.

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

### ACADEMIC FORGIVENESS PROCEDURES

- Secure an application for Academic Forgiveness in Student Development or on the College website, read the terms carefully, complete and sign the form.
- Return the completed and signed application to the Director of Enrollment Services/Registrar. The application will be verified and courses will be checked for eligibility in accordance with the criteria stated above.
- The Vice President of Student Development will grant approval, if all requirements are met.

If Academic Forgiveness is approved, the Director of Enrollment Services/Registrar will notify the student of the decision. Academic forgiveness will be granted only once and when granted, is irrevocable. No courses will be removed from the transcript. The new GPA will exclude grades of "F" or "WF" approved for forgiveness. If Academic Forgiveness cannot be granted, the Director of Enrollment Services/Registrar will notify the student of the reason for ineligibility. Review and processing of the request for Academic Forgiveness may take between two and four weeks.

### ATTENDANCE POLICIES

Wilson Community College is committed to the academic success of all students. Therefore, the College utilizes an attendance policy that supports the attainment of skills and competencies necessary for its instructional programs.

Students are expected to attend all regularly scheduled classes, laboratories, clinical, and shop sessions to meet the objectives of their course. Attendance in distance education courses is defined by completion of assignments and structured online activity.

Attendance begins with the first day of class and students must attend class on or before the 10 percent point to be considered enrolled. Failure to attend class by the 10 percent point will result in the student being withdrawn from the course as a "Never Attended" classification. After the 10 percent point, faculty may withdraw a student from a course after two consecutive weeks of nonattendance. Nonattendance is defined as missing weekly regularly scheduled class meetings, in addition to not completing or participating in any assignments or course activities during that period.

Individual programs and/or departments, with the approval of the Vice President for Academic Affairs, may set more stringent attendance policies. The attendance policy for each course is stated on the course syllabus and it is the student's responsibility to read, understand, and abide by the policies.

#### ONLINE (NT) ATTENDANCE

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

#### HYBRID (HY) AND BLENDED (BL) ATTENDANCE

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

#### AUDIT POLICY

The privilege of auditing a course is available to full and part-time students with permission of

the instructor. Students who wish to audit a course must declare this intent on the Audit Grade Reporting form, obtain the instructor's signature, and submit the form to the Director of Enrollment Services/Registrar prior to the fifth class day of the semester.

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

Audit requests are considered if space is available. Audit students will not displace degree-seeking students. Students who audit courses with a clinical component do not take part in the clinical aspect of the course. Audited courses receive no grade and no quality points. Audit students are expected to adhere to the same attendance policy as credit students. Participation in class discussion and examinations are at the discretion of the instructor. A grade of "AU" is given for record purposes. Students may audit a course twice and a withdrawal will count as an attempt. A grade of "WAU" will be given for withdrawals. Credit by examination will not be allowed for courses that have been audited.

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

#### CATALOG REQUIREMENTS

Students are expected to meet the catalog requirements in effect at the time of their enrollment in 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 of the catalog in effect at the time of their readmission. In the event of an extenuating circumstance, the student may request a change of catalog. The request must be made to the advisor and approved by the Curriculum Dean.

#### COURSE/CURRICULUM DISMISSAL

A student may be dismissed from a course or curriculum or portion thereof due to academic failure or unsatisfactory performance in a clinical or practical setting. Such action, if warranted, will be taken by the appropriate Curriculum Dean or Director, after a review of

the case. Students who believe they have been unfairly or improperly dismissed on grounds of academic failure or unsatisfactory performance may appeal following the process for Instructional Grievances found in the College Catalog (see [Grievance Policies](#)).

## COURSE LOAD

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

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

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

This is considered to be normal progress.

Students may enroll for up to 19 credit hours in the fall and spring semesters and up to 13 credit hours in the summer, with the approval of their academic advisor. Course loads in excess of 19 credit hours in the fall and spring and 13 credit hours in the summer must be approved by the Vice President for Academic Affairs, except where specified in the suggested curriculum outline.

Students who are placed on academic probation are required to take a reduced

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

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

## COURSE PREREQUISITE/COREQUISITES POLICY

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

Students who early register for classes that have a prerequisite/corequisite, but who do not successfully complete the required courses, must make appropriate schedule changes within the Schedule Adjustment period. Students who do not make those adjustments will be dropped from courses for which they do not meet prerequisite/corequisite requirements.

## COURSE REPEAT POLICY

Students who receive a grade of "C" or better on a curriculum course can repeat the course

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

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

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

### COURSE SUBSTITUTIONS

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

### CREDIT BY CREDENTIAL

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

transferrable to other institutions. Information pertaining to documentation and specific course credit for certification levels is available in Student Development.

### CREDIT BY EXAMINATION

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

- The approval and examination process for exempting a course must be completed prior to the first day of the semester in the semester for which the exemption is being sought. Developmental courses (any course that has 0 as the first number in the 3-digit course number) cannot be considered for credit by examination.
- A student seeking approval for credit by examination must register for the class, make the request with their 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 enrolled in the course until the challenge exam has been completed.
- Upon successful completion of the exam the instructor will submit an Exempt/Change of Grade Approval form with all supporting documentation to include tests, skills checkoffs, presentations, or rubrics to the Director of Enrollment Services/Registrar on or before the roster collection date (20% point). Students who do not successfully pass the exam must continue in the course in order to receive credit. If the student does not wish to continue in the course, they must officially withdraw from the course. Anyone who withdraws and requests a refund by the Last Day to Request a Refund (LDRR), will be subject to the Tuition Refund Policy.
- Approval to exempt a course by examination is considered if the student can show one of the following:  
**Previous Coursework/Work Experience:**  
A student who has previous coursework or work experience and believes they possess

verifiable competencies of a specific course may request an assessment through their advisor. If the advisor is not the faculty member teaching the challenged course, the request must be evaluated and approved by the teaching faculty. Documentation of previous coursework demonstrating competencies, or a job description for work experience will be required.

**Licensure and Certification:**

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

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

**CONTINUING EDUCATION TO CURRICULUM CREDIT**

Continuing Education (CE) course credit related to curriculum instruction earned at Wilson Community College may be accepted for credit for Curriculum (CU) courses in specific programs. Students must have earned a

satisfactory grade for the course. Credit may be granted for no more than 25 percent of the required courses in a diploma or associate degree curriculum, and no more than one course in a certificate program. The Dean for each division will approve Continuing Education courses and complete a CE to CU Credit form documenting that all course requirements have been met.

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

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

**DROP PROCEDURE/TUITION REFUND POLICIES**

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

- Students officially withdrawing from a course(s) prior to the first day of the academic period, must do so by contacting their advisor. Students who withdraw prior to the first day of the academic period are eligible for a 100% tuition refund. For all drops involving a refund, students are encouraged to follow up with the Cashier in the College's Business Office.
- Students requesting to drop a course(s) on or after the first day of the semester, must make the request to the instructor of the course(s), which can be done in person, by telephone, or by e-mail from the student's College account.
- Students officially withdrawing from a course(s) on or after the first day of the

academic period, but on or prior to the official 10% point (refund period) of the academic period, are eligible for a 75% tuition refund. For all drops involving a refund, students are encouraged to follow up with the College cashier in the Business Office.

- Students who register for course(s) and do not attend/enter the course(s) by the census date (10% date for the course), will be dropped as never attended (NA) and will not be charged tuition and fees.
- Students who withdraw from a course after the last day of the registration period, but on or before the 60% percent point of the semester, will receive a grade of “W”.
- Students who withdraw from a course after the 60% point will receive a failing grade of “WF”.
- Students requesting a grade of “W” after the 60% point must provide documentation of the reason for withdrawal to the Vice President of Student Development, who will make a final determination in consultation with the instructor and/or Curriculum Dean.

### GRADE APPEALS

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

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

- An error was made in the calculation of the final grade.
- The final grade assigned was based on standards different from those applied to other students in the same course and section.
- The instructor deviated from grading standards as stated in the course syllabus, without notifying students.

**NOTE: In the event the student is contending that the disputed grade was assigned based on or influenced by the student’s age, race, sex, national origin, religion, or disability, the**

**student must follow the procedure outlined in the [Grievance Policies](#).**

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

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

### GRADE REPORTS/CORRECTIONS

Grade reports will be made available to curriculum students within two days after the end of each semester, through Student Planning. Should a grade correction be necessary, the student will initiate the process

with the instructor who issued the grade. A grade may be changed only through the mutual agreement of the instructor who issued the grade, the Curriculum Dean, and the Vice President for Academic Affairs. Grade report corrections must be documented by the instructor on a Change of Grade Form and processed in the Director of Enrollment Services/Registrar's Office.

### INCOMPLETE GRADES

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

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

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

### INDEPENDENT STUDY POLICY

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

- A student must complete an Independent Study Request Form and obtain approval prior to the first class day of the semester.
- The student must first seek approval from the instructor of the course. Upon approval from the instructor, the student must continue the approval process as specified on the form.

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

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

### LATE ENTRY

During the fall, spring, and summer semesters, students must attend or enter 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. Class attendance/entry by the census date enables the student to be included in state-required attendance reports. Failure to attend or enter a class on or before the course census date will result in the student being dropped as a never attended (NA) from their class(es). Students will not be permitted to enter the class without the permission of the curriculum dean. The decision of the curriculum dean is final.

### REINSTATEMENT TO CLASS

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



## RELIGIOUS OBSERVANCE POLICY

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

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

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

## WITHDRAWAL FROM THE COLLEGE

Students who find it necessary to withdraw from a course(s), or from the College, must do so officially by contacting their instructor(s). Students receiving federal or state financial aid are strongly encouraged to consult the Financial Aid Office prior to withdrawing, as there could be repayment or eligibility issues. Officially withdrawing, rather than just not coming to class, may also help limit financial liability for payment of tuition and fees to the state.

Students, who withdraw from a course after the last day of registration, but on or before the 60% point in the semester, will receive a grade of "W". Students withdrawing after the 60%

point will receive a grade of "WF", unless they are able to provide documentation to the Vice President of Student Development that their withdrawal was based on medical necessity or other mitigating circumstances beyond the control of the student. (See also, [Drop Procedure and Tuition Refund Policies](#)).

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## GENERAL POLICIES AND PROCEDURES

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### CAMPUS SAFETY

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

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

Training and awareness activities on crime prevention and personal safety are coordinated with the Wilson Community College Police Department, in cooperation with other College departments. Information is also disseminated through security alert postings and safety tips on the College website and through WCC e-mail. The College's Safety and Security Committee reviews security-related issues and makes recommendations for improving safety on campus.

### ANNUAL CRIME STATISTICS REPORT

All institutions of higher education that participate in any federal student aid programs are required to disclose the following statistics to the entire campus community, 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. The following information is required to be published annually by October 1, for the three previous calendar years.

\*Note: On July 10, 2020, the U.S. Department of Education extended the date for institutions to distribute their Annual Security Reports (ASRs) to December 31, 2020.



Campus crime statistics for the previous three years are published here and made available on the College’s website. This report is prepared in cooperation with local law enforcement agencies, the Wilson Community College Chief of Police, and their designees. Copies of the report may be obtained at the Wilson Community College Police Department (Room D-103) or by calling (252) 246-1400. All prospective employees may obtain a copy from the Human Resources office.

### CRIME REPORTING STATISTICS

OFFENSE	LOCATION	2017	2018	2019
Murder / Non-Negligent Manslaughter	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Negligent Manslaughter	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Sex Offense, Forcible	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Sex Offense, Non-Forcible	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Robbery	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Aggravated Assault	On-Campus	1	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Burglary	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Motor Vehicle Theft	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Arson	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Liquor Law Arrests	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Liquor Law-Referrals	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Drug Law Arrests	On-Campus	5	0	0
	Public Property	0	0	3
	Non-Campus	0	0	0
Drug Law-Referrals	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Weapons Arrests	On-Campus	1	2	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Weapons-Referrals	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Hate Crimes	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Stalking	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0

OFFENSE	LOCATION	2017	2018	2019
Dating Violence	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0
Domestic Violence	On-Campus	0	0	1
	Public Property	0	0	0
	Non-Campus	0	0	0
*Unfounded Crimes	On-Campus	0	0	0
	Public Property	0	0	0
	Non-Campus	0	0	0

- Statistics are provided by the WCC Police Department and Wilson Police Department.

- Public property – governmentally owned property within the College campus or immediately adjacent to the campus (public streets & sidewalks).

- Non-campus properties and/or facilities – properties and/or facilities owned or operated by the College that are regularly used by students, but are not a part of the campus (Coastal Plains Law Enforcement Training Center, the Fire Training Grounds, Lee Technology Center.

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

### EMERGENCY RESPONSE AND EVACUATION

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

### REPORTING CRIMINAL OFFENSES AND SUSPICIOUS ACTIVITY

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

concerning employees are forwarded to the Director of Human Resources.

Any suspicious activity or criminal behavior on campus or immediately adjacent to the campus should be reported to the Wilson Community College Police Department. When calling from a cell phone or other non-campus phone, call (252) 246-1400, or dial extension 1400 from a campus phone. Reports may also be made to the following College officials who will ensure assistance is provided:

- Wilson Community College Chief of Police (252) 246-1393, Room D-103
- Vice President of Student Development (252) 246-1275, Room F-103e
- Vice President for Academic Affairs (252) 246-1254, Room B-103
- Vice President of Finance and Administrative Services (252) 246-1221, Room F-103a

#### SEX CRIMES PREVENTION ACT

In compliance with the federal Campus Sex Crimes Prevention Act, the campus community may obtain the most recent information received concerning sex offenders who may be employed, enrolled, or volunteering at the College. This information is available from the following sources:

- Vice President of Student Development
- SBI listing of sex offenders: [NC State Bureau of Investigation Sex Offender Registry](#)
- Wilson County Sheriff's Office (252) 237-2118

#### TIMELY WARNINGS

If a situation arises that, in the judgment of the Wilson Community College Police Department, constitutes an emergency or threat, a campus wide "timely warning" alert will be issued using the campus-wide emergency messaging system. The alert will be posted on the College's website and sent to students, faculty, and staff via WCC e-mail accounts and text message. Students and employees are automatically enrolled to receive text message alerts, but may opt out from receiving notifications by text. Anyone with information warranting a timely warning should report the circumstances to the Wilson Community College Police Department.

#### WEAPONS ON CAMPUS

North Carolina state law prohibits carrying a "weapon" either openly or concealed on community college property. A weapon includes firearms, explosives, BB guns, stun guns, air rifles/pistols, and certain types of knives or other sharp instruments.

The NC legislature provides a limited exception in N.C.G.S. 14-269.2(k), which took effect on October 1, 2013. A handgun may be permitted on a community college campus only under the following limited circumstances:

1. The firearm is a handgun; AND
2. The individual has a valid concealed carry permit or is exempt from the law requiring a permit; AND
3. The handgun remains in either: a closed compartment or container within the permit holder's locked vehicle; or a locked container securely affixed to the permit holder's locked vehicle; AND
4. The vehicle is only unlocked when the permit holder is entering or exiting the vehicle; AND
5. The firearm remains in the closed compartment at all times.

Possession of a firearm or weapon on campus outside of these conditions will bring legal and disciplinary action.

#### CHANGE OF PERSONAL INFORMATION

A student's address as last listed in their educational record with Student Development is considered to be the student's address of record. It is the student's responsibility to keep personal information updated as all official correspondence is directed to the student's address of record. Students should notify Student Development when there has been a change in their name, address, or telephone number. Proof of identification is required for all changes to personal information.

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

## CHILDREN ON CAMPUS

State policy prohibits attendance in any class, laboratory, or class activity by anyone not enrolled in that course. As such, children are not allowed to accompany a parent or other student, faculty, or staff member to any on-campus academic activity, including but not limited to classes, labs, the Learning Resource Center, or College events, 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 a staff member.

Children visiting campus must be supervised by a responsible adult and may not be left unattended and/or unsupervised at any time. If any child is found unattended and/or unsupervised anywhere on campus, the Vice President of Student Development or the senior administrator on duty should be notified immediately. If the appropriate administrator is unavailable, security should be called. The parent or other person responsible for leaving the child unattended will be located and asked to leave campus. Depending on the circumstances, security may be asked to investigate and disciplinary action 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 applicable federal, state, and College guidelines.

Applicants, students, and visitors should exercise reasonable judgment in the decision to include children in non-academic activities such as on-campus registration for classes. The College assumes no liability for injuries to minors on campus, other than enrolled students at the College, or invited guests.

## COMMUNICABLE DISEASE POLICY

Students and employees of the College who may be infected with a reportable communicable disease as defined by the North Carolina Commission for Health Services will not be excluded from enrollment or employment, or restricted in their access to College services or facilities, unless medically-based judgments in individual cases establish

that exclusion or restriction is necessary for the welfare of the individual, other members of the College community, or others associated with the College through clinical, cooperative, intern, or other such experiences, involving the general public.

Examples of communicable diseases include: HIV/AIDS, TB, and STD's. Individuals who know that they are infected are urged to share that information with the Vice President 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.

## ACCEPTABLE USE POLICY FOR STUDENTS

### Section 1. Application

The WCC Acceptable Use Policy (AUP) for Students applies to any student (individual enrolled in any class on or off campus) who uses any device, whether college-owned or personal, to connect to the wired or wireless College Network, or to access any college-supported system.

### Section 2. Requirements

1. Users may not connect personal devices to the wired College Network without express written permission from Technology Support Services. This requirement does not apply to users who connect through a college-supplied Wi-Fi network. Personal devices include, but are not limited to, smart phones, tablets, laptops, smart appliances or lighting, wearable devices, Amazon Echo, Google Home or other "Internet of Things" or similar technologies.
2. All devices connected to the College Network must have updated malware/anti-virus protection.
3. Users must not attempt to access any data, documents, email correspondence, or programs contained on systems for which

- they do not have authorization. This includes, but is not limited to attempting (even if unsuccessful) to gain unauthorized access by circumventing system security, uncovering security loopholes, or guessing passwords/access codes.
4. Users must not share their account(s), passwords, Personal Identification Numbers (PIN), Security Tokens (i.e. Smartcard), or other similar information or devices used for identification and authorization purposes.
  5. Users must not make unauthorized copies or share copyrighted or college-owned software.
  6. Users may not download, install, or distribute software to college-owned devices unless it has been approved by Technology Support Services.
  7. Users must ensure all files downloaded from an external source, such as the Internet, to the College Network or any device connected to the College Network is scanned for malicious software such as viruses, Trojan horses, worms or other malicious code. Students are encouraged to use cloud storage options provide by the College.
  8. Users must not purposely engage in activity that is illegal according to local, state or federal law, or activity that may harass, threaten or abuse others, or intentionally access, create, store or transmit material which may be deemed to be offensive, indecent or obscene.
  9. Users accessing the College Network must only access Internet-streaming sites as consistent with the mission of the institution, for the minimum amount of time necessary.
  10. Users must not engage in activity that may degrade the performance of information resources, deprive an authorized user access to resources, obtain extra resources beyond those allocated, or circumvent information security measures.
  11. Users must not download, install or run security programs or utilities, on college-owned devices or devices connected to the College Network, such as password cracking programs, packet sniffers, or port scanners that reveal or exploit weaknesses in the security of information technology resources unless approved or overseen by Technology Support Services or an authorized instructor.
  12. Information technology resources must not be used for personal benefit, political activity, unsolicited advertising, unauthorized fund raising, personal business ventures, or for the solicitation of performance of any activity that is prohibited by any local, state or federal law.
  13. Access to the Internet from college-owned devices must adhere to all acceptable use policies. Students must not share their college-issued credentials or allow any other non-authorized person to access their College account(s).
  14. Users must report any weaknesses in computer security to Technology Support Services for follow-up investigation. Weaknesses in computer security include unexpected software or system behavior, which may indicate an unauthorized disclosure of information or exposure to security threats.
  15. Users have a responsibility to promptly report any incidents of possible misuse or violation of the Acceptable Use Policy, along with the theft, loss, or unauthorized disclosure of information.

### **Section 3. Violations**

Any violation of these regulations is unethical and may constitute a criminal offense. Should a student commit any violation of this policy, access privileges may be revoked, disciplinary action may be taken, and/or appropriate legal action may be initiated.

### **Section 4. Privacy Disclaimer**

Wilson Community College provides no expectation of user privacy when connecting any device (college owned or personal) to the College Network or accessing a college-supported system. All users of the College waive any right to privacy of any stored content or email communications. The College has a right to monitor suspected unethical behavior. Accordingly, the College reserves the right to access and disclose the contents of email messages and stored files on a need-to-know basis. Confidential information will only be

disclosed in accordance with federal, state, and local requirements, i.e. FERPA, GLBA, PCI compliance. Users should recognize that under some circumstances, as a result of investigations, subpoenas, or lawsuits, the College may be required by law to disclose the contents of email or stored files.

Wilson Community College is not liable for loss or damage to files or the functionality of a personally owned device when connected to the College Network or a college-supported system.

### **Section 5. Acknowledgement of Policy**

Wilson Community College publishes this AUP for Students on the College website, in the College catalog, and in Moodle classes. **Use of the College Network, wired or wireless, or accessing a college-supported system through a college-issued account represents implied agreement to abide by this Acceptable Use Policy for Students.**

### **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.

### **CODE OF CONDUCT AND CIVILITY**

The Code of Conduct exists to guide the behavior of all at Wilson Community College and is based on principles and values found in the College's Mission and Vision Statements. Violations of the Code of Conduct and Civility may result in disciplinary action by the College,

whether or not such conduct violates local, state, or national laws.

For the purpose of these regulations, a "student" will mean any person who is registered for study at the College for any academic term.

All members of the college community and visitors to campus are expected to conduct themselves in accordance with College regulations and all local, state, and national ordinances.

Visitors to the College, including community patrons of the Learning Resource Center, are expected to conduct themselves in accordance with the general rules and regulations of the College. Violations may result in suspension of the privilege of visiting the campus or the use of its facilities. Visitors do not have the same rights of due process and appeals as students.

### **Curriculum Students and Visitors:**

The Vice President of Student Development is responsible for enforcement of disciplinary policies and procedures for all curriculum students and visitors to the campus. When a student or visitor has been charged with violating College rules and/or regulations, the Vice President of Student Development will determine the facts by considering all evidence, render a decision, and follow due process to impose appropriate disciplinary sanctions.

### **Continuing Education Students:**

The Dean of Continuing Education is responsible for enforcement of disciplinary policies and procedures for all continuing education students. When a student has been charged with violation of College rules and/or regulations, the Dean of Continuing Education will observe the proper aim of discipline, determine the facts by considering all evidence, render a decision, and follow due process to impose appropriate disciplinary sanctions.

### **Code of Conduct for Student Organizations:**

Students are expected to conduct themselves in a socially responsible manner on campus as well as off campus, including any College-sponsored activity. Functions or activities sponsored by Wilson Community College must be held in accordance with all federal, state, and local laws. Individuals in violation of these

or any other disciplinary offenses are subject to disciplinary action.

## ACADEMIC DISHONESTY & MISCONDUCT

### **Cheating:**

The intent to deceive the instructor in his/her effort to fairly evaluate an academic exercise. It includes, but is not limited to, copying another student's homework, class work, or required project (in part or in whole) and handing it in as one's own; giving, receiving, offering, and/or soliciting, or attempting to give, receive, offer, or solicit, information on a quiz, test, or exam; or plagiarism. Electronic devices are prohibited during all testing situations, and other situations as determined by the instructor. The use of any such devices during testing may be viewed as an attempt to cheat and may result in serious academic sanctions.

### **Lying:**

Is making an untrue statement with the intent to deceive or to create a false or misleading impression.

### **Plagiarism:**

Is a form of cheating and lying. Plagiarism can be either deliberate or unintentional, but in either case it is the misrepresentation of another person's ideas, words, or statistics as your own original work. The rules and regulations for quoting and citing material in college-level work can be complicated, but in all cases, it is the students' responsibility to understand the citation methods appropriate to the discipline. Sometimes students make mistakes that technically result in plagiarism. When this happens, the College recognizes that it occurred unintentionally. However, intentional plagiarism is a more serious kind of plagiarism that involves a deliberate lie and an effort to cheat. Intentional plagiarism is a flagrant attempt to deceive the instructor of an assignment by presenting a whole assignment or parts of an assignment that were written by someone else as if it were the student's original work. Examples of intentional plagiarism include but are not limited to:

- Taking passages from articles or books and including them in your paper without providing proper citations.

- Taking original ideas from sources and including them in your paper as if they were your own conclusions.
- Cutting and pasting material from the Internet into your paper without citing your sources.
- Letting someone else (a friend, classmate, parent, etc.) write parts of your paper for you.
- 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.
- Submitting drawings, musical compositions, computer files or any other kinds of material created originally by someone else, and claiming or implying that you created it yourself.

## NON-ACADEMIC MISCONDUCT

### **Alcoholic beverages:**

The use and/or possession of alcoholic beverages, or being under the influence of alcoholic beverages on College owned or controlled property;

### **Attempts of aiding and abetting the commission of offenses:**

Any attempt to commit any of the prohibited offenses or the aiding and abetting of the commission of any prohibited offenses (an "attempt" to commit an offense is defined as the intention to commit an offense coupled with the taking of some action toward its commission);

### **Dangerous conduct:**

Any conduct which constitutes a serious danger or physical or immediate threat to any person's health, safety, or personal well-being, including leaving a child unattended on campus;

### **Disorderly conduct or language:**

Any individual or group behavior or language which is, obscene, sexually explicit, violent, excessively noisy, or which unreasonably disturbs other groups or individuals;

### **Drugs:**

The unlawful possession or use of any drug or controlled substance, including any stimulant, depressant, narcotic, hallucinogenic drug or substance, marijuana, or sale or distribution, or being under the influence of any such drug or controlled substance;

**Explosives, fireworks, and flammable materials:**

The unauthorized possession, ignition, or detonation of any object or article, which would cause damage by fire or other means to persons or property;

**Failure to cooperate with College officials:**

Failure to comply with directions of College officials acting in the performance of their duties;

**Filing False Charges:**

When a student makes charges of a violation of College policy, should the ensuing investigation determine that such charges are not bona fide and were not made in good faith or that the student knowingly provided false testimony;

**Financial misconduct:**

Any conduct, including but not limited to, knowingly passing forms of payment such as a worthless check, debit, credit card, or money order in payment to the College community;

**Firearms and other dangerous weapons:**

Any unauthorized or illegal possession or use of firearms or dangerous weapons of any kind are prohibited. Firearms or any other dangerous weapons of any kind are not permitted at any time on campus except as allowed by NC House Bill 937/Session Law 2013-N.C.S. 14-269.2(k);

**Gambling:**

Gambling in any form.

**Harassment:**

Any act of harassment by an individual or group against a student, college employee, campus group, visitor, or guest. Harassment will include, but not be limited to, threats of physical abuse, unwanted and/or inappropriate touching, unwanted and/or inappropriate invasion of one's personal space, or inappropriate suggestions of a sexual nature, or actions that materially disrupt the performance of duties and/or the learning process.

**Hazing:**

Any intentional or reckless act on campus or off-campus at College-sponsored events committed by students acting alone or with others. Hazing is defined as actions taken and situations created in connection with initiation into or affiliation with any College-sponsored organization. Hazing involves any action directed against any other student that endangers the mental or physical health or

safety of that student, or which induces or coerces a student to endanger such student's mental or physical health or safety.

**Internet Misconduct:**

Any activity that violates the [WCC Acceptable Use Policy for Students](#) of the College.

**Misconduct in any instructional setting (traditional or distance education):**

Misconduct in any classroom, laboratory, clinical, co-op, or practical setting includes, but is not limited to, behavior that materially disrupts instruction and/or the learning process. A violation of the Acceptable Use Policy for Students will also constitute an offense.

**Misuse of documents or identification cards:**

Any forgery, alteration of, or unauthorized use of College documents, forms, records, or identification cards including necessary information in connection with a student's admission, enrollment, financial transactions, or status in the College;

**Obstruction of or interference with College activities or facilities:**

Any intentional interference with or obstruction of any College activity, program, event, or facilities, including the following:

- Any unauthorized occupancy of College, College controlled facilities, or blockage of access to or from such facilities.
- 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.
- Any obstruction or delay of a campus security officer, fire/rescue service, or any College official in the performance of his/her duty.
- Any act of misuse, vandalism, malicious or unwarranted damage or destruction, defacing, disfiguring, or unauthorized use of property belonging to the College, including but not limited to: fire alarms, fire equipment, elevators, telephones, College keys, library materials, and or safety devices; and any such act against a member of the College community or a guest of the College.



**Off-campus facilities:**

Students enrolled in any class, laboratory, clinical, co-op, or practical setting at any off-campus location must adhere to the rules and regulations established by the College and the authority governing the use of the facilities;

**Theft:**

Any act of misuse, act of theft or unauthorized possession or sale of College property, or any such act against a member of the College community or a guest of the College;

**Unacceptable conduct in hearings:**

Any conduct at any College hearing that materially disrupts the performance of duties or proceedings, or providing false testimony or other evidence at any hearing;

**Violations of general rules and regulations:**

Any violation of the general rules and regulations of the College as published in an official College publication, including the intentional failure to perform any required action or the intentional performance of any prohibited action;

**Violations of state or federal laws:**

Any violation of state or federal laws or regulations proscribing conduct or establishing offenses, which laws and regulations are incorporated herein by reference.

NOTE: Federal Title IX laws prohibit sexual discrimination, sexual harassment, and/or sexual violence. Investigation into Title IX reports, accusations, or charges will be coordinated by the Title IX Coordinator, using a separate and distinct Title IX process. (See [Title IX and Sexual Harassment](#)).

## DISCIPLINARY AND DUE PROCESS 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 Vice President of Student Development or the Dean of Continuing Education, the appropriate individual will investigate the charges and initiate the following administrative procedures:

1. The Dean or Vice President will determine whether the charges, if proven, are a violation of College rules and regulations.

2. The Dean or Vice President will promptly give the student oral or written notice of the specific misconduct of which he/she is accused, the appropriate disciplinary sanctions, and will request a conference with the student, such to occur within ten (10) calendar days of the notice. At this conference, the student will be given the opportunity to present his/her side of the story and any evidence he/she puts forward will be duly considered. Failure of the student to meet with College administrators or officials will not prevent the process from moving forward.
3. If the student admits, or fails to deny, the misconduct of which he/she is accused, there is no need for further due process, and appropriate disciplinary sanctions may be imposed.
4. If the student denies the misconduct of which he/she is accused, further investigation into the matter may be needed.
5. If the student's conduct endangers persons or property, threatens the order of the campus, or materially disrupts performance of duties and/or the learning process, immediate sanctions to remove the student from classes and the college may be imposed.
6. Unless the student adequately refutes the misconduct of which he/she is accused, or unless the evidence collected fails to show a clear violation, appropriate disciplinary sanction may then be imposed.
7. The student will be notified in writing by certified/return receipt mail to the address of record last specified in the student's permanent file. This letter will clearly state the conduct of which he/she is accused, the factual basis for the charges, the appropriate disciplinary sanction imposed, the right of the student to appeal the decision, and the procedures to be followed to move that process forward. When disclosure of the factual basis of the charges is thought to pose a threat of reprisals against the witnesses, such may be withheld.

## DISCIPLINARY SANCTIONS

Disciplinary measures will be imposed for conduct, which adversely affects the College's



pursuit of its educational objectives, which violates or shows a disregard for the rights of other members of the academic community, or endangers persons or property on the College campus or College controlled property. All City of Wilson police officers and Wilson Community College police officers have been given the authority to patrol facilities and control access. Failure to leave after being instructed to do so can result in those individuals being charged with trespassing (G.S. 14-159-13).

Upon determination that a student or organization has violated any of the rules, regulations, or disciplinary offenses set forth in these regulations, the Vice President of Student Development or the Dean of Continuing Education may impose the following disciplinary sanctions either singly or in combination. Some sanctions must adhere to additional state, federal, or organizational and accrediting agency guidelines and regulations. Immediate sanctions, up to and including expulsion, may be necessary in some cases to guarantee the safety and harmony of the campus environment. The burden of proof is preponderance of the evidence.

Pursuant to state law, any college suspending or expelling a student for non-academic disciplinary purposes will record the suspension or expulsion in the student's educational record. Upon receipt of a written request signed by the student and subject to all applicable privacy laws, each college will, in accordance with the student's request, inform other colleges and universities of the term and circumstances of the student's non-academic disciplinary suspension or expulsion, if any. Boards of trustees may adopt policies refusing admission to any applicant during any period of time that the student is suspended or expelled from any other educational entity. Authority 1D SBCC 400.2(d).

#### **PENALTIES FOR ACADEMIC DISHONESTY**

Any student found by a faculty member to have committed academic dishonesty may be subject to the following penalties:

1. Warning - A written notice to the student that he/she has violated the academic dishonesty policy.
2. Grade Adjustment - Student may receive a lower score on a test or assignment and/or

receive a failing grade, which could result in a "0" for that assignment.

3. Discretionary Sanctions - Additional academic assignments determined by the faculty member.
4. Course Failure - Student will receive a failing grade for the course where academic dishonesty has occurred and will be administratively withdrawn.

For curriculum courses, all cases of academic dishonesty must be recorded on the Report of Academic Dishonesty Form and sent to the appropriate curriculum dean who will forward a copy to the Vice President of Student Development, who keeps a record of all cases of academic dishonesty. If a student has repeated offenses, the Vice President of Student Development may impose a disciplinary sanction of probation, suspension, or expulsion. Students who dispute the accuracy or fairness of a penalty imposed for academic dishonesty may appeal the penalty by following the due process for appeals.

For Continuing Education and Occupational Extension classes, all cases of academic dishonesty must be recorded on the Report of Academic Dishonesty Form and sent to the appropriate Director who will forward a copy to the Dean of Continuing Education, who keeps a record of all cases of academic dishonesty. If a student has repeated offenses, the Dean of Continuing Education may impose a disciplinary sanction of probation, suspension, or expulsion. Students who dispute the accuracy or fairness of a penalty imposed for academic dishonesty may appeal the penalty by following the due process for appeals.

#### **PENALTIES FOR NON-ACADEMIC MISCONDUCT**

Instructors have the authority and the primary responsibility for control over classroom behavior and academic integrity, and can order the temporary removal of any student engaged in disruptive conduct or any other conduct that violates the general rules of the College. Such short-term suspensions assume that the instructor witnesses or has first-hand knowledge of the conduct warranting disciplinary action and that the student is given the opportunity to be heard. Such rudimentary due process is generally conducted face-to-face with the student and any notice of charges

or disciplinary sanction may be in written or oral form.

1. The instructor may invoke a warning to the student.
2. The instructor may invoke a judgment against a student by revoking the student's privilege of further participation in that day's class, lab, clinical activities, or field/shop work.
3. The instructor or coordinator may suspend a student from participation in class for a longer period of time:
  - Curriculum and Continuing Education - Not to exceed three consecutive class meetings or three consecutive hours of instruction, whichever is fewer.
  - College and Career Readiness (formerly Basic Skills) -- Not to exceed three consecutive days.
4. If extended or permanent suspension or further disciplinary action is deemed appropriate and necessary, the curriculum instructor or continuing education coordinator will make that recommendation to the curriculum dean or continuing education director. After an investigation to establish the facts, the dean or director may make a recommendation for extended suspension or further disciplinary action to the Vice President of Student Development or the Dean of Continuing Education as appropriate.
5. The Vice President of Student Development or Dean of Continuing Education, in consultation with the curriculum dean or director, will determine if extended suspension or more serious disciplinary action is appropriate and necessary.

**Warning:**

The appropriate College officials may notify the student that continuation or repetition of specified conduct may be cause for other disciplinary action. Warnings may be verbal or communicated in writing.

**Reprimand:**

A formal reprimand is issued in writing by certified mail and may be given to any student or organization whose conduct violates any part of these regulations. The reprimand does not carry restrictions, but provides the student

or organization another opportunity to observe the Code of Conduct and Civility and documents that further violations may result in more serious penalties.

**Restrictions:**

A restriction upon a student or organization's privileges for a period of time may be imposed. This restriction may include, for example, denial of the right to represent the College in any way, denial of use of facilities, privileges including but not limited to driving, parking, and the Learning Resource Center. Participation in extracurricular activities, and/or organizational privileges may be restricted.

**Restitution:**

A student who has committed an offense against property may be required to reimburse the College or other owner for damage to or misappropriation of such property. Any such payment in restitution will be limited to cost of repair or replacement.

**Disciplinary Probation:**

Continued enrollment of a student on probation may be conditional upon adherence to these regulations. Any student placed on probation will be notified of such in writing and will also be notified of the terms and length of probation. Probation may include restrictions upon the extracurricular activities of a student. Any conduct in violation of these regulations while on probationary status may result in the imposition of a more serious disciplinary action.

**Loss of Course Credit:**

Loss of course credit and a failing course grade may be imposed for proven charges of serious academic dishonesty.

**Suspension:**

If a student is suspended, he or she is separated from the College for a stated period of time with conditions of readmission to the College.

**Expulsion:**

Permanent removal and exclusion from the College, College controlled facilities, programs, events, and activities.

**DUE PROCESS APPEALS**

Where violations are more serious and extended suspension or other disciplinary sanctions are deemed appropriate, accused

students must be afforded more robust due process protections. A student who disputes the imposed sanction may request an appeal hearing before a Student Appeals Committee. The Student Appeals Committee will consider all evidence, and determine the facts associated with the appeal. The committee may uphold previous decisions, deny requests, or rescind earlier decisions. The decision of the committee is final.

Appeals must be made in writing to the Vice President of Student Development or the Dean of Continuing Education within five business days from the receipt of the notification or the attempt to deliver by certified mail. Upon receiving an appeal, a hearing date will be set and the student will be notified by phone and/or e-mail of the hearing date, time, and location. Written confirmation of the scheduled appeal hearing will be sent by certified/return receipt mail to the student's address on record.

The student has a right to a fair hearing and the committee chair will make a determination as to whether any member of the committee is materially connected or could have a personal bias in the case in question. Appeal hearings are not open to the public and only those persons with business before the appeals committee may attend. Appeal hearings are not considered to be legal proceedings, therefore legal counsel may be present, but cannot participate or speak on the student's behalf. The Vice President of Student Development or Dean of Continuing Education will provide documentation to the appeals committee, outlining the alleged misconduct, identification of the offense, a summary of the evidence, and the sanction imposed.

**Student Appeals Committee Representation:** The Student Appeals Committee Chair will appoint committee members from a representative group of College faculty and staff with the knowledge and experience needed to make well-reasoned and impartial judgements. The structure identified below will be used for all Student Appeals Committees.

#### **Curriculum Student Appeals**

- VP for Academic Affairs (Chair)
- Curriculum Dean over student's program
- (1) Faculty Member

- (2) Staff Members

#### **Continuing Education Student Appeals**

- VP of Student Development (Chair)
- Continuing Education Director over student's program
- Coordinator over student's program
- (1) CE Staff member
- Curriculum Dean

#### **Hearing Procedures:**

1. The Chair will call the hearing to order, determine that a quorum of Council members are present, and advise the student of the following:
  - a. alleged violation of which he/she is charged;
  - b. right to present a case in his/her defense;
  - c. right to present witnesses who have direct involvement or knowledge of the events;
  - d. right to question evidence presented.
2. A recorder will be appointed to prepare a summary record of the hearing and that summary record will be shared with the student, if requested.
3. The hearing will go forward as scheduled unless the student notifies the Chair and provides a justifiable reason, within a minimum of 24 hours in advance of their hearing. Failure to appear at the hearing does not prevent the appeals committee from hearing the evidence or deciding the case.
4. The Chair may reschedule a hearing as a result of inclement weather, medical necessity, or other cause sufficient to prohibit reasonable ability of a principal participant to attend. Every effort will be made to notify to all parties by phone and/or e-mail, of changes to the hearing date/time in a timely manner.
5. The Chair has the authority to temporarily replace a committee member who is unable to attend, or unable to serve due to a conflict of interest.
6. The charges against the student will be read and the student will be asked to confirm that he/she is aware of the charges and has received a copy of them.

7. The Vice President will present any relevant evidence and reliable witnesses regarding the alleged misconduct.
8. The student will be allowed to present his/her case, including any relevant evidence and reliable witnesses regarding the alleged misconduct.
9. After hearing all the evidence presented, the Vice President who imposed the sanction may question the evidence, any witness, or the student.
10. Members of the Student Appeals Committee may question the evidence, any witness, the student, or the Dean.
11. The hearing will then be closed with an explanation of a general timetable for rendering a decision.
12. The Student Appeals Committee will confer in private, with only members in attendance.
13. The committee will reach a decision by majority vote.
14. The student will be notified of the decision in writing by certified/return receipt mail to the address of record last listed in the student's permanent file.
15. Any student cleared of charges after this appeal will be afforded the opportunity to make up any course work missed as a result of suspension.

**Final Appeal to the President:**

A student may appeal the Student Appeals Committee decision to the President within ten calendar days of the notification of the committee's decision, or the attempt to deliver by certified mail. The appeal must be in writing and must give a full explanation of the basis for the appeal.

1. The President will consider all evidence to determine the facts. The President may deny requests, uphold previous decisions, rescind previous decisions, and impose disciplinary sanctions as appropriate.
2. The student will be notified of the President's decision by certified/return receipt mail to the student's address of record last listed in the student's permanent file.
3. Decisions at this level are final.
4. Any student cleared of charges after this appeal will be provided the opportunity to

make up any course work missed as a result of suspension.

**DISCRIMINATION AND HARASSMENT POLICY**

Wilson Community College does not discriminate or permit discrimination by any member of its community against any individual on the basis of race, color, religion, national origin, sex, age, disability, familial status, veteran status, genetic information, or citizenship in matters of admission, employment, or services or in the educational programs or activities it operates.

Harassment, whether verbal, physical, or visual, that is based on any of these characteristics is a form of discrimination. This includes harassing conduct affecting tangible job benefits, interfering unreasonably with an individual's academic work or work performance, or creating what a reasonable person would perceive as an intimidating, hostile, or offensive environment.

Any student who feels that he or she has experienced or witnessed discrimination or harassment, other than discrimination or harassment based on sex/gender, should contact the Vice President of Student Development. Discrimination or harassment based on sex/gender should be reported to the Title IX Coordinator. (*See [Title IX and Sexual Harassment](#)*).

**DRUG FREE CAMPUS AND ALCOHOL POLICY**

In compliance with the Drug-Free Workplace Act and the Drug-Free Schools and Campuses Act, this policy prohibits the unlawful use, possession, manufacture, and/or distribution of any controlled substance on the campuses of Wilson Community College. The term "controlled substance" means any drug listed in 21 CFR Part 1308 and other federal regulations, as well as those listed in Article V, Chapter 90 of the North Carolina General Statutes. Such drugs include, but are not limited to heroin, marijuana, cocaine, PCP, and GHB. They also include legal drugs, which are not prescribed by a licensed health care provider. Furthermore, any substance taken that may cause impairment, including but not limited to bath salts, inhalants, or synthetic

herbs are also considered a violation of this policy. The unlawful consumption or possession of alcohol as defined in NC G.S. 18B-101, is prohibited on the campuses of Wilson Community College. The Board of Trustees of Wilson Community College has authorized exceptions for the use of alcohol on WCC campuses for the following purposes:

- Training and Instructional Purposes
- Laboratory Experiments
- Special events where alcohol is served in conjunction with federal, state/local laws, and the North Carolina ABC Commission as outlined in the College's procedures for Use of Alcohol for Special Events. Alcohol may only be served in the Eagles Center, defined as: G-235, G-237, Kitchen, and Main Lobby.

Any individual found to be in violation of this policy on College property or at a College-sponsored activity will be subject to sanctions ranging from written warnings, mandatory counseling and/or rehabilitation, up to and including termination of employment or expulsion. Appropriate sanctions will be determined by the College administration on a case by case basis. Any infraction, which is also a violation of federal, state, or local law will be reported to law enforcement authorities.

When the College determines that the continued presence of any person charged with violating this policy would constitute a clear and immediate threat to the health and safety of the individual and/or other members of the College community, they may be suspended from enrollment or employment before initiation or completion of disciplinary proceedings.

Each employee and student is required to inform the College in writing within five days after he or she is convicted of violating any federal, state, or local drug or alcoholic beverage control statute where such violation occurred on College property or at a College-sponsored activity. A conviction means a finding of guilt (including a plea of nolo contendere) or the imposition of a sentence, or both by any judicial body charged with the responsibility to determine violations of federal or state criminal drug statutes.

The College maintains information on its drug-free awareness program in the office of the Director of Human Resources and the office of the Vice President of Student Development. This information includes the health risks associated with the use of illicit drugs and the abuse of alcohol, which can include but are not limited to sleep disorders, gastrointestinal problems, cardiovascular disease, respiratory problems, and death. The use of illicit drugs and abuse of alcohol can also be a danger in the workplace or academic environment creating problems of tardiness, absenteeism and poor performance.

The College does not have a program of drug counseling, rehabilitation or an employee assistance program. However, people experiencing problems with illicit drug use or alcohol abuse are encouraged to voluntarily seek counseling or treatment programs. Student Development Counselors are available to assist with finding outside treatment options.

