

Haywood 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 Southern Associate of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Haywood Community College.

The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is responsible for making the final determination on reaffirmation of accreditation based on the findings contained in this committee report, the institution's response to issues contained in the report, other assessments relevant to the review, and application of the Commission's policies and procedures. Final interpretation of the Principles of Accreditation and final action on the accreditation status of the institution rest with SACSCOC Board of Trustees.

Haywood Community College issues this catalog to furnish prospective students and other interested persons with information about the school and its programs. Announcements contained herein are subject to change without notice and may not be regarded as binding obligations to the College or to the State of North Carolina.

Curriculum offerings are subject to sufficient enrollment, with not all courses listed in this catalog being offered each term. Course listings may be altered to meet the needs of the individual program of study or Instruction Division.

Upon enrolling at Haywood Community College, students are required to abide by the rules, regulations, and student code of conduct as stated in the most current version of the catalog/handbook, either hardcopy or online.

For academic purposes, students must meet program requirements of the catalog of the first semester of attendance, given continued enrollment (fall and spring). If a student drops out a semester (fall or spring), the student follows the catalog requirements for the program of study in the catalog for the year of re-enrollment.

This publication is not a contract nor offer to contract. The Board of Trustees, executive officers, and their agents reserve the right to change information herein without notice when circumstances warrant such action. All charges for tuition and fees are subject to change, as required by the North Carolina General Assembly and the College's Board of Trustees.

Haywood Community College is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on sex, age, race, color, national origin, religion, or handicap. The College supports the protection available to members of its community under all applicable Federal laws, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 799A and 845 or the Public Health Service Act, the Equal Pay and Age Discrimination Acts, the Americans with Disabilities Act of 1990, the Rehabilitation Act of 1973, and Executive Order 11246. Haywood Community College complies with the U.S. Patriot Act of 2001.

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March 2022

2022 – 2023

Curriculum Catalog/Handbook

Haywood Community College

185 Freedlander Drive

Clyde, NC 28721

(828) 627-2821

www.haywood.edu

Governed by:

Haywood Community College Board of Trustees

Supported by:

North Carolina State Board of Community Colleges

North Carolina Community College System

Haywood County Board of Commissioners

Haywood Community College Foundation, Inc.

Accredited by:

Southern Association of Colleges and Schools Commission on Colleges

Commission on Accreditation of Allied Health Education Programs (CAAHEP)

National Association for the Education of Young Children

National Institute for Metalworking Skills

North American Wildlife Technology Association

Society of American Foresters

Approved by:

North Carolina Criminal Justice Education and Training Standards Commission

North Carolina State Approving Agency (Veterans and Military Education Programs)

North Carolina State Board of Cosmetic Arts

North Carolina State Board of Nursing

Member of:

American Association of Botanical Gardens and Arboreta

American Association of Collegiate Registrars and Admissions Officers

American Association of Medical Assistants

American Criminal Justice Association, Lambda Alpha Epsilon

American Health Information Management Association

American Welding Society (AWS)-Education Institution Member

Associate Degree Early Childhood Educators (ACCESS)

Association of Community College Business Officers

Association of Community College Trustees

Association of Higher Education and Disability

Association of Title IX Administrators

Carolina Association of Collegiate Registrars and Admission Officers

Consortium for Manufacturing Competitiveness

Council for Higher Education Accreditation

Council of Eastern Forest Technician Schools

Eastern Regional Competency-Based Education Consortium

Higher Education Transfer Alliance

National Association for Developmental Education

National Association for the Education of Young Children

National Association of College and University Business Officers

National Association of Student Financial Aid Administrators
National Career Pathways Network
National Council of Marketing and Public Relations
North Carolina Association of Community College Instructional Administrators
North Carolina Association of Community College Presidents
North Carolina Association of Coordinators of Veterans Affairs
North Carolina Association of Medical Assistants Educators
North Carolina Association of Student Financial Aid Administrators
North Carolina Chapter of AHEAD
North Carolina Community College Adult Education Association
North Carolina Community College Association of Distance Learning
North Carolina Community College Cosmetologists Instructors Association
North Carolina Community College Institutional Information Processing System Users Group
North Carolina Comprehensive Community College Student Government Association
North Carolina Cooperative Education Association
North Carolina Health Information Management Association
North Carolina Honors Association
North Carolina Society of Medical Assistants
North Carolina Student Development Administrators Association
North Carolina Trustees Association of Community Education Institutions, Inc.
Public Relations, Information, and Marketing Association of the Carolinas
The National Coalition of Advanced Technology Centers
The Wildlife Society
Transatlantic Technology and Training Alliance

Recognized by:

Consortium for Entrepreneurship Education
National Association of Community College Entrepreneurship

In Appreciation:

Industrialist A.L. Freedlander, whose generous gifts made the Haywood Community College campus possible.

Table of Contents

- Message from the President 1
- Academic Instructional Calendar 2
- Planning Calendar 7
- Information about Haywood Community College 8
 - Vision, Mission, Core Values, Goals and Objectives 8
 - General Competencies 10
 - Governance 11
 - Board of Trustees 11
 - College History 12
 - Haywood Community College Foundation 13
 - Foundation Board 13
 - Performance Measures 15
 - Security 16
 - Campus Locations 19
- Academic..... 21
 - Academic Advisement..... 21
 - Certificate, Diploma, and Degree Seeking Students 21
 - Non-Degree Seeking Students or Workforce & Industry Training 21
 - Transcripts 21
 - Transfer of Credit and Transcript Evaluation..... 21
 - CLEP, Advanced Placement, and Armed Forces Training 22
 - Honors and Achievements..... 23
 - Dean’s List 23
 - Honors Program 23
 - Learning Support Services 24
 - Technical Standards for Programs of Study..... 25
 - Work-Based Learning 26
 - Criminal Background Checks and Drug Screens 28
 - College and Career Readiness 29
 - Short-Term Workforce Development 31
 - Enrollment Procedures 31
 - Services 32

Policies and Procedures Related to Tuition and Instructional Fees..... 39

- Policy 6.1.1 Tuition and Fees..... 39
- Policy 6.1.2 Tuition Residency Requirements..... 42
- Policy 6.1.3 Self-Supporting Fees..... 46
- Policy 6.1.4 Tuition/Fee Refunds..... 47
 - Policy 6.2.9 Debt Collection..... 50
 - Procedure 6.2.9.1 Student Debt Collection..... 51
- Policy 6.2.10 Method of Payment..... 51
 - Procedure 6.2.10.1 Method of Payments..... 52
- Student Accident Insurance..... 53

Policies and Procedures Related to Information Technology..... 54

- Policy 7.2 Internet and Network Acceptable Use..... 54
- Policy 7.5 Social Media..... 57
- Policy 7.6 Peer-to-Peer File Sharing..... 57
- Minimum Computer, Internet Connections and Software Recommendations..... 59

Student Services..... 61

- Campus Tours/Counseling/Career Services/College Transfer Assistance..... 61
- Disability Services..... 62
- Enrollment Management..... 62
 - Change of Name, Address, and/or Phone Number..... 62
 - Student Official Academic Record (Transcript)..... 62
 - General Tuition/College Fees/Student Expenses..... 64
- Financial Aid, Scholarships, and Grants..... 67
 - How to Apply for Financial Aid..... 67
 - Grants..... 68
 - Scholarships..... 68
 - Loans..... 73
 - Federal Work Study Programs..... 73
 - Veterans and Financial Aid..... 73
 - Student Ambassador Program..... 74
 - Aid Received from Sources Other than the Financial Aid Office..... 74
 - Maintaining Eligibility for Financial Aid..... 74
 - Satisfactory Academic Progress..... 74
 - Financial Aid Appeal Policy and Procedure..... 77
- Library and Learning Resource Center..... 79
- Student Life/Activities..... 81
 - Student Government..... 81

Student Organizations.....	82
----------------------------	----

Policies and Procedures Related to Students 83

Policy 5.1.1 Admissions	83
Procedure 5.1.1.1 General Admission Procedures	85
Procedure 5.1.1.2 High School Enrollment.....	91
Procedure 5.1.1.3 Health Science Programs.....	103
Procedure 5.1.1.4 Basic Law Enforcement Training.....	103
Policy 5.1.2 Acceptance of Transfer Students/Credits	106
Policy 5.1.3 Financial Aid.....	108
Procedure 5.1.3.1 Financial Aid Procedure.....	108
Policy 5.2.1 Attendance.....	109
Procedure 5.2.1.1 Student Classification	109
Procedure 5.2.1.2 Student Religious Accommodation	109
Procedure 5.2.1.4 Class Attendance/Participation.....	110
Policy 5.2.2 Withdrawal from Courses	112
Procedure 5.2.2.1 No Show Reporting	113
Procedure 5.2.2.2. Withdraw Types	113
Policy 5.2.3 Auditing Courses.....	116
Policy 5.2.4 Grading System.....	116
Procedure 5.2.4.1 Incomplete Grade.....	116
Policy 5.2.5 Grade Appeal.....	117
Policy 5.2.6 Academic Progress.....	118
Procedure 5.2.6.1 Academic Forgiveness.....	119
Policy 5.2.7 Curriculum Prerequisite.....	120
Procedure 5.2.7.1 Curriculum Prerequisite	120
Procedure 5.2.7.2 RISE Co-requisite Course.....	121
Policy 5.2.8 Repeating Course and Course Substitutions	121
Policy 5.2.9 Graduation/Program Completion	122
Procedure 5.2.9.1 Graduation Requirements and Procedures	123
Policy 5.3.1 Overview of Student Rights.....	125
Policy 5.3.2 Student Code of Conduct.....	126
Procedure 5.3.2.1 Discipline and Appeal for Academic Violation	129
Procedure 5.3.2.2 Discipline and Appeal for Non-Academic Violation	133
Policy 5.3.3 Student Threat Assessment.....	137
Procedure 5.3.3.1 Behavioral Assessment Team	138
Policy 5.3.4 Discrimination and Harassment.....	141
Procedure 5.3.4.1 Sexual Harassment and Sexual Violence	141
Procedure 5.3.4.2 Unlawful Discrimination	153

Policy 5.3.5 Student – Alcohol and Drugs on Campus.....	159
Policy 5.3.6 Student Grievance.....	160
Policy 5.4.1 Student Right to Know Act.....	161
Policy 5.4.2 Campus Security Reporting – Clery Act.....	162
Policy 5.4.3 Student Records - FERPA.....	164
Procedure 5.4.3.1 Student Records - File.....	166
Procedure 5.4.3.2 FERPA Annual Notice.....	167
Procedure 5.4.3.3 Student Records - Confidentiality.....	169
Policy 5.4.4 Use of Student Works.....	171
Policy 5.4.5 Service Animals and Other Animals on Campus.....	171
Policy 5.4.6 Student Clubs and Organizations.....	174

Title IX..... 177

Programs of Study..... 180

Career and College Promise Programs of Study.....	180
Curriculum Programs of Study.....	198
Electives List for Applied in Science Programs.....	200
Comprehensive Articulation Agreement - Transfer Courses.....	274
Course Catalog.....	286

College Contacts..... 385

Full-time Faculty and Staff

Index

Main Campus Map

Message from the President



Welcome to Haywood Community College! We hope this catalog is helpful in answering any questions you may have about our programs of study. Haywood Community College's mission is to serve the educational needs and economic growth of our community, by promoting lifelong student learning and success. We have many diverse programs to help you prepare for the next step in your career advancement, your educational journey, and your personal enrichment. Haywood Community College's faculty and staff are here to provide you with the information and support you need to make decisions about your future and reach your goals. Our vision is to enrich everyone through education. Thank you for choosing to continue your education at Haywood Community College!

Sincerely,

A handwritten signature in black ink that reads "Shelley Y. White". The signature is written in a cursive style and is centered within a light gray rectangular box.

Dr. Shelley Y. White, Ed.D

Academic Instructional Calendar

Fall 2022	Day	Date
Fall Semester Academic Advisement and Registration for New & Continuing Students	Mon. - Fri.	June 6 - August 5 (by appt)
Fall Tuition and Fee Payment Period	Mon. - Wed.	August 1 - 10
Fall Semester Application Deadline (16-week classes)	Friday	August 5
Faculty Return	Monday	August 8
Campus-Wide Meeting (college closed to students)	Monday 8:00 am - 12:00 pm	August 8
Purge for Non-Payment for classes beginning August 15	Thursday	August 11
16-week Session Instruction Begins <i>Drop/Add Aug. 15-22</i> <i>Last day to drop for a (75%) refund—10% date Aug. 24</i> <i>Online HOP Due Aug. 24</i> <i>Last day to withdraw from a course Nov. 10</i> <i>Last day of instruction Dec. 13</i>	Monday	August 15
1st 8-week Session Instruction Begins <i>Drop/Add Aug. 15-17</i> <i>Last day to drop for a (75%) refund—10% date Aug. 18</i> <i>Online HOP Due Aug. 18</i> <i>Last day to withdraw from a course Sept. 27</i> <i>Last day of instruction Oct. 10</i>	Monday	August 15
Registration Begins for All Short Semester Classes	Thursday	August 25 (by appt)
Labor Day (All Campus Holiday)	Monday	September 5
12-week Session Instruction Begins <i>Registration by appointment with advisor through Sept. 12</i> <i>Drop/Add Sept. 13-19</i> <i>Last day to drop for a (75%) refund-10% date Sept. 20</i> <i>Online HOP Due Sept. 20</i> <i>Last day to withdraw from a course Nov. 18</i> <i>Last day of instruction Dec. 13</i>	Tuesday	September 13

Mid-Semester	Monday	October 10
2nd 8-week Session Instruction Begins	Tuesday	October 11
<i>Registration by appointment with advisor through Oct. 10</i>		
<i>Drop/Add Oct. 11-13</i>		
<i>Last day to drop for a (75%) refund—10% date Oct. 14</i>		
<i>Online HOP Due Oct. 14</i>		
<i>Last day to withdraw from a course Nov. 30</i>		
<i>Last day of instruction Dec. 13</i>		
Fall Recess	Mon. – Tues.	October 17-18
Spring Semester Academic Advisement & Registration for new & continuing students	Mon. – Fri.	October 24-December 2 (by appt.)
Spring Tuition and Fee Payment Period	Mon. – Wed.	October 24 – January 4
Last Day to Withdraw from a Course (16-week session)	Thursday	November 10
Spring Semester Application Deadline (16-week session)	Thursday	November 10
Veterans Day (All Campus Holiday)	Friday	November 11
Instruction Resumes	Monday	November 14
Thanksgiving Recess (No Classes)	Wednesday	November 23
Thanksgiving Holidays (All Campus Holiday)	Thurs. and Fri.	November 24-25
Instruction Resumes	Monday	November 28
Last Day of Instruction (16-week session)	Tuesday	December 13
Tuesday, December 13th will serve as meeting make-up day for Friday classes.		
Final Grades due by Noon	Thursday	December 15
Campus-Wide Meeting/Service Award (college closed to students)	Friday	December 16
Winter Recess (college closed to students)	Fri. – Mon.	December 23-January 2

Spring 2023	Day	Date
New Year's Holiday (All Campus Holiday)	Monday	January 2
Campus Reopens	Tuesday	January 3
Spring Semester Application Deadline (16-week session)	Friday	January 6
16-week Session Instruction Begins	Thursday	January 11
<i>Drop/Add Jan. 11-19</i>		
<i>Last day to drop for a (75%) refund—10% date Jan. 23</i>		
<i>Online HOP Due Jan. 23</i>		
<i>Last day to withdraw from a course Apr. 6</i>		
<i>Last day of instruction May 10</i>		
1st 8-week Session Instruction Begins	Thursday	January 11
<i>Drop/Add Jan. 11-13</i>		
<i>Last day to drop for a (75%) refund—10% date Jan. 17</i>		
<i>Online HOP Due Jan. 17</i>		
<i>Last day to withdraw from a course Feb. 23</i>		
<i>Last day of instruction Mar. 8</i>		
Martin Luther King, Jr. Day (All Campus Holiday)	Monday	January 16
Registration Begins for All Short Semester Classes	Tuesday	January 24 (by appt)
12-week Session Instruction Begins	Thursday	February 9
<i>Registration by appointment with advisor through Feb. 8</i>		
<i>Drop/Add Feb. 9-15</i>		
<i>Last day to drop for a (75%) refund—10% date Feb. 16</i>		
<i>Online HOP Due Feb. 16</i>		
<i>Last day to withdraw from a course Apr. 20</i>		
<i>Last day of instruction May 10</i>		
Mid-Semester	Wednesday	March 8
2nd 8-week Session Instruction Begins	Thursday	March 9
<i>Registration by appointment with advisor through Mar. 8</i>		
<i>Drop/Add Mar. 9-13</i>		
<i>Last day to drop for a (75%) refund—10% date Mar. 14</i>		
<i>Online HOP Due Mar. 14</i>		
<i>Last day to withdraw from a course April 27</i>		
<i>Last day of instruction May 10</i>		

Summer and Fall Semester Academic Advisement and Registration for New and Continuing Students	Mon. - Mon.	March 20 – May 8 (by appt)
Summer Tuition and Fee Payment Period	Mon. - Wed.	March 20 – June 1
Last Day to Submit Commencement Forms for Graduation in May	Friday	March 31
Last Day to Withdraw from a Course (16-week session)	Thursday	April 6
Good Friday – observed (All Campus Holiday)	Monday	April 10
Spring Break	Tues. – Fri.	April 11-14
Instruction Resumes	Monday	April 17
Last Day of Instruction Wednesday, May 10 th will serve as meeting make-up day for Monday classes.	Wednesday	May 10
Graduation (Attendance expected for all graduating students)	TBD	TBD

Summer 2023	Day	Date
Memorial Day (All Campus Holiday)	Monday	May 29
Summer Registration	Tues. - Thurs.	May 30 – June 1
Purge for Non-Payment for classes beginning June 5	Friday	June 2
Instruction Begins	Monday	June 5
<i>Drop/Add June 5-7</i>		
<i>Last day to drop for a (75%) refund—10% date June 8</i>		
<i>Online HOP Due June 8</i>		
<i>Last day to withdraw from a course July 19</i>		
<i>Last day of instruction August 1</i>		
Fall Semester Academic Advisement and Registration for New and Continuing Students	Mon. - Fri.	June 12 - August 4 (by appt)
Independence Day Recess	Monday	July 3
Independence Day (All Campus Holiday)	Tuesday	July 4
Instruction Resumes	Wednesday	July 5
Last Day to Withdraw from a Course	Wednesday	July 19
Last Day of Instruction	Tuesday	August 1
Final Grades due by Noon	Thursday	August 3
Fall Semester Application Deadline (16-week courses)	Friday	August 4

Fall 2023	Day	Date
Faculty Return	Monday	August 7
Campus-Wide Meeting (college closed to students)	Monday	August 7
First Day of Class for 16-week or 1 st 8-week sessions	Tuesday	August 15

2022

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Information about Haywood Community College

Vision (Who we want to be)

To Enrich Everyone Through Education.

Mission (Who we are)

We serve the educational needs and economic growth of our community, by promoting lifelong student learning and success.

Core Values (What guides and inspires us)

Haywood Community College values Support, Collaboration, Excellence, Integrity, Creativity.

Strategic Plan for Institutional Excellence Goals and Objectives

To create the new strategic plan for the next five years, the College worked with numerous stakeholders for the development of the new plan. The defined objectives are for the 2021-2022 academic year. Further objectives will be defined in the second half of the academic year for the following academic year.

Goal 1: Enrollment

Increase enrollment by 2% a year over a five-year period college-wide, with a 1% increase coming from Haywood County residents.

Objective: Develop and execute a formal recruiting strategy that focuses on increasing the diversity of the student body and prioritizes programming that proactively responds to community and student needs.

Goal 2: Engagement

Consistent year-over-year improvement on our engagement levels with students, community, and employees.

Objective: Define the vision for community engagement and develop the strategy to achieve that vision.

Goal 3: Infrastructure

Progress on our short-and long-term facilities and infrastructure needs based on our comprehensive infrastructure facility roadmap.

Objective 1: Develop a formal, comprehensive, and well-integrated technology, infrastructure, and facilities roadmap.

Objective 2: Advanced planning for highest priority projects.

Goal 4: Employees

Meet or exceed expectations on employee engagement, diverse representation, people development, and talent recruitment, based on a defined workplace culture of excellence, well-being, and high performance.

Objective 1: Measure and grow employee satisfaction with year-over-year improvement.

Objective 2: Provide meaningful and frequent employee professional development opportunities.

Objective 3: Reduce employee turnover by strengthening onboarding experience and improving higher turnover areas.

Goal 5: Student Success

Increase student success by 10% over a five-year period, to ensure students are progressing on or meeting their goals and the college is providing skilled workers to the community.

Objective: Increase student retention rate by 2% over the next year.

General Competencies

Collaboration

Collaboration is the process of working cooperatively to achieve the needs of a group or team.

The Student will:

1. Respect group members' individual viewpoints and roles. (Respond constructively, positively or neutrally)
2. Develop group ideas, goals, and consensus. (team player)
3. Meet deadlines and goals responsibly. (timeliness)

Communication

Communication is the ability to comprehend and communicate through various forms of media (appropriate for program of study/field as defined by your department).

The Student will:

1. Communicate appropriately, effectively, and concisely.
2. Communicate with varied audiences.
3. Use appropriate grammar, spelling, style, and mechanics.

Critical Thinking

Critical thinking is the process of analyzing and evaluating issues and ideas, identifying good and bad reasoning, and constructing creative and sustainable solutions to problems in a variety of settings.

The Student will:

1. Raise vital questions and issues. (identify relevant issues, problems, data, facts and/or patterns)
2. Demonstrate the ability to compare, contrast and/or consider different points of view.
3. Develop well-reasoned, creative conclusions and solutions. (Respond to complex problems with original and/or logical solutions and conclusions.)

Governance

Haywood Community College, the only institution of higher education in Haywood County, is part of the North Carolina Community College System (NCCCS). The NCCCS is made up of 58 institutions across the State serving more than 840,000 students. This accounts for one in nine North Carolina citizens 18 and older.

NCCCS is the primary agency for job training, literacy, and adult education in the State. Committed to quality, convenient learning opportunities based on individual and community needs, it provides the State with a well-trained workforce that meets the needs of employers and helps attract new and expanding industry. NCCCS offers a wide range of accessible, low-cost programs for any adult who wants to learn.

The State Board of Community Colleges, a 21-member body appointed by the Governor and General Assembly, has the authority to adopt and administer all policies, regulations, and standards it deems necessary to operate the System. At the local level, each of the colleges operates under a board of trustees.

The Board of Trustees is composed of a minimum of twelve citizens from the service area in which the college is located. The president or chairman of the student body serves as an ex-officio member. Local board members are appointed for staggered four-year terms. Four members each are elected by the local school board and the board of commissioners of the administrative area of the institution. Four members are appointed by the Governor. The board of trustees sets local policy. The local board elects and the State Board approves selection of each college's president. The president operates the college within state policies and policies adopted by the local trustees. Administrative decisions, such as employment of faculty members, are made by the president. All personnel employed at the colleges are employees of the college and not of the State of North Carolina.

Board of Trustees

2021 – 2022 Members of the Board

Name	Appointed By	Name	Appointed By
James Blyth	Haywood County Board of Commissioners	Lynn Milner	Haywood County Board of Education
Gorham Bradley	Governor	Dr. Deborah Porto	Haywood County Board of Commissioners
Dr. Elizabeth "Liz" Ferguson	Haywood County Board of Education	Dr. Morgan Plemmons	Governor
Tammy Hall McDowell	Governor	Kaleb Rathbone	Haywood County Board of Education
Dr. Tom McNeel	Haywood County Board of Education	Rhonda Schandavel	Governor
H. Lee Davis, Jr.	Haywood County Board of Commissioners	Danny Wingate	Haywood County Board of Commissioners

Ex-Officio

John Campbell Haywood Community College SGA President

Officers of the Board

Dr. Tom McNeel Chair Lynn Milner Vice Chair Dr. Shelley White Secretary

College History

Haywood Community College opened in August 1965 as Haywood Industrial Education Center with one curriculum program and 39 students. Today, Haywood Community College offers over 30 curricular programs to almost 2,000 students. Approximately 2,500 more students attend classes through its Workforce and Industry Training Division, including adult basic education, High School Equivalency Diploma preparation, occupational courses, and community service programs.

In 1973, the College was first accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

In 1975, the Haywood Community College Foundation was founded to aid, strengthen, and further the work and service of Haywood Community College.

The Haywood Community College Board of Trustees approved the start of the campus arboretum in October 1977 and John Palmer was appointed as the founding director in November.

In 1986, the College opened its Regional High Technology Center. This was the first advanced technology center of its kind in the state of North Carolina. It has provided services to over 50,000 people and over 100 companies. Today, the Regional High Technology Center serves Western North Carolina by providing high technology training and by promoting the growth of regional industry.

The 1991 donation of a 320-acre tract of forest land to the Haywood Community College Foundation by Raymond and Bernice Fowler, known as the Raymond J. Fowler Conservancy and Teaching Forest, enabled the College to have a teaching forest for its natural resources program.

The John T. and Catherine R. Beaty Natural Resources Classroom, a 54-acre tract of forestland donated to the Haywood Community College Foundation by Catherine Beaty in memory of her late husband John, opened in 2002.

In 2009, Haywood Community College acquired a 328 acre tract of land located at Balsam Gap through a generous gift from the Conservation Fund. As a natural extension of protected forest land, the Balsam Gap property serves as a teaching environmental laboratory for Haywood Community College's Natural Resources programs.

In 2013, a new tax-payer funded facility was completed that provides space for creative arts curriculum and workforce and industry training courses. The building is the home of the Professional Crafts Fiber, Clay, Jewelry, and Wood programs. Additionally, the building houses a modern computer lab, gallery, classrooms, and a 21st century lab for music instruction.

In 2016, Haywood Community College opened the Public Services Training Facility (PSTF). The PSTF is a highly specialized building that allows HCC to safely and effectively train Haywood County's fire, law enforcement, and EMS personnel. This training facility provides state-of-the-art, "real world" tools and training in a controlled environment for first responders of all levels of experience.

Documents pertaining to the history of the college are maintained in the college library.

Haywood Community College Foundation

Created in 1975, under the North Carolina Non-Profit Corporation Act, Haywood Community College Foundation exists to aid, strengthen, and further the work and service of Haywood Community College and its mission. It assists the college to secure the necessary and timely financial support unavailable through its traditional public funding sources.

Foundation Board

Jon Overbay, Chair

Jack Bishop, III, Vice Chair

Scott McLeod, Treasurer

Gorham Bradley, Trustee Rep.

Bill Cannon

Dr. Elizabeth Ferguson, DDS, Trustee Rep.

Jeff Haynes

Charles Henson

John Keith

Dr. Lucina Lampila

Angie Leatherwood

Susan Mahoney

Tammy McDowell, Trustee Rep.

Lynn Milner, Trustee Rep.

Torry Pinter, II

Dr. Joseph Ramellini, DDS

Amy Boyd Sugg

Laura Tragesser

Phyllis Vance

Ex-Officio

Dr. Shelley White, President

Hylah Birenbaum, Director of College Advancement

Karen Denney, Vice President Business Operations

Haywood Community College Foundation Vision Statement

Haywood Community College Foundation creates relationships that empower people through education.

Haywood Community College Foundation Mission Statement

Haywood Community College Foundation provides funds and fosters relationships to support students, faculty, programs, and capital improvements.

Every gift to the Foundation makes a difference to our students' success. Each gift represents the donor's expressed goodwill toward the college and is gratefully accepted and deeply appreciated. Gifts are used in many ways including the following:

- Scholarships - curriculum and workforce and industry training
- Student ambassadors
- Student emergency needs
- Student experiential learning opportunities
- Mini-grants for student impact, staff and faculty
- Staff and faculty professional development
- Equipment Purchases
- And many more

Giving to the Foundation is an investment that contributes to the success of students. For additional information about making a gift to Haywood Community College Foundation, contact Hylah Birenbaum at the Haywood Community College Foundation, 185 Freedlander Drive, Clyde, NC 28721; telephone (828) 627-4544 or hebirenbaum@haywood.edu.

Performance Measures

Each year the North Carolina Community College System Office issues a Performance Measures report. First mandated by the NC General Assembly in 1999 as "Critical Success Factors," these reports provide performance data on the community college system and individual colleges using a number of predefined performance factors.

The most recent performance measures data are presented in the 2021 Performance Measures report.

Measure	System Goal	System Average	HCC
Basic Skills Student Progress	42.5%	33.5%	57.7%
Student Success in College-Level English	70.4%	62.6%	66.5%
Student Success in College-Level Math	54.5%	46.3%	51.2%
First Year Progression	71.8%	66.8%	64.9%
Curriculum Completion Rate	61.3%	55.3%	61.1%
Licensure and Certification Passing Rate	1.09	0.98	1.00
College Transfer Performance	91.1%	87.2%	80.2%

Security

Haywood Community College Campus Security Department's mission is to enhance the quality of learning and life opportunity for the campus community through dedicated and professional service. The department serves with integrity, discretion and in a fair, proper, and thorough manner. The conduct of each member of the department will be professional and honorable. We work with other organizations to create a campus environment that is socially rich, diverse and supports the college mission of excellence and learning.

Emergency Call Boxes

Haywood Community College has security phones (solar powered phones in blue boxes mounted on poles) in the various locations on campus.

Violations

Campus Security Officers issue tickets for the following violations (\$5.00 fine for each offense): Violations are not limited to these infractions.

- Occupying more than one parking space
- Failure to display current decal
- Parking in lane of traffic
- Blocking building entrances
- Obstructing sidewalk
- Double parking
- Parking in restricted lot or zone
- Parking in reserved space
- Parking on grass
- Parking within 15 feet of a fire hydrant
- Parking against flow of traffic
- Protruding into lane of traffic
- Parking in visitor or handicapped space
- Reckless driving
- Blocking loading zone
- Driving in excess of posted speed limits
- Parking on shoulder or road

Registration for courses or release of transcripts will be blocked until tickets have been paid. Parking lots are designated by signs and/or individual spaces are color coded:

- White outlined spaces = students, employees, and visitors
- Yellow outlined spaces = faculty and staff
- Blue outlined spaces = handicap

Handicapped spaces are marked with D.O.T. approved signs and are enforced by law enforcement as well as Haywood Community College Security. A handicapped parking violation issued by law enforcement can cost up to \$250.00 and requires a court appearance.

All Haywood Community College campus locations are open to faculty, staff, students, and visitors during normal operating hours. Supervision by College employees is required for student access to College facilities during normal operating hours.

While on college premises, all persons are expected and required to obey all federal, state, and local laws and ordinances, as well as, College procedures governing appropriate conduct as determined by the College. Persons in violation of the above will be subject to any action deemed appropriate by the responsible authority.

Haywood Community College employees and students participating in off-campus (college sponsored) activities need to report criminal incidents to the local law enforcement agency having jurisdiction, and inform Campus Security as soon as possible after the incident. Any violations of the Haywood Community College Student Code of Conduct must also be reported.

Known and suspected violations of federal and state laws and other emergencies should be reported to Campus Security for action. Campus Security supports the Vice President of Student Services in the enforcement and investigation of violations of the Haywood Community College Student Code of Conduct. Please review this code in the catalog. Upon enrolling at Haywood Community College, students agree to abide by the Haywood Community College Student Code of Conduct.

Haywood Community College strongly supports state and federal laws concerning sexual assault and sexual harassment. Any violation or complaint should be made immediately to Campus Security or to the Vice President of Student Services. Victims are entitled to all services of Haywood Community College and available county services. These instructions are posted on bulletin boards across campus. Crime statistics are gathered from Campus Security logs and incident documentation and reported annually in this section.

Registered Sex Offenders

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires institutions of higher education to issue a statement advising the campus community where law enforcement agency information provided by a State concerning registered sex offenders may be obtained.

The following web site is the North Carolina Sex Offender and Public Protection Registry:

<http://sexoffender.ncdoj.gov/> The North Carolina State Bureau of Investigation has set up a searchable website with information on all registered sex offenders in this state. This site may be accessed from any campus computer. The site is located at www.doc.state.nc.us/offenders/.

Sexual Harassment

It is the policy of Haywood Community College, consistent with its effort to foster an environment of respect for the dignity and worth of all members of the college community, the sexual harassment students and employees of Haywood Community College is unacceptable and impermissible conduct which will not be tolerated.

Specific complaints of alleged discrimination under Title IX (sex) and Section 504 (handicap) should be referred to:

- Students - Dr. Michael Coleman - Vice President of Student Services, Student Center-Hemlock Bldg., (828) 565-4220
- Employees – Sara Phillips, Director of Human Resources, Administration Building-Balsam Bldg., (828) 627-4529

Crime Prevention

Faculty, staff, and students must recognize that they must take individual steps to protect themselves from becoming a victim of a crime and work together as a campus community in the prevention of crime and promotion of security/safety.

Campus Locations

Main Campus

The college's main campus is located in Clyde, NC and is a designated arboretum designed by Doan Ogden known for its stand of lofty oak trees and beauty of its gardens. The Rhododendron and Dahlia Gardens are visited each year by area garden clubs and local residents and are a source of pride for the College.

From Sylva, NC to the Main Campus

1. Take Highway 23-74 East
2. Take exit 105 (Jones Cove Road)
3. Turn left
4. Turn right at next stop sign; Haywood Community College is on the left

From Asheville, NC to the Main Campus

1. Take I-40 West
2. Take exit 27 (Highway 19-23)
3. Take exit 107 (East Jones Cove Road)
4. Follow signs to Haywood Community College

Using an electronic mapping service, search for:

185 Freedlander Drive
Clyde, NC 28721

Regional High Technology Center Campus

The Regional High Technology Center, founded in 1986 by Joseph H. Nanney, President of Haywood Community College, 1977 - 1989, is nationally recognized as an advanced technology center. The first of its kind in North Carolina, the Center was an early adopter of technologies such as lasers, robotics, and rapid prototyping. The facility is located at 112 Industrial Park Drive, Waynesville, NC 28786.

- Delivers hands-on Associate Degree level technology programs.
- Serves as a regional educational facility with meeting space, computer labs, and technical support.
- Is a strong partner in regional economic development with Advantage West, the Haywood Economic Development Commission, and the Haywood County Chamber of Commerce.

This Center also houses Haywood Community College's Small Business Center which provides the following services:

- Confidential counseling services, seminars, and access to resource libraries are free of charge. Some workshops require a minimal registration fee.
- Free, confidential counseling services for new and existing business. Call (828) 627-4512 for an appointment.

West Waynesville Campus

The West Waynesville Center established in 1997, was donated to the College by the Local No. 277 United Rubber Workers Union. Remodeled in spring 2011 through a partnership between Goodwill Industries of Northwest North Carolina, Inc. and Haywood Community College, it currently houses part of Haywood Community College's Workforce and Industry Training Programs. The facility is located 23 Hendrix Street, Waynesville, NC 28786.

Academic Advisement

Certificate, Diploma, and Degree Seeking Students

All students declaring a major in certificate, diploma, or associate degree programs are assigned to a team advising model, comprised of a success coach and faculty advisor. Students in a declared major are required to obtain an academic advisor approval of courses before registering. Registration/advisement periods are posted in the academic calendar. All returning students should register early and pay or complete financial aid during this period so as to stay on schedule to graduate.

Each student is responsible for the proper completion of his or her program of study. It is the responsibility of the student to know the academic regulations of Haywood Community College for maintaining academic standing and for meeting all graduation requirements. Curriculum advisors will provide counsel but the final responsibility rests with the student.

Academic advisors are the college's legal agent for overseeing the academic progress of students. In order to graduate on time, students must complete the designated courses at the time of year they are offered. Academic advisors maintain a file for each student with their academic progress. Students who do not know their assigned academic advisor should contact Student Services. Students are assigned a student ID number upon applying which is sent to students in their acceptance letter. Students may also get their ID number from their advisor or Student Services. Student ID badges must be carried at all times while on campus.

Non-Degree Seeking Students or Workforce & Industry Training Students

Non-degree seeking and workforce and industry training students should go to the Student Center for one-stop advisement, admissions, registration, payment, and books.

Transcripts

If transcripts cannot be obtained due to extenuating circumstances (loss by fire, school no longer exists, etc.) then documentation of all efforts made by the student and a letter of explanation regarding the circumstances must be submitted to the Director of Enrollment Management. Faxed copies of transcripts are not considered to be official transcripts. Transcripts written in a language other than English must be translated and evaluated. A certified copy of the English translation with evaluation should be submitted with the transcript. Haywood Community College does not provide translation services. Applicants may contact the World Education Services (International Academic Credential Evaluation) website at www.wes.org for information.

Transfer of Credit and Transcript Evaluation

Applicants to degree, diploma, or certificate programs who want credit for course work completed at other postsecondary institutions are responsible for having an official transcript from each institution mailed directly to the Enrollment Management Office. Courses with a grade of "C" or higher may be accepted if they are applicable to the program selected at Haywood Community College and were earned at an accredited college, university, community college, or technical institute. Any course with a grade of less than a "C" is not transferable.

Credit transferred to Haywood Community College from another institution will be recognized as hours toward the appropriate degree, diploma, or certificate but will not be calculated toward the cumulative grade point average (GPA) for that program. Every attempt will be made to evaluate transcripts for transfer credit

prior to registration. Evaluation will be completed no later than the end of the first semester of enrollment following acceptance into the program of study.

It is the intent of Haywood Community College that entering students will be successful. Time limitations may restrict the acceptance of credits from both internal and external sources if it is determined that course material or content is outdated. The Curriculum Dean over the program of study in which the course resides will make the decision regarding the acceptance of credit for such courses.

Curriculum Deans are responsible for approving transfer credit within the major. Transcript evaluation will be completed by Enrollment Management staff by the end of the first semester of enrollment.

Transfer credit from other regionally accredited postsecondary institutions pertaining to related and general education coursework will be approved by the Dean of Arts, Sciences, and Natural Resources.

All **degree-seeking** students in a Career Technical Program must complete a student success course by the end of their second semester of attendance at Haywood Community College. Students with an earned two-year degree, or higher, will be exempt from the student success course. Students without an earned two-year degree or higher, with more than 29 hours of approved transfer credit from an outside institution will also be exempt from taking a student success course. However, College Transfer Students will be required to take ACA-122 College Student Success as part of their program of study.

CLEP, Advanced Placement, and Armed Forces Training

The College will accept or transfer appropriate credits earned through credit by examination, advanced placement, CLEP, armed forces service schools, and college-level courses completed prior to graduation from high school. The Curriculum Dean of the department in which the courses are taught determines applicable credit.

The College gives credit for courses in which College Entrance Examination Board Advanced Placement Examinations have been given and in which appropriate levels of competence have been demonstrated. If a student has taken Advanced Placement courses in high school and the respective examination and receives a grade of three (3) or higher on the exam, he/she can receive college credit. For example, a score of at least three on the biology AP exam would entitle the student to receive four semester hours credit for BIO-111, General Biology I. The results of the Advanced Placement Examination should be sent to the Enrollment Management Office by the Advanced Placement Program.

Honors and Achievements

Dean's List

Students shall be placed on the Dean's List if they are currently enrolled for 12 or more credit hours and have obtained a current semester grade point average (GPA) of 3.50 or above, with no grade of W, CE, I, or AU making up the 12 credit hours.

Honors Program

The Honors Program at Haywood Community College is intended to accomplish several goals. First, the program provides an opportunity for qualified students to pursue a more rigorous and rich curriculum than is necessary to meet the standard graduation requirements as established by the college for each of its regular degree programs. The Honors Program challenges students in a way that promotes their personal and professional growth including enhanced development of Haywood Community College's general education competencies: collaboration, critical thinking, and communication. Honors students are encouraged to incorporate service learning into their educational experiences. Participation in the Haywood Community College Honors Program promotes student engagement in academic pursuits and provides formal recognition of the additional academic investment and achievement of the students who successfully complete the honors curriculum. Graduates who successfully complete the Honors Curriculum are provided special opportunities including articulation with honors programs at senior institutions.

Honors Curriculum

The Honors Curriculum consists of regularly scheduled courses which are enriched by activities that are completed by the Honors Student and which are beyond the normal requirements of the class. A student seeking Honors Credit for a course will work in conjunction with the instructor for that course to develop a proposal for activities that will enrich the class and that will warrant award of Honors Credit. Students can initiate an Honors Proposal by approaching the instructor with an idea for enriching the course. Instructors must confirm that the student is eligible for Honors Coursework. Instructors may invite Honors Proposals by announcing that opportunity to his or her class. Honors proposals must be approved by an Honors Committee appointed by the Vice President of Instruction. The Honors Contract must include specific, measurable learning outcomes that are related to the topic of the course. Students are encouraged to develop activities that specifically relate to Haywood Community College's general education competencies of collaboration, communication, and critical thinking. All Honors Contracts will include a two-page written reflection on what was learned as a result of the activities. The course instructor will supervise the Honors Contract and determine if the contract has been satisfied in such a way that awarding Honors credit is warranted.

Honors Program Requirements

Students wishing to enter the Haywood Community College Honors Program during their first semester at the College must be graduates of a North Carolina high school college prep curriculum and must meet one of four requirements: high school GPA of 4.0 or higher (weighted), high school class rank of 10% or higher, an SAT score of 1875 or higher, or an ACT score of 30 or higher. Career and College Promise students or Haywood Early College students who wish to enter the Haywood Community College Honors Program may do so if they meet at least one of the following requirements: an SAT score of 1875 or higher, or an ACT score of 30 or higher. Students wishing to enter the Haywood Community College Honors Program after their first semester

must have a cumulative GPA of 3.5 or higher with at least 12 college credit hours complete. If at any time an Honors Student's GPA drops below 3.5, that student will be ineligible for additional Honors Credit until such a time that the GPA is raised to at least a 3.5.

Honors Program Graduation Requirements

The student must complete the requirements of one of Haywood Community College's approved degree programs with a cumulative GPA of 3.5 or higher. The student must complete 12 credit hours of Honors Coursework in at least three different classes with a grade of A or B for all Honors classes.

Receiving Honors Credit

Honors Proposals must be submitted to the Honors Committee within one week of the census date (10% date as established by the Office of Enrollment Management) of each semester. The Honors Committee will review all eligible proposals and will judge the proposals to be rejected, accepted, or accepted with revisions. Accepted Honors Proposals (including those ultimately accepted after revision) serve as the basis for Honors Contracts which outline the specific activities that a student will complete in order to earn Honors Credit for the class. Honors Contracts must be satisfied by the time of submission of final grades for the semester for which the proposal was written. Students may still earn regular credit for a class in which the Honors Contract was not successfully completed. Honors Contracts cannot be submitted for short semester courses or courses completed during summer semesters. The instructor supervising the Honors contract must certify successful completion of Honors Contract. The student must receive a grade of an A or a B for the class within which the Honors Contract was completed. A student who does not receive Honors Credit for a contract that was deemed not satisfied by the supervising instructor may appeal that decision to the Honors Committee by submitting a typed explanation of how the student's work satisfied the Honors Contract. The appeal must be submitted to the Honors Committee on or before the fifth day of classes in the subsequent semester - including summer semester for spring honors classes (see Policy 5.2.5 Grade Appeal).

Learning Support Services

Learning Support Services (LSS), located in the Hickory building, provide the following services: free tutoring, academic skills workshops, distance learning testing, make-up testing, study group support, Snap and Read Software, and supplemental course software.