#### **ELECTRONIC DEVICES POLICY**

College faculty and staff have the right to determine whether the use of electronic devices is appropriate for the classroom or learning environment. Electronic devices include but are not limited to: cell phones, laptops, tablets, music players, cameras, electronic readers, and electronic gaming devices.

The use of electronic devices is generally prohibited during testing situations, unless otherwise directed by the instructor. The use of such devices during testing may be considered a violation of the student code of conduct and could result in disciplinary action. Exceptions may be made when the use of an electronic device is required for an accommodation through Accessibility Services.

Electronic devices may not be used in any manner that disrupts educational activities or the business functions of the College. Cell phones, cameras, or other devices should not be used to photograph or record others without their consent. The College is not responsible for cell phones or other electronic devices that are lost, damaged, or stolen on the campus or in facilities maintained by the College.

## ELECTRONIC SIGNATURE POLICY

Wilson Community College (WCC) recognizes an electronic signature as a valid signature for faculty, staff, students, and the Board of Trustees.

An electronic signature is defined as any electronic process signifying an approval to terms and/or ensuring the integrity of documents, presented in electronic format. An electronic signature is a valid signature for faculty, staff, students, and the Board of Trustees if the communication occurs through a Wilson Community College account.

Electronic signatures from accounts not issued by the College will not be accepted.

Students use electronic signatures for processes, including but not limited to, registering, checking financial aid awards, paying student bills, obtaining unofficial transcripts, updating contact information, logging into campus computers, completing forms, submitting class work, testing, etc.

Faculty and staff use electronic signatures for processes including, but not limited to, submitting grades and attendance, accessing campus computers, accessing course management systems, viewing payroll data, accessing protected data through administrative computing systems and other applications supported by the college, etc.

Board of Trustees use electronic signatures for processes including, but not limited to, authorizing and/or approving actions of the College, its officers, and employees.

This policy is in addition to all applicable federal and state statutes, policies, guidelines, and standards.

## EMERGENCY CALLS AND MESSAGES

Only in an emergency situation will a class be interrupted to contact a student. Disclosure of the nature of the emergency will be required, along with the identity and contact information of the individual seeking to deliver the message.

For curriculum students, requests must be submitted to the Vice President of Student Development or designee. Such requests for continuing education students must go through the Dean of Continuing Education or designee. The appropriate dean will determine if class interruption is warranted

- Phone messages will not be relayed to students unless the appropriate staff members have determined that an interruption to class is warranted based on the nature of the emergency message. If the message constitutes an emergency, an appropriate staff member will contact the student.
- Individuals seeking to deliver emergency messages in person should be referred to the appropriate Vice President/designee, or Campus Security.
- **Under no circumstances will individuals who call or come on campus be told where a student is located, or be provided information of a personal nature.**

## FREE SPEECH AND PUBLIC ASSEMBLY

The College will protect the rights of freedom of speech, petition, and peaceful assembly. However, it is the responsibility of the College to provide a suitable environment for students, employees, and visitors to learn, study, work, and perform other activities without material or substantial disruptions.

Individuals or groups wishing to exercise their free speech should contact the Vice President of Student Development for a Free Speech Notification Form. The completed form should be submitted to the Vice President of Student Development/designee, at least three (3) business days, but no more than 30 days, prior to the event.

The notification must include the name of the person or organization; the purpose of the event; date and time of the event; list of planned activities; and the anticipated number of participants in attendance. Disclosure of this information is required to permit proper planning. The Vice President of Student Development will confirm in writing, by e-mail or postal mail, the date(s), time(s), and location(s) for the event. For more information about free speech and public assembly on campus, contact the Vice President of Student Development in Building F, or at (252) 246-1275.

## LITERATURE DISTRIBUTION AND INFORMATION POSTING

Individuals and/or groups who have provided appropriate notification may distribute pamphlets, booklets, brochures and other

forms of printed material for informational (not commercial) purposes, in accordance with the College's established procedures for free speech and public assembly on campus.

Information related to College events may be posted in designated areas on campus. Individuals or organizations not affiliated with the College must notify the administration prior to posting information. Information may not be posted that is in violation of College policies or local, state, or federal law.

The College may restrict expression that: violates the law, falsely defames a specific individual, constitutes a genuine threat or harassment, unjustifiably invades substantial privacy or confidentiality, materially or substantially disrupts the normal operation of the College. Questions about literature distribution and use of College bulletin boards should be directed to Vice President of Student Development.

## **GRIEVANCE POLICIES**

### **Instructional Grievances:**

If a student has concerns regarding classroom management, policies, conduct, instructional methods or effectiveness, or fairness of evaluation, the student is expected to first attempt to resolve their concerns with the instructor, within 10 instructional days of the concern. If the student's concerns are not resolved with the instructor, the student may file a formal grievance within ten instructional days of the instructor's response, to the Curriculum Dean for curriculum classes, or the Dean of Continuing Education for continuing education classes.

The formal grievance must be submitted in writing and must include:

- A full explanation of the student's grievance;
- A substantive summary of the factual basis on which the grievance is based;
- Any documentation or evidence that supports the grievance; and
- A description and evidence of the attempt to resolve the concern/grievance with the instructor.

The student may consult and request assistance in preparing a written grievance from their academic advisor, a counselor, or the Vice President of Student Development. The College will not review anonymous grievances. Written grievances may be sent by

e-mail from a WCC e-mail account, or by postal mail to the appropriate dean.

The Curriculum Dean or Dean of Continuing Education will conduct a formal investigation, establish and consider all the facts, render a decision as to the validity of the claimed grievance, and take appropriate action to address the student's grievance. The student will be notified of the decision by certified/return receipt mail, to the student's address of record.

The student may appeal the decision of the dean within 10 instructional days of the dean's decision, by submitting a written grievance to the Vice President for Academic Affairs. The written appeal must include the information described above. The Vice President for Academic Affairs will conduct the final review and render a decision. The student will be notified by certified/return receipt mail to the student's address of record last listed in the student's permanent file. The decision of the Vice President for Academic Affairs is final.

### **General Grievances:**

If a student has concerns regarding non-academic College policies and procedures, or their experience at the College, that are not specifically covered by another complaint/appeals process, the student should direct those concerns to the Vice President of Student Development. If the student's concerns cannot be resolved informally, the student may file a formal grievance with the Vice President of Student Development.

The formal written grievance must be submitted in writing and must include the following:

- A full explanation of the student's grievance;
- A substantive summary of the factual basis on which the grievance is based;
- Any documentation or evidence that supports the grievance; and
- A description and evidence of the attempt to resolve the concern/grievance.

The student may request assistance in preparing a written grievance from their academic advisor or a counselor. The College will not review anonymous grievances. Written grievances may be sent by e-mail from a WCC account, or by postal mail to the Vice President of Student Development.

The Vice President of Student Development will conduct a formal investigation, establish and consider all the facts, render a decision as to the validity of the claimed grievance, and take appropriate action to address the student's grievance. The student will be notified of the outcome by certified/return receipt mail, to the student's address of record.

### **INCLEMENT WEATHER POLICY**

When driving conditions are declared hazardous by state/local officials and citizens are urged to drive only in emergencies, the College will be closed and will remain closed until conditions improve. Classes may be cancelled or suspended as deemed necessary by the College Administration.

When the College is closed, notifications will be provided through the following methods:

- College website
- E-mail/text messages (College emergency notification system)
- Local news outlets
- Social media channels
- College information line (252) 246-1234

If the College opens at a time different from normal operating hours, students should report to the classes that would be in progress at that time. If the College closes early, classes in progress will end at the designated closing time, classes after that time will be cancelled. When classes are cancelled due to the closing of the College, arrangements will be made to make up missed instructional hours to ensure that students receive the full hours of instructional time that is required for each course.

### **INTELLECTUAL PROPERTY POLICY**

The College encourages an environment in which scholarship and innovation can flourish. It encourages the development, writing, invention and production of intellectual property supportive of its mission. Intellectual and creative works that can be copyrighted or patented, such as literary, dramatic, musical and artistic works, computer software, multimedia presentations, inventions, etc., are "intellectual property."

A college employee or student owns all rights to copyrightable or patentable independent

works created by that employee or student without college support, which includes the use of his/her time; utilizing his/her own resources. Unless otherwise provided in a rights agreement, the college owns all rights to a copyrightable or patentable work created by an employee with college support. Students may not use college equipment or resources for works for hire. Both students and the college retain portfolio rights to the works that may result from student assignments.

The ownership of a copyright or patent resulting from the development of intellectual property and any rewards or recognition attributed to the copyright or patent will be determined according to the following conditions:

Ownership resides with the employee or student if the following criteria are met:

- The work is the result of individual initiative, not request by the college.
- The work is not the product of a specific contract or assignment made as a result of employment with the college.
- The work is not prepared within the scope of the individual's college job duties.
- The work involves insignificant use of college facilities, time and/or resources and is not derivative of any other college-owned copyright.

Ownership resides with the College if the above criteria are not met and/or if the following criteria apply:

- The work is prepared within the scope of an employee's job duties.
- The work is the product of a specific contract or assignment made in the course of the employee's employment with the College.
- The development of the work involved significant facilities, time, and/or other resources of the college including, but not limited to, released time, grant funds, college personnel, salary supplement, leave without pay, equipment, or other materials or financial assistance, or is derivative of any other college-owned copyright.

Notwithstanding these provisions, a student retains portfolio rights to works created by the student as a class assignment or as part of a pro-bono commission approved as a student project by an instructor. A pro-bono commission is work that an instructor may



approve for students to undertake as a skill-building opportunity. Students may receive token payments provided by the person or group that commissions such work.

The College and faculty or staff as well as the college and the student may enter into an agreement for an equitable arrangement for joint ownership, sharing of royalties, or reimbursement to the College for its costs and support. When it can be foreseen that commercially valuable property will be created, the college and faculty or staff or the college and the student should negotiate an agreement for ownership and the sharing of benefits prior to creation of the property. In all such cases, the agreement shall provide that the college will have a perpetual license to use the work without compensation to the employee or student for such use.

If an employee is granted full or partial leave with pay (i.e. release time or educational leave), to write, develop, produce, or invent intellectual property, the employee and the College will share in any financial gain, and the college's share will be negotiated prior to the time the leave is taken.

Notwithstanding the provisions of this policy, the ownership provisions of the grant shall prevail in the case of a work created under a grant accepted by the College.

### LOST AND FOUND

Inquiries regarding lost and/or found items should be directed to the campus switchboard located in Building B. Lost and/or found items may be disposed of after 45 days.

### MARKETING RELEASE STATEMENT

By completing and submitting an Application for Admission, a student authorizes Wilson Community College to use his or her photo/video/voice or written statement for marketing purposes, through print, electronic or social media, unless otherwise stated at the time of image collection.

### PARKING REGULATIONS

Students are not required to register vehicles. The Security/Parking fee for curriculum students is \$15.00 per semester. The fee applies to curriculum and continuing education students taking a class on-campus or via distance education that is 16 hours or longer.

Student/Visitor parking spaces are marked with white lines. Yellow lines indicate faculty/staff parking. Stopping, standing, or parking any vehicle in such a manner or under such conditions to block the movement of vehicular traffic is prohibited.

Gravel parking lots are unmarked and open to faculty, staff, students and visitors. Parking spaces designated "Handicapped" are reserved for those persons having impaired mobility and requires a valid permit.

All bicycles must be parked in a bike rack provided by the College. No bicycles should be left unattended at any other place on campus.

### ENFORCEMENT

Motor vehicles may be towed, booted or impounded at the owner or permit holder's expense, under the following conditions:

- If the motor vehicle is parked within 10 feet of a fire hydrant.
- If a motor vehicle is parked in such a manner as to block a driveway, block a service entrance, create a hazard to public safety, or impede construction and/or maintenance requirements.
- If an improper state license is displayed on a motor vehicle.
- If a motor vehicle is parked in an area where NO PARKING signs are erected.
- If illegally parked in a handicap parking space.

Individuals who do not comply with traffic, parking, and other regulations are subject to the following fines and penalties:

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

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

### Responsibility:

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

Fines are due immediately and are payable by mail or in person to the Business Office (cashier's window) between 8:00 a.m. and 4:00 p.m. Monday through Thursday and 8:00 a.m. to 2:00 p.m. on Fridays during the fall and spring semesters. Please call (252) 291-1195 for summer hours.

Registration for subsequent semesters and graduation will not be permitted until all fines are paid/settled. Grades will not be available to view in Student Planning or Web Advisor if fines are due.

#### **Disposition of Funds:**

Funds which accrue from Security/Parking fees shall be used for security, staffing and enforcement, equipment, construction and maintenance of parking facilities, and for such other purposes as deemed necessary in the sole discretion of the President. Violation fees are given to the local public school system as required by state legislation.

#### **SOLICITATION OF BUSINESS**

Individuals, organizations, and groups affiliated with the College may solicit, accept, or collect donations or contributions for not-for-profit activities only.

Unaffiliated individuals, organizations, and groups may not solicit, accept, or collect donations or contributions on property which is owned, leased, or operated under the jurisdiction of the College.

Students or employees seeking to solicit donations and contributions or provide goods/services for the purposes of fundraising must follow established College procedures. For more information pertaining to solicitation and fundraising, contact the Vice President of Student Development at (252) 246-1275, in Building F; OR the Director of Human Resources at (252) 246-1263, in Building C.

#### **STUDENT ACCIDENTS AND ACCIDENT INSURANCE**

All accidents should be reported immediately to the instructor in charge of the instructional period. If accidents occur outside of instructional time, the Vice President of Student Development should be notified immediately.

All curriculum students are covered by student accident insurance while on campus, or when traveling directly to and from campus by the most direct route. Student fees pay for this secondary coverage. Student accident

insurance is also required for some continuing education courses and is optional for all other continuing education students (See [Continuing Education Fees](#)). Accident insurance forms are available in Student Development, Building F.

#### **STUDENT CLUBS AND 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 (non-voting) member of the College Board of Trustees. For more information, contact Robert Melton at (252) 246-1343, [rmelton@wilsoncc.edu](mailto:rmelton@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, [scpittman@wilsoncc.edu](mailto:scpittman@wilsoncc.edu).

##### **PHI Theta Kappa National Honor Society (PTK):**

PTK is the national honor society for two-year colleges and the College is proud to have a local chapter. Students enrolled in associate degree programs with a minimum of 24 hours and a minimum 3.5 GPA may be invited to join after receiving the recommendation of the faculty. For more information, contact Angela Grantham at (252) 246-1312, [agrantham@wilsoncc.edu](mailto:agrantham@wilsoncc.edu).

##### **National Technical Honor Society (NTHS):**

The NTHS recognizes academic achievement and personal excellence among diploma students. Eligibility requirements include a minimum number of semester hours, a 3.5 GPA or higher and recommendation of the faculty. For more information, contact Chase Edwards at (252) 246-1368, [cedwards@wilsoncc.edu](mailto:cedwards@wilsoncc.edu).

##### **Music and Performing Arts Club (MPAC):**

The Music and Performing Arts Club encourages students to explore and express their talents through music, art, and drama. Join us as we discuss the latest trends in music and performing arts, as we rehearse programs, and jump into impromptu performances

around campus and in the community. For more information, contact Sandy Pittman (252) 246-1266, [spittman@wilsoncc.edu](mailto:spittman@wilsoncc.edu).

### STUDENT ID NUMBERS/CARDS

All applicants are assigned a unique College identification number that is used for primary identification for the duration of enrollment at WCC. Students may be asked for their College ID number to access services and events on campus. The student ID card will also be used as a College Library Card.

Student photo ID cards, including the College Identification Number, will be issued to new curriculum students, free of charge. Replacement cards are issued in Student Development F-100 for a \$5.00 fee.

For purposes of positive identification in regards to security, students should be prepared to present an official ID to College officials upon request.

### STUDENT PARTICIPATION IN COLLEGE GOVERNANCE

Students participate in the governance of the College through participation on College Standing Committees, SGA, and ex officio (non-voting) membership of the SGA President on the Board of Trustees. For more information about participating in College governance, contact Robert Melton: (252) 246-1343, [rmelton@wilsoncc.edu](mailto:rmelton@wilsoncc.edu).

### STUDENT RIGHTS AND RESPONSIBILITIES

As a student-centered institution, Wilson Community College is committed to providing educational opportunities to all eligible persons in Wilson County and the surrounding area. The College is also committed to ensuring a safe, secure, supportive academic environment in which students can learn and employees can work. This is best accomplished in an environment that fosters individual responsibility and concern for others.

The College is a caring community where the well-being of each member is supported and service to others is encouraged. It is an open community where freedom of expression is protected and civility is expected. All members of the College community and visitors to campus have the right to be treated with respect and dignity. The College expects no less from everyone on our campus. These expectations stem from, and are enforced by government statutes, College policies, and an institutional emphasis on academic integrity and honesty.

All students of the College have specific rights and responsibilities that are afforded to them through the policies and procedures of the College. These are specifically identified in the Code of Conduct and Due Process Procedures, and other policies in the catalog. They are also found on the College website at under Consumer Information, Student Rights and Responsibilities. Students who believe their student rights have been violated, may file a formal written complaint to the College by completing and submitting the Student Complaint Form found on the College website, or contacting the Vice President of Student Development.

### TITLE IX & SEXUAL HARASSMENT

Title IX of the Educational Amendments of 1972, protects individuals from discrimination based on sex in any educational program or activity operated by the College. Sexual harassment, which includes sexual violence, is a form of sex discrimination prohibited by Title IX. The College has designated a Title IX Coordinator, to direct the College's compliance efforts and respond to inquiries concerning Title IX. A person may file a complaint regarding an alleged violation of Title IX by contacting the following persons:

- Cindy Allen, Director of Human Resources/TIX Coordinator  
PO Box 4305, Wilson, NC 27893  
Office: C-106  
Phone: (252) 246-1263  
E-mail: [callen@wilsoncc.edu](mailto:callen@wilsoncc.edu)

**OR** in Ms. Allen's absence:

- Amy Noel, Vice President of Student Development  
PO Box 4305, Wilson, NC 27893  
Office: F-103e  
Phone: (252) 246-1275  
E-mail: [anoel@wilsoncc.edu](mailto:anoel@wilsoncc.edu)

Please see the College Title IX/Campus Save Act policy and procedure on the College website, including the full range of reporting options and a complete description of the College's implementation, investigation, and adjudication process.

A copy of the College Title IX policy and procedure is also available in the offices of the Director of Human Resources (C-106), Vice President of Student Development (F-100), and Dean of Continuing Education (B-106).

Additionally, persons may file a complaint with the Office of Civil Rights of the US Department of Education at:

[U.S. Department of Health and Human Services  
How to File a Civil Rights Complaint](#)

The College will also assist with connecting victims with community resources including:

- NC Victim Assistance Network  
Wilson Crisis Center • (252) 237-5156
- NC Coalition Against Sexual Assault  
Wesley Shelter • (252) 291-2344  
[Wesley Shelter](#)

In compliance with federal and state statutes, Wilson Community College is committed to maintaining and ensuring a work and study environment free of sexual discrimination, sexual harassment, and sexual violence. The College has the ability to address such allegations, conduct investigations, and provide prompt and effective remedial actions in a non-criminal context. The College's process is separate and apart from law enforcement and/or the judicial system. If a College official has enough reason to believe a crime has been committed, he or she may be obligated to report the allegation to the police, if they have not yet been contacted. Student safety is the College's primary concern and retaliation in any way against any individual who reports such conduct is strictly forbidden. Reporting a crime to law enforcement with jurisdiction is always an option.

Sexual harassment is defined as deliberate, unsolicited, and unwelcome verbal and/or physical conduct of a sexual nature or with sexual implications. No official, employee, or student shall exhibit coercion, restraint, or reprisal against anyone complaining of alleged sexual harassment and no personnel or

academic decisions shall be made on the basis of the granting or denial of sexual favors. For a complete copy of the College's sexual harassment policy, contact the Human Resources Office and/or the Vice President of Student Development.

Anyone who feels they have experienced sexual discrimination, sexual harassment, or sexual violence in violation of this policy may file a grievance with the Title IX Coordinator, Title IX Deputy Coordinator, or in his or her absence, any senior College administrator who will report all allegations to the appropriate person(s). An individual may also contact the Wilson Community College Police Department. Violation of this policy shall constitute possible disciplinary action up to and including dismissal of employment and or expulsion from the College.

The College will, upon written request, disclose to the alleged victim of a crime of violence (as that term is defined in section 16 of title 18, the United States Code), or a non-forcible sex offense, the results of any disciplinary proceeding conducted by the College against a student who is the alleged perpetrator of such crime or offense.

#### **TOBACCO USE POLICY**

Tobacco use, including e-cigarettes and similar devices, is not permitted in any building on the Wilson Community College campus or in any building under the control of the College. Tobacco use is prohibited anywhere on campus except in a personal vehicle or in the designated shelters. Tobacco use is also prohibited in any College owned vehicle or any state motor fleet vehicle maintained by the College.

## PROGRAMS OF STUDY

### ASSOCIATE IN ARTS DEGREE (A10100)

The Associate in Arts (A.A.) degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the student will have the opportunities for the achievement of competencies in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA). The CAA and ICAA enable North Carolina community college graduates of two-year associate in arts programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities, to transfer with junior status. Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

The AA degree requires completion of 45 semester hours of credit in General Education and 15 semester hours of credit in Other Required Hours. The General Education hours are divided into two components: the Universal General Education Transfer Component (UGETC) and the Additional General Education Hours, which are chosen based on the student's intended major at the transfer institution. The Other Required Hours are selected from general education electives. New Comprehensive Articulation Agreement standards will allow the College to accept no more than 14 SHC of UGETC and Additional General Education credits from outside the NC Community College System and/or the UNC System.

#### COURSE & HOUR REQUIREMENTS

**Universal General Education Transfer Component (UGETC) – All UGETC courses will transfer for equivalency credit.**

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 122 College Transfer Success	0	2	1
CIS 110 Introduction to Computers	2	2	3
ENG 111 Writing and Inquiry	3	0	3
**Communications/Humanities/Fine Arts 1	3	0	3
**Social/Behavioral Science 1	3	0	3
<b>Total</b>	<b>11</b>	<b>4</b>	<b>13</b>
<b>SPRING SEMESTER</b>			
ENG 112 Writing/Research in the Disc	3	0	3
**Additional General Education Elective 1	3	0	3
**Math	2/3	2	3/4
**Other Required Hours or unused UGETC	3	0	3
<b>Total</b>	<b>11/12</b>	<b>2</b>	<b>12/13</b>
<b>SUMMER SEMESTER</b>			
**Communications/Humanities/Fine Arts 2	3	0	3
**Social/Behavioral Science 2	3	0	3
<b>Total</b>	<b>6</b>	<b>0</b>	<b>6</b>
<b>FALL SEMESTER</b>			
**Additional General Education Elective 2	3	0	3
**Additional General Education Elective 3	3	0	3
**Communications/Humanities/Fine Arts 3	3	0	3
**Natural Science	3	2/3	4
**Other Required Hours or unused UGETC	3	0	3
<b>Total</b>	<b>15</b>	<b>2/3</b>	<b>16</b>
<b>SPRING SEMESTER</b>			
**Additional General Education Elective 4	3	0	3
**Other Required Hours or unused UGETC	3	0	3
**Other Required Hours or unused UGETC	3	0	3
**Other Required Hours or unused UGETC ( <i>if hours not met</i> )	0/3	0/3	1/4
**Social/Behavioral Science 3	3	0	3
<b>Total</b>	<b>12/15</b>	<b>0/3</b>	<b>13/16</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>60 (minimum)</b>

**ASSOCIATE IN ARTS DEGREE REQUIREMENTS – CONTINUED**

<b>Course Number &amp; Name</b>	<b>Class Hours</b>	<b>Lab Hours</b>	<b>Credit Hours</b>
<b>**MATH Choose <i>one</i> from the following:</b>			
MAT 143 Quantitative Literacy	2	2	3
MAT 152 Statistical Methods I	3	2	4
MAT 171 Precalculus Algebra	3	2	4
<b>**COMMUNICATIONS AND HUMANITIES/FINE ARTS Select <i>three</i> courses, from at least <i>two</i> different disciplines.</b>			
ART 111 Art Appreciation	3	0	3
COM 120 Intro to Interpersonal Communication	3	0	3
COM 231 Public Speaking	3	0	3
ENG 231 American Literature I	3	0	3
ENG 232 American Literature II	3	0	3
ENG 241 British Literature I	3	0	3
ENG 242 British Literature II	3	0	3
MUS 110 Music Appreciation	3	0	3
MUS 112 Introduction to Jazz	3	0	3
PHI 215 Philosophical Issues	3	0	3
PHI 240 Introduction to Ethics	3	0	3
<b>**SOCIAL/BEHAVIORAL SCIENCES Select <i>three</i> courses, from at least <i>two</i> different disciplines.</b>			
ECO 251 Principles of Microeconomics	3	0	3
ECO 252 Principles of Macroeconomics	3	0	3
HIS 111 World Civilizations I	3	0	3
HIS 112 World Civilizations II	3	0	3
HIS 131 American History I	3	0	3
HIS 132 American History II	3	0	3
POL 120 American Government	3	0	3
PSY 150 General Psychology	3	0	3
SOC 210 Introduction to Sociology	3	0	3
<b>**NATURAL SCIENCES Select <i>one</i> course, or course/lab, from the following:</b>			
BIO 110 Principles of Biology	3	3	4
BIO 111 General Biology I	3	3	4
CHM 151 General Chemistry I	3	3	4
PHY 110/110A Conceptual Physics/Lab	3	2	4
<b>**ADDITIONAL GENERAL EDUCATION <i>CIS 110 (3)-Required</i>; Select an additional <i>10-11 SHC</i> from the following courses classified as general education or from any of the unused courses above:</b>			
American Sign Language: ASL 111, 112, 211, 212	3	0	3
BIO 112 General Biology II	3	3	4
Chemistry: CHM 131/131A, 132, 152	3	3	4
CIS 115 Intro to Programming & Logic	2	3	3
COM 110 Introduction to Communication	3	0	3
ENG 114 Professional Research & Reporting	3	0	3
History: HIS 121, 122	3	0	3
HUM 115 Critical Thinking	3	0	3
Math: MAT 172, 263, 271, 272, 273	3	2	4
PHI 210 History of Philosophy	3	0	3
Psychology: PSY 237, 241, 281	3	0	3
REL 110 World Religions	3	0	3
Sociology: SOC 213, 225	3	0	3
Spanish: SPA 111, 112, 211, 212	3	0	3
<b>**OTHER REQUIRED HOURS <i>ACA 122 (1)-Required</i>; Select an additional <i>14 SHC</i> from the following courses or from any of the unused courses above:</b>			
Accounting: ACC 120, 121	3	2	4
BIO 163 Basic Anatomy & Physiology	4	2	5
BIO 175 General Microbiology	2	2	3
Biology: BIO 168, 169, 250, 275	3	3	4
Business: BUS 110, 115, 137	3	0	3
Criminal Justice: CJC 111, 121, 141, 212	3	0	3
CTS 115 Info. Systems Business Concepts	3	0	3
Early Childhood: EDU 144, 145, 216, 221	3	0	3

**ASSOCIATE IN ARTS DEGREE REQUIREMENTS – CONTINUED**

<b>Course Number &amp; Name</b>	<b>Class Hours</b>	<b>Lab Hours</b>	<b>Credit Hours</b>
<b>**OTHER REQUIRED HOURS CONTINUED (14 SHC)</b>			
HEA 110 Personal Health & Wellness	3	0	3
HEA 112 First Aid & CPR	1	2	2
HIS 221 African-American History	3	0	3
MUS 111 Fundamentals of Music	3	0	3
Music: MUS 121, 122, 125, 126, 131, 132, 141, 151, 152, 161, 162, 271, 272	0/3	0/2	1/3
PED 110 Fit and Well for Life	1	2	2
Physical Education: PED 120, 121, 122, 123	0	3	1
Spanish: SPA 141, 161, 221, 231	3	0	3
Spanish Labs: SPA 181, 182, 281, 282	0	2	1

*\*Universal General Education Transfer Component Courses cannot be substituted.*

*\*If applicable, students must meet the receiving university's foreign language and/or health and physical education requirements, prior to or after, transfer to the senior institution.*

*\*Additional General Education and Other Required Hours should be selected based on intended major at transfer institution.*

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

## ASSOCIATE IN ARTS FAST TRACK DEGREE (A10100FT)

The Associate in Arts (A.A.) degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the student will have the opportunities for the achievement of competencies in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA). The CAA and ICAA enable North Carolina community college graduates of two-year associate in arts programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities, to transfer with junior status. Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

The AA degree requires completion of 45 semester hours of credit in General Education and 15 semester hours of credit in Other Required Hours. The General Education hours are divided into two components: the Universal General Education Transfer Component (UGETC) and the Additional General Education Hours, which are chosen based on the student's intended major at the transfer institution. The Other Required Hours are selected from general education electives. New Comprehensive Articulation Agreement standards will allow the College to accept no more than 14 SHC of UGETC and Additional General Education credits from outside the NC Community College System and/or the UNC System.

### COURSE & HOUR REQUIREMENTS

**Universal General Education Transfer Component (UGETC) – All UGETC courses will transfer for equivalency credit.**

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER 1<sup>st</sup> 8-weeks</b>			
ACA 122 College Transfer Success	0	2	1
ENG 111 Writing and Inquiry	3	0	3
**Additional General Education Elective 1	3	0	3
**Math	2/3	2	3/4
**Social/Behavioral Science 1	3	0	3
<b>Total</b>	<b>11/12</b>	<b>4</b>	<b>13/14</b>
<b>FALL SEMESTER 2<sup>nd</sup> 8-weeks</b>			
ENG 112 Writing/Research in the Disc	3	0	3
**Additional General Education Elective 2	3	0	3
**Communications/Humanities/Fine Arts 1	3	0	3
**Social/Behavioral Science 2	3	0	3
<b>Total</b>	<b>12</b>	<b>0</b>	<b>12</b>
<b>SPRING SEMESTER 1<sup>st</sup> 8-weeks</b>			
CIS 110 Introduction to Computers	2	2	3
**Additional General Education Elective 3	3	0	3
**Natural Science	3	2/3	4
**Other Required Hours or unused UGETC	3	0	3
<b>Total</b>	<b>11</b>	<b>4/5</b>	<b>13</b>
<b>SPRING SEMESTER 2<sup>nd</sup> 8-weeks</b>			
**Communications/Humanities/Fine Arts 2	3	0	3
**Other Required Hours or unused UGETC	3	0	3
**Other Required Hours or unused UGETC	3	0	3
**Other Required Hours or unused UGETC	3	0	3
**Social/Behavioral Science 3	3	0	3
<b>Total</b>	<b>15</b>	<b>0</b>	<b>15</b>
<b>SUMMER SEMESTER</b>			
**Additional General Education Elective 4	2/3	0/3	3/4
**Communications/Humanities/Fine Arts 3	3	0	3
**Other Required Hours or unused UGETC	0/3	0/3	1/4
<b>Total</b>	<b>5/9</b>	<b>0/6</b>	<b>7/11</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>	<b>60 (minimum)</b>		
<b>**MATH Choose <i>one</i> from the following:</b>			
MAT 143 Quantitative Literacy	2	2	3
MAT 152 Statistical Methods I	3	2	4
MAT 171 Precalculus Algebra	3	2	4



**ASSOCIATE IN ARTS FAST TRACK DEGREE REQUIREMENTS – CONTINUED**

<b>Course Number &amp; Name</b>	<b>Class Hours</b>	<b>Lab Hours</b>	<b>Credit Hours</b>
<b>**COMMUNICATIONS AND HUMANITIES/FINE ARTS Select <i>three</i> courses, from at least <i>two</i> different disciplines.</b>			
ART 111 Art Appreciation	3	0	3
COM 120 Intro to Interpersonal Communication	3	0	3
COM 231 Public Speaking	3	0	3
ENG 231 American Literature I	3	0	3
ENG 232 American Literature II	3	0	3
ENG 241 British Literature I	3	0	3
ENG 242 British Literature II	3	0	3
MUS 110 Music Appreciation	3	0	3
MUS 112 Introduction to Jazz	3	0	3
PHI 215 Philosophical Issues	3	0	3
PHI 240 Introduction to Ethics	3	0	3
<b>**SOCIAL/BEHAVIORAL SCIENCES Select <i>three</i> courses, from at least <i>two</i> different disciplines.</b>			
ECO 251 Principles of Microeconomics	3	0	3
ECO 252 Principles of Macroeconomics	3	0	3
HIS 111 World Civilizations I	3	0	3
HIS 112 World Civilizations II	3	0	3
HIS 131 American History I	3	0	3
HIS 132 American History II	3	0	3
POL 120 American Government	3	0	3
PSY 150 General Psychology	3	0	3
SOC 210 Introduction to Sociology	3	0	3
<b>**NATURAL SCIENCES Select <i>one</i> course, or course/lab, from the following:</b>			
BIO 110 Principles of Biology	3	3	4
BIO 111 General Biology I	3	3	4
CHM 151 General Chemistry I	3	3	4
PHY 110/110A Conceptual Physics/Lab	3	2	4
<b>**ADDITIONAL GENERAL EDUCATION <i>CIS 110 (3)-Required</i>; Select an additional <i>10-11 SHC</i> from the following courses classified as general education or from any of the unused courses above:</b>			
American Sign Language: ASL 111, 112, 211, 212	3	0	3
BIO 112 General Biology II	3	3	4
Chemistry: CHM 131/131A, 132, 152	3	3	4
CIS 115 Intro to Programming & Logic	2	3	3
COM 110 Introduction to Communication	3	0	3
ENG 114 Professional Research & Reporting	3	0	3
History: HIS 121, 122	3	0	3
HUM 115 Critical Thinking	3	0	3
Math: MAT 172, 263, 271, 272, 273	3	2	4
PHI 210 History of Philosophy	3	0	3
Psychology: PSY 237, 241, 281	3	0	3
REL 110 World Religions	3	0	3
Sociology: SOC 213, 225	3	0	3
Spanish: SPA 111, 112, 211, 212	3	0	3
<b>**OTHER REQUIRED HOURS <i>ACA 122 (1)-Required</i>; Select an additional <i>14 SHC</i> from the following courses or from any of the unused courses above:</b>			
Accounting: ACC 120, 121	3	2	4
BIO 163 Basic Anatomy & Physiology	4	2	5
BIO 175 General Microbiology	2	2	3
Biology: BIO 168, 169, 250, 275	3	3	4
Business: BUS 110, 115, 137	3	0	3
Criminal Justice: CJC 111, 121, 141, 212	3	0	3
CTS 115 Info. Systems Business Concepts	3	0	3
Early Childhood: EDU 144, 145, 216, 221	3	0	3
HEA 110 Personal Health & Wellness	3	0	3
HEA 112 First Aid & CPR	1	2	2
HIS 221 African-American History	3	0	3
MUS 111 Fundamentals of Music	3	0	3

**ASSOCIATE IN ARTS FAST TRACK DEGREE REQUIREMENTS – CONTINUED**

<b>Course Number &amp; Name</b>	<b>Class Hours</b>	<b>Lab Hours</b>	<b>Credit Hours</b>
<b>**OTHER REQUIRED HOURS CONTINUED (14 SHC)</b>			
Music: MUS 121, 122, 125, 126, 131, 132, 141, 151, 152, 161, 162, 271, 272	0/3	0/2	1/3
PED 110 Fit and Well for Life	1	2	2
Physical Education: PED 120, 121, 122, 123	0	3	1
Spanish: SPA 141, 161, 221, 231	3	0	3
Spanish Labs: SPA 181, 182, 281, 282	0	2	1

*\*Universal General Education Transfer Component Courses cannot be substituted.*

*\*If applicable, students must meet the receiving university's foreign language and/or health and physical education requirements, prior to or after, transfer to the senior institution.*

*\*Additional General Education and Other Required Hours should be selected based on intended major at transfer institution.*

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

## ASSOCIATE IN ARTS IN TEACHER PREPARATION (A1010T)

The Associate in Arts in Teacher Preparation 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 institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

The Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA) 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 and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer with junior status.

Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.7 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

### COURSE & HOUR REQUIREMENTS

Universal General Education Transfer Component (UGETC) – All UGETC courses will transfer for equivalency credit.

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 122 College Transfer Success	0	2	1
EDU 187 Teaching and Learning for All	3	3	4
ENG 111 Writing and Inquiry	3	0	3
**Additional General Education Elective 1	2/3	0/3	3/4
**Social/Behavioral Science 1	3	0	3
<b>Total</b>	<b>11/12</b>	<b>5/8</b>	<b>14/15</b>
<b>SPRING SEMESTER</b>			
EDU 216 Foundations of Education	3	0	3
ENG 112 Writing/Research in the Disciplines	3	0	3
**Additional General Education Elective 2	3	0	3
**Math	2/3	2	3/4
<b>Total</b>	<b>11/12</b>	<b>2</b>	<b>12/13</b>
<b>SUMMER SEMESTER</b>			
**Communications/Humanities/Fine Arts 1	3	0	3
**Social/Behavioral Science 2	3	0	3
<b>Total</b>	<b>6</b>	<b>0</b>	<b>6</b>
<b>FALL SEMESTER</b>			
EDU 279 Literacy Development & Instruction	3	3	4
SOC 225 Social Diversity	3	0	3
**Communications/Humanities/Fine Arts 2	3	0	3
**Natural Science	3	2/3	4
<b>Total</b>	<b>12</b>	<b>5/6</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
EDU 250 Teacher Licensure Preparation	3	0	3
**Additional General Education Elective 3	2/3	0/3	3/4
**Additional General Education Elective 4	3	0	3
**Additional General Education Elective 5 ( <i>if hours not met</i> )	3	0	3
**Communications/Humanities/Fine Arts 3	3	0	3
<b>Total</b>	<b>14/15</b>	<b>0/3</b>	<b>15/16</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>61 (minimum)</b>
<b>**MATH Choose <i>one</i> from the following:</b>			
MAT 143 Quantitative Literacy	2	2	3
MAT 152 Statistical Methods I	3	2	4
MAT 171 Precalculus Algebra	3	2	4
<b>**COMMUNICATIONS AND HUMANITIES/FINE ARTS Select <i>three</i> courses, from at least <i>two</i> different disciplines.</b>			
ART 111 Art Appreciation	3	0	3
COM 120 Intro to Interpersonal Communication	3	0	3
COM 231 Public Speaking	3	0	3
ENG 231 American Literature I	3	0	3
ENG 232 American Literature II	3	0	3
ENG 241 British Literature I	3	0	3
ENG 242 British Literature II	3	0	3
MUS 110 Music Appreciation	3	0	3

**ASSOCIATE IN ARTS IN TEACHER PREPARATION DEGREE REQUIREMENTS – CONTINUED**

<b>Course Number &amp; Name</b>	<b>Class Hours</b>	<b>Lab Hours</b>	<b>Credit Hours</b>
<b>**COMMUNICATIONS AND HUMANITIES/FINE ARTS CONTINUED (Three courses, from at least two different disciplines.)</b>			
MUS 112 Introduction to Jazz	3	0	3
PHI 215 Philosophical Issues	3	0	3
PHI 240 Introduction to Ethics	3	0	3
<b>**SOCIAL/BEHAVIORAL SCIENCES Select two courses, from at least two different disciplines.</b>			
ECO 251 Principles of Microeconomics	3	0	3
ECO 252 Principles of Macroeconomics	3	0	3
HIS 111 World Civilizations I	3	0	3
HIS 112 World Civilizations II	3	0	3
HIS 131 American History I	3	0	3
HIS 132 American History II	3	0	3
POL 120 American Government	3	0	3
PSY 150 General Psychology	3	0	3
SOC 210 Introduction to Sociology	3	0	3
<b>**NATURAL SCIENCES Select one course, or course/lab, from the following:</b>			
BIO 110 Principles of Biology	3	3	4
BIO 111 General Biology I	3	3	4
CHM 151 General Chemistry I	3	3	4
PHY 110/110A Conceptual Physics/Lab	3	2	4
<b>**ADDITIONAL GENERAL EDUCATION SOC 225 (3)-Required; Select an additional 14-15 SHC from the following courses classified as general education or from any of the unused courses above:</b>			
American Sign Language: ASL 111, 112, 211, 212	3	0	3
BIO 112 General Biology II	3	3	4
Chemistry: CHM 131/131A, 132	3	3	4
CIS 110 Introduction to Computers	2	2	3
CIS 115 Intro to Programming & Logic	2	3	3
COM 110 Introduction to Communication	3	0	3
ENG 114 Professional Research & Reporting	3	0	3
History: HIS 121, 122	3	0	3
HUM 115 Critical Thinking	3	0	3
Math: MAT 172, 263, 271, 272, 273	3	2	4
PHI 210 History of Philosophy	3	0	3
Psychology: PSY 237, 241, 281	3	0	3
REL 110 World Religions	3	0	3
SOC 213 Sociology of the Family	3	0	3
Spanish: SPA 111, 112, 211, 212	3	0	3

*\*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.*

*\*Students who have completed Teacher Cadet or Teaching as a Profession courses in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All.*

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

## ASSOCIATE IN GENERAL EDUCATION NURSING (A1030N)

The Associate in General Education (AGE)-Nursing is designed for students who wish to begin their study toward the Associate in Nursing degree and a Baccalaureate degree in Nursing as based on Blocks 1 through 3 of the Uniform Articulation Agreement between the University of North Carolina's Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) programs and the North Carolina Community College Associate Degree Nursing Programs which was approved by the State Board of Community Colleges and the UNC Board of Governors in February 2015. The AGE-Nursing shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of courses.

A student who completes an Associate in Applied Science (AAS) in Nursing with a GPA of at least 2.0 and a grade of C or better in the AGE-Nursing courses listed below and who holds a current unrestricted license as a Registered Nurse in North Carolina will have fulfilled the UNC institutions lower-division general education requirements as well as nursing program entry requirements. However, because nursing program admissions are competitive, no student is guaranteed admission to the program of his or her choice.

### COURSE & HOUR REQUIREMENTS

Universal General Education Transfer Component (UGETC) – All UGETC courses will transfer for equivalency credit.

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 122 College Transfer Success	0	2	1
BIO 168 Anatomy & Physiology I	3	3	0
ENG 111 Writing and Inquiry	3	0	3
**Math Elective	2/3	2	3/4
<b>Total</b>	<b>8/9</b>	<b>7</b>	<b>11/12</b>
<b>SPRING SEMESTER</b>			
BIO 169 Anatomy & Physiology II	3	3	0
MAT 152 Statistical Methods I	3	2	4
**English Composition Elective	3	0	3
**Humanities/Fine Arts 1	3	0	3
<b>Total</b>	<b>12</b>	<b>5</b>	<b>14</b>
<b>SUMMER SEMESTER</b>			
**Biology Elective	2/3	2/3	3/4
PSY 150 General Psychology	3	0	3
<b>Total</b>	<b>5/6</b>	<b>2/3</b>	<b>6/7</b>
<b>FALL SEMESTER</b>			
**Chemistry Elective	3	3	4
**Humanities/Fine Arts 2	3	0	3
SOC 210 Introduction to Sociology	3	0	3
PSY 241 Developmental Psychology	3	0	3
<b>Total</b>	<b>12</b>	<b>3</b>	<b>13</b>
<b>SPRING SEMESTER</b>			
**History Elective	3	0	3
**Literature Elective	3	0	3
**Sociology Elective	3	0	3
**Social/Behavioral Science/Elective 1	3	0	3
**Social/Behavioral Science/Elective 2	1/3	0/2	2/3
<b>Total</b>	<b>13/15</b>	<b>0/2</b>	<b>14/15</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>60 (minimum)</b>
<b>**BIOLOGY ELECTIVE Select <i>one</i> course from the following:</b>			
BIO 175 General Microbiology	2	2	3
BIO 275 Microbiology	3	3	4
<b>**CHEMISTRY ELECTIVE Select <i>4 SHC</i> from the following:</b>			
CHM 131/131A Intro to Chemistry/Lab	3	3	4
CHM 151 General Chemistry I	3	3	4
<b>**ENGLISH COMPOSITION ELECTIVE Select <i>one</i> course from the following:</b>			
ENG 112 Writing/Research in the Disc	3	0	3
ENG 114 Professional Research & Reporting	3	0	3
<b>**MATH ELECTIVE Select <i>one</i> course from the following:</b>			
MAT 143 Quantitative Literacy	2	2	3
MAT 171 Precalculus Algebra	3	2	4

**ASSOCIATE IN GENERAL EDUCATION NURSING DEGREE REQUIREMENTS – CONTINUED**

<b>Course Number &amp; Name</b>	<b>Class Hours</b>	<b>Lab Hours</b>	<b>Credit Hours</b>
<b>**HISTORY ELECTIVE <i>Select one course from the following:</i></b>			
HIS 111 World Civilizations I	3	0	3
HIS 112 World Civilizations II	3	0	3
HIS 131 American History I	3	0	3
HIS 132 American History II	3	0	3
<b>**HUMANITIES/FINE ARTS <i>Select two courses from the following:</i></b>			
ART 111 Art Appreciation	3	0	3
HUM 115 Critical Thinking	3	0	3
MUS 110 Music Appreciation	3	0	3
MUS 112 Introduction to Jazz	3	0	3
PHI 215 Philosophical Issues	3	0	3
PHI 240 Introduction to Ethics	3	0	3
<b>**LITERATURE ELECTIVE <i>Select one course from the following:</i></b>			
ENG 231 American Literature I	3	0	3
ENG 232 American Literature II	3	0	3
<b>**SOCIAL/BEHAVIORAL SCIENCE/ELECTIVES <i>Dependent on selection of mathematics and natural science, select an additional 6-7 SHC from the following courses:</i></b>			
BIO 155 Nutrition	3	0	3
COM 231 Public Speaking	3	0	3
ECO 251 Principles of Microeconomics	3	0	3
ECO 252 Principles of Macroeconomics	3	0	3
HEA 110 Personal Health & Wellness	3	0	3
HEA 112 First Aid & CPR	1	2	2
POL 120 American Government	3	0	3
SPA 111 Elementary Spanish I	3	0	3
SPA 112 Elementary Spanish II	3	0	3
<b>**SOCIOLOGY ELECTIVE <i>Select one course from the following:</i></b>			
SOC 213 Sociology of the Family	3	0	3
SOC 225 Social Diversity	3	0	3

*\*Universal General Education Transfer Component Courses cannot be substituted.*

*\*If applicable, students must meet the receiving university's foreign language and/or health and physical education requirements, prior to or after, transfer to the senior institution.*

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

## ASSOCIATE IN SCIENCE DEGREE (A10400)

The Associate in Science (A.S.) degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the student will have the opportunities for the achievement of competencies in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA). The CAA and ICAA enable North Carolina community college graduates of two-year associate in science programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer with junior status. Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

The A.S. degree requires completion of 45 semester hours of credit in General Education and 15 semester hours of credit in Other Required Hours. The General Education hours are divided into two components: the Universal General Education Transfer Component (UGETC) and the Additional General Education Hours, which are chosen based on the student's intended major at the transfer institution. The Other Required Hours are selected from general education electives. New Comprehensive Articulation Agreement standards will allow the College to accept no more than 14 SHC of UGETC and additional General Education hour credits from outside the NC Community College System and/or the UNC system.

### COURSE & HOUR REQUIREMENTS

**Universal General Education Transfer Component (UGETC) – All UGETC courses will transfer for equivalency credit.**

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 122 College Transfer Success	0	2	1
CIS 110 Introduction to Computers	2	2	3
ENG 111 Writing and Inquiry	3	0	3
**Math 1	3	2	4
**Social/Behavioral Science 1	3	0	3
<b>Total</b>	<b>11</b>	<b>4</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
ENG 112 Writing/Research in the Disc	3	0	3
**Communications/Humanities/Fine Arts 1	3	0	3
**Math 2	3	2	4
**Other Required Hours or unused UGETC	3	0	3
<b>Total</b>	<b>12</b>	<b>2</b>	<b>13</b>
<b>SUMMER SEMESTER</b>			
**Communications/Humanities/Fine Arts 2	3	0	3
**Social/Behavioral Science 2	3	0	3
<b>Total</b>	<b>6</b>	<b>0</b>	<b>6</b>
<b>FALL SEMESTER</b>			
**Additional General Education Elective 1	2/3	0/3	3/4
**Additional General Education Elective 2	3	0	3
**Additional General Education Elective 3	3	0	3
**Natural Science 1	3	2/3	4
<b>Total</b>	<b>11/12</b>	<b>2/6</b>	<b>13/14</b>
<b>SPRING SEMESTER</b>			
**Natural Science 2	3	2/3	4
**Other Required Hours or unused UGETC	3	0	3
**Other Required Hours or unused UGETC	3	0	3
**Other Required Hours or unused UGETC	3	0	3
**Other Required Hours or unused UGETC (if hours not met)	0/3	0/3	1/4
<b>Total</b>	<b>12/15</b>	<b>2/6</b>	<b>14/17</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>60 (minimum)</b>
<b>**MATH ELECTIVE Choose <i>two</i> from the following:</b>			
MAT 171 Precalculus Algebra	3	2	4
MAT 172 Precalculus Trigonometry	3	2	4
MAT 263 Brief Calculus	3	2	4
MAT 271 Calculus I	3	2	4
MAT 272 Calculus II	3	2	4

ASSOCIATE IN SCIENCE DEGREE REQUIREMENTS – CONTINUED

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>**COMMUNICATIONS AND HUMANITIES/FINE ARTS Select two courses, from at least two different disciplines.</b>			
ART 111 Art Appreciation	3	0	3
COM 120 Intro to Interpersonal Communication	3	0	3
COM 231 Public Speaking	3	0	3
ENG 231 American Literature I	3	0	3
ENG 232 American Literature II	3	0	3
ENG 241 British Literature I	3	0	3
ENG 242 British Literature II	3	0	3
MUS 110 Music Appreciation	3	0	3
MUS 112 Introduction to Jazz	3	0	3
PHI 215 Philosophical Issues	3	0	3
PHI 240 Introduction to Ethics	3	0	3
<b>**SOCIAL/BEHAVIORAL SCIENCES Select two courses, from at least two different disciplines.</b>			
ECO 251 Principles of Microeconomics	3	0	3
ECO 252 Principles of Macroeconomics	3	0	3
HIS 111 World Civilizations I	3	0	3
HIS 112 World Civilizations II	3	0	3
HIS 131 American History I	3	0	3
HIS 132 American History II	3	0	3
POL 120 American Government	3	0	3
PSY 150 General Psychology	3	0	3
SOC 210 Introduction to Sociology	3	0	3
<b>**NATURAL SCIENCES Select one group from the following:</b>			
BIO 110 Principles of Biology <b>and</b>	3	3	4
PHY 110/110A Conceptual Physics/Lab	3	2	4
BIO 111 General Biology I <b>and</b>	3	3	4
BIO 112 General Biology II	3	3	4
CHM 151 General Chemistry I <b>and</b>	3	3	4
CHM 152 General Chemistry II	3	3	4
<b>**ADDITIONAL GENERAL EDUCATION CIS 110 (3)-Required; Select an additional 8 SHC from the following courses classified as general education or from any of the unused courses above:</b>			
American Sign Language: ASL 111, 112, 211, 212	3	0	3
Chemistry: CHM 131/131A, 132	3	3	4
CIS 115 Intro to Programming & Logic	2	3	3
COM 110 Introduction to Communication	3	0	3
ENG 114 Professional Research & Reporting	3	0	3
History: HIS 121, 122	3	0	3
HUM 115 Critical Thinking	3	0	3
MAT 273 Calculus III	3	2	4
PHI 210 History of Philosophy	3	0	3
Psychology: PSY 237, 241, 281	3	0	3
REL 110 World Religions	3	0	3
Sociology: SOC 213, 225	3	0	3
Spanish: SPA 111, 112, 211, 212	3	0	3
<b>**OTHER REQUIRED HOURS ACA 122 (1)-Required; Select an additional 14 SHC from the following courses or from any of the unused courses above:</b>			
Accounting: ACC 120, 121	3	2	4
BIO 163 Basic Anatomy & Physiology	4	2	5
BIO 175 General Microbiology	2	2	3
Biology: BIO 168, 169, 250, 275	3	3	4
Business: BUS 110, 115, 137	3	0	3
Criminal Justice: CJC 111, 121, 141, 212	3	0	3
CTS 115 Info. Systems Business Concepts	3	0	3
Early Childhood: EDU 144, 145, 216, 221	3	0	3
HEA 110 Personal Health & Wellness	3	0	3
HEA 112 First Aid & CPR	1	2	2
HIS 221 African-American History	3	0	3
MUS 111 Fundamentals of Music	3	0	3



**ASSOCIATE IN SCIENCE DEGREE REQUIREMENTS – CONTINUED**

<b>Course Number &amp; Name</b>	<b>Class Hours</b>	<b>Lab Hours</b>	<b>Credit Hours</b>
<b>**OTHER REQUIRED HOURS CONTINUED (14 SHC)</b>			
Music: MUS 121, 122, 125, 126, 131, 132, 141, 151, 152, 161, 162, 271, 272	0/3	0/2	1/3
PED 110 Fit and Well for Life	1	2	2
Physical Education: PED 120, 121, 122, 123	0	3	1
Spanish: SPA 141, 161, 221, 231	3	0	3
Spanish Labs: SPA 181, 182, 281, 282	0	2	1

*\*Universal General Education Transfer Component Courses cannot be substituted.*

*\*If applicable, students must meet the receiving university's foreign language and/or health and physical education requirements, prior to or after, transfer to the senior institution.*

*\*Additional General Education and Other Required Hours should be selected based on intended major at transfer institution.*

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

## ASSOCIATE IN SCIENCE FAST TRACK DEGREE (A10400FT)

The Associate in Science (A.S.) degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the student will have the opportunities for the achievement of competencies in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA). The CAA and ICAA enable North Carolina community college graduates of two-year associate in science programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer with junior status. Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

The A.S. degree requires completion of 45 semester hours of credit in General Education and 15 semester hours of credit in Other Required Hours. The General Education hours are divided into two components: the Universal General Education Transfer Component (UGETC) and the Additional General Education Hours, which are chosen based on the student's intended major at the transfer institution. The Other Required Hours are selected from general education electives. New Comprehensive Articulation Agreement standards will allow the College to accept no more than 14 SHC of UGETC and additional General Education hour credits from outside the NC Community College System and/or the UNC system.

### COURSE & HOUR REQUIREMENTS

**Universal General Education Transfer Component (UGETC) – All UGETC courses will transfer for equivalency credit.**

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER 1<sup>st</sup> 8-weeks</b>			
ACA 122 College Transfer Success	0	2	1
ENG 111 Writing and Inquiry	3	0	3
**Additional General Education Elective 1	3	0	3
**Math 1	3	2	4
**Social/Behavioral Science 1	3	0	3
<b>Total</b>	<b>12</b>	<b>4</b>	<b>14</b>
<b>FALL SEMESTER 2<sup>nd</sup> 8-weeks</b>			
ENG 112 Writing/Research in the Disc	3	0	3
**Communications/Humanities/Fine Arts 1	3	0	3
**Math 2	3	2	4
**Social/Behavioral Science 2	3	0	3
<b>Total</b>	<b>12</b>	<b>2</b>	<b>13</b>
<b>SPRING SEMESTER 1<sup>st</sup> 8-weeks</b>			
CIS 110 Introduction to Computers	2	2	3
**Additional General Education Elective 2	3	0	3
**Natural Science 1	3	3	4
**Other Required Hours or unused UGETC	3	0	3
<b>Total</b>	<b>11</b>	<b>5</b>	<b>13</b>
<b>SPRING SEMESTER 2<sup>nd</sup> 8-weeks</b>			
**Natural Science 2	3	2/3	4
**Other Required Hours or unused UGETC	3	0	3
**Other Required Hours or unused UGETC	3	0	3
**Other Required Hours or unused UGETC	3	0	3
<b>Total</b>	<b>9/12</b>	<b>2/3</b>	<b>13</b>
<b>SUMMER SEMESTER</b>			
**Additional General Education Elective 3	2/3	0/3	3/4
**Communications/Humanities/Fine Arts 2	3	0	3
**Other Required Hours or unused UGETC	0/3	0/3	1/4
<b>Total</b>	<b>5/9</b>	<b>0/6</b>	<b>7/11</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>60 (minimum)</b>
<b>**MATH ELECTIVE Choose <i>two</i> from the following:</b>			
MAT 171 Precalculus Algebra	3	2	4
MAT 172 Precalculus Trigonometry	3	2	4
MAT 263 Brief Calculus	3	2	4
MAT 271 Calculus I	3	2	4
MAT 272 Calculus II	3	2	4

**ASSOCIATE IN SCIENCE FAST TRACK DEGREE REQUIREMENTS – CONTINUED**

<b>Course Number &amp; Name</b>	<b>Class Hours</b>	<b>Lab Hours</b>	<b>Credit Hours</b>
<b>**COMMUNICATIONS AND HUMANITIES/FINE ARTS Select two courses, from at least two different disciplines.</b>			
ART 111 Art Appreciation	3	0	3
COM 120 Intro to Interpersonal Communication	3	0	3
COM 231 Public Speaking	3	0	3
ENG 231 American Literature I	3	0	3
ENG 232 American Literature II	3	0	3
ENG 241 British Literature I	3	0	3
ENG 242 British Literature II	3	0	3
MUS 110 Music Appreciation	3	0	3
MUS 112 Introduction to Jazz	3	0	3
PHI 215 Philosophical Issues	3	0	3
PHI 240 Introduction to Ethics	3	0	3
<b>**SOCIAL/BEHAVIORAL SCIENCES Select two courses, from at least two different disciplines.</b>			
ECO 251 Principles of Microeconomics	3	0	3
ECO 252 Principles of Macroeconomics	3	0	3
HIS 111 World Civilizations I	3	0	3
HIS 112 World Civilizations II	3	0	3
HIS 131 American History I	3	0	3
HIS 132 American History II	3	0	3
POL 120 American Government	3	0	3
PSY 150 General Psychology	3	0	3
SOC 210 Introduction to Sociology	3	0	3
<b>**NATURAL SCIENCES Select one group from the following:</b>			
BIO 110 Principles of Biology <b>and</b>	3	3	4
PHY 110/110A Conceptual Physics/Lab	3	2	4
BIO 111 General Biology I <b>and</b>	3	3	4
BIO 112 General Biology II	3	3	4
CHM 151 General Chemistry I <b>and</b>	3	3	4
CHM 152 General Chemistry II	3	3	4
<b>**ADDITIONAL GENERAL EDUCATION CIS 110 (3)-Required; Select an additional 8 SHC from the following courses classified as general education or from any of the unused courses above:</b>			
American Sign Language: ASL 111, 112, 211, 212	3	0	3
Chemistry: CHM 131/131A, 132	3	3	4
CIS 115 Intro to Programming & Logic	2	3	3
COM 110 Introduction to Communication	3	0	3
ENG 114 Professional Research & Reporting	3	0	3
History: HIS 121, 122	3	0	3
HUM 115 Critical Thinking	3	0	3
MAT 273 Calculus III	3	2	4
PHI 210 History of Philosophy	3	0	3
Psychology: PSY 237, 241, 281	3	0	3
REL 110 World Religions	3	0	3
Sociology: SOC 213, 225	3	0	3
Spanish: SPA 111, 112, 211, 212	3	0	3
<b>**OTHER REQUIRED HOURS ACA 122 (1)-Required; Select an additional 14 SHC from the following courses or from any of the unused courses above:</b>			
Accounting: ACC 120, 121	3	2	4
BIO 163 Basic Anatomy & Physiology	4	2	5
BIO 175 General Microbiology	2	2	3
Biology: BIO 168, 169, 250, 275	3	3	4
Business: BUS 110, 115, 137	3	0	3
Criminal Justice: CJC 111, 121, 141, 212	3	0	3
CTS 115 Info. Systems Business Concepts	3	0	3
Early Childhood: EDU 144, 145, 216, 221	3	0	3
HEA 110 Personal Health & Wellness	3	0	3
HEA 112 First Aid & CPR	1	2	2
HIS 221 African-American History	3	0	3
MUS 111 Fundamentals of Music	3	0	3

**ASSOCIATE IN SCIENCE FAST TRACK DEGREE REQUIREMENTS – CONTINUED**

<b>Course Number &amp; Name</b>	<b>Class Hours</b>	<b>Lab Hours</b>	<b>Credit Hours</b>
<b>**OTHER REQUIRED HOURS CONTINUED (14 SHC)</b>			
Music: MUS 121, 122, 125, 126, 131, 132, 141, 151, 152, 161, 162, 271, 272	0/3	0/2	1/3
PED 110 Fit and Well for Life	1	2	2
Physical Education: PED 120, 121, 122, 123	0	3	1
Spanish: SPA 141, 161, 221, 231	3	0	3
Spanish Labs: SPA 181, 182, 281, 282	0	2	1

*\*Universal General Education Transfer Component Courses cannot be substituted.*

*\*If applicable, students must meet the receiving university's foreign language and/or health and physical education requirements, prior to or after, transfer to the senior institution.*

*\*Additional General Education and Other Required Hours should be selected based on intended major at transfer institution.*

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

## ASSOCIATE IN SCIENCE IN TEACHER PREPARATION (A1040T)

The Associate in Science in Teacher Preparation 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 institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic computer use.

The Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA) 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 and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer with junior status.

Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.7 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

### COURSE & HOUR REQUIREMENTS

Universal General Education Transfer Component (UGETC) – All UGETC courses will transfer for equivalency credit.

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 122 College Transfer Success	0	2	1
EDU 187 Teaching and Learning for All	3	3	4
ENG 111 Writing and Inquiry	3	0	3
**Additional General Education Elective 1	2/3	0/3	3/4
**Social/Behavioral Science	3	0	3
<b>Total</b>	<b>11/12</b>	<b>5/8</b>	<b>14/15</b>
<b>SPRING SEMESTER</b>			
EDU 216 Foundations of Education	3	0	3
ENG 112 Writing/Research in the Disciplines	3	0	3
**Additional General Education Elective 2	3	0	3
**Math 1	3	2	4
<b>Total</b>	<b>12</b>	<b>2</b>	<b>13</b>
<b>SUMMER SEMESTER</b>			
**Communications/Humanities/Fine Arts 1	3	0	3
**Math 2	3	2	4
<b>Total</b>	<b>6</b>	<b>2</b>	<b>7</b>
<b>FALL SEMESTER</b>			
EDU 279 Literacy Development & Instruction	3	3	4
SOC 225 Social Diversity	3	0	3
**Communications/Humanities/Fine Arts 2	3	0	3
**Natural Science 1	3	3	4
<b>Total</b>	<b>12</b>	<b>6</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
EDU 250 Teacher Licensure Preparation	3	0	3
**Additional General Education Elective 3	2/3	0/3	3/4
**Additional General Education Elective 4	3	0	3
**Natural Science 2	3	2/3	4
<b>Total</b>	<b>11/12</b>	<b>2/6</b>	<b>13/14</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>61 (minimum)</b>
<b>**MATH Select two courses from the following:</b>			
MAT 171 Precalculus Algebra	3	2	4
MAT 172 Precalculus Trigonometry	3	2	4
MAT 263 Brief Calculus	3	2	4
MAT 271 Calculus I	3	2	4
MAT 272 Calculus II	3	2	4
<b>**COMMUNICATIONS AND HUMANITIES/FINE ARTS Select two courses, from at least two different disciplines.</b>			
ART 111 Art Appreciation	3	0	3
COM 120 Intro to Interpersonal Communication	3	0	3
COM 231 Public Speaking	3	0	3
ENG 231 American Literature I	3	0	3
ENG 232 American Literature II	3	0	3
ENG 241 British Literature I	3	0	3

**ASSOCIATE IN SCIENCE IN TEACHER PREPARATION DEGREE REQUIREMENTS – CONTINUED**

<b>Course Number &amp; Name</b>	<b>Class Hours</b>	<b>Lab Hours</b>	<b>Credit Hours</b>
<b>**COMMUNICATIONS AND HUMANITIES/FINE ARTS CONTINUED (Two courses, from at least two different disciplines.)</b>			
ENG 242 British Literature II	3	0	3
MUS 110 Music Appreciation	3	0	3
MUS 112 Introduction to Jazz	3	0	3
PHI 215 Philosophical Issues	3	0	3
PHI 240 Introduction to Ethics	3	0	3
<b>**SOCIAL/BEHAVIORAL SCIENCES Select one course from the following:</b>			
ECO 251 Principles of Microeconomics	3	0	3
ECO 252 Principles of Macroeconomics	3	0	3
HIS 111 World Civilizations I	3	0	3
HIS 112 World Civilizations II	3	0	3
HIS 131 American History I	3	0	3
HIS 132 American History II	3	0	3
POL 120 American Government	3	0	3
PSY 150 General Psychology	3	0	3
SOC 210 Introduction to Sociology	3	0	3
<b>**NATURAL SCIENCES Select one group from the following:</b>			
BIO 110 Principles of Biology <b>and</b> PHY 110/110A Conceptual Physics/Lab	3	3	4
BIO 111 General Biology I <b>and</b> BIO 112 General Biology II	3	3	4
CHM 151 General Chemistry I <b>and</b> CHM 152 General Chemistry II	3	3	4
<b>**ADDITIONAL GENERAL EDUCATION SOC 225 (3)-Required; Select an additional 11-12 SHC from the following courses classified as general education or from any of the unused courses above:</b>			
American Sign Language: ASL 111, 112, 211, 212	3	0	3
Chemistry: CHM 131/131A, 132	3	3	4
CIS 110 Introduction to Computers	2	2	3
CIS 115 Intro to Programming & Logic	2	3	3
COM 110 Introduction to Communication	3	0	3
ENG 114 Professional Research & Reporting	3	0	3
History: HIS 121, 122	3	0	3
HUM 115 Critical Thinking	3	0	3
MAT 273 Calculus III	3	2	4
PHI 210 History of Philosophy	3	0	3
Psychology: PSY 237, 241, 281	3	0	3
REL 110 World Religions	3	0	3
SOC 213 Sociology of the Family	3	0	3
Spanish: SPA 111, 112, 211, 212	3	0	3

*\*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.*

*\*Students who have completed Teacher Cadet or Teaching as a Profession courses in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All.*

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

## ASSOCIATE IN FINE ARTS IN MUSIC DEGREE (A10700)

The Associate in Fine Arts in Music degree shall be granted for a planned program of study consisting of a minimum of 60-61 semester hours of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

### COURSE & HOUR REQUIREMENTS

Universal General Education Transfer Component (UGETC) – All UGETC courses will transfer for equivalency credit.

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 122 College Transfer Success	0	2	1
ENG 111 Writing and Inquiry	3	0	3
MUS 111 Fundamentals of Music <sup>(1)</sup>	3	0	3
MUS 121 Music Theory I	3	0	3
MUS 125 Aural Skills I	0	2	1
MUS 151 Class Music I	0	2	1
<b>Total</b>	<b>9</b>	<b>6</b>	<b>12</b>
<b>SPRING SEMESTER</b>			
ENG 112 Writing/Research in the Disc	3	0	3
MUS 110 Music Appreciation	3	0	3
MUS 122 Music Theory II	3	0	3
MUS 126 Aural Skills II	0	2	1
MUS 152 Class Music II	0	2	1
**Math	2/3	2	3/4
<b>Total</b>	<b>11/12</b>	<b>6</b>	<b>14/15</b>
<b>SUMMER SEMESTER</b>			
**Other Required Hours 1	3	0	3
**Social/Behavioral Science 1	3	0	3
<b>Total</b>	<b>6</b>	<b>0</b>	<b>6</b>
<b>FALL SEMESTER</b>			
MUS 131 Chorus I	0	2	1
MUS 141 Ensemble I <sup>(1)</sup>	0	2	1
MUS 161 Applied Music I	1	2	2
MUS 271 Music History I <sup>(1)</sup>	3	0	3
**Natural Science	3	2/3	4
**Social/Behavioral Science 2	3	0	3
<b>Total</b>	<b>10</b>	<b>8/9</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
MUS 112 Introduction to Jazz	3	0	3
MUS 132 Chorus II	0	2	1
MUS 162 Applied Music II	1	2	2
MUS 272 Music History II <sup>(1)</sup>	3	0	3
**Other Required Hours 2	3	0	3
**Other Required Hours 3	1/3	0/2	2/3
<b>Total</b>	<b>11/13</b>	<b>4/6</b>	<b>14/15</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>60 (minimum)</b>
<b>**MATH ELECTIVE Choose <i>one</i> from the following:</b>			
MAT 143 Quantitative Literacy	2	2	3
MAT 152 Statistical Methods I	3	2	4
MAT 171 Precalculus Algebra	3	2	4
MAT 271 Calculus I	3	2	4
<b>**SOCIAL/BEHAVIORAL SCIENCES Select <i>two</i> courses, from at least <i>two</i> different disciplines.</b>			
ECO 251 Principles of Microeconomics	3	0	3
ECO 252 Principles of Macroeconomics	3	0	3
HIS 111 World Civilizations I	3	0	3
HIS 112 World Civilizations II	3	0	3
HIS 131 American History I	3	0	3
HIS 132 American History II	3	0	3
POL 120 American Government	3	0	3
PSY 150 General Psychology	3	0	3
SOC 210 Introduction to Sociology	3	0	3

**ASSOCIATE IN FINE ARTS IN MUSIC DEGREE REQUIREMENTS – CONTINUED**

<b>Course Number &amp; Name</b>	<b>Class Hours</b>	<b>Lab Hours</b>	<b>Credit Hours</b>
<b>**NATURAL SCIENCES Select <i>one</i> course, or course/lab, from the following:</b>			
BIO 110 Principles of Biology	3	3	4
BIO 111 General Biology I	3	3	4
CHM 151 General Chemistry I	3	3	4
PHY 110/110A Conceptual Physics/Lab	3	2	4
<b>**OTHER REQUIRED HOURS Select <i>three</i> courses from the following:</b>			
COM 120 Intro to Interpersonal Communication	3	0	3
HIS 121 Western Civilization I	3	0	3
HUM 115 Critical Thinking	3	0	3
PED 110 Fit and Well for Life	1	2	2
SPA 111 Elementary Spanish I	3	0	3
SPA 112 Elementary Spanish II	3	0	3

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

<sup>(1)</sup> MUS 111, MUS 141, MUS 271, and MUS 272 are required Other Required Hours courses.

\*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.



## ACCOUNTING AND FINANCE DEGREE (A25800)

The Accounting and Finance curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting and finance profession. Accountants and finance professionals assemble and analyze, process, and communicate essential information about financial operations.

Course work may include accounting, finance, ethics, business law, computer applications, financial planning, insurance, marketing, real estate, selling, and taxation. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics.

Graduates should qualify for entry-level accounting and finance positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
ACC 120 Principles of Financial Accounting	3	2	4
BUS 115 Business Law I	3	0	3
BUS 125 Personal Finance	3	0	3
CIS 110 Introduction to Computers	2	2	3
<b>Total</b>	<b>12</b>	<b>4</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
ACC 121 Principles of Managerial Accounting	3	2	4
ACC 149 Intro to ACC Spreadsheets	1	3	2
ACC 150 Accounting Software Applications	1	3	2
*ENG 111 Writing and Inquiry	3	0	3
**Math Elective	2/3	2	3/4
<b>Total</b>	<b>10/11</b>	<b>10</b>	<b>14/15</b>
<b>SUMMER SEMESTER</b>			
ACC 140 Payroll Accounting	1	3	2
ACC 215 Ethics in Accounting	3	0	3
HUM 115 Critical Thinking	3	0	3
<b>Total</b>	<b>7</b>	<b>3</b>	<b>8</b>
<b>FALL SEMESTER</b>			
ACC 220 Intermediate Accounting I	3	2	4
ACC 268 Info Systems & Internal Ctrl	3	0	3
BUS 225 Business Finance	2	2	3
ECO 251 Principles of Microeconomics	3	0	3
**English Elective	3	0	3
<b>Total</b>	<b>14</b>	<b>4</b>	<b>16</b>
<b>SPRING SEMESTER</b>			
ACC 129 Individual Income Taxes	2	2	3
ACC 227 Practices in Accounting	3	0	3
**Major Electives	6	0	6
**Social/Behavioral Science Elective	3	0	3
<b>Total</b>	<b>14</b>	<b>2</b>	<b>15</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>67/68</b>
<b>**MATH ELECTIVE Choose one from the following:</b>			
MAT 143 Quantitative Literacy	2	2	3
MAT 152 Statistical Methods I	3	2	4
MAT 171 Precalculus Algebra	3	2	4
<b>**ENGLISH ELECTIVE Choose one from the following:</b>			
COM 231 Public Speaking	3	0	3
ENG 112 Writing/Research in the Disciplines	3	0	3
ENG 114 Professional Research & Reporting	3	0	3

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

ACCOUNTING & FINANCE DEGREE REQUIREMENTS – CONTINUED

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>**SOCIAL/BEHAVIORAL SCIENCE ELECTIVE</b> <i>Choose one from the following:</i>			
ECO 252 Principles of Macroeconomics	3	0	3
PSY 150 General Psychology	3	0	3
<b>**MAJOR ELECTIVES</b> <i>Choose six (6) semester credit hours from the following:</i>			
ACC 130 Business Income Taxes	2	2	3
ACC 210 Enterprise Risk Management <sup>(2)</sup>	3	0	3
ACC 267 Fraud Examination <sup>(1)</sup>	3	0	3
ACC 269 Auditing & Assurance Services <sup>(1)</sup>	3	0	3
BAF 143 Financial Planning <sup>(2)</sup>	3	0	3
BUS 147 Business Insurance	3	0	3
WBL 110 World of Work	1	0	1
WBL 111 Work-Based Learning I	0	10	1
WBL 112 Work-Based Learning I	0	20	2

<sup>(1)</sup> If students are interested in Auditing, consider taking Major Electives from the following group: ACC 267, ACC 269.

<sup>(2)</sup> If students are interested in Financial Services, consider taking Major Electives from the following group: ACC 210, BAF 143.

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

**NOTE:** Courses previously completed in this program may be subject to review for readmitted students to ensure current proficiency based on changing technology needs and industry standards. The Curriculum Dean and program instructor(s) will determine if courses need to be repeated.

## ACCOUNTING AND FINANCE DIPLOMA (D25800)

The Accounting and Finance curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting and finance profession. Accountants and finance professionals assemble and analyze, process, and communicate essential information about financial operations.

Course work may include accounting, finance, ethics, business law, computer applications, financial planning, insurance, marketing, real estate, selling, and taxation. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics.

Graduates should qualify for entry-level accounting and finance positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies.

Diploma graduates will have the skills necessary for entry-level accounting positions.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
ACC 120 Principles of Financial Accounting	3	2	4
BUS 115 Business Law I	3	0	3
BUS 125 Personal Finance	3	0	3
CIS 110 Introduction to Computers	2	2	3
<b>Total</b>	<b>12</b>	<b>4</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
ACC 121 Principles of Managerial Accounting	3	2	4
ACC 129 Individual Income Taxes	2	2	3
ACC 149 Intro to ACC Spreadsheets	1	3	2
ACC 150 Accounting Software Applications	1	3	2
*ENG 111 Writing and Inquiry	3	0	3
<b>Total</b>	<b>10</b>	<b>10</b>	<b>14</b>
<b>SUMMER SEMESTER</b>			
ACC 140 Payroll Accounting	1	3	2
ACC 215 Ethics in Accounting	3	0	3
HUM 115 Critical Thinking	3	0	3
<b>Total</b>	<b>7</b>	<b>3</b>	<b>8</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DIPLOMA</b>			<b>36</b>

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

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

## ACCOUNTING TRANSFER CERTIFICATE (C25800A)

The Accounting Transfer Certificate provides students with the core accounting and business courses. Credits earned in this program may be transferred to the Accounting and Finance Diploma, Accounting and Finance Degree, and/or Associate in Arts/Science Degree.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
ACC 120 Principles of Financial Accounting	3	2	4
ACC 121 Principles of Managerial Accounting	3	2	4
ECO 251 Principles of Microeconomics	3	0	3
BUS 115 Business Law I	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>12</b>	<b>4</b>	<b>14</b>

**NOTE:** This certificate starts each fall and can be completed in 2 semesters as sequenced above.

## INCOME TAX CERTIFICATE (C25800B)

The Income Tax Certificate provides students with the skills needed to obtain jobs requiring knowledge of basic accounting and income tax. Credits earned in this program may be transferred to the Accounting and Finance Diploma and/or Accounting and Finance Degree.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
ACC 120 Principles of Financial Accounting	3	2	4
ACC 121 Principles of Managerial Accounting	3	2	4
ACC 129 Individual Income Taxes	2	2	3
ACC 130 Business Income Taxes	2	2	3
ACC 215 Ethics in Accounting	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>13</b>	<b>8</b>	<b>17</b>

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

## ACCOUNTING SPREADSHEET CERTIFICATE (C25800C)

The Accounting Spreadsheet Certificate provides students with the skills needed to obtain jobs requiring knowledge of basic accounting and spreadsheets. Credits earned in this program may be transferred to the Accounting and Finance Diploma and/or Accounting and Finance Degree.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
ACC 120 Principles of Financial Accounting	3	2	4
ACC 121 Principles of Managerial Accounting	3	2	4
ACC 149 Intro to ACC Spreadsheets	1	3	2
CIS 110 Introduction to Computers	2	2	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>9</b>	<b>9</b>	<b>13</b>

**NOTE:** This certificate starts each fall and can be completed in 2 semesters as sequenced above.

## ACCOUNTING PAYROLL/QUICKBOOKS CERTIFICATE (C25800D)

The Accounting Payroll/QuickBooks Certificate provides students with the skills needed to obtain jobs requiring knowledge of basic accounting, payroll, and QuickBooks. Credits earned in this program may be transferred to the Accounting and Finance Diploma and/or Accounting and Finance Degree.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
ACC 120 Principles of Financial Accounting	3	2	4
ACC 121 Principles of Managerial Accounting	3	2	4
ACC 140 Payroll Accounting	1	3	2
ACC 150 Accounting Software Applications	1	3	2
CIS 110 Introduction to Computers	2	2	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>10</b>	<b>12</b>	<b>15</b>

**NOTE:** This certificate starts each fall and can be completed in 3 semesters as sequenced above.

## AIR CONDITIONING HEATING AND REFRIGERATION TECHNOLOGY DEGREE (A35100)

The Air Conditioning, Heating, and Refrigeration Technology curriculum provides the basic knowledge to develop skills necessary to work with residential and light commercial systems. Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools and instruments. In addition, the AAS degree covers residential building codes, residential system sizing, and advanced comfort systems.

Diploma graduates should be able to assist in the startup, preventive maintenance, service, repair, and/or installation of residential and light commercial systems. AAS degree graduates should be able to demonstrate an understanding of system selection and balance and advanced systems.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
AHR 110 Intro to Refrigeration	2	6	5
ELC 111 Intro to Electricity	2	2	3
ELC 125 Diagrams and Schematics	1	2	2
*COM 110 Introduction to Communication	3	0	3
<b>Total</b>	<b>9</b>	<b>10</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
AHR 112 Heating Technology	2	4	4
AHR 113 Comfort Cooling	2	4	4
AHR 125 HVACR Electronics	2	2	3
AHR 160 Refrigerant Certification	1	0	1
*MAT 110 Mathematical Measurement & Lit.	2	2	3
<b>Total</b>	<b>9</b>	<b>12</b>	<b>15</b>
<b>SUMMER SEMESTER</b>			
AHR 114 Heat Pump Technology	2	4	4
AHR 115 Refrigeration Systems	1	3	2
AHR 213 HVACR Building Code	1	2	2
AHR 263 Energy Management	1	3	2
***Major Elective	1/0	0/10	1
<b>Total</b>	<b>5/6</b>	<b>12/22</b>	<b>11</b>
<b>FALL SEMESTER</b>			
AHR 211 Residential System Design	2	2	3
AHR 212 Advanced Comfort Systems	2	6	4
AHR 240 Hydronic Heating	1	3	2
CIS 113 Computer Basics	0	2	1
*ENG 111 Writing and Inquiry	3	0	3
**Social/Behavioral Science Elective	3	0	3
<b>Total</b>	<b>11</b>	<b>13</b>	<b>16</b>
<b>SPRING SEMESTER</b>			
AHR 130 HVAC Controls	2	2	3
AHR 133 HVAC Servicing	2	6	4
AHR 151 HVAC Duct Systems I	1	3	2
AHR 235 Refrigeration Design	2	2	3
*HUM 115 Critical Thinking	3	0	3
<b>Total</b>	<b>10</b>	<b>13</b>	<b>15</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>71</b>
<i>*SOCIAL/BEHAVIORAL SCIENCE ELECTIVE - Choose one (1) course from the following:</i>			
<b>Course Number &amp; Name</b>	<b>Class Hours</b>	<b>Lab Hours</b>	<b>Credit Hours</b>
ECO 251 Principles of Microeconomics	3	0	3
PSY 150 General Psychology	3	0	3
<i>** MAJOR ELECTIVES Choose one (1) semester credit hour from the following:</i>			
AHR 180 HVACR Customer Relations	1	0	1
WBL 111 Work-Based Learning I	0	10	1

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

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

## AIR CONDITIONING HEATING AND REFRIGERATION TECHNOLOGY DIPLOMA (D35100)

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
AHR 110 Intro to Refrigeration	2	6	5
ELC 111 Intro to Electricity	2	2	3
ELC 125 Diagrams and Schematics	1	2	2
*COM 110 Introduction to Communication	3	0	3
<b>Total</b>	<b>9</b>	<b>10</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
AHR 112 Heating Technology	2	4	4
AHR 113 Comfort Cooling	2	4	4
AHR 125 HVACR Electronics	2	2	3
AHR 160 Refrigerant Certification	1	0	1
*MAT 110 Mathematical Measurement & Lit.	2	2	3
<b>Total</b>	<b>9</b>	<b>12</b>	<b>15</b>
<b>SUMMER SEMESTER</b>			
AHR 114 Heat Pump Technology	2	4	4
AHR 115 Refrigeration Systems	1	3	2
AHR 213 HVACR Building Code	1	2	2
AHR 263 Energy Management	1	3	2
***Major Elective	1/0	0/10	1
<b>Total</b>	<b>5/6</b>	<b>12/22</b>	<b>11</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DIPLOMA</b>			<b>40</b>
<b>** MAJOR ELECTIVES Choose one (1) semester credit hour from the following:</b>			
AHR 180 HVACR Customer Relations	1	0	1
WBL 111 Work-Based Learning I	0	10	1

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

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

## BASIC HVAC CERTIFICATE (C35100)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
AHR 110 Intro to Refrigeration	2	6	5
AHR 112 Heating Technology	2	4	4
AHR 113 Comfort Cooling	2	4	4
AHR 160 Refrigerant Certification	1	0	1
ELC 111 Intro to Electricity	2	2	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>9</b>	<b>16</b>	<b>17</b>

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

## ADVANCED HVAC CERTIFICATE (C35100A)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
AHR 114 Heat Pump Technology	2	4	4
AHR 125 HVACR Electronics	2	2	3
AHR 212 Advanced Comfort Systems	2	6	4
ELC 125 Diagrams and Schematics	1	2	2
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>7</b>	<b>14</b>	<b>13</b>

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

## HVAC SYSTEM INSTALLATION CERTIFICATE (C35100B)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
AHR 113 Comfort Cooling	2	4	4
AHR 151 HVAC Duct Systems I	1	3	2
AHR 160 Refrigerant Certification	1	0	1
AHR 213 HVACR Building Code	1	2	2
ELC 111 Intro to Electricity	2	2	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>7</b>	<b>11</b>	<b>12</b>

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

## HVAC COMFORT ADVISOR CERTIFICATE (C35100C)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
AHR 151 HVAC Duct Systems I	1	3	2
AHR 160 Refrigerant Certification	1	0	1
AHR 180 HVACR Customer Relations	1	0	1
AHR 211 Residential System Design	2	2	3
AHR 213 HVACR Building Code	1	2	2
Pick one of the following:			
ECO 251 Principles of Microeconomics	3	0	3
PSY 150 General Psychology	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>9</b>	<b>7</b>	<b>12</b>

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

## APPLIED ENGINEERING TECHNOLOGY DEGREE (A40130)

The Applied Engineering Technology curriculum prepares individuals to use basic engineering principles and technical skills to solve technical problems in various types of industry. Course work emphasizes analytical and problem-solving skills. The curriculum includes courses in safety, math, physics, electricity, engineering technology, and technology-specific specialty areas.

Graduates should qualify for employment in a wide range of positions in research and development, manufacturing, sales, design, inspection, or maintenance. Employment opportunities exist in automation, computer, electrical, industrial, or mechanical engineering fields, where graduates will function as engineering technicians.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
DFT 119 Basic CAD	1	2	2
ELC 111 Intro to Electricity	2	2	3
ELC 125 Diagrams and Schematics	1	2	2
ISC 112 Industrial Safety	2	0	2
<b>Total</b>	<b>9</b>	<b>8</b>	<b>13</b>
<b>SPRING SEMESTER</b>			
ELC 117 Motors and Controls	2	6	4
ELC 131 Circuit Analysis I	3	3	4
*ENG 111 Writing and Inquiry	3	0	3
*MAT 121 Algebra/Trigonometry I	2	2	3
<b>Total</b>	<b>10</b>	<b>11</b>	<b>14</b>
<b>SUMMER SEMESTER</b>			
ATR 112 Intro to Automation	2	3	3
ELC 128 Intro to PLC	2	3	3
*HUM 115 Critical Thinking	3	0	3
*PSY 150 General Psychology	3	0	3
<b>Total</b>	<b>10</b>	<b>6</b>	<b>12</b>
<b>FALL SEMESTER</b>			
ELC 213 Instrumentation	3	2	4
ELC 228 PLC Applications	2	6	4
HYD 110 Hyd./Pneumatics I	2	3	3
** Major Elective	-	-	2/4
<b>Total</b>	<b>7</b>	<b>11</b>	<b>13/15</b>
<b>SPRING SEMESTER</b>			
DFT 154 Intro to Solid Modeling	2	3	3
ELC 229 Applications Project	1	3	2
*ENG 114 Professional Research & Reporting	3	0	3
MEC 130 Mechanisms	2	2	3
**Major Elective	-	-	2/4
<b>Total</b>	<b>8</b>	<b>8</b>	<b>13/15</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>65/69</b>
<b>** MAJOR ELECTIVES Choose four to eight (4-8) hours from the following:</b>			
ATR 219 Automation Troubleshooting	1	3	2
DFT 152 CAD II	2	3	3
ISC 132 Manufacturing Quality Control	2	3	3
ISC 220 Lean Manufacturing	2	2	3
MAC 118 Machine Shop Basic	1	3	2
MAC 121 Intro to CNC	2	0	2
MAC 131 Blueprint Reading /Mach I	1	2	2
MAC 141 Machining Applications I	2	6	4
MAC 141A Machining Appl. I Lab	0	6	2
WLD 110 Cutting Processes	1	3	2

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

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



## APPLIED ENGINEERING TECHNOLOGY CERTIFICATE (C40130)

This certificate prepares individuals to work as entry level maintenance technicians.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
ELC 117 Motors and Controls	2	6	4
ELC 128 Intro to PLC	2	3	3
HYD 110 Hyd./Pneumatics I	2	3	3
ISC 112 Industrial Safety	2	0	2
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>8</b>	<b>12</b>	<b>12</b>

**NOTE:** This certificate can be completed in 3 semesters.

## APPLIED ENGINEERING TECHNOLOGY DRAFTING CERTIFICATE (C40130A)

This certificate prepares individuals to work as entry level maintenance technicians.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
DFT 119 Basic CAD	1	2	2
DFT 152 CAD II	2	3	3
DFT 154 Into to Solid Modeling	2	3	3
ISC 132 Manufacturing Quality Control	2	3	3
MAC 118 Machine Shop Basic	1	3	2
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>8</b>	<b>14</b>	<b>13</b>

**NOTE:** This certificate can be completed in 3 semesters.

## APPLIED ENGINEERING TECHNOLOGY MACHINING CERTIFICATE (C40130B)

This certificate prepares individuals to work as entry level maintenance technicians.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
MAC 118 Machine Shop Basic	1	3	2
MAC 121 Intro to CNC	2	0	2
MAC 131 Blueprint Reading/Mach I	1	2	2
MAC 141 Machining Applications I	2	6	4
MAC 141A Machining Appl. I Lab	0	6	2
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>6</b>	<b>17</b>	<b>12</b>

**NOTE:** This certificate can be completed in 3 semesters.

## ASSOCIATE DEGREE NURSING (A45110)

The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs, which impact health, quality of life, and achievement of potential.

Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include positions within acute, chronic, extended, industrial, and community health care facilities.

### COURSE & HOUR REQUIREMENTS

CLASS TITLE	CLASS HRS	LAB HRS	CLINICAL HRS	CREDIT HRS
<b>FALL SEMESTER</b>				
ACA 111 College Student Success	1	0	0	1
BIO 168 Anatomy & Physiology I	3	3	0	4
NUR 111 Intro to Health Concepts	4	6	6	8
*PSY 150 General Psychology	3	0	0	3
<b>Total</b>	<b>11</b>	<b>9</b>	<b>6</b>	<b>16</b>
<b>SPRING SEMESTER</b>				
BIO 169 Anatomy & Physiology II	3	3	0	4
**NUR 112 Health - Illness Concepts	3	0	6	5
**NUR 114 Holistic Health Concepts	3	0	6	5
NUR 117 Pharmacology	1	3	0	2
<b>Total</b>	<b>10</b>	<b>6</b>	<b>12</b>	<b>16</b>
<b>SUMMER SEMESTER</b>				
*PSY 241 Developmental Psychology	3	0	0	3
NUR 113 Family Health Concepts	3	0	6	5
<b>Total</b>	<b>6</b>	<b>0</b>	<b>6</b>	<b>8</b>
<b>FALL SEMESTER</b>				
*ENG 111 Writing and Inquiry	3	0	0	3
*MAT 143 Quantitative Lit.	2	2	0	3
NUR 211 Health Care Concepts	3	0	6	5
NUR 212 Health System Concepts	3	0	6	5
<b>Total</b>	<b>11</b>	<b>2</b>	<b>12</b>	<b>16</b>
<b>SPRING SEMESTER</b>				
*ENG 112 Writing & Res. in the Disciplines	3	0	0	3
Choose <b>one</b> of the following: *HUM 115 Critical Thinking <b>OR</b> *PHI 240 Introduction to Ethics	3	0	0	3
NUR 213 Complex Health Concepts	4	3	15	10
<b>Total</b>	<b>10</b>	<b>3</b>	<b>15</b>	<b>16</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>				<b>72</b>

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

\*\*NOTE: NUR 112 will run the first 8 weeks of the semester. NUR 114 will run the second 8 weeks of the semester. NUR 112 must be passed in order to continue to the second 8 weeks.