Learning Support Services delivers free academic support through laboratory offerings in grammar, writing, math, science, basic computer operations, and study skills to enrolled curriculum students. In LSS, HCC Faculty and other professional tutors offer academic assistance to students. Learning Support Services also provides resources for both students and faculty in the form of supplemental resource materials; These materials are located in the Learning Support Services Department and on the HCC Website.

Technical Standards for Programs of Study

Haywood Community College reserves the right to implement technical standards to protect the safety and health of all students and any clients/patients served in clinics, labs, and shops, and further, to prepare students for employment in the program of study. Please check with the academic advisor prior to enrolling to review specific technical standards based on job requirements for the program of study.

If a student believes that he or she cannot meet one or more of the technical standards without accommodations or modifications, the College must determine, on an individual basis, whether or not the necessary accommodations or modifications can be reasonably made.

Haywood Community College is committed to providing equal educational opportunities for students with documented disabilities. The College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which stipulate that no student shall be denied the benefits of an education "solely by reason of a disability." Disabilities covered by law include, but are not limited to, learning disabilities, psychological disabilities, and hearing, sight, or mobility impairments.

Students with a disability are encouraged to disclose their disability to a Student Wellness Counselor.

Reasonable accommodations can be provided after the submission of appropriate documentation. For more information, please contact Student Wellness in Student Services at (828) 627-4504 or by email at HCC-Wellness@haywood.edu.

Work-Based Learning

Work-based learning at Haywood Community College is comprised of educational programs designed to enhance student learning, promote civic responsibility, clarify and validate career goals, and encourage professional growth, and development of job skills through practical work experience outside the classroom. Work-based learning programs include apprenticeships, work-based learning, internships, and service learning.

Students should meet with their curriculum advisors before registering for a work-based learning course. Work-based learning courses require an orientation session before students can begin their work experiences and all work-based learning courses require completion of activities that track student progress throughout the course.

Work-Based Learning Courses

Work-Based Learning (WBL) courses at Haywood Community College are part of a structured educational program designed to help students clarify, test, and validate career goals through work experience. Its purpose is to successfully place students with employers to encourage professional growth and allow development of job skills directly related to and coordinated with their chosen field of study.

Program Outcomes

- Students perform tasks related to their academic or career goals.
- Students gain knowledge and experience from skilled mentors.
- Students receive academic credit for their work experience.
- Students provide definable benefits to employers.
- Students improve employability skills, i.e., in resume writing, job interviews, and professional appearance.

Student Outcomes

- Academic: ability to integrate classroom theory with workplace practice, technical knowledge through use of state-of-the-art equipment, clarity about academic goals, and academic motivation.
- Professional: workplace competencies, understanding of workplace culture; responsible for work habits; clarity about career goals; professional network; and after graduation employment opportunities.
- Personal: lifelong learning skills, job readiness, soft skills, maturity, determination of strengths and weaknesses, and earnings to defray college expenses.

WBL courses are required or highly recommended for some programs (Computer-Integrated Machining Technology, Medical Office Administration and Information Technology), and are offered as a technical elective in most other programs. Students will receive academic credit, as well as work experience in their field of study. Students must have a GPA of 2.0 or higher and have completed at least nine semester credit hours of core credits toward graduation.

The Medical Office Administration program may require students to complete Student Medical Forms (including submitting vaccination records) and background checks, which carry additional costs.

Internships

Internships combine practical work experience with academic coursework to develop student job skills, encourage professional growth, and establish professional relationships in the student's field of study. Internship requirements vary by program. Please contact us for specific internship opportunities.

Service Learning

Service learning combines positive and meaningful community service with academic coursework to reinforce classroom concepts, promote civic responsibility, and meet the needs of the community. Service learning opportunities vary by program and are approved at the discretion of the instructor.

Apprenticeships

Apprenticeship programs vary greatly by program and availability. Please contact the Dean of Workforce and Industry at (828) 564-5128 or ddburchfield@haywood.edu for more information about apprenticeships in Haywood County.

Criminal Background Checks and Drug Screens

Curriculum

The students from the Health, Human, and Business Services Department and students enrolled in programs within that department may be required to obtain criminal background checks and/or drug screens. Please read the information below for more detail.

Criminal background checks and drug screens are not required for admission to these programs. However, students can expect to submit to criminal background checks (state and/or federal) and drug screens in order to meet regulatory criteria of facilities participating in the clinical education or practicum component of the student's chosen program once admitted to the program. The faculty in these programs recognize and are fully supportive of clinical facilities or field sites mandating criminal background checks and/or drug screens on students enrolled in the program.

If a clinical facility or practicum site prohibits a Health, Human, and Business Services student from participating at the facility based on the results of the criminal background check and/or drug screen, the student could be dismissed from the respective program of study. Alternate clinical experience may be arranged on behalf of the student(s), when applicable. If the program is unable to place the student in an alternate clinical site, then the student's progression will be halted, which will result in the student's dismissal from the program. Students are encouraged to follow due process if they feel ineligibility was determined as a result of false or inaccurate information. Students can expect to absorb all costs related to criminal background checks and/or drug screens. *Specific procedures will be provided to students upon acceptance and enrollment.*

Students should also expect to submit to a criminal background check at their own cost, when seeking eligibility for state licensure or national certification.

For curriculum program technical standard requirements, see our website and the curriculum advisor of the program of study if you have questions.

Short-Term Workforce Development

Criminal background checks and drug screens are not required for admission to EMS (Emergency Medical Services) and Allied Health certification programs. However, students can expect to submit to criminal background checks (state and/or federal) and drug screens in order to meet regulatory criteria of facilities participating in the clinical education or practicum component of Health and Human Services programs once admitted in the program. The Short-Term Workforce Development faculty recognizes and is full supportive of clinical facilities or field sites mandating criminal background checks and drug screens prior to enrolling in a certification course.

If a clinical facility or practicum site prohibits a Short-Term Workforce Development student from participating at the facility based on the results of the criminal background check and/or drug screen, student could be dismissed from the respective program. Alternative clinical experience will not be arranged on behalf of the students. Students are encouraged to follow due process if they should feel ineligibility was determined as a result of false or inaccurate information. Students can expect to absorb all costs related to criminal background checks and/or drug screens. Specific procedures will be provided to students in Workforce and Industry Training programs upon acceptance and enrollment.

Students should also expect to submit to a criminal background check at their own cost, when seeking eligibility for state licensure or national certification.

College and Career Readiness

North Carolina's adult education and literacy program, College and Career Readiness, supports the mission of the North Carolina Community College System which is "to open the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of individuals."

There are no tuition costs for College and Career Readiness programs. A fee is applied for High School Equivalency testing. North Carolina's College and Career Readiness program assists adults in obtaining the knowledge and skills necessary for work, further education, family self-sufficiency, and community involvement.

Haywood Community College's College and Career Readiness Department offers the following opportunities:

Adult Basic Education (ABE) assists students pursuing a High School Equivalency Diploma, obtaining an Adult High School Diploma, becoming better prepared for the workplace, developing skills for a better job, creating a stronger presence in family life, or entering college. The program also provides skill building instruction to support the transition to continued education, certificate programs, workforce development, and/or degree programs.

Adult High School Diploma (AHS) is a College and Career Readiness program which gives adults the opportunity to complete requirements to earn an actual high school diploma. Through careful evaluation of transcripts, interview, and acceptance procedures, students will be able to determine the number of high school credits needed and work to complete the study for a diploma. This diploma is honored and accepted at community colleges, most private colleges, many universities, and by employers across the nation.

English Language Acquisition (ELA) "Integrated English literacy and civics education" (IEL/CE) is defined as "education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civics participation, and may include workforce training." This expanded program codifies what had formerly been known as the English Literacy and Civics (EL/Civics) program. The Department will be issuing further guidance on new statutory requirements that apply to the Integrated English Literacy and Civics Education program under WIOA throughout the program year 2015.

The High School Equivalency Diploma (HSE formerly GED®) is a College and Career Readiness program that provides instruction to prepare for the official High School Equivalency tests. Students must take a battery of tests: Language Arts, Social Studies, Science, and Mathematics. Each student is required by the test vendor to pay a test fee. A North Carolina State Board of Community College High School Equivalency Diploma is awarded to students successfully passing the battery of tests.

How to Enroll in College and Career Readiness Programs

Students may enroll in College and Career Readiness classes by attending and completing an orientation session. Students may call (828) 627-4700 to register for orientation.

College and Career Readiness Enrollment for Minors

The applicant who is between the ages of 16 and 17 years of age may be admitted to the College and Career Readiness programs provided:

- a. The applicant is supported by a notarized permission form signed by the applicant's parent, legal guardian, or other person or agency having legal custody and control. The petition must certify the place of residence and date of birth of the applicant, the parental or other appropriate legal relationship of the petitioner to the applicant, and the date on which the applicant left the public schools. After the form is notarized, it is signed by the principal of the last school attended and by the superintendent if it has been less than six months since the student last attended.
- b. Upon enrolling in College and Career Readiness programs, students agree to adhere to the department rules and the Haywood Community College Student Code of Conduct as stated in this catalog.

Short-Term Workforce Development

Short-Term Workforce Development provides learning opportunities by offering a wide variety of classes to support economic development and the advancement of continued adult learning. Through a variety of community assessments, our programs are designed to meet the needs of higher academic education, retraining and job training, and personal and professional growth. Short-Term Workforce Development develops concepts and ideas for lifelong learning by examining the needs of the citizens, of businesses, and of industries throughout our area. Offerings include classes both on and off campus at a variety of times, days, locations and various formats of learning by lectures, hands-on, and Internet-based learning.

Haywood Community College is the primary center for both training the area's workforce and for providing direct assistance to small business development. Haywood Community College is also a partner with other organizations leading economic development efforts. The college is involved with the Haywood County Economic Development Commission, the Haywood County Chamber of Commerce and the WNC Advanced Machining Center project, efforts which are designed to attract new industry to the area, retain existing industry and build an environment that fosters economic growth and prosperity.

Enrollment Procedures

Admissions Procedure for Short-Term Workforce Development (Non-credit) Programs

Enrollment procedures and requirements vary by discipline for Short-Term Workforce Development courses. Please visit the website at www.haywood.edu/continuing-education/index.php for more information. Students are encouraged to enroll in Short-Term Workforce Development courses early.

Enrollment

Notice: Students receiving financial assistance from third party entities (such as vocational rehabilitation) must have formal authorization filed in the Business Office prior to registration. There is a returned check fee of \$25.00. All previously incurred expenses at the College must be paid before a student may register at the beginning of any term. Degrees, diplomas, certificates, or certifications will not be granted nor will transcripts be furnished until all financial obligations to the College have been paid and cleared by the financial agent. Unpaid debts are turned over to a collection agency after a reasonable period is allowed for payment.

Students that receive a fee waiver for classes are required to provide their Social Security Number on the registration form and list the full name (no abbreviations) of the department or entity the fee waivers to be applied for. Registration forms that are received without this information cannot be registered into the desired class.

Costs

Costs and fees which include tuition, books, cards, supplies, and insurance for individual courses and areas of study will vary depending on the class. Student's responsibility includes inquiring during registration to confirm the required items (books and supplies) and costs of said items. Some courses require insurance and certification cards. The College reserves the right to assess new fees or increase or decrease charges as it may determine. The College will publicize any such changes when and if they occur. These fees are subject to change without prior notice upon approval by the College Administrative Council and Board of Trustees. A

minimum enrollment may be required to offer a course or continue a sequence of courses. There are no tuition costs for Adult Basic Education courses but fees may apply in addition to testing costs. G.S. 15D-39 authorizes the State Board of Community Colleges to fix and regulate all tuition and fees charged to students for applying to or attending any community college. Scholarships may be available for select courses.

The current rate for Occupational Extension courses is as follows:

Hours	Costs
0–24 Hours	\$ 70
25–50 Hours	\$125
50+ Hours	\$180

Self-Supporting and Community Education Courses rates vary.

Cost may vary based on student fees associated with individual courses

Refund Policy

The tuition policy is set by the State of North Carolina and is subject to change. A 100% refund shall be made if the student officially drops prior to the first day of classes of the term as noted in the College Calendar. Also, a student is eligible for a 100% refund if the class in which the student is registered is cancelled. A 75% refund shall be made if the student officially drops from the class(es) prior to or on the official 10% point of the term through the Enrollment Management Office.

Insurance, technology, and student activity fees are NOT refundable. Federal regulations, if different from above, will overrule this policy. Tuition refunds will be mailed to students; student fees are nonrefundable.

Course Cancellations

Courses may be cancelled or rescheduled due to inclement weather, low enrollment or other reasons. Students will be notified a minimum of 24 hours before the start of class for cancellations that do not involve weather related issues. Please visit www.haywood.edu for weather related announcements.

Drop/Withdraw

Any student that needs to drop or withdraw from a class should complete the online or he/she may visit Student Services and complete a Withdraw Form.

Services

Numerous training options are available and can be designed to the needs of the employer and/or student. The services offered include:

- Certification and Licensure
- Community and Corporate Education
- Human Resource Development
- Computer Training
- Advanced Technologies
- Industry and Customized Training
- Health and Emergency Services Training

- Allied Health Training
- Fire Training
- Public Safety and Law Enforcement Training
- Occupational Training
- Small Business Center
- Online Training

Community Service Programs offer to individuals 18 years of age (16 years-old with a completed Minor Permission Form and all required signatures) and short-term courses for self-improvement, cultural enrichment, and academic achievement. The program is intended to meet the growing needs and interests of the community. The purpose is to give an individual a chance to pursue special interests and to fill his/her leisure time with worthwhile educational projects. Some of these include sewing and quilting, drawing and painting, knitting, woodcarving, knifemaking and bladesmithing, and basic auto repair. The National Safety and Health Council's Defensive Driving four-and eight hour course is also offered. Haywood Community College's partnership with the American Bladesmith Society (ABS) brings the art and science of hand-forged bladesmithing to our campus. Master Bladesmiths from across the country come to attend our semi-annual Hammer In and Knife Show and to serve as skilled instructors in ABS sanctioned bladesmithing courses.

Corporate training provides specialized courses specifically designed to meet the needs of corporations, groups, non-profits, and other entities.

Human Resources Development (Career Works) Program

The mission of Haywood Community College's Human Resources Development (HRD) program is to strengthen the employability skills of the county's residents who are unemployed or underemployed. HRD courses may be fee waived for the underemployed or unemployed. The primary goal is to help these individuals develop the essential skills needed for securing and maintaining employment. Instruction focuses on the following skill areas:

- Career Assessments
- Development of Employability Skills
- Communication Skills
- Problem-Solving Skills and Techniques
- Computer Skills
- Job Search
- Résumé Development
- Interviewing Skills

HRD programs are currently offered by Haywood Community College. For more information, please call (828) 564-5107 or email HCC-HRDtraining@haywood.edu for more information.

Computer Training

Computer Training offers a wide variety of computer training in both classroom and web-based formats. All of our courses are designed to help each student learn new computer software packages and/or sharpen existing computer skills. The goal of Haywood Community College Computer Training is to help all students improve their knowledge of computer technology, whether for career advancement or personal improvement.

Career Readiness Certificate (CRC)

The Career Readiness Certificate is a nationally recognized credential which certifies that the holder is ready for the workplace. Getting a North Carolina Career Readiness Certificate allows you to show prospective employers that you possess the basic skills they require. Even if you have a high school diploma or High School Equivalency (HSE) or a post-secondary degree, the CRC further verifies that you can handle the kinds of tasks that are common in today's workplace: finding information, reading instructions and directions, and working with figures.

The Certificate is based on established WorkKeys® assessment tests. (WorkKeys is a comprehensive skills assessment tool recognized by thousands of companies in the U.S. and by state and federal agencies.) To earn a Career Readiness Certificate, individuals are tested in reading, applied math, and locating information through the WorkKeys skills assessment system.

Currently four levels of CRC assessment certifications are awarded based on the student's scores on the assessment. The levels are as follows:

- Bronze (Level 3): Individual possesses the necessary foundational skills for 16% of jobs in the WorkKeys database
- Silver (Level 4): Individual possesses the necessary foundational skills for 67% of jobs in the WorkKeys database
- Gold (Level 5): Individual possesses the necessary foundational skills for 93% of jobs in the WorkKeys database
- Platinum (at least a Level 6): Individual possesses the necessary foundational skills for 99% of jobs in the WorkKeys database

Haywood Community College offers an interactive online assessment and training tool as a means of preparing for the CRC assessment and is available to Haywood Community College students at no charge. Students can register for unlimited access at the West Waynesville campus. The assessment costs \$40.00. It can be taken as often as desired. Funds may be available to cover the first-time cost of taking the CRC. The CRC assessment can be taken by appointment at the West Waynesville Campus.

For more information or to schedule the CRC assessment contact (828) 627-4669.

Business and Industry Services

Services provided to Business and Industry Partners include: Occupational Continuing Education, Workforce Training, and specialized industry training provided through the North Carolina Community College System, Customized Training Program.

For over 40 years, Haywood Community College has been offering these specialized training programs to citizens as they assess and build upon their work-related skills. Through our Business and Industry Training Division, participants can upgrade skills, develop new skills, and prepare for licensures and certification, by participating in any of our wide range of training support -- from Machine Operator to Management level

courses. Haywood Community College can provide employee training tailored for very specific job skills at area businesses and industry.

Haywood Community College's Business and Industry Services provides:

- Safety and Environmental Training
- Customer Service Training
- Recertification Classes
- Manufacturing Training Courses
- Strategic Planning
- Corporate Level Management Training
- Professional Development

Customized Training Program

The Customized Training Program provides education, training and support services for new, expanding, and existing business and industry in North Carolina through our network of 58 community colleges, serving all 100 counties of the state. Our goal is to foster and support three key aspects of your company's well-being.

- Job Growth
- Technology Investment
- Productivity Enhancement

Training Solutions

All solutions are the result of collaboration with the management team and customizing the training to meet specific objectives adding to business success.

NC Manufacturing Extension Partnership

The North Carolina Manufacturing Extension Partnership (NCMEP) is a proven resource as a public-private operating alliance of state supported programs, working together to help manufacturing companies become operationally efficient and well positioned to grow profitably. Through combined resources and collaboration efforts, we provide solutions and services that help clients:

- Save Time and Energy
- Improve Productivity
- Increase Sales
- Improve Profits
- Create and Retain Jobs
- Our Success

Since 2000, NCMEP efforts have resulted in \$3.6 billion in economic benefit to the State of North Carolina. NCMEP is one of 60 federal Manufacturing Extension Partnership (MEP) organizations nationwide chartered to help medium size and smaller manufacturers compete and grow. NCMEP is administered by the NC State Industry Expansion Solutions and is joined by partners from:

- North Carolina Community College System, Customized Training
- Economic Development Partnership of NC (EDPNC)
- Polymers Center of Excellence
- Manufacturing Solutions Center
- Energy Solutions
- North Carolina A and T State University
- UNC Charlotte

Health and Emergency Services Training

Pre-hospital care is critical and Haywood Community College offers training to help EMS professionals and general public provide the best care possible in times of emergencies. We offer the following certifications:

Certifications

- EMR, EMT-B, AEMT, and EMT-P
 - EMR and EMT-B require a high school diploma or a standardized reading comprehension test.
 - AEMT and EMT-P require reading and mathematics skills on the post-secondary level and a high school diploma or GED.
 - EMT-P requires successful completion of an approved Anatomy and Physiology course as a pre-requisite to the program.
- CPR for healthcare, industry and the general public

Continuing education and general awareness

- EMS provider for continuing education credits offered face to face or online.

General awareness is provided as needed and customized to your needs.

Please email us at HCC-EMSTraining@haywood.edu or by phone at (828) 564-4103 for more information.

Allied Health Training

Allied Health helps people become employable in the healthcare industry or continue their education here at Haywood Community College. We offer the following certifications:

- Medication Aide
- Nurse Aide I
- Pharmacy Technician
- Phlebotomy

*Most Allied Health programs require a high school diploma or a standardized reading comprehension test. Please email us at HCC-Alliedhealth@haywood.edu or by phone at (828) 565-4145 for more information.

Fire Training

Fire certification and continuing education courses are offered regularly at Haywood Community College. A list of available classes can be accessed by visiting:

<https://webadvisor.nccommunitycolleges.edu/WebAdvisor/WebAdvisor?TOKENIDX=4073057362&type=M&constituency=WBCE&pid=CORE-WBCE> .

- Rescue courses are available regularly
- Fire and Rescue hosts two major events annually
- Wilderness Week occurs every April and focuses on training for Search and Rescue workers along with Man Tracking classes for Law Enforcement
- Haywood Community College's Annual Weekend Fire School is offered in July. The fire school focuses on upper-level fire training using the latest technology in our 4-Story Burn Building. Some specialty certifications are offered as well.

Please call or email us at HCC-firetraining@haywood.edu or by phone at (828) 565-4247 for more information.

Law Enforcement

Haywood Community College recognizes the value of Law Enforcement and strives to offer the best training possible. We offer the following certifications:

- Basic Law Enforcement Training
- Taser
- General Instructor
- Telecommunicator
- In-Service
 - In-Service Training is offered periodically throughout the year.
- K9 training is available on request
- DOCC Correction Officer Certification

Occupational Training

Haywood Community College provides education and training for individuals to prepare for new or different employment and to upgrade the skills of individuals in their current employment. These opportunities are available through single courses or a series of courses specifically designed for an occupation. A significant number of these courses are offered to meet licensure or certification requirements. Haywood Community College is the primary center for both training the area's workforce and for providing direct assistance to small business development. Haywood Community College is also a partner with other organizations leading economic development efforts. The college is involved with the Haywood County Economic Development Commission, the Haywood County Chamber of Commerce and the WNC Advanced Machining Center project, efforts which are designed to attract new industry to the area, retain existing industry and build an environment that fosters economic growth and prosperity.

Please email us at HCCIndustryTraining@haywood.edu or by phone at (828) 564-5107 for more information.

Small Business Center

Our expert staff provide training, counseling, and resource information in support of new business development and existing business growth. The Center also offers free, confidential counseling and access to an extensive resource library. Our expert staff provide a wide variety of free seminars are also available to help businesses be successful. Some topics include: How to Start a Business, How to Write a Business Plan, Financing Your Business, Marketing Your Business, How to Find Your Customers, Basics of Bookkeeping, and Your Small Business Taxes. Visit www.haywood.edu/small-business-center to view Upcoming Seminars, Success Stories, Resources, other business-related news, and events to help grow your business. Online learning is available in most disciplines. Online learning provides options for students to train at home or on-the-job. Online training can build upon existing work skills or provide foundational learning or skills.

Please email us at acswanger2@haywood.edu or by phone at (828) 627-4512 for more information.

Registration

- Complete a Workforce and Industry Training Enrollment Form available in Student Services in the Student Center and online.
- Submit the form to Enrollment Management staff to complete the registration process.
- Pay tuition, institutional fees, and purchase books in the Student Center.

Contact Workforce & Industry Training

For information on scheduled classes or to sign up for classes contact: (828) 627-4669.

Policies and Procedures Related to Tuition and Institutional Fees

Policy 6.1.1 TUITION AND FEES

I. TUITION AND FEES GENERAL REQUIREMENTS

Tuition and fees shall be charged in accordance with state statutes and according to schedules established by the North Carolina State Board of Community Colleges ("State Board") and/or the College's Board of Trustees ("Board"). The State Board establishes a general and uniform semester tuition rate for curriculum students. The State Board establishes both a North Carolina resident rate and a nonresident rate. Whether a student is a resident for tuition purposes shall be established in accordance with N.C.G.S. § 116-143.1 and -143.3 (for purposes of Armed Forces personnel and their dependents). For more information concerning residency requirements, see Policy 6.1.2 – Tuition Residency Requirements. The rate for auditing a course is the same as taking the course for credit.

II. TUITION AND REGISTRATION FEE WAIVERS

The North Carolina General Assembly and the State Board have promulgated statutes and administrative regulations dealing with authorized groups of students with respect to tuition and registration fee waivers. For information concerning tuition and registration waivers, see N.C.G.S. §§ 115B-1, 115D-5, 1E SBCCC 800.2 and the North Carolina Community Colleges Tuition and Registration Fee Waiver Reference Guide. The tuition and registration waiver does not extend to the Board's Local Fees (see Section III).

To obtain a tuition and registration fee waiver, individuals must establish proof of eligibility as a member of an authorized group. To be eligible for a tuition or registration fee waiver, trainees enrolled in Basic Law Enforcement Training (BLET) courses must obtain a letter of sponsorship from a state, county, or municipal law enforcement agency prior to enrollment and uphold the terms of the sponsorship until completion of the BLET course. The College must maintain documentation of the sponsorship on file. The College shall not grant tuition and registration fee waivers to students enrolled in self-supporting courses. The College shall charge the student the self-supporting fee or use institutional funds to pay for the self-supporting fee on the student's behalf.

Annually, the President shall report to the State Board the amount of tuition and registration fees waived by the College on behalf of individuals who are members of authorized groups.

III. LOCAL FEES

A. Authorization

Pursuant to 1E SBCC 700.1, the Board adopts the following local fees. The College shall deposit receipts derived from local fees in an unrestricted institutional account. The College will only use the local fee receipts for the purposes for which the local fee was approved. The President shall annually report all required local fees to the State Board.

B. Authorized Local Fees

1. Student Activity Fee – Curriculum Students

Pursuant to 1E SBCCC 700.2, the Board establishes a Student Activity Fee as follows:

- a. For Traditional Curriculum Students - \$32.50 per academic semester (fall and spring only)
- b. For Haywood Early College Students - \$25.00 per academic year

The Student Activity Fee receipts shall be used for the permissible activities and expenses listed in 1E SBCCC 700.2(b)(1)-(2).

The following groups are exempt from the Student Activity Fee:

1. Career and College Promise students; and
 2. Individuals who participate only in meetings and seminars organized by the College (i.e., a group of people gathered for a one-time basis primarily for discussion under the direction of a leader or resource person).
2. Instructional Technology Fee – All Students
Pursuant to 1E SBCCC 700.3, the Board establishes an Instructional Technology Fee as follows:
 - a. For Curriculum Students - \$32.00 per academic semester.
 - b. For Continuing Education Students - \$5 per course.

The Instructional Technology Fee receipts shall be used to support costs of procuring, maintaining, and operating instructional technology, including both information technology (hardware and software) used primarily for instructional purposes and specialized instructional equipment necessary for hands-on instruction. The College is authorized to use instructional technology fee receipts to hire support positions to operate, maintain, and repair this technology, as well as buy the necessary supplies and materials for operations. Instructional Technology fee receipts shall not be used to purchase computers and other technology used primarily by College employees, nor may instructional technology fee receipts be used to support positions that do not directly support this instructional technology.

3. College Access and Parking (“CAP”) Fee – Curriculum Students
Pursuant to 1E SBCCC 700.4, the Board establishes a CAP Fee at a rate of \$5.00 for each academic semester. The CAP Fee receipts shall only be used to support costs of acquiring, constructing and maintaining the College’s parking facilities, parking enforcement and security of College property.
4. Required Specific Fees – All Students
Pursuant to 1E SBCCC 700.5, specific fees will be charged to students for select courses to cover academic costs for consumable goods or services that are specifically required for that course. Such academic costs include, but are not limited to: tools, uniforms, insurance, certification/licensure fees, e-text, labs and other consumable supplies. The specific fee rate must be based on the estimated cost of providing the good or service.

The Board hereby delegates to the President the authority to approve all specific fees under \$100. Any specific fees over \$100 must be approved in advanced by the Board. A list of all approved specific fees will be maintained in the College’s business office.

5. Other Fees – All Students

Pursuant to 1E SBCCC 700.6, other fees will be charged to students to support costs of goods or services provided by the College that are not required for enrollment. Examples include, but are not limited to: student health and other insurance fees; graduation fees; transcript fees;

optional assessment fees; library/equipment replacement fees and fees to participate in a specific event or activity.

The Board hereby delegates to the President the authority to approve all other fees under \$100. Any other fees over \$100 must be approved in advanced by the Board. A list of all approved specific fees will be maintained in the College's business office.

6. Excess Receipts

The fees collected under subsection 4 and 5 above, receipts shall be used for the purpose for which they are charged. If the receipts exceed expenditures for the purpose for which they are charged, the College shall use excess receipts to support the costs of either instruction, student support services, student financial aid (e.g. scholarships, grants, and loans), student refunds, student activities, curriculum development, professional development, promotional giveaway items, instructional equipment, and capital improvements and acquisition of real property.

Excess receipts shall not be used for any of the following purposes: supplemental compensation or benefits of any personnel, administrative costs, entertainment expenses, and fundraising expenses.

IV. TUITION AND FEE DEFERMENT

All students, after registering for courses for the specific term, must pay or establish a payment plan through a provider approved by the College on or before a specific date prescribed by the College that is on or before the first date of the course section. Students applying for financial aid that completed their application before the established deadline, and appear to be eligible for assistance, will be allowed to remain in their courses until their financial aid is processed. Students that did not apply for financial aid prior to the established deadline may establish a payment plan.

- A. Students wanting to enroll but lacking funds to pay tuition and fees must meet one of three criteria to defer their payment beyond the payment deadline set by the registrar's office:
 1. Must have applied for financial aid by the application deadline set by the financial aid office and, through preliminary review, appear to qualify for assistance;
 2. Must provide (or have their sponsor provide) documentation in writing from a valid third-party agency that the student may be sponsored by the third- party agency once a final review is complete; or
 3. Must enroll in a payment plan to satisfy the outstanding balance through a third-party provider contracted by the College. All balances must be paid before the last day of the semester.¹¹
2. Students who have not completed all requirements by the financial aid office, not supplied a final authorization from their third-party agency or who fail to pay the balance owed by the end of the semester will be subject to the following restrictions until payment in full has been received or until assistance is granted to satisfy the account balance:
 1. Grades for the term shall be withheld;
 2. Transcripts shall not be released;
 3. Registration for future terms shall not be permitted; and
 4. Permission to participate in graduation shall be denied.

3. Students with outstanding balances shall be notified by a Statement of Account showing the account balance and the nature of the charges and shall be dealt with pursuant to Policy 6.2.9 – Debt Collection.

Policy 6.1.2 TUITION RESIDENCY REQUIREMENTS

I. DEFINITIONS

- A. Domicile: a person's fixed, and permanent home and place of habitation of indefinite duration (for an indefinite period of time); it is the place where he or she intends and is able to remain permanently and to which, whenever the person is absent, he or she expects to return. Domicile may be established by birth, law and/or choice.
- B. Nonresident: is a person who does not qualify as being domiciled in North Carolina.
- C. Residence: a place of abode, whether permanent or temporary. A person may have many residences but only one permanent residence.
 1. Permanent Residence: the legal residence or domicile.
 2. Temporary Residence: one's abode for an undetermined or temporary duration.
- D. Resident: is a person who qualifies as being domiciled in North Carolina.

For more complete definitions of these and other terms, consult the North Carolina Residency Determination Service ("RDS") Guidebook. All the definitions contained in the RDS Guidebook are incorporated herein by reference.

II. RESIDENCY STATUS

A. Establishing Residency

Residency status of all applicants must be determined for the purpose of tuition assessment. Nonresidents are admitted under the same admission requirements as residents but are required to pay out-of-state tuition except for courses classified as self-supporting curriculum courses or continuing education courses.

To qualify as a resident, an applicant must have established a permanent residence in North Carolina and maintained that permanent residence for at least 12 uninterrupted months immediately prior to his or her classification as a resident. The applicant must maintain his/her residence for purposes of maintaining a bona fide domicile rather than maintaining a mere residence for purposes of enrollment in an institution of higher education. All applicants for admission shall be required to make a statement as to his/her length of residence in the State. An applicant shall not be classified as a resident until s/he provides evidence related to his/her legal residence and its duration.

To determine whether a student has established a domicile in North Carolina, as opposed to a mere temporary residence, one must first determine if the student has capacity to establish residency and then reach a conclusion about the intent of the student, as measured by objectively verifiable conduct of the student. The conduct of the student, taken in total, must demonstrate an intention to make North Carolina his or her permanent dwelling place. The determination of domicile does not depend on one fact or a

required combination of certain circumstances. The determination is made based on all the facts and circumstances taken together and viewed as a whole showing by a preponderance of evidence (more likely than not) that some particular location is the student's domicile. Oftentimes, this evidence will include personal statements provided by the student regarding his/her intention to make a residence his/her domicile. While such statements are appropriate evidence to consider, there is no requirement that they be accepted at face value. Student's personal statements should be considered carefully but also cautiously even if there is no concrete evidence that the student is being untruthful. The student's conduct and actions taken toward establishing a domicile are generally of greater evidentiary value than personal statements, especially when the student's conduct and actions are inconsistent or in conflict with the student's statements of intent. Statements of a student's intent to take actions towards establishing domicile at some time in the future generally are not considered sufficient.

For a student to be classified as a resident, the balancing of all the evidence must show that there is a preponderance of evidence supporting the student's claim of domicile. To satisfy this requirement, more of the evidence than not must consist of a cluster, focus or accumulation of favorable information that the student established a domicile in North Carolina at a point in time at least 12 months prior to the domiciliary classification. Because there is almost always variation among cases and individuals, the domiciliary inquiry is more a function of reasonable review and balancing of the total circumstances of each individual case rather than a formulaic computation.

Each applicant for admission is required to complete the RDS application for initial consideration concerning residency before, during or after submitting an application for admission.

B. Special Rules for Domicile

In addition to establishing a person's domicile as noted above, the determination of domicile and residence status for tuition purposes is also affected by special rules set out in North Carolina statutes. For some, but not all, of these special rules, eligible nonresidents remain classified as out-of-state students and are charged in-state tuition rates. For more specific information regarding these special results, consult the Manual.

These special rules impact the following categories of students:

1. Minors;
 2. The "Five-Year Rule" for Non-Minors
 3. Members of the Armed Forces and their families;
 4. Veterans;
 5. Non-military federal personnel, volunteers and missionaries, and expatriates;
 6. Non-U.S. citizens;
 7. Married persons;
 8. Independent;
 9. Dependent;
 10. Legal Guardian
- i. Business-sponsored students - When an employer (other than the armed services) pays tuition for an employee to attend a community college and the employee works at a

North Carolina business location, the employer shall be charged the in-state tuition rate.

- ii. Business and military transferred families - A community college may charge in-state tuition to up to one percent (1%) of its out-of-state students (rounded up to the next whole number) to accommodate the families transferred into North Carolina by business or industry, or civilian families transferred into North Carolina by the military. A student seeking this benefit shall provide evidence of the following:
 - Relocation to North Carolina by the student and if applicable, the student's family, within the 12 months preceding enrollment;
 - Written certification by the employer on corporate letterhead that the student or some member of the student's family was transferred to North Carolina for employment purposes;
 - Certification of student's compliance with the requirements of the Selective Service System, if applicable; and
 - If a family member of the transferred individual is applying for this benefit, the family member must also establish the familial relationship with the transferred individual; live in the same residence as the transferred individual; and provide evidence of financial dependence on the transferred individual.
- iii. Students sponsored by a non-profit entity - A lawfully admitted nonresident of the United States who is sponsored by a North Carolina non-profit entity is eligible for the in-state resident community college tuition rate. The student is considered to be "sponsored" by a North Carolina nonprofit entity if the student resides in North Carolina while attending the community college and the North Carolina nonprofit entity provides a signed affidavit to the community college verifying that the entity accepts financial responsibility for the student's tuition and any other required educational fees. A North Carolina nonprofit may sponsor no more than five nonresident students annually under this provision. This provision does not make a person a resident of North Carolina for any other purpose.
- iv. N.C. public school graduates - Any person lawfully admitted to the United States who satisfied the qualifications for assignment to a public school under North Carolina law (G.S. 115C-366) and graduated from the public school to which the student was assigned shall be eligible for the State resident community college tuition rate.
- v. Refugees - A refugee who lawfully entered the United States and who is living in this State shall be deemed to qualify as a domiciliary of this State under G.S. 116-143.1(a)(1) and as a State resident for community college tuition purposes. While the refugee must live in North Carolina to be eligible for in-state tuition, the refugee is not required to be domiciled in North Carolina for the 12-month qualifying period.
- vi. Nonresidents of the United States - A nonresident of the United States who has resided in North Carolina for a 12-month (365 days) qualifying period and has filed an immigrant petition (Forms I-130, I-360, or I-140) with the United States Citizen and Immigration Service (USCIS) shall be considered a North Carolina resident for community college tuition purposes.
- vii. Federal law enforcement officers, firefighters, EMS personnel and rescue and life-saving personnel - Federal law enforcement officers, firefighters, EMS personnel, and rescue and lifesaving personnel whose permanent duty stations are within North Carolina are eligible for the State resident community college tuition rate for courses that support their organizations' training needs. The State Board of Community

Colleges must approve the courses designed to support law enforcement officers, firefighters, EMS personnel, and rescue and lifesaving personnel's training needs prior to the college awarding the State resident community college tuition rate.

C. Loss of Resident Status

If a person has been properly classified as a resident for tuition purposes and enjoyed that status while enrolled at an institution of higher education in this state, a change in that person's state of residence does not result in an immediate, automatic loss of entitlement to the in-state tuition rate. Students in this situation are allowed a "grace period" during which the in-state rate will still be applicable even though the student is no longer a legal resident of North Carolina. The grace period can apply under certain circumstances both to currently enrolled students as well as to students who are no longer enrolled or who have graduated.

1. Currently Enrolled Students

To qualify for the grace period if the student is currently enrolled, the student must satisfy the following conditions:

- i. The student must have been properly classified as a resident for tuition purposes on the basis of a valid finding that the student in fact was domiciled in North Carolina and had been for the required 12-month period prior to classification; and
- ii. At the time of change of legal residence to a state other than North Carolina, the individual must have been enrolled in an institution of higher education in North Carolina. "Enrolled" shall include both persons who are actually attending the institution during an academic term as well as those whose consecutive attendance of academic terms has been interrupted only by institutional vacation or summer recess periods. A person whose change in legal residence occurred during a period while not enrolled is not entitled to the benefit of the grace period.

The grace period extends for 12 months from the date of the change in legal residence, plus any portion of a semester or academic term remaining at the time the change in legal residence occurred. No change in applicable tuition rates resulting from the expiration of the basic 12-month grace period will be effective during a semester, quarter, or other academic term in which the student is enrolled; the change in tuition rates are effective at the beginning of the following semester, quarter, or other academic term. Once perfected, the grace period is applicable for the entire period at any institution of higher education in the State.

2. Students who are no Longer Enrolled

To qualify for the grace period if the student is no longer enrolled, the student must satisfy the following conditions:

- i. The student must have been properly classified as a resident for tuition purposes at the time the student ceased to be enrolled or graduated from an institution of higher education in this state; and
- ii. If the student subsequently abandons his/her domicile in North Carolina and then reestablishes domicile in this state within twelve (12) months of abandonment, the student may reenroll at an institution of higher education in this state as a resident for tuition purposes without having to satisfy the 12-month durational requirement so long as the student continuously maintains his/her

reestablished domicile in North Carolina at least through the beginning of the academic term for which in-state tuition status is sought.

It is important to note that a student may benefit from this particular grace period only once during his/her life. There is no such limitation on the grace period available to students who experience a change in residence status while still enrolled at an institution of high education in this state.

III. RECONSIDERATION AND APPEAL OF RESIDENCY DECISIONS

If the student does not agree the initial consideration concerning his/her residency status, the student may seek a reconsideration or appeal with RDS. For more information concerning the reconsideration and appeal process and deadlines, the student should consult with the RDS Guidebook.

Policy 6.1.3 SELF-SUPPORTING COURSE FEES

I. AUTHORITY TO CHARGE SELF-SUPPORTING FEES

Pursuant to North Carolina law, the College is authorized to offer curriculum and continuing education course sections on a self-supporting basis and charge self-supporting fees to students who enroll in self-supporting course sections.

II. SELF-SUPPORTING FEE RATES

A. Differing Rates

The College may adopt different self-supporting fees for different courses and activities.

B. Curriculum Self-Supporting Fee Rates

The College must determine self-supporting fees for curriculum courses using one of two methods:

1. Pro-Rata Share Method. The amount charged to each student shall approximate the pro-rata share of the direct and indirect costs associated with providing self-supporting instruction. Unless the College can demonstrate a need for a higher rate, the College may estimate indirect costs by applying its federal indirect cost rate or a rate up to twenty-five percent (25%), whichever is higher, to the direct costs of providing the self-supporting activity. The amount charged to the student shall be calculated based on either: 1) the estimated costs of an individual self-supporting course section divided by the number of students expected to enroll in the course section; or 2) the estimated costs of a set of self-supporting course sections divided by the number of students expected to enroll in the set of course sections. Each student must pay the self-supporting fee even if the sum of the curriculum tuition and self-supporting fees charged to the student for the academic term exceeds the maximum tuition rate set by the State Board and academic term.
2. Transparent Rate Method. The College shall charge each student an amount consistent with the curriculum tuition rate based on residency status. The transparent rate method shall only

be used if the receipts generated through this method can adequately support the direct and indirect costs of the self-supporting instruction.

C. Continuing Education Self-Supporting Fee Rates

The College shall set self-supporting fees for continuing education course sections at a level at or below the local market rate for the type of continuing education instruction provided.

III. USE OF SELF-SUPPORTING FEES

A. Deposit of Self-Supporting Fees

The College shall deposit self-supporting fee receipts in an institutional unrestricted general ledger account. Any course section initially designated as self-supporting cannot be changed to a State-funded designation after the College collects any receipts for the course section.

B. Use of Self-Supporting Fee Receipts

Self-supporting fee receipts shall be used to support the direct and indirect costs of the self-supporting course sections. The College shall not use state funds for direct costs of self-supporting course sections. If a full-time curriculum instructor teaches a self-supporting course section, the College shall either: 1) prorate the instructor's salary based on the time allocated between state-funded and self-supporting course sections in the instructor's course load; or 2) reimburse State funds an amount equal to the number of instructional hours associated with self-supporting course section multiplied by the instructor's hourly rate of pay.

C. Excess Receipts

Specific fee receipts shall be used for the purpose for which they are charged. If self-supporting receipts exceed expenditures for the purpose for which they are charged, the College shall use excess receipts to support the costs of future self-supporting course sections, instruction, student support services, student financial aid (e.g. scholarships, grants, and loans), student refunds, student activities, curriculum development, professional development, promotional giveaway items, instructional equipment, and capital improvements and acquisition of real property.

Excess receipts shall not be used for any of the following purposes: supplemental compensation or benefits of any personnel, administrative costs, entertainment expenses, and fundraising expenses.

Policy 6.1.4 TUITION/FEE REFUNDS

I. CURRICULUM TUITION/FEE REFUNDS

A. Definitions

1. Academic Period – an academic term or subdivision of an academic term during which the College schedules a set of course sections.
2. Non-regularly scheduled course section – is any of the following: a) a class where a definitive beginning and ending time is not determined; b) a semester; or e) any class not meeting the criteria for a regularly scheduled class.
3. Off-cycle course section – a regularly scheduled course section that is not offered consistent with an academic period.

4. Officially Withdraw – the removal of a student from a course section by one of the following methods:
 - a. The student notifies the authorized College official, as defined by the College’s published procedures for withdrawal, of the student’s intent to dis-enroll in a course section as outlined in the College’s published procedures for withdrawal; or
 - b. The College removes the student from the course section because the College cancels the course section or for any other reason authorized by written College policy.
5. On-cycle course section – a regularly scheduled course section that is offered consistent with an academic period.
6. Regularly scheduled course section – is a class that meets any of the following criteria: a) assigned definite beginning and ending times; b) specific days the class meets is predetermined; c) specific schedule is included on the College’s Master Schedule or other official College documents; d) class hours are assigned consistent with the College’s catalog; or e) identified class time and dates are the same for all students registered for the class excluding clinical or cooperative work experience.
7. Census Date – The date marking the end of the add/drop period for a course section, as determined by the College in compliance with the State Board of Community Colleges Code.

The College shall issue tuition refunds, using State funds, and fees only in the following circumstances:

B. Refunds for On-Cycle Course Sections

1. The College shall provide a one hundred percent (100%) refund to the student for both tuition and fees if the student officially withdraws or is officially withdrawn by the College prior to the first day of the academic period as noted on the College calendar.
2. The College shall provide a one hundred percent (100%) refund to the student for both tuition and fees if the College cancels the course section in which the student is registered.
3. After an on-cycle course section begins, the College shall provide a seventy- five (75%) percent refund to the student for tuition only if the student officially withdraws or is officially withdrawn by the College from the course section prior to or on the ten percent (10%) point of the academic period.

C. Refunds for Off-Cycle Sections

1. The College shall provide a one hundred percent (100%) refund to the student for both tuition and fees if the student officially withdraws or is officially withdrawn by the College prior to the first day of the off-cycle course section.
2. The College shall provide a one hundred percent (100%) refund to the student for both tuition and fees if the College cancels the course section in which the student is registered.
3. After an off-cycle course section begins, the College shall provide a seventy-five percent (75%) refund to the student for tuition only if the student officially withdraws or is officially withdrawn by the college from the course section prior to or on the ten percent (10%) point of the course section.

D. Non-Regularly Scheduled Course Sections

1. The College shall provide a one hundred percent (100%) refund to the student for both tuition and fees if the student officially withdraws or is officially withdrawn by the College prior to the first day of the non- regularly scheduled course section.

2. The College shall provide a one hundred percent (100%) refund to the student for both tuition and fees if the College cancels the course section in which the student is registered.
3. After a non-regularly scheduled course section begins, the College shall provide a seventy-five percent (75%) refund to the student for tuition only if the student officially withdraws or is officially withdrawn by the College from the non-regularly scheduled course section prior to or on the tenth (10th) calendar day after the start of the course section.

III. CONTINUING EDUCATION TUITION/FEE REFUNDS

A. Definitions

1. Non-regularly scheduled course section – is any of the following: a) a course section where a definitive beginning and ending time is not determined; b) a course section offered in a learning laboratory type setting; c) a self-paced course section; d) a course section in which a student may enroll during the initial College registration period or at any time during the semester; or e) any class not meeting the criteria for a regularly scheduled class.
2. Officially Withdraw – the removal of a student from a course section by one of the following methods:
 - a. The student notifies the authorized College official, as defined by the College's published procedures for withdrawal, of the student's intent to dis-enroll in a course section as outlined in the College's published procedures for withdrawal; or
 - b. The College removes the student from the course section because the College cancels the course section or for any other reason authorized by written College policy.
3. Regularly scheduled course section – is a course section that meets all of the following criteria:
 - a. Has an assigned definite beginning and ending times;
 - b. Has specific predetermined days and times the course section meets;
 - c. Students may enroll during the initial registration period or any time prior to the census date;
 - d. The course section is consistent with the course standards pursuant to 1D SBCCC 300.5(c); or
 - e. Times and dates are the same for all students registered for the course section excluding clinical or cooperative work experience.
4. Independently Scheduled Course Section – is a course section that meets all of the following criteria:
 - a. Where the begin and end times of the course are not defined;
 - b. Instructional content is delivered asynchronously; and
 - c. A student may enroll during the College's initial registration period or enroll at any time prior to the census date of the course section.
5. Census Date – The date marking the end of the add/drop period for a course section, as determined by the College in compliance with the State Board of Community Colleges Code.

B. Refunds. The College shall issue tuition refunds using State funds only in the following circumstances:

1. The College shall provide a one hundred percent (100%) refund to the student for tuition and fees if the student officially withdraws or is officially withdrawn by the College from the course section prior to the first course section meeting.
2. The College shall provide a one hundred percent (100%) refund to the student for tuition and fees if the College cancels the course section in which the student is registered.

3. After a regularly scheduled or independently scheduled course section begins, the College shall provide a seventy-five percent (75%) refund of tuition only upon the request of the student if the student officially withdraws or is officially withdrawn by the College from the course section prior to or on the census date of the section. This section applies to all course sections except those course sections that begin and end on the same calendar day. The College shall not provide a student a refund using State funds after the start of a course section that begins and ends on the same calendar day.
4. After a non-regularly scheduled course section begins, the College shall provide a seventy-five percent (75%) refund of tuition only upon the request of the student if the student withdraws or is withdrawn by the College from the course section prior to or on the tenth (10th) calendar day after the start of the course section.

IV. OTHER REFUND CIRCUMSTANCES

A. Death of a Student

If a student, having paid the required tuition and fees for a course section, dies prior to completing that course section, all tuition and fees for that course section shall be refunded to the estate of the deceased upon the College becoming aware of the student's death.

B. Military Refund

Upon request of the student, the College shall:

1. Grant a full refund of tuition and fees to military reserve and National Guard personnel called to active duty or active-duty personnel who have received temporary or permanent reassignments as a result of military operations that make it impossible for them to complete their course requirements; and
2. Buy back textbooks through the Colleges' bookstore operations to the extent allowable under the College's buy back procedures.
3. The College shall use distance learning technologies and other educational methodologies, to the extent possible as determined by the College, to help active-duty military students, under the guidance of faculty and administrative staff, complete their course requirements.

Policy 6.2.9 DEBT COLLECTION

I. Student Debt Collection

Tuition and fees for all College students are due and payable prior to the beginning of each term. A student's registration will be subject to cancellation when prior term, past due charges have not been resolved before the current term. Students not paying or deferring current term charges by the due date may be subject to cancellation. Any unpaid balance on a student's account may prevent registration. In addition, transcripts and diplomas may be withheld until outstanding balances are paid.

Students who leave the College with unpaid balances are subject to collection actions. These actions will begin with a letter reminding the student of the unpaid debt and encouraging immediate payment, payment arrangements or other action to resolve the debt and avoid additional actions. If the student fails to respond satisfactorily, a final letter will be sent. Next steps include referral to collection agencies, litigation where appropriate and actions pursuant to the NC State Offset Debt Collection Act ("SODCA") and the NC State Employee Debt Collection Act ("SEDCA"), when applicable.

Uncollected student debts will be written off and expensed as bad debt once collection efforts have been exhausted. Writing off the account balance does not relieve the student's legal obligation to pay the debt. A record of the debt and the related student account holds are maintained along with SODCA and SEDCA reporting until the debts are paid or collected. If the write-off debt is later collected, then the resulting funds will be recognized as a recovery of the write-off.

The President is hereby authorized to develop procedures consistent with this Policy.

II. Non-Student Debt Collection

Accounts receivable or uncollected billings that may be submitted for collection include, but are not limited to: salary overpayments, contract work completed by the College for which the College has not received payment, fees owed to the College, deposited checks returned unpaid for insufficient funds, and nonpayment for goods or services purchased from the College.

The President is hereby authorized to develop procedures consistent with this Policy.

Procedure 6.2.9.1 STUDENT DEBT COLLECTION

The following Procedures shall be used for student debt collection:

- A. As charges become past due, the student will be informed regarding holds impacting future registrations, transcripts, and diplomas. Such holds remain in place until the past due amount is resolved.
Standard First Letter: A standard first letter is sent to each party notifying them of their indebtedness to the College. They are informed of how the indebtedness occurred (i.e. returned check, etc.) and instructed how and when to settle the balance due. They are given a due date by which to respond.
- B. Standard Second Letter: A standard second letter is sent, two weeks after the first letter, in a final attempt to reach a resolution with the indebted party. They are given a due date by which to respond. If no response is received, further collection efforts are followed, as described in #3 and #4 below.
- C. A file is submitted to the NC Department of Revenue Set-Off Debt Unit for debts \$50.00 and above. The placement of debts can be submitted simultaneous to the NC Department of Revenue and to the state-approved collection agency. If a payment is received from the NC Department of Revenue, we notify the collection agency of the payment. The collection agency cannot charge us a fee for collections from set-off-debt.
- D. Submit a list to the state-approved collection agency. This list can be submitted simultaneous with the Set-off-Debt file. The collection agency sends a monthly statement and a payment electronically for any payments received.
- E. Refer the matter to the State Employees Debt Collection Act if necessary.
- F. Submit a list of Accounts Receivable for write off to the Haywood Community College Committee on Finance and the Board of Trustees annually.

Policy 6.2.10 METHOD OF PAYMENTS

The President is hereby authorized to create procedures regarding the method of payment accepted by the College.

Procedure 6.2.10.1 METHOD OF PAYMENTS

I. Tuition & Fees

- A. In Person - Tuition and fee payments can be made in person using cash, check, money order, and most major credit cards at the Business Office.
- B. Online - Secure online payments can be made using most major credit cards.
- C. By Mail - Payments by check or money order can be mailed to: Haywood Community College
Business Office
Attn: Cashier
185 Freedlander Drive
Clyde, NC 28721

The College cannot accept checks without a preprinted name and address (starter or counter checks) or checks with an expiration date (credit card account checks). Please make checks payable to Haywood Community College. Checks must be written for the amount due. Checks shall not be postdated.

When paying by check or money order by mail, include student's name on the check to ensure proper credit. Payments mailed are not considered received until posted to your account.

- D. By Phone - To protect student's financial security, the College will not accept credit card payments by phone or mail.

II. Bookstore

Payments can be made using cash, check, money order, and most major credit cards. The College cannot accept checks without a preprinted name and address (starter or counter checks) or checks with an expiration date (credit card account checks).

Please make checks payable to Haywood Community College. Checks must be written for the amount due. Checks shall not be postdated.

III. Print Shop

Payments can be made using cash, check, money order, and most major credit cards. The College cannot accept checks without a preprinted name and address (starter or counter checks) or checks with an expiration date (credit card account checks).

Please make checks payable to Haywood Community College. Checks must be written for the amount due. Checks shall not be postdated.

IV. Regional Center for the Advancement of Children

- A. Child Care fee payments can be made in person using cash, check, money order, and most major credit cards at the Business Office.
- B. Secure online payments can be made using most major credit cards.
- C. By Mail - Payments by check or money order can be mailed to: Haywood Community College
Business Office
Attn: Cashier

185 Freedlander Drive
Clyde, NC 28721

The College cannot accept checks without a preprinted name and address (starter or counter checks) or checks with an expiration date (credit card account checks). Please make checks payable to Haywood Community College. Checks must be written for the amount due. Checks may not be postdated.

When paying by check or money order by mail, include the parent's name on the check to ensure proper credit. Payments mailed are not considered received until posted to your account.

Student Accident Insurance

A student accident insurance policy is provided for each student enrolled in a curriculum course and some courses in continuing education. The premium for this policy is included as a part of the institutional fees charged at registration.

Please note that this is a limited accident policy. The policy only covers injuries caused by accidents that occur on-campus during the hours that the College is in session and/or while the student is taking part in a college endorsed activity under the supervision and control of College officials. Further information concerning student accident insurance can be obtained from Student Services.

Haywood Community College does not provide medical services for students. The responsibility for medical services rests with the student. In the case of illness or injury on campus, please call Emergency Medical Services (EMS) at 911 to assist individuals. Please call Campus Security at Office: **(828) 627-4514** or Cell: **(828) 734-5410** to notify them that EMS has been called so that they may assist until help arrives and help the EMS locate the person who is ill. First aid kits are available in labs and in Student Services. Urgent Care facilities are located a few miles from the campus in Hazelwood, near Exit 100 off Hwy 19-23 and in Canton at Exit 31 off I-40.

Policies and Procedures Related to Information Technology

Policy 7.2 INTERNET AND NETWORK ACCEPTABLE USE

I. PURPOSE

The College strives to provide information technology access in an environment in which access is shared equitably among users. This access is intended to be used in support of the College's research, educational and administrative purposes. College owned or operated computer resources are for the use of College employees, students and other authorized individuals. This Policy's purpose is to protect the College's technology users and computer resources and to ensure equitable access and proper management of these resources.

II. ACCEPTABLE USE

A. Acceptable Activity

The College's information technology resources are intended for the use of its students, employees and other authorized individuals for purposes related to instruction, learning, research and campus operations. Users are expected to exercise responsible, ethical behavior when using all College computer resources. This Policy makes no attempt to articulate all required or prohibited behavior by users of the College's computer resources.

B. Unacceptable Activity

Unacceptable activity includes, but is not limited to, the following:

1. Deliberately downloading, uploading, creating or transmitting computer viruses, malware, or other software intended to harm a computer or the College's network.
2. Destroying or modifying directory structures or registries or interfering or tampering with another individual's data or files.
3. Developing programs that infiltrate a computer or computing system, harass other users and/or damage software.
4. Attempting to obtain unauthorized computer access or privileges or attempting to trespass in another individual's work.
5. Using hardware or software sniffers to examine network traffic, except by appropriate College personnel, to diagnose the network for bottlenecks or other problems.
6. Using another person's password or sharing of one's own password (users should not share their password with anyone and those who choose to do so are responsible for the outcomes resulting from the use of their password).
7. Committing any form of vandalism on equipment, communication lines, manuals or software, or attempting to defeat or circumvent any security measures or controls.
8. Consuming food and/or beverages in computer labs, computer classrooms, library or in any other areas restricted to protect systems.
9. Wastefully using finite resources such as large amounts of bandwidth including but not limited to, downloading music, television shows, software programs, and/or movies.
10. Connecting personal network devices on the College's wired network. Connecting unsanctioned products (software or hardware) to the College network or installing products for personal use. Special provisions may be made for visiting artists, lecturers, and trainers at the discretion of the Director of Information Technology. Information Technology support staff can offer assistance in

gaining network access under these special circumstances, but the College cannot guarantee functionality and assumes no responsibility for configuration of or damage to non-college equipment.

11. Using the College's computer resources and Network to engage in disruptive, threatening, discriminatory or illegal behavior or behavior that violates the Code of Student and/or Employee Conduct.
12. Disclosing confidential student or personnel information to unauthorized third parties;
13. Violating copyright laws and/or fair use provisions through: 1) illegal peer- to-peer file trafficking by downloading or uploading pirated or illegal material including, but not limited to, software and music files; and 2) reproducing or disseminating Internet materials, except as permitted by law or by written agreement with the owner of the copyright;
14. Other activities that interfere with the effective and efficient operation of the College or its Network or activities that violate the College's Policies and Procedures.

III. RESERVATIONS OF RIGHTS AND LIMITS OF LIABILITY

- A. The College reserves all rights in the use and operation of its computer resources, including the right to monitor and inspect computerized files or to terminate service at any time and for any reason without notice.
- B. The College makes no guarantees or representations, either explicit or implied, that user files and/or accounts are private and secure. No right of privacy exists in regard to electronic mail or Internet sessions on the College Network or College- owned hardware.
- C. The College is not responsible for the accuracy, content or quality of information obtained through or stored on the College Network.
- D. The College and its representatives are not liable for any damages and/or losses associated with the use of any of its computer resources or services.
- E. The College reserves the right to limit the allocation of computer resources.
- F. The College makes efforts to maintain computer resources in good working condition but is not liable for damages incurred by loss of service.
- G. College funds may not be used to purchase personal network access or products.
- H. The College shall not be liable legally, financially or otherwise for the actions of anyone using the Internet through the College's network or College's computers.

IV. WIRELESS INTERNET ACCESS

The College provides free wireless Internet access. Users of wireless access must abide by the Wireless Internet Access Guidelines and this Policy. Connection to the wireless network at any given time is not guaranteed. The College does not accept liability for any personal equipment that is brought to the College and, therefore, may not assist with configuration, installation, trouble-shooting or support of any personal equipment.

V. ELECTRONIC MAIL

The College provides free electronic mail accounts to certain College employees based on job responsibilities, as determined by the employee's appropriate Vice President, and to all students who are enrolled in a curriculum program. The use of College-provided electronic mail accounts must be related to College business, including academic pursuits. Incidental and occasional personal use of these accounts is

acceptable when such use does not generate a direct cost to the College or otherwise violate the provisions within this Policy.

The College will make reasonable efforts to maintain the integrity and effective operation of its electronic mail systems, but users are advised that those systems should in no way be regarded as a secure medium for the communication of sensitive or confidential information. Because of the nature and technology of electronic communication, the College cannot assure the privacy of an individual's use of the College's electronic mail resources or the confidentiality of particular messages that may be created, transmitted, received or stored.

The College does not monitor electronic mail routinely but may do so as the College deems necessary. Students and employees should not have any expectation of privacy regarding

their electronic mail addresses provided by the College. Any user of the College's computer resources who makes use of an encryption device shall provide access when requested to do so by the appropriate College authority. The College reserves the right to access and disclose the contents of employees', students' and other users' electronic mail without the consent of the user. The College will do so when it believes it has a legitimate business or need including, but not limited to, the following:

- A. In the course of an investigation triggered by indications of misconduct or misuse;
- B. As needed to protect health and safety of students, employees or the community at large;
- C. As needed to prevent interference with the College's academic mission;
- D. As needed to locate substantive information required for College business that is not more readily available;
- E. As needed to respond to legal actions; and
- F. As needed to fulfill the College's obligations to third parties.

Electronic mail, including that of students, may constitute "educational records" as defined in the Family Educational Rights and Privacy Act ("FERPA"). Electronic mail that meets the definition of educational records is subject to the provisions of FERPA. The College may access, inspect and disclose such records under conditions set forth in FERPA.

North Carolina law provides that communications of College personnel that are sent by electronic mail may constitute "correspondence" and, therefore, may be considered public records subject to public inspection under the North Carolina Public Records Act.

Electronic files, including electronic mail, that are considered public records are to be retained, archived and/or disposed of in accordance with current guidelines established by the North Carolina Department of Cultural Resources or otherwise required by College policy 7.2.

VI. PRIVATE EMPLOYEE WEBSITES AND OTHER INTERNET USE

When creating or posting material to a webpage or other Internet site apart from the College's website or approved ancillary external site or page, employees should remember that the content may be viewed by anyone including community members, students and parents.

Employees are to maintain an appropriate relationship with students at all times. Having a public personal website or online networking profile or allowing access to a private website or private online networking profile is considered a form of direct communication with students. Any employee found to have created and/or posted inappropriate content on a website or profile that has a negative impact on the employee's

ability to perform his/her job as it relates to working with students and the community will be subject to disciplinary action up to and including dismissal.

VII. VIOLATIONS

Each individual is ultimately responsible for his/her own actions. For employees, failure to exercise responsible, ethical behavior will result in disciplinary action up to and including dismissal. Students may be sanctioned according to procedures described in the Code of Student Conduct and other users may be barred permanently from using College computers and network access and suspended or expelled.

Certain activities violate Federal and/or State laws governing use of computer systems and may be classified as misdemeanors or felonies. Those convicted could face fines and/or imprisonment.

Policy 7.5 SOCIAL MEDIA

The College recognizes that social media sites are useful technologies in communicating with College constituencies and in enabling transparent communication. All of the College's social media shall follow established procedures and shall be registered with the College's Office of Marketing and Communications. College employees shall exercise good, professional judgment when using official College social media sites to ensure that communications are appropriate, professional, maintain the security of the College's network and comply with local, state and federal laws and with the College's technology security procedures. Social media accounts controlled by the College are subject to records retention regulations.

Policy 7.6 PEER-TO-PEER FILE SHARING

I. PURPOSE

The Digital Millennium Copyright Act of 1998 ("DMCA") legally protects a copyright holder from the unauthorized use of his or her digital content. Unauthorized use means violating the user agreement or terms of use for the digital content. Illegally sharing and/or reproducing copyrighted materials such as music, videos, documents, software and photos is considered copyright infringement. The Higher Education Opportunity Act ("HEOA") includes a provision directly related to DMCA.

HEOA holds higher education institutions accountable for student illegal peer-to-peer ("P2P") file sharing occurring on College networks. Illegal P2P file sharing is downloading, also known as copying and/or saving, copyrighted material to a hard drive or any other storage device and/or sharing or making it available to other people without the consent of the copyright holder.

P2P applications are used to legitimately share digital content. However, P2P applications can expose the College to legal liabilities when illegal file sharing occurs. P2P applications can also present a security risk because a downloaded file may contain a virus or a malicious program that could target and infect other machines on the network, impact the performance of the network and compromise sensitive/confidential information.

The purpose of this Policy is to inform the College community on preventive measures that will help avoid legal liability and security risks resulting from illegal file sharing. This Policy applies to any individual using the College's computer network.

II. POLICY

Individuals using the College's computer network will be held accountable for adhering to the following terms and conditions:

- A. Read the user agreement or terms of use for the following digital content in order to make sure you do not use nor share digital material illegally: documents, videos, and games located on the Internet; social networking sites (i.e. YouTube); purchased digital content (i.e., music, software); and peer-to-peer file sharing applications;
- B. Delete unauthorized copyrighted material from your electronic device (i.e. computer, iPhone, etc.);
- C. Use a legal alternative to unauthorized downloading. The College does not endorse a particular product or service nor is it responsible for any cost or any technology related issues resulting from the use of the legitimate sources;
- D. Disable the file sharing feature for P2P software if you do not have permission to share the digital material (i.e., documents, movies, games, etc.) legally; contact the software vendor for technical support if necessary;
- E. Follow the P2P vendor's best practices for securing the computer used for P2P activity (i.e., anti-virus software, a vendor supported operating system, personal firewall, current version of P2P application, etc.); the Federal Trade Commission has P2P best practices at: <https://www.consumer.ftc.gov/articles/0016-p2p-file-sharing-risks>
- F. For College-owned assets, P2P software can only be used to promote the College's mission, academic and business needs. Where applicable, P2P software is not allowed on machines that process and/or store confidential/sensitive data. The personal use of P2P applications on College-owned assets for recreational and leisure purposes is prohibited.

III. ENFORCEMENT

Enforcement of this Policy shall include:

- A. Disclosure to students and employees on an annual basis;
- B. Monitoring network traffic and limiting network bandwidth; and
- C. Implementing other technology-based deterrents as needed.

In addition to employment and student discipline issued by the College in accordance with applicable policies and procedures (up to and including dismissal/suspension), individuals cited for unauthorized use may be subjected to civil and/or criminal damages such as monetary damages and potential prison time. According to the US Copyright Office, monetary damages can range from \$200 to \$150,000 for each act (<http://www.copyright.gov/title17/92chap5.html#504>). Criminal prosecutions may result in a fine of up to \$250,000 and a prison term of up to 5 years (<http://www.fbi.gov/ipr/>) for each act.

Minimum Computer, Internet Connections and Software Recommendations

	Microsoft Windows		Apple Macintosh	
	Minimum	Recommended	Minimum	Recommended
Operating Systems	Windows 8.1	Windows 10 or higher	MacOS 10.13	MacOS 10.14 or higher
CPU Memory	4 GB of RAM	6 GB of RAM or more	4 GB of RAM	8 GB of RAM or more
Internet Connection	Any high-speed connection (e.g. Cable Broadband, Wi-Fi, or DSL)			
Free Hard Disk Space	120 GB	250 GB	120 GB	250 GB
CD/DVD Drive	May be required for some programs			
Speakers	Speakers or headphones required for online courses			

Software	Minimum	Recommended
Browser	Most recent version of Internet Explorer, Mozilla Firefox, Google Chrome, Safari (Microsoft Edge not supported)	Mozilla Firefox (May be required for some online courses)
Productivity Software	Microsoft Office 365 Available to currently enrolled students at no charge	
Antivirus	Up to date Anti-virus software	
PDF reader installed	Most recent version of Adobe Reader (available at http://get.adobe.com/reader/) Microsoft Edge (the default PDF reader in Windows 10) does not handle pdfs well and some documents may require Adobe Reader for full functionality. Mac users can use the Preview application available in Mac OS	

Additional Notes on Software Needs

Students will be required to submit assignments in digital document formats, which requires a word processing program. We recommend Microsoft Office 365, available free to Haywood Community College currently enrolled students and employees. It may also be required for some courses. If you have questions about what software might be necessary for your program of study or individual course, please check with the program manager, course instructor, or course syllabus. It is the student's responsibility to have access to the required software for a particular program or course.

Additional Notes on Computer Specifications

Some courses require more RAM and hard drive capacity due to specialized software needs. If you are in a program that requires extensive computer skills (CIS and NET, etc.), you may need to purchase special software and your computer needs may be higher than what is noted above. Please check with the program faculty

before making any purchases. Also, note that some classes may be specific to Windows or Mac OS devices and it is the student's responsibility to check with the program manager, course instructor, or course syllabus.

Privacy and Storage of course work

Students are responsible for the safety and integrity of course work. If using lab computers, be sure to store course work on removable media (such as a flash drive or external hard drive) or provided storage. Please note that storage provided by the college will be deleted within one year of a student no longer taking courses at Haywood Community College, so students should store important files on a drive that they will have access to after leaving Haywood Community College.

Student Services

Student Services Division: Located in the Hemlock Building

Student Services provides student support in the following areas: recruitment, admissions, registration, graduation, counseling, financial aid, aid to students with disabilities, student activities, student clubs, success management, housing, insurance, and other support services.

Campus Tours

Haywood Community College offers either individual or group tours of campus during orientation every semester, and by request. The College encourages prospective students and parents to come explore the campus and speak with college representatives. To register for a campus tour, [visit https://www.haywood.edu/visiting-campus](https://www.haywood.edu/visiting-campus) call (828) 627-4500 to determine an appropriate date and time. Upon request, the enrollment management office at the College will arrange individualized campus tour guides, and specific faculty or departmental tours to provide information sessions to assist prospective students in their decision-making.

Counseling

Confidential counseling services are available to all students on an on-going basis through the Student Wellness Office in Student Services. Counseling services are available to assist students with academic and personal counseling to support their learning experiences.

These services include study skills and habits, test-taking tips, test anxiety management, stress management, goal setting, time management, and adjusting to college. With student permission, confidential referral services are used to meet personal needs such as alcohol/substance use, family violence, and health problems. A Student Wellness counselor is available by appointment by contacting the Wellness office by email at HCC_wellness@haywood.edu. Additional information, including a services overview video, can be found online at www.haywood.edu/student-wellness. Students on campus are also welcome to visit the Wellness office in Student Services on a walk-in basis. Student Wellness counselors are also available on a weekly basis at the Regional High Technology Center.

Career Services

Haywood Community College Career Services office provides FREE services to students, alumni, employers and the community members to help plan for and achieve career goals. Appointments with professional staff will help you select a career path and college major, learn how to create a better résumé, practice interviewing skills, and research job opportunities.

- Self-Assessment Tools that Help you Identify Your Strengths and Skills
- Career Exploration, Choose a Major and Plan Your Education
- Prepare Resumes, Prepare Cover Letters, and Ace The Interview

To schedule an appointment email careers@haywood.edu or call (828)-627-4500.

College Transfer Assistance

Haywood Community College counselors are available to assist students who wish to transfer to a four-year university. Call (828) 627-4500 for an appointment.

Disability Services

Services for students with disabilities are available at Haywood Community College through the Student Wellness Office. The College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which stipulate that no student shall be denied the benefits of an education "solely by reason of a disability." Disabilities covered by law include, but are not limited to, learning disabilities, psychological disabilities, and hearing, sight, or mobility impairments.

Services for qualified students are designed to provide support for and access to the same educational experience available to other students. Students with disabilities are expected to meet the same academic standards as other students. Wellness counselors offer numerous services to assist students in reaching their academic goals.

Disclosure of a disability must be initiated by the student, as noted on all Haywood Community College course syllabi. At the college level, it is also the student's responsibility to contact a Student Wellness counselor to provide appropriate documentation. **Recent medical/psychological documentation from a qualified professional specifying the disability and recommended accommodations is required.** It is the student's responsibility to contact a Student Wellness counselor prior to each semester to discuss/review required accommodations.

Some accommodations require a minimum two week notice to implement. Some can take longer, therefore students should contact the Student Wellness counselor as soon as possible.

All information is kept strictly confidential with the exceptions required by law which include disclosure of current child abuse/neglect or a resolute decision to commit suicide or harm others.

An individual requesting an accommodation should email the Student Wellness office at HCC-wellness@haywood.edu, visit the office's website at www.haywood.edu/student-wellness, or visit the Student Wellness office in person at its location in Student Services. If accommodations are approved, the Student Wellness office will communicate those with each instructor for which the student has a class or instructional obligation.

Enrollment Management

Change of Name, Address, and/or Phone Number

Students must complete a Data Change Form if there is an address change or a name change while currently enrolled at the college. This form can be obtained from the Enrollment Management Office or online (go to www.haywood.edu, select "Future Students," and under Admission and Aid Select "Enrollment Requirements and Procedures". Select "Change of Name/Address Form"). Completed forms must be submitted to the Enrollment Management Office. Please note that a name change will require additional documentation to be supplied to the Enrollment Management Office (i.e., copy of driver's license, or state issued ID).

Student Official Academic Record (Transcripts)

An official academic transcript is a complete and accurate reflection of a student's record. It contains all coursework taken including grades earned while enrolled at Haywood Community College. Both semester and cumulative grade point averages (GPAs) are recorded on a transcript. Students should maintain records of their courses, credits and grades each term, and check from time to time to see that their records agree with those of the Registrar. The College charges \$5.00 for each official transcript. There is no charge for unofficial copies. To

request a transcript (official and unofficial copies), written authorization is required. Students may complete the Transcript Request Form in Student Services or order transcripts online at www.haywood.edu/enrollment-management/transcript_request.php. Students currently enrolled may view/print unofficial transcripts by accessing their self-service account.

Both official and unofficial transcripts will not be released if fines are outstanding. Transcripts will be released once the payment transaction has cleared the financial agent. Transcripts cannot be released by email or phone request. A photo ID is required when picking up transcripts.

General Tuition for Curriculum Courses (Credit Courses)

Tuition rates for North Carolina Community Colleges are established by the State Board as set by the NC Legislature for curriculum students per semester for North Carolina residents and out-of-state students (per NCCCS Administrative Code). The tuition is collected by the individual colleges and remitted to the NC Community College System Office for reallocation through FTE funding the next year.

In-state resident students carrying 16 credit hours or less are charged \$76.00*per semester hour and out-of-state students are charged \$268.00* per semester hour. The College also charges institution fees (described in detail below) pursuant to HCC Policy 6.1.1. The tuition rate for auditing courses is the same as for taking them for credit. Tuition rates are subject to change as mandated by the State of North Carolina Legislature.

2021 - 2022 tuition and institutional fees for 16 semester credit hours or more is charged at the rate of:

- \$1,289.75 per semester for full-time in-state students
- \$4,361.75 per semester for full-time out-of-state students

Information on residence status is found in the General Admissions, Enrollment Management section of this website.

* This value is for estimating purposes only. It may change dependent on final state budget approval. Other Expenses: Costs for books and supplies vary by curriculum and continuing education program. Students pursuing degrees in certain programs may have additional fees related to industry certification, licensure, background check, supplies, etc. Students should see the appropriate department regarding additional costs.

Estimated Cost of Attendance

The chart below represents estimated student expenses for an individual at full-time status (sixteen semester hours) for both the fall and spring semesters at Haywood Community College. The calculations were derived from the Net Price Calculator provided by the Department of Education, also available below.

*Some students may need to add the cost of out-of-state tuition or child care to these estimated expenses.

Estimated Cost of Attendance for NC Resident	Living with Parents	Not Living with Parents
Tuition and Fees	\$2,537	\$2,537
Room and Board (Includes rooming accommodations and meals)	\$0	\$8,532
Books and Supplies	\$1,200	\$1,200
Other Expenses (Personal expenses, transportation, etc.)	\$4,343	\$4,343
Totals	\$8,080	\$16,612

Net Price Calculator

To estimate a cost of attendance unique to a specific student situation, and to estimate potential financial aid award amounts, the Net Price Calculator can be found at the link below: <https://www.haywood.edu/net-price-calculator/index.htm>

Haywood Community College Fees

The following institutional fees are assessed when applicable pursuant to HCC Policy 6.1.1. These fees are subject to change without prior notice upon approval by the College Administrative Council and Board of Trustees. The College reserves the right to assess new fees or increase or decrease charges as it may determine. The College will publicize any such changes when and if they occur. Audit students pay the same fees as students who enroll for credit.

Student Activity Fees

Fall and Spring Semesters Only

\$32.50 per semester

Technology Fee

\$32.00 per semester. The technology fee includes all access to computer labs.

Access/ CAP Fee

\$5.00 per semester. The access fee includes internet/infrastructure/course delivery method and on-campus parking.

Graduation / Success Fee

Pursuant to Policy 6.1.1, the College will charge students a \$3.00 Success Fee each semester they are enrolled in at least one curriculum class beginning in the fall 2018 semester. This fee will cover the cost of degree printing, covers, and other administrative costs related to graduation, the commencement ceremony, or student success initiatives. For an additional charge, students should purchase the appropriate regalia (cap, gown, and tassel) in the campus store if they wish to participate in the graduation commencement ceremony.

Tuition for Curriculum Self-Supporting Courses in the Summer Semester

Some of the curriculum courses in the summer semester are offered on a self-supporting basis. Tuition and fees for HCC self-supporting courses are charged at the in-state rate for all students regardless of residency status. Tuition waivers or exemptions do not apply to self-supporting courses.

Haywood Community College Student Expenses

Books and Materials

The cost of books and materials for class varies greatly based on the program of study, and the number of classes a student enrolls. Textbooks average \$140 per class. Used textbooks, rental books, and E-books are available when possible, for a lesser cost. For more information about the cost of books and materials, students are encouraged to visit the HCC campus store website at: <https://www.bkstr.com/haywoodccstore/home/en>

Graduation Regalia

Students who wish to participate in an HCC graduation commencement ceremony are required to purchase approved graduation regalia (cap, gown, and tassel) from the HCC campus store as needed. These items will be made available, in addition to information on how to order class rings, invitations, and announcements for graduation, as the date of the annual ceremony is near.

Other Expenses

Some curriculum and continuing education programs of study require additional expenses above and beyond tuition, fees, and books. Students pursuing degrees in certain programs may have additional fees related to industry certification, licensure, background check, supplies, etc. Students should see the appropriate department regarding additional costs. If additional costs for materials or fees are required, they are conveyed to the student prior to registration and enrollment.

Continuing Education Tuition and Fees

General Tuition for Continuing Education Courses

Tuition rates for North Carolina Community Colleges are established by the State Board as set by the NC Legislature for continuing education students per class for North Carolina residents and out-of-state students (per NCCCS Administrative Code). The tuition is collected by the individual colleges and remitted to the NC Community College System Office for reallocation through FTE funding the next year.

Tuition for Continuing Education

Cost varies by course.

Technology Fee

The Technology Fee is charged as follows:

Continuing Education Students - \$5.00 per course.

Financial Aid, Scholarships, and Grants

The purpose of the financial aid program at Haywood Community College is to provide financial assistance to students as they pursue their educational goals. The program is committed to the philosophy that no eligible student should be denied access to higher education because of a lack of financial resources. In achieving this purpose, the financial aid office is committed to the slogan "Financial Aid Made Easy". Walk-ins are welcome and no appointments are necessary. To support this purpose, the financial aid office commits to the following:

- Complying with federal and state law, as well as, institutional policies and procedures.
- Promoting and maintaining integrity, accuracy, and timeliness in delivery of services.
- Providing adequate information for students and parents to make informed decisions regarding the financing of their education.
- Promoting and providing equal access to eligible students interested in pursuing an education at Haywood Community College.

Most financial aid at Haywood Community College is awarded on the basis of need as determined by the Free Application for Federal Student Aid (FAFSA). A very limited amount of aid is awarded based on academic achievement. Students must complete the same application process (FAFSA) to be considered for any financial aid at Haywood Community College. Some of the requirements to receive aid from federal financial aid programs are as follows:

- Be a citizen or eligible non-citizen of the United States with a valid social security number.
- Have a high school diploma or a High School Equivalency (HSE) certificate.
- Enroll in an eligible program as a regular student seeking a degree or diploma. Students who are enrolled as special credit students are not eligible to receive federal financial aid. Some certificate programs are eligible for financial aid. Contact the Financial Aid Office for additional information.
- Not be in default on any federal student loans.

How to Apply for Financial Aid

1. Complete the Free Application For Federal Student Aid (FAFSA) in one of following ways:
 - a. Submit FAFSA online at www.studentaid.gov.
 - b. Download the FSA app and submit via your phone.
2. FAFSA is processed by DOE. DOE determines Expected Family Contribution (EFC) using Federal Methodology. EFC determines student eligibility. Haywood Community College receives product of FAFSA called SAR/ISIR (Student Aid Report/Institutional Student Information Report).
3. Student must apply for admission to Haywood Community College and must be accepted into an eligible program of study.
4. Students with eligibility for grants (federal and/or state) who are selected for the process called Verification or who are missing information necessary to complete processing their application are sent an email listing the information required to complete their file. Students may also check their status online by logging into their self service account.
5. When the student's "file" is complete, i.e., all supporting information received, verification completed, and the student is fully accepted into a qualified degree-seeking program, the student is sent an e-mail notification including a link to their Award Letter in self service.

Grants

Federal Pell Grant

The Federal Pell Grant program is a federal program that provides funding for undergraduate students. Eligibility is based on financial need. Submission of the FAFSA is required for consideration.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant program is a federal program that provides money to a limited number of undergraduate students who demonstrate exceptional financial need. Awards range from \$100 to \$500 per academic year at Haywood Community College and are awarded based upon exceptional financial need criteria and the order in which Student Aid Reports are received that meet these criteria.

North Carolina Community College Grant Program (NCCCG)

The North Carolina Community College Grant is restricted to legal residents of North Carolina who are accepted for enrollment or are enrolled at a North Carolina Community College. To be considered for the grant, the student must be in academic good standing, enrolled at least halftime, and meet other eligibility requirements. Students are required to submit the FAFSA to be considered for the grant.

North Carolina Education Lottery Scholarship (ELS)

The ELS program is available to legal residents of North Carolina who are enrolled for at least six credit hours per semester in a curriculum program; classified as an undergraduate in matriculated status in a degree, certificate, or diploma program at an eligible North Carolina institution. Students are required to submit the FAFSA to be considered for this grant.

Scholarships

Through the generosity of individuals, businesses, and civic organizations, scholarships are available to Haywood Community College students. These scholarships are established with gifts from donors to the Foundation and are either endowed or annually funded. Criteria for awarding the scholarships are specified by the donor in conjunction with the College. Endowed scholarships are generated through the investment of permanently-held principals so that only the income from the principal is used for scholarship awards according to the Haywood Community Foundation Investment Policy. This enables the scholarship to exist in perpetuity. Non-endowed scholarships are those for which all funds are dispersed as scholarships rather than as long-term investments.

Most institutional scholarships are awarded on the basis of financial need. A student must submit a Free Application for Federal Student Aid (FAFSA) and have an Institutional Student Information Report (ISIR) on file to be considered for all scholarships awarded by Haywood Community College. In addition, students must complete a separate scholarship application online by visiting www.haywood.academicworks.com during publicized dates. ALL STUDENTS ARE ENCOURAGED TO APPLY FOR SCHOLARSHIPS! Scholarships are awarded for fall, spring, and summer semesters. For additional information contact the financial aid department at hcc-scholarships@haywood.edu.

The following listing represents scholarships that are available at the time this document was printed. Scholarship availability is subject to change without notice.

2020 - 2021 Scholarships by Program of Study

Any Program of Study:

- Arnold Howell Scholarship
- Arnold Memorial Scholarship
- Betty Jo Nichols Memorial Scholarship
- Carver Family Trust Scholarship
- Dan W. Moore Endowed Scholarship
- David and Denise Matthys Scholarship
- Erik Steffen Endowed Scholarship
- Eunice Fisher Brown Endowed Scholarship
- Frazell Family Scholarship
- Haywood Scholarship Trust Fund
- John and Virginia McNair Endowed Scholarship
- Joseph H. Nanney Endowed Scholarship
- Kelly Merit Scholarship
- Linda Jane Wansker Hull Memorial Scholarship
- Mary and Lynwood McElroy Endowed Scholarship
- Pop and Marj Kelly Scholarship
- Raymond and Jackie Caldwell Endowed Scholarship
- Reimar Steffen Scholarship
- Rickards Family Scholarship
- Robert Cecil Roberts Endowed Scholarship
- Robert and Viola Forga Endowed Scholarship
- Rolf and Libby Kaufman Scholarship
- Sam and Carolyn Wiggins Endowed Scholarship (Tuscola graduate)
- Second Chance Scholarship
- Stolee Legacy Fund
- Tai Lee Scholarship
- Vesta Hrcnciar Scholarship
- Virgil P. Stewart Scholarship (Haywood Rotary Club)
- W. Curtis and Ruby B. Scholarship Fund
- W. W. Garrett Scholarship
- Walter and Betty James Memorial Scholarship
- Waynesville Rotary Club Scholarship
- Waynesville Township High School Class of 1960 Scholarship
- Womansong New Start Scholarship

Early Childhood Programs:

- Alan and Jane Campbell Scholarship
- Charles and Janice Henson Endowed Scholarship
- Ferguson Charitable Endowed Scholarship
- Sara Queen Brown Endowed Scholarship

Health-Related and Human Services Programs:

- Adele B. Dunn Scholarship
- Barbara F. Ensley (Mrs. Ensley) Medical Scholarship (Medical Assisting Only)
- Bennie R. Sharpton Scholarship
- Donald and Katie Hooper Nursing Scholarship (Nursing Only)
- Dorothy F. Wood Nursing Scholarship
- Eleanor Rothermel Memorial Award Fund (Nursing Only)
- Eugenia Scroggs Clark Memorial Scholarship (Nursing Only)
- Harold and Mary Pupkar Hansen Scholarship Fund (Nursing Only)
- Haywood Healthcare Foundation (2nd year students)
- Haywood Regional Medical Center Volunteers Scholarship (Five Nursing, Two Medical Office Administration)
- John Joseph and Emmie Phillips Nerney Endowed Scholarship Fund (Medical Assisting Only)
- Jordan Landt Webb Nursing Scholarship
- NexGen Scholarship (Criminal Justice)
- Rathbun Nursing Scholarship
- Robert Forga Nursing Scholarship (Nursing Only)
- Ruby H. Haney (Woodmen of the World) Scholarship (Nursing Only)
- Rubye Bryson Nursing Scholarship
- Shirley Gaddis Nursing Scholarship (Nursing Only)
- Silverbluff Nursing Hero Scholarship
- Stolee Legacy Fund (Nursing, Cosmetic Arts, Welding)
- Sue A. Morgan Nursing Scholarship
- William Prevost Endowed Nursing Scholarship (Nursing Only)

Natural Resources Programs:

- Alan and Jane Campbell Scholarship (Forest Management)
- Aylor Webb Memorial Scholarship (Forest Management)
- Daniella Smith Endowed Scholarship (Horticulture)
- French Broad River Garden Club Scholarship (Horticulture, Forest Management)
- George Erwin Patton Endowed Scholarship (Horticulture)
- Irving P. Grace and Nancy F. Grace Endowed Scholarship (Horticulture, Forest Management, Fish and Wildlife)

- Mary Britt Endowed Scholarship: Natural Resources
- Pink Francis Endowed Scholarship (Any Natural Resource Program)
- Rice, Seibert, Brodhage Scholarship
- Richard A. Wood Memorial Scholarship (Forest Management, Fish and Wildlife, Horticulture)
- Richland Garden Club (Horticulture)
- Robert E. Browning Endowed Scholarship
- Steve Eason Memorial Fish and Wildlife Scholarship
- Welch and Lou Singleton Endowed Scholarship

Professional Crafts Programs:

- Dogwood Crafters Scholarship (Any Professional Crafts Program)
- Dr. John T. Beatty Professional Crafts-Wood Endowed Scholarship (Professional Crafts-Wood)
- Hilda Scroggs Vance Endowed Scholarship
- Jane O'Keefe Fiber Arts Scholarship
- Judith Steffen Scholarship (Any Professional Crafts Program)
- Mary Britt Endowed Scholarship (Any Professional Crafts Program)
- NC Association of Textile Services and PLUS Linen Scholarship
- Teena Tuenge Memorial Fiber Arts Scholarship
- The Terralore Trust Scholarship (Professional Crafts – Fiber)
- WNC Fiber/Handweaver's Guild Scholarship Fund (Professional Crafts-Fiber)

Arts and General Education Programs:

- Carlton Eddy Weatherby Endowed Scholarship
- Elizabeth T. Staiger Memorial Scholarship
- William C. Harrell Memorial Scholarship

Applied Technology Programs:

- Bolton Construction and Service Scholarship (Electrical/Electrical Engineering)
- Bryan Edwards Endowed Scholarship (Building Trades)
- Coleman H. York Memorial Scholarship (Building Trades)
- NC Association of Electrical Contractors
- Stolee Legacy Fund (Nursing Cosmetic Arts, Welding)
- Terry Rogers Endowed Scholarship (Industrial Systems Technology)

Business Education Programs:

- Charles and Janice Henson Endowed Scholarship
- Elaine Hudson Endowed Scholarship (Business Administration)
- Linda Caldwell Scholarship

- Phi Beta Lambda Endowed Scholarship (Any Business Program)
- Robert and Francis Evans Memorial Scholarship (Information Technology)
- Tony Gaddis Computer Science Scholarship (Information Technology)

Outside Scholarship Programs:

- State Employees Credit Union People Helping People Scholarship
- Golden Leaf Scholars Program (Curriculum Programs)
- Wells Fargo Technical Scholarship

Workforce & Industry Training Programs (BLET, EMT, AEMT, CNA, Paramedic, Phlebotomy, Medication Aide, and Fire Certification):

- Golden LEAF Scholars Program (Continuing Education)
- Haywood Community College Workforce and Industry Training Scholarship
- Michael S. Price Memorial Scholarship (BLET)
- State Employees Credit Union

Loans

Haywood Community College does not participate in the William D. Ford Direct Loan Program. If you have any questions about student loans, please see the financial aid office.