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

NOTE: Once admitted to the nursing program, all remaining courses must be taken in sequence or completed during the required term.

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

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

## NURSING TRANSITION PROGRAM (A45110T) – LICENSED PRACTICAL NURSE TO REGISTERED NURSE

### COURSE & HOUR REQUIREMENTS

CLASS TITLE	CLASS HRS	LAB HRS	CLINICAL HRS	CREDIT HRS
<b>FIRST SPRING SEMESTER</b>				
NUR 214 Transition Nursing Concepts	3	0	3	4
<b>Total</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>4</b>
<b>FIRST SUMMER SEMESTER</b>				
*PSY 241 Developmental Psychology	3	0	0	3
NUR 113 Family Health Concepts	3	0	6	5
<b>Total</b>	<b>6</b>	<b>0</b>	<b>6</b>	<b>8</b>
<b>FALL SEMESTER</b>				
*ENG 111 Writing and Inquiry	3	0	0	3
*MAT 143 Quantitative Lit.	2	2	0	3
NUR 211 Health Care Concepts	3	0	6	5
NUR 212 Health System Concepts	3	0	6	5
<b>Total</b>	<b>11</b>	<b>2</b>	<b>12</b>	<b>16</b>
<b>SECOND SPRING SEMESTER</b>				
*ENG 112 Writing & Res. in the Disciplines	3	0	0	3
*Humanities/Fine Arts Elective	3	0	0	3
NUR 213 Complex Health Concepts	4	3	15	10
<b>Total</b>	<b>10</b>	<b>3</b>	<b>15</b>	<b>16</b>
<b>TRANSITION CURRICULUM TOTAL</b>				<b>44</b>
HUMANITIES/FINE ARTS ELECTIVE – <i>Choose one (1) course from the following:</i>				
*HUM 115 Critical Thinking	3	0	0	3
*PHI 240 Introduction to Ethics	3	0	0	3

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

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

**NOTE:** Once admitted to the nursing program, all remaining courses must be taken in sequence or completed during the required term.

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

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

## PRACTICAL NURSING DIPLOMA (D45660)

The Practical Nursing curriculum provides knowledge and skills to integrate safety and quality into nursing care to meet the needs of the holistic individual which impact health, quality of life, and achievement of potential.

Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes safe, individualized nursing care and participation in the interdisciplinary team while employing evidence-based practice, quality improvement, and informatics.

Graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-PN) which is required for practice as a Licensed Practical Nurse. Employment opportunities include hospitals, rehabilitation/long-term care/home health facilities, clinics, and physicians' offices.

### COURSE & HOUR REQUIREMENTS

CLASS TITLE	CLASS HRS	LAB HRS	CLINICAL HRS	CREDIT HRS
<b>FALL SEMESTER</b>				
ACA 111 College Student Success	1	0	0	1
**BIO 163 Basic Anat./Physiology	4	2	0	5
NUR 101 Practical Nursing I	7	6	6	11
*PSY 150 General Psychology	3	0	0	3
<b>Total</b>	<b>15</b>	<b>8</b>	<b>6</b>	<b>20</b>
<b>SPRING SEMESTER</b>				
*ENG 111 Writing and Inquiry	3	0	0	3
NUR 102 Practical Nursing II	7	0	9	10
NUR 117 Pharmacology	1	3	0	2
<b>Total</b>	<b>11</b>	<b>3</b>	<b>9</b>	<b>15</b>
<b>SUMMER SEMESTER</b>				
NUR 103 Practical Nursing III	6	0	9	9
<b>Total</b>	<b>6</b>	<b>0</b>	<b>9</b>	<b>9</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DIPLOMA</b>				<b>44</b>

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

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

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

NOTE: Once admitted to the nursing program, all remaining courses must be taken in sequence or completed during the required term.

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

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

## AUTOMOTIVE SYSTEMS TECHNOLOGY DEGREE (A60160)

A program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. Includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air condition systems.

Course work may include transportation systems theory, braking systems, climate control, design parameters, drive trains, electrical/electronic systems, engine repair, engine performance, environmental regulations, materials, product finish, safety, steering/suspension, transmission/transaxles, and sustainable transportation, depending on the program major area chosen. Graduates of this pathway should be prepared to take professional licensure exams, which correspond to certain programs of study, and to enter careers as entry-level technicians in the transportation industry.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
AUT 151 Brake Systems	2	3	3
AUT 151A Brake Systems Lab	0	3	1
TRN 110 Intro to Transport Tech	1	2	2
TRN 120 Basic Trans Electricity	4	3	5
TRN 170 PC Skills for Trans	1	2	2
<b>Total</b>	<b>9</b>	<b>13</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
AUT 114 Safety and Emissions	1	2	2
AUT 116 Engine Repair	2	3	3
AUT 116A Engine Repair Lab	0	3	1
AUT 141 Suspension & Steering	2	3	3
AUT 141A Suspension & Steering Lab	0	3	1
*MAT 110 Mathematical Measurement & Lit.	2	2	3
*Humanities/Fine Arts Elective	3	0	3
<b>Total</b>	<b>10</b>	<b>16</b>	<b>16</b>
<b>SUMMER SEMESTER</b>			
AUT 181 Engine Performance I	2	3	3
AUT 181A Engine Performance I Lab	0	3	1
*COM 110 Introduction to Communication	3	0	3
TRN 140 Trans Climate Control	1	2	2
TRN 140A Trans Climate Control Lab	1	2	2
<b>Total</b>	<b>7</b>	<b>10</b>	<b>11</b>
<b>FALL SEMESTER</b>			
AUT 221 Auto Transm/Tranxales	2	3	3
AUT 221A Auto Transm/Tranxales Lab	0	3	1
*ENG 111 Writing and Inquiry	3	0	3
TRN 145 Adv. Trans Electronics	2	3	3
*Social/Behavioral Science Elective	3	0	3
<b>Total</b>	<b>10</b>	<b>9</b>	<b>13</b>
<b>SPRING SEMESTER</b>			
AUT 183 Engine Performance 2	2	6	4
AUT 231 Man Tran/Axles/Drtrains	2	3	3
AUT 231A Man Tran/Axles/Drtrains Lab	0	3	1
AUT 281 Adv Engine Performance	2	2	3
TRN 130 Intro to Sustainable Trans	2	2	3
<i>Choose one of the following:</i>			
WBL 111 Work-Based Learning I	0	10	1
AUT 213 Automotive Servicing 2	1	3	2
<b>Total</b>	<b>9/8</b>	<b>19/26</b>	<b>16/15</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>65/69</b>

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

\*Students must select six (6) semester credit hours with one course from humanities/fine arts and one from social/behavioral sciences disciplines. See advisor for list of approved courses.

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

## AUTOMOTIVE SYSTEMS TECHNOLOGY DIPLOMA (D60160)

The Automotive Systems Technology curriculum prepares individuals for employment as automotive service technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field. Classroom and lab experiences integrate technical and academic course work. Emphasis is placed on theory, servicing and operation of brakes, electrical/electronic systems, engine performance, steering/suspension, automatic transmission/transaxles, engine repair, climate control, and manual drive trains. Upon completion of this curriculum, students should be prepared to take the ASE exam and be ready for full-time employment in dealerships and repair shops in the automotive service industry.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
AUT 151 Brake Systems	2	3	3
AUT 151A Brake Systems Lab	0	3	1
TRN 110 Intro to Transport Tech	1	2	2
TRN 120 Basic Trans Electricity	4	3	5
TRN 170 PC Skills for Trans	1	2	2
<b>Total</b>	<b>9</b>	<b>13</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
AUT 114 Safety and Emissions	1	2	2
AUT 116 Engine Repair	2	3	3
AUT 116A Engine Repair Lab	0	3	1
AUT 141 Suspension & Steering	2	3	3
AUT 141A Suspension & Steering Lab	0	3	1
*MAT 110 Mathematical Measurement & Lit.	2	2	3
*Humanities/Fine Arts Elective	3	0	3
<b>Total</b>	<b>10</b>	<b>16</b>	<b>16</b>
<b>SUMMER SEMESTER</b>			
AUT 181 Engine Performance I	2	3	3
AUT 181A Engine Performance I Lab	0	3	1
*COM 110 Introduction to Communication	3	0	3
TRN 140 Trans Climate Control	1	2	2
TRN 140A Trans Climate Control Lab	1	2	2
<b>Total</b>	<b>7</b>	<b>10</b>	<b>11</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DIPLOMA</b>			<b>41</b>

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

\*Students must select three (3) semester credit hours from humanities/fine arts. See advisor for list of approved courses.

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

## AUTOMOTIVE TECHNOLOGY CERTIFICATE (C60160A)

This certificate prepare individuals to work as entry level automotive technicians which includes preparation for the ASE exam in Engine Repair and certifications in safety and emissions.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
AUT 116 Engine Repair	2	3	3
AUT 116A Engine Repair Lab	0	3	1
AUT 114 Safety and Emissions	1	2	2
TRN 110 Intro to Transport Tech	1	2	2
TRN 120 Basic Trans Electricity	4	3	5
TRN 170 PC Skills for Tran	1	2	2
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>			<b>15</b>

**NOTE:** This certificate can be completed in 2 to 4 semesters.

## BIOTECHNOLOGY DEGREE (A20100)

The Biotechnology curriculum, which has emerged from molecular biology and chemical engineering, is designed to meet the increasing demands for skilled laboratory technicians in various fields of biological and chemical technology.

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

Course work emphasizes biology, chemistry, mathematics, and technical communications. The curriculum objectives are designed to prepare graduates to serve in three distinct capacities: research assistant to a biologist or chemist, laboratory technician/instrumentation technician, and quality control/quality assurance technician.

Graduates should be qualified for employment in various areas of industry and government, including research and development, manufacturing, sales, and customer service.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
BIO 111 General Biology	3	3	4
BTC 181 Basic Lab Techniques	3	3	4
CHM 131 Intro to Chemistry AND CHM 131A Intro to Chemistry Lab OR	3 0	0 3	3 1
CHM 151 General Chemistry I	3	3	4
CIS 110 Introduction to Computers	2	2	3
<b>Total</b>	<b>12</b>	<b>11</b>	<b>16</b>
<b>SPRING SEMESTER</b>			
BIO 112 General Biology II	3	3	4
BTC 281 Bioprocess Techniques	2	6	4
CHM 132 Organic and Biochemistry OR CHM 152 General Chemistry II	3	3	4
**Math Elective	2/3	2	3/4
<b>Total</b>	<b>10/11</b>	<b>14</b>	<b>15/16</b>
<b>SUMMER SEMESTER</b>			
BIO 175 General Microbiology	2	2	3
*ENG 111 Writing and Inquiry	3	0	3
ISC 220 Lean Manufacturing	2	2	3
<b>Total</b>	<b>7</b>	<b>4</b>	<b>9</b>
<b>FALL SEMESTER</b>			
BIO 250 Genetics	3	3	4
BTC 150 Bioethics	3	0	3
BTC 285 Cell Culture	2	3	3
ISC 132 Manufacturing Quality Control	2	3	3
<b>Total</b>	<b>10</b>	<b>9</b>	<b>13</b>
<b>SPRING SEMESTER</b>			
BTC 288 Biotech Lab Experience	0	6	2
*ENG 114 Professional Research & Reporting	3	0	3
*HUM 115 Critical Thinking	3	0	3
ISC 278 cGMP Quality Systems	2	0	2
*PSY 150 General Psychology OR SOC 210 Introduction to Sociology	3	0	3
<b>Total</b>	<b>11</b>	<b>6</b>	<b>13</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>66/67</b>
<b>**MATH ELECTIVE - Choose one (1) course from the following:</b>			
MAT 110 Math Measurements & Literacy	2	2	3
MAT 152 Statistical Methods I	3	2	4
MAT 171 Precalculus Algebra	3	2	4

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

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

## BUILDING CONSTRUCTION TECHNOLOGY DEGREE (A35140)

The Building Construction Technology curriculum is designed to prepare students to apply technical knowledge and skills to residential and commercial building construction and remodeling. Course work includes instruction in construction equipment and safety; site preparation and layout; construction estimating; print reading; building codes; framing; heating, ventilation, and air conditioning; electrical and mechanical systems; interior and exterior finishing; and plumbing.

Graduates should qualify for entry-level jobs in architectural, engineering, construction and trades professions as well as positions in industry and government.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
BPR 130 Print Reading - Construction	3	0	3
CAR 110 Introduction to Carpentry	2	0	2
CAR 111 Carpentry	3	15	8
<b>Total</b>	<b>9</b>	<b>15</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
ARC 131 Building Codes	2	2	3
CAR 112 Carpentry II	3	15	8
CST 131 OSHA/Safety/Certification	2	2	3
*MAT 121 Algebra/Trigonometry I	2	2	3
<b>Total</b>	<b>9</b>	<b>21</b>	<b>17</b>
<b>SUMMER SEMESTER</b>			
CAR 113 Carpentry III	3	9	6
PLU 111 Intro to Basic Plumbing	1	3	2
<b>Total</b>	<b>4</b>	<b>12</b>	<b>8</b>
<b>FALL SEMESTER</b>			
*ENG 111 Writing and Inquiry	3	0	3
CST 150 Building Science	2	2	3
CST 241 Planning/Estimating I	2	2	3
*Humanities/Fine Arts Elective	3	0	3
*Social Science Elective	3	0	3
<b>Total</b>	<b>13</b>	<b>4</b>	<b>15</b>
<b>SPRING SEMESTER</b>			
CST 211 Construction Surveying	2	3	3
SST 140 Green Building & Design Concepts	3	0	3
CST 221 Statics/Structures	3	3	4
COM 231 Public Speaking	3	0	3
<b>Total</b>	<b>11</b>	<b>6</b>	<b>13</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>67</b>

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

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



## BUSINESS ADMINISTRATION DEGREE (A25120)

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy.

Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making.

Through these skills, students will have a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
ACC 120 Principles of Financial Accounting I	3	2	4
BUS 110 Introduction to Business	3	0	3
BUS 115 Business Law I	3	0	3
CIS 110 Introduction to Computers	2	2	3
<b>Total</b>	<b>12</b>	<b>4</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
ACC 121 Principles of Managerial Accounting	3	2	4
BUS 137 Principles of Management	3	0	3
*ENG 111 Writing and Inquiry	3	0	3
*Math Elective	2/3	2	3/4
<b>Total</b>	<b>11/12</b>	<b>4</b>	<b>13/14</b>
<b>SUMMER SEMESTER</b>			
BUS 230 Small Business Management	3	0	3
*Humanities/Fine Arts Elective	3	0	3
**Major Elective	3	0/2	3/4
<b>Total</b>	<b>9</b>	<b>0/2</b>	<b>9/10</b>
<b>FALL SEMESTER</b>			
BUS 225 Business Finance	2	2	3
BUS 260 Business Communications	3	0	3
ECO 251 Principles of Microeconomics	3	0	3
*ENG 114 Prof. Res. & Reporting <b>OR</b> *COM 231 Public Speaking	3	0	3
MKT 123 Fundamentals of Selling	3	0	3
<b>Total</b>	<b>14</b>	<b>2</b>	<b>15</b>
<b>SPRING SEMESTER</b>			
BUS 240 Business Ethics	3	0	3
BUS 285 Business Management Issues	2	2	3
ECO 252 Principles of Macroeconomics	3	0	3
MKT 120 Principles of Marketing	3	0	3
WBL 110 World of Work	1	0	1
WBL Exp./Designated Major Elective	0/2	20/0	2
<b>Total</b>	<b>12/14</b>	<b>22/2</b>	<b>15</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>66/68</b>
<b>*HUMANITIES/FINE ARTS ELECTIVE - Choose one (1) course from the following:</b>			
ART 111 Art Appreciation	3	0	3
HUM 115 Critical Thinking	3	0	3
Music: MUS 110	3	0	3
PHI 240 Introduction to Ethics	3	0	3
REL 110 World Religions	3	0	3
<b>*MATH ELECTIVE - Choose one (1) course from the following:</b>			
MAT 143 Quantitative Literacy	2	2	3
MAT 152 Statistical Methods I	3	2	4
MAT 171 Precalculus Algebra	3	2	4

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

**BUSINESS ADMINISTRATION DEGREE REQUIREMENTS – CONTINUED**

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>** MAJOR ELECTIVES</b> <i>Choose one (1) course from the following:</i>			
BUS 151 People Skills	3	0	3
BUS 253 Leadership & Management Skills	3	0	3
MKT 121 Retailing	3	0	3
MKT 232 Social Media Marketing	3	2	4

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

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

**BUSINESS ADMINISTRATION TRANSFER CERTIFICATE (C25120G)**

This certificate prepares individuals for both the business world and would jump start their track to a business degree from another college or university.

**COURSE & HOUR REQUIREMENTS**

Class Title	Class Hours	Lab Hours	Credit Hours
ACC 120 Principles of Financial Accounting	3	2	4
BUS 110 Introduction to Business	3	0	3
BUS 115 Bus. Law I	3	0	3
BUS 137 Principles of Management	3	0	3
ECO 251 Principles of Microeconomics	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>15</b>	<b>2</b>	<b>16</b>

**NOTE:** This certificate starts each fall and can be completed in 2 semesters as sequenced above.

**BUSINESS ANALYTICS CERTIFICATE (C25120C)****COURSE & HOUR REQUIREMENTS**

Class Title	Class Hours	Lab Hours	Credit Hours
ACC 121 Principles of Managerial Acct.	3	2	4
BUS 225 Business Finance	2	2	3
BUS 240 Business Ethics	3	0	3
ECO 251 Principles of Microeconomics	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>11</b>	<b>4</b>	<b>13</b>

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

**BUSINESS LEADERSHIP CERTIFICATE (C25120D)****COURSE & HOUR REQUIREMENTS**

Class Title	Class Hours	Lab Hours	Credit Hours
BUS 137 Principles of Management	3	0	3
BUS 151 People Skills <b>OR</b> BUS 253 Leadership & Management Skills	3	0	3
BUS 240 Business Ethics	3	0	3
BUS 260 Business Communications	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>12</b>	<b>0</b>	<b>12</b>

**NOTE:** This certificate starts each fall.

## BUSINESS MARKETING CERTIFICATE (C25120F)

This certificate prepares individuals for careers in marketing. It is designed to introduce individuals to the core aspects of the marketing and the digital world.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
BUS 240 Business Ethics	3	0	3
MKT 120 Principles of Marketing	3	0	3
MKT 123 Fund. of Selling	3	0	3
Pick one (1) of the following:			
MKT 121 Retailing	3	0	3
MKT 232 Social Media Marketing	3	2	4
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>12</b>	<b>0/2</b>	<b>12/13</b>

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

## CORE BUSINESS CERTIFICATE (C25120E)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
ACC 120 Principles of Financial Accounting	3	2	4
BUS 110 Introduction to Business	3	0	3
BUS 137 Principles of Management	3	0	3
ECO 252 Principles of Macroeconomics	3	0	3
MKT 120 Principles of Marketing	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>15</b>	<b>2</b>	<b>16</b>

**NOTE:** This certificate starts each fall and can be completed in 2 semesters as sequenced above.

## MANAGEMENT CERTIFICATE (C25120A)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
BUS 137 Principles of Management	3	0	3
BUS 230 Small Bus. Management	3	0	3
BUS 240 Business Ethics	3	0	3
BUS 253 Leadership and Mgmt. Skills	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>12</b>	<b>0</b>	<b>12</b>

**NOTE:** This certificate starts each fall and can be completed in 2 semesters as sequenced above.

## ENTREPRENEURSHIP CERTIFICATE (C25120J)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
BUS 110 Introduction to Business	3	0	3
BUS 230 Small Bus. Management	3	0	3
BUS 240 Business Ethics	3	0	3
ECO 251 Principles of Microeconomics	3	0	3
MKT 120 Principles of Marketing	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>15</b>	<b>0</b>	<b>15</b>

## COMMUNITY SPANISH INTERPRETER DEGREE (A55370)

The Community Spanish Interpreter curriculum prepares individuals to work as entry-level bilingual professionals who will provide communication access in interview and interactive settings. In addition, this curriculum provides educational training for working professionals who want to acquire Spanish language skills.

Course work includes the acquisition of Spanish: grammar, structure, and sociolinguistic properties, cognitive processes associated with interpretation between Spanish and English; the structure and character of the Hispanic community; and acquisition of communication skills.

Graduates should qualify for entry-level jobs as para-professional bilingual employees in educational systems or a variety of community settings. Individuals may choose from part-time, full-time, or self-employment/free-lance positions, or apply language skills to other human service related areas.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 113 Computer Basics	0	2	1
*ENG 111 Writing and Inquiry	3	0	3
*PSY 150 General Psychology	3	0	3
SPA 111 Elementary Spanish I	3	0	3
SPA 181 Spanish Lab 1	0	2	1
<b>Total</b>	<b>10</b>	<b>4</b>	<b>12</b>
<b>SPRING SEMESTER</b>			
*ENG 114 Professional Research & Reporting	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
SPA 112 Elementary Spanish II	3	0	3
SPA 120 Spanish for the Workplace	3	0	3
SPA 182 Spanish Lab II	0	2	1
SPA 215 Spanish Phonics/Structure	3	0	3
<b>Total</b>	<b>14</b>	<b>4</b>	<b>16</b>
<b>SUMMER SEMESTER</b>			
SPA 161 Cultural Immersion	2	3	3
SPA 211 Intermediate Spanish I	3	0	3
SPA 281 Spanish Lab 3	0	2	1
*Humanities/Fine Arts Elective	3	0	3
<b>Total</b>	<b>8</b>	<b>5</b>	<b>10</b>
<b>FALL SEMESTER</b>			
*COM 231 Public Speaking	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 113 Intro to Spanish Inter. (8 week course offering)	3	0	3
SPI 114 Analytical Skills Spanish Inter. (8 week course offering)	3	0	3
<b>Total</b>	<b>15</b>	<b>2</b>	<b>16</b>
<b>SPRING SEMESTER</b>			
SPA 221 Spanish Conversation	3	0	3
SPA 231 Reading and Composition	3	0	3
SPI 213 Review of Grammar	3	0	3
SPI 214 Intro to Translation	3	0	3
WBL 111 Work Based Learning I	0	10	1
WBL 115 Work Based Learning Seminar I	1	0	1
<b>Total</b>	<b>13</b>	<b>10</b>	<b>14</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>68</b>

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

\*Students must select three (3) semester hours credit from the humanities/fine arts discipline. See advisor for list of approved courses.

## SPANISH FOR THE WORKPLACE CERTIFICATE (C55370A)

This 18-credit hour certificate will provide students with the skills and the cultural background knowledge needed to effectively communicate in Spanish in the workplace. The certificate, coupled with a college transfer degree, or coupled with a two-year degree in health, education, or public service will help students to be more marketable when seeking employment. The majority of the courses in this program 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.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
SPA 111 Elementary Spanish I	3	0	3
SPA 141 Culture and Civilization	3	0	3
SPA 181 Spanish Lab I	0	2	1
<b>Total</b>	<b>6</b>	<b>2</b>	<b>7</b>
<b>SPRING SEMESTER</b>			
SPA 112 Elementary Spanish II	3	0	3
SPA 120 Spanish for the Workplace	3	0	3
SPA 182 Spanish Lab II	0	2	1
<b>Total</b>	<b>6</b>	<b>2</b>	<b>7</b>
<b>SUMMER SEMESTER</b>			
SPA 211 Intermediate Spanish I	3	0	3
SPA 281 Spanish Lab 3	0	2	1
<b>Total</b>	<b>3</b>	<b>2</b>	<b>4</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>			<b>18</b>

## SPANISH LANGUAGE CERTIFICATE (C55370B)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
SPA 141 Culture and Civilization	3	0	3
SPA 211 Intermediate Spanish I	3	0	3
SPA 281 Spanish Lab 3	0	2	1
<b>Total</b>	<b>6</b>	<b>2</b>	<b>7</b>
<b>SPRING SEMESTER</b>			
SPA 212 Intermediate Spanish II	3	0	3
SPA 282 Spanish Lab 4	0	2	1
<b>Total</b>	<b>3</b>	<b>2</b>	<b>4</b>
<b>SUMMER SEMESTER</b>			
SPA 221 Spanish Conversation	3	0	3
SPA 231 Reading and Composition	3	0	3
<b>Total</b>	<b>6</b>	<b>0</b>	<b>6</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>			<b>17</b>

**NOTE:** Once students complete prerequisites, they can begin in the summer and should be able to complete the certificate in three semesters by taking two to three courses each semester.

## CRIMINAL JUSTICE TECHNOLOGY DEGREE (A55180)

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections and security services. The criminal justice system's role within society will be explored.

Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics and community relations. Additional study may include issues and concepts of government, counseling communications, computers, and technology.

Employment opportunities exist in a variety of local, state, and federal law enforcement, corrections, and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, intensive probation/parole surveillance officer, correctional officer, and loss prevention specialist.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
CJC 111 Introduction to Criminal Justice	3	0	3
CJC 112 Criminology	3	0	3
CJC 115 Crime Scene Photography	2	3	3
<b>Total</b>	<b>11</b>	<b>5</b>	<b>13</b>
<b>SPRING SEMESTER</b>			
CJC 113 Juvenile Justice	3	0	3
CJC 131 Criminal Law	3	0	3
*ENG 111 Writing and Inquiry	3	0	3
PSY 150 General Psychology	3	0	3
<b>Total</b>	<b>12</b>	<b>0</b>	<b>12</b>
<b>SUMMER SEMESTER</b>			
CJC 121 Law Enforce. Operations	3	0	3
CJC 132 Court Proc. & Evidence*	3	0	3
CJC 213 Substance Abuse	3	0	3
*Humanities/Fine Arts Elective	3	0	3
<b>Total</b>	<b>12</b>	<b>0</b>	<b>12</b>
<b>FALL SEMESTER</b>			
CJC 212 Ethics and Community Relations	3	0	3
CJC 214 Victimology	3	0	3
CJC 221 Investigative Principles*	3	2	4
*ENG 112 Writing/Res. In the Disciplines <b>OR</b> *ENG 114 Prof. Res. & Reporting	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
<b>Total</b>	<b>14</b>	<b>4</b>	<b>16</b>
<b>SPRING SEMESTER</b>			
CJC 141 Corrections	3	0	3
CJC 222 Criminalistics	3	0	3
CJC 231 Constitutional Law*	3	0	3
WBL 111 Work-Based Learning I	0	10	1
WBL 115 Work-Based Learning Seminar	1	0	1
**Major Elective	3	0	3
<b>Total</b>	<b>13</b>	<b>10</b>	<b>14</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>67</b>

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

\*Students must select three (3) semester hours credit from the humanities/fine arts discipline. See advisor for list of approved courses.

\*\*MAJOR ELECTIVE: Choose one (1): CJC 161 or PSY 281.

**NOTE:** CJC 223 can be taken in place of WBL 111 and WBL 115

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

**NOTE:** See [Criminal Record Considerations](#) in Admissions section of the catalog.

## CRIMINAL JUSTICE TECHNOLOGY TRANSFER CERTIFICATE (C55180)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
CJC 111 Introduction to Criminal Justice	3	0	3
CJC 121 Law Enforce. Operations	3	0	3
CJC 141 Corrections	3	0	3
CJC 212 Ethics and Community Relations	3	0	3
PSY 150 General Psychology	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>15</b>	<b>0</b>	<b>15</b>

### BASIC LAW ENFORCEMENT TRAINING (C55120)

Basic Law Enforcement Training (BLET) is designed to give students essential skills required for entry-level employment as law enforcement officers with state, county, or municipal governments, or with private enterprise.

This program utilizes State commission-mandated topics and methods of instruction. General subjects include, but are not limited to, criminal, juvenile, civil, traffic, and alcohol beverage laws; investigative, patrol, custody, and court procedures; emergency responses; and ethics and community relations.

Students must successfully complete and pass all units of study mandated by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission to receive a certificate.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
CJC 110 Basic Law Enforcement Training BLET	10	30	20

**NOTE:** See [Criminal Record Considerations](#) in Admissions section of the catalog.

## CULINARY ARTS DEGREE (A55150)

This curriculum provides specific training required to prepare students to assume positions as trained culinary professionals in a variety of foodservice settings including full service restaurants, hotels, resorts, clubs, catering operations, contract foodservice and health care facilities.

Students will be provided theoretical knowledge/practical applications that provide critical competencies to meet industry demands, including environmental stewardship, operational efficiencies and professionalism. Courses include sanitation/safety, baking, garde manger, culinary fundamentals/production skills, nutrition, customer service, purchasing/cost control, and human resource management.

Graduates should qualify for entry-level opportunities including prep cook, line cook, and station chef. American Culinary Federation certification may be available to graduates. With experience, graduates may advance to positions including sous chef, pastry chef, executive chef, or food service manager.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
CUL 110 Sanitation & Safety	2	0	2
CUL 140 Culinary Skills I	2	6	5
CUL 160 Baking I	1	4	3
<b>Total</b>	<b>8</b>	<b>12</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
BPA 165 Hot and Cold Desserts	1	4	3
CUL 120 Purchasing	2	0	2
CUL 240 Culinary Skills II	1	8	5
CUL 260 Baking II	1	4	3
*MAT 110 Mathematical Measurement & Literacy	2	2	3
<b>Total</b>	<b>7</b>	<b>18</b>	<b>16</b>
<b>SUMMER SEMESTER</b>			
BPA 130 European Cakes & Tortes	1	4	3
CUL 170 Garde Manger I	1	4	3
HRM 245 Human Res. Mgmt. - Hospitality	3	0	3
*PSY 150 General Psychology	3	0	3
<b>Total</b>	<b>8</b>	<b>8</b>	<b>12</b>
<b>FALL SEMESTER</b>			
*COM 110 Introduction to Communication	3	0	3
CUL 230 Global Cuisines	1	8	5
CUL 275 Catering Cuisine	1	8	5
WBL 111 Work-Based Learning I	0	10	1
<b>Total</b>	<b>5</b>	<b>26</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
CUL 112 Nutrition for Foodservices	3	0	3
CUL 135 Food and Beverage Service	2	0	2
CUL 245 Contemporary Cuisines	1	8	5
*ENG 111 Writing and Inquiry	3	0	3
*Humanities/Fine Arts Elective	3	0	3
WBL 121 Work-Based Learning II	0	10	1
<b>Total</b>	<b>12</b>	<b>18</b>	<b>17</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>73</b>

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

\*Students must select three (3) semester hours credit from the humanities/fine arts discipline. See advisor for list of approved courses.

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



## BAKING AND PASTRY CERTIFICATE (C55150A)

This certificate prepares individuals to work as a pastry chef in the baking/pastry industry, including restaurants, hotels, baking/pastry shops, and retail markets.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
CUL 110 Sanitation & Safety	2	0	2
CUL 160 Baking I	1	4	3
CUL 260 Baking II	1	4	3
BPA 130 European Cakes and Tortes	1	4	3
BPA 165 Hot and Cold Desserts	1	4	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>6</b>	<b>16</b>	<b>14</b>

**NOTE:** Once students complete prerequisites, they can begin in the summer and complete the certificate by taking two to three courses each semester until the course sequence listed above is complete for the certificate. Students should be able to complete the certificate in three semesters.

## EARLY CHILDHOOD EDUCATION DEGREE (A55220C)

The Early Childhood Education curriculum prepares individuals to work with children from birth through eight in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

Early Childhood Education: A program that prepares individuals to promote child development and learning, work with diverse families and children, observe, document and assess to support young children and families, use content knowledge to build meaningful curriculum, and use developmentally effective approaches in collaboration with other early childhood professionals. Potential course work includes instruction in all areas of child development such as emotional/ social/ health/ physical/ language/ communication, approaches to play and learning, working with diverse families, and related observations/ student teaching experiences.

***Career-Ready Non-Transfer Track: This track is for students seeking to earn an Associate in Applied Science (A.A.S. 2 year degree) and continue into the work force.***

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 or ACA 122	1/0	0/2	1
CIS 113 Basic PC Literacy	0	2	1
EDU 119 Intro to Early Childhood Education	4	0	4
EDU 144 Child Development I	3	0	3
*PSY 150 General Psychology	3	0	3
<b>Total</b>	<b>10/11</b>	<b>2/4</b>	<b>12</b>
<b>SPRING SEMESTER</b>			
*ENG 111 Writing and Inquiry	3	0	3
EDU 145 Child Development II	3	0	3
EDU 146 Child Guidance	3	0	3
EDU 151 Creative Activities	3	0	3
<i>Choose <b>one</b> of the following:</i>			
EDU 163 Classroom Mgmt. & Instruction	3	0	3
EDU 188 Issues in Early Child Education	2	0	2
<b>Total</b>	<b>14/15</b>	<b>0</b>	<b>14/15</b>
<b>SUMMER SEMESTER</b>			
EDU 131 Child, Family, & Community	3	0	3
EDU 153 Health, Safety & Nutrition	3	0	3
*COM 231 Public Speaking	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
<b>Total</b>	<b>11</b>	<b>2</b>	<b>12</b>
<b>FALL SEMESTER</b>			
EDU 221 Children With Exceptionalities	3	0	3
EDU 234 Infants, Toddlers, & Twos	3	0	3
EDU 235 School-Age Dev & Program	3	0	3
EDU 280 Language & Literacy Experiences	3	0	3
*Humanities/Fine Arts Elective	3	0	3
<b>Total</b>	<b>15</b>	<b>0</b>	<b>15</b>
<b>SPRING SEMESTER</b>			
EDU 252 Math & Science Activities	3	0	3
EDU 271 Educational Technology	2	2	3
EDU 284 Early Child Capstone Practicum	1	9	4
**Major Elective	3	0	3
<b>Total</b>	<b>9</b>	<b>11</b>	<b>13</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>66/67</b>

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

## EARLY CHILDHOOD EDUCATION DEGREE REQUIREMENTS – CONTINUED

\*Students must select three (3) semester hours credit from the humanities/fine arts discipline. Choose one (1) course from the following:

Course Number & Name	Class Hours	Lab Hours	Credit Hours
ART 111 Art Appreciation	3	0	3
MUS 110 Music Appreciation	3	0	3
MUS 112 Introduction to Jazz	3	0	3
PHI 240 Introduction to Ethics	3	0	3
<b>** MAJOR ELECTIVES <i>Choose one (1) course from the following:</i></b>			
EDU 222 Learners with Behavior Disorders	3	0	3
EDU 223 Specific Learning Disabilities	3	0	3
EDU 261 Early Childhood Admin I	3	0	3
EDU 262 Early Childhood Admin II	3	0	3

## EARLY CHILDHOOD EDUCATION – BIRTH THROUGH KINDERGARTEN (B-K) LICENSURE TRANSFER TRACK DEGREE (A55220L)

The Early Childhood Education curriculum prepares individuals to work with children from birth through eight in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

Early Childhood Education: A program that prepares individuals to promote child development and learning, work with diverse families and children, observe, document and assess to support young children and families, use content knowledge to build meaningful curriculum, and use developmentally effective approaches in collaboration with other early childhood professionals. Potential course work includes instruction in all areas of child development such as emotional/ social/ health/ physical/ language/ communication, approaches to play and learning, working with diverse families, and related observations/ student teaching experiences.

**BK Licensure Transfer Track: This track is for students seeking to earn an Associate in Applied Science (A.A.S. 2 year degree) and transfer to a 4-year institution to complete his/her Bachelor of Science degree in a Birth through Kindergarten program.**

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 or ACA 122	1/0	0/2	1
EDU 119 Intro to Early Childhood Education	4	0	4
EDU 144 Child Development I	3	0	3
*ENG 111 Writing and Inquiry	3	0	3
*PSY 150 General Psychology	3	0	3
<b>Total</b>	<b>13/14</b>	<b>0/2</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
*ENG 112 or ENG 114	3	0	3
EDU 145 Child Development II	3	0	3
EDU 146 Child Guidance	3	0	3
EDU 151 Creative Activities	3	0	3
<b>Total</b>	<b>12</b>	<b>0</b>	<b>12</b>
<b>SUMMER SEMESTER</b>			
EDU 131 Child, Family & Community	3	0	3
EDU 153 Health, Safety & Nutrition	3	0	3
*BIO 110 or BIO 111	3	3	4
*MAT 143 Quantitative Literacy	2	2	3
<b>Total</b>	<b>11</b>	<b>5</b>	<b>13</b>
<b>FALL SEMESTER</b>			
EDU 221 Children With Exceptionalities	3	0	3
EDU 234 Infants, Toddlers, & Twos	3	0	3
EDU 280 Language & Literacy Experiences	3	0	3
**Humanities/Fine Arts Elective	3	0	3
Choose one of the following:			
CHM 151 General Chemistry I	3	3	4
PHY 110 Conceptual Physics/PHY110A Lab	3	2	4
<b>Total</b>	<b>15</b>	<b>2/3</b>	<b>16</b>
<b>SPRING SEMESTER</b>			
*COM 231 Public Speaking	3	0	3
EDU 216 Foundations of Education	3	0	3
EDU 250 Teacher Licensure Program	3	0	3
EDU 284 Early Child Capstone Practicum	1	9	4
**Social/Behavioral Science Elective	3	0	3
<b>Total</b>	<b>13</b>	<b>9</b>	<b>16</b>

**EARLY CHILDHOOD EDUCATION B-K LICENSURE TRANSFER TRACK DEGREE REQUIREMENTS –  
CONTINUED**

\*\*Students must select three (3) semester hours credit from the humanities/fine arts discipline. Choose one (1) course from the following:

<b>Course Number &amp; Name</b>	<b>Class Hours</b>	<b>Lab Hours</b>	<b>Credit Hours</b>
ART 111 Art Appreciation	3	0	3
MUS 110 Music Appreciation	3	0	3
MUS 112 Introduction to Jazz	3	0	3
PHI 240 Introduction to Ethics	3	0	3

\*\*Students must select three (3) semester hours credit from the social/behavioral science discipline. Choose one (1) course from the following:

<b>Course Number &amp; Name</b>	<b>Class Hours</b>	<b>Lab Hours</b>	<b>Credit Hours</b>
ECO 251 or ECO 252	3	0	3
HIS 111, HIS 112, HIS 131, or HIS 132	3	0	3
POL 120 American Government	3	0	3
SOC 210 Introduction to Sociology	3	0	3

**NOTE:** Students are required to take ACA 111 or ACA 122 in their first semester.

<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>	<b>71</b>
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\*This course is a component of the general education requirements needed for graduation.

## EARLY CHILDHOOD EDUCATION NON-TEACHING LICENSURE TRANSFER TRACK DEGREE (A55220NL)

The Early Childhood Education curriculum prepares individuals to work with children from birth through eight in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

Early Childhood Education: A program that prepares individuals to promote child development and learning, work with diverse families and children, observe, document and assess to support young children and families, use content knowledge to build meaningful curriculum, and use developmentally effective approaches in collaboration with other early childhood professionals. Potential course work includes instruction in all areas of child development such as emotional/ social/ health/ physical/ language/ communication, approaches to play and learning, working with diverse families, and related observations/ student teaching experiences.

***ECE Non-Licensure Transfer Track: This track is for students seeking to earn an Associate in Applied Science (A.A.S. 2 year degree) and transfer to a 4-year institution to complete his/her Bachelor of Science degree in an Early Education Program.***

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 or ACA 122	1/0	0/2	1
EDU 119 Intro to Early Childhood Education	4	0	4
EDU 144 Child Development I	3	0	3
*ENG 111 Writing and Inquiry	3	0	3
*PSY 150 General Psychology	3	0	3
<b>Total</b>	<b>13/14</b>	<b>0/2</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
*ENG 112 or ENG 114	3	0	3
EDU 145 Child Development II	3	0	3
EDU 146 Child Guidance	3	0	3
EDU 151 Creative Activities	3	0	3
<b>Total</b>	<b>12</b>	<b>0</b>	<b>12</b>
<b>SUMMER SEMESTER</b>			
*BIO 110 or BIO 111	3	3	4
EDU 131 Child, Family, & Community	3	0	3
EDU 153 Health, Safety & Nutrition	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
<b>Total</b>	<b>11</b>	<b>5</b>	<b>13</b>
<b>FALL SEMESTER</b>			
EDU 221 Children with Exceptionalities	3	0	3
EDU 261 Early Childhood Admin I	3	0	3
EDU 234 Infants, Toddlers, & Twos	3	0	3
EDU 280 Language & Literacy Experiences	3	0	3
Choose one of the following:			
CHM 151 General Chemistry I	3	3	4
PHY 110 Conceptual Physics/PHY110A Lab	3	2	4
<b>Total</b>	<b>15</b>	<b>2/3</b>	<b>16</b>
<b>SPRING SEMESTER</b>			
*COM 231 Public Speaking	3	0	3
EDU 262 Early Childhood Admin II	3	0	3
EDU 284 Early Child Capstone Practicum	1	9	4
**Humanities/Fine Arts Elective	3	0	3
**Social/Behavioral Science Elective	3	0	3
<b>Total</b>	<b>13</b>	<b>9</b>	<b>16</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>71</b>

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

## NON-TEACHING LICENSURE TRANSFER TRACK DEGREE REQUIREMENTS – CONTINUED

\*\*Students must select three (3) semester hours credit from the humanities/fine arts discipline. Choose one (1) course from the following:

Course Number & Name	Class Hours	Lab Hours	Credit Hours
ART 111 Art Appreciation	3	0	3
MUS 110 Music Appreciation	3	0	3
MUS 112 Introduction to Jazz	3	0	3
PHI 240 Introduction to Ethics	3	0	3

\*\*Students must select three (3) semester hours credit from the social/behavioral science discipline. Choose one (1) course from the following:

Course Number & Name	Class Hours	Lab Hours	Credit Hours
ECO 251 or ECO 252	3	0	3
HIS 111, HIS 112, HIS 131, or HIS 132	3	0	3
POL 120 American Government	3	0	3
SOC 210 Introduction to Sociology	3	0	3

**NOTE:** Students are required to take ACA 111 or ACA 122 in their first semester.

### ADMINISTRATION CERTIFICATE (C55220F)

#### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
EDU 119 Intro to Early Childhood Education	4	0	4
EDU 146 Child Guidance	3	0	3
EDU 188 Issues in Early Childhood Education	2	0	2
EDU 261 Early Childhood Admin. I	3	0	3
EDU 262 Early Childhood Admin II	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>15</b>	<b>0</b>	<b>15</b>

**NOTE:** Once students complete prerequisites, they can begin in the fall and should be able to complete the certificate in 2 or 3 semesters by taking 3 courses each semester.

### INFANT/TODDLER CARE CERTIFICATE (C55290)

#### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
EDU 119 Intro to Early Childhood Education	4	0	4
EDU 131 Child, Family & Community	3	0	3
EDU 144 Child Development I	3	0	3
EDU 153 Health, Safety & Nutrition	3	0	3
EDU 234 Infants, Toddlers & Twos	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>16</b>	<b>0</b>	<b>16</b>

**NOTE:** Once students complete prerequisites, they can begin in the fall and should be able to complete the certificate in 2 or 3 semesters by taking 3 courses each semester.

### PRESCHOOL CERTIFICATE (C55220P)

#### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
EDU 119 Intro to Early Childhood Education	4	0	4
EDU 131 Child, Family & Community	3	0	3
EDU 145 Child Development II	3	0	3
EDU 146 Child Guidance	3	0	3
EDU 153 Health, Safety & Nutrition	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>16</b>	<b>0</b>	<b>16</b>

**NOTE:** Once students complete prerequisites, they can begin in the fall and complete the certificate by taking 3 courses each semester until the course sequence listed above is complete. Students should be able to complete the certificate in 2 semesters.

## ELECTRICAL SYSTEMS TECHNOLOGY DIPLOMA (D35130)

This curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities.

Course work, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, programmable logic controllers, industrial motor controls, applications of the National Electric Code, and other subjects as local needs require.

Graduates should qualify for a variety of jobs in the electrical field as an on-the-job trainee or apprentice assisting in the layout, installation, and maintenance of electrical systems.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
ELC 112 DC/AC Electricity	3	6	5
ELC 117 Motors and Controls	2	6	4
ELC 125 Diagrams and Schematics	1	2	2
<b>Total</b>	<b>7</b>	<b>14</b>	<b>12</b>
<b>SPRING SEMESTER</b>			
ELC 114 Commercial Wiring	2	6	4
ELC 118 National Electrical Code	1	2	2
ELC 119 NEC Calculations	1	2	2
ELC 128 Intro to PLC	2	3	3
*MAT 110 Mathematical Measurement & Lit.	2	2	3
<b>Total</b>	<b>8</b>	<b>15</b>	<b>14</b>
<b>SUMMER SEMESTER</b>			
ELC 115 Industrial Wiring	2	6	4
ELN 229 Industrial Electronics	3	3	4
*ENG 101 Applied Communications I	3	0	3
<b>Total</b>	<b>8</b>	<b>9</b>	<b>11</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DIPLOMA</b>			<b>37</b>

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

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

## MOTOR CONTROLS CERTIFICATE (C35130M)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
ELC 112 DC/AC Electricity	3	6	5
ELC 117 Motors and Controls	2	6	4
ELC 118 National Electrical Code	1	2	2
ELC 125 Diagrams and Schematics	1	2	2
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>7</b>	<b>16</b>	<b>13</b>

**NOTE:** This certificate can be completed in 1 semester.



## INFORMATION TECHNOLOGY IT SUPPORT TRACK DEGREE (A25590A)

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement and manage information systems in specialties such as database services, security, business intelligence, healthcare informatics and others depending on the technical path selected within this curriculum.

Course work includes development of a student's ability to create, store, communicate, exchange and use information to solve technical issues related to information support and services, interactive media, network systems, programming and software development, information security and other emerging technologies based on the selected area of study.

Graduates should qualify for employment in entry level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of industry recognized certification exams.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
CTI 110 Web Pgm, & DB Foundation	2	2	3
CTI 120 Network & Sec. Foundation	2	2	3
CTI 150 Mobile Computing Devices	2	2	3
<b>Total</b>	<b>9</b>	<b>8</b>	<b>13</b>
<b>SPRING SEMESTER</b>			
CIS 115 Intro. to Programming & Logic	2	3	3
CTS 115 Info Systems Business Concepts	3	0	3
*ENG 111 Writing and Inquiry	3	0	3
NET 110 Networking Concepts	2	2	3
NOS 130 Windows Single User	2	2	3
<b>Total</b>	<b>12</b>	<b>7</b>	<b>15</b>
<b>SUMMER SEMESTER</b>			
*ENG 114 Prof. Research and Reporting	3	0	3
*HUM 115 Critical Thinking	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
*Social/Behavioral Science Elective	3	0	3
<b>Total</b>	<b>11</b>	<b>2</b>	<b>12</b>
<b>FALL SEMESTER</b>			
CTS 120 Hardware/Software Support	2	3	3
CTS 155 Tech. Support Functions	2	2	3
DBA 120 Database Programming I	2	2	3
NOS 120 Linux/UNIX Single User	2	2	3
<b>Total</b>	<b>8</b>	<b>9</b>	<b>12</b>
<b>SPRING SEMESTER</b>			
CTI 140 Virtualization Concepts	1	4	3
CTS 287 Emerging Technologies	3	0	3
NOS 230 Windows Administration I	2	2	3
SEC 110 Security Concepts	2	2	3
WBL 110 World of Work	1	0	1
<b>Total</b>	<b>9</b>	<b>8</b>	<b>13</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>65</b>

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

\*Students must select three (3) semester hours credit from the social/behavioral sciences discipline. See advisor for list of approved courses.

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

**NOTE:** Courses previously completed in this program may be subject to review for readmitted students to ensure current proficiency based on changing technology needs and industry standards. The Curriculum Dean and program instructor(s) will determine if courses need to be repeated.

## INFORMATION TECHNOLOGY NETWORKING AND CYBERSECURITY TRACK DEGREE (A25590B)

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement and manage information systems in specialties such as database services, security, business intelligence, healthcare informatics and others depending on the technical path selected within this curriculum.

Course work includes development of a student's ability to create, store, communicate, exchange and use information to solve technical issues related to information support and services, interactive media, network systems, programming and software development, information security and other emerging technologies based on the selected area of study.

Graduates should qualify for employment in entry level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of industry recognized certification exams.

Graduates in the Networking and Cybersecurity 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) Routing & Switching, CCNA Cybersecurity Operations, CompTIA Security+, CompTIA Linux+, and Microsoft Windows Desktop and Server industry certifications.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
CTI 110 Web Pgm, & DB Foundation	2	2	3
CTI 120 Network & Sec. Foundation	2	2	3
NET 125 Introduction to Networks	1	4	3
<b>Total</b>	<b>8</b>	<b>10</b>	<b>13</b>
<b>SPRING SEMESTER</b>			
CIS 115 Intro. to Programming & Logic	2	3	3
*ENG 111 Writing and Inquiry	3	0	3
NET 126 Routing Basics	1	4	3
NOS 130 Windows Single User	2	2	3
SEC 110 Security Concepts	2	2	3
<b>Total</b>	<b>10</b>	<b>11</b>	<b>15</b>
<b>SUMMER SEMESTER</b>			
*ENG 114 Prof. Research and Reporting	3	0	3
*HUM 115 Critical Thinking	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
*Social/Behavioral Science Elective	3	0	3
<b>Total</b>	<b>11</b>	<b>2</b>	<b>12</b>
<b>FALL SEMESTER</b>			
CTS 120 Hardware/Software Support	2	3	3
NET 225 Routing & Switching I	1	4	3
NOS 120 Linux/UNIX Single User	2	2	3
SEC 151 Introduction to Protocol Analysis	2	3	3
SEC 160 Secure Admin I	2	2	3
<b>Total</b>	<b>9</b>	<b>14</b>	<b>15</b>
<b>SPRING SEMESTER</b>			
CTI 140 Virtualization Concepts	1	4	3
CTS 115 Info Systems Business Concepts	3	0	3
CTS 287 Emerging Technologies	3	0	3
NOS 230 Windows Administration I	2	2	3
WBL 110 World of Work	1	0	1
<b>Total</b>	<b>10</b>	<b>6</b>	<b>13</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>68</b>

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

\*Students must select three (3) semester hours credit from the social/behavioral sciences discipline. See advisor for list of approved courses.

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

**NOTE:** Courses previously completed in this program may be subject to review for readmitted students to ensure current proficiency based on changing technology needs and industry standards. The Curriculum Dean and program instructor(s) will determine if courses need to be repeated.

## A+ CERTIFICATION PREP CERTIFICATE (C25590A)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
CTI 150 Mobile Computing Devices	2	2	3
CTS 120 Hardware/ Software Support	2	3	3
CTS 155 Tech. Support Functions	2	2	3
NOS 130 Windows Single User	2	2	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>8</b>	<b>9</b>	<b>12</b>

1. Upon completing this certificate program, students will be prepared for the current CompTIA A+ exams.
2. This certificate starts each fall and can be completed in 2 semesters.

## CISCO CERTIFIED NETWORK ASSOCIATE (CCNA) PREP CERTIFICATE (C25590B)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
CTI 120 Network & Sec. Foundation	2	2	3
NET 125 Introduction to Networks	1	4	3
NET 126 Routing Basics	1	4	3
NET 225 Routing & Switching I	1	4	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>5</b>	<b>14</b>	<b>12</b>

1. Upon completing courses in this certificate program students will be prepared for the current CISCO certified Networking Associate (CCNA) exam.
2. This certificate starts each fall and can be completed in 3 semesters.

## IT SUPPORT FOUNDATIONS CERTIFICATE (C25590C)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
CIS 110 Introduction to Computers	2	2	3
CTI 110 Web Pgm, & DB Foundation	2	2	3
CTI 120 Network & Sec. Foundation	2	2	3
CTI 150 Mobile Computing Devices	2	2	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>8</b>	<b>8</b>	<b>12</b>

NOTE: This certificate starts each fall and can be completed in 1 semester.

## CYBERSECURITY CERTIFICATE (C25590H)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
NET 125 Introduction to Networks	1	4	3
NET 126 Routing Basics	1	4	3
NET 225 Routing & Switching I	1	4	3
SEC 110 Security Concepts	2	2	3
SEC 151 Introduction to Protocol Analysis	2	3	3
SEC 160 Secure Admin. I	2	2	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>9</b>	<b>19</b>	<b>18</b>

1. Upon completing this certificate, students will be prepared for the current Cisco Certified Network Associate Routing & Switching (CCNA Routing & Switching), CompTIA Security+, and Cisco Certified Network Associate Cybersecurity Operations (CCNA CyberOps) **certification exams**.
2. This certificate starts each Fall and can be completed in 3 semesters.

## INTERPRETER EDUCATION DEGREE (A55300)

The Interpreter Education curriculum prepares individuals to work as entry-level Sign Language Interpreters who will provide communication access in interview and interactive settings. In addition, this curriculum provides in-service training for working interpreters who want to upgrade their skills. Course work includes the acquisition of American Sign Language (ASL): grammar, structure, and sociolinguistic properties, cognitive processes associated with interpretation between ASL and English; the structure and character of the deaf community; and acquisition of consecutive and simultaneous interpreting skills.

Entry-level jobs for para-professional interpreters are available in educational systems or a variety of community settings. Individuals may choose from part-time, full-time, or self-employment/free-lance positions, or apply language skills to other human service related areas.

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

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
ASL 111 Elementary ASL I	3	0	3
ASL 181 ASL Lab 1	0	2	1
*COM 231 Public Speaking	3	0	3
*ENG 111 Writing and Inquiry	3	0	3
IPP 112 Comparative Cultures	3	0	3
<b>Total</b>	<b>13</b>	<b>2</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
ASL 112 Elementary ASL II	3	0	3
ASL 182 ASL Lab 2	0	2	1
IPP 111 Introduction to Interpretation	3	0	3
IPP 130 Analytical Skills for Interpreting	1	4	3
*MAT 143 Quantitative Literacy	2	2	3
*Humanities/Fine Arts Elective	3	0	3
<b>Total</b>	<b>12</b>	<b>8</b>	<b>16</b>
<b>SUMMER SEMESTER</b>			
ASL 211 Intermediate ASL I	3	0	3
ASL 250 Linguistics of ASL	3	0	3
ASL 281 ASL Lab 3	0	2	1
IPP 152 ASL/English Translation	1	4	3
*Social/Behavioral Science Elective	3	0	3
<b>Total</b>	<b>10</b>	<b>6</b>	<b>13</b>
<b>FALL SEMESTER</b>			
ASL 212 Intermediate ASL II	3	0	3
ASL 252 ASL Classifiers (8 week course offering)	0	2	1
ASL 253 ASL Non-Manual Signals (8 week course offering)	0	2	1
IPP 153 Introduction to Discourse Analysis	1	4	3
IPP 161 Consecutive Interpreting	2	6	5
IPP 245 Educational Interpreting Issues	3	0	3
<b>Total</b>	<b>9</b>	<b>14</b>	<b>16</b>
<b>SPRING SEMESTER</b>			
ASL 221 Advanced ASL I	3	0	3
IPP 221 Simultaneous Interpreting I	2	6	5
IPP 224 ASL to English Interpretation	1	3	2
WBL 111 Work-Based Learning I	0	10	1
WBL 115 Work-Based Learning Seminar I	1	0	1
<b>Total</b>	<b>7</b>	<b>19</b>	<b>12</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>71</b>
<b>*HUMANITIES/FINE ARTS ELECTIVE Select one (1) course from the following:</b>			
COM 120 Intro to Interpersonal Communication	3	0	3
HUM 115 Critical Thinking	3	0	3
PHI 215 Philosophical Issues	3	0	3
PHI 240 Introduction to Ethics	3	0	3

## INTERPRETER EDUCATION DEGREE REQUIREMENTS – CONTINUED

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>**SOCIAL/BEHAVIORAL SCIENCE ELECTIVE <i>Select one (1) course from the following:</i></b>			
POL 120 American Government	3	0	3
PSY 150 General Psychology	3	0	3
SOC 210 Introduction to Sociology	3	0	3

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

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

**NOTE:** ASL 181, ASL 182, & ASL 281 are required for Interpreter Education degree- and certificate-seeking students.

**NOTE:** See [Criminal Record Considerations](#) in Admissions section of the catalog.

## DEAF STUDIES OPTION CERTIFICATE (C55300)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
ASL 111 Elementary ASL I	3	0	3
ASL 112 Elementary ASL II	3	0	3
ASL 181 ASL Lab 1	0	2	1
ASL 182 ASL Lab 2	0	2	1
ASL 211 Intermediate ASL I	3	0	3
ASL 281 ASL Lab 3	0	2	1
IPP 112 Comparative Cultures	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>12</b>	<b>6</b>	<b>15</b>

**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.*

1. This certificate can be completed in 3 semesters.
2. This certificate prepares students to communicate with deaf people. Students who want to become an interpreter should complete the Interpreter Education A.A.S. program.

## MEDICAL OFFICE ADMINISTRATION DEGREE – MEDICAL BILLING AND CODING (A25310A)

The Medical Office Administration curriculum prepares individuals for employment as medical administrative personnel in the areas of medical office, medical billing and coding, dental office, patient services, and medical documents.

Course work includes medical terminology, computer applications, medical office management, medical coding, medical insurance and billing, medical legal and ethical issues, oral and written communication, and other topics depending on the subject area selected within this curriculum.

Graduates should qualify for employment opportunities in a variety of medical office positions in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other healthcare related organizations. Upon graduation, students may be eligible to sit for industry recognized certification exams.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
OST 131 Keyboarding	1	2	2
OST 141 Med Office Terms I	3	0	3
OST 148 Med Ins and Billing	3	0	3
<b>Total</b>	<b>10</b>	<b>4</b>	<b>12</b>
<b>SPRING SEMESTER</b>			
*ENG 111 Writing and Inquiry	3	0	3
OST 136 Word Processing	2	2	3
OST 142 Med Office Terms II	3	0	3
OST 247 Procedure Coding	2	2	3
OST 248 Diagnostic Coding	2	2	3
<b>Total</b>	<b>12</b>	<b>6</b>	<b>15</b>
<b>SUMMER SEMESTER</b>			
OST 149 Medical Legal Issues	3	0	3
OST 164 Office Editing	3	0	3
OST 280 Electronic Health Records	2	2	3
*PSY 150 General Psychology	3	0	3
<b>Total</b>	<b>11</b>	<b>2</b>	<b>12</b>
<b>FALL SEMESTER</b>			
*ENG 114 Prof. Res. & Reporting	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
OST 161 Medical Office Procedures	2	2	3
OST 264 Medical Auditing	3	0	3
**Major Elective	3	0	3
<b>Total</b>	<b>13</b>	<b>4</b>	<b>15</b>
<b>SPRING SEMESTER</b>			
*HUM 115 Critical Thinking	3	0	3
OST 249 Med Coding Certification Prep	2	3	3
OST 288 Medical Office Administration Capstone	2	2	3
WBL 110 World of Work	1	0	1
**Major Elective	3	0	3
<b>Total</b>	<b>11</b>	<b>5</b>	<b>13</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>67</b>
<b>** MAJOR ELECTIVES Choose six (6) hours from the following:</b>			
BUS 260 Business Communication	3	0	3
OST 134 Text Entry and Formatting	2	2	3
OST 137 Office Applications I	2	2	3
OST 263 Healthcare Customer Relations	3	0	3
WBL 111 Work-Based Learning I	0	10	1

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

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

**NOTE:** Courses previously completed in this program may be subject to review for readmitted students to ensure current proficiency based on changing technology needs and industry standards. The Curriculum Dean and program instructor(s) will determine if courses need to be repeated.

## MEDICAL OFFICE ADMINISTRATION DEGREE – PATIENT SERVICES REPRESENTATIVE (A25310B)

The Medical Office Administration curriculum prepares individuals for employment as medical administrative personnel in the areas of medical office, medical billing and coding, dental office, patient services, and medical documents.

Course work includes medical terminology, computer applications, medical office management, medical coding, medical insurance and billing, medical legal and ethical issues, oral and written communication, and other topics depending on the subject area selected within this curriculum.

Graduates should qualify for employment opportunities in a variety of medical office positions in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other healthcare related organizations. Upon graduation, students may be eligible to sit for industry recognized certification exams.

**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.**

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
OST 131 Keyboarding	1	2	2
OST 141 Med Office Terms I	3	0	3
OST 148 Med Ins and Billing	3	0	3
<b>Total</b>	<b>10</b>	<b>4</b>	<b>12</b>
<b>SPRING SEMESTER</b>			
*ENG 111 Writing and Inquiry	3	0	3
OST 136 Word Processing	2	2	3
OST 142 Med Office Terms II	3	0	3
OST 247 Procedure Coding	2	2	3
OST 248 Diagnostic Coding	2	2	3
<b>Total</b>	<b>12</b>	<b>6</b>	<b>15</b>
<b>SUMMER SEMESTER</b>			
OST 122 Office Computations	2	2	3
OST 149 Medical Legal Issues	3	0	3
OST 164 Office Editing	3	0	3
*PSY 150 General Psychology	3	0	3
<b>Total</b>	<b>11</b>	<b>2</b>	<b>12</b>
<b>FALL SEMESTER</b>			
BUS 260 Business Communication	3	0	3
*ENG 114 Prof. Res. & Reporting	3	0	3
*HUM 115 Critical Thinking	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
OST 161 Medical Office Procedures	2	2	3
<b>Total</b>	<b>13</b>	<b>4</b>	<b>15</b>
<b>SPRING SEMESTER</b>			
BUS 151 People Skills	3	0	3
OST 263 Healthcare Customer Relations	3	0	3
OST 288 Medical Office Administration Capstone	2	2	3
WBL 110 World of Work	1	0	1
**Major Elective	3	0	3
<b>Total</b>	<b>9</b>	<b>2</b>	<b>13</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>68</b>
<b>** MAJOR ELECTIVES Choose three (3) hours from the following:</b>			
OST 134 Text Entry and Formatting	2	2	3
OST 137 Office Applications I	2	2	3
OST 249 Medical Coding Certification Prep	2	3	3
OST 264 Medical Auditing	3	0	3
OST 280 Electronic Health Records	2	2	3
OST 284 Emerging Technologies	1	2	2
WBL 111 Work-Based Learning I	0	10	1

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

### MEDICAL ADMINISTRATIVE SPECIALIST CERTIFICATE (C25310A)

The Medical Administrative Specialist certificate prepares individuals for basic skills necessary for entry-level employment , such as keyboarding , medical terminology, and medical office software applications.

#### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
CIS 110 Introduction to Computers	2	2	3
OST 141 Med Office Terms I	3	0	3
OST 142 Med Office Terms II	3	0	3
OST 148 Med Ins and Billing	3	0	3
OST 149 Medical Legal Issues	3	0	3
OST 161 Medical Office Procedures	2	2	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>16</b>	<b>4</b>	<b>18</b>

**NOTE:** This certificate can be completed in 3 semesters (one year).

### MEDICAL INSURANCE SPECIALIST CERTIFICATE (C25310B)

The Medical Insurance Specialist certificate is designed to provide individuals with the basic knowledge and skills necessary for entry-level employment to complete basic medical billing and medical coding tasks such as insurance verification, claim form completion and filing, and procedure and diagnostic code selection.

#### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
OST 141 Med Office Terms I	3	0	3
OST 148 Med Ins and Billing	3	0	3
OST 142 Med Office Terms II	3	0	3
OST 247 Procedural Coding	2	2	3
OST 248 Diagnostic Coding	2	2	3
OST 149 Medical Legal Issues	3	0	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>16</b>	<b>4</b>	<b>18</b>

**NOTE:** This certificate can be completed in 3 semesters (one year).



## OFFICE ADMINISTRATION DEGREE – OFFICE ASSISTANT/BOOKKEEPING (A25370)

The Office Administration curriculum prepares individuals for employment as administrative office personnel who use skills in the areas of office management, office finance, legal office, virtual office, customer service, and office software. The Office Accounting Assistant/Bookkeeping track emphasizes skills in accounts payable, receivable, payroll, accounting software (usually QuickBooks®), and general accounting assistant duties.

Course work includes computer applications, oral and written communication, analysis and coordination of office tasks and procedures, records management, and other topics depending on the subject area selected within this curriculum. Graduates should qualify for employment opportunities in a variety of office positions in business, government, and industry. Upon graduation, students may be eligible to sit for industry recognized certification exams.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
*ENG 111 Writing and Inquiry	3	0	3
OST 122 Office Computations	2	2	3
OST 131 Keyboarding	1	2	2
OST 136 Word Processing	2	2	3
OST 137 Office Applications I	2	2	3
<b>Total</b>	<b>11</b>	<b>8</b>	<b>15</b>
<b>SPRING SEMESTER</b>			
ACC 120 Principles of Financial Accounting	3	2	4
*Humanities/Fine Arts Elective	3	0	3
OST 134 Text Entry and Formatting	2	2	3
OST 138 Office Applications II	2	2	3
OST 236 Advanced Word Processing	2	2	3
<b>Total</b>	<b>12</b>	<b>8</b>	<b>16</b>
<b>SUMMER SEMESTER</b>			
ACC 150 Accounting Software Applications	1	3	2
OST 164 Office Editing	3	0	3
WBL 110 World of Work	1	0	1
*Social/Behavioral Science Elective	3	0	3
<b>Total</b>	<b>8</b>	<b>3</b>	<b>9</b>
<b>FALL SEMESTER</b>			
*ENG 114 Prof. Res. & Reporting	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
OST 184 Records Management	2	2	3
OST 286 Professional Development	3	0	3
**Major Elective	3	0	3
<b>Total</b>	<b>13</b>	<b>4</b>	<b>15</b>
<b>SPRING SEMESTER</b>			
OST 233 Office Publications Design	2	2	3
OST 284 Emerging Technologies	1	2	2
OST 289 Office Admin Capstone	2	2	3
WBL 111 Work-Based Learning I	0	10	1
**Major Elective	3	0	3
<b>Total</b>	<b>8</b>	<b>16</b>	<b>12</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>67</b>
<b>** MAJOR ELECTIVES Choose six (6) hours from the following:</b>			
Business: BUS 115, 151, 260	3	0	3
Office Systems Technology: OST 141, 142, 148, 149	3	0	3

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

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

**NOTE:** Students must select six (6) semester hours credit with one course from the humanities/fine arts discipline and one course from the social/behavioral sciences discipline. See advisor for list of approved courses.

**NOTE:** Courses previously completed in this program may be subject to review for readmitted students to ensure current proficiency based on changing technology needs and industry standards. The Curriculum Dean and program instructor(s) will determine if courses need to be repeated.

## ADMINISTRATIVE ASSISTANT CERTIFICATE (C25370E)

The Administrative Assistant certificate prepares individuals for basic skills necessary for entry-level employment, such as keyboarding, grammar, document formatting, paper and electronic filing, and office software applications. Upon completion of this certificate, students may use these skills to find entry-level employment and/or elect to continue their education by earning an Associated in Applied Science degree in Office Administration.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
OST 131 Keyboarding	1	2	2
OST 134 Text Entry and Formatting	2	2	3
OST 136 Word Processing	2	2	3
OST 137 Office Applications I	2	2	3
OST 164 Office Editing	3	0	3
OST 184 Records Management	2	2	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>12</b>	<b>10</b>	<b>17</b>

**NOTE:** This certificate starts each fall and can be completed in 3 semesters.

## OFFICE SOFTWARE CERTIFICATE (C25370B)

The Office Software certificate is designed to provide Microsoft® Office software skills to produce documents, spreadsheets, presentations, and databases. Upon completion of this certificate, students may use these skills to find entry-level employment and/or elect to continue their education by earning an Associated in Applied Science degree in Office Administration.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
OST 131 Keyboarding	1	2	2
OST 136 Word Processing	2	2	3
OST 137 Office Applications I	2	2	3
OST 138 Office Applications II	2	2	3
OST 236 Advanced Word Processing	2	2	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>9</b>	<b>10</b>	<b>14</b>

1. This certificate starts each fall.
2. After completing the Computer Software Applications certificate, students will be eligible to take the Microsoft Office Specialist exams through an independent testing facility.

## OFFICE ASSISTANT/BOOKKEEPING CERTIFICATE (C25370F)

The Office Assistant/Bookkeeping certificate is designed for students who wish to specialize as accounting assistants or bookkeepers. Upon completion of the certificate, students will be able to perform accounts payable, receivable, payroll, or general accounting assistant duties. They may find entry-level employment with these finance skills and/or elect to continue their education by earning an Associate in Applied Science degree in Office Administration and/or Accounting.

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
ACC 120 Principles of Financial Accounting	3	2	4
ACC 150 Accounting Software Applications	1	3	2
OST 122 Office Computations	2	2	3
OST 137 Office Applications I	2	2	3
OST 138 Office Applications II	2	2	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>10</b>	<b>11</b>	<b>15</b>

**NOTE:** This certificate starts each fall and can be completed in 3 semesters.

## PARALEGAL TECHNOLOGY DEGREE (A25380)

The Paralegal Technology curriculum prepares individuals to work under the supervision of attorneys by performing routine legal tasks and assisting with substantive legal work. A paralegal/legal assistant may not practice law, give legal advice, or represent clients in a court of law.

Course work includes substantive and procedural legal knowledge in the areas of civil litigation, legal research and writing, real estate, family law, wills, estates, trusts, and commercial law. Required courses also include subjects such as English, mathematics, and computer utilization.

Graduates are trained to assist attorneys in probate work, investigations, public records search, drafting and filing legal documents, research, and office management. Employment opportunities are available in private law firms, governmental agencies, banks, insurance agencies, and other business organizations.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
*ENG 111 Writing and Inquiry	3	0	3
LEX 110 Intro to Paralegal Study	2	0	2
LEX 150 Commercial Law I	2	2	3
LEX 270 Law Office Management/Technology	1	2	2
<b>Total</b>	<b>11</b>	<b>6</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
LEX 120 Legal Research/Writing I	2	2	3
LEX 140 Civil Litigation I	3	0	3
LEX 160 Criminal Law and Procedure	2	2	3
*MAT 143 Quantitative Literacy	2	2	3
**Major Elective	1/3	2/0	2/3
<b>Total</b>	<b>10/12</b>	<b>6/8</b>	<b>14/15</b>
<b>SUMMER SEMESTER</b>			
LEX 130 Civil Injuries	3	0	3
LEX 240 Family Law	3	0	3
LEX 250 Wills, Estates & Trusts	2	2	3
*Social/Behavioral Science Elective	3	0	3
<b>Total</b>	<b>11</b>	<b>2</b>	<b>12</b>
<b>FALL SEMESTER</b>			
ACC 120 Principles of Financial Accounting	3	2	4
<b>Choose One:</b>			
*COM 231 Public Speaking <b>OR</b>	3	0	3
*ENG 114 Prof. Research and Reporting			
LEX 121 Legal Research/Writing II	2	2	3
LEX 210 Real Property I	3	0	3
LEX 214 Investigat. & Trial Prep	1	4	3
<b>Total</b>	<b>12</b>	<b>8</b>	<b>16</b>
<b>SPRING SEMESTER</b>			
LEX 170 Administrative Law	2	0	2
LEX 211 Real Property II	1	4	3
LEX 260 Bankruptcy & Collections	3	0	3
LEX 280 Ethics & Professionalism	2	0	2
WBL 111 Work-Based Learning I	0	10	1
*Humanities/Fine Arts Elective	3	0	3
<b>Total</b>	<b>11</b>	<b>14</b>	<b>14</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>70/71</b>

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

**NOTE:** Students must select six (6) semester hours credit with one course from the humanities/fine arts discipline and one course from the social/behavioral sciences discipline. See advisor for list of approved courses.

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

**NOTE:** This program has been designated by the North Carolina State Bar Board of Paralegal Certification as a "qualified paralegal studies program". Graduates of this program may apply to sit for the certification examination offered by the North Carolina State Bar Board of Paralegal Certification to become a NC Certified Paralegal.

**NOTE:** See [Criminal Record Considerations](#) in Admissions section of the catalog.

**PARALEGAL TECHNOLOGY DEGREE REQUIREMENTS – CONTINUED**

Course Number & Name	Class Hours	Lab Hours	Credit Hours
** MAJOR ELECTIVES Choose three (3) semester hours from the following:			
BUS 115 Bus. Law I (Fall)	3	0	3
BUS 260 Business Communication (Fall)	3	0	3
CJC 214 Victimology (Fall)	3	0	3
CJC 231 Constitution Law (Spring)	3	0	3
OST 131 Keyboarding (Fall)	1	2	2
OST 134 Text Entry and Formatting (Spring)	2	2	3
OST 136 Word Processing (Fall)	2	2	3
OST 149 Medical Legal Issues (do not know when offered)	3	0	3
OST 164 Office Editing (Summer)	3	0	3
SPA 120 Spanish for the Workplace (Spring)	3	0	3

**PARALEGAL TECHNOLOGY DIPLOMA (D25380)**

**COURSE & HOUR REQUIREMENTS**

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
LEX 110 Intro to Paralegal Study	2	0	2
LEX 150 Commercial Law I	2	2	3
LEX 270 Law Office Mgmt./Technology	1	2	2
OST 131 Keyboarding	1	2	2
<b>Total</b>	<b>9</b>	<b>8</b>	<b>13</b>
<b>SPRING SEMESTER</b>			
*ENG 111 Writing and Inquiry	3	0	3
LEX 120 Legal Research/Writing I	2	2	3
LEX 140 Civil Litigation I	3	0	3
LEX 160 Criminal Law and Procedure	2	2	3
OST 134 Text Entry and Formatting	2	2	3
<b>Total</b>	<b>12</b>	<b>6</b>	<b>15</b>
<b>SUMMER SEMESTER</b>			
LEX 250 Wills, Estates & Trusts	2	2	3
OST 164 Office Editing	3	0	3
*PSY 150 General Psychology	3	0	3
<b>Total</b>	<b>8</b>	<b>2</b>	<b>9</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DIPLOMA</b>			<b>37</b>

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

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

**PARALEGAL CERTIFICATE (C25380)**

**COURSE & HOUR REQUIREMENTS**

Class Title	Class Hours	Lab Hours	Credit Hours
LEX 110 Intro to Paralegal Study	2	0	2
LEX 150 Commercial Law I	2	2	3
LEX 210 Real Property I	3	0	3
LEX 270 Law Office Management/Technology	1	2	2
LEX 120 Legal Research/Writing I	2	2	3
LEX 140 Civil Litigation I	3	0	3
LEX 280 Ethics & Professionalism	2	0	2
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>15</b>	<b>6</b>	<b>18</b>

**NOTE:** Students may start the Certificate Program in the Fall semester or Spring semester.

**NOTE:** This certificate has been designated by the North Carolina State Bar Board of Paralegal Certification as a “qualified paralegal studies program”. Students who earn a certificate from a qualified paralegal studies program and an associate’s or bachelor’s degree in any discipline from an accredited college or university may apply to sit for the certification examination offered by the North Carolina State Bar Board of Paralegal Certification to become an NC Certified Paralegal.

## SCHOOL-AGE EDUCATION DEGREE (A55440)

The curriculum prepares individuals to work with children in elementary through middle grades in diverse learning environments. Students will combine learned theories with practice in actual settings with school-age children under the supervision of qualified teachers.

Course work includes childhood growth/development; computer technology in education; physical/nutritional needs of school-age children; care and guidance of school-age children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of school-age populations.

Graduates are prepared to plan and implement developmentally appropriate programs in school-aged environments. Employment opportunities include school-age teachers in child care programs, before/after school programs, paraprofessional positions in public/private schools, recreational centers, and other programs that work with school-age populations.

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
CIS 113 Computer Basics	0	2	1
EDU 144 Child Development I	3	0	3
EDU 146 Child Guidance	3	0	3
*PSY 150 General Psychology	3	0	3
*Humanities/Fine Arts Elective	3	0	3
<b>Total</b>	<b>13</b>	<b>2</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
EDU 118 Principle & Practices of the Instructional Assistant	3	0	3
EDU 145 Child Development II	3	0	3
EDU 163 Classroom Mgmt. & Instruction	3	0	3
*ENG 111 Writing and Inquiry	3	0	3
*MAT 143 Quantitative Literacy	2	2	3
<b>Total</b>	<b>14</b>	<b>2</b>	<b>15</b>
<b>SUMMER SEMESTER</b>			
EDU 131 Child, Family, & Community	3	0	3
EDU 221 Children with Exceptionalities	3	0	3
*COM 231 Public Speaking	3	0	3
<b>Total</b>	<b>9</b>	<b>0</b>	<b>9</b>
<b>FALL SEMESTER</b>			
EDU 158 Healthy Lifestyles - Youth	3	0	3
EDU 222 Learners with Behavior Disorders	3	0	3
EDU 235 School-Age Dev. & Programs	3	0	3
EDU 263 School-Age Program Administration	2	0	2
EDU 281 Instructional Strategies in Reading & Writing	2	2	3
<b>Total</b>	<b>13</b>	<b>2</b>	<b>14</b>
<b>SPRING SEMESTER</b>			
EDU 223 Specific Learning Disabilities	3	0	3
EDU 271 Educational Technology	2	2	3
EDU 285 Internship Experiences School Age	1	9	4
EDU 289 Advanced Issues/School-Age	2	0	2
**Major Elective	2	0	2
<b>Total</b>	<b>10</b>	<b>11</b>	<b>14</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>			<b>66</b>

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

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>** HUMANITIES/FINE ARTS Choose at least three (3) semester hours from the following:</b>			
ART 111 Art Appreciation	3	0	3
ART 113 Art Methods and Materials	0	6	3
HUM 115 Critical Thinking	3	0	3
MUS 110 Music Appreciation	3	0	3
REL 110 World Religions	3	0	3

## SCHOOL-AGE EDUCATION DEGREE REQUIREMENTS – CONTINUED

Course Number & Name	Class Hours	Lab Hours	Credit Hours
** MAJOR ELECTIVES <i>Choose at least two (2) semester hours from the following:</i>			
EDU 119 Intro to Early Childhood Education	4	0	4
EDU 153 Health, Safety & Nutrition	3	0	3
EDU 216 Foundations of Education	3	0	3
EDU 243 Learning Theory	3	0	3
EDU 245 Policies and Procedures	3	0	3
EDU 252 Math & Science Activities	3	0	3
EDU 275 Effective Teacher Training	2	0	2
EDU 280 Language & Literacy Experiences	3	0	3

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

## SCHOOL-AGE DEVELOPMENT CERTIFICATE (C55440)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
EDU 131 Child, Family & Community	3	0	3
EDU 145 Child Development II	3	0	3
EDU 158 Healthy Lifestyles-Youth	3	0	3
EDU 163 Classroom Mgmt. & Instruction	3	0	3
EDU 235 School-Age Dev & Program	3	0	3
EDU 263 School-Age Program Admin	2	0	2
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>17</b>	<b>0</b>	<b>17</b>

**NOTE:** Once students complete prerequisites, they can begin in the fall and should be able to complete the certificate by taking 3 courses each semester.

## SURGICAL TECHNOLOGY DEGREE (A45740)

The Surgical Technology curriculum prepares individuals to assist in the care of the surgical patient in the operating room and to function as a member of the surgical team.

Students will apply theoretical knowledge to the care of patients undergoing surgery and develop skills necessary to prepare supplies, equipment, and instruments; maintain aseptic conditions; prepare patients for surgery; and assist surgeons during operations.

Employment opportunities include labor/delivery/emergency departments, inpatient/outpatient surgery centers, dialysis units/facilities, physicians' offices, and central supply processing units.

Students of Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited programs are required to take the national certification exam administered by the National Board on Certification in Surgical Technology and Surgical Assisting (NBSTSA) within a four week period prior to or after graduation. This test is given the last day of class of the Summer Semester.

For questions related to accreditation, students should contact:

CAAHEP

9355 113<sup>th</sup> St. N, #7709 Seminole, FL 33775

Phone: 727-210-2350 • Fax: 727-210-2354 • Email: [mail@caahep.org](mailto:mail@caahep.org)

### COURSE & HOUR REQUIREMENTS

CLASS TITLE	CLASS HRS	LAB HRS	CLINICAL HRS	CREDIT HRS
<b>FALL SEMESTER</b>				
ACA 111 College Student Success	1	0	0	1
BIO 168 Anatomy and Physiology I	3	3	0	4
SUR 110 Intro to Surgical Tech	3	0	0	3
SUR 111 Periop Patient Care	5	6	0	7
<b>Total</b>	<b>12</b>	<b>9</b>	<b>0</b>	<b>15</b>
<b>SPRING SEMESTER</b>				
BIO 169 Anatomy and 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
<b>Total</b>	<b>8</b>	<b>6</b>	<b>21</b>	<b>17</b>
<b>SUMMER SEMESTER</b>				
BIO 175 General Microbiology	2	2	0	3
SUR 134 Surgical Procedures II	5	0	0	5
SUR 135 SUR Clinical Practice II	0	0	12	4
<b>Total</b>	<b>7</b>	<b>2</b>	<b>12</b>	<b>12</b>
<b>FALL SEMESTER</b>				
*ENG 111 Writing and Inquiry	3	0	0	3
*PSY 150 General Psychology	3	0	0	3
SUR 211 Advanced Theoretical Concepts	2	0	0	2
SUR 212 SUR Clinical Supplement	0	0	12	4
<b>Total</b>	<b>8</b>	<b>0</b>	<b>12</b>	<b>12</b>
<b>SPRING SEMESTER</b>				
COM 231 Public Speaking	3	0	0	3
SUR 137 Prof Success Prep	1	0	0	1
SUR 210 Advanced SUR Clinical Practice	0	0	6	2
Humanities/Fine Arts – CHOOSE <b>ONE</b> : HUM 115 Critical Thinking <b>OR</b> PHI 240 Introduction to Ethics	3	0	0	3
<b>Total</b>	<b>7</b>	<b>0</b>	<b>6</b>	<b>9</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DEGREE</b>				<b>65</b>

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

**NOTE:** Wilson Community College's Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).

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

The Accreditation Review Council on Education in Surgical Technology and Surgical Assisting requires the following information be made available to all prospective, incoming, and enrolled students:

**Goal 1** - Demonstrate knowledge of the body systems and scientific principals when providing assistance in all phases of patient care.

- Cognitive: Students will complete the course work in anatomy and physiology and relate the information within the theoretical concepts of Surgical Technology.
- Psychomotor: Students will demonstrate motor skills in the lab component of the biology courses and practice in clinical skills.
- Affective: Students will analyze and select positive outcomes for perioperative patient care including but not limited to positioning, draping and preps.

**Goal 2** - Identify the purpose of management and the physical environment of the hospital, including the operating room and the auxiliary departments.

- Cognitive: Students will define the roles in management and identify indirect and direct patient care environments.
- Psychomotor: Students will recognize the chain of command and utilize knowledge of the different environments to perform safe practice.
- Affective: Students respond positively to changes within management and the different environments and departments of the hospital.

**Goal 3** - Describe the ethical, moral, and legal responsibilities of the Surgical Technologists and other members of the health care team.

- Cognitive: Students will differentiate between the ethical, moral and legal responsibilities of the surgical technologist and other members of the health care team.
- Psychomotor: Students will demonstrate professional conduct and perform skills within their defined scope of practice
- Affective: Students will respond positively to diverse cultural experiences and embrace legal guidelines.

**Goal 4** - Students will communicate using medical terminology effectively in classroom and clinicals.

- Cognitive: Students will learn the pronunciation, spelling and definitions of common medical terminology used in the clinical setting.
- Psychomotor: Students will write medical terminology in class and documentation of clinical events.
- Affective: Students will respond with confidence utilizing medical terminology as their medical term pool increases.

**Goal 5** - Students will discuss and demonstrate universal precautions, principals of asepsis and sterilization in the surgical setting.

- Cognitive: Students will define surgical conscience and discover its relation to the use of universal precautions, principals of asepsis and sterilization techniques in the surgical setting.
- Psychomotor: Students will consistently perform clinical skills in the surgical setting utilizing universal precautions, principals of asepsis and sterilization techniques.
- Affective: Students' surgical conscience will guide decision making to provide a safe environment and outcome for the patient and all members in the operating setting.

**Goal 6** - Students will discuss wound healing and pharmacology as they relate to patient care.

- Cognitive: Students will identify types of wound healing and classify drugs used in the surgical setting.
- Psychomotor: Students will safely distribute medications to the surgeon and apply dressings at the end of the procedures.
- Affective: Students' awareness will prompt verification of medications and dressings needed at the end of a procedure.

**Goal 7** - Students will progress to an entry-level surgical technologist who can describe and prepare, with appropriate set ups, the operative sequence in all perioperative phases of surgical procedures.

- Cognitive: Students will identify basic surgical procedures in a variety of specialties, and anticipate the preparation, equipment, supplies, basic instrumentation, and expected outcomes for the procedures.
- Psychomotor: Students will prioritize in preparation and set up for basic surgical procedures, performance in first scrubs and break down of surgical cases.
- Affective: Students will value the knowledge and proficiency gained to perform clinical skills that secure the safety of the patient and all members in the surgical setting.

**Goal 8** - Students will retain theoretical knowledge and proficiency in skills to demonstrate an entry-level surgical technologist through successful completion of the NBSTSA exam and obtaining a position in a facility that relates to surgical technology.

- Cognitive: Students will review theory courses.
- Psychomotor: Students will practice testing.
- Affective: Students will value the knowledge and skills acquired to obtain a position as a Surgical Technologist.



## WELDING TECHNOLOGY DIPLOMA (D50420)

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal industry. Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses in math, blueprint reading, metallurgy, welding inspection, and destructive and non-destructive testing provides the student with industry-standard skills developed through classroom training and practical application.

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

### COURSE & HOUR REQUIREMENTS

Course Number & Name	Class Hours	Lab Hours	Credit Hours
<b>FALL SEMESTER</b>			
ACA 111 College Student Success	1	0	1
WLD 110 Cutting Processes	1	3	2
WLD 115 SMAW (Stick) Plate	2	9	5
WLD 121 GMAW (MIG) FCAW/Plate	2	6	4
<b>Total</b>	<b>6</b>	<b>18</b>	<b>12</b>
<b>SPRING SEMESTER</b>			
ISC 112 Industrial Safety	2	0	2
*MAT 110 Mathematical Measurement and Lit.	2	2	3
WLD 116 SMAW (Stick) Plate/Pipe	1	9	4
WLD 131 GTAW (TIG) Plate	2	6	4
<b>Total</b>	<b>7</b>	<b>17</b>	<b>13</b>
<b>SUMMER SEMESTER</b>			
*ENG 101 Applied Communications I	3	0	3
WLD 132 GTAW (Tig) Plate/Pipe	1	6	3
WLD 141 Symbols & Specifications	2	2	3
WLD 262 Inspection & Testing	2	2	3
<b>Total</b>	<b>8</b>	<b>10</b>	<b>12</b>
<b>TOTAL SEMESTER CREDIT HOURS FOR DIPLOMA</b>			<b>37</b>

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

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

## BASIC CERTIFICATE (C50420B)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
ISC 112 Industrial Safety	2	0	2
WLD 110 Cutting Processes	1	3	2
WLD 115 SMAW (Stick) Plate	2	9	5
WLD 121 GMAW (MIG) FCAW/Plate	2	6	4
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>7</b>	<b>18</b>	<b>13</b>

**NOTE:** This certificate can be completed in 3 semesters.

## ADVANCED CERTIFICATE (C50420A)

### COURSE & HOUR REQUIREMENTS

Class Title	Class Hours	Lab Hours	Credit Hours
WLD 116 SMAW (Stick) Plate/Pipe	1	9	4
WLD 131 GTAW (TIG) Plate	2	6	4
WLD 141 Symbols & Specifications	2	2	3
WLD 262 Inspection & Testing	2	2	3
<b>TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE</b>	<b>8</b>	<b>19</b>	<b>14</b>

**NOTE:** Day only course offerings.

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## CURRICULUM COURSE DESCRIPTIONS

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### NOTES:

1. A course may be divided into A, B, C, and D subsections, which will include specific components of the described course.
2. Prerequisite or corequisite courses that are italicized are not offered by Wilson Community College.
3. State and local prerequisites or corequisites must be met by all students, including special credit and audit students.
4. Some courses are also taught via the Internet through the Virtual Learning Community (VLC) library provided by the North Carolina Community College System.

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### ACADEMIC RELATED (ACA)

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#### ACA 111 College Student Success

**Prerequisites:** None

**Corequisites:** None

**Class: 1 | Lab: 0 | Work: 0 | Credit: 1**

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.

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#### ACA 122 College Transfer Success

**Prerequisites:** None

**Corequisites:** None

**Class: 0 | Lab: 2 | Work: 0 | Credit: 1**

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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### ACCOUNTING (ACC)

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#### ACC 120 Principles of Financial Accounting

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 2 | Work: 0 | Credit: 4**

This course introduces business decision-making using accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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#### ACC 121 Principles of Managerial Accounting

**Prerequisites:** ACC 120

**Corequisites:** None

**Class: 3 | Lab: 2 | Work: 0 | Credit: 4**

This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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#### ACC 129 Individual Income Taxes

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course introduces the relevant laws governing individual income taxation. Topics include tax law, electronic research and methodologies, and the use of technology for preparation of individual income tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms.

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#### ACC 130 Business Income Taxes

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course introduces the relevant laws governing business and fiduciary income taxes. Topics include tax law relating to business organizations, electronic research and methodologies, and the use of technology for the preparation of business tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various business tax forms.