Federal Work Study Program

The federal work study program is a need based program offered to Haywood Community College students. This program allows students to be paid while working a part-time job on campus. These funds are limited each year and placement is based on a first come, first serve basis. Please contact the Federal Work Study Coordinator at (828) 565-4170 for information and placement.

Veterans and Financial Aid

Veterans and their dependents are admitted to the College under the same admission requirements as other students. An official High School Transcript or High School Equivalency (HSE) must be on file prior to certification to the VA.

Educational assistance may be available to:

- Members of the armed forces who entered active duty on or after July 1, 1985 and contributed to their education under the Montgomery GI Bill® (Chapter 30).
- Members of the armed forces who have served at least 90 days since September 11, 2001 (Chapter 33).
- Eligible members of the Selective Reserves and the National Guard who contributed to their education through the Veterans Education Assistance Program (VEAP) while on active duty.
- Eligible members of the Selective Reserve and the National Guard who meet other eligibility requirements (Chapter 1606 or 1607).
- Individuals discharged from active duty for a service-connected disability (Chapter 31).
- Sons, daughters, and spouse of deceased or totally and permanently disabled veterans whose death or disability happened while in military service (Chapter 35).

Veteran students are required to bring a copy of their class schedule to the VA Certifying Official prior to the beginning of each semester.

Students applying for Veteran's benefits must submit transcripts from all higher education institutions attended to the Haywood Community College Enrollment Management Office. Classes will not be certified to the VA until all official transcripts are received.

Veteran students are expected to attend classes regularly. They must pursue the curriculum as listed and approved in the College Catalog and maintain satisfactory academic progress (2.0 Cumulative GPA), attendance, and conduct to maintain eligibility for payments. Veteran students who have ceased attendance for 21 days will be reported as withdrawn to the VA. Veteran students will be placed on probation if their cumulative GPA falls below 2.0. If, at the end of that semester, the veteran is still not meeting SAP, their VA benefits will be terminated for unsatisfactory academic progress. The veteran student may continue in classes without receiving benefits. VA educational benefits will be reinstated after the veteran has met the 2.0 cumulative GPA requirement. VA educational benefits are not paid for any grades other than A, B, C, D, DP, P, or F. Payments for educational benefits are based on a student's classification according to his/her credit hours per semester. Veterans are expected to notify the Veterans Certifying Official at Haywood Community College regarding any changes in their

enrollment status. The veteran may notify the Veterans Affairs directly regarding changes to enrollment status during the monthly certification phone call.

Student Ambassador Program

The College and the Haywood Community College Foundation sponsor a Student Ambassador Program for individuals who demonstrate leadership, scholarship, and exceptional communication skills. These students must complete an application and be recommended by a faculty or staff member. Students are interviewed as part of the selection process. Duties include assisting with student orientation, conducting campus tours, completing recruitment tasks, gathering alumni information, and serving as hosts for special events held at the College. Students should contact the Coordinator of Student Activities and Events at (828) 565-4098 for further information.

Aid Received from Sources Other than the Financial Aid Office

In addition to applying for financial aid through Haywood Community College, it is suggested that students investigate outside sources such as programs through the Veterans Administration, Vocational Rehabilitation, North Carolina Commission for the Blind, Bureau of Indian Affairs, and the North Carolina Employment Security Commission. For information on local scholarships, it is suggested that students contact their high school guidance counselors.

Students are also encouraged to utilize the Internet when investigating possible financial resources for attending college. Some financial aid websites containing information about grants, loans, work programs and scholarships are listed below:

www.finaid.org

www.fastweb.com/fastweb

www.ncseaa.edu

www.nasfaa.org

www.ed.gov

www.cfnc.org

Students are required to report any aid received from a source other than the College's financial aid office. Types of aid that should be reported include the previously mentioned sources as well as any scholarships not awarded by Haywood Community College or tuition assistance from an employer. Failure to report such assistance could result in a reduction or cancellation of your financial aid.

Maintaining Eligibility for Financial Aid

Satisfactory Academic Progress

Federal and state regulations require students receiving financial aid to maintain satisfactory academic progress (SAP) as defined by the institution to receive financial assistance. At Haywood Community College, federal student aid includes the Federal Pell Grant, Federal Supplemental Education Opportunity Grant, and Federal Work Study. State student aid includes the North Carolina Education Lottery Scholarship, and the North Carolina Community College Grant. According to federal regulations, the school's SAP Policy must include (1) a qualitative measure (2) a quantitative measure and (3) a maximum time frame for completion of program. These measures are cumulative and include all periods of enrollment, including transfer hours from other schools, and periods for which the student did not receive funds from Title IV programs.

Haywood Community College's Institutional Satisfactory Academic Progress Policy for Financial Aid: The Financial Aid Office (FAO) evaluates the student's SAP at the time of financial aid application, and at the end of each semester.

A student is considered to be making SAP when the following three conditions are met:

1. Student has a cumulative GPA of 2.0 or higher (Qualitative Standard).
2. Student has completed at least 67% of all credit hours attempted at the end of the designated increment of the academic year (Quantitative Standard).
3. Student has completed his/her program of study within the maximum time frame (Maximum Time Frame).

SAP Status

Students will be notified of their SAP status, based on these three standards, at the end of each semester or when they apply for financial aid.

Status definitions:

- **Satisfactory** - Student has met or exceeded SAP standards or is in their first term at Haywood Community College.
- **Warning** - Student failed to meet one or more of the SAP standards and will be placed on financial aid warning for the following term in which they are enrolled. The student will receive an email from the FAO notifying him/her of his/her SAP status. The student is eligible to receive financial aid for the warning semester.
- **Termination** - If the student failed to meet the SAP standards for a second consecutive term (warning period), his/ her financial aid will be terminated. Termination will remain in effect until 1) the student meets SAP requirements and notifies the FAO of their eligibility or 2) the student submits a SAP appeal and the appeal is granted (see Appeal Policy and Procedures).
- **Probation-by-Appeal** - If a student is granted a SAP appeal, the student is placed on probation-by-appeal status.

The Financial Aid Director will outline the terms of probation in an Academic Success Plan. During the probationary period, the student will receive one semester of financial aid and cannot withdraw from or fail any classes, and must not be reported as a no-show. If, at the end of the probationary semester the student fails to meet SAP standards or the Academic Success Plan requirements, the student's financial aid will be terminated. Financial aid will not be awarded to a student on termination until academic progress deficiencies have been corrected. Students who do not meet the SAP requirements for financial aid eligibility can enroll at Haywood Community College at the student's expense in order to improve academic progress.

Maximum Time Frame

Federal regulations require students receiving financial aid to complete their program of study within a maximum time frame, not to exceed 150% of the published length of the program. Once that time frame is exceeded, the student's financial aid will be terminated. The student can submit a SAP appeal to the Financial Aid Director, if there are extenuating circumstances (see Appeal Policy and Procedures). Maximum time frame is measured in terms of credit hours attempted:

Example: The program requires 75 credit hours to complete.

$$75 \times 1.50 = 112$$

112 is the maximum number of credit hours that may be attempted.

Grades of A, B, C, D, CE, DP, TR (transfer), or P count toward hours attempted and earned. Grades of F, I, W, DR, and CT count toward hours attempted, but not earned hours.

Financial Aid Appeal Policy and Procedures

To appeal financial aid termination, a student must be able to demonstrate unusual/mitigating circumstances. Circumstances are defined as but not limited to: illness of the student or immediate family member, death of an immediate family member, and serious traumatic and/or life-altering events that affected the student's ability to comply with SAP requirements.

1. A student must complete the Request for Satisfactory Academic Progress (SAP) Appeal Form. The student must provide a written statement outlining the reason(s) he/she did not maintain SAP and explain how, if an appeal is approved, he/she will be able to maintain SAP going forward. If a student is submitting an appeal for exceeding the 150% Maximum Time frame, a program evaluation form completed by their advisor must be included.
2. The appeal paperwork must be returned to the Financial Aid Director, accompanied by supporting documentation (e.g., hospital/doctor verification, death certificate, etc.).
3. The director will review the appeal to determine, on a case-by-case basis, whether or not the appeal is justified and will notify the student of the appeal decision in writing within two weeks of receiving the appeal or sooner if the student is registered for the upcoming semester.

Please note, academic issues are considered to be within the student's control and are not generally considered grounds for appeal.

A student, who wishes to appeal the decision of the Financial Aid Director, must submit a written appeal to the Financial Aid Office within five working days after receiving the appeal decision. Appeals may be made to the Vice President of Student Services, and then to the Haywood Community College President, if deemed necessary by the student.

Other Information Regarding SAP

Early Registration: Students who are on financial aid warning or probation-by-appeal status that choose to register early for classes may not use federal student aid until grades have been posted for the current term. The student will be responsible for payment of tuition, fees, and any other expenses until eligibility is determined.

Return of Federal Title IV Funds Policy

Financial aid is awarded to students contingent upon completion of the semester. The Higher Education Amendments of 1998, Public Law 105-244 require colleges to calculate the Return of Title IV Funds Policy (R2T4) when a recipient of Title IV aid (new or returning) completely withdraws from the college through the 60% point during a payment period. The institution must calculate the amount(s) of Title IV aid the student earned and return the unearned portion(s) of the Title IV fund(s) to the Title IV program(s). In some calculations, the institution and student will be required to return unearned Title IV funds to the Title IV programs. Federal financial aid at Haywood Community College includes: Federal Pell Grant and the Federal Supplemental Educational Opportunity Grant. Students receiving federal aid will be required to repay a portion of that aid if they withdraw from all classes prior to the 60% point of the semester. This policy is not the same as the Haywood Community College's refund policy.

R2T4 Calculations for an official withdraw (one that is initiated by the student completing a withdraw request form) or an administrative withdrawal are based on the date that request was submitted to HCC student services. R2T4 calculations for an unofficial withdraw (one where no form was completed by the student or faculty) are

based on the 50% point of the semester.* The student will be mailed a letter within 60 days detailing any amounts due to HCC and/or to the United States Department of Education. Students will not be allowed to register in courses or receive an official transcript until his/her account is cleared.

If a student owes money to the Department of Education, the student must repay the amount or make satisfactory payment arrangements with the Department of Education to remain eligible for federal financial aid. Students are given 45 days from the date of notification to make payment arrangements. After the 45-day period, HCC will report the account to the Department of Education for collection.

In the case where HCC is required to return money to the Department of Education on the student's behalf, the student will have 30 days to pay their balance to Haywood Community College. If payment is not made within 30 days, HCC will follow the Collection of Accounts Receivable procedure.

*With the exception of select programs which require attendance to be taken by an outside accrediting agency. These calculations will be based on the student's last day of attendance or participation.

Dropping Courses: Your final eligibility for aid will be based on the number of hours for which you are enrolled at the 10% point of the semester. If you register and then drop course(s) prior to that date, your eligibility for aid will be recalculated on your remaining hours as of the 10% point of the semester. Students who receive a financial aid check based on more hours than those remaining as of the 10% point of the semester may be responsible for repaying a portion of any financial aid received. Dropping courses may affect your eligibility for future aid. Students should consult the Satisfactory Academic Progress Policy to determine if dropping courses will affect your eligibility for aid.

Withdrawing from College

- All or part of the student's financial aid may be reduced or canceled.
- The student may have a balance due to Haywood Community College because your financial aid award was adjusted.
- A hold will be placed on the student's academic record and he/she will not be able to request transcripts, register for classes, etc., until they pay the amount owed to Haywood Community College as a result of their withdrawal.
- The Student's credit history may be negatively affected when Haywood Community College reports the overdue account to an external credit agency.
- The student may not meet the satisfactory academic progress (SAP) requirements for continued financial aid assistance.
- Future financial aid may be jeopardized.

Further Information and Assistance: Students desiring further information about scholarships may contact the Assistant Director of Financial Aid and Scholarships at (828) 565-4120. Additional financial aid information regarding grants, and work study may be obtained by contacting the Financial Aid Office at (828) 627-4756.

Financial aid information is based on current federal, state and institutional guidelines and is subject to change without notice.

Library and Learning Resource Center

Location: Learning Center (Alder Building), Front Entrance
Hours: Visit our website
Telephone: (828) 627-4550
FAX: (828) 627-4553
Email: library@haywood.edu
Website: www.haywood.edu/library

Library and Learning Resources and Services

The Library and Learning Resource Center serves as the information center for the College's educational programs.

The primary objective of the Library is to help students reach their fullest educational potential as they acquire lifelong learning and critical thinking skills by learning to use information resources effectively.

Students who need help finding high quality sources for their papers and other class assignments can set up an appointment with a librarian for research help. Instructors who want their students to find the best information for a paper or presentation can bring their classes to the library for an instruction session during which a librarian will show them all the latest tips and tricks on searching, using, and citing information. The library purchases books, magazines, and DVDs to enhance and support each curriculum offered at the College and to provide additional general interest materials. For entertainment and relaxation, the library offers both a popular reading collection and a popular movie (DVD) collection.

The library contains over 44,000 items, 75 serial subscriptions, and a variety of audiovisual materials. If the library does not have an item you need, library staff can borrow it from another library, either in the North Carolina Community College System or from other libraries around the country/world. The library also has laptops, webcams, headsets, and mobile hotspots for student checkout.

In addition, the Haywood Community College community has access to NC LIVE (North Carolina Libraries for Virtual Education), a statewide online library. NC LIVE provides library users with a wide range of reference and research materials including full-text articles from thousands of journals, magazines, and newspapers; educational videos such as documentaries; eBooks; encyclopedias; test preparation materials; career development and resume writing resources; North Carolina governmental information; and business information. The HCC library also provides access to a variety of other online resources relevant to the programs of the college. All of the library's online resources, including the library catalog, are available 24 hours a day, 7 days a week from any computer with appropriate internet access. For help with any of these resources, contact the library staff.

Rules and Regulations

All patrons of the Haywood Community College Freedlander Library are expected to maintain appropriate standards of conduct. Failure to maintain these standards may result in suspension of library privileges and in the case of students may result in disciplinary action in accordance with the policies and procedures of the college.

All college-wide rules as outlined in the current catalog under "Student Code of Conduct" are enforced in the Library. There are also several specific rules which apply to library patrons.

1. Haywood Community College is a tobacco-free campus.
2. Noise levels will be kept to a minimum in all areas of the library.
3. Misuse of, theft of, or damage to library materials and/or library computers will result in loss of library privileges.
4. Lewd and/or indecent conduct will result in loss of library privileges.

Student Life/Activities

The Student Government Association advisor, in conjunction with the Student Government Association, is responsible for coordinating the student activities program. Initial requests and plans come from the student body to the Student Government Association. Every effort is made, within the scope of financing and facilities, to conduct a comprehensive program of activities. The Student Government Association advisor is located in Student Services.

Student Government

The Student Government Association (SGA) acts as an intermediary between the student body and the College, serving to gather student opinion and to present that opinion for consideration. It operates under a constitution ratified by the student body. The SGA president is an ex-officio (nonvoting) member of the College Board of Trustees. SGA is comprised of student representatives from all academic programs and clubs at the College. Meetings are open to everyone.

The SGA offers students an opportunity to get involved in extracurricular activities to complement classroom experiences by sponsoring social, educational, cultural and community service activities. The SGA provides services and programs to assist Haywood Community College students in becoming more broadly educated and in developing more meaningful interpersonal relationships. It offers students the opportunity to learn leadership skills that will benefit them in pursuing additional education and/or finding a job upon graduating from Haywood Community College.

Benefits of SGA participation include:

- Meeting people from other curriculum programs
- Planning student events and entertainment
- Developing leadership and team building competence
- Learning parliamentary procedure and how to conduct meetings
- Enhancing resume and job skills
- Increasing the possibility of receiving scholarships or honors
- Earning the privilege of attending state conferences
- Networking and experience

Student Organizations

Haywood Community College supports student organizations for the social and academic development of students. In keeping with College policies related to student activities, all such organizations must be officially recognized through the approval of constitution and bylaws. If you are interested in getting more information about one of the following clubs, contact the club's advisor(s).

Club	Advisor	Phone	Office
Student Government Association (SGA)	Hannah Moore	(828) 565-4098	1527D
American Criminal Justice Association-Lambda Alpha Epsilon/Criminal Justice Club	Christopher Wyatt	(828) 565-4032	902
Future Cosmetologists Association	Cathy Gilchrist	(828) 565-4268	3209
HCC Automotive Club	Darrell Honeycutt Mark Hicks	(828) 627-4582 (828) 627-4581	1003 1612
Society of American Foresters	George Hahn	(828) 627-4563	3307
Lumberjacks/Forestry Club	George Hahn	(828) 627-4563	3307
HCC Veterans Club	Tracy Rapp Darrell Honeycutt	(828) 627-4509 (828) 627-4582	1553 1003
Haywood Studios	Brian Wurst	(828) 627-4673	7125
The Wildlife Society	Shannon Rabby Wallace Woods	(828) 627-4592 (828) 627-3340	3308
Student Association of Medical Assistants (SAMA)	Larry Davis	(828) 627-4658	905
HCC Student Nurses Association	Stacy Inman	(828) 627-4694	912

Student clubs and organizations represent a large number of students with diverse interests. Through these organizations, students find opportunities for entertainment, friendship, leadership, and service to the College and community. Student clubs and organizations must be approved through the submission of a constitution and by-laws to the Student Government Association, the SGA Advisor, the Vice President of Student Services, and the Haywood Community College Administrative Council. For more information about clubs, contact the SGA Advisor at (828) 565-4098.

Policies and Procedures Related to Students

Policy 5.1.1 ADMISSIONS

The College does not discriminate on the basis of race, color, religion, sex, gender, gender identity or expression, pregnancy, age, national origin, disability, political affiliation, genetic information, or military/veteran status in any of its activities or operations.

I. Open Door Admissions

Except as otherwise specified herein, the College maintains an open-door admission policy to all applicants who are legal residents of the United States and who are high school graduates or are at least 18 years of age. The College shall not solicit or use information regarding the accreditation of a secondary school located in North Carolina that a person attended as a factor affecting admission to the College or to any program of study, loans, scholarships, or other educational activity at the College unless the accreditation was not conducted by a State agency. For purposes of this Policy, the term "accreditation" shall include certification or any other similar approval process. Student admission processing and placement determination shall be performed by College officials. Admission requirements for an emancipated minor shall be the same as for an applicant 18 years old or older. Non-emancipated minors may be admitted and allowed to attend the College pursuant to 1D SBCCC 200.95.

The open-door policy does not mean there are no restrictions on admission into specific College programs. Students shall be admitted into specific College programs when they demonstrate an aptitude for these programs as determined by personal interest, academic background, placement tests, and personal interviews. If an academic deficiency exists, applicants will be given an opportunity to remove the deficiency by taking preparatory work.

For more specific information regarding certain admissions criteria, see Procedure 5.1.1.1.

II. Admissions Denials

A. Basis for Denials

- A. The College may deny admission to any applicant who refuses to provide a social security number during the admission and enrollment process, except the following applicants per 1D SBCCC 400.2 – Admission to Colleges:
 - a. Students taking courses for which no academic credit is offered;
 - b. Nonresident alien students;
 - c. Students whose qualified tuition and related expenses are entirely waived or paid entirely with scholarships; and
 - d. Students for whom the College does not maintain a separate financial account and whose qualified tuition and related expenses are covered by a formal billing arrangement between the College and the student's employer or a government entity.

1. Suspension/Expulsion from another Educational Entity.

If the College suspends or expels a student for non-academic disciplinary purposes, the College shall record the suspension or expulsion in the student's educational record. Upon receipt of a written request signed by the student and subject to all applicable privacy laws, the College shall, in accordance with the student's request, inform other colleges and universities of the term and circumstances of the student's non-academic disciplinary suspension or expulsion, if any. The College

reserves the right to refuse admission to any applicant during any period of time that the applicant is under a period of suspension or expulsion from another educational entity for non-academic disciplinary reasons.

2. Safety Concern.

The College 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 determination, the College may refuse admission to an applicant when there is an articulable, imminent, and significant threat to the applicant or other individuals. When refusing admission based on safety concerns, the Vice President for Student Services shall document:

- a. Detailed facts supporting the rationale for denying admission;
- b. The time period within which the refusal to admit shall be applicable and the supporting rationale for the designated time period; and
- c. The conditions upon which the application that is refused would be eligible to be admitted.

3. Residency for Distance Learning.

The College is not authorized to provide distance learning courses outside of North Carolina unless state authorization has been granted from the state in which the applicant resides. State authorization requires colleges to seek and secure authorization to offer instruction in that state.

Admission of applicants residing outside of North Carolina to an online degree, diploma, certificate program, or individual online courses offered by the College is dependent on the College's ability to secure authorization from the applicant's state of residence. A list of states that North Carolina is currently authorized to offer online instruction in is available on the College's website.

State authorization does not affect the cost of attending the College. Tuition requirements, including those for out-of-state students, still apply. This requirement does not apply to non-credit continuing education courses.

4. Undocumented Immigrants.

An undocumented immigrant is any immigrant who is not lawfully present in the United States. The College shall not admit undocumented immigrants unless all of the following conditions apply:

- a. The undocumented immigrant attended and graduated from a United States public high school, private high school, or home school that operates in compliance with State or local law.
- b. The undocumented immigrant must comply with all federal and state laws concerning financial aid.
- c. The individual shall not be considered a North Carolina resident for tuition purposes and must be charged out-of-state tuition regardless of whether the individual resides in North Carolina.
- d. When considering whether to admit the individual into a specific program of study, the College shall take into account that federal law prohibits states from granting professional licenses to undocumented immigrants.
- e. Students lawfully present in the United States shall have priority over any undocumented immigrant in any class or program of study when capacity limitations exist.
- f. An admitted undocumented student will not be permitted to register for a class or program of study or be placed on a waiting list until the conclusion of the last published registration date for the term.

5. Readmissions.

The College reserves the right to refuse readmission to a former student who has unsettled financial obligations at the College or who has not complied with previous disciplinary requirements.

6. Criminal Justice Education and Training.

The College requires students enrolled in courses mandated under N.C.G.S. § 17C and 17E; the North Carolina Criminal Justice Education and Training Standards Commission; or the North Carolina Sheriffs' Education and Training Standards Commission to be sponsored by law enforcement agencies until completion of the program. The student must be sponsored by a law enforcement agency to be admitted into the program. Failure to have such sponsorship shall result in an admission's denial. Failure to maintain a sponsorship for the duration of class will result in immediate dismissal from the BLET program.

7. Non-Criminal Justice Education and Training Firearm Courses.

Except for courses governed by Criminal Justice Education and Training, if the College has a program that requires students to possess a firearm, prior to admission, the student must provide proof of eligibility to possess firearms.

For purposes of this Policy, "firearm" means a handgun, shotgun or rifle that expels a projectile by action of an explosion; "proof of eligibility" means: i) a current, valid State-issued permit to purchase a firearm; ii) a current, valid State-issued concealed carry permit from North Carolina; iii) a current, valid State-issued concealed carry permit from state with a reciprocal concealed carry agreement with North Carolina; iv) proof of an exemption from permit requirements pursuant to N.C.G.S. § 14-415.25; or v) a background check to determine whether the applicant can lawfully possess a firearm in North Carolina pursuant to N.C.G.S. §§ 14- 269.8; -404(c); -415.1; -415.3; and - 415.25.

a. Appeal for Admissions Denials

If an applicant is denied admissions to the College for any of the reasons specified in Section II(A)(1)-(7), within five (5) calendar days following the receipt of the reasons specifying the denial, the applicant may file a written appeal with the Vice President of Student Services for a reconsideration. The written appeal shall contain the applicant's reasons why he/she should be admitted and shall include any supporting documentation. The Vice President of Student Services shall also meet with the applicant and provide the applicant an opportunity to respond. Within ten (10) calendar days from receipt of the applicant's written appeal, the Vice President shall make his/her determination and provide the applicant with a written response.

If the applicant does not agree with the Vice President's determination, within five (5) calendar days following the receipt of the Vice President's determination, the applicant may file a written appeal with the President. The President shall conduct an "on the record review" and shall make a determination within ten (10) calendar days after receipt of the applicant's written appeal. The President's decision is final.

Procedures 5.1.1.1 STUDENT SERVICES GENERAL ADMISSIONS PROCEDURES

Admission to the College does not guarantee immediate acceptance to the curriculum program desired by the applicant. Admission to certain programs may have additional specific entrance requirements. Students may have to complete basic skills or developmental level courses before being accepted into their desired academic curriculum program.

The Director of Enrollment Management administers all admissions requirements and enforces all College admission policies and procedures.

I. Curriculum Programs

A. Diploma and Degree-Seeking Applicants

*The following information is for a degree, diploma, or certificate-seeking students who have completed high school, or high school equivalency, and plan to enroll in curriculum classes at the College. Students planning to enroll in curriculum courses while still in high school should see the information about the College's Career and College Promise (CCP) program in procedure 5.1.1.2., or speak with their high school guidance counselor.

*Additional admission requirements for nursing applicants are listed in the Academic Program of Study.

For curriculum degree, diploma, or certificate-seeking students, all applicants must:

1. Complete the NC Residency Determination Process online by visiting <https://ncresidency.cfnc.org>

(Applicants who have previously received an RCN number from the Residency Determination Service (RDS) from another college should bring their number to Student Services upon applying to the College.)

2. Submit a completed application for admission to the Student Services Department. The electronic application for admission is available online at www.haywood.edu. During the application process, applicants will be asked to choose a career cluster and describe their educational/career goals in the provided text box. College success coaches will then reach out to the applicant, after the submitted application is received, to discuss their indicated information and officially declare the applicant's major.
3. Send an official high school transcript or official high school equivalency scores from a regionally accredited institution to the Student Services Department. These transcripts must include the date the diploma was awarded, the type of diploma, and have the official seal of the school. It must be mailed or electronically transferred from the issuing school or agency. Current applicants who are high school seniors should submit a transcript showing work through the end of the first semester of the senior year. A final official transcript must then be submitted upon high school graduation, and before enrollment, to be fully accepted. Applicants who have completed an associate's degree or higher from a regionally accredited post-secondary institution may submit college transcripts with a conferred degree awarded in lieu of high school transcripts.

B. Placement

1. Beginning fall 2020, all Haywood Community College applicants will be evaluated under the Reinforced Instruction for Student Excellence (RISE) model. The RISE model is designed to place students into program's gateway math and English based on the following criteria:
 - Graduated from a US High School within the last 10 years (Submission of official transcripts from a high school senior's first semester is sufficient to qualify for RISE placement as long as the below items are satisfied.), or
 - Has earned appropriate developmental course credit within the last 10 years, or has successfully completed a college-level English or Math course, or
 - Taken the ACT or SAT and met the minimum score requirements.
 - Has completed an eligible placement test within the last 10 years, or
 - Has earned an Associate or Bachelor's degree from a regionally accredited institution.

- Completed the GED since 1/1/14 and have a score of 165 or higher on all areas, or taken the HiSET with a score of 15 or higher on all areas and 4 or higher on essay.

Applicants who have graduated from a US High School within the last 10 years will be placed into gateway English and math courses using the following high school GPA ranges:

- 0.0 – 2.199 – Must successfully complete a transition English or transition math course prior to enrolling into gateway English or math coursework.
- 2.2 – 2.799 – May register for any gateway English or math course and be required to take the corresponding co-requisite course.
- 2.8 or higher – May register for any gateway English or math course.

2. Reinforced Instruction for Student Excellence (RISE) Placement

If the above criteria has not been met, students may need to complete the College's placement test to determine if transition and/or co-requisite courses are required before enrollment into college-level math or English. Haywood Community College uses the Reinforced Instruction for Student Excellence (RISE) placement test to ensure academic readiness. The computerized placement test is administered by the College through the Student Services Department. Placement testing may be available to distance students through remote testing locations. Students should contact Student Services in a timely manner to schedule a placement test before registration can occur. If a student is placed into transitional English or math, these courses should be completed during the first two semesters of enrollment, if at all possible. If a student places below the "cut score" on a placement test - he/she must complete the transitional courses before registering for gateway English and math coursework. Please see the following RISE Placement Guide for further information.

ENGLISH PLACEMENT GUIDE						
	Unweighted HS GPA	ACT	SAT	GED Mastery	Dev Ed Course Completion	RISE Placement Test
Transition English	≤ 2.199	ENG ≤ 15 <u>or</u> READ ≤ 19	ENG ≤ 479	≤ 165		
ENG-111 with a Co-Req	2.2 - 2.799	ENG 16-17 <u>or</u> READ 20-21	--	--	DRE-097 0	RISEE1 ≥ 70
ENG-111 without a Co-Req	≥ 2.8	ENG ≥ 18 <u>or</u> READ ≥ 22	ENG ≥ 480	≤ 165	DRE 098	RISEE2 ≥ 70

MATH PLACEMENT GUIDE						
	Unweighted HS GPA	ACT	SAT	GED Mastery	Dev Ed Course Completion	RISE Placement Test
Transition Math	≤ 2.199	Math ≤ 19	Math ≤ 529	≤ 165		
MAT-110 with a Co-Req	2.2 - 2.799	Math 20-21	No Applicable Measure	No Applicable Measure	No Applicable Measure	No Applicable Measure
MAT-110 without a Co-Req	≥ 2.8	Math ≥ 22	Math ≥ 530	≥ 165	DMA 010-030	RISEM1 ≥ 70
MAT-143 with a Co-Req	2.2 - 2.799	Math 20-21	--	--	DMA 010-030	RISEM1 ≥ 70
MAT-143 without a Co-Req	≥ 2.8	Math ≥ 22	Math ≥ 530	≥ 165	DMA 010-050, DRE 098	RISEM2 ≥ 70
MAT-152 with a Co-Req	2.2 - 2.799	Math 20-21	--	--	DMA 010-030	RISEM1 ≥ 70
MAT-152 without a Co-Req	≥ 2.8	Math ≥ 22	Math ≥ 530	≤ 165	DMA 010-050	RISEM2 ≥ 70
MAT-171 with a Co-Req	2.2 - 2.799	Math 20-21	--	--	DMA 010-050	RISEM2 ≥ 70
MAT-171 without a Co-Req	≥ 2.8	Math ≥ 22	Math ≥ 530	≥ 165	DMA 010-080	RISEM3 ≥ 70

3. Former Placement Tests

The following are former placement tests that are no longer given but will still be considered.

Test	English	Reading	Math
NCDAP	Composite score of 151 or higher for English & Reading		7 or higher for each DMA 010-0
SAT (Pre-March 2016)	500	500	500
Asset	41	41	41 Numerical 41 Int. Alg.
COMPASS	70	81	47 Pre Alg. 66 Alg.
Accuplacer	Combined Score of 166 Read Comp. & Sent. Skills		55 A 75 Ele

C. Residency Appeal Process

Residency and the appeals process is now regulated by the State of North Carolina. The following message regarding the residency appeal process is required of all students, and is managed by the state:

The state of North Carolina partially subsidizes the cost of North Carolina public college and university tuition for all students whose domicile, or permanent legal residence, is in North Carolina. Residency determination establishes if students should have in-state or out-of-state tuition. Because North Carolina residency status is governed solely by North Carolina statute, lack of eligibility for in-state status in another state does not guarantee in-state status in North Carolina. The residency statute mandates only those who can demonstrate a minimum of twelve months of uninterrupted domicile (legal residence) in North Carolina are eligible for in-state tuition. The statute also places the burden of proof on the student to establish, by a preponderance of evidence, that they are a bona fide domiciliary rather than mere residents of North Carolina.

For more information about residency, how it's determined, and the process for appealing residency status for the state of North Carolina, visit www.ncresidency.org

Returning students who are eligible for readmission and who have not been enrolled at the College for two academic semesters must submit a new Application for Admission and update residency classification prior to registration. The application for admission is available at www.haywood.edu. The student is required to meet the curriculum requirements in effect at the time of readmission according to the current college catalog.

Students who have been placed on academic or disciplinary suspension must fulfill the terms of their suspension before being considered for readmission. Students on disciplinary suspension must also submit a letter to the Vice President of Student Services requesting readmission.

The College reserves the right to deny readmission to a former student including a student who has unsettled financial obligations at the College or who has not complied with previous disciplinary requirements. All of the student's debts to the College must be paid in full before registering for courses.

D. Non-Degree Seeking Applicants

Non-degree seeking students are those students who enroll in one or more courses but do not desire to graduate from one of the established curricula. The student may register for any course which is open to all students and does not require a prerequisite. However, if a student plans to register for a course that requires a prerequisite course, the student must submit an official transcript from a regionally accredited institution showing completion of this requirement with a grade of "C" or better prior to registering. An applicant who plans to enroll in mathematics and/or English courses must satisfactorily complete the College placement test requirement. Please check our current catalog to review the prerequisite(s). Students may not register for courses in a program that has a waiting list or restricted admission (such as nursing).

Non-degree seeking students are not eligible for financial aid or veterans benefits nor are they permitted to earn any degree, diploma or certificate awarded by the College. Students seeking to change to a degree-seeking status must complete an Application Update/Change of Curriculum form for admission and follow the admission procedure for the diploma, associate degree or certificate.

All non-degrees applicants must:

1. Submit a completed Application for Admission form to the Enrollment Management Office. The application for admission is available at www.haywood.edu.
2. Meet all placement test requirements before enrolling in English or math courses.
3. Meet all prerequisites before enrolling in those courses requiring prerequisites.
4. If transfer credits or placement scores will be used to waive the College's placement test or a prerequisite, official transcripts from a regionally accredited institution must be received before registering for the course.

E. Continuing Education Programs

For applicants seeking admission to a continuing education program, all applicants must:

1. Complete a Continuing Education Instant Enrollment Form available in Student Services in the Student Center.
2. Submit the Form to Enrollment Management to complete the registration process.
3. Pay tuition, institutional fees and purchase books in the Student Center.
4. Online registration for continuing education courses is available via WebAdvisor. Students who register online will also be required to pay online using a credit card.

F. Certificate Programs

All applicants must submit a completed Application for Admission to the Student Services Department. The application for admission is available at www.haywood.edu. Students who change from certificate programs to diploma or associate degree programs must complete the additional requirements for admission to those programs.

G. Provisional Admissions

In certain situations, an applicant may be provisionally accepted into the College and permitted to register prior to completion of all admissions requirements. Students who are admitted on a provisional basis must complete all admission requirements within the first semester of attendance. Failure to complete the provisional requirements could result in the student being denied continued admissions for the next semester.

H. International Students

Currently, the College does not issue the I-20 form necessary for international students with F-1 visas. If demand increases, approval for admission of international students with F-1 visas could be re-instated. Other visas for short term enrollment may be considered on an individual basis. Information and/or questions should be directed to the Director of Enrollment Management.

Procedure 5.1.1.2 HIGH SCHOOL STUDENT ENROLLMENT

Education Services through Career and College Promise (Curriculum)

The College provides seamless opportunities for high school students to get a head start with their college education by enrolling in eligible pathways through Career and College Promise ("CCP"). Enrollment in identified courses is available to students enrolled in public and private schools (including home schools) through articulation agreements between the school system and the College and approved by the North Carolina Community College System Office.

The purpose of Career and College Promise is to offer structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, or degree as well as provide entry-level jobs skills. Academic credits earned through Career and College Promise shall enable students who continue into postsecondary education after graduating from high school to complete a postsecondary credential in less time than would normally be required. All previous high school transition programs, including Huskins, Concurrent Enrollment, Cooperative and Innovative High Schools, Learn and Earn, and Learn and Earn Online were consolidated and replaced by Career and College Promise. Students may secure additional information about enrolling in these programs at the College website:

<https://www.haywood.edu/instruction/high-school-programs/>

CCP Overview

The major purpose of community colleges is to serve students who have graduated from high school or are beyond the compulsory age limit of the public school and have left public school. However, a minor may seek admission to a community college subject to the conditions in this Section.

Career and College Promise is a dual enrollment program for eligible North Carolina high school students.

Community colleges may collaborate with local school administrative units to offer courses through the following Career and College Promise program pathways:

1. A College Transfer Pathway approved by the State Board of Community Colleges including transfer courses in English and mathematics;
2. A Career and Technical Education Pathway leading to a certificate, diploma or degree;

3. Career and Technical Education – Workforce Continuing Education leading to a State or industry-recognized credential. CCP rules applicable to Workforce Continuing Education are provided in 1D SBCCC 300.4(c)(1)(D).
4. A Cooperative Innovative High School Pathway approved under Part 9 of Article 16 of Chapter 115D of the North Carolina General Statutes.

Refer to approved pathways in current catalog.

Tuition is waived for CCP students; however, all CCP students except for those in Cooperative Innovative High School Programs, must purchase their own textbooks and supplies required for their classes. CCP students must obtain a student ID and parking pass.

All non-self-supporting curriculum courses taken by high school students at community colleges in accordance with this Section are tuition-waived.

High school students may not audit courses offered under the Career and College Promise Program.

High school students enrolled in a College Transfer Pathway or a Career and Technical Education Pathway may not enroll in developmental education courses but may enroll in supplemental courses. For the purposes of this section, the phrase “supplemental courses” shall have the same meaning as in 1D SBCCC 400.8(b)(1).

CCP Pathways

College Transfer Pathway (Juniors and Seniors)

1. To be eligible for enrollment in a College Transfer Pathway, a high school student must:
 - A. Be a high school junior or senior as designated by the local educational agency; and
 - B. Have an unweighted high school GPA of 2.8; or
 - C. Demonstrate college readiness in English, reading, and mathematics by meeting benchmarks on diagnostic assessment tests, which have been approved by the State Board of Community Colleges.
2. To maintain eligibility for continued enrollment in the pathway, a student must:
 - A. Continue to make progress toward high school graduation as outlined in G.S. 115C-105.35 and
 - B. Maintain a 2.0 GPA in college coursework after completing two courses.
3. 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.
4. A student may only enroll in one College Transfer Pathway program of study. Course substitutions may be approved by the chief academic officer for individual students. Course substitutions for individual students must be documented and maintained on file.
5. A student may change the student’s pathway major with approval of the high school principal or the high school principal’s designee and the college’s chief student development administrator or the college’s chief academic officer. The college’s chief student development administrator or the college’s chief academic officer shall approve a change in pathway based on verification that the program change allows the student to meet their newly chosen career path.
6. High school students in the CCP College Transfer Pathways must complete the entire pathway before taking additional courses in the Associate degree with the exception of mathematics courses.
7. With approval of the high school principal or the high school principal’s designee and the college’s chief student development administrator or the college’s chief academic officer, a student who completes a College Transfer Pathway, while still enrolled in high school, may continue to earn college transfer credits leading to the completion of the Associate in Arts, Associate in Science, Associate in Engineering, Associate in Fine Arts in Visual Arts or Associate in General Education Nursing degree.

8. With the approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer, a student may enroll in both a College Transfer Pathway and a Career Technical Education (CTE) pathway.
9. A student may change the student's program of study major with approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer. The college's chief student development administrator or the college's chief academic officer shall approve a change in pathway based on verification that the program change allows the student to meet their newly chosen career path.
10. The college may award the Associate in Arts, Associate in Science, Associate in Engineering, Associate in Fine Arts, or Associate in General Education – Nursing to the Career and College Promise student prior to high school graduation.
11. Students pursuing credits beyond the initial transfer associate degree must provide documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the university). The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in credits beyond the initial transfer program. Approval is contingent upon the student's documentation of justification based upon career pathway needs or transfer program requirements.