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**ACC 140 Payroll Accounting****Prerequisites:** ACC 115 or ACC 120**Corequisites:** None**Class: 1 | Lab: 3 | Work: 0 | Credit: 2**

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology.

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**ACC 149 Intro to ACC Spreadsheets****Prerequisites:** ACC 115 or ACC 120**Corequisites:** None**Class: 1 | Lab: 3 | Work: 0 | Credit: 2**

This course provides a working knowledge of computer spreadsheets and their use in accounting. Topics include pre-programmed problems, model-building problems, beginning-level macros, graphics, and what-if analysis enhancements of template problems. Upon completion, students should be able to use a computer spreadsheet to complete many of the tasks required in accounting.

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**ACC 150 Accounting Software Applications****Prerequisites:** ACC 115 or ACC 120**Corequisites:** None**Class: 1 | Lab: 3 | Work: 0 | Credit: 2**

This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to accurately solve accounting problems.

---

**ACC 180 Practices in Bookkeeping****Prerequisites:** ACC 120**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course provides advanced instruction in bookkeeping and record-keeping functions. Emphasis is placed on mastering adjusting entries, correction of errors, depreciation, payroll, and inventory. Upon completion, students should be able to conduct all key bookkeeping functions for small businesses.

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**ACC 210 Enterprise Risk Management****Prerequisites:** Take ACC 120**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces enterprise risk management as it applies to accounting and finance. Topics include risk recognition, assessment, risk analysis, internal controls, and risk management plans. Upon completion, students should be able to demonstrate the daily

managerial and organizational requirements of enterprise risk management in written and oral format.

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**ACC 215 Ethics in Accounting****Prerequisites:** Take ACC 121**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces students to professional codes of conduct and ethics adopted by professional associations and state licensing boards for accountants, auditors, and fraud examiners. Topics include research and discussion of selected historical and contemporary ethical cases and issues as they relate to accounting and business. Upon completion, students should be able to apply codes, interpret facts and circumstances, as they relate to accounting firms and business activities.

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**ACC 220 Intermediate Accounting I****Prerequisites:** ACC 120**Corequisites:** None**Class: 3 | Lab: 2 | Work: 0 | Credit: 4**

This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and extensive analysis of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.

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**ACC 227 Practices in Accounting****Prerequisites:** Take ACC 220**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

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.

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**ACC 267 Fraud Examination****Prerequisites:** Take ACC 120**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course is an introduction to the investigation techniques used to discover fraudulent activities. Emphasis is placed on the techniques for the detection, deterrence and prevention of the major types of occupational and management frauds. Upon completion, students should be able to examine relevant fraud cases and apply critical thinking and technology skills used in fraud examination.

---

**ACC 268 Info Systems & Internal Ctrl****Prerequisites:** Take ACC 121**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course covers the design and operation of accounting information systems, with emphasis placed upon transaction cycles and the necessary controls for reliable data. Topics include accounting procedures; authorizing, documentation, and monitoring; flowcharting, data flow diagrams, and scheduling; and some auditing concepts. Upon completion, students should be able to demonstrate an analytical problem-solving ability to communicate effectively their analysis in written and oral presentations.

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**ACC 269 Auditing & Assurance Services****Prerequisites:** ACC 220**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces selected topics pertaining to the objectives, theory, and practices in engagements providing auditing and other assurance services. Topics will include planning, conducting and reporting, with emphasis on the related professional ethics and standards. Upon completion, students should be able to demonstrate an understanding of the types of professional services, the related professional standards, and engagement methodology.

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**AIR CONDITIONING, HEATING AND REFRIGERATION (AHR)**

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**AHR 110 Introduction to Refrigeration****Prerequisites:** None**Corequisites:** None**Class: 2 | Lab: 6 | Work: 0 | Credit: 5**

This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.

---

**AHR 112 Heating Technology****Prerequisites:** None**Corequisites:** None**Class: 2 | Lab: 4 | Work: 0 | Credit: 4**

This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems and describe the major components of a heating system.

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**AHR 113 Comfort Cooling****Prerequisites:** None**Corequisites:** None**Class: 2 | Lab: 4 | Work: 0 | Credit: 4**

This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to control and produce assured comfort levels. Upon completion, students should be able to use psychometrics, manufacturer specifications, and test instruments to determine proper system operation.

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**AHR 114 Heat Pump Technology****Prerequisites:** AHR 110 or AHR 113**Corequisites:** None**Class: 2 | Lab: 4 | Work: 0 | Credit: 4**

This course covers the principles of air source and water source heat pumps. Emphasis is placed on safety, modes of operation, defrost systems, refrigerant charging, and system performance. Upon completion, students should be able to understand and analyze system performance and perform routine service procedures.

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**AHR 115 Refrigeration Systems****Prerequisites:** AHR 110**Corequisites:** None**Class: 1 | Lab: 3 | Work: 0 | Credit: 2**

This course introduces refrigeration systems and applications. Topics include defrost methods, safety and operational control, refrigerant piping, refrigerant recovery and charging, and leak testing. Upon completion, students should be able to assist in installing and testing refrigeration systems and perform simple repairs.

---

**AHR 125 HVACR Electronics****Prerequisites:** AHR 111, ELC 111, or ELC 112**Corequisites:** None**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course introduces the common electronic control components in HVACR systems. Emphasis is placed on identifying electronic components and their functions in HVACR systems and motor-driven control circuits. Upon completion, students should be able to identify components, describe control circuitry and functions, and use test instruments to measure electronic circuit values and identify malfunctions.

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**AHR 130 HVAC Controls****Prerequisites:** AHR 111, ELC 111, or ELC 112**Corequisites:** None**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course covers the types of controls found in residential and commercial comfort systems. Topics include electrical and electronic controls, control schematics and diagrams, test instruments, and analysis and troubleshooting of electrical systems. Upon completion, students should be able to diagnose and repair common residential and commercial comfort system controls.

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**AHR 133 HVAC Servicing****Prerequisites: None****Corequisites: AHR 112 or AHR 113****Class: 2 | Lab: 6 | Work: 0 | Credit: 4**

The course covers the maintenance and servicing of HVAC equipment. Topics include testing, adjusting, maintaining, and troubleshooting HVAC equipment and record keeping. Upon completion, students should be able to adjust, maintain, and service HVAC equipment.

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**AHR 151 HVAC Duct Systems I****Prerequisites: None****Corequisites: None****Class: 1 | Lab: 3 | Work: 0 | Credit: 2**

This course introduces the techniques used to lay out and fabricate duct work commonly found in HVAC systems. Emphasis is placed on the skills required to fabricate duct work. Upon completion, students should be able to lay out and fabricate simple duct work.

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**AHR 160 Refrigerant Certification****Prerequisites: None****Corequisites: None****Class: 1 | Lab: 0 | Work: 0 | Credit: 1**

This course covers the requirements for the EPA certification examinations. Topics include small appliances, high pressure systems, and low pressure systems. Upon completion, students should be able to demonstrate knowledge of refrigerants and be prepared for the EPA certification examinations.

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**AHR 180 HVACR Customer Relations****Prerequisites: None****Corequisites: None****Class: 1 | Lab: 0 | Work: 0 | Credit: 1**

This course introduces common business and customer relation practices that may be encountered in HVACR. Topics include business practices, appearance of self and vehicle, ways of handling customer complaints, invoices, telephone communications, and warranties. Upon completion, students should be able to present themselves to customers in a professional manner, understand how the business operates, complete invoices, and handle complaints.

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**AHR 211 Residential System Design****Prerequisites: None****Corequisites: None****Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course introduces the principles and concepts of conventional residential heating and cooling system design. Topics include heating and cooling load estimating, basic psychometrics, equipment selection, duct system selection, and system design. Upon completion, students should be able to design a basic residential heating and cooling system.

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**AHR 212 Advanced Comfort Systems****Prerequisites: AHR 114****Corequisites: None****Class: 2 | Lab: 6 | Work: 0 | Credit: 4**

This course covers water-cooled comfort systems, water-source/geothermal heat pumps, and high efficiency heat pump systems including variable speed drives and controls. Emphasis is placed on the application, installation, and servicing of water-source systems and the mechanical and electronic control components of advanced comfort systems. Upon completion, students should be able to test, analyze, and troubleshoot water-cooled comfort systems, water-source/geothermal heat pumps, and high efficiency heat pumps.

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**AHR 213 HVACR Building Code****Prerequisites: None****Corequisites: None****Class: 1 | Lab: 2 | Work: 0 | Credit: 2**

This course covers the North Carolina codes that are applicable to the design and installation of HVACR systems. Topics include current North Carolina codes as applied to HVACR design, service, and installation. Upon completion, students should be able to demonstrate the correct usage of North Carolina codes that apply to specific areas of the HVACR trade.

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**AHR 235 Refrigeration Design****Prerequisites: AHR 110****Corequisites: None****Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course covers the principles of commercial refrigeration system operation and design. Topics include walk-in coolers, walk-in freezers, system components, load calculations, equipment selection, defrost systems, refrigerant line sizing, and electric controls. Upon completion, students should be able to design, adjust, and perform routine procedures on a commercial refrigeration system.

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**AHR 240 Hydronic Heating****Prerequisites: AHR 112****Corequisites: None****Class: 1 | Lab: 3 | Work: 0 | Credit: 2**

This course covers the accepted procedures for proper design, installation, and balance of hydronic heating systems for residential or commercial buildings. Topics include heating equipment; pump, terminal unit, and accessory selection; piping system selection and design; and pipe sizing and troubleshooting. Upon completion, students should be able to assist with the proper design, installation, and balance of typical hydronic systems.

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**AHR 263 Energy Management****Prerequisites: AHR 125 or AHR 215****Corequisites: None****Class: 1 | Lab: 3 | Work: 0 | Credit: 2**

This course covers building automation computer programming as currently used in energy management. Topics include night setback, duty

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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.

### **ARCHITECTURE (ARC)**

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#### **ARC 131 Building Codes**

**Prerequisites:** Take One: ARC 112 or CAR 111

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course covers the methods of researching building codes for specific projects. Topics include residential and commercial building codes. Upon completion, students should be able to determine the code constraints governing construction projects.

### **ART (ART)**

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#### **ART 111 Art Appreciation**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms, including but not limited to, sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts. This is a Universal General Education Transfer Component (UGETC) course.

#### **ART 113 Art Methods and Materials**

**Prerequisites:** None

**Corequisites:** None

**Class: 0 | Lab: 6 | Work: 0 | Credit: 3**

This course provides an overview of media and techniques. Emphasis is placed on exploration and manipulation of materials. Upon completion, students should be able to demonstrate familiarity with a variety of methods, materials, and processes. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

### **AMERICAN SIGN LANGUAGE (ASL)**

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#### **ASL 111 Elementary ASL I**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces the fundamental elements of American Sign Language within a cultural context. Emphasis is placed on the development of basic expressive and receptive skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to expressive American Sign Language and demonstrate cultural awareness. This course

has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

#### **ASL 112 Elementary ASL II**

**Prerequisites:** ASL 111

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course is a continuation of ASL 111 focusing on the fundamental elements of American Sign Language in a cultural context. Emphasis is placed on the progressive development of expressive and receptive skills. Upon completion, students should be able to comprehend and respond with increasing accuracy to expressive American Sign Language and demonstrate cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

#### **ASL 181 ASL Lab 1**

**Prerequisites:** None

**Corequisites:** None

**Class: 0 | Lab: 2 | Work: 0 | Credit: 1**

This course provides an opportunity to enhance acquisition of the fundamental elements of American Sign Language. Emphasis is placed on the progressive development of basic expressive and receptive skills through the use of supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with 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 pre-major and/or elective course requirement.

#### **ASL 182 ASL Lab 2**

**Prerequisites:** ASL 181

**Corequisites:** None

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 proficiency 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.

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**ASL 211 Intermediate ASL I****Prerequisites:** ASL 112**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course provides a review and expansion of the essential skills of American Sign Language. Emphasis is placed on the progressive development of expressive and receptive skills, study of authentic and representative literacy and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively using American Sign Language about the past, present, and future. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

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**ASL 212 Intermediate ASL II****Prerequisites:** ASL 211**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course provides a continuation of ASL 211. Emphasis is placed on the continuing development of expressive and receptive skills, with study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

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**ASL 221 Advanced ASL I****Prerequisites:** ASL 212**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course provides an expansion of the essential and advanced skills of ASL, including advanced vocabulary, lexicalized fingerspelling, and complex grammatical structures. Emphasis is placed on the advanced development on the advanced development of expressive, receptive, and conversational skills, student of authentic and representative literacy and cultural texts. Upon completion, students will communicate more accurately with advanced complexity, and to present the topics in various registers, pragmatics and genres of ASL.

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**ASL 250 Linguistics of ASL****Prerequisites:** ASL 112**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course is designed to increase knowledge and skills necessary to linguistically analyze ASL. Emphasis is placed on applying phonology, morphology, syntax, semantics, discourse and socio-linguistics of ASL. Upon completion, students should be able to demonstrate knowledge and understanding of the basic

linguistics of ASL through a variety of assessment methods.

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**ASL 252 ASL Classifiers****Prerequisites:** ASL 211**Corequisites:** None**Class: 0 | Lab: 2 | Work: 0 | Credit: 1**

This course provides an opportunity to enhance the use of principles of ASL classifiers and to expand the use of ASL classifiers. Emphasis is placed on using different categories of classifiers including bodypart, descriptive, element, instrument and semantic classifiers. Upon completion, students should be able to communicate effectively, accurately, and creatively incorporating ASL classifiers.

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**ASL 253 ASL Non-manual Signals****Prerequisites:** ASL 112**Corequisites:** None**Class: 0 | Lab: 2 | Work: 0 | Credit: 1**

This course provides an opportunity to enhance and expand the essential skills of ASL's non-manual signals. Emphasis is placed on using different parts of non-manual signals including listener's feedback, ASL mouth morphemes, eye and forehead expressions, and head and shoulder shifts. Upon completion, students should be able to use ASL non-manual signals effectively, accurately and creatively.

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**ASL 281 ASL Lab 3****Prerequisites:** ASL 182**Corequisites:** None**Class: 0 | Lab: 2 | Work: 0 | Credit: 1**

This course provides an opportunity to enhance the review and expansion of the essential skills of American Sign Language. Emphasis is placed on the progressive development of expressive and receptive skills through the study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**AUTOMATION AND ROBOTICS (ATR)****ATR 112 Intro to Automation****Prerequisites:** None**Corequisites:** None**Class: 2 | Lab: 3 | Work: 0 | Credit: 3**

This course introduces the basic principles of automated systems and describes the tasks that technicians perform on the job. Topics include the history, development, and current applications of robots and automated systems including their configuration, operation, components, and controls. Upon completion, students should be able to understand the basic concepts of automation and robotic systems.

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**ATR 219 Automation Troubleshooting****Prerequisites: None****Corequisites: None****Class: 1 | Lab: 3 | Work: 0 | Credit: 2**

This course introduces troubleshooting procedures used in automated systems. Topics include logical fault isolation, diagnostic software usage, component replacement techniques, and calibration; safety of equipment; and protection of equipment while troubleshooting. Upon completion, students should be able to analyze and troubleshoot an automated system.

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**AUTOMOTIVE (AUT)**

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**AUT 114 Safety and Emissions****Prerequisites: None****Corequisites: None****Class: 1 | Lab: 2 | Work: 0 | Credit: 2**

This course covers the laws, procedures, and specifications needed to perform a North Carolina State Safety and Emissions inspection. Topics include brake, steering and suspension, lighting, horn, windshield wiper, tire, mirrors, and emission control devices inspection. Upon completion, students should be able to perform complete and thorough North Carolina State Safety and Emissions inspections.

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**AUT 116 Engine Repair****Prerequisites: None****Corequisites: AUT 116A (local)****Class: 2 | Lab: 3 | Work: 0 | Credit: 3**

This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.

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**AUT 116A Engine Repair Lab****Prerequisites: None****Corequisites: AUT 116****Class: 0 | Lab: 3 | Work: 0 | Credit: 1**

This course is an optional lab to be used as an alternative to work based learning placement in meeting the NATEF standards for total hours. Topics include diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.

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**AUT 141 Suspension & Steering Sys****Prerequisites: None****Corequisites: AUT 141A (local)****Class: 2 | Lab: 3 | Work: 0 | Credit: 3**

This course covers principles of operation, types, and diagnosis/repair of suspension and steering

systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.

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**AUT 141A Suspension & Steering Lab****Prerequisites: None****Corequisites: AUT 141****Class: 0 | Lab: 3 | Work: 0 | Credit: 1**

This course is an optional lab to be used as an alternative to work based learning placement in meeting the NATEF standards for total hours. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.

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**AUT 151 Brake Systems****Prerequisites: None****Corequisites: AUT 151A (local)****Class: 2 | Lab: 3 | Work: 0 | Credit: 3**

This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

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**AUT 151A Brake Systems Lab****Prerequisites: None****Corequisites: AUT 151****Class: 0 | Lab: 3 | Work: 0 | Credit: 1**

This course is an optional lab to be used as an alternative to work based learning placement in meeting the NATEF standards for total hours. Topics include drum and disc brakes involving hydraulic, vacuum-boost, hydra-boost, electrically powered boost, and anti-lock, parking brake systems and emerging brake systems technologies. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

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**AUT 181 Engine Performance I****Prerequisites: None****Corequisites: AUT 181A (local)****Class: 2 | Lab: 3 | Work: 0 | Credit: 3**

This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include an overview of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices. Upon completion, students should be able to describe operation



and diagnose/repair basic ignition, fuel and emission related drivability problems using appropriate test equipment/service information.

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**AUT 181A Engine Performance I Lab**

**Prerequisites:** None

**Corequisites:** AUT 181

**Class: 0 | Lab: 3 | Work: 0 | Credit: 1**

This course is an optional lab to be used as an alternative to work based learning placement in meeting the NATEF standards for total hours. Topics include overviews of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices and emerging engine performance technologies. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related drivability problems using appropriate test equipment/service information.

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**AUT 183 Engine Performance II**

**Prerequisites:** AUT 181A (local) and AUT 181

**Corequisites:** None

**Class: 2 | Lab: 6 | Work: 0 | Credit: 4**

This course covers study of the electronic engine control systems, the diagnostic process used to locate engine performance concerns, and procedures used to restore normal operation. Topics will include currently used fuels and fuel systems, exhaust gas analysis, emission control components and systems, OBD II (on-board diagnostics) and inter-related electrical /electronic systems. Upon completion, students should be able to diagnose and repair complex engine performance concerns using appropriate test equipment and service information.

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**AUT 213 Automotive Servicing II**

**Prerequisites:** None

**Corequisites:** None

**Class: 1 | Lab: 3 | Work: 0 | Credit: 2**

This course is a lab used as an alternative to work based learning placement. Emphasis is placed on shop operations, troubleshooting, testing, adjusting, repairing, and replacing components using appropriate test equipment and service information. Upon completion, students should be able to perform a variety of automotive repairs using proper service procedures and to operate appropriate equipment.

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**AUT 221 Auto Transm/Transaxles**

**Prerequisites:** None

**Corequisites:** AUT 221A (local)

**Class: 2 | Lab: 3 | Work: 0 | Credit: 3**

This course covers operation, diagnosis, service, and repair of automatic transmissions /transaxles. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair automatic drive trains.

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**AUT 221A Auto Transm/Transax Lab**

**Prerequisites:** None

**Corequisites:** AUT 221

**Class: 0 | Lab: 3 | Work: 0 | Credit: 1**

This course is an optional lab to be used as an alternative to work based learning placement in meeting the NATEF standards for total hours. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to diagnose and repair automatic drive trains.

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**AUT 231 Man Trans/Axles/Drtrains**

**Prerequisites:** None

**Corequisites:** AUT 231A (local)

**Class: 2 | Lab: 3 | Work: 0 | Credit: 3**

This course covers the operation, diagnosis, and repair of manual transmissions/transaxles, clutches, driveshafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train servicing and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair manual drive trains.

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**AUT 231A Man Trans/Axles/Drtrains Lab**

**Prerequisites:** None

**Corequisites:** AUT 231

**Class: 0 | Lab: 3 | Work: 0 | Credit: 1**

This course is an optional lab for the program that needs to meet NATEF hour standards but does not have a work based learning component in the program. Topics include manual drive train diagnosis, service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to diagnose and repair manual drive trains.

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**AUT 281 Advanced Engine Performance**

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course utilizes service information and specialized test equipment to diagnose and repair power train control systems. Topics include computerized ignition, fuel and emission systems, related diagnostic tools and equipment, data communication networks, and service information. Upon completion, students should be able to perform diagnosis and repair.

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**BANKING AND FINANCE (BAF)**

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**BAF 143 Financial Planning**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course covers the perspectives, principles, and practices of financial planning. Topics include investment, retirement, tax, and estate planning. Upon completion, students should be able to understand the process that looks at a customer's

financial picture and recommend strategies to achieve the customer's objectives.

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## **BIOLOGY (BIO)**

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### **BIO 090 Foundations of Biology**

**Prerequisites:** None

**Corequisites:** Take one: ENG 002, BSP 4002, or ENG 111

**Class: 3 | Lab: 2 | Clinical: 0 | Credit: 4**

This course introduces basic biological concepts. Topics include basic biochemistry, cell structure and function, interrelationships among organisms, scientific methodology, and other related topics. Upon completion, students should be able to demonstrate preparedness for college-level biology courses.

ENG 002 or BSP 4002 require a grade of P1 or higher to meet the co-requisite criteria for BIO 090.

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### **BIO 110 Principles of Biology**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 3 | Clinical: 0 | Credit: 4**

This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences. This is a Universal General Education Transfer Component (UGETC) course.

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### **BIO 111 General Biology I**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 3 | Clinical: 0 | Credit: 4**

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences. This is a Universal General Education Transfer Component (UGETC) course.

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### **BIO 112 General Biology II**

**Prerequisites:** BIO 111

**Corequisites:** None

**Class: 3 | Lab: 3 | Clinical: 0 | Credit: 4**

This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution,

biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences. This is a Universal General Education Transfer Component (UGETC) course.

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### **BIO 155 Nutrition**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course covers the biochemistry of foods and nutrients with consideration of the physiological effects of specialized diets for specific biological needs. Topics include cultural, religious, and economic factors that influence a person's acceptance of food, as well as nutrient requirements of the various life stages. Upon completion, students should be able to identify the functions and sources of nutrients, the mechanisms of digestion, and the nutritional requirements of all age groups. 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.

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### **BIO 163 Basic Anatomy & Physiology**

**Prerequisites:** None

**Corequisites:** None

**Class: 4 | Lab: 2 | Clinical: 0 | Credit: 5**

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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### **BIO 168 Anatomy and Physiology I**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 3 | Clinical: 0 | Credit: 4**

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This

course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**BIO 169 Anatomy and Physiology II****Prerequisites:** BIO 168**Corequisites:** None**Class: 3 | Lab: 3 | Clinical: 0 | Credit: 4**

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**BIO 175 General Microbiology****Prerequisites:** Take one: BIO 110, BIO 111, BIO 163, BIO 165, or BIO 168**Corequisites:** None**Class: 2 | Lab: 2 | Clinical: 0 | Credit: 3**

This course covers principles of microbiology with emphasis on microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process, as well as aseptic and sterile techniques. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**BIO 250 Genetics****Prerequisites:** BIO 112**Corequisites:** None**Class: 3 | Lab: 3 | Clinical: 0 | Credit: 4**

This course covers principles of prokaryotic and eukaryotic cell genetics. Emphasis is placed on the molecular basis of heredity, chromosome structure, patterns of Mendelian and non-Mendelian inheritance, evolution, and biotechnological applications. Upon completion, students should be able to recognize and describe genetic phenomena and demonstrate knowledge of important genetic principles. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**BIO 275 Microbiology****Prerequisites:** Take one: BIO 110, BIO 111, BIO 163, BIO 165, or BIO 168**Corequisites:** None**Class: 3 | Lab: 3 | Clinical: 0 | Credit: 4**

This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**BIOTECHNOLOGY (BTC)****BTC 150 Bioethics****Prerequisites:** None**Corequisites:** Take One Set:**Set 1: \*ENG 002****Set 2: \*BSP-4002****Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course introduces the current ethics issues surrounding the biotechnology industries. Topics will include risk assessment, the relationships between science, technology, and society, and the effects of new biotechnology products upon the natural world. Upon completion, students should be able to demonstrate knowledge and critical thinking skills in decision-making related to bioethical issues.

\*Requires a grade of P1 or higher to meet the corequisite criteria for BTC 150.

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**BTC 181 Basic Lab Techniques****Prerequisites:** None**Corequisites:** None**Class: 3 | Lab: 3 | Clinical: 0 | Credit: 4**

This course introduces the basic skills and knowledge necessary in a biological or chemical laboratory. Emphasis is placed on good manufacturing practices, safety, sustainable lab practices, solution preparation, and equipment operation and maintenance following standard operating procedures. Upon completion, students should be able to prepare and perform basic laboratory procedures using labware, solutions, and equipment according to prescribed protocols.

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**BTC 281 Bioprocess Techniques****Prerequisites:** BTC 181**Corequisites:** None**Class: 2 | Lab: 6 | Clinical: 0 | Credit: 4**

This course covers processes in the production of biomolecules. Emphasis is placed on the production, characterization, and purification of biological products using fermentation,

centrifugation, filtration, electrophoresis, and other techniques used in industry. Upon completion, students should be able to produce biological products using the various methods of bioprocessing.

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**BTC 285 Cell Culture**

**Prerequisites:** Take one: BIO 175, BIO 275, or BTC 275

**Corequisites:** None

**Class: 2 | Lab: 3 | Clinical: 0 | Credit: 3**

This course introduces the theory and practices required to successfully initiate and maintain plant and animal cell cultures. Topics include aseptic techniques, the growth environment, routine maintenance of cell cultures, specialized culture techniques, and various applications. Upon completion, students should be able to demonstrate the knowledge and skills required to grow, maintain, and manipulate cells in culture.

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**BTC 288 Biotech Lab Experience**

**Prerequisites:** Take One Set:

- Set 1: BIO 250 and BTC 281
- Set 2: BIO 250 and BTC 285
- Set 3: BIO 250 and BTC 286
- Set 4: BTC 270 and BTC 281
- Set 5: BTC 270 and BTC 285
- Set 6: BTC 270 and BTC 286

**Corequisites:** None

**Class: 0 | Lab: 6 | Clinical: 0 | Credit: 2**

This course provides an opportunity to pursue an individual laboratory project in biotechnology. Emphasis is placed on developing, performing, and maintaining records of a project in a specific area of interest. Upon completion, students should be able to complete the project with accurate records and demonstrate an understanding of the process.

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**BLUEPRINT READING (BPR)****BPR 130 Print Reading Construction**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course covers the interpretation of prints and specifications that are associated with design and construction projects. Topics include interpretation of documents for foundations, floor plans, elevations, and related topics. Upon completion, students should be able to read and interpret construction prints and documents.

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**BUSINESS (BUS)****BUS 110 Introduction to Business**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other

business subjects. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**BUS 115 Business Law I**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined. Upon completion the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**BUS 125 Personal Finance**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course provides a study of individual and family financial decisions. Emphasis is placed on building useful skills in buying, managing finances, increasing resources, and coping with current economic conditions. Upon completion, students should be able to develop a personal financial plan.

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**BUS 137 Principles of Management**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**BUS 147 Business Insurance**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course surveys the basic concepts of risk management. Topics include principles and applications of health, property, life, and casualty insurance. Upon completion, students should be able to evaluate different insurance needs and assist an organization in acquiring adequate insurance coverage.

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**BUS 151 People Skills****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces the basic concepts of identity and communication in the business setting. Topics include self-concept, values, communication styles, feelings and emotions, roles versus relationships, and basic assertiveness, listening, and conflict resolution. Upon completion, students should be able to distinguish between unhealthy, self-destructive, communication patterns and healthy, non-destructive, positive communication patterns.

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**BUS 225 Business Finance****Prerequisites: ACC 120****Corequisites: None****Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management.

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**BUS 230 Small Business Management****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces the challenges of entrepreneurship, including the startup and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan.

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**BUS 240 Business Ethics****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces contemporary and controversial ethical issues that face the business community. Topics include moral reasoning, moral dilemmas, law and morality, equity, justice and fairness, ethical standards, and moral development. Upon completion, students should be able to demonstrate an understanding of their moral responsibilities and obligations as members of the workforce and society.

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**BUS 253 Leadership and Management Skills****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course includes a study of the qualities, behaviors, and personal styles exhibited by leaders. Emphasis is placed on coaching, counseling, team building, and employee involvement. Upon completion, students should be able to identify and exhibit the behaviors needed for organizational effectiveness.

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**BUS 260 Business Communication****Prerequisites: ENG 110 or ENG 111****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place.

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**BUS 285 Business Management Issues****Prerequisites: BUS 137****Corequisites: None****Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course covers contemporary issues that affect successful businesses and their managers and employees. Emphasis is placed on using case studies and exercises to develop analytical and problem-solving skills, ethics, quality management concepts, team skills, and effective communication. Upon completion, students should be able to apply the specific knowledge and skills covered to become more effective managers and employees.

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**BAKING AND PASTRY ARTS (BPA)****BPA 130 European Cakes and Tortes****Prerequisites: CUL 110 and CUL 160****Corequisites: None****Class: 1 | Lab: 4 | Work: 0 | Credit: 3**

This course introduces the production of a wide variety of classical and modern cakes suitable for restaurants, retail shops and large-scale production. Emphasis is placed on classic cakes using the methods of mixing, filling, glazing and icing. Upon completion, students should be able to prepare, assemble, and decorate gelatin-based and layered tortes and cakes such as Bavarian, Dobos, and Sacher.

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**BPA 165 Hot and Cold Desserts****Prerequisites: CUL 110 and CUL 160****Corequisites: None****Class: 1 | Lab: 4 | Work: 0 | Credit: 3**

This course covers the principles and techniques of frozen desserts, soufflés, cobblers, crisps, and strudel dough products. Topics include bombes, parfaits, baked Alaska, ice cream, sorbets, sherbets and granites; hand-stretched strudel products, crepes, and hot/cold soufflés. Upon completion, student should be able to prepare and plate hot and cold desserts with suitable sauces and garnishes.

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**CARPENTRY (CAR)****CAR 110 Introduction to Carpentry****Prerequisites: None****Corequisites: None****Class: 2 | Lab: 0 | Work: 0 | Credit: 2**

This course introduces the student to the carpentry trade. Topics include duties of a carpenter, hand and power tools, building materials, construction methods, and safety.

Upon completion, students should be able to identify hand and power tools, common building materials, and basic construction methods.

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**CAR 111 Carpentry I****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 15 | Work: 0 | Credit: 8**

This course introduces the theory and construction methods associated with the building industry, including framing, materials, tools, and equipment. Topics include safety, hand/power tool use, site preparation, measurement and layout, footings and foundations, construction framing, and other related topics. Upon completion, students should be able to safely lay out and perform basic framing skills with supervision.

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**CAR 112 Carpentry II****Prerequisites: CAR 111****Corequisites: None****Class: 3 | Lab: 15 | Work: 0 | Credit: 8**

This course covers the advanced theory and construction methods associated with the building industry including framing and exterior finishes. Topics include safety, hand/power tool use, measurement and layout, construction framing, exterior trim and finish, and other related topics. Upon completion, students should be able to safely frame and apply exterior finishes to a residential building with supervision.

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**CAR 113 Carpentry III****Prerequisites: CAR 111****Corequisites: None****Class: 3 | Lab: 9 | Work: 0 | Credit: 6**

This course covers interior trim and finishes. Topics include safety, hand/power tool use, measurement and layout, specialty framing, interior trim and finishes, cabinetry, and other related topics. Upon completion, students should be able to safely install various interior trim and finishes in a residential building with supervision.

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**CHEMISTRY (CHM)****CHM 094 Basic Biological Chemistry****Prerequisites: Take One Set:**

- Set 1: DMA 010, DMA 020, DMA 030, and DMA 040
- Set 2: DMA 025 and DMA 040
- Set 3: Mat 121
- Set 4: Mat 171
- Set 5: MAT 003
- Set 6: BSP 4003

**Corequisites: None****Class: 3 | Lab: 2 | Clinical: 0 | Credit: 4**

This course introduces the chemistry important to biological processes. Emphasis is placed on the aspects of general, organic, and biological chemistry that apply to biological systems and processes. Upon completion, students should be able to demonstrate an understanding of the basic biological chemistry necessary for success in college-level biology courses.

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**CHM 131 Introduction to Chemistry****Prerequisites: None****Corequisites: CHM 131A (local)****Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences.

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**CHM 131A Introduction to Chemistry Lab****Prerequisites: None****Corequisites: CHM 131****Class: 0 | Lab: 3 | Clinical: 0 | Credit: 1**

This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences.

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**CHM 132 Organic and Biochemistry****Prerequisites: Take One Set:**

- Set 1: CHM 131 and CHM 131A
- Set 2: CHM 151

**Corequisites: None****Class: 3 | Lab: 3 | Clinical: 0 | Credit: 4**

This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences.

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**CHM 151 General Chemistry I****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 3 | Clinical: 0 | Credit: 4**

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and

solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences. This is a Universal General Education Transfer Component (UGETC) course.

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**CHM 152 General Chemistry II****Prerequisites:** CHM 151**Corequisites:** None**Class: 3 | Lab: 3 | Clinical: 0 | Credit: 4**

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences. This is a Universal General Education Transfer Component (UGETC) course.

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**COMMUNICATION (COM)****COM 110 Introduction to Communication****Prerequisites:** None**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Communication.

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**COM 120 Intro to Interpersonal Communication****Prerequisites:** None**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion,

students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Communication. This is a Universal General Education Transfer Component (UGETC) course.

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**COM 231 Public Speaking****Prerequisites:** None**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. This course has been approved for transfer under the Comprehensive articulation agreement and the Independent Comprehensive Articulation Agreement as a general education course in Communication. This is a Universal General Education Transfer Component (UGETC) course.

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**COMPUTER INFORMATION SYSTEMS (CIS)****CIS 110 Introduction to Computers****Prerequisites:** None**Corequisites:** None**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Mathematics (Quantitative).

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**CIS 113 Computer Basics****Prerequisites:** None**Corequisites:** None**Class: 0 | Lab: 2 | Work: 0 | Credit: 1**

This course introduces basic computer usage for non-computer majors. Emphasis is placed on developing basic personal computer skills. Upon completion, students should be able to demonstrate competence in basic computer applications.

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**CIS 115 Intro to Program & Logic****Prerequisites:****Take One Set:**

- Set 1: DMA 010, DMA 020, DMA 030, and DMA 040
- Set 2: DMA 025 and DMA 040
- Set 3: MAT 121
- Set 4: MAT 171
- Set 5: MAT 003
- Set 6: BSP 4003

**Corequisites: None****Class: 2 | Lab: 3 | Work: 0 | Credit: 3**

This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to use top-down algorithm design, and implement algorithmic solutions in a programming language. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Mathematics (Quantitative).

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**COMPUTER INFORMATION TECHNOLOGY (CTS)**

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**CTS 115 Information Systems Business Concepts****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

The course introduces the role of IT in managing business processes and the need for business process and IT alignment. Emphasis is placed on industry need for understanding business challenges and developing/managing information systems to contribute to the decision making process based on these challenges. Upon completion, students should be able to demonstrate knowledge of the "hybrid business manager" and the potential offered by new technology and systems. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**CTS 120 Hardware/Software Support****Prerequisites: None****Corequisites: None****Class: 2 | Lab: 3 | Work: 0 | Credit: 3**

This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device drivers. Upon completion, students should be able to select appropriate computer equipment and software,

upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers.

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**CTS 155 Tech Support Function****Prerequisites: None****Corequisites: None****Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course introduces a variety of diagnostic and instructional tools that are used to evaluate the performance of technical support technologies. Emphasis is placed on technical support management techniques and support technologies. Upon completion, students should be able to determine the best technologies to support and solve actual technical support problems.

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**CTS 287 Emerging Technologies****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces emerging information technologies. Emphasis is placed on evolving technologies and trends in business and industry. Upon completion, students should be able to articulate an understanding of the current trends and issues in emerging technologies for information systems.

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**COMPUTER TECHNOLOGY INTEGRATION (CTI)**

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**CTI 110 Web, Pgm, & Db Foundation****Prerequisites: None****Corequisites: None****Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course covers the introduction of the tools and resources available to students in programming, mark-up language and services on the Internet. Topics include standard mark-up language Internet services, creating web pages, using search engines, file transfer programs; and database design and creation with DBMS products. Upon completion students should be able to demonstrate knowledge of programming tools, deploy a web-site with mark-up tools, and create a simple database table.

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**CTI 120 Network & Sec Foundation****Prerequisites: None****Corequisites: None****Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course introduces students to the Network concepts, including networking terminology and protocols, local and wide area networks, and network standards. Emphasis is placed on securing information systems and the various implementation policies. Upon completion, students should be able to perform basic tasks related to networking mathematics, terminology, media and protocols.



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**CTI 140 Virtualization Concepts****Prerequisites: None****Corequisites: None****Class: 1 | Lab: 4 | Work: 0 | Credit: 3**

This course introduces operating system virtualization. Emphasis is placed on virtualization terminology, virtual machine storage, virtual networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of virtual machines.

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**CTI 150 Mobile Computing Devices****Prerequisites: None****Corequisites: None****Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course introduces mobile computing devices, including topics related to their selection, usage, deployment, and support in enterprise environments. Emphasis is placed on the evaluation, usage, deployment, security, and support of mobile devices, applications (apps), and peripherals. Upon completion, students should be able to select, deploy, and support mobile devices in an enterprise environment.

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**CONSTRUCTION (CST)**

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**CST 131 OSHA/Safety/Certification****Prerequisites: None****Corequisites: None****Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course covers the concepts of work site safety. Topics include OSHA regulations, tool safety, and certifications which relate to the construction industry. Upon completion, students should be able to identify and maintain a safe working environment based on OSHA regulations and maintain proper records and certifications.

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**CST 150 Building Science****Prerequisites: None****Corequisites: None****Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course introduces concepts and techniques for the design and interaction of the mechanical systems of high performance buildings. Topics include building envelope, heating, ventilation and air conditioning (HVAC), indoor air quality, lighting, plumbing and electrical. Upon completion, students should be able to understand building systems interaction and performance.

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**CST 211 Construction Surveying****Prerequisites: Take One: MAT 121 or MAT 171****Corequisites: None****Class: 2 | Lab: 3 | Work: 0 | Credit: 3**

This course covers field surveying applications for residential and commercial construction. Topics include building layout and leveling, linear measurement and turning angles, plumbing vertical members, and topographic and utilities surveys. Upon completion, students should be able to properly and accurately use surveying

equipment to lay out residential and commercial buildings.

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**CST 221 Statistics/Structures****Prerequisites: Take One Set:**

- **Set 1: ARC-112 and MAT-110**
- **Set 2: ARC-112 and MAT-121**
- **Set 3: ARC-112 and MAT-171**
- **Set 4: CAR-112 and MAT-110**
- **Set 5: CAR-112 and MAT-121**
- **Set 6: CAR-112 and MAT-171**
- **Set 7: CST-112 and MAT-110**
- **Set 8: CST-112 and MAT-121**
- **Set 9: CST-112 and MAT-171**

**Corequisites: None****Class: 3 | Lab: 3 | Work: 0 | Credit: 4**

This course covers the principles of statics and strength of materials as applied to structural building components. Topics include forces on columns, beams, girders, and footings and connection points when timber, steel, and concrete members are used. Upon completion, students should be able to accurately analyze load conditions present in structural members.

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**CST 241 Planning/Estimating I****Prerequisites: Take One: BPR 130, MAT 121, or MAT 171****Corequisites: None****Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course covers the procedures involved in planning and estimating a construction/building project. Topics include performing quantity take-offs of materials necessary for a building project. Upon completion, students should be able to accurately complete a take-off of materials and equipment needs involved in a construction project.

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**CRIMINAL JUSTICE (CJC)**

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**CJC 110 Basic Law Enforcement Training (BLET)****Prerequisites: None****Corequisites: None****Class: 10 | Lab: 30 | Work: 0 | Credit: 20**

This course covers the basic skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Topics include those mandated by North Carolina Administration Code as essential for functioning in law enforcement. Upon completion, the student should be able to demonstrate competence in the topics required for the state comprehensive certification examination. **This is a certificate level course.**

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**CJC 111 Intro to Criminal Justice****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon

completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**CJC 112 Criminology****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

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**CJC 113 Juvenile Justice****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

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**CJC 115 Crime Scene Photography****Prerequisites: None****Corequisites: None****Class: 2 | Lab: 3 | Work: 0 | Credit: 3**

This course covers methodologies for photographing crime scenes including their application to forensic sciences, the legal system, and the proper use of digital cameras and accessories. Topics include digital cameras, operational functions required to properly photograph physical evidence and crime scenes, factors affecting admissibility of crime scene photographs, and methods and techniques specific to photographing crime scenes. Upon completion, students should be able to operate digital cameras using appropriate settings to control exposure and depth of field, properly compose various types of crime scene photographs, and use specialized techniques to properly photograph key items of evidence.

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**CJC 121 Law Enforcement Operations****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces fundamental law enforcement operations. Topics include the contemporary evaluation of law enforcement

operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**CJC 131 Criminal Law****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

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**CJC 132 Court Procedure & Evidence****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

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**CJC 141 Corrections****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**CJC 161 Introduction to Homeland Security****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces the historical, organizational and practical aspects of Homeland

Security. Topics include a historic overview, definitions and concepts, organizational structure, communications, technology, mitigation, prevention and preparedness, response and recovery, and the future of Homeland Security. Upon completion, students should be able to explain essential characteristics of terrorism and Homeland Security, and define roles, functions and interdependency between agencies.

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**CJC 212 Ethics & Community Relations****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations. This course has been approved for transfer under the CAA as a pre-major and/or elective course requirement. This course has been approved for transfer under the ICAA as a pre-major and/or elective course requirement.

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**CJC 213 Substance Abuse****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.

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**CJC 214 Victimology****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces the study of victims. Emphasis is placed on roles/characteristics of victims, victim interaction with the criminal justice system and society, current victim assistance programs, and other related topics. Upon completion, students should be able to discuss and identify victims, the uniqueness of victims' roles, and current victim assistance programs.

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**CJC 221 Investigative Principles****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 2 | Work: 0 | Credit: 4**

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection

/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

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**CJC 222 Criminalistics****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.

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**CJC 223 Organized Crime****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces the evolution of traditional and non-traditional organized crime and its effect on society and the criminal justice system. Topics include identifying individuals and groups involved in organized crime, areas of criminal activity, legal and political responses to organized crime, and other related topics. Upon completion, students should be able to identify the groups and activities involved in organized crime and the responses of the criminal justice system.

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**CJC 231 Constitutional Law****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

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**CULINARY (CUL)****CUL 110 Sanitation & Safety****Prerequisites: None****Corequisites: None****Class: 2 | Lab: 0 | Work: 0 | Credit: 2**

This course introduces the basic principles of sanitation and safety relative to the hospitality industry. Topics include personal hygiene, sanitation and safety regulations, use and care of equipment, the principles of food-borne illness,

and other related topics. Upon completion, students should be able to demonstrate an understanding of the content necessary for successful completion of a nationally recognized food/safety/sanitation exam.

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**CUL 112 Nutrition for Foodservice**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course covers the principles of nutrition and its relationship to the foodservice industry. Topics include personal nutrition fundamentals, weight management, exercise, nutritional adaptation/analysis of recipes/menus, healthy cooking techniques and marketing nutrition in a foodservice operation. Upon completion, students should be able to apply basic nutritional concepts to food preparation and selection.

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**CUL 120 Purchasing**

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 0 | Work: 0 | Credit: 2**

This course covers purchasing for foodservice operations. Emphasis is placed on yield tests, procurement, negotiating, inventory control, product specification, purchasing ethics, vendor relationships, food product specifications and software applications. Upon completion, students should be able to apply effective purchasing techniques based on the end-use of the product.

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**CUL 135 Food & Beverage Service**

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 0 | Work: 0 | Credit: 2**

This course is designed to cover the practical skills and knowledge necessary for effective food and beverage service in a variety of settings. Topics include greeting/service of guests, dining room set-up, profitability, menu sales and merchandising, service styles and reservations. Upon completion, students should be able to demonstrate competence in human relations and the skills required in the service of foods and beverages.

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**CUL 140 Culinary Skills I**

**Prerequisites:** None

**Corequisites:** CUL 110

**Class: 2 | Lab: 6 | Work: 0 | Credit: 5**

This course introduces the fundamental concepts, skills and techniques in basic cookery, and moist, dry and combination heat. Emphasis is placed on recipe conversion, measurements, terminology, classical knife cuts, safe food/equipment handling, flavorings/seasonings, stocks/sauces/soups, and related topics. Upon completion, students should be able to exhibit the basic cooking skills used in the foodservice industry.