College Transfer Pathway (Freshman and Sophomores)

To be eligible for enrollment, a high school student must meet the following requirements:

1. Be a high school freshman or sophomore; and
 - A. Be identified as academically or intellectually gifted in English, reading and math as outlined in the local board of education's Academically and 13 Intellectually Gifted (AIG) local plan (General Statute 115C-150.7.); or
 - B. Be identified as academically or intellectually gifted in English, reading, and math on an aptitude and achievement test as evidenced by a score in the range between the 92nd percentile and the 99th percentile on an aptitude and an achievement test included in the Mental Measurements Yearbook published by the Buros Institute of Mental Measurements; and
2. Demonstrate college readiness in English, reading, and mathematics by meeting benchmarks on diagnostic assessment tests which have been approved by the State Board of Community Colleges; and
3. Have the maturity to justify admission to the community college, as demonstrated by obtaining all of the following:
 - A. A recommendation from the student's principal or equivalent administrator explaining why they believe the student has the requisite maturity to enroll at the community college;
 - B. A recommendation from the academically gifted coordinator, if one is employed by the high school or local school administrative unit, explaining why they believe the student has the requisite maturity to enroll at the community college; and
 - C. Approval to enroll by the community college president or their designee. Prior to requesting approval by the community college president or their designee, the student must deliver the recommendations described in (A) and (B) to the community college president or their designee.
4. Have the written consent of the student's parent or guardian granting permission for the student to participate in the program; and
5. The student must participate in academic advising with representatives from the high school and community college prior to enrollment in the program. This advising shall be focused on the implications of being admitted to college early. (m) Maintaining Eligibility for Continued Enrollment, Changing Pathways, and Other Rules Applicable to College Transfer Pathways

To maintain eligibility for continued enrollment in the pathway, a student must:

- A. Continue to make progress toward high school graduation as outlined in G.S. 13 115C-105.35 and
 - B. Maintain a 2.0 GPA in college coursework after completing two courses.
1. 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 only enroll in one College Transfer Pathway program of study. Course substitutions may be approved by the chief academic officer for individual students. Course substitutions for individual students must be documented and maintained on file.
 3. A student may change the student's pathway major with approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer. The college's chief student development administrator or the college's chief academic officer shall approve a change in pathway based on verification that the program change allows the student to meet their newly chosen career path.
 4. High school students in a College Transfer Pathways must complete the entire pathway before taking additional courses in the Associate degree with the exception of mathematics courses.
 5. With approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer, a student who completes a College Transfer Pathway, while still enrolled in high school, may continue to earn college transfer credits leading to the completion of the Associate in Arts, Associate in Science, Associate in Engineering, Associate in Fine Arts in Music, Associate in Fine Arts in Theater, Associate in Fine Arts in Visual Arts or Associate in General Education Nursing degree.
 6. With the approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer, a student may enroll in both a College Transfer Pathway and a Career Technical Education Pathway.
 7. A student may change the student's program of study major with approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer. The college's chief student development administrator or the college's chief academic officer shall approve a change in pathway based on verification that the program change allows the student to meet their newly chosen career path.
 8. The college may award the Associate in Arts, Associate in Science, Associate in Engineering, Associate in Fine Arts, or Associate in General Education – Nursing to the Career and College Promise student prior to high school graduation.
 9. Students pursuing credits beyond the initial transfer associate degree must provide documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the university). The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in credits beyond the initial transfer program. Approval is contingent upon the student's documentation of justification based upon career pathway needs or transfer program requirements.

Career Technical Education Pathway (CTE) (Juniors and Seniors)

1. To be eligible for enrollment, a high school student must:
 - A. Be a high school junior or senior; and
 - B. Have an unweighted GPA of 2.8 on high school courses; or
 - C. Demonstrate college readiness in English, reading, and mathematics by meeting benchmarks on diagnostic assessment tests which have been approved by the State Board of Community Colleges.
 - D. Juniors or seniors who do not meet the eligibility requirements in 1D SBCCC 400.11(l)(1)(A) – (C) shall have the recommendation of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer. A recommendation is only allowed for entry into Career and College Promise Career and Technical

Education pathway that does not include Universal General Education Transfer Component (UGETC) courses.

2. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit high school career cluster. The college will grant articulated credit to students based on the then-current local or state North Carolina High School to Community College articulation agreement.
3. To maintain eligibility for continued enrollment, a student must:
 - A. Continue to make progress toward high school graduation as outlined in G.S. 115C-105.35, and
 - B. Maintain a 2.0 in college coursework after completing two courses.
4. 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.
5. Course substitutions may be approved by the chief academic officer for individual students. The college will document course substitutions for individual students and maintain those course substitutions in the student's file.
6. With approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer, a Career Technical Education Junior or Senior may concurrently enroll in two Career and Technical Education Pathways or in one College Transfer Pathway and one Career Technical Education Pathway.
7. The student may change the student's pathway major with approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer. The college's chief student development administrator or the college's chief academic officer shall approve a change in pathway based on verification that the program change allows the student to meet their newly chosen career path.
8. With approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer, a student who completes the Career and Technical Education certificate or diploma may continue in the same traditional associate in applied science program as long as they are still eligible for the Career and College Promise program. The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in credits beyond the initial Career and Technical Education program. Approval is contingent upon documentation that the credits beyond the initial program allow the student to support the student's chosen career path (i.e. a career pathway plan).
9. The college may award the certificate, diploma, or degree to the Career and College Promise student prior to high school graduation.

Career Technical Education Pathway (Freshmen and Sophomores)

1. Colleges may enroll eligible high school Freshman and Sophomores only in industrial technologies (program code 50xxx), engineering technologies (program code 40xxx), agriculture and natural resources (program code 15xxx), and transportation (program code 60xxx), construction (program code 35xxx), and business technologies (program codes 25xxx) certificate and diploma programs.
2. Freshmen and Sophomores may not enroll in Career and Technical Education pathways that include Universal General Education Transfer Component (UGETC) courses.
3. To be eligible for enrollment, a high school student must be a high school Freshman or Sophomore. A Freshman or Sophomore must:
 - A. Have passed Math I with a grade of "C" or better;
 - B. Test college-ready in mathematics as determined by the assessment given by the North Carolina Department of Public Instruction;
 - C. Test college-ready in English and reading as determined by the assessment given by the North Carolina Department of Public Instruction;
 - D. Have received information outlining program requirements for completion of the certificate or diploma; and

- E. Have the recommendation of the high school principal or the principal's designee and the college's chief student development administrator or the college's chief academic officer; or
 - F. Demonstrate college readiness in English, reading and mathematics by meeting benchmarks on diagnostic assessment tests which have been approved by the State Board of Community Colleges and have the recommendation of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer.
4. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. The college will grant articulated credit to the students based on the then-current local or state North Carolina High School to Community College articulation agreement. To maintain eligibility for continued enrollment, a student must:
 - A. Continue to make progress toward high school graduation, and
 - B. Maintain a 2.0 in college coursework after completing two college courses. 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.
 5. A student must enroll in one pathway and may not substitute courses in one pathway for courses in another.
 - A. The student may change the student's pathway major to another eligible program of study with approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer. The college's chief student development administrator or the college's chief academic officer shall approve a change in pathway based on verification that the program change allows the student to meet their newly chosen career path.
 - B. A student may concurrently enroll in two Career and Technical Education Pathways in allowable program areas provided the exception has been approved by the college's chief student development administrator or the college's chief academic officer. The college's chief student development administrator or the college's chief academic officer shall approve an exception if concurrent pathways are aligned to the student's career pathway interest and career goals.
 6. With approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer, a student who completes a Career Technical Education pathway, while still enrolled in high school may continue to earn college credits leading to the completion of a higher-level credential within the same program code. The college's chief student development administrator or the college's chief academic officer shall approve the continuation if the credential is in the same program code.
 7. With approval of the high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer, a student who completes the Career and Technical Education certificate or diploma may continue in the same traditional associate in applied science program as long as they are still eligible for the Career and College Promise program.
 8. The college may award the certificate, diploma, or degree to the Career and College Promise student prior to high school graduation.
 9. The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in credits beyond the initial Career and Technical Education program. Approval is contingent upon documentation that the credits beyond the initial program allow the student to support the student's chosen career path (i.e. a career pathway plan).

Cooperative Innovative High School Programs (CIHSP)

1. Cooperative Innovative High School Programs are jointly established by local boards of education and local boards of trustees.
2. CIHSP enroll 100 or fewer students per grade level.

3. Students enrolled in CIHSP have the opportunity to complete an associate degree program, diploma, certificate, or earn up to two years of college credit while completing a high school diploma within five years.
4. A CIHS student may enroll in (with approval by the HEC Principal and Chief Academic Officer)
 - A. One College Transfer program of study;
 - B. One College Transfer program of study and one Career and Technical Education (CTE) program of study; or
 - C. Two Career and Technical Education (CTE) programs of study.
5. Students pursuing credits beyond the initial transfer associate degree must provide documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the University of North Carolina). The high school principal or the high school principal's designee and the college's chief student development administrator or the college's chief academic officer must approve prior to enrollment in credits beyond the initial transfer program of study. Approval is contingent upon documentation of justification based upon career pathway needs or transfer program requirements (i.e. bachelor degree plan published by the University of North Carolina).
6. CIHSP are located on college campuses. A school shall obtain approval from the State Board of Community Colleges for exceptions to this requirement. Exceptions are based on local needs as outlined in the location waiver request. The approved waiver shall be maintained locally for documentation. The State Board of Community Colleges shall use the following factors to determine whether to approve location waivers:
 - A. Space availability;
 - B. School capacity;
 - C. Proximity to the student population;
 - D. Suitable, available space with equipment specific to the curriculum; or
 - E. Articulate, imminent, and significant health or safety concerns.
7. Student eligibility requirements for CIHSP are determined locally.
8. CIHS students may not audit courses.
9. CIHS students may not enroll in developmental education courses, but may enroll in supplemental courses.
10. CIHS students may not be enrolled in the Associate in General Education or General Occupational Technology programs with the exception of the Associate in General Education in Nursing degree.
11. Colleges may award the certificate, diploma, or degree prior to high school graduation.

Student Application Process

CCP students

A high school student meeting the criteria described above must complete the following requirements to enroll in a (CCP):

1. Submit the CCP Admission form (CCP Application and CCP Approval).
2. Submit appropriate test scores showing college readiness or high school transcript for GPA verification. Refer to the Placement Test section of the catalog for approved tests and CUT scores (see below).
3. Home school students must submit a high school transcript and a copy of their NC registration card. Home school transcripts must include the name and address of the school, principal's name, student's name, SSN, date of birth, curriculum and courses taken each year with grades, cumulative grade point average, diploma awarded with graduation date, notarized seal and official signature.
4. CCP information are available online at <https://www.haywood.edu/instruction/high-school-programs/>

Cooperative Innovative High School Programs

Haywood Early College High School

Haywood Early College High School ("Early College") is an autonomous public high school located on the College. The Early College enrolls students in grades 9 through 13.

The Early College is designed for motivated students who desire to enter both high school and college as a rising freshman in a non-traditional high school setting. Students have the opportunity to earn both their high school diploma and Associates degree. Students begin taking college courses as soon as ninth grade with the goal of students graduating with both their high school diploma and an Associate's degree in four years, five if necessary. For more information about the Early College, visit <http://hec.haywood.k12.nc.us/>

Enrollment

To enroll, students must complete an application provided by Haywood County Schools. Applications are available on Haywood Early College's website.

Selection

Haywood County Public Schools select students for the Early College according to the guidelines and criteria given by Haywood County Schools.

Home School Students

Home-schooled students are considered for admissions on the same basis as North Carolina public school students. Documentation must also be provided to show that the home school is registered with the appropriate state agency. An official transcript from the home school must include the following criteria:

- (1) Name of the home school and address;
- (2) Name of the principal;
- (3) Name of the student;
- (4) Student's social security number (optional) and birthdate;
- (5) Curriculum and courses taken each year with grades and a grade point average;
- (6) Cumulative grade point average for total progress;
- (7) Diploma awarded with graduation date; and
- (8) Notarized seal and official signature.

College Readiness Benchmarks on Approved Diagnostic Assessment Tests

College Readiness Benchmarks

*CCP Program Eligibility Benchmarks on Approved Diagnostic Assessment Tests

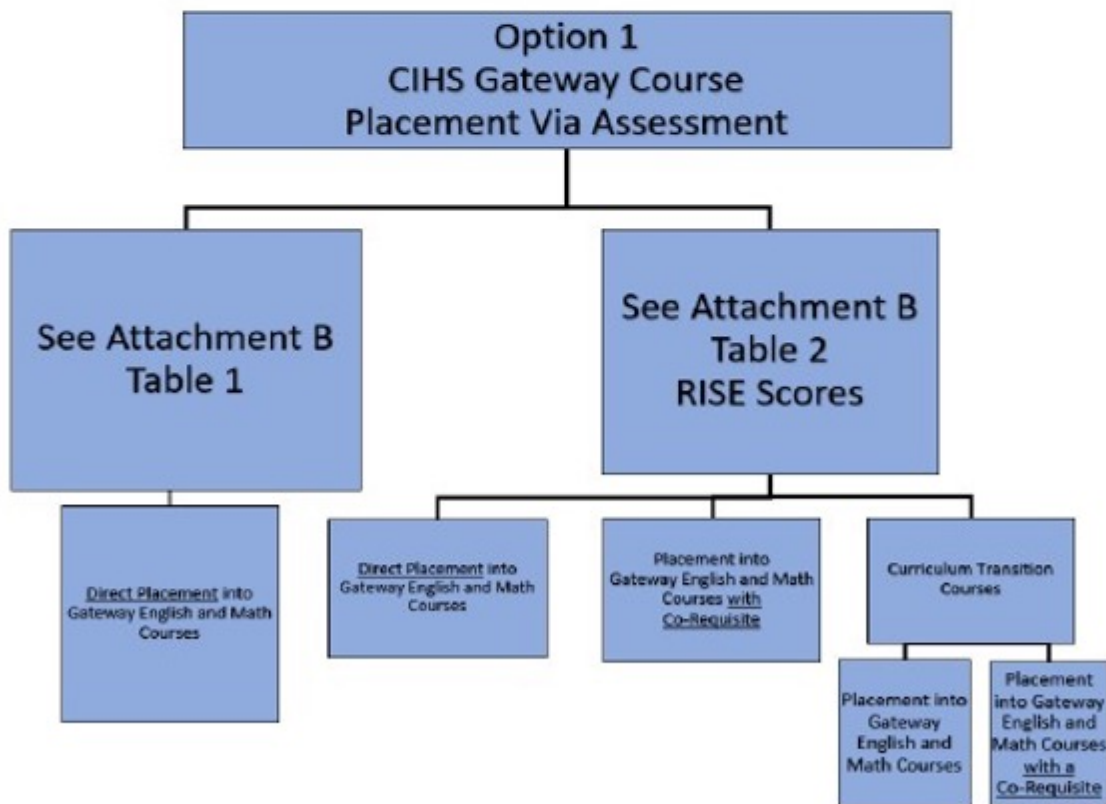
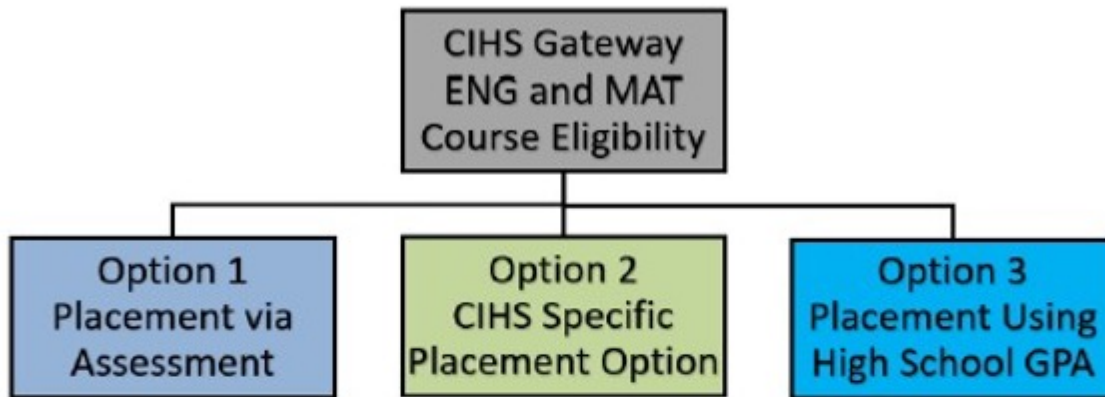
Test	PSAT 10 and PSAT/NMSQT (2015 and Future)	SAT (March 2016 and Future)	Pre-ACT and ACT	NC DAP (NCCCS Cut Score)	RISE Placement Test
English	26 or a composite score of 460 for Evidenced-Based Reading and Writing	480 composite score for Evidenced-Based Reading and Writing	18	Composite score of 151 or higher	70 or higher on Tier 1 <u>and</u> Tier 2 (See RISE placement Guide)
Reading	26 or a composite score of 460 for Evidenced-Based Reading and Writing		22		
Mathematics	24.5 or 510	530	22	7 on each assessment for DMA 010 thru 060	70 or higher on Tier 1 <u>and</u> Tier 2 <u>and</u> Tier 3 (See RISE placement Guide)
Advanced Placement (AP)		International Baccalaureate (IB)		Cambridge International Examinations	
English, Language and Composition	3 or higher	IB English A (Standard or Higher Level)	4 or higher	AS Level English Language	C or higher
English, Literature, and Composition	3 or higher	IB Mathematics (Higher Level)	4 or higher	A Level English Language	C or higher
Calculus AB	3 or higher	IB Advanced Mathematics (Higher Level)	4 or higher	AS Level Language and Literature in English	C or higher
Calculus BC	3 or higher	IB Mathematical Studies (Standard Level)	4 or higher	AS Level Math	C or higher
*To be eligible for enrollment in a College Transfer Pathway, students must demonstrate college readiness in English, reading, and mathematics on an approved test or tests. Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 22 on ACT math with a 480 on SAT composite score for evidenced based reading and writing to demonstrate college readiness.				A Level Math	C or higher
				A Level Mathematics - Further	C or higher

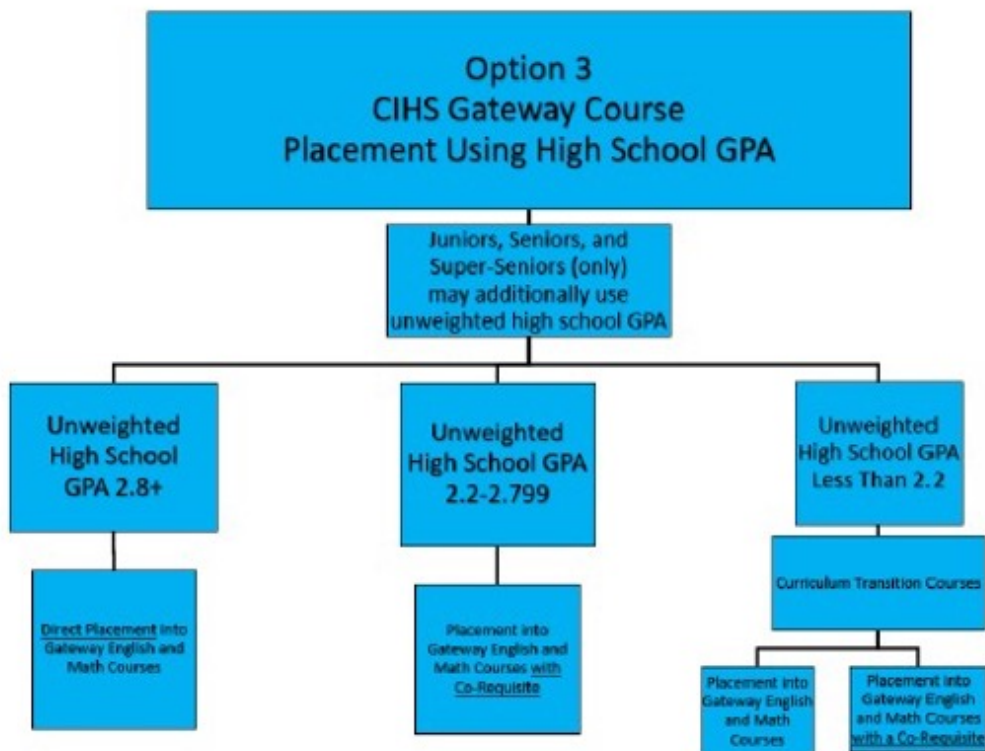
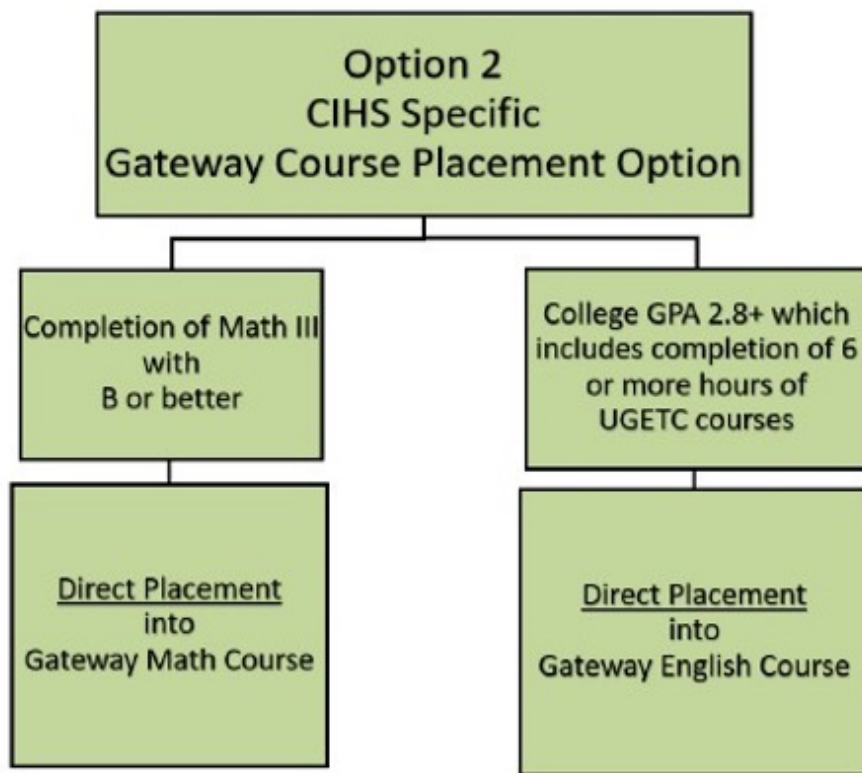
Advanced Placement (AP)		International Baccalaureate (IB)		Cambridge International Examinations	
English, Language and Composition	3 or higher	IB English A (Standard or Higher Level)	4 or higher	AS Level English Language	c or higher
English, Literature, and Composition	3 or higher	IB Mathematics (Higher Level)	4 or higher	A Level English Language	C or higher
Calculus AB	3 or higher	IB Advanced Mathematics (Higher Level)	4 or higher	AS Level Language and Literature in English	c or higher
Calculus BC	3 or higher	IB Mathematical Studies (Standard Level)	4 or higher	AS Level Math	c or higher
<p>*To be eligible for enrollment in a gateway English or math course, students must demonstrate college readiness in English, reading, and mathematics on an approved test or tests. Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 22 on ACT math with a 480 on SAT composite score for evidenced based reading and writing to demonstrate college readiness.</p>				A Level Math	C or higher
				A Level Mathematics - Further	C or higher

Table 2. RISE English and Math Assessment/Course Eligibility Scores – CIHS Grades 9-13

RISE English Assessment/Course Eligibility			
Student is eligible to register for:			
Tier 1 (unit 6) placement test*	ENG-111 with a co-requisite		
Tier 2 (unit 10) placement test**	ENG-111 without a co-requisite		
<p>*If a student does not score 70+ on the RISE English Tier 1 placement test he/she may enroll in the curriculum RISE Transition English course (available through curriculum only). **A student must score 70+ on Tier 1 before taking the Tier 2 placement test.</p>			
RISE Math Assessment/Course Eligibility			
A score of 70+ on:	Student is eligible to register for:		
Tier 1 (unit 8)*	MAT-110 without a co-requisite	OR	MAT-143 with a co-requisite OR MAT-152 with a co-requisite <i>Note: Enrollment in MAT-143 and MAT-152 also contains a pre-requisite of ENG-002, grade P1 or higher (this replaces DRE-098).</i>
Tier 2 (unit 12)**	MAT-143 without a corequisite OR MAT-152 without a co-requisite	OR	MAT-121 with a co-requisite OR MAT-171 with a co-requisite
Tier 3 (unit 17)***	MAT-121 without a co-requisite OR MAT-171 without a co-requisite		
<p>*If a student does not score 70+ on Tier 1 he/she may enroll in the curriculum RISE Transition Math course (available through curriculum only). **A student must score 70+ on Tier 1 before taking the Tier 2 placement test. ***A student must score 70+ on Tier 2 before taking the Tier 3 placement test.</p>			

Cooperative Innovative High School Course Eligibility Infographs





Procedure 5.1.1.3 HEALTH SCIENCE PROGRAMS

The Health Science Programs are designated as limited enrollment programs. Factors for admission include, but are not limited to: clinical space availability, instructor-to-student ratios specified by the applicable accrediting/approving agencies, and/or other limited instructional resources. In addition, Health Science Programs may have additional student enrollment criteria including, but not limited to 1) successful completion of required pre-requisite and/or co-requisite courses; 2) minimum GPA requirements; 3) successful completion of clinical enrollment requirements (i.e., criminal and drug background checks); and 4) other content criteria.

Specific requirements for Health Science Programs are available from program advisors and listed in the current HCC catalog.

Procedure 5.1.1.4 BASIC LAW ENFORCEMENT TRAINING

The North Carolina Basic Law Enforcement Training ("BLET") is a State accredited program designed to prepare entry level individuals with the cognitive and physical skills to become certified police officers and deputy sheriffs.

To be accepted into the College's BLET program, students must meet the following criteria:

1. Must complete a BLET application and be approved by the program coordinator.
2. Must be sponsored by an approved local law enforcement agency with applicable paperwork demonstrating approval.
3. Must be at least 20 years of age or older (unless you have a documented waiver-for candidates at least 19 years of age).
4. Must be a citizen of the United States of America.
5. Must be a high school graduate or have earned a high school equivalency (high school diplomas earned through correspondence enrollment are not recognized toward educational requirements).
6. Must provide a medical examination report, properly completed by a physician licensed to practice medicine in North Carolina, a physician's assistant, or a nurse practitioner, to determine the applicant's fitness to perform the essential job functions of a criminal justice officer.
7. Must take a standardized reading comprehension test and score at the tenth-grade level or higher within one year prior to entrance into the BLET program.
8. Must provide a certified criminal record check for local and state records for the time period since the applicant had become an adult and from all locations where the applicant has resided since becoming an adult. An Administrative Office of the Courts criminal record check or a comparable out-of-state criminal record check will satisfy this requirement.
9. Must have not been convicted of a felony or:
 - i. a crime for which the punishment could have been imprisonment for more than two years; or

- ii. a crime or unlawful act defined as a "Class B misdemeanor" within the five-year period prior to the date of application for employment unless the applicant intends to seek certification through the North Carolina Sheriffs' Education and Training Standards Commission; or
 - iii. four or more crimes or unlawful acts defined as "Class B Misdemeanors" regardless of the date of conviction; or
 - iv. four or more crimes or unlawful acts defined as "Class A Misdemeanors" except the trainee may be enrolled if the last conviction occurred more than two years prior to the date of enrollment; or
 - v. a combination of four or more "Class A Misdemeanors" or "Class B Misdemeanors" regardless of the date of conviction unless the individual intends to seek certification through the North Carolina Criminal Justice Education and Training Standards Commission.
10. Every individual who is admitted as a trainee in the BLET program shall notify the BLET of all criminal offenses which the trainee is arrested for or charged with, pleads no contest to, pleads guilty to or is found guilty of, and all Domestic Violence Orders (N.C.G.S. § 50B) which are issued by a judicial official and which provide an opportunity for both parties to be present.

The notifications must be received by the College within thirty (30) days of the date the case was disposed of in court.

II. Admissions Denials

A. Basis for Denials

1. Suspension/Expulsion from another Educational Entity.

If the College suspends or expels a student for non-academic disciplinary purposes, the College shall record the suspension or expulsion in the student's educational record. Upon receipt of a written request signed by the student and subject to all applicable privacy laws, the College shall, in accordance with the student's request, inform other colleges and universities of the term and circumstances of the student's non-academic disciplinary suspension or expulsion, if any. The College reserves the right to refuse admission to any applicant during any period of time that the applicant is under a period of suspension or expulsion from another educational entity for non-academic disciplinary reasons.

2. Safety Concern.

The College 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 determination, the College may refuse admission to an applicant when there is an articulable, imminent, and significant threat to the applicant or other individuals. When refusing admission based on safety concerns, the Vice President for Student Services shall document:

- a. Detailed facts supporting the rationale for denying admission.
- b. The time period within which the refusal to admit shall be applicable and the supporting rationale for the designated time period; and
- c. The conditions upon which the application that is refused would be eligible to be admitted.

3. Residency for Distance Learning.

The College is not authorized to provide distance learning courses outside of North Carolina unless state authorization has been granted from the state in which the applicant resides. State authorization requires colleges to seek and secure authorization to offer instruction in that state.

Admission of applicants residing outside of North Carolina to an online degree, diploma, certificate program, or individual online courses offered by the College is dependent on the College's ability to secure authorization from the applicant's state of residence. A list of states that North Carolina is currently authorized to offer online instruction in is available on the College's website.

State authorization does not affect the cost of attending the College. Tuition requirements, including those for out-of-state students, still apply. This requirement does not apply to non-credit continuing education courses.

4. Undocumented Immigrants.

An undocumented immigrant is any immigrant who is not lawfully present in the United States. The College shall not admit undocumented immigrants unless all the following conditions apply:

- a. The undocumented immigrant attended and graduated from a United States public high school, private high school, or home school that operates in compliance with State or local law.
- b. The undocumented immigrant must comply with all federal and state laws concerning financial aid.
- c. The individual shall not be considered a North Carolina resident for tuition purposes and must be charged out-of-state tuition regardless of whether the individual resides in North Carolina.
- d. When considering whether to admit the individual into a specific program of study, the College shall take into account that federal law prohibits states from granting professional licenses to undocumented immigrants.
- e. Students lawfully present in the United States shall have priority over any undocumented immigrant in any class or program of study when capacity limitations exist.
- f. An admitted undocumented student will not be permitted to register for a class or program of study or be placed on a waiting list until the conclusion of the last published registration date for the term.

5. Readmissions.

The College reserves the right to refuse readmission to a former student who has unsettled financial obligations at the College or who has not complied with previous disciplinary requirements.

6. Criminal Justice Education and Training.

The College requires students enrolled in courses mandated under N.C.G.S. § 17C and 17E; the North Carolina Criminal Justice Education and Training Standards Commission; or the North Carolina Sheriffs' Education and Training Standards Commission to be sponsored by law enforcement agencies until completion of the program. The student must be sponsored by a law enforcement agency to be admitted into the program. Failure to have such sponsorship shall result in an admission's denial. Failure to maintain a sponsorship for the duration of class will result in immediate dismissal from the BLET program.

7. Non-Criminal Justice Education and Training Firearm Courses.

Except for courses governed by Criminal Justice Education and Training, if the College has a program that requires students to possess a firearm, prior to admission, the student must provide proof of eligibility to possess firearms. For purposes of this Policy, "firearm" means a handgun, shotgun or rifle that expels a projectile by action of an explosion; "proof of eligibility" means: i) a current, valid State-issued permit to purchase a firearm; ii) a current, valid State-issued concealed carry permit from North Carolina; iii) a current, valid State-issued concealed carry permit from state with a reciprocal concealed carry agreement with North Carolina; iv) proof of an exemption from permit requirements

pursuant to N.C.G.S. § 14- 415.25; or v) a background check to determine whether the applicant can lawfully possess a firearm in North Carolina pursuant to N.C.G.S. §§ 14- 269.8; -404(c); -415.1; -415.3; and - 415.25.

a. Appeal for Admissions Denials

If an applicant is denied admissions to the College for any of the reasons specified in Section II(A)(1)-(7), within five (5) calendar days following the receipt of the reasons specifying the denial, the applicant may file a written appeal with the Vice President of Student Services for a reconsideration. The written appeal shall contain the applicant's reasons why he/she should be admitted and shall include any supporting documentation. The Vice President of Student Services shall also meet with the applicant and provide the applicant an opportunity to respond. Within ten (10) calendar days from receipt of the applicant's written appeal, the Vice President shall make his/her determination and provide the applicant with a written response.

If the applicant does not agree with the Vice President's determination, within five (5) calendar days following the receipt of the Vice President's determination, the applicant may file a written appeal with the President. The President shall conduct an "on the record review" and shall make a determination within ten (10) calendar days after receipt of the applicant's written appeal. The President's decision is final.

Policy 5.1.2 ACCEPTANCE OF TRANSFER STUDENTS/CREDIT

A. Course work transferred or accepted for credit toward an undergraduate degree must represent collegiate course work relevant to the degree with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the College's undergraduate degree program.

B. Any such earned credit must meet the minimum College academic standards of a grade of "C" or better and must parallel the content of similar courses offered. The maximum amount of credit allowed to be transferred is seventy five percent (75%) of the College's curriculum. Any course taken at a North Carolina Community College System institution will be accepted for the equivalent course except as specified herein.

For all others, the following criteria will be considered in determining the acceptability of the transfer course work:

1. Accreditation of the school by a regional or national accrediting body recognized by the United States Department of Education. Accreditation does not guarantee acceptance of transfer credit.
2. Equivalency of course descriptions, outcomes and analysis of course level, content, quality, comparability, and degree program relevance. It shall be the student's responsibility to provide documentation of this equivalency, which may include, but is not limited to, syllabi, course catalogs, course outcomes, etc. Transcripts written in a language other than English must be translated. A certified copy of the English translation and evaluation should be submitted with the transcript. Haywood Community College does not provide translation services.
3. Use of recognized guides, such as those published by the American Council on Education, the American Association of Collegiate Registrars and Admissions Officers and the National Association of Foreign Student Affairs.

4. If the school was not accredited by a regional or national accrediting body recognized by the United States Department of Education at the time the course was taken, additional documentation will be required. It shall be the student's responsibility to provide any additional documentation requested.

5. For skills-based courses, particularly those in the career and technical programs, demonstration of student skills may be a component of the evaluation process. Once a course is approved for transfer from a particular school, the course will be entered on a master list maintained by Student Services. Courses will be re-evaluated at least once every two years. Decisions related to acceptance of credit will be made by the appropriate faculty member(s) and Dean, in consultation with the Vice President for Instruction.

C. The responsibility for determining transfer credit from other colleges and universities rests with the Curriculum Dean over the program of study in which the course resides. When there is doubt about the appropriateness of transfer credit or when a student wishes to appeal a transfer credit decision, the transcript will be referred to the Vice President of Instruction, whose decision will be final. In such cases, the Vice President will note the decision in the student's academic file. Time limits may be imposed in certain situations, such as for allied health program courses. Student Services and the appropriate Dean will maintain a list of courses that have time limits for transfer.

D. When a student transfers from a postsecondary institution to the College, the following steps will be implemented:

1. The student fills out an application for admission and is responsible for providing an official high school transcript and an official transcript from any other postsecondary institution. The student should allow at least one month for the transcript evaluation process prior to registering for classes.
2. The counseling staff evaluates the transcript and credit is accepted in accordance with the College's program offerings and the procedure stated herein. No credit for a course with a grade lower than a "C" may be transferred. The transcript evaluation is conducted in cooperation with the appropriate faculty member(s) and Dean, as applicable.
3. The student is given placement test(s), if applicable.
4. The student continues with registration procedure.

The College recognizes the following additional opportunities for awarding transfer credits:

1. College Board Advanced Placement Program ("AP"): College course credit will be granted to students who pass the AP examinations with a score of three, four or five. Students must submit a College Action Report to the student services office for consideration of granting college credit.
2. College-Level Examination Program ("CLEP"): College course credit will be granted to students who participate in CLEP Subject Examinations and achieve the minimum passing score as recommended by the American Council on Education. Students must submit a CLEP transcript to the Student Services office for consideration of granting college credit.
3. Educational Experiences in the Armed Services: Servicemen and veterans may be awarded college credit for service schools they have attended. The service schools must be accredited by a regional accrediting agency. Before applying for credit, contact the service school(s) and ask them to which regional accrediting agency they belong. Contact Student Services for more information.

4. Non-curriculum to Curriculum Transfer Credit: Non-curriculum course work from the College related to curriculum instruction may be transferred or accepted for credit towards curriculum courses in specific programs. Students must have earned a minimum letter grade of a "C", passed the final assessment with a proficiency of 70% or better or successfully passed the applicable credentialing exam. The appropriate Dean for each division will approve non-curriculum course material prior to officially granting curriculum credit. Faculty teaching courses for which CE to CU credit may be awarded must meet all SACSCOC credential requirements.

Policy 5.1.3 FINANCIAL AID

The College provides the opportunity for all students to apply for federal, state and local financial aid programs. The College administers these programs in accordance with all applicable laws, rules and regulations. Requirements for receiving financial aid are outlined in the College's catalog and on the College's website.

Procedure 5.1.3.1 FINANCIAL AID PROCEDURES

- A. Complete the Free Application for Federal Student Aid (FAFSA) in one of two ways:
 - 1. Submit FAFSA online at www.fafsa.ed.gov;
 - 2. Complete paper FAFSA and mail to Department of Education ("DOE"). Request a paper FAFSA by visiting the DOE's website; calling 1-800-4-FED-AID; or visiting the College's Financial Aid Department.
- B. FAFSA is processed by DOE. DOE determines Expected Family Contribution ("EFC") using Federal Methodology. EFC determines student eligibility. The College receives product of FAFSA called SAR/ISIR ("Student Aid Report").
- C. Student must apply for admission to the College and must be accepted into a qualified program of study, associate degree, diploma program or certain approved certificates.
- D. The College's Financial Aid Office shall notify a student that his/her Student Aid Report has been received and is being processed via their HCC student issued email address. This notification includes information on how to apply for scholarships and the Federal Work Study program.
- E. Students with eligibility for grants (federal and/or state) who are selected for the process called Verification or who are missing information necessary to complete processing their application are sent a Communication Tracking letter to their address on file, and an email to their HCC student issued email address, listing the information required to complete their file. Additional emails are also sent out 15, 30, and 45 days after receipt date if the student is still missing documents.
- F. When the student's "file" is complete (i.e., all supporting information received, verification completed, and the student is fully accepted into a qualified degree-seeking program) an award letter notification shall be emailed to the student's HCC issued student email address. Student award letters may be viewed on the student portal.

Policy 5.2.1 ATTENDANCE

I. COLLEGE ATTENDANCE

Haywood Community College ("College") is committed to student success and retention. Therefore, the College maintains procedures to ensure students are both participating in courses regularly and engaging at a high level to facilitate their ultimate success. When students fall below course expectations related to their participation, measures are in place, encouraging faculty to submit early intervention alerts to the student's success team.

The College requires faculty to keep attendance records until the 10% date of a course, which is the point defined by the North Carolina Community College System for determining attendance and reporting FTE. For information concerning the College's attendance procedures, record keeping, early intervention, and reporting requirements, please refer to procedure 5.2.1.4.

Procedure 5.2.1.1 STUDENT CLASSIFICATION

- A. A full-time student is a student enrolled in a given semester with twelve (12) or more semester hours of credit. A part-time student is a student enrolled with fewer than twelve (12) semester hours of credit. A freshman is a student who has completed less than half the required credit hours of an associate degree program and a sophomore is a student who has completed more than half the required credit hours of an associate degree program. *For the purposes of financial aid, students who qualify for the NC Community College Grant state funds will be considered "full-time plus" when enrolled in (15) semester hours of credit or more. Students are considered a sophomore (or second year student) by the Department of Education for the purposes of financial aid once they successfully complete and pass 24 credit hours towards their associate degree.
- B. Part-time students may enroll for individual curriculum courses. Credit earned by such students may be applied to a degree, diploma or certificate depending upon the level of such work.
- C. Special credit students who do not wish to apply for a degree, diploma, or certificate program may enroll for individual curriculum courses upon completion of an application for admission only (Residency Determination is still required for special credit students who do not declare a major). Special credit students who later wish to enroll in a program of study must complete all admission requirements and declare a program of study. Credit earned as a special credit student may be applied to program requirements, if appropriate.

Procedure 5.2.1.2 STUDENT RELIGIOUS ACCOMMODATIONS

1. A student must complete the Religious Accommodation Form and turn it to his/her instructor(s) prior to the consensus date (10% point) for the class. A student who submits the Form after the census date must show good cause for the late submission and the late submission itself may be taken into account in determining whether the student has a religious practice or belief requiring accommodation and whether granting the request would create undue hardship.
2. The instructor and the student should discuss what a reasonable accommodation should include in all given cases. At a minimum, reasonable accommodations must provide that the student who is absent on days of examinations or class assignments due to a religious observance will have an opportunity to make up the work, without penalty, unless granting the make-up opportunity would create undue hardship.

3. If the instructor and student agree upon a reasonable accommodation, the accommodation is then documented and shall be implemented.
4. If the instructor denies the student request for a reasonable accommodation, or only agrees to provide an accommodation that is unsatisfactory to the student, the student and the instructor will meet with the Department Dean. If the parties cannot reach a consensus, the student may file a written grievance directly to the Vice President of Student Services ("Vice President") within five calendar days after the meeting with the Department Dean. The Vice President shall meet with the student, instructor and Department Dean and hear from all parties regarding the student's requested accommodations and make a written determination regarding the student's request. The student may appeal the Vice President's decision to the President without five (5) calendar days of receipt of the Vice President's written determination. The President will conduct an "on the record" review and, at the President's discretion, hear from the parties. The President will render a final decision. Where a timely request is made by the student but denied by the instructor, the grievance process shall be expedited as much as reasonably possible to ensure that a student pursuing a religious accommodation is not unduly disadvantaged by the passage of time.
5. Excused absences from classes or examinations for religious observances will be counted against the mandatory attendance requirements should they cause the student to be absent for a period of fourteen (14) consecutive calendar days, or more, without any submission of coursework or class participation outside of physical presence (including, but not limited to, online coursework submission, discussion board participation, etc.). Excused absences do not relieve students from responsibility for any part of the course work required during the period of absence. The instructor may appropriately respond if the student fails to satisfactorily complete any alternative assignment or examination.

Procedure 5.2.1.4 CLASS ATTENDANCE/ PARTICIPATION

The faculty, staff, and administration at Haywood Community College ("College") care about student success. In order to facilitate a successful academic environment, students are expected to attend and be on time for all scheduled classes and labs. Additionally, students are further expected to actively participate in their classes in order to appropriately meet the course objectives and outcomes. Students should refer to each course syllabus for individual course participation requirements. At the instructors' discretion, students may make up work missed. When students must be absent, it is vital that they remain in contact with their instructors. The following information further describes the attendance and class participation procedures at the College, both prior to and after each course census date.

I. PRE-CENSUS DATE ATTENDANCE REQUIREMENTS

The College requires that all faculty take attendance through the census date of each class, per the North Carolina Community College System (NCCCS) and HCC Policy 5.2.1. The following requirements shall apply to all College students prior to the census date of a class:

- A. Any student who has not attended at least one face-to-face class meeting or completed the required attendance assignment for an online class by the census date will be reported by the instructor as never attended class (NS). A student who has never attended a class by the census date will be purged from the appropriate course(s) with no financial penalty from the College. However, this purge impacts any financial award per federal guidelines.
- B. Under extenuating circumstances, a student who has never attended by the census date may petition for reinstatement in the class and earn course credit. The student should notify the instructor, in

writing, of the extenuating circumstances prior to the census date of the class and provide compelling documentation to support the request for reinstatement. Reinstatement will only be considered by the instructor when the absences were due to unforeseeable and uncontrollable circumstances. Reinstatement requires the recommendation of the instructor of the course, the consent of the Dean, and the approval of the Vice President of Instruction.