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**CUL 160 Baking I**

**Prerequisites:** None

**Corequisites:** CUL 110

**Class: 1 | Lab: 4 | Work: 0 | Credit: 3**

This course covers basic ingredients, techniques, weights and measures, baking terminology and formula calculations. Topics include yeast/chemically leavened products, laminated doughs, pastry dough batter, pies/tarts, meringue, custard, cakes and cookies, icings, glazes and basic sauces. Upon completion, students should be able to demonstrate proper scaling and measurement techniques, and prepare and evaluate a variety of bakery products.

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**CUL 170 Garde Manger I**

**Prerequisites:** None

**Corequisites:** CUL 110

**Class: 1 | Lab: 4 | Work: 0 | Credit: 3**

This course introduces basic cold food preparation techniques and pantry production. Topics include salads, sandwiches, appetizers, dressings, basic garnishes, cheeses, cold sauces, and related food items. Upon completion, students should be able to present a cold food display and exhibit an understanding of the cold kitchen and its related terminology.

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**CUL 230 Global Cuisines**

**Prerequisites:** CUL 110 and CUL 140

**Corequisites:** None

**Class: 1 | Lab: 8 | Work: 0 | Credit: 5**

This course provides practical experience in the planning, preparation, and presentation of representative foods from a variety of world cuisines. Emphasis is placed on indigenous ingredients and customs, nutritional concerns, and cooking techniques. Upon completion, students should be able to research and execute a variety of international and domestic menus.

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**CUL 240 Culinary Skills II**

**Prerequisites:**

**Take One Set:**

- Set 1: CUL 110 and CUL 140
- Set 2: CUL 110, CUL 142, and CUL 170

**Corequisites:** None

**Class: 1 | Lab: 8 | Work: 0 | Credit: 5**

This course is designed to further students' knowledge of the fundamental concepts, skills, and techniques involved in basic cookery. Emphasis is placed on meat identification/fabrication, butchery and cooking techniques/methods; appropriate vegetable/starch accompaniments; compound sauces; plate presentation; breakfast cookery; and quantity food preparation. Upon completion, students should be able to plan, execute, and successfully serve entrees with complementary side items.

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**CUL 245 Contemporary Cuisines****Prerequisites:** CUL 110 and CUL 140**Corequisites:** None**Class: 1 | Lab: 8 | Work: 0 | Credit: 5**

This course introduces students to current culinary trends which include a variety of preparation methods. Topics include current and developing trends such as adaptation of native/regional ingredients and preparation methods into contemporary cuisines. Upon completion, students should be able to demonstrate knowledge of a variety of contemporary cuisines.

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**CUL 260 Baking II****Prerequisites:** CUL 110 and CUL 160**Corequisites:** None**Class: 1 | Lab: 4 | Work: 0 | Credit: 3**

This course is designed to further students' knowledge in ingredients, weights and measures, baking terminology and formula calculation. Topics include classical desserts, frozen desserts, cake and torte production, decorating and icings/glazes, dessert plating and presentation. Upon completion, students should be able to demonstrate pastry preparation, plating, and dessert buffet production skills.

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**CUL 275 Catering Cuisine****Prerequisites:** Take all: CUL 110, CUL 140, and CUL 240**Corequisites:** None**Class: 1 | Lab: 8 | Work: 0 | Credit: 5**

This course covers the sequential steps to successful catering that include sales, client needs, menu planning, purchasing, costing, event pricing, staffing and sanitation concerns. Emphasis is placed on new culinary competencies and skills specific to catering preparation, presentation, and customer service. Upon completion, students should be able to demonstrate proficiency in the successful design and execution of various types of catering events.

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**DATABASE MANAGEMENT TECHNOLOGY (DBA)**

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**DBA-120 Database Programming I****Prerequisites:** None**Corequisites:** None**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course is designed to develop SQL programming proficiency. Emphasis is placed on data definition, data manipulation, and data control statements as well as on report generation. Upon completion, students should be able to write programs which create, update, and produce reports.

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**DRAFTING (DFT)**

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**DFT 119 Basic CAD****Prerequisites:** None**Corequisites:** None**Class: 1 | Lab: 2 | Work: 0 | Credit: 2**

This course introduces computer-aided drafting software for specific technologies to non-drafting majors. Emphasis is placed on understanding the software command structure and drafting standards for specific technical fields. Upon completion, students should be able to create and plot basic drawings.

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**DFT 152 CAD II****Prerequisites:** DFT 119 (local)**Corequisites:** None**Class: 2 | Lab: 3 | Work: 0 | Credit: 3**

This course introduces extended CAD applications. Emphasis is placed upon intermediate applications of CAD skills. Upon completion, students should be able to use extended CAD applications to generate and manage drawings.

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**DFT 154 Intro Solid Modeling****Prerequisites:** None**Corequisites:** None**Class: 2 | Lab: 3 | Work: 0 | Credit: 3**

This course is an introduction to basic three-dimensional solid modeling and design software. Topics include basic design, creation, editing, rendering and analysis of solid models, and creation of multiview drawings. Upon completion, students should be able to use design techniques to create, edit, render and generate a multiview drawing.

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**ECONOMICS (ECO)**

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**ECO 251 Principles of Microeconomics****Prerequisites:** None**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

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**ECO 252 Principles of Macroeconomics****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. This course is intended for those who have not received credit for ECO 151. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

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**EDUCATION (EDU)**

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**EDU 118 Principles & Practices of the Instructional Assistant****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course covers the instructional assistant's role in the educational system. Emphasis is placed on history of education, professional responsibilities and ethics, culturally, linguistically, and ability diverse learners, communication skills with children, families, and colleagues, and understanding of evidenced-based instructional strategies. Upon completion, students should be able to identify professional responsibilities and ethical conduct in school settings, describe effective communication strategies, and explain evidence-based instructional strategies based on formative assessment.

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**EDU 119 Intro to Early Childhood Education****Prerequisites: None****Corequisites: None****Class: 4 | Lab: 0 | Clinical: 0 | Credit: 4**

This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional

development plan, appropriate environments, schedules, and activity plans.

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**EDU 131 Child, Family, & Community****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course covers the development of partnerships among culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing and supporting respectful relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct and the Code of Ethics for North Carolina Educators. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children birth through adolescence, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

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**EDU 144 Child Development I****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.

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**EDU 145 Child Development II****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental

sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

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**EDU 146 Child Guidance****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course introduces evidence-based strategies to build nurturing relationships with each child by applying principles and practical techniques to facilitate developmentally appropriate guidance. Topics include designing responsive/supportive learning environments, cultural, linguistic and socio-economic influences on behavior, appropriate expectations, the importance of communication with children/families including using technology and the use of formative assessments in establishing intentional strategies for children with unique needs. Upon completion, students should be able to demonstrate direct/indirect strategies to encourage social skills, self-regulation, emotional expression and positive behaviors while recognizing the relationship between children's social, emotional and cognitive development.

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**EDU 151 Creative Activities****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course introduces developmentally supportive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials while applying NC Foundations for Early Learning and Development. Emphasis is placed on observation of process driven learning experiences in art, music, creative movement, dance, and dramatics for every young child age birth through eight, integrated through all domains and academic content. Upon completion, students should be able to examine, create, and adapt developmentally creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse.

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**EDU 153 Health, Safety, & Nutrition****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able to apply knowledge of NC Foundations for Early Learning and Development for health, safety, nutritional needs and safe learning environments.

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**EDU 158 Healthy Lifestyles - Youth****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course introduces the topics of health, safety, nutrition, physical activities and environments for the school-age child/youth that promote development, fitness and healthy lifestyles. Topics include the use of physical and nutritional/cooking activities (indoor/outdoor, teacher-directed/youth-directed) appropriate for youth developing typically/atypically; safe/healthy menu planning; safe/healthy environmental design, assessment and supervision. Upon completion, students should be able to plan/facilitate safe/healthy physical and nutritional/cooking activities, discuss safety policies/regulations and identify health/safety/nutritional needs of youth.

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**EDU 163 Classroom Management & Instruction****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course examines classroom management and evidence-based instructional strategies that create supportive learning environments to provide developmentally appropriate guidance for school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, ongoing systematic observation, and developmentally appropriate classroom guidance techniques. Upon completion, students should be able to utilize developmentally appropriate behavior management and high quality instructional strategies that enhance the teaching/learning process and promote students' academic success.

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**EDU 187 Teaching and Learning for All****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 3 | Work: 0 | Credit: 4**

This course introduces students to knowledge, concepts, and best practices needed to provide developmentally appropriate, effective, inclusive, and culturally responsive educational experiences in the classroom. Topics include

growth and development, learning theory, student motivation, teaching diverse learners, classroom management, inclusive environments, student-centered practices, instructional strategies, teaching methodologies, observation/assessment techniques, educational planning, reflective practice, collaboration, cultural competence, ethics, professionalism, and leadership. Upon completion, students should be able to identify the knowledge, skills, roles, and responsibilities of an effective educator as defined by state and national professional teaching standards.

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**EDU 188 Issues in Early Childhood Education**

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 0 | Clinical: 0 | Credit: 2**

This course covers topics and issues in early childhood education. Emphasis is placed on current advocacy issues, emerging technology, professional growth experiences, and other related topics. Upon completion, students should be able to list, discuss, and explain current topics and issues in early childhood education.

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**EDU 216 Foundations of Education**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course introduces the examination of the American educational systems and the teaching profession. Topics include the historical and philosophical influences on education, various perspectives on educational issues, and experiences in birth through grade 12 classrooms. Upon completion, students should be able to reflect on classroom observations, analyze the different educational approaches, including classical/traditional and progressive, and have knowledge of the various roles of educational systems at the federal, state and local level. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

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**EDU 221 Children with Exceptionalities**

**Prerequisites:** Take one set:

- Set 1: EDU 144 and EDU 145
- Set 2: PSY 244 and PSY 245

**Corequisites:** None

**Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course covers atypical patterns of child development, inclusive/diverse settings, evidenced-based educational/family plans, differentiated instruction, adaptive materials, and assistive technology. Emphasis is placed on the characteristics of exceptionalities and delays, early intervention/special education, transitions, observation, developmental screening, formative assessment of children, and collaborating with families and community partners. Upon

completion, students should be able to recognize diverse abilities, describe the referral process, identify community resources, explain the importance of collaboration with families/professionals, and develop appropriate strategies/adaptations to support children in all environments with best practices as defined by laws, policies and the NC Foundations for Early Learning and Development. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

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**EDU 222 Learners with Behavior Disorders**

**Prerequisites:** Take one set:

- Set 1: EDU 144 and EDU 145
- Set 2: PSY 244 and PSY 245

**Corequisites:** None

**Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course provides a comprehensive study of learners with behavioral disorders encompassing characteristics, assessments, placement alternatives, inclusive environments and family interventions. Topics include etiology of behavior disorders, appropriate intervention strategies, early intervention/special education referral processes, family and community partnerships, inclusive environments, and legislative mandates. Upon completion, students should be able to identify characteristics of behavior for which additional supports are needed, describe the referral processes, identify community resources, and the importance of collaboration with families/professionals, and recognize appropriate intervention strategies in inclusive environments.

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**EDU 223 Specific Learning Disabilities**

**Prerequisites:** Take one set:

- Set 1: EDU 144 and EDU 145
- Set 2: PSY 244 and PSY 245

**Corequisites:** None

**Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course provides a comprehensive study of characteristics, alternative assessments, teaching strategies, placement options, inclusion, and family intervention for children with specific learning disabilities. Topics include causes, assessment instruments, learning strategies, and collaborative/inclusion methods for children with specific learning disabilities. Upon completion, students should be able to assist in identifying, assessing, and providing educational interventions for children with specific learning disabilities and their families.

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**EDU 234 Infants, Toddlers, & Twos**

**Prerequisites:** EDU 119

**Corequisites:** None

**Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course covers the development of high-quality, individualized, responsive/engaging relationships and experiences for infants,



toddlers, and twos. Emphasis is placed on typical and atypical child development, working with diverse families to provide positive, supportive, and engaging early learning activities and interactions through field experiences and the application of the NC Foundations for Early Learning and Development. Upon completion, students should be able to demonstrate responsive curriculum planning, respectful relationships and exposure to a variety of developmentally appropriate experiences/materials that support a foundation for healthy development and growth of culturally, linguistically and ability diverse children birth to 36 months.

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**EDU 235 School Age Dev. & Program**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques and program development. Upon completion, students should be able to discuss developmental principles for culturally, linguistically, and ability diverse children ages five to twelve and plan and implement developmentally appropriate programs and activities.

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**EDU 243 Learning Theory**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course provides lateral entry teachers an introduction to learning theory, various styles of learning, and motivational factors involved in the learning process. Emphasis is placed on the development of cognitive skills using the eight types of intelligence and applying these to practical classroom situations. Upon completion, students should be able to describe theories and styles of learning and discuss the relationship between different types of intelligence to learning motivation.

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**EDU 245 Policies and Procedures**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course is designed to introduce new lateral entry teachers to the policies and procedures established by the local education agency. Topics include emergency situation procedures, acceptable discipline, chain of command, role of mentors, evaluation procedures, employment requirements, dress codes, and other policies and procedures. Upon completion, students should be able to explain the policies and procedures to students, parents, or others and discuss the purpose of each policy category.

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**EDU 250 Teacher Licensure Preparation**

**Prerequisites:** Take One Set:

- **Set 1: ENG 111 and MAT 143**
- **Set 2: ENG 111 and MAT 152**
- **Set 3: ENG 111 and MAT 171**

**Corequisites:** None

**Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

The course provides information and strategies necessary for transfer to a teacher licensure program at a senior institution. Topics include entry level teacher licensure exam preparation, performance based assessment systems, requirements for entry into teacher education programs, the process to become a licensed teacher in North Carolina, and professionalism including expectations within the field of education. Upon completion, students should be able to utilize educational terminology and demonstrate knowledge of teacher licensure processes including exam preparation, technology based portfolio assessment, and secondary admissions processes to the school of education at a senior institution. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

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**EDU 252 Math & Science Activities**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course introduces discovery experiences in math and science. Topics include concepts, facts, phenomena, and skills in each area. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate developmentally appropriate curriculum materials.

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**EDU 261 Early Childhood Admin I**

**Prerequisites:** None

**Corequisites:** EDU 119

**Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course introduces principles and practices essential to preparing and supporting child care administrators. Topics include program philosophy, policies and procedures, NC Child Care Law and Rules, business planning, personnel and fiscal management, and NAEYC Code of Ethical Conduct Supplement for Early Childhood Program Administration. Upon completion, students should be able to articulate a developmentally appropriate program philosophy, locate current state licensing regulations, analyze a business plan and examine comprehensive program policies and procedures.

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**EDU 262 Early Childhood Admin II**

**Prerequisites:** EDU 119 and EDU 261

**Corequisites:** None

**Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early

childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs.

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**EDU 263 School Age Program Administration**

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 0 | Clinical: 0 | Credit: 2**

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.

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**EDU 271 Educational Technology**

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 2 | Clinical: 0 | Credit: 3**

This course introduces the ethical use of technology to enhance teaching and learning in all educational settings. Emphasis is placed on technology concepts, ethical issues, digital citizenship, instructional strategies, assistive technology, and the use of technology for professional development and communication. Upon completion, students should be able to discuss technology concepts, ethically use a variety of technology resources, demonstrate appropriate technology skills in educational environments, and identify assistive technology.

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**EDU 275 Effective Teacher Training**

**Prerequisites:** None

**Corequisites: Take One: None**

**Class: 2 | Lab: 0 | Clinical: 0 | Credit: 2**

This course provides specialized training using an experienced-based approach to learning. Topics include instructional preparation and presentation, student interaction, time management, learning expectations, evaluation, and curriculum principles and planning. Upon completion, students should be able to prepare and present a six-step lesson plan and demonstrate ways to improve students' time-on-task.

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**EDU 279 Literacy Develop and Instruct**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 3 | Work: 0 | Credit: 4**

This course is designed to provide students with concepts and skills of literacy development, instructional methods/materials and assessment techniques needed to provide scientifically-based, systematic reading and writing instruction

into educational practice. Topics include literacy concepts, reading and writing development, developmentally appropriate pedagogy, culturally-responsive instruction, standards-based outcomes, lesson planning, formative/summative assessment, recognizing reading difficulties, research-based interventions, authentic learning experiences, classroom implementation, and reflective practice. Upon completion, students should be able to plan, implement, assess, evaluate, and demonstrate developmentally appropriate literacy instruction aligned to the NC Standard Course of Study and other state and national standards.

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**EDU 280 Language & Literacy Exp.**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course provides evidence-based strategies for enhancing language and literacy experiences that align with NC Foundations for Early Learning and Development. Topics include developmental sequences for children's emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse.

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**EDU 281 Instructional Strategies/Reading & Writing**

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 2 | Clinical: 0 | Credit: 3**

This course covers concepts, resources, and methods for teaching reading and writing to elementary through middle-grade children. Topics include the importance of literacy, learning styles, skills assessment, various reading and writing approaches and instructional strategies. Upon completion, students should be able to assess, plan, implement and evaluate school-age literacy experiences as related to the North Carolina Standard Course of Study.

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**EDU 284 Early Childhood Capstone Practicum**

**Prerequisites: Take One Set:**

- Set 1: EDU 119, EDU 144, EDU 145, EDU 146, and EDU 151
- Set 2: EDU 119, PSY 244, PSY 245, EDU 146, and EDU 151
- Set 3: EDU 119, PSY 245, EDU 144, EDU 146, and EDU 151
- Set 4: EDU 119, PSY 244, EDU 145, EDU 146, and EDU 151

**Corequisites:** None

**Class: 1 | Lab: 9 | Clinical: 0 | Credit: 4**

This course is designed to allow students to demonstrate acquired skills in a three star (minimum) or NAEYC accredited or equivalent,

quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to apply NC Foundations for Early Learning and Development to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors, including the use of appropriate technology, as indicated by assignments and onsite faculty assessments.

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### **EDU 285 Internship Exp-School Age**

#### **Prerequisites: Take One Set:**

- Set 1: EDU 144, EDU 145, EDU 118, EDU 163
- Set 2: PSY 244, PSY 245, EDU 118, and EDU 163
- Set 3: PSY 244, EDU 145, EDU 118, and EDU 163
- Set 4: EDU 144, PSY 245, EDU 118, and EDU 163
- Set 5: PSY 244, PSY 245, EDU 216 and EDU 163
- Set 6: EDU 144, EDU 145, EDU 216, and EDU 163
- Set 7: EDU 144, PSY 245, EDU 216, and EDU 163
- Set 8: PSY 244, EDU 145, EDU 216, and EDU 163

#### **Corequisites: None**

#### **Class: 1 | Lab: 9 | Clinical: 0 | Credit: 4**

This course is designed to allow students to demonstrate acquired skills in a quality public or private school environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to demonstrate developmentally appropriate lesson plans/assessments, appropriate guidance techniques, ethical/professional behaviors including the use of appropriate technology, as indicated by assignments and onsite faculty visits.

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### **EDU 289 Adv. Issues/School Age**

#### **Prerequisites: None**

#### **Corequisites: None**

#### **Class: 2 | Lab: 0 | Clinical: 0 | Credit: 2**

This course covers advanced topics and issues that relate to school-age programs. Emphasis is placed on current advocacy issues, emerging technology, professional growth, ethics, and organizations for providers/teachers working with school-age populations. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues surrounding school-aged populations.

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## **ENGINEERING (EGR)**

### **EGR 250 Statics/Strength of Mater**

#### **Prerequisites: MAT 121 or MAT 171**

#### **Corequisites: None**

#### **Class: 4 | Lab: 3 | Work: 0 | Credit: 5**

This course includes vector analysis, equilibrium of force systems, friction, sectional properties, stress/strain, and deformation. Topics include

resultants and components of forces, moments and couples, free-body diagrams, shear and moment diagrams, trusses, frames, beams, columns, connections, and combined stresses. Upon completion, students should be able to analyze simple structure.

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## **ELECTRICAL (ELC)**

### **ELC 111 Intro to Electricity**

#### **Prerequisites: None**

#### **Corequisites: None**

#### **Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course introduces the fundamental concepts of electricity and test equipment to non-electrical/electronic majors. Topics include basic DC and AC principles (voltage, resistance, current, impedance); components (resistors, inductors, and capacitors); power; and operation of test equipment. Upon completion, students should be able to construct and analyze simple DC and AC circuits using electrical test equipment.

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### **ELC 112 DC/AC Electricity**

#### **Prerequisites: None**

#### **Corequisites: None**

#### **Class: 3 | Lab: 6 | Work: 0 | Credit: 5**

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits.

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### **ELC 114 Commercial Wiring**

#### **Prerequisites: None**

#### **Corequisites: None**

#### **Class: 2 | Lab: 6 | Work: 0 | Credit: 4**

This course provides instruction in the application of electrical tools, materials, and test equipment associated with commercial electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with commercial electrical installations.

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### **ELC 115 Industrial Wiring**

#### **Prerequisites: None**

#### **Corequisites: None**

#### **Class: 2 | Lab: 6 | Work: 0 | Credit: 4**

This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment.

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**ELC 117 Motors and Controls****Prerequisites: None****Corequisites: None****Class: 2 | Lab: 6 | Work: 0 | Credit: 4**

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

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**ELC 118 National Electrical Code****Prerequisites: None****Corequisites: None****Class: 1 | Lab: 2 | Work: 0 | Credit: 2**

This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.

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**ELC 119 NEC Calculations****Prerequisites: None****Corequisites: None****Class: 1 | Lab: 2 | Work: 0 | Credit: 2**

This course covers branch circuit, feeder, and service calculations. Emphasis is placed on sections of the National Electrical Code related to calculations. Upon completion, students should be able to use appropriate code sections to size wire, conduit, and overcurrent devices for branch circuits, feeders, and service.

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**ELC 125 Diagrams and Schematics****Prerequisites: None****Corequisites: None****Class: 1 | Lab: 2 | Work: 0 | Credit: 2**

This course covers the interpretation of electrical diagrams, schematics, and drawings common to electrical applications. Emphasis is placed on reading and interpreting electrical diagrams and schematics. Upon completion, students should be able to read and interpret electrical diagrams and schematics.

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**ELC 128 Intro to PLC****Prerequisites: None****Corequisites: None****Class: 2 | Lab: 3 | Work: 0 | Credit: 3**

This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to understand basic PLC systems and create simple programs.

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**ELC 131 Circuit Analysis****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 3 | Work: 0 | Credit: 4**

This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment.

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**ELC 213 Instrumentation****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 2 | Work: 0 | Credit: 4**

This course covers the fundamentals of instrumentation used in industry. Emphasis is placed on electric, electronic, and other instruments. Upon completion, students should be able to install, maintain, and calibrate instrumentation.

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**ELC 228 PLC Applications****Prerequisites: None****Corequisites: None****Class: 2 | Lab: 6 | Work: 0 | Credit: 4**

This course covers programming and applications of programmable logic controllers. Emphasis is placed on programming techniques, networking, specialty I/O modules, and system troubleshooting. Upon completion, students should be able to specify, implement, and maintain complex PLC controlled systems.

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**ELC 229 Applications Project****Prerequisites: None****Corequisites: None****Class: 1 | Lab: 3 | Work: 0 | Credit: 2**

This course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning, implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an applications-oriented project.

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**ELECTRONICS (ELN)****ELN 229 Industrial Electronics****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 3 | Work: 0 | Credit: 4**

This course covers semiconductor devices used in industrial applications. Topics include the basic theory, application, and operating characteristics of semiconductor devices. Upon completion, students should be able to construct and/or troubleshoot these devices for proper operation in an industrial electronic circuit.

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## ENGLISH (ENG)

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### **ENG 002 Transition English**

**Prerequisites:** None

**Corequisites:** None

**Class: 0 | Lab: 6 | Work: 0 | Credit: 3**

This course provides an opportunity to customize foundational English content in specific areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in college-level English. Upon completion, students should be able to build a stronger foundation for success in their gateway level English courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

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### **ENG 011 Writing and Inquiry Support**

**Prerequisites:** None

**Corequisites:** None

**Class: 1 | Lab: 2 | Work: 0 | Credit: 2**

This course is designed to support students in the development of skills necessary for success in ENG 111 by complementing, supporting, and reinforcing ENG 111 Student Learning Outcomes. Emphasis is placed on developing a growth mindset, expanding skills for use in active reading and writing processes, recognizing organizational relationships within texts from a variety of genres and formats, and employing appropriate technology when reading and composing texts. Upon completion, students should be able to apply active reading strategies to college-level texts and produce unified, well-developed writing using standard written English.

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### **ENG 101 Applied Communications I**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

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.

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### **ENG 111 Writing and Inquiry**

**Prerequisites:** Take One Set:

- Set 1: DRE 097
- Set 2: ENG 002
- Set 3: BSP 4002

**Corequisites:** ENG 011

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce

unified, coherent, well-developed essays using standard written English. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in English composition. This is a Universal General Education Transfer Component (UGETC) course.

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### **ENG 112 Writing/Research in the Disciplines**

**Prerequisites:** ENG 111

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in English composition. This is a Universal General Education Transfer Component (UGETC) course.

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### **ENG 114 Professional Research & Reporting**

**Prerequisites:** ENG 111

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in English composition.

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### **ENG 131 Introduction to Literature**

**Prerequisites:** ENG 111

**Corequisites:** ENG 112, 113, or 114

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces the principal genres of literature. Emphasis is placed on literary terminology, devices, structure, and interpretation. Upon completion, students should be able to analyze and respond to literature. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

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**ENG 231 American Literature I****Prerequisites:** ENG 112, ENG 113, or ENG 114**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course covers selected works in early American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts. This is a Universal General Education Transfer Component (UGETC) course.

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**ENG 232 American Literature II****Prerequisites:** ENG 112, ENG 113, or ENG 114**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course covers selected works in early American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts. This is a Universal General Education Transfer Component (UGETC) course.

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**ENG 241 British Literature I****Prerequisites:** ENG 112, ENG 113, or ENG 114**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to 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.

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**ENG 242 British Literature II****Prerequisites:** ENG 112, ENG 113, or ENG 114**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course covers selected works in British literature from the Romantic Period 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 interpret, analyze, and respond to 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.

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**HEALTH (HEA)****HEA 110 Personal Health/Wellness****Prerequisites:** None**Corequisites:** None**Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**HEA 112 First Aid & CPR****Prerequisites:** None**Corequisites:** None**Class: 1 | Lab: 2 | Clinical: 0 | Credit: 2**

This course introduces the basics of emergency first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other first aid procedures. Upon completion, students should be able to demonstrate skills in providing emergency care for the sick and injured until medical help can be obtained. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**HISTORY (HIS)****HIS 111 World Civilizations I****Prerequisites:** None**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural development in pre-modern world civilizations. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

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**HIS 112 World Civilizations II****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

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**HIS 121 Western Civilization I****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences.

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**HIS 122 Western Civilization II****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences.

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**HIS 131 American History I****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and

cultural developments in early American history. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

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**HIS 132 American History II****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

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**HIS 221 African-American History****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course covers African-American history from the Colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African-Americans. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the history of African-Americans. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**HOTEL AND RESTAURANT MANAGEMENT (HRM)****HRM 245 Human Resource Mgmt-Hosp.****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces a systematic approach to human resource management in the hospitality industry. Topics include training/development, staffing, selection, hiring, recruitment, evaluation, benefit administration, employee relations, labor regulations/laws, discipline, motivation, productivity, shift management, contract employees and organizational culture. Upon completion, students should be able to

apply human resource management skills for the hospitality industry.

## HUMANITIES (HUM)

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### HUM 115 Critical Thinking

**Prerequisites:** Take one set:

**Set 1: DRE 098**

**Set 2: ENG 002**

**Set 3: BSP 4002**

**Set 4: ENG 111**

**Corequisites: None**

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

## HYDRAULICS (HYD)

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### HYD 110 Hydraulics/Pneumatics I

**Prerequisites: None**

**Corequisites: None**

**Class: 2 | Lab: 3 | Work: 0 | Credit: 3**

This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.

## INTERPRETER PREPARATION (IPP)

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### IPP 111 Introduction to Interpretation

**Prerequisites: None**

**Corequisites: None**

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course provides an orientation to the field of interpreting, interpretation models, cognitive processes associated with interpretation, professional ethical standards, employment opportunities, and working conditions. Topics include specialized jargon, code of ethics, interpreter assessments/qualifications, and protocol associated with various settings. Upon completion, students should be able to explain the rationale for placement of interpreters and apply ethical standards to a variety of working situations.

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## IPP 112 Comparative Cultures

**Prerequisites: None**

**Corequisites: None**

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces various cultural attributes and how they impact the consumers and the interpreting process. Topics include value systems of deaf and non-deaf individuals, enculturation stages, sociolinguistic continuum of language use within the deaf community, and cross-cultural management. Upon completion, students should be able to compare deaf and non-deaf cultures and discuss how attitudes impact communication interactions and interpreting.

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## IPP 130 Analytical Skills for Interpreting

**Prerequisites: ASL 111 and ASL 181 (local)**

**Corequisites: None**

**Class: 1 | Lab: 4 | Work: 0 | Credit: 3**

This course is designed to improve cognitive processes associated with interpreting, listening, short-term memory, semantic equivalence, visual/auditory processing, thought organization, and logic. Emphasis is placed on developing skills necessary to generate equivalent messages between ASL and English. Upon completion, students should be able to consecutively interpret non-technical, interactive messages between ASL and English.

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## IPP 152 ASL/English Translation

**Prerequisites: ASL 112**

**Corequisites: ASL 211 (local)**

**Class: 1 | Lab: 4 | Work: 0 | Credit: 3**

This course provides a study of the component parts of a cultural scheme and the manner in which ASL and English differ. Emphasis is placed on analyzing, discussing, and translating basic ASL and English texts. Upon completion, students should be able to discuss and apply techniques of cross-cultural communication and translation between deaf and non-deaf communities.

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## IPP 153 Introduction to Discourse Analysis

**Prerequisites: ASL 112 (state) ASL 211, IPP 130, IPP 152 (local)**

**Corequisites: None**

**Class: 1 | Lab: 4 | Work: 0 | Credit: 3**

This course introduces discourse types and functions and specialized vocabulary and examines the specific nature of ASL discourse. Emphasis is placed on applying and practicing a model of analysis utilizing specialized vocabulary. Upon completion, students should be able to utilize specialized vocabulary and demonstrate ASL discourse features.



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**IPP 161 Consecutive Interpreting****Prerequisites:** IPP 130 (local) and IPP 152**Corequisites:** None**Class: 2 | Lab: 6 | Work: 0 | Credit: 5**

This course introduces the process of ASL/English consecutive interpreting in a variety of interview, meeting, and small conference settings. Emphasis is placed on generating equivalent messages between ASL and English. Upon completion, students should be able to discuss and apply the principles of the protocol of consecutive interpreting.

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**IPP 221 Simultaneous Interpreting I****Prerequisites:** IPP 161**Corequisites:** None**Class: 2 | Lab: 6 | Work: 0 | Credit: 5**

This course introduces simultaneous ASL/English interpreting through a variety of expository texts originating in group, meeting, and conference settings. Emphasis is placed on analyzing expository texts, identifying registers, and applying principles of the protocol of interpreting. Upon completion, students should be able to apply the appropriate linguistic and/or cultural adjustments required to generate equivalent messages.

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**IPP 224 ASL to English Interpretation****Prerequisites:** IPP 161 (local) and IPP 152**Corequisites:** None**Class: 1 | Lab: 3 | Work: 0 | Credit: 2**

This course is designed to improve skills in ASL to English interpretation. Emphasis is placed on receptive skills, equivalent messages, grammatically correct English, and appropriate content, mood, and register. Upon completion, students should be able to generate appropriate English equivalents and apply appropriate linguistic and/or cultural adjustments.

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**IPP 245 Educational Interpreting Issues****Prerequisites:** IPP 111**Corequisites:** IPP 161 (local)**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course provides an overview of educational interpreting in the US and discusses recent trends in the education of deaf students. Topics include history of deaf education, and current employment practices and requirements for educational interpreters. Upon completion, students should be able to discuss current issues, become familiar with evaluation practices, and apply professional/ethical standards to the interpreting roles.

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**INDUSTRIAL SCIENCE (ISC)****ISC 112 Industrial Safety****Prerequisites:** None**Corequisites:** None**Class: 2 | Lab: 0 | Work: 0 | Credit: 2**

This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA regulations. Upon completion, students

should be able to demonstrate knowledge of a safe working environment and OSHA compliance.

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**ISC 132 Manufacturing Quality Control****Prerequisites:** None**Corequisites:** None**Class: 2 | Lab: 3 | Work: 0 | Credit: 3**

This course introduces quality concepts and techniques used in industry. Topics include elementary statistics and probability, process control, process capability, and quality improvement tools. Upon completion, students should be able to demonstrate an understanding of the concepts and principles of quality and apply them to the work environment.

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**ISC 220 Lean Manufacturing****Prerequisites:** None**Corequisites:** None**Class: 2 | Lab: 3 | Work: 0 | Credit: 3**

This course introduces students to the concept of lean manufacturing as a means of waste reduction. Topics include the examination of manufacturing operations and the incorporation of lean techniques to reduce waste, cost, time, and materials in manufacturing processes. Upon completion, students should be able to demonstrate an understanding of lean manufacturing systems and how they benefit the environment and business.

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**ISC 278 cGMP Quality Systems****Prerequisites:** None**Corequisites:** None**Class: 2 | Lab: 0 | Work: 0 | Credit: 2**

This course focuses on the development, implementation, and ongoing maintenance of a quality system in a cGMP environment. Topics include the cGMP standard, components of cGMP quality systems, quality function roles and training, development of documentation such as SOPs, and system review procedures. Upon completion, students should be able to identify the components of a quality system and develop a quality system manual utilizing the cGMP standard.

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**LEGAL EDUCATION (LEX)****LEX 110 Intro to Paralegal Study****Prerequisites:** None**Corequisites:** None**Class: 2 | Lab: 0 | Work: 0 | Credit: 2**

This course introduces the paralegal profession and the legal system, and an emphasis is placed on the role of professional and legal ethics. Topics include regulations, ethics, case analysis, legal reasoning, career opportunities, professional organizations, terminology, and other related topics. Upon completion, the student should be able to explain the role of a paralegal and identify the skills, knowledge, and ethics required of paralegals.

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**LEX 120 Legal Research/Writing I****Prerequisites: None****Corequisites: None****Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course introduces the techniques of legal research and writing. Emphasis is placed on locating, analyzing, applying, and updating sources of law; effective legal writing, including proper citation; and the use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course.

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**LEX 121 Legal Research/Writing II****Prerequisites: LEX 120****Corequisites: None****Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course covers advanced topics in legal research and writing. Topics include more complex legal issues and assignments involving preparation of legal memos, briefs, and other documents and the advanced use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course.

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**LEX 130 Civil Injuries****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course covers traditional tort concepts and the evolving body of individual rights created by statute. Topics include intentional and non-intentional torts with emphasis on negligence, strict liability, civil rights, workplace and environmental liability, remedies, and damages. Upon completion, students should be able to recognize, explain, and evaluate elements of civil injuries and related defenses.

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**LEX 140 Civil Litigation I****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces the structure of the legal system and the rules governing civil litigation. Topics include jurisdiction, state and federal rules of civil procedure and evidence. Upon completion, students should be able to assist an attorney in pre-litigation matters and the preparation of pleadings and motions.

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**LEX 150 Commercial Law I****Prerequisites: None****Corequisites: None****Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course covers legally enforceable agreements, forms of organization, and selected portions of the Uniform Commercial Code. Topics include drafting and enforcement of contracts, leases, and related documents and selection and implementation of business organization forms,

sales, and commercial papers. Upon completion, students should be able to apply the elements of a contract, prepare various business documents, and understand the role of commercial paper.

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**LEX 160 Criminal Law & Procedure****Prerequisites: None****Corequisites: None****Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course introduces substantive criminal law and procedural rights of the accused. Topics include elements of state/federal crimes, defenses, constitutional issues, pre-trial and trial process, and other related topics. Upon completion, students should be able to explain elements of specific crimes and assist an attorney in preparing a criminal case.

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**LEX 170 Administrative Law****Prerequisites: None****Corequisites: None****Class: 2 | Lab: 0 | Work: 0 | Credit: 2**

This course covers the scope, authority, and regulatory operations of various federal, state, and local administrative agencies. Topics include social security, worker's compensation, unemployment, zoning, and other related topics. Upon completion, students should be able to research sources of administrative law, investigate, and assist in representation of clients before administrative agencies.

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**LEX 210 Real Property I****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces the study of real property law. Topics include the distinction between real and personal property, various estates, mechanics of conveyance and encumbrance, recordation, special proceedings, and other related topics. Upon completion, students should be able to identify estates, forms of deeds, requirements for recording, and procedures to enforce rights to real property.

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**LEX 211 Real Property II****Prerequisites: LEX 210****Corequisites: None****Class: 1 | Lab: 4 | Work: 0 | Credit: 3**

This course continues the study of real property law relating to title examination and preparation of closing documents. Topics include use of courthouse and other public records in title examination and preparation of documents required in real estate transactions and closings. Upon completion, students should be able to plot/draft a description, perform complete title examination, draft closing documents including title insurance forms, and prepare disbursement reconciliation.

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**LEX 214 Investigation & Trial Prep****Prerequisites: None****Corequisites: None****Class: 1 | Lab: 4 | Work: 0 | Credit: 3**

This course covers the scope, authority, and regulatory operations of various federal, state, and local administrative agencies. Topics include social security, worker's compensation, unemployment, zoning, and other related topics. Upon completion, students should be able to research sources of administrative law, investigate, and assist in representation of clients before administrative agencies.

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**LEX 240 Family Law****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course covers laws governing domestic relations. Topics include marriage, separation, divorce, child custody, support, property division, adoption, domestic violence, and other related topics. Upon completion, students should be able to interview clients, gather information, and draft documents related to family law.

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**LEX 250 Wills, Estates, & Trusts****Prerequisites: None****Corequisites: None****Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course covers various types of wills, trusts, probate, estate administration, and intestacy. Topics include types of wills and execution requirements, caveats and dissents, intestate succession, inventories and accountings, distribution and settlement, and other related topics. Upon completion, students should be able to draft simple wills, prepare estate forms, understand administration of estates including taxation, and explain terms regarding trusts.

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**LEX 260 Bankruptcy and Collections****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course provides an overview of the laws of bankruptcy and the rights of creditors and debtors. Topics include bankruptcy procedures and estate management, attachment, claim and delivery, repossession, foreclosure, collection, garnishment, and post-judgment collection procedure. Upon completion, students should be able to prepare and file bankruptcy forms, collection letters, statutory liens, and collection of judgments.

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**LEX 270 Law Office Management/Technology****Prerequisites: None****Corequisites: None****Class: 1 | Lab: 2 | Work: 0 | Credit: 2**

This course provides an overview of law office management and organization. Topics include office forms, filing systems, billing/time keeping, computer systems, calendar systems, library

administration, case management, office/personnel procedures, ethics, and technology. Upon completion, students should be able to establish and maintain various law office systems, monitor case progress, and supervise non-lawyer personnel.

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**LEX 280 Ethics & Professionalism****Prerequisites: None****Corequisites: None****Class: 2 | Lab: 0 | Work: 0 | Credit: 2**

This course reinforces legal ethics and the role of the paralegal in a professional work environment. Topics include a review of ethics, employment opportunities, and search techniques; paralegal certification and other related topics. Upon completion, students should be able to understand the paralegal's role in the ethical practice of law.

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**MACHINING (MAC)****MAC 118 Machine Shop Basic****Prerequisites: None****Corequisites: None****Class: 1 | Lab: 3 | Work: 0 | Credit: 2**

This course will introduce the fundamentals of measuring tools, tolerances and the basic set-up and operations of drill presses, lathes, and milling machines. Emphasis is placed on manufacturing standards and procedures used in welding, automotive, and engineering environments. Upon completion, students should be able to use measuring tools, perform basic machine operations, and apply manufacturing standards.

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**MAC 121 Intro to CNC****Prerequisites: None****Corequisites: None****Class: 2 | Lab: 0 | Work: 0 | Credit: 2**

This course introduces the concepts and capabilities of computer numerical control machine tools. Topics include setup, operation, and basic applications. Upon completion, students should be able to explain operator safety, machine protection, data input, program preparation, and program storage.

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**MAC 131 Blueprint Reading/Mach I****Prerequisites: None****Corequisites: None****Class: 1 | Lab: 2 | Work: 0 | Credit: 2**

This course covers the basic principles of blueprint reading and sketching. Topics include multi-view drawings; interpretation of conventional lines; and dimensions, notes, and thread notations. Upon completion, students should be able to interpret basic drawings, visualize parts, and make pictorial sketches.

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**MAC 141 Machining Applications I****Prerequisites: None****Corequisites: MAC 141A (local)****Class: 2 | Lab: 6 | Work: 0 | Credit: 4**

This course provides an introduction to a variety of material-working processes that are common to the machining industry. Topics include safety, process-specific machining equipment, measurement devices, set-up and layout instruments, and common shop practices. Upon completion, students should be able to safely demonstrate basic machining operations, accurately measure components, and effectively use layout instruments.

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**MAC 141A Machining Appl. I Lab****Prerequisites: None****Corequisites: MAC 141 (local)****Class: 0 | Lab: 6 | Work: 0 | Credit: 2**

This course provides an introduction to a variety of material-working processes, in a laboratory setting, that are common to the machining industry. Topics include safety, process-specific machining equipment, measurement devices, set-up and layout instruments, and common shop practices. Upon completion, students should be able to safely demonstrate basic machining operations, accurately measure components, and effectively use layout instruments.

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**MATHEMATICS (MAT)**

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**MAT 003 Transition Math****Prerequisites: None****Corequisites: None****Class: 0 | Lab: 6 | Work: 0 | Credit: 3**

This course provides an opportunity to customize foundational math content in specific math areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in their gateway level math courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

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**MAT 010 Math Measurement & Literacy Support****Prerequisites: None****Corequisites: None****Class: 0 | Lab: 2 | Work: 0 | Credit: 1**

This course provides an opportunity to customize foundational math content specific to Math Measurement & Literacy. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Math Measurement & Literacy by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

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**MAT 021 Algebra/Trigonometry I Support****Prerequisites: None****Corequisites: None****Class: 1 | Lab: 2 | Work: 0 | Credit: 2**

This course provides an opportunity to customize foundational math content specific to Algebra and Trigonometry I. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Algebra/Trigonometry I by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

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**MAT 043 Quantitative Literacy Support****Prerequisites: None****Corequisites: None****Class: 1 | Lab: 2 | Work: 0 | Credit: 2**

This course provides an opportunity to customize foundational math content specific to Quantitative Literacy. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Quantitative Literacy by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

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**MAT 052 Statistical Methods I Support****Prerequisites: None****Corequisites: None****Class: 1 | Lab: 2 | Work: 0 | Credit: 2**

This course provides an opportunity to customize foundational math content specific to Statistical Methods I. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Statistical Methods I by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

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**MAT 071 Precalculus Algebra Support****Prerequisites: None****Corequisites: None****Class: 0 | Lab: 4 | Work: 0 | Credit: 2**

This course provides an opportunity to customize foundational math content specific to Precalculus Algebra. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Precalculus Algebra by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

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**MAT 110 Math Measurement & Literacy**

**Prerequisites:** Satisfactory Placement Score or Take One Set:

- Set 1: DMA 010, DMA 020, and DMA 030
- Set 2: DMA 025
- Set 3: MAT 003
- Set 4: BSP 4003

**Corequisites:** MAT 010

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results.

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**MAT 121 Algebra/Trigonometry I**

**Prerequisites:** Satisfactory Placement Score or Take One Set:

- Set 1: DMA 010, DMA 020, DMA 030, DMA 040, DMA 050
- Set 2: DMA 025, DMA 040, DMA 050
- Set 3: DMA 025, DMA 045
- Set 4: DMA 010, DMA 020, DMA 030, DMA 045
- Set 5: MAT 003
- Set 6: BSP 4003

**Corequisites:** MAT 021

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include the properties of plane and solid geometry, area and volume, and basic proportion applications; simplification, evaluation, and solving of algebraic equations and inequalities and radical functions; complex numbers; right triangle trigonometry; and systems of equations. Upon completion, students will be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results.

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**MAT 143 Quantitative Literacy**

**Prerequisites:** Satisfactory Placement Score or Take One Set:

- Set 1: DMA 010, DMA 020, DMA 030, and DRE 098
- Set 2: DMA 010, DMA 020, DMA 030, and ENG 002
- Set 3: DMA 010, DMA 020, DMA 030, and BSP 4002
- Set 4: DMA 025 and DRE 098
- Set 5: DMA 025 and ENG-002
- Set 6: DMA 025 and BSP 4002

- Set 7: MAT 003 and DRE-098
- Set 8: MAT 003 and ENG 002
- Set 9: MAT 003 and BSP 4002
- Set 10: BSP 4003 and DRE 098
- Set 11: BSP 4003 and ENG 002
- Set 12: BSP 4003 and BSP 4002

**Corequisites:** MAT 043

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative). This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative).

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**MAT 152 Statistical Methods I**

**Prerequisites:** Satisfactory Placement Score or Take One Set:

- Set 1: DMA 010, DMA 020, DMA 030, and DRE 098
- Set 2: DMA 010, DMA 020, DMA 030, and ENG 002
- Set 3: DMA 010, DMA 020, DMA 030, and BSP 4002
- Set 4: DMA 025 and DRE 098
- Set 5: DMA 025 and ENG-002
- Set 6: DMA 025 and BSP 4002
- Set 7: MAT 003 and DRE-098
- Set 8: MAT 003 and ENG 002
- Set 9: MAT 003 and BSP 4002
- Set 10: BSP 4003 and DRE 098
- Set 11: BSP 4003 and ENG 002
- Set 12: BSP 4003 and BSP 4002

**Corequisites:** MAT 052

**Class: 3 | Lab: 2 | Work: 0 | Credit: 4**

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and

interpret and communicate results. This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative).

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**MAT 171 Precalculus Algebra**

**Prerequisites:** Satisfactory Placement Score or Take One Set:

- Set 1: DMA 010, DMA 020, DMA 030, DMA 050
- Set 2: DMA 010, DMA 020, DMA 030, DMA 045
- Set 3: DMA 025 and DMA 045
- Set 4: DMA 025, DMA 040, DMA 050
- Set 5: MAT 121
- Set 6: MAT 003
- Set 7: BSP 4003

**Corequisites:** MAT 071

**Class: 3 | Lab: 2 | Work: 0 | Credit: 4**

This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology. This course has been approved for transfer under the CAA as a general education course in Mathematics. This course has been approved for transfer under the ICAA as a general education course in Mathematics.

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**MAT 172 Precalculus Trigonometry**

**Prerequisites:** MAT 171

**Corequisites:** None

**Class: 3 | Lab: 2 | Work: 0 | Credit: 4**

This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.

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**MAT 263 Brief Calculus**

**Prerequisites:** MAT 171

**Corequisites:** None

**Class: 3 | Lab: 2 | Work: 0 | Credit: 4**

This course is designed to introduce concepts of differentiation and integration and their applications to solving problems. Topics include

graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.

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**MAT 271 Calculus I**

**Prerequisites:** MAT 172

**Corequisites:** None

**Class: 3 | Lab: 2 | Work: 0 | Credit: 4**

This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.

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**MAT 272 Calculus II**

**Prerequisites:** MAT 271

**Corequisites:** None

**Class: 3 | Lab: 2 | Work: 0 | Credit: 4**

This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.

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**MAT 273 Calculus III**

**Prerequisites:** MAT 272

**Corequisites:** None

**Class: 3 | Lab: 2 | Work: 0 | Credit: 4**

This course is designed to develop the topics of multivariate calculus. Emphasis is placed on multivariate functions, partial derivatives, multiple integration, solid analytical geometry,

vector valued functions, and line and surface integrals. Upon completion, students should be able to select and use appropriate models and techniques for finding the solution to multivariate-related problems with and without technology. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Mathematics.

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## MECHANICAL (MEC)

### MEC 111 Machine Processes I

**Prerequisites:** None

**Corequisites:** None

**Class: 1 | Lab: 4 | Work: 0 | Credit: 3**

This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to manufacture simple parts to specified tolerance.

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### MEC 130 Mechanisms

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course introduces the purpose and action of various mechanical devices. Topics include cams, cables, gear trains, differentials, screws, belts, pulleys, shafts, levers, lubricants, and other devices. Upon completion, students should be able to analyze, maintain, and troubleshoot the components of mechanical systems.

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### MEC 145 Mfg Materials I

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 3 | Work: 0 | Credit: 3**

This course introduces a variety of manufacturing materials and common processing techniques. Emphasis is placed on the processing, testing, and application of materials such as wood, metals, plastics, ceramics, and composites. Upon completion, students should be able to demonstrate an understanding of fundamental engineering applications for a variety of materials, including their process capabilities and limitations.

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## MARKETING AND RETAILING (MKT)

### MKT 120 Principles of Marketing

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

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### MKT 121 Retailing

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course examines the role of retailing in the economy. Topics include the development of present retail structure, functions performed, effective operations, and managerial problems resulting from current economic and social trends. Upon completion, students should be able to demonstrate an understanding of the basic principles of retailing.

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### MKT 123 Fundamentals of Selling

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course is designed to emphasize the necessity of selling skills in a modern business environment. Emphasis is placed on sales techniques involved in various types of selling situations. Upon completion, students should be able to demonstrate an understanding of the techniques covered.

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### MKT 232 Social Media Marketing

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 2 | Work: 0 | Credit: 4**

This course is designed to build students' social media marketing skills by utilizing projects that give students hands on experience implementing social media marketing strategies. Topics include integrating different social media technologies into a marketing plan, creating social media marketing campaigns, and applying appropriate social media tools. Upon completion, students should be able to use social media technologies to create and improve marketing efforts for businesses.

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## MUSIC (MUS)

### MUS 110 Music Appreciation

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts. This is a Universal General Education Transfer Component (UGETC) course.

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**MUS 111 Fundamentals of Music****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course is an introductory course for students with little or no music background. Emphasis is placed on music notation, rhythmic patterns, scales, key signatures, intervals, and chords. Upon completion, students should be able to demonstrate an understanding of the rudiments of music. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**MUS 112 Introduction to Jazz****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts. This is a Universal General Education Transfer Component (UGETC) course.

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**MUS 121 Music Theory I****Prerequisites: None****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course provides an introduction to the musical elements of melody, rhythm, and harmony. Emphasis is placed upon the interaction of these elements through fundamental analysis and an introduction to part writing. Upon completion, students should be able to demonstrate understanding of melodic voice leading, rhythmic functions within simple and compound meters, and simple harmonic progressions. 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.

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**MUS 122 Music Theory II****Prerequisites: MUS 121****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course provides a comprehensive study of diatonic harmony. Emphasis is placed on voice leading tasks, part writing, and analysis using various labeling systems. Upon completion, students should be able to demonstrate

harmonic principles through four-voice part writing, recognize and label non-harmonic tones, analyze chords using Roman numerals, figured bass, and lead sheet symbols, and classify small-scale phrase structure and cadence types. 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.

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**MUS 125 Aural Skills I****Prerequisites: None****Corequisites: None****Class: 0 | Lab: 2 | Work: 0 | Credit: 1**

This course provides an introduction to the fundamentals in aural skills. Emphasis is placed on the study of basic melodies, harmonies, and rhythms through sight singing and ear training. Upon completion, students should be able to identify diatonic intervals, scales, and chords and perform and dictate simple melodies and rhythmic patterns. 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.

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**MUS 126 Aural Skills II****Prerequisites: MUS 125****Corequisites: None****Class: 0 | Lab: 2 | Work: 0 | Credit: 1**

This course provides a foundation in aural skills. Emphasis is placed on the development of sight singing and ear training skills in diatonic melody, diatonic harmonic progression, and rhythmic patterns. Upon completion, students should be able to fluently read music in treble and bass clefs; utilize any solmization system while sight singing simple diatonic melodies; identify elementary diatonic chord progressions; perform rhythms in simple and compound meters; and dictate diatonic melodic, diatonic harmonic, and advanced rhythmic patterns. 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.

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**MUS 131 Chorus I****Prerequisites: None****Corequisites: None****Class: 0 | Lab: 2 | Work: 0 | Credit: 1**

This course provides an opportunity to gain experience singing in a chorus. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive



Articulation Agreement as a pre-major and/or elective course requirement.

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**MUS 132 Chorus II**

**Prerequisites:** MUS 131

**Corequisites:** None

**Class: 0 | Lab: 2 | Work: 0 | Credit: 1**

This course provides a continuation of studies begun in MUS 131. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**MUS 141 Ensemble I**

**Prerequisites:** None

**Corequisites:** None

**Class: 0 | Lab: 2 | Work: 0 | Credit: 1**

This course provides an opportunity to perform in any combination of instrumental, vocal, or keyboard groups of two or more. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing 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.

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**MUS 151 Class Music I**

**Prerequisites:** None

**Corequisites:** None

**Class: 0 | Lab: 2 | Work: 0 | Credit: 1**

This course provides group instruction in skills and techniques of the particular instrument or voice for those with little or no previous experience. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**MUS 152 Class Music II**

**Prerequisites:** MUS 151

**Corequisites:** None

**Class: 0 | Lab: 2 | Work: 0 | Credit: 1**

This course is a continuation of MUS 151. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. This

course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**MUS 161 Applied Music I**

**Prerequisites:** None

**Corequisites:** None

**Class: 1 | Lab: 2 | Work: 0 | Credit: 2**

This course provides individual instruction in the skills and techniques of the particular instrument or voice. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**MUS 162 Applied Music II**

**Prerequisites:** MUS 161

**Corequisites:** None

**Class: 1 | Lab: 2 | Work: 0 | Credit: 2**

This course is a continuation of MUS 161. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**MUS 271 Music History I**

**Prerequisites:** MUS 122

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course is the first of a two-semester, in-depth study of music history. Emphasis is placed on the history and literature of music from Antiquity through the Baroque Period. Upon completion, students should be able to trace important musical developments and demonstrate an understanding of the composers' styles. 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.

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**MUS 272 Music History II**

**Prerequisites:** MUS 271

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course is the second of a two-semester, in-depth study of music history. Emphasis is placed on the history and literature of music from the Classical Period to the present. Upon completion, students should be able to trace important musical developments and demonstrate an

understanding of the composers' styles. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a premajor and/or elective course requirement.

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## NETWORK OPERATING SYSTEMS (NOS)

### **NOS 120 Linux/UNIX Single User**

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles.

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### **NOS 130 Windows Single User**

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment.

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### **NOS 230 Windows Administration I**

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course covers the installation and configuration of a Windows Server operating system. Emphasis is placed on the basic configuration of core network services, Active Directory and group policies. Upon completion, students should be able to install and configure a Windows Server operating system.

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## NETWORKING TECHNOLOGY (NET)

### **NET 110 Networking Concepts**

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course introduces students to the networking field. Topics include network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols.

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### **NET 125 Introduction to Networks**

**Prerequisites:** None

**Corequisites:** None

**Class: 1 | Lab: 4 | Work: 0 | Credit: 3**

This course introduces the architecture, structure, functions, components, and models of the Internet and computer networks. Topics include introduction to the principles of IP addressing and fundamentals of Ethernet concepts, media, and operations. Upon completion, students should be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.

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### **NET 126 Switching and Routing**

**Prerequisites:** None

**Corequisites:** None

**Class: 1 | Lab: 4 | Work: 0 | Credit: 3**

This course covers the architecture, components, and operations of routers and switches in small networks and introduces wireless local area networks (WLAN) and security concepts. Emphasis is placed on configuring and troubleshooting routers and switches for advanced functionality using security best practices and resolving common network issues utilizing both IPv4 and IPv6 protocols. Upon completion, students should be able to configure VLANs and Inter-VLAN routing applying security best practices, troubleshoot inter-VLAN routing on Layer 3 devices, configure redundancy on a switched network using STP and EtherChannel, configure WLANs using a WLC and L2 security best practices and configure IPv4 and IPv6 static routing on routers.

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### **NET 225 Enterprise Networking**

**Prerequisites:** None

**Corequisites:** None

**Class: 1 | Lab: 4 | Work: 0 | Credit: 3**

This course is designed to cover the architecture, components, operations, and security to scale for large, complex networks, including wide area network (WAN) technologies. Emphasis is placed on configuring, troubleshooting, and securing enterprise network devices and understanding how application programming interfaces (API) and configuration management tools enable network automation. Upon completion, students should be able to configure link state routing protocols, implement ACLs to filter traffic and secure administrative access, configure NAT services on the router to provide address scalability, explain techniques to provide address scalability and secure remote access for WAN, and explain how automation affects evolving networks.

## **NURSING (NUR)**

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### **NUR 101 Practical Nursing I**

**Prerequisites:** Admission to the Practical Nursing Program (local)

**Corequisites:** None

**Class: 7 | Lab: 6 | Clinical: 6 | Credit: 11**

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including assessment, clinical decision making, professional behaviors, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching/learning, safety, ethical principles, legal issues, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

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### **NUR 102 Practical Nursing II**

**Prerequisites:** NUR 101

**Corequisites:** NUR 117 (local)

**Class: 7 | Lab: 0 | Clinical: 9 | Credit: 10**

This course is designed to further develop the concepts within the three domains of the individual, nursing, and healthcare. Emphasis is placed on the concepts within each domain including clinical decision making, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching and learning, accountability, safety, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

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### **NUR 103 Practical Nursing III**

**Prerequisites:** NUR 102 (local) and NUR 101

**Corequisites:** None

**Class: 6 | Lab: 0 | Clinical: 9 | Credit: 9**

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on biophysical and psychosocial concepts, professional behaviors, healthcare systems, health policy, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide safe, quality, and individualized entry level nursing care.

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### **NUR 111 Intro to Health Concepts**

**Prerequisites:** Admission to the ADN Degree Program (local)

**Corequisites:** None

**Class: 4 | Lab: 6 | Clinical: 6 | Credit: 8**

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and

quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

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### **NUR 112 Health-Illness Concepts**

**Prerequisites:** BIO 168 (local) and NUR 111

**Corequisites:** NUR 117 (local)

**Class: 3 | Lab: 0 | Clinical: 6 | Credit: 5**

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, health-wellness-illness, communication, caring interventions, managing care, safety, n, infection, stress/coping quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

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### **NUR 113 Family Health Concepts**

**Prerequisites:** NUR 112, NUR 114, BIO 169, and NUR 117 (local) and NUR 111

**Corequisites:** None

**Class: 3 | Lab: 0 | Clinical: 6 | Credit: 5**

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

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### **NUR 114 Holistic Health Concepts**

**Prerequisites:** NUR 112, BIO 168 (local) and NUR 111

**Corequisites:** NUR 117 (local)

**Class: 3 | Lab: 0 | Clinical: 6 | Credit: 5**

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

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### **NUR 117 Pharmacology**

**Prerequisites:** NUR 101 or NUR 111 (local)

**Corequisites:** None

**Class: 1 | Lab: 3 | Clinical: 0 | Credit: 2**

This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, pharmacokinetics, routes of medication administration, contraindications and side effects. Upon completion, students should be

able to compute dosages and administer medication safely.

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**NUR 211 Health Care Concepts**

**Prerequisites:** NUR 113 or NUR 214 (local) and NUR 111

**Corequisites:** None

**Class: 3 | Lab: 0 | Clinical: 6 | Credit: 5**

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

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**NUR 212 Health System Concepts**

**Prerequisites:** NUR 111

**Corequisites:** None

**Class: 3 | Lab: 0 | Clinical: 6 | Credit: 5**

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

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**NUR 213 Complex Health Concepts**

**Prerequisites:** NUR 212 (local) and NUR 111

**Corequisites:** NUR 112, NUR 113, NUR 114, NUR 211, and NUR 212

**Class: 4 | Lab: 3 | Clinical: 15 | Credit: 10**

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.

---

**NUR 214 Nursing Transition Concepts**

**Prerequisites:** LPN license and admission in the associate degree transition program (local)

**Corequisites:** None

**Class: 3 | Lab: 0 | Clinical: 3 | Credit: 4**

This course is designed to introduce concepts within the three domains of the individual, healthcare, and nursing as the LPN transitions to the ADN role. Emphasis is placed on the concepts within each domain including evidenced-based practice, quality improvement, communication,

safety, interdisciplinary team, clinical decision-making, informatics, assessment, caring, and health-wellness-illness. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

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**OFFICE SYSTEMS TECHNOLOGY (OST)**

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**OST 122 Office Computations**

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course covers the keypad touch method using the electronic calculator (10-key) and mathematical functions used in office applications. Topics may include budgets, discounts, purchasing, inventory, and petty cash. Upon completion, students should be able to solve a wide variety of numerical problems commonly encountered in an office setting.

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**OST 131 Keyboarding**

**Prerequisites:** None

**Corequisites:** None

**Class: 1 | Lab: 2 | Work: 0 | Credit: 2**

This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system.

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**OST 134 Text Entry and Formatting**

**Prerequisites:** OST 131 (local)

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course is designed to provide skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce documents and key timed writings at speeds commensurate with employability.

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**OST 136 Word Processing**

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.

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**OST 137 Office Applications I**

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course introduces the concepts and functions of software that meets the changing needs of the community. Emphasis is placed on the terminology and use of software through a hands on approach. Upon completion, students

should be able to use software in a business environment.

---

**OST 138 Office Applications II**

**Prerequisites:** CIS 110, CIS 111, or OST 137

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course is designed to improve the proficiency in the utilization of software applications used in business offices through a hands-on approach. Emphasis is placed on in-depth usage of software to create a variety of documents applicable to current business environments. Upon completion, students should be able to master the skills required to design documents that can be customized using the latest software applications.

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**OST 141 Med Office Terms I**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course uses a language-structure approach to present the terminology and vocabulary that will be encountered in medical office settings. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in approximately one-half of the systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

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**OST 142 Med Office Terms II**

**Prerequisites:** MED 121 or OST 141

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course is a continuation of OST 141 and continues the study, using a language-structure approach, of medical office terminology and vocabulary. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in the remaining systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

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**OST 148 Medical Ins & Billing**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces fundamentals of medical insurance and billing. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim.

---

**OST 149 Medical Legal Issues**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces the complex legal, moral, and ethical issues involved in providing health-

care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior.

---

**OST 161 Medical Office Procedures**

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course provides instruction on the skills and procedures needed in today's medical office. Topics include medical data entry, medical communications, phone etiquette, use and maintenance of office equipment, inventory control, patient scheduling, and managing the financial aspects of a practice. Upon completion, students should be able to display skills and decision-making abilities essential in the medical office.

---

**OST 164 Office Editing**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.

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**OST 184 Records Management**

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.

---

**OST 233 Office Publications Design**

**Prerequisites:** OST 136

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course provides entry-level skills in using software with desktop publishing capabilities. Topics include principles of page layout, desktop publishing terminology and applications, and legal and ethical considerations of software use. Upon completion, students should be able to design and produce professional business documents and publications.

---

**OST 236 Advanced Word Processing**

**Prerequisites:** OST 136

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course develops proficiency in the utilization of advanced word/information processing

functions. Emphasis is placed on advanced word processing features. Upon completion, students should be able to produce a variety of complex business documents.

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**OST 247 Procedure Coding**

**Prerequisites:** *MED 121* or *OST 141*

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility.

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**OST 248 Diagnostic Coding**

**Prerequisites:** *MED 121* or *OST 141*

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course provides an in-depth study of diagnostic coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility.

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**OST 249 Medical Coding Certification Prep**

**Prerequisites:** *OST 247* and *OST 248*

**Corequisites:** None

**Class: 2 | Lab: 3 | Work: 0 | Credit: 3**

This course provides instruction that will prepare students to sit for a national coding certification exam. Topics include diagnostic and procedural coding. Upon completion, students should be able to sit for various medical coding certification exams.

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**OST 263 Healthcare Customer Relations**

**Prerequisites:** *OST 148* or *HMT 210*

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course provides the soft skills necessary for effective communication and maintaining customer satisfaction in healthcare. Emphasis is placed on the importance of positive attitudes, techniques for handling difficult/angry customers, rephrasing blunt communication for better results, and the communication skills required to discuss topics such as insurance and billing issues with the patient and other medical personnel. Upon completion, students should be able to communicate information in a professional manner.

---

**OST 264 Medical Auditing**

**Prerequisites:** *OST 247* and *OST 248*

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course provides instruction on how to apply regulations and policies to perform medical record audits for provider services. Emphasis is placed on understanding the scope of an audit, statistical sampling methodologies, performing a medical record audit, and compiling data for reports to improve the revenue cycle for

healthcare services. Upon completion, students should be able to perform a medical audit.

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**OST 280 Electronic Health Records**

**Prerequisites:** *CIS 110* or *CIS 111* or *CIS 137*

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course focuses on the use of electronic health records in medical documentation and patient management. Emphasis is placed on creating and maintaining patient medical information, scheduling patient appointments, documenting patient encounters, and billing/insurance claim processing. Upon completion, students should be able to perform the required software tasks following a patient visit from start to finish.

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**OST 284 Emerging Technologies**

**Prerequisites:** None

**Corequisites:** None

**Class: 1 | Lab: 2 | Work: 0 | Credit: 2**

This course provides opportunities to explore emerging technologies. Emphasis is placed on identifying, researching, and presenting current technological topics for class consideration and discussion. Upon completion, students should be able to understand the importance of keeping abreast of technological changes that affect the office professional.

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**OST 286 Professional Development**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society.

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**OST 288 Medical Office Admin Capstone**

**Prerequisites:** *OST 148* or *HMT 210*

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course is designed to be a capstone course for the medical office professional and provides a working knowledge of medical office procedures. Emphasis is placed on written and oral communication skills, practice management, electronic health records, medical office procedures, ethics, and professional development. Upon completion, students should be able to demonstrate the skills necessary to manage a medical office.

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**OST 289 Office Administrative Capstone****Prerequisites: Take One Set:**

- Set 1: OST 134 and OST 164 OR
- Set 2: OST 136 and OST 164

**Corequisites: None****Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course is designed to be a capstone course for the office professional and provides a working knowledge of administrative office procedures. Emphasis is placed on written and oral communication skills, office software applications, office procedures, ethics, and professional development. Upon completion, students should be able to adapt in an office environment.

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**PHYSICAL EDUCATION (PED)****PED 110 Fit and Well for Life****Prerequisites: None****Corequisites: None****Class: 1 | Lab: 2 | Work: 0 | Credit: 2**

This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness pro-gram based on individual needs, abilities, and interests. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**PED 120 Walking For Fitness****Prerequisites: None****Corequisites: None****Class: 0 | Lab: 3 | Work: 0 | Credit: 1**

This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**PED 121 Walk, Jog, Run****Prerequisites: None****Corequisites: None****Class: 0 | Lab: 3 | Work: 0 | Credit: 1**

This course covers the basic concepts involved in safely and effectively improving cardiovascular fitness. Emphasis is placed on walking, jogging, or running as a means of achieving fitness. Upon completion, students should be able to understand and appreciate the benefits derived from these activities. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent

Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**PED 122 Yoga I****Prerequisites: None****Corequisites: None****Class: 0 | Lab: 2 | Work: 0 | Credit: 1**

This course introduces the basic discipline of yoga. Topics include proper breathing, relaxation techniques, and correct body positions. Upon completion, students should be able to demonstrate the procedures of yoga. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**PED 123 Yoga II****Prerequisites: PED 122****Corequisites: None****Class: 0 | Lab: 2 | Work: 0 | Credit: 1**

This course introduces more detailed aspects of the discipline of yoga. Topics include breathing and physical postures, relaxation, and mental concentration. Upon completion, students should be able to demonstrate advanced procedures of yoga. This course has been approved for transfer under the CAA as a pre-major and/or elective course requirement.

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**PHILOSOPHY (PHI)****PHI 210 History of Philosophy****Prerequisites: ENG 111****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces fundamental philosophical issues through a historical perspective. Emphasis is placed on such figures as Plato, Aristotle, Lao-Tzu, Confucius, Augustine, Aquinas, Descartes, Locke, Kant, Wollstonecraft, Nietzsche, and Sartre. Upon completion, students should be able to identify and distinguish among the key positions of the philosophers studied. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

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**PHI 215 Philosophical Issues****Prerequisites: ENG 111****Corequisites: None****Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critically evaluate the philosophical components of an issue. This is a Universal General Education Transfer Component (UGETC) course.

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**PHI 240 Introduction to Ethics****Prerequisites:** ENG 111**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

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**PHYSICS (PHY)****PHY 110 Conceptual Physics****Prerequisites:** None**Corequisites:** PHY 110A (local)**Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences. This is a Universal General Education Transfer Component (UGETC) course.

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**PHY 110A Conceptual Physics Lab****Prerequisites:** None**Corequisites:** PHY 110**Class: 0 | Lab: 2 | Clinical: 0 | Credit: 1**

This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Natural Sciences. This is a Universal General Education Transfer Component (UGETC) course.

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**PHY 131 Physics - Mechanics****Prerequisites:** MAT 121 or MAT 171**Corequisites:** None**Class: 3 | Lab: 2 | Clinical: 0 | Credit: 4**

This algebra/trigonometry-based course introduces fundamental physical concepts as

applied to engineering technology fields. Topics include systems of units, problem-solving methods, graphical analysis, vectors, motion, forces, Newton's laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to apply the principles studied to applications in engineering technology fields.

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**PLUMBING (PLU)****PLU 111 Intro to Basic Plumbing****Prerequisites:** None**Corequisites:** None**Class: 1 | Lab: 3 | Work: 0 | Credit: 2**

This course introduces basic plumbing tools, materials, and fixtures. Topics include standard tools, materials, and fixtures used in basic plumbing systems and other related topics. Upon completion, students should be able to demonstrate an understanding of a basic plumbing system.

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**POLITICAL SCIENCE (POL)****POL 120 American Government****Prerequisites:** None**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course is a study of the origins, development, structure, and functions of American government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy process. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

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**PSYCHOLOGY (PSY)****PSY 150 General Psychology****Prerequisites:** None**Corequisites:** None**Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a



Universal General Education Transfer Component (UGETC) course.

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**PSY 237 Social Psychology**

**Prerequisites:** PSY 150 or SOC 210

**Corequisites:** None

**Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course introduces the study of individual behavior within social contexts. Topics include affiliation, attitude formation and change, conformity, altruism, aggression, attribution, interpersonal attraction, and group behavior. Upon completion, students should be able to demonstrate an understanding of the basic principles of social influences on behavior. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences.

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**PSY 241 Developmental Psychology**

**Prerequisites:** PSY 150

**Corequisites:** None

**Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences.

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**PSY 281 Abnormal Psychology**

**Prerequisites:** PSY 150

**Corequisites:** None

**Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns, as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences.

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**RELIGION (REL)****REL 110 World Religions**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces the world's major religious traditions. Topics includes Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

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**INFORMATION SYSTEMS SECURITY (SEC)****SEC 110 Security Concepts**

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.

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**SEC 151 Intro to Protocol Analysis**

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 3 | Work: 0 | Credit: 3**

This course introduces protocol analysis. Topics include protocol analysis tools, TCP/IP concepts, Internet protocols, network traffic analysis, monitoring network traffic, network security protocol analysis, and understanding data flow through protocol analysis. Upon completion, students should be able to perform simple protocol analysis to determine baseline network performance and identify anomalies.

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**SEC 160 Security Administration I**

**Prerequisites:** Take One Set:

- Set 1: SEC 110 and NET 110
- Set 2: SEC 110 and NET 125

**Corequisites:** None

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course provides an overview of security administration and fundamentals of designing security architectures. Topics include networking technologies, TCP/IP concepts, protocols, network traffic analysis, monitoring, and security best practices. Upon completion, students should be able to identify normal network traffic using network analysis tools and design basic security defenses.

## SOCIOLOGY (SOC)

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### **SOC 210 Introduction to Sociology**

**Prerequisites: None**

**Corequisites: None**

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral sciences. This is a Universal General Education Transfer Component (UGETC) course.

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### **SOC 213 Sociology of the Family**

**Prerequisites: None**

**Corequisites: None**

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Social/Behavioral Sciences.

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### **SOC 225 Social Diversity**

**Prerequisites: None**

**Corequisites: None**

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course provides a comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance. 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.

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## SPANISH (SPA)

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### **SPA 111 Elementary Spanish I**

**Prerequisites: None**

**Corequisites: None**

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

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### **SPA 112 Elementary Spanish II**

**Prerequisites: SPA 111**

**Corequisites: None**

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

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### **SPA 120 Spanish for the Workplace**

**Prerequisites: None**

**Corequisites: None**

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course offers applied Spanish for the workplace to facilitate basic communication with people whose native language is Spanish. Emphasis is placed on oral communication and career-specific vocabulary that targets health, business, and/or public service professions. Upon completion, students should be able to communicate at a functional level with native speakers and demonstrate cultural sensitivity.

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### **SPA 141 Culture and Civilization**

**Prerequisites: None**

**Corequisites: None**

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course provides an opportunity to explore issues related to the Hispanic world. Topics include historical and current events, geography, and customs. Upon completion, students should be able to identify and discuss selected topics and cultural differences related to the Hispanic world. This course has been approved for transfer under the Comprehensive Articulation Agreement and

the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**SPA 161 Cultural Immersion**

**Prerequisites:** SPA 111

**Corequisites:** None

**Class: 2 | Lab: 3 | Work: 0 | Credit: 3**

This course explores Hispanic culture through intensive study on campus and field experience in a host country or comparable area within the United States. 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.

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**SPA 181 Spanish Lab I**

**Prerequisites:** None

**Corequisites:** None

**Class: 0 | Lab: 2 | Work: 0 | Credit: 1**

This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**SPA 182 Spanish Lab II**

**Prerequisites:** SPA 111

**Corequisites:** None

**Class: 0 | Lab: 2 | Work: 0 | Credit: 1**

This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**SPA 211 Intermediate Spanish I**

**Prerequisites:** SPA 112

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

---

**SPA 212 Intermediate Spanish II**

**Prerequisites:** SPA 211

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a general education course in Humanities/Fine arts.

---

**SPA 215 Spanish Phonetics/Structure**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course is designed to improve the understanding of Spanish phonetics and the structure of the Spanish language. Topics include the structure of the Spanish language, phonology, morphology, and syntax. Upon completion, students should have an understanding of the phonetics and structure of the Spanish language and be able to contrast the structure of the Spanish and English languages.

---

**SPA 221 Spanish Conversation**

**Prerequisites:** SPA 212

**Corequisites:** None

**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course provides an opportunity for intensive communication in spoken Spanish. Emphasis is placed on vocabulary acquisition and interactive communication through the discussion of media materials and authentic texts. Upon completion, students should be able to discuss selected topics, express ideas and opinions clearly, and engage in formal and informal conversations. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**SPA 231 Reading and Composition****Prerequisites:** SPA 212**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course provides an opportunity for intensive reading and composition in Spanish. Emphasis is placed on the use of literary and cultural materials to enhance and expand reading and writing skills. Upon completion, students should be able to demonstrate in writing an in-depth understanding of assigned readings. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

---

**SPA 281 Spanish Lab 3****Prerequisites:** None**Corequisites:** SPA 211**Class: 0 | Lab: 2 | Work: 0 | Credit: 1**

This course provides an opportunity to enhance the review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**SPA 282 Spanish Lab 4****Prerequisites:** None**Corequisites:** SPA 212**Class: 0 | Lab: 2 | Work: 0 | Credit: 1**

This course provides an opportunity to enhance the review and expansion of the essential skills of the Spanish language. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. This course has been approved for transfer under the Comprehensive Articulation Agreement and the Independent Comprehensive Articulation Agreement as a pre-major and/or elective course requirement.

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**SPANISH INTERPRETER (SPI)**

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**SPI 113 Intro to Spanish Interpreting****Prerequisites:** None**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course introduces the field of interpreting, interpretation models, cognitive processes associated with interpretation, professional ethical standards, employment opportunities,

and working conditions. Topics include specialized jargon, code of ethics, interpreter assessments/qualifications, and protocol associated with various settings. Upon completion, students should be able to explain the rationale for placement of interpreters and apply ethical standards to a variety of working situations.

---

**SPI 114 Ana. Skills Spanish Inter.****Prerequisites:** SPI 113 (local)**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course is designed to improve cognitive processes associated with interpreting, listening, short-term memory, semantic equivalence, visual/auditory processing, thought organization and logic. Emphasis is placed on developing skills necessary to generate equivalent messages between Spanish and English. Upon completion, students should be able to consecutively interpret non-technical, interactive messages between Spanish and English.

---

**SPI 213 Review of Grammar****Prerequisites:** None**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course is designed to review the common elements of Spanish grammar in oral and written form. Emphasis is placed on the fundamental grammatical concepts of the Spanish language. Upon completion, students should be able to demonstrate comprehension and correct usage of specified grammatical concepts in both oral and written form.

---

**SPI 214 Intro to Translation****Prerequisites:** None**Corequisites:** None**Class: 3 | Lab: 0 | Work: 0 | Credit: 3**

This course is designed to improve the quality of Spanish to English and English to Spanish translation. Emphasis is placed on the practice of Spanish to English and English to Spanish translation in a variety of prose styles. Upon completion, students should be able to demonstrate the usage and understanding of the processes involved in translating.

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**SURGERY (SUR)**

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**SUR 110 Intro to Surg Tech****Prerequisites:** Admission to Surgical Technology Program (local)**Corequisites:** BIO 168 (local), SUR 111**Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course provides a comprehensive study of peri-operative care, patient care concepts, and professional practice concepts within the profession of surgical technology. Topics include: introductory concepts, organizational structure and relationships, legal, ethical and moral issues, medical terminology, pharmacology, anesthesia, wound healing management concepts, and the technological sciences. Upon completion,

students should be able to apply theoretical knowledge of the course topics to the practice of surgical technology.

---

**SUR 111 Periop Patient Care**

**Prerequisites:** Admission to Surgical Technology Program (local)

**Corequisites:** BIO 168 (local), SUR 110

**Class: 5 | Lab: 6 | Clinical: 0 | Credit: 7**

This course provides the surgical technology student the theoretical knowledge required to function in the pre-operative, intra-operative, and post-operative role. Topics include asepsis, disinfection and sterilization, physical environment, instrumentation, equipment, peri-operative patient care, and peri-operative case management. Upon completion, students should be able to apply the principles and practice of the peri-operative team member to the operative environment.

---

**SUR 122 Surgical Procedures I**

**Prerequisites:** SUR 110 and SUR 111

**Corequisites:** SUR 123 OR STP 101

**Class: 5 | Lab: 3 | Clinical: 0 | Credit: 6**

This course provides an introduction to selected basic and intermediate surgical specialties that students are exposed to the first clinical rotation. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics to the clinical operative environment.

---

**SUR 123 Sur Clinical Practice I**

**Prerequisites:** SUR 110 and SUR 111

**Corequisites:** SUR 122

**Class: 0 | Lab: 0 | Clinical: 21 | Credit: 7**

This course provides clinical experience with a variety of perioperative assignments to build upon skills learned in SUR 111. Emphasis is placed on the scrub and circulating roles of the surgical technologist, including aseptic technique and basic case preparation for selected surgical procedures. Upon completion, students should be able to prepare, assist with, and dismantle basic surgical cases in both the scrub and circulating roles.

---

**SUR 134 Surgical Procedures II**

**Prerequisites:** SUR 122 (local) and SUR 123

**Corequisites:** SUR 135 and SUR 137 (local)

**Class: 5 | Lab: 0 | Clinical: 0 | Credit: 5**

This course provides a comprehensive study of intermediate and advanced surgical specialties that students are exposed to in the second clinical rotation. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the

course topics to the clinical operative environment.

---

**SUR 135 Sur Clinical Practice II**

**Prerequisites:** SUR 122 (local) and SUR 123

**Corequisites:** SUR 137 (local) and SUR 134

**Class: 0 | Lab: 0 | Clinical: 12 | Credit: 4**

This course provides clinical experience with a variety of perioperative assignments to build skills required for complex perioperative patient care. Emphasis is placed on greater technical skills, critical thinking, speed, efficiency, and autonomy in the operative setting. Upon completion, students should be able to function in the role of an entry-level surgical technologist.

---

**SUR 137 Prof and Success Prep**

**Prerequisites:** SUR 122 and SUR 123 (local)

**Corequisites:** SUR 134 and SUR 135 (local)

**Class: 1 | Lab: 0 | Clinical: 0 | Credit: 1**

This course provides employability skills and an overview of theoretical knowledge in preparation for certification. Topics include test-taking strategies, resume preparation, interviewing strategies, communication skills, and teamwork concepts. Upon completion, students should be able to prepare a resume, demonstrate appropriate interview techniques, and identify strengths and weaknesses in preparation for certification.

---

**SUR 210 Advanced SUR Clinical Practices**

**Prerequisites:** SUR 137 (local)

**Corequisites:** SUR 211 (local)

**Class: 0 | Lab: 0 | Clinical: 6 | Credit: 2**

This course is designed to provide individualized experience in advanced practice, education, circulating, and managerial skills. Emphasis is placed on developing and demonstrating proficiency in skills necessary for advanced practice. Upon completion, students should be able to assume leadership roles in a chosen specialty area.

---

**SUR 211 Adv Theoretical Concepts**

**Prerequisites:** SUR 137 (local)

**Corequisites:** SUR 210 (local)

**Class: 2 | Lab: 0 | Clinical: 0 | Credit: 2**

This course covers theoretical knowledge required for extension of the surgical technologist role. Emphasis is placed on advanced practice in complex surgical specialties, educational methodologies, and managerial skills. Upon completion, students should be able to assume leadership roles in a chosen specialty area.

---

**SUR 212 SUR Clinical Supplement**

**Prerequisites:** None

**Corequisites:** None

**Class: 0 | Lab: 0 | Clinical: 12 | Credit: 4**

This course provides the opportunity to continue mastering the continuity of care in the peri-operative assignment. Emphasis is placed on maintaining and enhancing acquired clinical skills in the peri-operative setting. Upon completion, students should be able to demonstrate mastery

of surgical techniques in the role of the entry level surgical technologist.

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## SUSTAINABILITY TECHNOLOGIES (SST)

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### **SST 140 Green Bldg. & Design Concepts**

**Prerequisites:** None

**Corequisites:** None

**Class: 3 | Lab: 0 | Clinical: 0 | Credit: 3**

This course is designed to introduce the student to sustainable building design and construction principles and practices. Topics include sustainable building rating systems and certifications, energy efficiency, indoor environmental quality, sustainable building materials and water use. Upon completion, students should be able to identify the principles and practices of sustainable building design and construction.

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## TRANSPORTATION TECHNOLOGY (TRN)

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### **TRN 110 Intro to Transportation Technology**

**Prerequisites:** None

**Corequisites:** None

**Class: 1 | Lab: 2 | Clinical: 0 | Credit: 2**

This course covers workplace safety, hazardous materials, environmental regulations, hand tools, service information, basic concepts, vehicle systems, and common transportation industry terminology. Topics include familiarization with major vehicle systems, proper use of various hand and power tools, material safety data sheets, and personal protective equipment. Upon completion, students should be able to demonstrate appropriate safety procedures, identify and use basic shop tools, and describe government regulations regarding transportation repair facilities.

---

### **TRN 120 Basic Transp Electricity**

**Prerequisites:** None

**Corequisites:** None

**Class: 4 | Lab: 3 | Clinical: 0 | Credit: 5**

This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.

---

### **TRN 130 Intro to Sustainable Transp**

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 2 | Clinical: 0 | Credit: 3**

This course provides an overview of alternative fuels and alternative fuel vehicles. Topics include composition and use of alternative fuels including compressed natural gas, biodiesel, ethanol, hydrogen, and synthetic fuels, hybrid/electric, and vehicles using alternative fuels. Upon completion, students should be able to identify alternative fuel vehicles, explain how each

alternative fuel delivery system operates, and perform minor repairs.

---

### **TRN 140 Transp Climate Control**

**Prerequisites:** None

**Corequisites:** TRN 140A (local)

**Class: 1 | Lab: 2 | Clinical: 0 | Credit: 2**

This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis and repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to diagnose and repair vehicle climate control systems.

---

### **TRN 140A Transp Climate Control Lab**

**Prerequisites:** None

**Corequisites:** TRN 140

**Class: 1 | Lab: 2 | Clinical: 0 | Credit: 2**

This course provides experiences for enhancing student skills in the diagnosis and repair of transportation climate control systems. Emphasis is placed on reclaiming, recovery, recharging, leak detection, climate control components, diagnosis, air conditioning equipment, tools and safety. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information.

---

### **TRN 145 Adv Transp Electronics**

**Prerequisites:** TRN 120

**Corequisites:** None

**Class: 2 | Lab: 3 | Clinical: 0 | Credit: 3**

This course covers advanced transportation electronic systems including programmable logic controllers, on-board data networks, telematics, high voltage systems, navigation, collision avoidance systems and electronic accessories. Topics include interpretation of wiring schematics, reprogramming PLCs, diagnosing and testing data networks and other electronic concerns. Upon completion, students should be able to reprogram PLCs, diagnose and test data networks and other electronic concerns, and work safely with high voltage systems.

---

### **TRN 170 PC Skills for Transp**

**Prerequisites:** None

**Corequisites:** None

**Class: 1 | Lab: 2 | Clinical: 0 | Credit: 2**

This course introduces students to personal computer literacy and Internet literacy with an emphasis on the transportation service industry. Topics include service information systems, management systems, computer-based systems, and PC-based diagnostic equipment. Upon completion, students should be able to access information pertaining to transportation technology and perform word processing.

## WORK-BASED LEARNING (WBL)

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### **WBL 110 World of Work**

**Prerequisites:** None

**Corequisites:** None

**Class: 1 | Lab: 0 | Work: 0 | Credit: 1**

This course covers basic knowledge necessary for gaining and maintaining employment. Topics include job search skills, work ethic, meeting employer expectations, workplace safety, and human relations. Upon completion, students should be able to successfully make the transition from school to work.

---

### **WBL 111 Work-Based Learning I**

**Prerequisites:** None

**Corequisites:** None

**Class: 0 | Lab: 0 | Work: 10 | Credit: 1**

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

---

### **WBL 112 Work-Based Learning I**

**Prerequisites:** None

**Corequisites:** None

**Class: 0 | Lab: 0 | Work: 20 | Credit: 2**

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

---

### **WBL 115 Work-Based Learning Seminar I**

**Prerequisites:** None

**Corequisites: Take One: WBL 111, WBL 112, WBL 113, OR WBL 114**

**Class: 1 | Lab: 0 | Work: 0 | Credit: 1**

Work-based learning seminar will be tailored to fit the student needs within the specific curriculum.

---

### **WBL 121 Work-Based Learning II**

**Prerequisites:** None

**Corequisites:** None

**Class: 0 | Lab: 0 | Work: 10 | Credit: 1**

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

---

### **WBL 131 Work-Based Learning III**

**Prerequisites:** None

**Corequisites:** None

**Class: 0 | Lab: 0 | Work: 10 | Credit: 1**

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

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## WELDING (WLD)

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### **WLD 110 Cutting Processes**

**Prerequisites:** None

**Corequisites:** None

**Class: 1 | Lab: 3 | Work: 0 | Credit: 2**

This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.

---

### **WLD 115 SMAW (Stick) Plate**

**Prerequisites:** None

**Corequisites:** None

**Class: 2 | Lab: 9 | Work: 0 | Credit: 5**

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

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### **WLD 116 SMAW (Stick) Plate/Pipe**

**Prerequisites: WLD 115**

**Corequisites:** None

**Class: 1 | Lab: 9 | Work: 0 | Credit: 4**

This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions.

---

### **WLD 117 Industrial SMAW**

**Prerequisites: WLD 115 (local)**

**Corequisites:** None

**Class: 1 | Lab: 4 | Work: 0 | Credit: 3**

This course introduces the SMAW (stick) process for joining carbon steel components for industrial applications. Topics include padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, student should be able to safely perform SMAW fillet and groove

welds on carbon steel plate with prescribed electrodes.

---

**WLD 121 GMAW (MIG) FCAW/Plate**

**Prerequisites: None**

**Corequisites: None**

**Class: 2 | Lab: 6 | Work: 0 | Credit: 4**

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.

---

**WLD 131 GTAW (TIG) Plate**

**Prerequisites: None**

**Corequisites: None**

**Class: 2 | Lab: 6 | Work: 0 | Credit: 4**

This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.

---

**WLD 132 GTAW (TIG) Plate/Pipe**

**Prerequisites: WLD 131**

**Corequisites: None**

**Class: 1 | Lab: 6 | Work: 0 | Credit: 3**

This course is designed to enhance skills with the gas tungsten arc (TIG) welding process. Topics include setup, joint preparation, and electrode selection with emphasis on manipulative skills in all welding positions on plate and pipe. Upon completion, students should be able to perform GTAW welds with prescribed electrodes and filler materials on various joint geometry.

---

**WLD 141 Symbols & Specifications**

**Prerequisites: None**

**Corequisites: None**

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

---

**WLD 151 Fabrication I**

**Prerequisites: None**

**Corequisites: None**

**Class: 2 | Lab: 6 | Work: 0 | Credit: 4**

This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, cutting, joining techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment.

---

**WLD 261 Certification Practices**

**Prerequisites: WLD 115, WLD 121, and WLD 131**

**Corequisites: None**

**Class: 1 | Lab: 3 | Work: 0 | Credit: 2**

This course covers certification requirements for industrial welding processes. Topics include techniques and certification requirements for prequalified joint geometry. Upon completion, students should be able to perform welds on carbon steel plate and/or pipe according to applicable codes.

---

**WLD 262 Inspection & Testing**

**Prerequisites: None**

**Corequisites: None**

**Class: 2 | Lab: 2 | Work: 0 | Credit: 3**

This course introduces destructive and non-destructive testing methods. Emphasis is placed on safety, types and methods of testing, and the use of testing equipment and materials. Upon completion, students should be able to understand and/or perform a variety of destructive and non-destructive testing processes.



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