II. POST-CENSUS DATE PARTICIPATION REQUIREMENTS

After the census date of each class, the College only tracks student participation in courses for the purposes of student success. No official record of attendance is maintained after the census date, except in programs, which require specific attendance policies based on state regulations and licensing boards. However, faculty are required to monitor student progress and participation and make necessary referrals should a student cease actively participating in the course. The following guidelines shall apply to all College students after the census date of a class:

- A. If, at any point in the semester, a faculty member observes a student has ceased participating in class, the faculty member is required to submit an early alert within the College's student retention software. The alert will notify the student's success team that the student has ceased participating, and will allow for follow up. The goal of this alert will be to reengage the student through the success team in order to facilitate their continued success. Notes of each interaction will be documented in the College's student retention software. The amount of non-participation that triggers an early alert from the faculty member will be at their discretion; however, in order to allow the success team proper time to respond, the alert should be done as quickly as possible when the student is observed to be at risk.
- B. After an early alert is submitted for a student, a faculty member may give the student a final grade of WA at the end of the course assuming the following steps have been made:
 1. Attempts by the faculty member and the success team for intervention are unsuccessful, and the student is nonresponsive to any College initiated communication,
 2. The student indicates to the faculty member or success team that they do not intend to return to the course (If this occurs, the student should be referred to complete a withdrawal form, which would prevent them from potentially being required to pay back any financial aid funds if applicable),
 3. The faculty member concludes that the student's continued lack of participation and work completion endangers their overall success.

In such cases, a grade of "WA" will be assigned to the student per the guidelines set forth in Procedure 5.2.2.2 Withdrawal Types. Administrative withdrawals will be allowed for a student whose last date of participation is prior to the published student withdrawal deadline each semester (approximately the seventy-five 75% point of the semester) or the 75% point of the course in cases of short semester classes. Thereafter, the earned grade will be posted.

Under extenuating circumstances, a student may petition, in writing, the instructor, for reinstatement in the course upon demonstrating the capacity and likelihood of satisfactorily completing requirements as indicated on the course syllabus. Reinstatement will only be considered when the non-participation was due to unforeseeable and uncontrollable circumstances. Reinstatement requires the recommendation of the instructor of the course, the consent of the Dean, and the approval of the Vice President of Instruction. Tuition refunds or credits will not result from an administrative withdrawal.

C. With the permission of an instructor, students may miss class due to their participation in College-sponsored events or activities. Non-participation for such cases will not negatively affect a student's grades or access to class. The responsibility for making up classwork rests entirely with the student. All assignments, tests, labs, class time, and final exams to be missed due to College-sponsored or approved activity will be rescheduled at the discretion of the instructor.

D. The College provides reasonable accommodations, including a minimum of two (2) excused absences each academic year for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with these procedures include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. An accommodation request imposes responsibilities and obligations on both the College and the student requesting the accommodation. College faculty are required, as part of their responsibility to their students and the College, to adhere to this procedure and ensure its full and fair implementation by reasonably accommodating students' religious practices or beliefs. Regardless of any accommodation that may be granted, College students are responsible for satisfying all academic objectives, requirements, and prerequisites as determined by their instructor and the College.

1. Academic year: The sequence of fall, spring, and summer semesters.
2. Reasonable accommodation: Any change in an academic course or program of study with respect to the way tasks or responsibilities are customarily done that enables a student to observe his/her religious practice or belief without creating an undue hardship.
3. Religious practice or belief: A practice or observance that is sincerely held within the tenants of that religious belief.

Undue hardship: An accommodation that would require significant expense or difficulty for the College or would result in the inability of the student to perform an essential function of his or her course/program of study. The determination of undue hardship is dependent on the facts of each individual situation.

Policy 5.2.2 WITHDRAWAL FROM COURSES

I. Withdrawal from College Courses

It is the duty of the Haywood Community College ("College") Board of Trustees to maintain policies as it relates to the management of courses. The College is required to follow all federal and state guidelines regarding the administration of the accompanying policies and procedures. The College desires all students to be successful in their courses. However, the College fully understands that circumstances arise that may cause a student to suddenly cease attending and/or unenroll from one or more of their courses. Depending on the timing of such decisions, there are a few deadlines and processes in place which will determine how the student can successfully drop or withdraw from a course, and any potential refund the student may receive. Procedure 5.2.2.2 discusses these options in detail, and further gives direction to students on how they may successfully remove a course from their schedule and the final grade they will receive.

All questions about student withdrawal should be forwarded to the College Registrar's Office. Questions about potential refunds should be directed to Policy 6.1.4. – Tuition/Fee Refunds.

Procedure 5.2.2.1 NO SHOW REPORTING

Attendance through the ten percent (10%) date of the course is reported using the Datatel Web Attendance function. Faculty may begin entering their class attendance data after the drop/add period has ended via their WebAdvisor account. The Office of Instruction is responsible for setting the report due date and communicating that information to faculty each semester. The due date for attendance reporting falls shortly after the ten percent (10%) date of the course.

- A. Once you have accessed your WebAdvisor account, click on the Faculty tab.
- B. Click on the Attendance Tracking option under the Faculty menu.
- C. Enter the Form Start Date (Form start date = first class meeting day).
- D. Select the specific course to report attendance and click submit.
- E. Faculty should enter an attendance type of "E" in the corresponding date column to reflect the first day of attendance for each student. Absences that occur after a student has entered the class should be documented by entering an "A" in the corresponding date column.
- F. Students who have not attended by the census date of the course [ten percent (10%) period] should be reported as a "No Show" by clicking in the "No Show" box next to the students' names. (Course census dates are displayed on the top of the web form under the course name and meeting information.)
- G. Submit the report by clicking in the appropriate electronic signature box and click "Submit". This report is subject to review by State Program Auditors; therefore, it must be accurate and submitted on time. Failure to report attendance correctly could result in significant costs to the student and the College. The Office of Instruction will work with the Department Deans to ensure attendance reports are completed by the deadline.

Procedure 5.2.2.2 WITHDRAWAL TYPES

As stated in Policy 5.2.2 – Withdrawal from Courses, Haywood Community College ("College") provides options for students to officially remove a course from their schedule depending on the timing of the decision. The following withdrawal types discuss these options in detail. All deadlines for dropping and/or withdrawing from a course are posted on the College's academic calendar on the College website and in the College catalog. Further questions about withdrawing from courses should be directed to the College Registrar's Office.

I. **Student Voluntary Withdrawal from Course(s)**

A. **Withdrawal Process**

It is the student's responsibility to withdraw from a course(s) if he/she cannot meet the requirements of the course. The student should first consult his/her instructor or advisor before requesting to be withdrawn from a course. Students receiving financial aid should also consult a financial aid advisor before requesting to be withdrawn from a course. Withdrawing from a course could substantially delay the completion of the student's program of study and may have impacts on future financial aid eligibility. To officially begin the withdrawal process, the student should notify the Enrollment Management Office of his/her intent to withdraw from the course. The student should complete the online Withdrawal Request Form located in the HCC Online Portal found on the College's website or visit Student Services and complete a withdrawal form.

B. **Ten Percent (10%) Date**

A student may drop a course for a partial refund on or before the official ten percent (10%) date of the course. For more information on tuition/fee refunds, see Policy 6.1.4 – Tuition/Fee Refunds. In the case of a drop on or before the official ten percent date (10%) date of the course, the dropped course(s) will not be included on the transcript.

C. Seventy-Five Percent (75%) Date

At any point prior to the seventy-five percent (75%) date of the course, but after the ten percent (10%) date, a student may voluntarily withdraw from his/her courses. Students will not be allowed to voluntarily withdraw from courses past the seventy-five percent (75%) date of the course. If a student participates or submits any work after the 75% point of the course, they will receive the final grade they earned. All applicable deadlines will be published in the College's official calendar.

In the case of a withdrawal, the student will receive a grade of "W" on their transcript for a withdrawn course per Policy 5.2.4 – Grading System. The "W" grade will not impact the grade point average (GPA) but will appear in the student's official transcript with the exception of RISE co-requisite courses. Course withdrawals also may impact a student's financial aid status; therefore, students are strongly engaged to consult with a financial aid representative prior to withdrawing. Veteran students should consult with the College's VA representative in financial aid.

D. Withdrawal for Emergency (WE)

Per guidance issued by the North Carolina Community College System (NCCCS), the WE grade was established to act as a withdrawal option for students who were negatively impacted by a national emergency (i.e. the COVID-19 pandemic in 2020 & 2021). This option for withdrawal is implemented by the Vice President of Student Services when directed by the NCCCS or at the recommendation of other state and/or federal entities. The grade option will not be applied outside of approved circumstances. WE grades may not impact financial aid eligibility during specific time periods as directed by the Federal Government and/or the Department of Education. The grade will not be counted towards a student's GPA.

E. Readmittance to a Course

While in most cases a student's decision to withdraw from classes is final; the College understands that circumstances arise where a student's decision to withdraw may have been in error, or the conditions leading up to a course withdrawal may change. Therefore, a student may appeal a previous withdrawal to the Office of the Vice President of Instruction. After consultation with the program dean and course instructor(s), the Vice President of Instruction may allow a student to be readmitted to a course after their initial withdrawal. Such decisions may be based on the timing of the request relative to the student's last participation, the student's academic standing, and their course performance prior to the withdrawal. If the student is allowed to return to the course, the Vice President of Instruction will notify the Registrar's Office, who will remove the "W" grade. Students who are readmitted into a course will not be allowed to withdraw from that same course within the current semester a second time and they will receive the final grade they earn. All readmittance decisions by the Vice President of Instruction are final.

F. Exceptions to Seventy-Five Percent (75%) Date

The Vice President of Student Services ("Vice President") may make exceptions to extend the 75% date when warranted in cases of extenuating circumstances at his/her discretion. Such cases shall include, but are not limited to, national or local emergencies, weather related events, or student medical related absences. In such cases a grade of "W" will be issued during the final twenty five percent (25%) of the academic term.

If the request for an extended withdrawal originates from a student (or their legal power of attorney or guardian in cases where the student is incapacitated) for the purposes of medical related absences, they must comply with the following steps:

1. Submit medical documentation supporting a request for a medical withdrawal within thirty (30) calendar days of the last attended class unless medical documentation is provided that satisfactorily explains a longer time period. It is most feasible that the request and documentation

be submitted before the end of the semester (and end of the classes) in question. The documentation must be submitted to the Vice President.

2. The Vice President will review all submitted documentation and make a decision regarding voluntary medical withdrawal within ten (10) business days after the receipt of said documentation.
3. The decision of the Vice President will be communicated to the student via registered mail, hand-delivered, or electronically with confirmation of receipt from the student. The Vice President's decision is final.
4. Students who are granted medical withdrawals will receive the grade of "W" in all courses in progress and/or specified in the request.
5. Specific conditions for re-admittance are stipulated at the time of withdrawal. These conditions may specify a minimum period of time for the withdrawal and/or may require a letter of medical clearance from a physician, psychologist, or psychiatrist stating that in the professional expert's opinion, the student is now capable of handling the College's academic and social demands.

II. Student Involuntary Withdrawal from Course(s)

- A. Students who register for a course and do not attend prior to ten percent (10%) point of the course will be reported as a No Show (NS) by the instructor and dropped by the Registrar's Office. No Show reporting is further outlined in procedure 5.2.2.1.
- B. Students who stop participating in courses prior to the seventy-five 75% point of the course, and who do not voluntarily withdraw, will be given a grade of WA (Administrative Withdrawal) by the instructor at the end of the course as a final grade. The instructor is not allowed to remove the student from the course prior to submitting the final grade after the course has ended. "WA" grades are non-punitive and will not impact the student's grade point average (GPA). If a student participates or submits any work after the 75% point of the course, they will receive the final grade they earned and will not be eligible for a W or WA grade, with the exception of RISE co-requisite courses.
- C. Students receiving veteran's benefits are required to attend their courses in order to be eligible to receive any of their VA education benefits. The VA certifying official located in the financial aid office will notify all VA students of their requirement to attend their classes at the beginning of each semester. If a VA student ceases attending a course for a period of 21 days or more, the instructor of the course(s) will notify the VA certifying official at the College to allow that individual to communicate that information with the Department of Veterans Affairs. VA students will not be removed from the course via withdrawal, and instead will receive a grade of "WA" at the end of the course as a final grade. If the VA student returns to class after the instructor has notified the College's VA certifying official, the student will be required to notify the VA certifying official so that the student's VA education benefits may be reinstated if applicable.
- D. Students may be involuntarily withdrawn from courses for disciplinary reasons subject to the student discipline policies in the student code of conduct at the discretion of the Vice President of Student Services. Such students will receive a grade of "WA" in their course. All appeals for readmittance due to a disciplinary withdrawal will be handled via the appropriate procedure related to the specific rationale given for the withdrawal.

Policy 5.2.3 AUDITING COURSES

Any individual may audit a college class based on the following:

- A. The individual pays the normal tuition and fees. However, any person who is at least 65 years old may audit non-self-supporting basis courses without the payment of tuition and fees provided the individual meets the other criteria listed herein.
- B. Auditing students do not take tests or examinations; they do not receive grades, credit or financial aid, and cannot later change the "audit" to credit.
- C. Students auditing a course must meet the same course prerequisite and attendance standards as all other students in the course. Auditing a course will not meet the prerequisite of any sequential or higher-level course.
- D. Auditing is subject to open seats in the course and a student who audits a course shall not displace other students seeking to enroll in the course.
- E. Students who audit a course and withdraw or are dropped from the course will be issued a grade of "W."
- F. Students who desire to audit must inform their instructor at the first-class session, complete the appropriate forms and return them to the Registrar's Office prior to the course census date. Audits appear on the grade report as "AU".

Policy 5.2.4 GRADING SYSTEM

It is the duty of the Haywood Community College ("College") Board of Trustees to maintain policies as it relates to the management of courses. The College is required to follow all federal and state guidelines regarding the administration of the accompanying policies and procedures. At the end of each term, faculty members are responsible for reporting grades for each course within the time allotted set forth in the academic calendar. A list of grade types are available in procedure 5.2.4.1, which details each potential grade, its description, and the number of potential quality points available. Students can access their unofficial transcripts by logging into the student portal. Official transcripts are available for order on the College's website through the Registrar's Office. Students who wish to appeal a grade should refer to the grade appeal process found in Policy 5.2.5.

Note: Grades earned in Developmental courses are not computed in the student's GPA.

Procedure 5.2.4.2 INCOMPLETE GRADE

Incomplete Grade (I)

At the discretion of a faculty member, a student may be given an incomplete grade for work not completed in a course if the incomplete work is unavoidable and not caused by the student's negligence. To process this request, the faculty member will submit a completed "Request for an Incomplete Form" to the Registrar's Office at least 2 weeks prior to the end of the academic term of the class. A copy should be sent to the Vice President of Instruction's Office for auditing purposes. Based on the request of the faculty member, the Registrar's Office will place a grade of "I" on the student's record for the class, which will be displayed on the student's transcript per Policy 5.2.4. This grade will remain in place until the necessary work has been completed by the student and the instructor submits a Change of Grade Form to the Registrar's Office to remove the "I" and replace with the appropriate earned grade. In the event the student does not complete the necessary work by the following

semester, or a change of grade request is not received, the "I" grade will automatically be changed to an "F" (unless an extension has been approved). The Vice President of Instruction may make exceptions to change an incomplete grade ("I") to a withdrawal ("W") at his/her discretion if the student is unable to complete due to unforeseen circumstances. Such cases shall include, but are not limited to, national or local emergencies, weather related events, or student medical issues.

If a student receives an incomplete in a course, the student should not register for the course again the following term in order to complete the requirements. It is the responsibility of the student to contact the faculty member to make arrangements for the removal or extension of the incomplete grade. Any requests for an extension due to extenuating circumstances must be approved by the Vice President of Instruction. An incomplete grade computes neither hours nor quality points toward the student's grade point average or course requirements for graduation.

Incomplete Emergency (IE)

Per guidance issues by the North Carolina Community College System (NCCCS), the IE grade was established to act as an incomplete grade option for students who were negatively impacted by a national emergency (i.e., the COVID-19 pandemic in 2020 and 2021). This option for an incomplete grade is implemented by the Vice President of Instruction when directed by the NCCCS or at the recommendation of other state and/or federal entities. The IE grade allows the student to work on their course work beyond the normal constraints identified in the incomplete grade protocol above, as allowed by the Vice President of Instruction. The grade option will not be applied outside of approved circumstances and will not be counted towards a student's GPA.

Policy 5.2.5 GRADE APPEAL

This Policy shall apply to grade appeals unrelated to issues pertaining to the Code of Student Conduct. The grade appeal process applies only to final course grades. In the event a student appeals a grade that prevents progression in a program, the student will be allowed to enroll and attend the following semester pending the outcome of the appeal. For sequential classes that have a clinical component, the student will be allowed to take the academic coursework but will not be allowed to participate in the clinical component of the class until the appeal is over. If the grade is upheld, the student will be administratively dropped from the course and refunded the tuition.

- A. If a student is dissatisfied with his or her final course grade, the student must first meet with the instructor who assigned the grade prior to the start of the next academic semester. The instructor will make a written determination and provide it to the student. In cases where the student is unable to meet in person with the instructor, the student may contact the instructor by letter or email. If the student is unable to reach the appropriate instructor, they should proceed to step two and adhere to identified timelines.
- B. If the student is still dissatisfied with the instructor's determination, within five (5) business days thereafter, the student may meet with the appropriate Dean. The student must present the instructor's written determination. In cases where the student is unable to meet in person with the Dean, the student may contact the Dean by letter or email. The Dean will make a written determination and provide it to the student.
- C. If the student is dissatisfied with the Dean's determination, within five (5) business days thereafter, the student may meet with the Vice President of Instruction ("Vice President"). The student must present the Dean's written determination to the Vice President. In cases where the student is unable to meet in person with the Vice President, the student may contact the Vice President by letter or email. The Vice President for Instruction shall make a written determination and provide it to the student.

D. If the student is dissatisfied with the Vice President’s determination, within five (5) business days thereafter, the student may file a written appeal with all documentary evidence to the President. The Vice President for Instruction shall also file a written response, attaching the instructor and Dean’s prior written decisions, to the President. The President shall perform an “on the record review” and will make a determination within ten (10) business days after receipt of the student’s appeal. If needed for clarification, the President may meet with the student or ask the student or Vice President to submit additional information. The President shall make a written determination and provide a copy of the decision to the student and the instructor. The President’s decision is final.

Policy 5.2.6 ACADEMIC PROGRESS

A student’s academic progress is monitored every term to verify the student is successfully completing the requirements for their chosen program of study at Haywood Community College (HCC). The following scale is used to determine a student’s academic standing, and ensure they are on track to graduate with a 2.0 grade point average (GPA) in their program of study as required by Policy 5.2.9.

Hours Attempted	Program GPA	Action
1-18	<1.5	Academic Review
19-36	<1.5	Academic Warning
Over 36	<2.0	Academic Probation

Academic Review

A notification is sent to inform students about HCC services that are available to help them have a successful college experience. Students will be reminded that a GPA of 2.0 is required for completion of degree, diploma, and certificate programs. No further actions will be taken.

Academic Warning

A notification is sent to warn students that, if the GPA does not improve, the student will be placed on Academic Probation. Students will be reminded that a GPA of 2.0 is required for completion of degree, diploma, and certificate programs. Upon setting up a meeting with a success coach for registration, the success coach will create an action plan with the student and address their performance moving forward. This action plan will include completing the learning skills inventory with Learning Support Services and further suggested steps by the success coach to get the student on track for graduation.

Academic Probation

A notification will be sent. Students will be reminded that a GPA of 2.0 is required for completion of degree, diploma, and certificate programs. If not previously established, the student and a success coach will create a mandatory action plan to address their performance. The student will be required to register for ACA 115 or 122 (as their program requires) if they have not yet successfully completed the class. As part of the academic probation, the success coach may limit the number of credit hours for which the student is allowed to register, among other action steps deemed necessary to assist the student towards becoming eligible for their program completion.

Students who remain on academic probation longer than one semester may be required by their success coach, and/or program dean, to have further action (such as required tutoring).

Financial Aid eligibility is dependent upon satisfactory academic progress (SAP). Students not meeting SAP as defined in the College Catalog will be subjected to the rules and regulations for maintaining eligibility based on the Department of Education (DOE) standards.

Procedure 5.2.6.1 ACADEMIC FORGIVENESS

Academic Forgiveness is a process by which a current student at Haywood Community College ("College") can officially request forgiveness of final grades on record for one or more courses during a semester from a previous enrollment. This typically occurs when a student was previously enrolled at the College, experienced several years of separation, and then returns to reenroll in a different program years later. Only punitive grades below a "C" (such as a D, F, and WF) may requested to be forgiven. A student who wishes to receive academic forgiveness must make the request in writing to the Registrar's office, including the specific course(s) they wish to be forgiven and the specific semester in which they were taken. Note: academic forgiveness is different from grade replacement. Per Policy 5.2.8, if a student wishes to repeat a course, the higher graded attempt will replace the lower grade in the student's grade point average (GPA). If one or more courses in question are not required for program completion, then academic forgiveness may be preferred since there is no need for the student to retake the course. In order to qualify for potential academic forgiveness, the student must meet the following requirements:

1. Have been absent from the College for at least three calendar years. This three-year period begins at the ending date of the last semester grades were recorded for the student.
*An exception to this requirement may be granted if the course(s) to be forgiven were taken while the student was participating in dual enrollment or early college classes but has since completed high school (or its equivalent) and enrolled in a different program at the College. In such cases the three-year absence rule may be waived at the discretion of the Vice President of Student Services.
2. Be currently enrolled at the College and in good academic standing.
3. Have successfully completed 12 semester hours upon return.
4. Have a current GPA of 2.0 or higher before any grade forgiveness is calculated in.

After submitting the request to the Registrar's office, the Registrar will make a recommendation to the Vice President of Student Services ("Vice President"). The Vice President will review the request and make a final determination to the Registrar.

Academic forgiveness requests can only be made once per individual. All decisions are final without the opportunity to appeal. Once a decision has been made by the Vice President, if the request is granted, the Registrar will update the student's GPA calculation and promptly notify the student. If denied, the student will be notified, and their GPA will remain the same.

If an academic forgiveness request is approved, the course(s) for which the student had a punitive grade of D, F, or WF within the desired semester indicated on the request will be forgiven. This means the grades will no longer be calculated into the student's grade point average (GPA) at the College.

All forgiven grades will not be counted towards degree completion and will need to be retaken if required for graduation from the student's program.

Forgiven grades will remain on the student's academic transcript even though the grade is not being calculated into the GPA.

Grades that are included in the academic forgiveness request are not exempt from academic progress relating to State and/or Federal Financial Aid or VA benefits. The rules governing the continued eligibility for financial aid of any kind will still apply based on the old GPA.

Courses approved for academic forgiveness may not be recognized as “forgiven” by any other college or educational institutions and/or universities. It is the student’s responsibility to check with other institutions before attempting to transfer to determine their local transfer policies.

Policy 5.2.7 CURRICULUM PREREQUISITE

The purpose of a prerequisite and/or a co-requisite is to ensure student success in subsequent coursework. While successful completion of prerequisites and/ or co-requisites is the traditional manner in which students demonstrate readiness, in exceptional circumstances students may demonstrate readiness through other means. In such cases, prerequisites or co-requisites may be waived with appropriate approvals and permission of the Vice-President of Instruction. Documentation of the approved waiver will be maintained on file.

Procedure 5.2.7.1 CURRICULUM PREREQUISITE

In certain circumstances, students may demonstrate readiness through other means. In such cases, prerequisites or co-requisites may be met or waived with appropriate approvals and/or permission of the Vice-President of Instruction. Three routine ways in which prerequisite or co- requisite requirements are met are through: 1) credit by examination; or 2) evaluation of Joint Services Transcripts or 3) RISE Guidelines.

I. Credit by Examination

A student may petition the course instructor by written application for permission to seek course credit by examination. A maximum of 18 credit hours may be earned through proficiency examination. To obtain permission to take a credit by examination test, students should follow these steps:

1. Register for the course and pay the appropriate tuition and fees.
2. Attend class regularly and participate fully until the student successfully passes the exam.

This time should be used by both the student and the instructor to assess the student’s chance of success in challenging the course. The student should make the instructor aware on the first day of class that he/she is contemplating taking the proficiency exam.

3. By the end of the drop/add period, the student must petition in writing to his/her instructor the request to take the proficiency exam. Approval must be granted from the instructor and the department dean. During this time the student should remain in class.
4. The department dean will arrange a time for the test to be given prior to the course census date after receiving the student’s request.
5. If the student passes the proficiency exam, a grade of “CE” is assigned, and the student will no longer be required to attend class. If the student does not pass the proficiency exam, the student must complete the course with a passing grade to earn credit.

Credit hours will be recorded in the Total Hours Earned and will count towards hours for graduation; however, there will be no Quality Points assigned, the grade will not affect the student’s GPA and Financial Aid, or Veteran’s Benefits shall not pay for courses in which a grade of “CE” is earned.

II. Joint Services Transcript Evaluation

Joint Services Transcript ("JST") is an academically accepted document approved by the American Council on Education ("ACE") to validate a service member's military occupational experience and training along with the corresponding ACE college credit recommendations.

When the College receives an official copy of a JST, the Registrar will review and apply appropriate course credit. The Vice President of Instruction will be consulted if there is need for further discussion regarding proposed course credit.

III. RISE Guidelines

The student will need to have meet one of the following:

1. Completion of Gateway course.
2. An earned two-year associate degree or higher.

Procedure 5.2.7.2 RISE CO- REQUISITE COURSES

I. RISE CO-REQUISITE COURSES

The following apply to students enrolled in RISE courses:

- A. Students who fail or withdraw from the co-requisite course but pass the gateway course do not need to retake the co-requisite course.
- B. Students who pass the co-requisite course but fail the gateway course may elect to retake either the gateway course or gateway and co-requisite course.

Policy 5.2.8 REPEATING COURSES AND COURSE SUBSTITUTES

I. REPEATING COURSES

1. Curriculum Courses

A student may attempt a course three times. Courses with an earned grade of "C" or better may be repeated only by permission of the Dean of the department in which the course is offered. Consideration, when seeking permission, will be given for students attempting to be more competitive for college transfer. Additionally, a grade of W or WF, count as course attempts. An academic program may have a more restrictive policy regarding the number of permissible attempts to fulfill a program requirement as required by program accreditation. Any additional program-specific restrictions will be published in the college catalog. The exception to the three-attempt maximum may be granted if the student has not completed the course with a grade of A, B, or C and the student provides approved documented evidence of mitigating circumstances. Students wishing to petition for an exception must complete the Permission to Repeat/Audit form and direct it to the Vice President of Instruction for approval.

Students failing curriculum prerequisite/co-requisite courses must repeat and pass the prerequisite/co-requisite prior to undertaking the next course in the sequence. Students must pass all required courses in their curriculum prior to graduation.

The following apply to students enrolled in RISE courses:

- i. Students who fail or withdraw from the co-requisite course but pass the gateway course do not need to retake the co-requisite course.
- ii. Students who pass the co-requisite course but fail the gateway course may elect to retake either the gateway course or gateway and co- requisite course.

When a course is repeated, the highest grade is recorded as the grade of record with the grades of the other attempts remaining on the transcript, but not being calculated in the student's grade point average. Upon completion of the repeated course, the student must notify the Director of Enrollment Management if a higher grade was earned.

Students receiving Veteran's Education benefits and/or federal financial aid should refer to the College financial aid policies and procedures before considering repeating a course.

2. Workforce Continuing Education Courses

Students may enroll in workforce continuing education courses as many times as necessary to accomplish their individual educational/training goals provided they continue to show progress, do not prohibit others from participating, are willing to pay fees, and do not violate North Carolina Community College System policy.

Workforce continuing education programs/courses are designed to enable participants to progress, at their individual achievement rates, in gaining knowledge and skills in specific educational areas.

II. COURSE SUBSTITUTES

When it is determined to be in the best interest of the student's declared educational objective, appropriate courses may be substituted for other courses for graduation purposes. Necessary course substitutions within the major field (courses reflecting the prefix of the student's major curriculum) require the approval of the department Dean and Vice President of Instruction.

Course substitutions from curriculums outside the student's major area, which have been made for the purpose of addressing the general education or related course requirements, must be approved by the department Dean and Vice President of Instruction. The Dean must notify the Registrar's Office in writing of all applicable course substitutions on an individual student basis.

Policy 5.2.9 GRADUATION/PROGRAM COMPLETION

Through the authority granted by the North Carolina General Assembly, Statute 115D-20, and based on the recommendation from the faculty, staff, and administration, the Board of Trustees of Haywood Community College ("College") annually awards the Associate in Art; Associate in Science; Associate in General Education Nursing; Associate in Engineering; and Associate in Applied Science, Diploma, and Certificate. To be awarded a degree, diploma, or certificate, a student must meet the general program completion requirements defined in Procedure 5.2.9.1, and any individual program requirements defined in the College catalog.

Program course requirements will be applied based on the catalog year a student first applied for entry into the program. A catalog is effective for five academic years as long as the student remains continuously enrolled with no longer than a one-year absence. Students who are not enrolled at the College for one academic year, or greater, will be required to reapply upon their return, and will be active under the catalog of that year. An advisor may request the student's catalog of record be updated to a more recent year if doing so will help the

student towards completion. A student's catalog year may not be updated to reflect a prior catalog than the year currently on their record.

To be awarded a degree, diploma, or certificate, students must have a minimum program grade point average (GPA) of 2.0 at the time of completion.

A minimum of 25% of credit applied to a program must be earned at Haywood Community College to qualify for graduation from that specific program. Any transfer credit awarded and applied to a program of study at the College must adhere to the standards set forth in Policy 5.1.2 and follow the Transfer of Credit and Transcript Evaluation procedures set forth in the College catalog.

All financial obligations to the College must be met before a degree, diploma, or certificate is awarded, or transcripts are sent from the institution.

All requirements for graduation must be completed on, or prior to, the last day of the term the program is to be completed.

Procedure 5.2.9.1 GRADUATION REQUIREMENTS AND PROCEDURES

Each student is responsible for the proper completion of his or her program of study. It is the responsibility of the student to know the academic regulations of Haywood Community College ("College") for maintaining academic standing and for meeting all graduation requirements.

Curriculum advisors will provide counsel, but the final responsibility rests with the student.

Minimum Graduation Requirements

In order to graduate with a certificate, diploma, or degree ("degree"), students must meet the minimum requirements stated below. (Note: Some curriculum programs have additional or more stringent requirements than the minimum. See the heading "Program Specific Graduation Requirements" in this procedure for more information):

1. Successfully complete and pass all required courses within the College approved certificate, diploma, or associate degree program in which the student wishes to graduate.
2. Hold a minimum 2.00 program grade point average (GPA).
3. Be recommended for graduation by the curriculum department after the final program evaluation.
4. Fulfill all financial obligations to the College.
5. Complete the Graduation Commencement Form (this must be on file at least three weeks before instruction ends during the semester in which a student plans to graduate in order to guarantee participation in the commencement ceremony).
6. Completed forms should be submitted to the Registrar's Office for processing.
7. Per Policy 5.2.9, transfer students must complete a minimum of 25% of their program credit hours of coursework at Haywood Community College before becoming eligible for graduation.

Program Specific Graduation Requirements

Certain curriculum programs at the College have graduation requirements that are above and beyond the minimum requirements found in this procedure. Examples of additional requirements may include but are not limited to: minimum clinical hours obtained, stated competencies obtained, or individual course passing grades of "C" or higher. Students interested in their program-specific requirements should view the HCC Curriculum Catalog. Guidelines for catalog year specified in Policy 5.2.9 apply.

Graduation/Success Fee

Beginning in the 2018/2019 year, HCC will no longer charge a \$20 graduation fee to students for each completed certificate, diploma, or degree. In lieu of the graduation fee, and pursuant to Policy 6.1.1, the College will charge students a \$3.00 Success Fee each semester they are enrolled in at least one curriculum class beginning in the fall 2018 semester. This fee will cover the cost of degree printing, covers, and other administrative costs related to graduation, the commencement ceremony, or student success initiatives. For an additional charge, students should purchase the appropriate regalia (cap, gown, and tassel) in the campus store if they wish to participate in the graduation commencement ceremony.

Graduation Commencement Ceremony

A graduation commencement ceremony is held at the end of each spring semester for all students who are candidates for degrees that meet the minimum and program-specific requirements that academic year (summer, fall, spring). In order to walk in the commencement ceremony, students must: meet minimum and program-specific graduation requirements outlined in this policy and the HCC Curriculum Catalog, complete the Graduation Commencement Form, pay any outstanding charges owed to the College, obtain graduation regalia, and notify the Registrar's Office of their intent to participate no later than three weeks prior to the end of the spring semester in order to guarantee a spot in the ceremony, and their name in the graduation program. Graduates who do not meet these requirements may not be eligible to participate, and/or may not have their name in the program due to printing deadlines.

During the ceremony, students will be handed a degree cover in lieu of their actual degree by College officials. The actual printed degree will not be available until degree conferral.

Additionally, final transcripts should not be ordered until degrees are conferred to ensure it displays program completion.

*Note, graduates from Haywood County may pick up their degree from the College after it has been conferred. Graduates outside of Haywood County will have their degree mailed as soon as possible after conferral. Degree covers will only be given to graduates at the commencement ceremony, or to individuals who pick up their degrees from the College but do not plan to participate in the ceremony.

Students who have not completed the course requirements to graduate by the end of the spring semester may still participate in the commencement ceremony as long as they register for the remaining courses necessary to complete their program in the summer semester immediately following commencement. Registration must occur prior to submitting a graduation application. Additionally, such students will not be given their conferred degree, or final transcript, until the end of the summer semester after they have successfully completed the course requirements necessary to graduate. This will also be the case for any student who does not successfully complete the courses necessary to graduate at the end of the spring semester in the days prior to the commencement ceremony. The appearance of a name in the graduation program should not be interpreted as evidence of graduation. The student's permanent record, on file in the Registrar's Office, remains the official testimony of the possession of a Haywood Community College credential.

Degree Conferral and Final Transcript

After the end of each semester, students who have successfully followed the guidelines for graduation as displayed in this procedure will be conferred and awarded their appropriate degree. The conferral process in the Registrar's office may take several weeks after the end of the semester depending on the submission of final grades, signatures, printing, and the receipt of final transcripts from other institutions if required. Until a degree is conferred, transcripts or academic records will not indicate the candidate for graduation has officially finished their program. After degrees have been conferred, graduates may order final transcripts and receive their degrees. As previously stated, degrees will be available for pick-up from Student Services after conferral for Haywood County residents. Graduates living outside of Haywood County will be mailed their degrees within one week after conferral.

Accommodations at Graduation Ceremony

Students who would like to request accommodations for the graduation ceremony (i.e., sign language interpreters, disability-related accommodations, etc.) need to do so by indicating on the Graduation Commencement Form. The College will make every effort to appropriately meet the request on a case-by-case basis, as long as the request is made by the prescribed deadline detailed in the application, which is considered a reasonable amount of time for the College to respond and make proper arrangements. The College may not be able to meet any requests made after the deadline prescribed in the Application for Graduation.

Graduation Marshals

Each year academic departments select outstanding freshmen to serve as graduation marshals. The selection criteria are primarily, but not limited to, grade point average, and leadership skills demonstrated in the classroom. Graduation marshals assist with the graduation commencement ceremony each spring and are recognized in the graduation program.

Honors Program Graduation Requirements

The student must complete the requirements of one of the College's approved degree programs with a cumulative GPA of 3.5 or higher. The student must complete 12 credit hours of Honors coursework in at least three different classes with a grade of A or B for all Honors classes.

Graduation with Honors

The College designates students receiving an associate degree or diploma with a 3.50 and above cumulative grade point average as Honor graduates as follows: Cum Laude (with praise), 3.50 - 3.69; Magna Cum Laude (with high praise), 3.70 - 3.89; Summa Cum Laude, (with highest praise), 3.90 - 4.00. During their final semester, the Registrar will identify the candidates for associate's degrees or diplomas according to their cumulative grade point ratio for the previous semesters of work. Each cumulative GPA shall be rounded to three decimal places. Recognition of Honor graduates is by a designation in the graduation program, by an announcement at the calling of their name during the ceremony, and in the privilege of wearing a white cord signifying this tribute.

Policy 5.3.1 OVERVIEW OF STUDENT RIGHTS

The following is an overview of basic student rights. For more specific information concerning these and other rights, students are directed to review the specific policy or procedure dealing with the issue of concern. The provisions and language contained in specific policies and procedures control over this Policy.

- I. Students are free to pursue their educational goals. The College shall provide appropriate opportunities for learning in the classroom and on the campus. Student performance will be evaluated solely on an academic basis and not on opinions or conduct in matters unrelated to academic standards.
- II. Students have the right to freedom of expression, inquiry and assembly without restraint or censorship, subject to reasonable and non-discriminatory rules and regulations regarding time, place, and manner.
- III. Students have the right to inquire about and to propose improvements in policies, regulations and procedures affecting the welfare of students through established student government procedures, campus committees and College offices.
- IV. The Family Educational Rights and Privacy Act of 1974 ("FERPA") provides safeguards regarding the confidentiality of and access to student records and the College shall adhere to the FERPA laws and regulations. Students and former students have the right to review their official records and to request a

grievance if they challenge the contents of these records. No records shall be made available to unauthorized personnel or groups outside the College without the written consent of the student involved or if a legal exception applies.

- V. No disciplinary sanctions, other than temporary removal from class or activity (only for duration of said activity) may be imposed upon any student without due process. Due process procedures are established to guarantee a student accused of a Student Code of Conduct violation the right of a hearing, a presentation of charges, evidence for charges, the right to present evidence, the right to have witnesses on one's behalf and to hear witnesses on behalf of the accuser(s), the right to counsel and the right to appeal.
- VI. Students have the right to a voluntary medical withdrawal for their academic courses. When illness, injury or psychological/psychiatric conditions or disabilities occur while a student is enrolled that interfere with a student's ability to participate in the College's programs, a student or guardian may request a medical withdrawal from school. The Vice President of Student Services must approve all medical withdrawals.
- VII. Students have the right to be free from discrimination, harassment and sexual violence while attending the College and accessing the College's programs and opportunities.

Policy 5.3.2 STUDENT CODE OF CONDUCT

The College makes every effort to maintain a safe and orderly educational environment for students and staff. Therefore, when, in the judgment of College officials, a student's conduct disrupts or threatens to disrupt the College community, appropriate disciplinary action will be taken to restore and protect the sanctity of the community.

Students are expected to conduct themselves in accordance with generally accepted standards of scholarship and morality. The purpose of these standards is not to restrict student rights but to protect the rights of individuals in their academic pursuits.

The following regulation sets forth offenses for which disciplinary proceedings may be initiated. Violation of one or more of the following code provisions may result in one of the sanctions described in Procedure 5.3.2.1 – Discipline and Appeals Procedures for Academic-Related Violations and/or Procedure 5.3.2.2 – Discipline and Appeals Procedures for Non-Academic Related Violations.

I. **Academic-Related Violations**

- A. **Plagiarism** – The intentional theft or unacknowledged use of another's work or ideas. Plagiarism includes but is not limited to: a) paraphrasing or summarizing another's words or works without proper acknowledgement; b) using direct quotes of material without proper acknowledgment; or c) purchasing or using a paper or presentation written or produced by another person. If a student is uncertain about what constitutes plagiarism, he/she should discuss with the class instructor.
- B. **Cheating** – Using notes or other material on an exam or class work without permission from the class instructor; receiving information from another student during an exam; obtaining a copy of an exam or questions from an exam prior to taking the exam; submitting someone else's work as one's own; or having someone take one's exam and submitting it as his/her own.

- C. **Aiding Acts of Academic Dishonesty** – Providing information to another student and knowing, or reasonably should have known, that the student intends to use the information for cheating or other deceptive purposes.

II. Non-Academic Related Violations

- A. **Theft and Property Damage** – Students shall not steal or damage College property or another individual's property. Students who are caught stealing or damaging said property will be required to make restitution and may be eligible for civil or criminal prosecution as well as College discipline.
- B. **Trespass to Property** - Students are trespassing if in an unauthorized area of the College campus; present on the College campus after closing hours (without permission); or remaining on the College campus after having been directed to leave by a College official.
- C. **Drugs and Alcohol** – Unlawfully possessing, using, being under the influence of, manufacturing, dispensing, selling, or distributing alcohol, illegal or unauthorized controlled substances or impairing substances at any College location. For more specific information, see Policy 5.3.5 – Students – Alcohol and Drugs on Campus. In addition, students may not use tobacco of any form or e-cigarettes on campus or at any College-affiliated activities or events.
- D. **Lewd and Indecent Behavior** – Students shall not engage in lewd or indecent behavior, including public physical or verbal action or distribution of obscene material based on reasonable community standards. The conduct must be objectively severe or pervasive enough that a reasonable person would agree that the conduct constitutes lewd and/or indecent behavior.
- E. **Mental/Physical Abuse** – Students shall not mentally or physically abuse any person on the College premises or at a College-supervised function, including verbal or physical actions which threaten or endanger the health or safety of any such persons.
- F. **Assault** – Students shall not assault or threaten to assault another person for any reason whatsoever. Assault includes a demonstration of force, unlawful physical touching or striking.
- G. **Sexual Harassment and Sexual Violence** – Students shall not engage in sexual harassment and/or sexual violence. For more specific information and definitions of prohibited activities, consult Procedure 5.3.4.1 – Sexual Harassment and Sexual Violence.
- H. **Unlawful Discrimination** – Students shall not engage in unlawful discrimination. For more specific information and definitions of prohibited activities, consult Procedure 5.4.3.2 – Unlawful Discrimination.
- I. **Communicating Threats** – Students shall not verbally, in writing, through a third party or by any other means threaten to physically injure another person or that person's child, sibling, spouse or dependent, or willfully threaten to damage the property of another.
- J. **Bullying** – Students shall not intimidate or threaten with harm any other individual. Bullying is defined as any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication that takes place on the College premises or at any College sponsored function that: (a) places a person in actual and reasonable fear of harm

to his or her property; or (b) creates, or is certain to create, a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits or a College's employee's ability to perform the essential functions of his/her job.

- K. **Disorderly Conduct and Disruption** – Students shall not obstruct or disrupt any teaching, research, administration or disciplinary proceedings, or other College activities, including public service functions, and other duly authorized activities on or off College premises. Students shall not occupy or seize, in any manner, College property, a College facility or any portion thereof for a use inconsistent with prescribed, customary, or authorized use. Students shall not participate in or conduct an assembly, demonstration or gathering in a manner which threatens or causes injury to person or property; which interferes with free access to, ingress or egress of College facilities; which is harmful, obstructive or disruptive to the educational process or institutional functions of the College; hold rallies, demonstrations, or any other forms of public gathering without prior approval of the College based on reasonable time, place and manner restrictions; remain at the scene of such an assembly after being asked to leave by a representative of the College staff.
- L. **Possession of Weapons** – Students may not have a weapon of any kind, including but not limited to, a knife, stun gun or any firearm in their possession on campus or at any College-affiliated activities or events except handguns as allowed by N.C.G.S. § 14-269.4. Handguns are permitted under these circumstances: a) the person has a concealed handgun permit that is lawfully issued; b) the handgun is in a closed compartment or container within the person's locked vehicle; c) a person may unlock the vehicle to enter or exit the vehicle provided the handgun remains in the closed compartment at all times; and d) the vehicle is locked at all times.
- M. **Tampering with Fire Alarms** – Setting off a fire alarm or using or tampering with any fire safety equipment, except with reasonable belief in the need for such alarm or equipment.
- N. **Gambling** – Students may not gamble on campus or at any College-affiliated activities or events.
- O. **Traffic Violations** – Violation of College regulations regarding the operation and parking of motor vehicles.
- P. **Providing False Information** – Students shall not present to the College or its employees false information as part of an investigation, inquiry, hearing or in other matters related to College activities; neither may a student knowingly withhold information which may have an effect on their enrollment or their status with the College.
- Q. **Disobedience / Insubordination** – Failure to comply with instructions of College officials acting in performance of their duties and failure to adhere to the terms of any discipline action.
- R. **Financial Impropriety** – Financial impropriety such as failure to pay College-levied fines, failure to repay College-funded loans, misuse or failure to properly account for club or student organization funds, or the passing of worthless checks, drafts or orders to College officials.
- S. **Public Laws** – Violations of any federal, state or local laws occurring while on campus may lead to legal actions as well as College discipline. Violations of federal, state or local laws occurring off campus may result in disciplinary action if the student's continued presence on campus constitutes a threat to the safety and order of the campus.

- T. **Failure to Report Criminal Activity** – Failure to inform the College, in writing, within five (5) days after he or she is convicted for violation of any federal, state, or local criminal drug statute or alcoholic beverage control statute where such violation occurred while on a College location. For more information, see Policy 5.3.5 – Students Alcohol and Drugs on Campus.
- U. **Unauthorized Access to College Records** – Students may not access, view, copy or change official College records without expressed authority to do so.
- V. **Animals on Campus** – For guidelines concerning Service Animals, Emotional Support Animals, and Pets, please refer to Policy 5.4.5. Students are expected to comply with that policy. Failure to comply could result in disciplinary action.
- W. **Improper Use of the College Network/Technology** – Students are prohibited from engaging in any activities prohibited under Policy 7.2 – Internet and Network Acceptable Use.
- X. **Violation of Policies and Procedures** – Students are expected to be familiar with the College’s policies and procedures. Students may be disciplined for failure to follow the College’s policies and procedures.
- Y. **Violations of Normal Classroom Behavior** – Not complying with reasonable rules issued by an instructor, causing disruption in the classroom or being disrespectful to classmates or the instructor. The conduct must be objectively severe or pervasive enough that a reasonable person would agree that the conduct is disruptive or disrespectful not based on content or viewpoint discrimination.
- Z. **Student Threat Assessment Team** – Not complying with a recommendation or directive by the Student Threat Assessment Team pursuant to Policy 5.3.3 – Student Threat Assessment.

Procedure 5.3.2.1 DISCIPLINE AND APPEAL FOR ACADEMIC VIOLATIONS

I. OVERVIEW

The Vice President of Instruction is responsible for implementing student discipline procedures for academic dishonesty. The College is committed to providing an excellent educational experience for all students. Academic integrity is an essential component to this level of education. The academic penalty for academic-related violations should be clearly stated by the instructor in each course syllabus and reviewed at the beginning of the first class meeting.

These procedures only apply to academic-related violations, outlined herein and defined in Policy 6.3.2 – Standards of Student Conduct. For non-academic violations, see Administrative Procedures 6.3.2.2.

II. SANCTIONS FOR VIOLATIONS

The following sanctions may include but are not limited to the following:

- A. Re-do the assignment or submit another assignment.
- B. Additional course work;

- C. Loss of credit for the assignment; or
- D. Loss of credit for the class.

III. INVESTIGATION AND DETERMINATION

A. Instructor's Investigation

An instructor suspecting an incident of an academic-related violation shall follow these steps to address the concern:

In cases resulting in the loss of credit for the assignment or class, the instructor must:

1. The instructor suspecting the alleged violation shall first present concerns to the student and provide an opportunity for the student to explain or refute the concerns.
2. The student will be allowed to comment on the evidence or to present evidence to clarify the issue in question.
3. Based on the evidence presented and the student's comments, the instructor shall determine whether or not an academic violation has occurred. This determination will result in one of the following findings:
 - a. An academic-related violation did not take place and the issue is resolved.
 - b. An act of academic dishonesty did occur in the instructor's opinion.
4. Contact Vice President of Student Services and Vice President of Instruction to determine if the student had any previous occurrences of academic violations.
5. Submit an official violation report through Maxient – electronic reporting system.

B. Vice President of Instruction's Determination

The instructor will communicate his/her findings to the Vice President of Instruction, who will make a disciplinary determination of sanctions based on the evidence gathered in the instructor's investigation. The severity of the disciplinary sanction(s) will take into account previous offenses of academic dishonesty, which may constitute additional disciplinary action. The Vice President of Instruction, or his/her designee, will then communicate the findings and disciplinary sanctions to the student via their official College issued email address within five (5) business days of the initial finding of academic dishonesty. If an email address is not available, the Vice President of Instruction, or his/her designee, shall send his/her written findings and disciplinary sanctions to the student's mailing address on record with the College by certified mail-return receipt. The sanctions will remain in place unless modified or overturned on appeal. The Vice President of Instruction, or his/her designee, will also notify the Vice President of Student Services, and all instructors impacted by the decision, of the findings and disciplinary sanctions imposed.

IV. ACADEMIC DISCIPLINARY APPEAL PROCEDURE

A. Appeal to the Academic Review Committee

A student who disagrees with the Vice President of Instruction's decision may request an appeal before the Academic Review Committee ("Committee"). This request must be submitted in writing to the Vice

President of Student Services within three (3) working days after receipt of the instructor's decision. The Vice President of Student Services shall refer the matter to the Committee together with a report of the nature of the alleged misconduct, the name of the Reporting Individual, the name of the student(s) against whom the charge has been filed, and the relevant facts revealed by the instructor's investigation.

1. **Committee Composition**

Membership of the Academic Review Committee shall be composed of the following:

- a. Six faculty/staff members appointed by the Vice President of Student Services.
- b. The Vice President of Student Services who will serve as the chair without a vote, (unless there is a tie).
- c. The Vice President of Instruction will serve on the committee in resource role, without a vote.
- d. A note-taker

At least five faculty/staff members, plus the Chairperson must be present in order for the Committee to conduct business.

Committee members will serve one (1) year from the beginning of fall semester through summer semester with replacements appointed by the Vice President of Student Services if necessary.

2. **Committee Hearing Procedures**

- a. Pre-Hearing Procedural Responsibilities of the Vice President of Student Services – The Committee must meet within ten (10) working days of receipt of the student's request for a hearing. At least five (5) working days prior to the date set for the hearing, the Vice President of Student Services shall send notification to the student(s) with the following information:
 - i. A restatement of the charge or charges.
 - ii. The time and place of the hearing.
 - iii. A statement of the students' basic procedural rights.
 - iv. A list of witnesses that the Vice President of Student Services or designee plans to present.
 - v. The names of the Committee members.

At least two (2) days prior to the hearing, the student(s) will provide the Vice President of Student Services with a witness list and whether or not the student will be represented by legal counsel. Failure to notify the Vice President of Student Services regarding legal counsel could result in the hearing being continued until such time that the College can have its legal counsel present. Should the College's legal counsel attend, he/she shall serve as the procedural officer for the hearing.

- b. The following due process rights shall apply to the Committee hearing:
 - i. The right to counsel. The role of the person acting as counsel is solely to advise the student(s). The counsel shall not address the Committee.
 - ii. The right to produce witnesses on one's behalf.
 - iii. The right to request, in writing, the Vice President of Student Services to disqualify any member of the Committee for prejudice or bias. (The request must contain reasons). A request for disqualification, if made, must be submitted at least three (3) working days prior to the hearing. If such

disqualification occurs, the appropriate nominating body shall appoint a replacement to be approved by the Vice President of Student Services.

- iv. The right to present evidence.
- v. The right to know the identity of the person(s) bringing the charge(s).
- vi. The right to hear witnesses on behalf of the person(s) bringing the charge(s).
- vii. The right to testify or to refuse to testify without such refusal being detrimental to the student.

c. The following hearing procedures shall apply:

- i. Hearings before the Committee shall be confidential and shall be closed to all persons except the following:
 - The student(s)
 - Counsel(s)
 - Committee Members
 - Vice Presidents, or designee
- ii. Witnesses shall only be present in the hearing room when giving their testimony.
- iii. The Vice President of Instruction, or designee, shall present evidence and witnesses to support his/her decision. Committee members may ask questions to the witnesses.
- iv. The student(s) will then have an opportunity to present evidence and witnesses. Committee members may ask questions to the witnesses.
- v. Each side will have an opportunity to make a short, closing argument. The hearing will be audio recorded. Recordings will become the College's property and access to the recordings will be determined by the Committee Chairperson. All recordings will be filed in the office of the Vice President of Student Services. The Chairperson shall establish the record at the close of evidence.
- vi. Upon completion of a hearing, the Committee shall meet in closed session to affirm, reverse, or modify the instructor's decision.
- vii. Committee decisions shall be made by majority vote.
- viii. Within two (2) working days after the hearing, the Chair shall notify the student(s) and Vice President of Student Services, in writing, with the Committee's decision.

B. Appeal to the President

A student who disagrees with the ("Committee") decisions may request an appeal to the President. This request must be submitted in writing to the President within three (3) working days after receipt of the Committee's decision. Appeals to the President will only be accepted if additional evidence is brought to light, or the student feels there were procedural errors or discrimination that impacted the decision of the committee.

The President will conduct an "on the record review" of the record presented to the Committee. The President shall provide a written decision to the student and Vice President of Student Services, and the Vice President of Instruction, within ten (10) business days from receipt of the student's appeal.

Procedure 5.3.2.2 DISCIPLINE AND APPEAL FOR NON- ACADEMIC VIOLATIONS

I. OVERVIEW

The Vice President of Student Services is responsible for implementing these Procedures.

These Procedures apply to non-academic violations defined in Policy 5.3.2 – Student Code of Conduct. For academic-related violations, see Procedure 5.3.2.1 – Discipline and Appeal for Academic Violations. For issues regarding sexual harassment and sexual violence, see Procedure 5.3.4.1 – Sexual Harassment and Sexual Violence and for issues related to other forms of unlawful discrimination, see Procedure 5.3.4.2 – Unlawful Discrimination.

II. SANCTIONS FOR VIOLATIONS

The following sanctions may be imposed for non-academic violations:

- A. **Reprimand** - A reprimand is written communication which gives official notice to the student that any further disciplinary offense will carry heavier penalties because of this prior infraction.
- B. **General Probation** - General probation occurs when a student has broken the code of conduct for the first time; however, the action is not severe enough in nature to warrant a more restrictive reprimand. A student being placed on general probation will be warned that any future offense(s) will likely constitute further, more severe reprimands."
- C. **Restrictive Probation** - Restrictive probation results in loss of good standing and becomes a matter of record. While on restrictive probation, the student will not be eligible for initiation into any local or national organization and shall not receive any College award or other honorary recognition. The student may not occupy a position of leadership or responsibility with any College or student organization, publication, or activity. This sanction prohibits the student from officially representing the College or participating in any extracurricular activities including intramural competitions. Restrictive probation will be in effect for not less than two (2) semesters including the current semester. Any further disciplinary offenses while under restrictive probation will result in the student's immediate suspension.
- D. **Restitution** - Restitution is paying for damaging, misusing, destroying, or losing property belonging to the College, College employees or students. Restitution may take the form of financial payment or appropriate service to repair or otherwise compensate for such damages.
- E. **Withholding Academic Records and/or the Right to Register** - Withholding official transcripts, diplomas, or the right to register or participate in graduation ceremonies is imposed when a student's financial obligations are not met, or the student has a disciplinary case pending final disposition.
- F. **Interim Suspension** - Interim suspension is the exclusion from all College property and all College activities pending the resolution of a disciplinary proceeding.
- G. **Disciplinary Suspension** – Disciplinary suspension is the exclusion from all College property and all College activities for a specified period of time. This sanction is reserved for those offenses warranting discipline more severe than disciplinary probation. A student under disciplinary suspension must receive specific written permission from the Vice President of Student Services before returning to campus. Disciplinary suspension appears on the student's academic transcript.

- H. **Expulsion** - Expulsion is dismissing from the College. The student may be readmitted to the College only with the approval of the President. Expulsion appears on the student's academic transcript.
- I. **Group Probation** - Group probation is given to a College club or other organized student group for a specified period of time. If group violations are repeated during the term of probation, the charter may be revoked, or activities restricted.
- J. **Group Restriction** - Group restriction is removing College recognition during the semester which the offense occurred, or for a longer period (usually not more than one other semester). While under restriction, the group may not seek to add members, hold or sponsor events in the College community or engage in other activities as specified.
- K. **Group Charter Revocation** - Revocation is the removal of College recognition for a group, club, society or other organization for a minimum of two (2) years. Re-charter after that time must be approved by the President.

III. IMMEDIATE REMOVAL FROM CAMPUS

If an act of misconduct threatens the health, safety or well-being of any member of the academic community and/or seriously disrupts the function and good order of the College, an instructor will immediately notify any College Vice President or Dean who will immediately meet with the student and direct the student to cease and desist such conduct and advise the student that failing to cease and desist will result in an immediate removal from campus. If the student(s) fail(s) to cease and desist, or if the behavior is such that the student(s) needs to immediately be removed from campus, the College Vice President or Dean may then immediately have the student(s) removed from campus.

The College Vice President or Dean invoking the removal shall notify the Vice President of Student Services in writing of the student involved and the nature of the infraction as soon as possible but no more than one (1) working day following the incident. Upon receipt of the College Vice President or Dean's written notice, the Vice President of Student Services shall meet with the student as soon as possible to allow the student to present his/her side. If, in the Vice President of Student Services' opinion, the student's behavior threatens the health, safety and well-being of the College community, the Vice President of Student Services shall place the student on interim suspension pending the outcome of the disciplinary matter. Interim suspension may be imposed only: (a) to ensure the safety and well-being of members of the College; (b) to ensure the student's own physical or emotional safety and well-being; or (c) if the student poses a direct threat of disruption or interference with the normal operations of the College.

IV. DISCIPLINARY PROCEDURES

In order to provide an orderly system for handling student disciplinary cases in accordance with due process and justice, the following procedures will be followed:

A. Incident Report

Any College employee or student may file written charges with the Vice President of Student Services against any student or student organization for violations of the Student Code of Conduct. The individual(s) making the charge must complete and submit an Incident Report within five (5) business days of the incident given rise to the alleged violation.

B. Investigation and Determination

The Vice President of Student Services, or his/her designee, shall conduct an investigation into the charges and allegations. Within ten (5) business days after receipt of the incident report, the Vice President, or his/her designee, shall complete his/her investigation of the charges and shall meet with the student (or student representative(s) on behalf of a student organization), present the results of the investigation and provide the student (or student representative(s)) with an opportunity to present his/her side. After discussing the alleged infraction with the student, the Vice President of Student Services, or his/her designee may act as follows:

1. Drop the charges; or
2. Impose a sanction

C. Notification

The Vice President of Student Services, or his/her designee, shall provide the student with his/her written decision and instructions governing the appeal process. Such notice shall be given in person or sent to the student's College email address or mailing address of record via Certified mail – return receipt. Notification will also be sent to the Vice President of Instruction, and any instructors impacted by the decision.

V. STUDENT VOLUNTARY WITHDRAWAL

If a student is accused of violating the Student Code of Conduct and voluntarily withdraws prior to the conclusion of the disciplinary matter without the consent of the Vice President of Student Services, the student will not be allowed to re-enroll to the College unless reasonable re-entry restrictions, as determined by the Vice President of Student Services, are satisfied. For students who withdrew prior to a determination regarding alleged misconduct that threatened the health, safety or well-being of any member of the academic community and/or seriously disrupted the function and good order of the College, in addition to other reasonable re-entry restrictions, the student must provide proof from a psychiatrist or licensed psychologist, at the student's expense, that the student no longer poses a direct threat.

VI. DISCIPLINARY APPEAL PROCEDURE

A. Appeal to the Disciplinary Review Committee

A student who disagrees with the Vice President of Student Service's decision may request an appeal before the Disciplinary Review Committee ("Committee"). This request must be submitted in writing to the Vice President of Instruction within three (3) working days after receipt of the Vice President of Student Services decision. The Vice President of Instruction shall refer the matter to the Committee together with a report of the nature of the alleged misconduct, the name of the Reporting Individual, the name of the student(s) against whom the charge has been filed, and the relevant facts revealed by the Vice President of Student Services' investigation.

1. Committee Composition

Membership of the Disciplinary Review Committee shall be composed of the following:

- a. Three faculty/staff members appointed by the Vice President of Instruction.
- b. Three student members appointed by the Student Government Association and approved by the Vice President of Instruction.
- c. The Vice President of Instruction who will serve as the chair without a vote, unless there is a tie.
- d. The Vice President of Student Services will serve on the committee in a resource role.
- e. A note-taker

At least two faculty/staff members and two students plus the Chairperson must be present in order for the Committee to conduct business. Committee members will serve one (1) year from the beginning of fall semester through summer semester with replacements appointed by the Vice President of Instruction or SGA if necessary.

2. Committee Hearing Procedures

a. Pre-Hearing Procedural Responsibilities of the Vice President of Instruction – The Committee must meet within ten (10) working days of receipt of the student’s request for a hearing. At least five (5) working days prior to the date set for the hearing, the Vice President of Instruction shall send notification to the student(s) with the following information:

- i. A restatement of the charge or charges.
- ii. The time and place of the hearing.
- iii. A statement of the students’ basic procedural rights.
- iv. A list of witnesses that the Vice President of Instruction or designee plans to present.
- v. The names of the Committee members.

At least two (2) days prior to the hearing, the student(s) will provide the Vice President of Instruction with a witness list and whether or not the student will be represented by legal counsel. Failure to notify the Vice President regarding legal counsel could result in the hearing being continued until such time that the College can have its legal counsel present. Should the College’s legal counsel attend, he/she shall serve as the procedural officer for the hearing.

b. The following due process rights shall apply to the Committee hearing:

- i. The right to counsel. The role of the person acting as counsel is solely to advise the student(s). The counsel shall not address the Committee.
- ii. The right to produce witnesses on one’s behalf.
- iii. The right to request, in writing, the Vice President of Instruction to disqualify any member of the Committee for prejudice or bias. (The request must contain reasons). A request for disqualification, if made, must be submitted at least three (3) working days prior to the hearing. If such disqualification occurs, the appropriate nominating body shall appoint a replacement to be approved by the Vice President of Instruction.
- iv. The right to present evidence.
- v. The right to know the identity of the person(s) bringing the charge(s).
- vi. The right to hear witnesses on behalf of the person(s) bringing the charge(s).
- vii. The right to testify or to refuse to testify without such refusal being detrimental to the student.

c. The following hearing procedures shall apply:

- i. Hearings before the Committee shall be confidential and shall be closed to all persons except the following:
 - The student(s)
 - Counsel(s)
 - Committee Members
 - Vice Presidents, or designee

- ii. Witnesses shall only be present in the hearing room when giving their testimony.
- iii. The Vice President of Student Services, or designee, shall present evidence and witnesses to support his/her decision. Committee members may ask questions to the witnesses.
- iv. The student(s) will then have an opportunity to present evidence and witnesses. Committee members may ask questions to the witnesses.
- v. Each side will have an opportunity to make a short, closing argument. The hearing will be audio recorded. Recordings will become the College's property and access to the recordings will be determined by the Committee Chairperson. All recordings will be filed in the office of the Vice President of Student Services. The Chairperson shall establish the record at the close of evidence.
- vi. Upon completion of a hearing, the Committee shall meet in closed session to affirm, reverse, or modify the Vice President of Student Service's decision.
- vii. Committee decisions shall be made by majority vote.
- viii. Within two (2) working days after the hearing, the Chair shall notify the student(s) and Vice President of Student Services, in writing, with the Committee's decision.

B. Appeal to the President

A student who disagrees with the ("Committee") decisions may request an appeal to the President. This request must be submitted in writing to the President within three (3) working days after receipt of the Committee's decision. Appeals to the President will only be accepted if additional evidence is brought to light, or the student feels there were procedural errors or discrimination that impacted the decision of the committee.

The President will conduct an "on the record review" of the record presented to the Committee. The President shall provide a written decision to the student, the Vice President of Student Services, and the Vice President of Instruction within ten (10) business days from receipt of the student's appeal.

Policy 5.3.3 BEHAVIORAL ASSESSMENT TEAM

I. Purpose of the Student Conduct Review

The College has an obligation to provide a safe place for its students to learn and for its employees to work. When any member of the College community (i.e., employees, students, or community members) has a concern about a student's behavior(s), including those that potentially have a negative consequence on the safety of College employees, other students, or the student in question, they should report the matter as directed in Procedure 5.3.3.1 based on the behaviors identified.

Behavioral Assessment Team

The Behavioral Assessment Team ("BAT") is a cross-functional multidisciplinary group focused on prevention and early intervention for students exhibiting concerning behaviors. Any member of HCC Security or College Administration may request a BAT meeting to review concerns related to safety, security, conduct, etc. If warranted, the BAT may be convened at the discretion of the Vice President of Student Services ("Vice President") or his/her designee.

Procedure 5.3.3.1 details the BAT's membership, review process, recommended determinations, outcomes, and follow-up.

Procedure 5.3.3.1 BEHAVIORAL ASSESSMENT TEAM

The following procedures guide the process for the Behavioral Assessment Team ("BAT").

I. Procedures for Behavioral Assessment Review

A. Step One - Reporting

1. College employees, students, or community members who are concerned about a student displaying the following behaviors should report detailed information to the specified staff as noted below:

- a. Students who are displaying elevated levels of distress, disturbance, or dysregulation (e.g. suicidal ideations or intent) should be reported to the Office of Student Wellness. It is the responsibility of wellness staff to communicate with HCC Security (and vice-versa) on a case-by-case basis depending on the severity and details of the circumstances. If the behaviors being displayed include actions that suggest a suicidal attempt, or pose an immediate threat to the student or others, the reporting party should contact HCC Security immediately.
- b. Students displaying violent and aggressive behavior that pose a direct threat to the health, welfare, and safety of the College community should report to HCC security and the Vice President of Student Services ("Vice President") or his/her designee immediately. It is the responsibility of both HCC Security and the Vice President to communicate with one another on a case-by-case basis depending on the severity and details of the circumstances.
- c. In the event a behavioral concern involves any actions that could potentially be against the law, or a public safety concern, it is the responsibility of the report recipient to include the School Resource Officer (SRO).
- d. In the event a behavioral concern involves the actions of an HCC employee, it is the responsibility of the report recipient to include the Director of Human Resources.

The individual who directly witnesses the behaviors noted above should complete an incident report describing the behaviors or threats in detail. All other parties, including those who were informed or previously took any action, should send detailed accounts with any additional information via email to the Office of the Vice President to be included in the report. The incident report is found online at www.haywood.edu/security-and-safety/incident-reporting.

2. College employees or students who are concerned about a student who is displaying normal levels of depression, anxiety, or any other behavior that does not pose a threat to themselves or others as noted in item number (1) of this procedure should complete an early intervention alert in the College's retention software. That intervention will be sent to the student's Success Coach and/or Academic Advisor and/or the Office of Student Wellness. It is the responsibility of the Success Coach or Academic Advisor to communicate with the Office of Student Wellness (and vice-versa) to expedite the appropriate assistance to the student.

B. Step Two – Incident Review

In cases where the behavior(s) in question are referred to the Office of the Vice President, he/she will conduct a review based on the nature of the report. When conducting the review, the Vice President shall consider, among other things: (a) the severity of the reported behavior; (b) whether the reported behavior represents a direct threat to the health, welfare and safety of the College's community; (c) the student's academic, attendance and discipline records; (d) whether this type of behavior has been reported in the past; and (e) whether or not the reported behavior, if true, violates the Code of Student Conduct.

When conducting the review, the Vice President, or his/her designee, may: (a) speak with the student; (b) gather additional evidence or information by interviewing members of the College community; (c) compile additional documentation; and (d) review other evidentiary sources.

Based on the result of the review, the Vice President, or his/her designee, may do the following: (a) treat the matter as a disciplinary action pursuant to Policy 5.3.2 – Student Code of Conduct, if a violation is believed to have occurred; (b) issue a Trespass Notice; (c) make a written referral of his/her findings to BAT for review; or (d) no further action is warranted. If the Vice President refers the matter to the BAT for review, he/she will call for a meeting of the BAT for discussion and potential action recommendations. The referral will be communicated to the student on a case-by-case basis as needed at the discretion of the Office of Vice President. The Vice President will also include any other College stakeholders at his/her discretion if deemed appropriate.

II. BAT Membership, Review, and Recommended Actions

A. Membership

Members of the BAT are:

1. Vice President of Student Services (Chair), Or his/her designee
2. Student Wellness Counselor
3. Director of Campus Development
4. HCC Security Officer/s
5. School Resource Officer (Law Enforcement)
6. Vice President of Instruction
7. Director of Human Resources (If Employees Involved)
8. Vice President of Business Operations (If Regional Center for the Advancement of Children is Involved)
9. Other appointees as needed

B. BAT Review

If referred by the Office of the Vice President, the BAT will review the concern to determine if the speech or behavior in question is creating, or may lead to, an unsafe environment and impede the success of the student in question or other students. The BAT's report will be based on the nature of the behavior, the severity of the safety risk and the student's needs.

As a part of this evaluation, the BAT will review the findings and may meet with the individual(s) bringing forth the concern, witnesses, and/or the student in question. Further, the BAT may request or require that the student be evaluated by outside professional(s) to determine their suitability to be a student at the College if

the behaviors identified lead to an immediate concern for the safety, health, or well-being of the student themselves or the College community. If requested, the student will have an opportunity to review any documentary evidence reviewed by the BAT and will be allowed to address the BAT and may be accompanied by an advocate; however, only the student will be allowed to address the BAT and not the advocate.

All information shared with the BAT is confidential, and no member is allowed to repeat any information discussed or disclosed with any member of the campus or community unless directed by the Office of the Vice President.

C. BAT Recommended Actions

Upon completion of the review, the BAT will document their written findings and determination in writing to the student. The BAT may include, but is not limited to, the following recommendations in their findings:

1. No action required.
2. Propose a resolution to address miscommunication.
3. Propose an action plan to address concerning behaviors and support student success.
4. Refer student for an external psychological or substance abuse assessment at the College's expense.. Should the results of the assessment indicate that it is not in the best interest of the student's health or safety to be enrolled in the College at that time, the BAT will request a withdrawal until the student can receive the appropriate help deemed necessary by a licensed mental/behavioral health professional.
5. Refer the matter to Policy 5.3.2 – Student Code of Conduct to initiate appropriate disciplinary action if a violation is believed to have occurred.

If a conduct violation has occurred, it is the duty of the Vice President (or his/her designee) to administer a corresponding sanction at his/her discretion.

A student's failure or refusal to comply with determination of the BAT as administered by the Office of Vice President of Student Services will constitute a basis to charge the student with an offense under Policy 5.3.2 – Student Code of Conduct and administer according to Procedure 5.3.2.2 – Discipline and Appeal Procedure for Non-Academic Violations.

All documentation associated with each concern addressed will be maintained in the student's permanent record.

D. Incident Follow-up

If warranted, the BAT, at its discretion, may require periodic follow-ups with the student. The desire and frequency of such follow-ups shall be included in the BAT's written determination. Failure by the student to participate in required follow-ups may be treated as a disciplinary infraction.

Policy 5.3.4 DISCRIMINATION AND HARASSMENT

Haywood Community College is fully committed to providing a learning and work environment that is free from prohibited discrimination. The College does not practice or condone discrimination based on race, color, national origin, religion, sex, gender, gender identity or expression, pregnancy, disability, genetic information, age, political affiliation or veterans' status in the administration or in any of its academic programs and employment practices.

For issues related to sexual and gender harassment, discrimination and violence, see Procedures 5.3.4.1 – Sexual Harassment and Sexual Violence.

For issues related to all other types of unlawful discrimination and harassment, see Procedures 5.3.4.2 – Unlawful Discrimination and Harassment.

Procedure 5.3.4.1 SEXUAL HARASSMENT AND SEXUAL VIOLENCE

Haywood Community College strives to make its campuses inclusive and a safe and welcoming learning environment for all members of the College community. Pursuant to multiple federal and state laws and administrative regulations and pursuant to College policy, the College prohibits discrimination in its educational programs and activities based on sex.

Title IX is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity. Under Title IX, discrimination on the basis of sex includes quid pro quo harassment, sexual harassment, and sexual assault, stalking, dating or domestic violence (collectively referred to as "sexual harassment"). The College's Title IX Coordinator has oversight responsibility for handling sexual harassment complaints and for identifying and addressing any patterns and/or systemic problems involving sexual discrimination or harassment.

All allegations involving sexual harassment should be directed to the College's Title IX Coordinator and addressed under these procedures. For other complaints of discrimination and harassment not related to sexual harassment, refer to Discrimination and Harassment Procedure 3.3.7.2/5.3.4.2.

I. DEFINITIONS

The following definitions shall apply to this Procedure. The definitions are not intended to operate as speech codes, promote content and viewpoint discrimination, or suppress minority viewpoints in the academic setting. Indeed, just because a student's speech or expression is deemed offensive by others does not mean it constitutes discrimination or harassment.

In applying these definitions, College administrators shall view the speech or expression in its context and totality and shall apply the following standard: the alleged victim subjectively views the conduct as discrimination or harassment and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that the conduct is discriminatory or harassing.

A. Actual Knowledge – notice of sexual harassment or allegations of sexual harassment by the Title IX Coordinator or any College official who has the authority to institute corrective measures on behalf of the College. Actual knowledge is not met when the only College official with actual knowledge is a Respondent.

- B. Complainant – an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- C. Consent – explicit approval to engage in sexual activity demonstrated by clear actions or words. This decision must be made freely and actively by all participants. Non-verbal communication, silence, passivity, or lack of active resistance does not imply consent. In addition, previous participation in sexual activity does not indicate current consent to participate and consent to one form of sexual activity does not imply consent to other forms of sexual activity. Consent has not been obtained in situations where the individual: i) is forced, pressured, manipulated or has a reasonable fear that they will be injured if they do not submit to the act; ii) is incapable of giving consent or is prevented from resisting due to physical or mental incapacity (including being under the influence of drugs or alcohol); or iii) has a mental or physical disability which inhibits his/her ability to give consent to sexual activity.
- D. Dating Violence – crimes of violence against a person with whom the person has or had a social relationship or a romantic or intimate relationship.
- E. Domestic Violence – crimes of violence against a current or former spouse or intimate partner; a person with whom the individual shares a child in common; a person with whom the individual cohabitates or has cohabitated as a spouse or intimate partner; a person similarly situated to the individual as a spouse under local domestic laws; or any other person who is protected under local domestic laws of the jurisdiction.
- F. Education Program or Activity – for purposes of these Procedures, this means any locations, events, or circumstances over which the College exercised substantial control over both the Respondent(s) and the context in which the alleged sexual harassment occurs. It also means any building owned or controlled by a student organization that is officially recognized by the College.
- G. Formal Complaint – a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting the College investigate the allegation(s). A Formal Complaint initiates a formal grievance process in which parties are entitled to due process protections.
- H. Informal Resolution – a resolution reached regarding an allegation of sexual harassment without the filing of a Formal Complaint. Informal Resolution may include mediation, facilitated dialogue, conflict coaching, restorative justice, or other models of alternative dispute resolution. Informal Resolution cannot be used for a student's allegation of sexual harassment against a College employee.
- I. Respondent – an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
- J. Retaliation – to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report or complaint, testified, assisted, participated, or refused to participate in any manner in an investigation, proceeding, or hearing under these Procedures.
- K. Sexual Assault – an offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI's Uniform Crime Reporting system.
- L. Sexual Harassment – quid pro quo harassment; unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to

the College's education program or activity, including conduct based on sex stereotyping; or any instance of sexual assault, dating violence, domestic violence, or stalking.

Quid pro quo harassment is a person having power or authority over another and conditioning an educational or employment benefit or service or access to receiving the educational or employment benefit or service upon a person's participation in unwelcome sexual conduct.

- M. Stalking – engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her safety or the safety of others or suffer substantial emotional distress.
- N. Standard of Evidence – the College uses preponderance of the evidence as to the standard for proof of whether a violation of this policy has occurred. In the student, due process hearing and employee grievance process, legal terms like "guilt," "innocence," and "burden of proof" are not applicable. Student and employee due process hearings are conducted to take into account the totality of all evidence available from all relevant sources. The College will find the Respondent either "responsible" or "not responsible" for violating these Procedures.
- O. Supportive Measures – individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party that is designed to ensure equal educational access, protect the safety, or deter sexual harassment. Examples of support measures are counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, leaves of absences, increased security, and monitoring of certain areas of the College, and other similar measures.
- P. Title IX Coordinator – for purposes of these Procedures, the Title IX Coordinator refers to the Vice President of Student Services. The Title IX, Coordinator's office, is in the 1500 (Hemlock) Building. The phone number is 828-565-4220, and the email is mwcoleman@haywood.edu.

II. SCOPE AND APPLICABILITY

- A. These Procedures apply to the conduct of and protect:
 - 1. College students and applicants for admission into the College
 - 2. College employees and applicants for employment
 - 3. College student organizations
 - 4. Third parties participating in a College education program or activity
- B. These Procedures apply to conduct that occurs in a College Education Program or Activity located within the United States and of which the College has actual knowledge.

III. REPORTING

- A. Reporting to Local Law Enforcement

Individuals may report sexual harassment directly to local law enforcement agencies by dialing 911. Individuals who make a criminal allegation may also choose to pursue the College's grievance procedure

simultaneously. A criminal investigation into the matter does not release the College from its obligation to conduct its own investigation (nor is a criminal investigation determinative of whether sexual harassment has occurred). However, the College's investigation may be delayed temporarily while the criminal investigators are gathering evidence. In the event of such a delay, the College must make available supportive measures when necessary to protect the alleged Complainant and/or the College community.

Individuals may choose not to report alleged sexual harassment to law enforcement authorities. The College respects and supports individuals' decisions regarding reporting; nevertheless, the College may notify appropriate law enforcement authorities if legally required or warranted by the nature of the allegations.

B. Reporting to College Officials

The College's Title IX Coordinator oversees compliance with these Procedures and Title IX regulations. Questions about these Procedures should be directed to the Title IX Coordinator. Anyone wishing to make a report relating to sexual harassment may do so by reporting the concern to the College's Title IX Coordinator in person, by mail, by telephone, by email, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report of alleged sexual harassment.

IV. GRIEVANCE PROCEDURES

A. Scope

1. The use of these grievance procedures applies to reports alleging sexual harassment carried out by employees, students, or third parties.
2. All reports of sexual harassment are taken seriously. At the same time, those accused of sexual harassment are presumed "not responsible" throughout this grievance procedure.

B. Initial College Response and Assessment

1. After receiving a report of sexual harassment, the Title IX Coordinator takes immediate and appropriate steps to:
 - a. Communicate with the individual who reported the alleged conduct;
 - b. Implement supportive measures to eliminate and prevent the recurrence of sex harassment, deter retaliation, remedy the effects of sexual harassment, and provide due process rights during a College investigation;
 - c. Provide the individual with a copy of this Policy and Procedure; and
 - d. Determine whether the alleged conduct, as described by the reporting party, falls within the scope of this policy and, if so, initiate the investigation and resolution procedures outlined below.
 - e. The Title IX Coordinator may delegate the authority to take some or all of these steps to a Deputy Title IX Coordinator.
2. The Title IX Coordinator must administratively close a report or complaint of sexual harassment if after an initial assessment:

- a. The allegations as stated do not constitute a violation of this Policy and Procedure, even if proven; or
 - b. The alleged sexual harassment did not occur in the College's Education Program or Activity or did not occur in the United States.
 - c. The Title IX Coordinator will notify the parties if a report or complaint of sexual harassment is closed under this section, including the reason(s) for closure, and direct the parties to the appropriate College office or department to resolve the report or complaint. All parties may appeal the Title IX Coordinator's dismissal of a Formal Complaint under this section by using the appeal procedures in Section VI, below.
3. The Title IX Coordinator may administratively close a report or complaint of sexual harassment if:
- a. The Complainant, at any time, requests withdrawal of the report or complaint;
 - b. The Respondent is no longer enrolled or employed by the College; or
 - c. The College is prevented from gathering evidence sufficient to reach a determination of responsibility.
 - d. The Title IX Coordinator will notify the parties if a report or complaint of sexual harassment is closed under this section, including the reason(s) for closure, and direct the parties to the appropriate College office or department to resolve the report or complaint. All parties may appeal the Title IX Coordinator's dismissal of a Formal Complaint under this section by using the appeal procedures in Section VI, below.
4. Regardless of when alleged sexual harassment is reported, a Complainant must be participating in or attempting to participate in the College's education program or activity for a Formal Complaint to be filed.

C. Informal Resolution

1. Any party may request the College facilitate an informal resolution to a sexual harassment complaint at any time after the filing of a Formal Complaint. The Title IX Coordinator may offer the parties the opportunity for informal Resolution, too.
 - a. Upon a request for informal Resolution, the Title IX Coordinator determines whether informal Resolution is appropriate based on the facts and circumstances of the case. The Title IX Coordinator ensures that any proposed informal resolution is consistent with the College's obligations to prevent and redress sexual harassment.
 - b. A student's allegations of sexual harassment against a College employee are not eligible for informal Resolution.
 - c. The Title IX Coordinator provides the parties with written notice of proceeding with an informal resolution, including the allegations of sexual harassment, the requirements of the informal resolution process, and potential outcomes resulting from participating in the informal resolution process.

- d. The Title IX Coordinator also designates an independent, neutral person to facilitate the informal Resolution.
2. Informal Resolution is voluntary.
 - a. The Complainant and Respondent must provide written consent for informal Resolution to take place.
 - b. Any party has a right to end the informal resolution process at any time prior to agreeing to a resolution and begin or continue the formal investigation and grievance process.
 3. Informal Resolution concludes the matter only when all parties have signed a written agreement that confirms the Resolution of the allegations.
 - a. The resolution agreement must include a waiver of the parties' right to have a formal hearing on the allegations that have been informally resolved.
 - b. Parties are prohibited from revoking or appealing a resolution agreement. Should the Respondent violate the terms of an informal resolution agreement, such violation will subject the Respondent to an investigation and the formal grievance process contained in this Procedure.
 4. If a resolution agreement is not reached, the College will continue with a formal investigation.

D. Investigations

1. The goal of a formal investigation is to reach a determination as to whether a Respondent has violated one or more College policies prohibiting sexual harassment and, if so, remedy the effects of a violation.
 - a. The Title IX Coordinator may include possible violations of other College policies that contributed to, arose from, or are otherwise related to alleged violations of this Policy and Procedure in the scope of an investigation.
 - b. The Title IX Coordinator gives written notice to the Complainant and Respondent of the investigation, providing sufficient details to allow the parties to respond and prepare for initial interviews, including the identity of the parties involved (if known), the conduct alleged to be sexual harassment, the date, and location of alleged incidents (if known), a statement that the Respondent is presumed not responsible. A determination of responsibility is made at the conclusion of the process, information regarding the parties' right to an advisor, and the right to review the evidence and notice that the College prohibits knowingly making false statements or submitting false information during the grievance process.
 - c. The Title IX Coordinator designates an investigator to investigate the allegations of sexual harassment.
2. Parties to an investigation can expect a prompt, thorough, and equitable investigation of complaints, including the opportunity for parties to ask questions, present witnesses, and provide information regarding the allegations.
3. Parties and witnesses should cooperate in the investigation process to the extent required by law and this policy.

4. The standard of proof used in investigations is preponderance of the evidence. It is the College's responsibility to establish the standard of proof and gather evidence during investigations.
5. The College aims to bring all investigations to a resolution within thirty (30) business days from the date the Title IX Coordinator determines an investigation will commence.
 - a. Extensions of the timeframe for good cause are allowed, so long as written notice and the reason for the delay is provided to the parties. Good cause includes:
 - i. The complexity and/or number of the allegations;
 - ii. The severity and extent of the alleged misconduct;
 - iii. The number of parties, witnesses, and other types of evidence involved;
 - iv. The availability of the parties, witnesses, and evidence;
 - v. A request by a party to delay an investigation;
 - vi. The effect of a concurrent criminal investigation or proceeding;
 - vii. Intervening holidays, College breaks, or other closures;
 - viii. Good faith efforts to reach a resolution; or
 - ix. Other unforeseen circumstances.
 - b. Investigations typically include interviews with the Complainant, the Respondent, and any witnesses, and the objective evaluation of any physical, documentary, or other evidence as appropriate and available. The College will give the Complainant and the Respondent written notice of any interview, meeting, or hearing at which a party is invited or expected to participate.
 - c. The Title IX Coordinator will inform the Complainant and Respondent at regular intervals of the status of its investigation.
 - d. The College may suspend or place on administrative leave a student or employee, pending the completion of an investigation and Resolution, when the College performs an individualized safety and risk analysis and determines the person poses an immediate threat to the physical health or safety of any member(s) of the College community.
 - i. The Title IX Coordinator may recommend to the appropriate College official to implement or stay an interim suspension of a student or employee and the conditions and duration of such suspension or leave.
 - ii. In all cases in which an interim suspension or administrative leave is imposed, the student or employee shall be given notice and an opportunity to challenge the removal decision immediately following the removal.
 - iii. Violation of an interim suspension under this Procedure is grounds for expulsion or termination.
6. Interviews conducted as part of an investigation under this Procedure may be recorded by the College. Recordings not authorized by the College are prohibited.
7. The Complainant and Respondent have the right to be accompanied by an advisor of their choosing during all stages of an investigation.
 - a. A party may elect to change advisors during the process.
 - b. All advisors are subject to the same rules:

- i. During the investigation, the advisor's role is limited to providing advice, guidance, and support to the Complainant or Respondent. An advisor is not permitted to act as a participant or advocate during the investigative process.
- ii. Advisors are expected to maintain the privacy of the records shared with them.
- iii. Advisors are expected to refrain from interfering with investigations.
- iv. Any advisor who oversteps their role or interferes during an investigation process will be warned once. If the advisor continues to disrupt or otherwise fails to respect the limits of the advisor role, the advisor will be asked to leave. The Title IX Coordinator determines whether the advisor may return or should be replaced by a different advisor.

8. Prior to finalizing a report, the investigator provides all parties an equal opportunity to review any evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which the College does not intend to rely.

- a. The Complainant and Respondent may submit a written response to the evidence within ten days after receipt of the evidence.
 - i. Responses must be submitted to the investigator via email, mail, or hand delivery by 5:00 p.m. eastern standard time on the date responses are due.
 - ii. Responses may not exceed ten double-spaced pages on 8.5x11 paper with one-inch margins and 12-point font.
- b. The investigator considers any responses received from the parties and conducts any further investigation necessary or appropriate.

9. Following an investigation and at least ten days prior to a grievance hearing, the investigator submits an investigative report to the parties that fairly summarizes relevant evidence. The report includes a summary of the allegations, a summary of the response; a summary of the investigative steps taken to verify the allegations and response; and a summary of the evidence relevant to a determination of responsibility.

V. GRIEVANCE HEARINGS

At least ten days after the issuance of an investigation report, the College must hold a live hearing in front of a decision-maker to determine the responsibility of a Respondent. The decision-maker may not be the Title IX Coordinator or the investigator(s). A "live hearing" means either in person or virtually. The following hearing rules apply:

- A. All parties must be able to see and hear the questioning of parties and witnesses.
- B. Any party may request a virtual hearing. If requested, the College will provide a virtual hearing.
- C. All parties have an equal opportunity to present witnesses, including fact and expert witnesses.
- D. The parties' advisors are permitted to cross-examine the parties and any witnesses.
 1. The parties are prohibited from directly conducting cross-examination.

Cross-examination must be conducted by a party's advisor.

2. The decision-maker determines whether questions asked during cross-examination are relevant to the determination of responsibility. If the decision-maker disallows a question, they will explain the basis for their decision at the hearing. Parties and advisors may not challenge a decision-maker's relevancy determinations during the hearing.
 3. Evidence or questions that inquire about the Complainant's sexual predisposition or prior sexual history are prohibited (i.e., rape-shield protections) unless such questions and evidence are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.
 4. The decision-maker may not consider statements of individuals who do not submit to cross-examination in reaching a determination of responsibility
 5. Records with a legally recognized privilege, such as medical treatment records, may not be used unless the individual or entity who holds the privilege waives the privilege. Any waiver must be written and made in advance of a hearing.
 6. If a party does not have an advisor, the College will provide an advisor at no cost to the party. The advisor may, or may not, be an attorney.
 7. Other standard Rules of Evidence do not apply in grievance hearings under these Procedures.
- E. The College will provide either an audio recording, audiovisual recording, or transcript of the hearing to all parties.
- F. The decision-maker evaluates all relevant evidence and reaches a determination regarding responsibility. The decision-maker issues their final written determination to all parties within ten (10) days of the hearing. The final written determination includes a summary of the allegations; a description of the procedural steps taken by the College to investigate and reach a determination of responsibility; findings of fact supporting the determination; conclusions regarding the application of College policies to the facts; a statement of and rationale for the result as to each allegation, including a determination of responsibility; any disciplinary sanctions the College recommends or imposes; whether remedies designed to restore or preserve equal access to an education program or activity will be provided to the Complainant; and the College's appeal procedures.
- G. The following sanctions may be imposed for those who have violated these Procedures:
1. Students
 - a. Verbal or Written Warning
 - b. Probation
 - c. Administrative withdrawal from a course without refund
 - d. Required Counseling
 - e. No Contact Directive
 - f. Suspension
 - g. Recommendation of Expulsion
 - h. Other consequences deemed appropriate

2. Employees

- a. Verbal or Written Warning
- b. Performance Improvement Plan
- c. Required Counseling
- d. Required Training or Education
- e. Recommendation of Demotion
- f. Recommendation to Suspend with or without Pay
- g. Recommendation of Dismissal
- h. Other consequences deemed appropriate to the specific violation

If the decision-maker is required to make a recommendation for student expulsion or employee suspension, demotion, or dismissal, such recommendation will be made to the appropriate College official after the time for appeal has expired. If the decision-maker recommends the Respondent be expelled, suspended, demoted, or dismissed, during the time in which either party has to appeal, the Respondent shall remain on suspension unless otherwise determined by the decision-maker.

VI. APPEALS

After the decision-maker submits their determination of responsibility to the Complainant and Respondent, all parties are given an equal opportunity to appeal the determination. Appeals may be based only on these grounds:

- A. Procedural irregularity that affected the outcome;
- B. New evidence that was not reasonably available at the time of the hearing that could affect the outcome; and/or
- C. The Title IX Coordinator, investigator, or decision-maker had a bias or conflict of interest that affected the outcome.

Parties must submit any appeal to the President of the College by 5:00 p.m. eastern standard time via email or mail, within ten (10) days of receiving the decision-maker's written determination of responsibility. Appeals may not exceed ten (10) double-spaced pages on 8.5x11 paper with one-inch margins and 12-point font.

The College notifies all parties when an appeal is filed and provides all parties a copy of the appeal and a chance to submit a written statement supporting or challenging the outcome. Parties must submit written statements supporting or challenging the outcome to the President of the College by 5:00 p.m. eastern standard time via email or mail, within two (2) days of receiving a copy of an appeal.

The President shall conduct a review of the record, including the appeal(s) received any written statements supporting or challenging the outcome, the investigation report, the

decision-maker's written determination of responsibility, and any accompanying evidence prior to issuing a written decision to the Complainant and Respondent that describes the result of the appeal and the rationale for the result.

The President's written decision is final.

VII. PROTECTION AGAINST RETALIATION

The College will not in any way retaliate against an individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report or complaint, testified, assisted, participated, or refused to participate in any manner in an investigation, proceeding, or hearing under these Procedures.

Retaliation is a violation of College policy regardless of whether the underlying allegations are ultimately found to have merit. Reports of retaliation are treated separately from reports or complaints of sexual harassment.

VIII. PROVIDING FALSE INFORMATION

Any individual who knowingly files a false report or complaint, who knowingly provides false information to College officials or who knowingly misleads College officials involved in the investigation or Resolution of a complaint may be subject to disciplinary action, including but not limited to expulsion or employment termination. The College recognizes a determination regarding responsibility alone is not sufficient to conclude a false report or complaint was made.

IX. LIMITED IMMUNITY

The College community encourages the reporting of misconduct and crimes. Sometimes, complainants or witnesses are hesitant to report to College officials or participate in resolution processes because they fear they themselves may be accused of various policy violations. It is in the best interest of this College that as many complainants as possible choose to report to College officials and that witnesses come forward to share what they know. To encourage reporting, the College offers sexual harassment complainants and witnesses amnesty from minor policy violations.

X. FERPA (Family Educational Rights and Privacy Act)

A student's personally identifiable information found in a student's education records will be shared only with College employees who need to know to assist with the College's response to sexual harassment.

A student's personally identifiable information found in a student's education records will not be disclosed to third parties unaffiliated with the College unless:

- A. The student gives consent;
- B. The College must respond to a lawfully issued subpoena or court order; or
- C. The College is otherwise required by law to disclose.

XI. SUSPENDING PROCEDURES

In cases of emergency or serious misconduct, the College reserves the right to suspend this process and may enact appropriate action for the welfare and safety of the College community.

XII. STUDENT AND EMPLOYEE EDUCATION AND ANNUAL TRAINING

The Title IX Coordinator, investigators, decision-makers, and those involved in any informal resolution process shall receive annual trainings on topics including:

- A. The definition of sexual harassment for Title IX purposes;
- B. The scope of the College's educational programs and activities under Title IX;
- C. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes;
- D. How to serve impartially, including avoiding prejudgment of facts at issue, conflicts of interest, and bias;
- E. Technology to be used at live hearings;
- F. Issues of the relevance of questions and evidence, including rape-shield limitations; and
- G. Issues of relevance to create an investigative report that fairly summarizes relevant evidence.

All training materials are posted on the College's website.

All new students and all employees shall be required to participate in a primary prevention and awareness program that promotes awareness of sexual harassment. This program will be held annually at the beginning of each fall semester.

At this annual training, students and employees must receive training in the following areas:

- A. Information about safe and positive options for bystander intervention skills;
- B. What "consent" means with reference to sexual activities;
- C. Risk reduction programs so students recognize and can avoid abusive behaviors or potential attacks;
- D. How and to whom to report an incident regarding discrimination, harassment, and sex-based violence;
- E. The importance of preserving physical evidence in a sex-based violent crime; and
- F. Options about the involvement of law enforcement and campus authorities, including the alleged victim's option to: i) notify law enforcement; ii) be assisted by campus authorities in notifying law enforcement; iii) decline to notify law enforcement; and iv) obtain "no-contact" or restraining orders.

Each year, all students and employees will receive an electronic copy of these Procedures sent to their College email address of record. These Procedures will be maintained online on the College's website, and a hard copy will be kept on file (in English and Spanish) in the Title IX Coordinator's office. Other translations will be made available upon request.

XIII. RECORDKEEPING

The College maintains all records of Title IX proceedings and all materials used to train

Title IX personnel for seven years.

Procedure 5.3.4.2 UNLAWFUL DISCRIMINATION AND HARASSMENT

The College strives to make its campuses inclusive and a safe and welcoming learning environment for all members of the College community. Pursuant to multiple federal and state laws and administrative regulations and pursuant to College policy, the College prohibits discrimination in its activities, services, and programs based on race, color, national origin, sex, religion, pregnancy, disability, genetic information, age, political affiliation or veterans' status.

For complaints related to allegations of sexual harassment, sexual assault, or sexual violence, please see Procedure 3.3.7.1/5.3.4.1

I. DEFINITIONS

The following definitions shall apply to this Procedure and shall be collectively referred to herein as "Unlawful Discrimination."

The definitions are not intended to operate as speech codes, promote content and viewpoint discrimination, or suppress minority viewpoints in the academic setting. Indeed, just because a student's speech or expression is deemed offensive by others does not mean it constitutes discrimination or harassment.

In applying these definitions, College administrators shall view the speech or expression in its context and totality and shall apply the following standard: the alleged victim subjectively views the conduct as discrimination or harassment and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that the conduct is discriminatory or harassing.

A. Discrimination: any act or failure to act that unreasonably differentiates treatment of others based solely on their Protected Status and is sufficiently serious, based on the perspective of a reasonable person, to unreasonably interfere with or limit the ability of that individual to participate in, access or benefit from the College's programs and activities. Discrimination may be intentional or unintentional.

B. Harassment: a type of discrimination that happens when verbal, physical, electronic or other behavior based on a person's Protected Status interferes with a person's participation in the College's programs and activities, and it either creates an environment that a reasonable person would find hostile, intimidated or abusive or where submitting to or rejecting the conduct is used as the basis for decisions that affect the person's participation in the College's programs and activities.

Harassment may include but is not limited to: threatening or intimidating conduct directed at another because of the individual's Protected Status; ethnic slurs, negative stereotypes, and hostile acts based on an individual's Protected Status.

C. Protected Status: race, color, national origin, sex, religion, pregnancy, disability, genetic information, age, political affiliation, or veterans' status.

D. Standard of Evidence - the College uses the preponderance of evidence as the standard for proof of whether a violation occurred. In the student, due process hearing and employee grievance process, legal terms like "guilt," "innocence," and "burden of proof" are not applicable. Student and employee due process hearings are conducted to take into account the totality of all evidence available from all relevant sources. The College will find the alleged Perpetrator either "responsible" or "not responsible" for violating these Procedures.

II. STATEMENTS OF PROHIBITION

A. Prohibition of Retaliation.

The College strictly prohibits punishing students or employees for asserting their rights to be free from Unlawful Discrimination. Retaliation against any person participating in connection with a Complaint of Unlawful Discrimination is strictly prohibited. Reports of retaliation will be addressed through this Procedure and/or other applicable College procedures. Retaliation includes, but is not limited to, any form of intimidation, punitive actions from authority figures or peers, reprisal (acts of vengeance), or harassment. Retaliation is a serious violation and should be reported immediately. The College will take appropriate disciplinary action against any employee or student found to have retaliated against another.

B. Prohibition of Providing False Information.

Any individual who knowingly files a false report or complaint, who knowingly provides false information to College officials, or who intentionally misleads College officials involved in the investigation or resolution of a complaint may be subject to disciplinary action including but not limited to expulsion or employment termination. The College recognizes that an allegation made in good faith will not be considered false when the evidence does not confirm the allegation(s) of Unlawful Discrimination.

III. REQUESTING ACCOMMODATIONS

A. Students.

Students with disabilities wishing to make a request for reasonable accommodations, auxiliary communication aids or services, or materials in alternative accessible formats should contact the College's Office of Student Wellness located in the 1500 (Hemlock) building on campus, emailing hcc-wellness@haywood.edu, or calling 828-627-4504. Information provided by students is voluntary and strict confidentiality is maintained. All requests for accommodations will be considered following the appropriate federal and state laws.

The College will also provide reasonable accommodation of a student's religious beliefs/practices provided such expression/practice does not create a hostile environment for other students and employees and/or the accommodation does not cause an undue hardship for the College.

B. Employees.

Employees with disabilities wishing to make a request for reasonable accommodations, auxiliary communication aids or services, or materials in alternative accessible formats should contact the College's Office of Human Resources located in the 100 (Balsam) building on campus, or by calling 828-627-4529. Information provided by employees is voluntary and strict confidentiality is maintained.

The College will also provide reasonable accommodation of an employee's religious beliefs/practices provided such expression/practice does not create a hostile environment for other employees and students and/or the accommodation does not cause an undue hardship for the College.

IV. REPORTING OPTIONS

A. Student Complaints.

Any student wishing to make a report relating to Unlawful Discrimination may do so by reporting the concern to the College's Office of the Vice President of Student Services located in the 1500 (Hemlock) building on campus, or by calling 828-565- 4220.

For Unlawful Discrimination incidents between students and employees, the Vice President for Student Services will work in partnership with the Director of Human Resources to investigate and resolve the allegations.

B. Employee Complaints.

Any employee wishing to make a report related to Unlawful Discrimination may do so by reporting the concern to the College's Director of Human Resources located in the 100 (Balsam) building on campus, or by calling 828-627-4529.

V. INITIAL INVESTIGATION

As these Procedures apply to both students and employees as either the Complainant or the Respondent, the administrator receiving the incident report will determine if the case should be handled by: 1) the Vice President for Student Services, or designee (student/student); 2) the Director of Human Resources, or designee (employee/employee); or 3) both (student/employee). For incidents involving students and employees, the College will utilize the process for both the student investigation and the employee investigation sections as applicable.

A. Student Investigation.

1. Students filing complaints ("Complainants") are urged to do so in writing as soon as possible but no later than thirty (30) days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the thirty (30) day period will still be investigated; however, Complainants should recognize that delays in reporting may significantly impair the ability of College officials to investigate and respond to such complaints. The Vice President shall fully investigate any complaints and will, as needed and if the complaint also involves an employee, collaborate with the College's Director of Human Resources. During the course of the investigation, the Vice President may consult with other relevant College administrators and the College Attorney.
2. During the investigation, and if applicable to the complaint, the Vice President shall meet with the Complainant and the alleged Perpetrator ("Respondent") separately and give each party an equal opportunity to provide evidence, including informing the Vice President of any potential witnesses. Both parties will be given access to any information provided by the other in accordance with any federal or state confidentiality laws.
3. During the investigation process, the Vice President may implement temporary measures in order to facilitate an efficient and thorough investigation process as well as to protect the rights of all parties involved. The temporary actions include, but are not limited to: reassignment of class schedules; temporary suspension from campus (but be allowed to complete coursework); or the directives that include no contact between the involved parties.
4. A confidential file regarding the complaint shall be maintained by the Vice President. To the extent possible, the College will keep all information relating to the complaint and investigations confidential; however, to maintain compliance with the Clery Act, both parties will be informed of the outcome of any institutional proceedings under these Procedures.

5. The Vice President shall make every effort to conclude the investigation as soon as possible but no later than thirty (30) calendar days. If the nature of the investigation requires additional time, the Vice President may have an additional ten (10) calendar days to complete the investigation. The Vice President shall notify the parties of this extension.

6. Complainants will be notified of available counseling services and their options of changing academic situations and other interim protective measures.

B. Employee Investigations.

1. Employees filing complaints ("Complainants") are urged to do so in writing as soon as possible but no later than thirty (30) days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the thirty (30) day period will still be investigated; however,

Complainants should recognize that delays in reporting may significantly impair the ability of College officials to investigate and respond to such complaints. The Director of Human Resources shall fully investigate any complaints. During the course of the investigation, the Director of Human Resources may consult with other relevant College administrators and the College Attorney.

2. During the investigation, and if applicable to the complaint, the Director of Human Resources shall meet with the Complainant and the alleged Perpetrator ("Respondent") separately and give each party an equal opportunity to provide evidence, including informing the Director of Human Resources of any potential witnesses. Both parties will be given access to any information provided by the other in accordance with any federal or state confidentiality laws.

3. During the investigation process, the Director of Human Resources may implement temporary measures in order to facilitate an efficient and thorough investigation process as well as to protect the rights of all parties involved. The Director of Human Resources may suspend an employee with pay pending an investigation if such action is in the College's best interest.

4. A confidential file regarding the complaint shall be maintained by the Director of Human Resources. To the extent possible, the College will keep all information relating to the complaint and investigations confidential; however, to maintain compliance with the Clery Act, both parties will be informed of the outcome of any institutional proceedings under this Procedures.

5. The Director of Human Resources shall make every effort to conclude the investigation as soon as possible but no later than thirty (30) calendar days. If the nature of the investigation requires additional time, the Director of Human Resources may have an additional ten (10) calendar days to complete the investigation and shall notify the parties of this extension.

6. Complainants will be notified of available counseling services and other interim protective measures.

VI. RECOMMENDATION AND APPEAL

A. Students.

1. After the investigation is complete, the Vice President will put forward a recommendation of finding, based on the Standard of Evidence, and sanction(s) to both the Complainant and Respondent. If the recommendation is accepted by both parties involved, the recommendation and sanction(s) will become effective. The Vice President will submit to each party a final outcome letter that will include, but not limited to, the following:

- a. Determination if the Respondent is responsible or not responsible for violating these Procedures;
- b. Sanction;
- c. Whether monitoring of academic schedules is needed between the parties to ensure that the individuals involved are not in classes together (the Vice President will assist in this process).
- d. Short-term College counseling services available to each party.

2. If the Vice President's recommendations are not accepted by either the Complainant or the Respondent, both may appeal and request a formal hearing. If the Vice President recommends sanctions that s/he cannot impose (i.e., expulsion), the matter shall automatically be set for a hearing. The President will preside over the hearing as the Presiding Officer. The process for the hearing is outlined below:

- a. Prior to the hearing, the Complainant and the Respondent have the right to review all evidence, including written statements by the Respondent, the Complainant, or witnesses. Strict rules of evidence do not apply. The Standard of Evidence shall apply for the hearing.
- b. Written notice, including the date, time, and location of the hearing will be sent to all parties.
- c. At the hearing, all pertinent parties have a right to speak and be questioned by the Presiding Officer. Cross-examination between parties is not permitted. The College will provide options for questioning without confrontation. Each phase of the hearing will be heard by both parties in separate rooms by the use of a speakerphone.
- d. The Complainant and the Respondent are allowed to be accompanied by an advocate. The advocate may not present on behalf of either party unless otherwise instructed to do so by the Presiding Officer. If the Complainant or the Respondent chooses to have an advocate who is an attorney, the notification must be provided to the Presiding Officer at least three (3) College business days prior to the hearing date. In this case, the College Attorney will also be present.
- e. Both parties have a right to a written notice of the hearing outcome.

B. Employees.

1. After the investigation is complete, the Director of Human Resources will put forward a recommendation of finding, based on the Standard of Evidence, and sanctions to both the Complainant and Respondent. If the recommendation is accepted by both parties involved, the recommendation and sanctions will become effective. A final outcome letter will be submitted to the Complainant and Respondent that may include, but not limited to, the following:

- a. Determination if the Respondent is responsible, not responsible, or if the decision is deemed inconclusive, or shared responsibility.
- b. Sanction, if appropriate.
- c. Monitoring of academic schedules or workplace schedules if needed.
- d. Short-term counseling services will be offered to each party.

2. If the Director of Human Resources' recommendations are not accepted by either the Complainant or the Respondent, both may appeal and request a formal hearing. If the Director of Human Resources recommends sanctions that s/he cannot impose (i.e., termination), the matter will automatically be set for a hearing. The President will preside over the hearing as the Presiding Officer. The process for the hearing is outlined below:

- a. Prior to the hearing, the Complainant and the Respondent have the right to review all evidence, including written statements by the Respondent, the Complainant, or witnesses. Strict rules of evidence do not apply. The Standard of Evidence shall apply for the hearing.
- b. Written notice, including the date, time, and location of the hearing will be sent to all parties.
- c. At the hearing, all pertinent parties have a right to speak and be questioned by the Presiding Officer. Cross-examination between parties is not permitted. The College will provide options for questioning without confrontation. Each phase of the hearing will be heard by both parties in separate rooms by the use of a speakerphone.
- d. The Complainant and the Respondent are allowed to be accompanied by an advocate. The advocate may not present on behalf of either party unless otherwise instructed to do so by the Presiding Officer. If the Complainant or the Respondent chooses to have an advocate who is an attorney, the notification must be provided to the Presiding Officer at least three (3) College business days prior to the hearing date. In this case, the College Attorney will also be present.
- e. Both parties have a right to a written notice of the hearing outcome.

C. Sanctioning.

The following sanctions may be imposed for those who have violated these Procedures.

1. Students.
 - a. Verbal or Written Warning
 - b. Probation
 - c. Administrative withdrawal from a course without refund
 - d. Required Counseling
 - e. No Contact Directive
 - f. Suspension
 - g. Expulsion (President must impose)
 - h. Other consequences deemed appropriate
2. Employees.
 - a. Verbal or Written Warning
 - b. Performance Improvement Plan
 - c. Required Counseling
 - d. Required Training or Education
 - e. Demotion (President may impose)
 - f. Suspend with or without Pay (President must impose)
 - g. Termination (President must impose)
 - h. Other consequences deemed appropriate to the specific violation

Policy 5.3.5 STUDENTS – ALCOHOL AND DRUGS ON CAMPUS

The College is committed to providing each of its students a drug and alcohol free environment in which to attend classes and study. From a safety perspective, the users of drugs or alcohol may impair the well-being of students, interfere with the College's educational environment and result in damage to College property.

All students shall adhere to the following:

A. All students are prohibited from unlawfully possessing, using, being under the influence of, manufacturing, dispensing, selling or distributing alcohol, illegal or unauthorized controlled substances or impairing substances at any College location.

1. Controlled Substance means any substance 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. Generally, the term means any drug which has a high potential for abuse and includes, but is not limited to heroin, marijuana, cocaine, PCP, GHB, methamphetamines, and crack. This term also includes any drugs that are illegal under federal, state or local laws and legal drugs that have been obtained illegally or without a prescription by a licensed healthcare provider or are not intended for human consumption.

2. Alcohol means any beverage containing at least one-half of one percent (0.5%) alcohol by volume, including malt beverages, unfortified wine, fortified wine, spirituous liquor and mixed beverages.

3. Impairing Substances means any substance taken that may cause impairment, including but not limited to bath salts, inhalants, or synthetic herbs.

4. College Location means in any College building or on any College premises; in any College-owned vehicle or in any other College-approved vehicle used to transport students to and from College or College activities; and off College property at any College-sponsored or College-approved activity, event or function, such as a field trip or athletic event, where students are under the College's jurisdiction.

5. Reasonable Suspicion is the legal standard required before the College can require a student to take a drug or alcohol test. Some of the factors that constitute reasonable suspicion are: a) direct observation of drug use or possession; b) direct observation of the physical symptoms of being under the influence of drugs; c) impairment of motor functions; d) pattern of abnormal or erratic conduct or behavior; or e) reports from reliable sources

or credible sources (anonymous tips may only be considered if they can be independently corroborated).

B. Student use of drugs as prescribed by a licensed physician is not a violation of Policy; however, individuals shall be held strictly accountable for their behavior while under the influence of prescribed drugs.

C. Students may be required to be tested for substances, including controlled substances or alcohol, based on individualized, reasonable suspicion. The required observations for reasonable suspicion testing shall be made by an administrator, supervisor or other trained official and the person who makes the determination that reasonable suspicion exists shall not be the same person who conducts the test. This

section does not apply to law enforcement officers serving the College through the local sheriff's department. Law enforcement officers must adhere to their normal standards when conducting a search.

D. The College does not differentiate between drug users, drug pushers or sellers. Any student in violation of Section A herein will be subject to disciplinary action up to and including termination or expulsion and referral for prosecution.

E. A student who violates the terms of this Policy will be subject to disciplinary action in accordance with Policy 5.3.2 – Standards of Student Conduct. At his/her discretion, the Vice President of Student Services may require any student who violates the terms of this Policy to satisfactorily participate in a drug abuse rehabilitation program or an alcoholic rehabilitation program sponsored by an approved private or governmental institution as a precondition of continued enrollment at the College.

F. Each student is required to inform the College, in writing, within five (5) days after he/she is convicted for violation of any federal, state, or local criminal drug statute or alcoholic beverage control statute where such violation occurred while on or at a College location. Failure to do so could result in disciplinary action.

G. In addition to this Policy, students employed by the College, including students employed under the College's Work Study Program, shall adhere to the requirements in Policy 3.4.4 – Alcohol and Drugs on Campus.

Policy 5.3.6 STUDENT GRIEVANCE

I. GRIEVANCE PROCESS OVERVIEW

In order to maintain a harmonious and cooperative environment between and among the College and its students, the College provides for the settlement of problems and differences through an orderly grievance procedure. Every student shall have the right to present his/her problems or grievances free from coercion, restraint, discrimination or reprisal. This Policy provides for prompt and orderly consideration and determination of student problems and grievances by College administrators and ultimately the President.

A grievance is any matter of student concern or dissatisfaction with the College's control except: (a) student discipline matters regarding academic and non-academic violations (Policy 5.3.2 – Student Conduct); (b) discrimination and unlawful harassment, including sexual harassment and sexual violence (Policy 5.3.4 – Discrimination and Unlawful Harassment); (c) a grade appeal (Policy 5.3.7 – Grade Appeal); or (d) any other matter that has a specific grievance process outlined in that policy or procedure.

II. GRIEVANCE PROCESS

1. Informal Grievance – Step One

In the event the alleged grievance lies with an instructor/staff member, the student must first go to that instructor/staff member and attempt to informally resolve the matter. Both the student and instructor/staff member must have an informal conference to discuss the situation and document the attempts taken to resolve the grievance at this level. In the event the student is unsatisfied with the resolution reached at the informal conference, he/she may proceed to Step Two within five (5) business days after the informal conference. Not proceeding to Step Two within the time-period will result in the grievance not being heard and the matter being closed.

If the grievance concerns issues unrelated to a particular instructor/staff member (for example, an issue with College policy), the student can skip the informal process and proceed to Step Two.

2. Formal Grievance – Step Two

If the grievance is not resolved at Step One (or, given the nature of the grievance, Step Two begins the process) the student may file a written grievance with the Vice President for Student Services (“Vice President”). The written grievance must contain, with specificity, the facts supporting the grievance and the attempt, if applicable, to resolve the grievance at the information level.

The Vice President (or, depending on the nature of the grievance, another appropriate Vice President) shall review the written grievance and conduct whatever further investigation, if any, is necessary to determine any additional facts that are needed to resolve the grievance. The Vice President shall provide his/her written decision within ten (10) business days after receipt of the grievance.

In the event the student is unsatisfied with the resolution reached by the Vice President, he/she may proceed to Step Three within five (5) business days after receipt of the Vice President’s written determination. Not proceeding to Step Three within the time-period will result in the grievance not being heard and the matter being closed.

3. Appeal – Step Three

If the student is not satisfied with the Vice President’s determination, the student may appeal to the President. The appeal must be in writing, must provide a written summary of the specific facts and must contain any other documentation pertinent to the matter. The President will conduct an “on the record” review and conduct any further investigation that is necessary to ascertain the facts needed to make a determination. The President may, at his/her discretion, establish a committee to further investigate the matter and make a recommendation to the President.

At the conclusion of the investigation and not later than fifteen (15) business days after receipt of the student’s appeal, the President shall provide a written decision to the student.

The President’s decision is final.

Policy 5.4.1 STUDENT RIGHT TO KNOW ACT

Pursuant to the Student Right to Know and Campus Security Act (the “Act”), the College is required to publicly disclose relevant graduation and transfer rate information for its students. The Act is a consumer information report designed for public access to relevant graduation and transfer information to enable students to make informed decisions regarding their college choice. The College makes available to currently enrolled as well as prospective students the graduation and transfer rate for the most recent cohort of entering students based on a one year reporting period.

The Acts’ report is a cohort based study. The cohort is made up of students who enrolled as first- time college students who attended full-time (i.e., twelve [12] or more hours) and had declared themselves as degree seeking. The graduation and transfer rate for the cohort is calculated one year after the cohort's initial date of enrollment. These numbers can be misleading because many community college students attend part-time. Those students are not included in this report. Moreover, students with academic goals other than transfer or degree seeking students are not included in this report. Also not included with the report are those students who leave school to

serve in the armed services, an official church mission or with a recognized foreign aid service of the Federal government.

The report is updated annually and is available in the Director of Enrollment Management's Office.

Policy 5.4.2 CAMPUS SECURITY REPORTING – CLERY ACT

I. POLICY OVERVIEW

The College is committed to providing a safe and secure environment for all members of the College's community and visitors. The College shall comply with the Crime Awareness and Security Act of 1990, as amended by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

II. DEFINITIONS

A. Campus Security Authority ("CSA") is a Clery-specific term that encompasses four groups of individuals and organizations associated with an educational institution:

1. A member of the educational institution's police department or campus security department;
2. Any individual(s) who has responsibility for campus security but who does not constitute a campus police department or a campus security department (e.g., an individual who is responsible for monitoring the entrance into the College's property);
3. Any individual or organization specified in an institution's statement of campus security policy as an individual or organization to which students and employees should report criminal offenses. For purposes of this College, this individual is the Vice President of Student Services; and
4. An official or someone who has significant responsibility for student and campus activities, including, but not limited to: student housing, student discipline and campus judicial proceedings. An official is defined as any person who has the authority and the duty to take action or respond to particular issues on the College's behalf.

B. Clery Act Crimes are the following crimes that must be reported by Campus Security Authorities to law enforcement and crimes that are listed in the College's Annual Security Report:

1. Murder/non-negligent manslaughter; negligent manslaughter; sex offenses (forcible and non-forcible); domestic and dating violence; stalking; robbery; aggravated assault; burglary; motor vehicle theft; and arson;
2. Hate Crimes: any of the above-mentioned offenses, and any incidents of larceny-theft; simple assault; intimidation; or destruction/damage/

vandalism of property that was motivated by bias on race, religion ethnicity, national origin, gender, sexual orientation, gender identity or disability; and

3. Arrests and referrals for disciplinary action for weapons (carrying, possessing, etc); drug abuse violations and liquor law violations.

C. College Property is all the following property:

1. Campus Grounds, Buildings and Structures – Any building or property owned by or controlled by the College within the same reasonably contiguous geographic area and used by the College in direct support of, or in a manner related to, the College’s educational purposes; and any building or property that is within or reasonably contiguous to such buildings or property that is owned by the College but controlled by another person and is frequently used by students and supports College purposes.
2. Off-Campus and Affiliated Property – Any building or property owned or controlled by a student organization that is officially recognized by the College; or any building or property owned or controlled by the College that is used in direct support of, or in relation to, the College’s educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the College.
3. Public Property – All thoroughfares, streets, sidewalks, and parking facilities that are within the campus, or immediately adjacent to and accessible from the campus.

III. SAFETY AND REPORTING PROCEDURES

The College encourages all members of the College community to report suspicious or criminal activity to law enforcement as soon as possible. Crimes may be reported anonymously. In the event of a crime in progress or at any time there is a risk of harm to persons or property, call 911.

In addition, CSAs have a legal obligation to file a report of suspected criminal activity with law enforcement and with the Vice President of Student Service’s Office to ensure statistical inclusion of all Clery Act Crimes in the College’s Annual Security Report when those crimes occur on or near College Property. Any individual identified by the College as a CSA shall receive notification of that designation and the requirement that the individual report information about Clery Act Crimes. Training will also be provided to all so designated persons. While CSAs must report any Clery Act Crime that comes to their attention, at the request of the victim, the victim’s identity may remain anonymous.

To promote safety and security at the College, and in compliance with the Clery Act, the College shall:

- A. Submit crime statistics to the United States Department of Education;
- B. Maintain a daily crime log (open to public inspection);
- C. Issue campus alerts to timely warn the College community when there is information that a Clery Act Crime has occurred that represents a serious or ongoing threat to campus safety;
- D. Issue emergency notifications upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on the campus. The College tests the emergency notification procedure bi-annually.
- E. Publishes and maintains an Annual Security Report containing safety and security related policy statements and statistics of Clery Act Crimes occurring on College Property. To prepare the Annual Security Report, the College collects, classifies and counts crime reports and crime statistics. The Annual Security Report is available on the College’s website and hard copies are available through the Office of Student Services for inspection.

Policy 5.4.3 STUDENT RECORDS - FERPA

All student records must be current and maintained with appropriate measures of security and confidentiality. The College is responsible for complying with all legal requirements pertaining to the maintenance, review, and release of records retained by the College.

I. COMPLIANCE WITH FERPA RIGHTS

A. The Family Educational Rights and Privacy Act ("FERPA") provides students with certain rights to privacy of their educational records and rights of access by others to their educational records. College employees are expected to fully comply with this Policy.

B. For purposes of this Policy, "student" means an individual who is or has been in attendance at the College. It does not include persons who have not been admitted, who have been admitted but did not attend the College or individuals enrolled solely in non-credit courses. "Attendance" starts when the individual matriculates or declares their intention to enroll at the College, whichever comes first.

II. ANNUAL NOTIFICATION OF RIGHTS

The College shall provide every student with an annual notice of their rights under FERPA. The Vice President for Student Services, or his/her designee, is responsible for preparing and delivering this annual notice.

III. RIGHT TO INSPECT RECORDS

A. Students who want to inspect their education records should direct that request to the individual and within the timeframe as designated in the annual notice. Records which are available for inspection shall be provided to the student during regular business hours.

B. Students may obtain copies of their educational records if circumstances make on-site inspection impractical, and the student is in good standing. When copies are provided, the student may be charged a reasonable fee for the actual copying expense.

IV. DIRECTORY INFORMATION

A. The College may release Directory Information without student consent. The College designates the following information as Directory Information:

1. Student's name;
2. Major field of study;
3. Participation in officially recognized activities and sports;
4. Dates of attendance, grade level and enrollment status; and
5. Degrees, honors, and awards received.

*Student contact information (mailing address, telephone number, and email address), and date of birth are considered limited directory information and will only be disclosed under certain circumstances for educational purposes at the discretion of College administration. Date of birth may be disclosed only as a means of verifying a student's identity when a College employee has no other means of doing so.

B. The College shall only release Directory Information to individuals and organizations that demonstrate, in the College's opinion, a legitimate, educational interest in the information or provide a direct service to the College; however, the College shall release Directory Information to military recruiters in compliance with the Solomon Amendment unless the student specifically restricts the release of their Directory Information.

C. Students who do not wish to have their Directory Information released to the individuals and organizations identified above shall comply with the "opt-out" provisions designated in the annual notice.

V. RELEASE OF EDUCATIONAL RECORDS

A. The College will not release a student's educational records, aside from Directory Information, to any third-party unless the student consents to the release or a valid, legal exception applies.

B. Disclosures may be made to school officials which include any of the following when that person has a legitimate educational interest in having access to the information: 1) any administrator, certified staff member, or support staff member (including health, medical, safety, and security staff) employed by the College; 2) a member of the College's Board of Trustees; 3) a contractor, consultant, volunteer, or other party to whom the College has outsourced services or functions, such as, but not limited to: an attorney, auditor, cloud storage provider, consultant, expert witness, hearing officer, law enforcement unit, investigator, insurer/insurance company adjuster, investigator, or any other claims representative, medical providers or consultants, or counselors/therapists, provided that the person is performing a service or function for which the College would otherwise use employees, is under the direct control of the College with respect to the use and maintenance of education records, and is subject to FERPA requirements governing the use and re-disclosure of PII from education records; and 4) a person serving on a committee appointed by the College, such as a disciplinary or grievance committee or other review committee.

C. In compliance with Title IX, the College may disclose the final results of campus disciplinary proceedings in which a student respondent is charged with a violent crime or non-forcible sex offense. Upon the request of the complainant, disclosure may be made regardless of whether the respondent was found responsible. Disclosures to third parties may be made only if the student respondent is found responsible. Disclosure in this situation is limited to the name of the violator, the type of student code violation found to have occurred, and the sanction imposed by the College.

D. The College shall release a student's educational records to the student's parents when requested by the parents and: i) the student is listed as a dependent on the parents' tax returns; ii) the student violated a law or the College's policies regarding drugs and alcohol and the student is under the age of 21; or iii) the disclosure is needed to protect the health or safety of the eligible student or other individuals in an emergency situation.

VI. CORRECTING RECORDS

A student has the right to challenge an item in his/her records believed to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. The student may file a grievance pursuant to Policy 5.3.6 – Student Grievance beginning at Step Three. If the final decision is that the information in the record is, in the College's determination, not inaccurate, misleading or otherwise in violation of the privacy rights of the student, the Vice President of Student Services shall inform the student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the College's decision.

VII. MISCELLANEOUS

- A. Students who believe their rights have been violated may file a complaint with the Family Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington D.C. 20202. Complaint must be filed within 180 days of the date of the alleged violation or the date the student knew or should have known of the alleged violation.
- B. A hold may be applied to the release of an official transcript, diploma or other information requested from an official record for a student who has an overdue indebtedness to the College. A hold may be applied for failure to comply with a disciplinary directive. Such a student continues to have the right to see and photocopy his official record upon request.
- C. The College shall only destroy student records in accordance with federal and state laws and regulations and as allowed by the Records Retention & Disposition Schedule for North Carolina Community Colleges. The College shall not destroy student records if there is an outstanding request, grievance or legal matter related to those records.

Procedure 5.4.3.1 STUDENT RECORDS – FILE

I. Student Records

The College is required to maintain, at a minimum, current, complete and accurate records to show the following:

- A. An application for admission that includes the student's educational and personal background, age and other personal characteristics.
- B. Progress and attendance including date entered, dates attended, subjects studied and class schedule. This record shall be in a form which permits accurate preparation of transcripts of educational records for purpose of transfer and placement, providing reports to government services or agencies or for such other purposes as the needs of the student might require. Such transcripts shall be in a form understandable by lay persons and educators alike. The grading system on such transcripts shall be explained on the transcript form. Subjects appearing on the transcripts shall be numbered or otherwise designated to indicate the subject matter covered.
- C. All student enrollment agreements shall include at a minimum, the program of study, program tuition and fees, date programs are to begin, time period covered by the tuition payment and statement of or reference to the College's tuition refund policy.
- D. All student account ledgers shall include, at a minimum, monies owed and paid by each student, and refunds issued by the College.
- E. A copy of the student's high school transcript or certificate of high school equivalency or a signed, notarized attestation of either graduation from a public or private high school that operates in compliance with State or local law, graduation from a state registered home high school, or receipt of a certificate of high school equivalency, if the student provides the school with written evidence of the student's inability to obtain a copy of the student's high school transcript or certificate of high school equivalency or, for persons at least 18 years old who did not graduate from a public, private or state registered home high school or obtain a certificate of high school equivalency, demonstration of an ability to benefit as determined by any test instrument approved by the Department of Education.

II. Inspection by State Board of Community Colleges

- A. Students' records shall be open for inspection by properly authorized State Board officials.
- B. The College's financial records shall be open for inspection by properly authorized State Board officials.

Procedure 5.4.3.2 FERPA ANNUAL NOTICE

The Family Educational Rights and Privacy Act ("FERPA"), a federal law, provides students with certain rights with respect to their education records. These rights are:

- A. The right to inspect and review your education records within forty-five (45) days of the day the College receives a request for access. You should submit to the College's Registrar a written request that identifies the record(s) you wish to inspect. The College's Registrar will make arrangements for access and notify you of the time and place where the records may be inspected. If the records are not maintained by the College's Registrar, the Registrar will advise you of the correct official to whom your request should be made.
- B. You have the right to challenge an item in your education records believed to be inaccurate, misleading or otherwise in violation of your privacy rights. You may file a grievance pursuant to Policy 5.3.6 – Student Grievance beginning at Step Three. If the final decision is that the information in the record is, in the College's determination, not inaccurate, misleading or otherwise in violation of the privacy rights of the student, the Vice President of Student Services shall inform the student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the College's decision.
- C. The right to consent to disclosures of personally identifiable information contained in your education records. FERPA requires that the College obtain your written consent prior to the disclosure of any such information with certain exceptions. College officials with a legitimate educational interest are an exception and do not need your consent. For a complete list of the disclosures that may be made without your consent, see 34 CFR Part 99.31 – 99.39. Exceptions to disclosures include, but are not limited to:
 - 1. Organizations conducting studies;
 - 2. Health/safety emergencies;
 - 3. Under the U.S. Patriot Act;
 - 4. Federal, state and local authorities;
 - 5. Accrediting organizations;
 - 6. State, local or tribal welfare agencies;
 - 7. College officials with legitimate educational interest;
 - 8. In response to subpoenas and court orders; and
 - 9. In response to a lawsuit where a student names the College as a party.
- D. A College official includes any of the following when that person has a legitimate educational interest in having access to the information:
 - 1. Any administrator, certified staff member, or support staff member (including health, medical, safety, and security staff) employed by the College;
 - 2. A member of the College's Board of Trustees;

3. A contractor, consultant, volunteer, or other party to whom the College has outsourced services or functions, such as, but not limited to: an attorney, auditor, cloud storage provider, consultant, expert witness, hearing officer, law enforcement unit, investigator, insurer/insurance company adjuster, investigator, or any other claims representative, medical providers or consultants, or counselors/therapists, provided that the person is performing a service or function for which the College would otherwise use employees, is under the direct control of the school district with respect to the use and maintenance of education records, and is subject to FERPA requirements governing the use and re-disclosure of personally identifiable information from education records; and
4. A person serving on a committee appointed by the College, such as a disciplinary or grievance committee or other review 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 responsibility.

E. The College may release Directory Information about you unless you have advised the College to the contrary. The College has designated the following information as Directory Information: name; address; telephone number; email address; major field of study; participation in officially recognized activities and sports; dates of attendance, grade level and enrollment status; and degrees, honors and awards received.

1. The College shall only release Directory Information to individuals and organizations that demonstrate, in the College's opinion, a legitimate, education interest in the information or provide a direct service to the College; provided, however, the College shall release Directory Information to military recruiters in compliance with the Solomon Amendment unless you specifically restrict the release of your Directory Information.
2. If you do not want the College to disclose your Directory Information described above from your education records to the recipients identified above without your prior written consent, you must submit a completed Student Release Form to the Office of Enrollment Management within fourteen (14) days of the beginning of the academic year or within fourteen (14) days of you enrolling in the College.

F. In compliance with Title IX, the College may disclose the final results of campus disciplinary proceedings in which a student respondent is charged with a violent crime or non-forcible sex offense. Upon the request of the reporting individual, disclosure may be made regardless of whether the respondent was found responsible. Disclosures to third parties may be made only if the student respondent is found responsible. Disclosure in this situation is limited to the name of the violator, the type of student code violation found to have occurred, and the sanction imposed by the College.

G. The College shall release a student's educational records to the student's parents when requested by the parents and: i) the student is listed as a dependent on the parents' tax returns; ii) the student violated a law or the College's policies regarding drugs and alcohol and the student is under the age of 21; or iii) the disclosure is needed to protect the health or safety of the eligible student or other individuals in an emergency situation.

H. You have the right to file a complaint with the U.S. Department of Education concerning alleged failures of the School District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is the:

Questions regarding student records should be directed to the College's Office of Enrollment Management.

Procedure 5.4.3.3 STUDENT RECORDS – CONFIDENTIALITY

Each area of the campus that handles student records shall establish internal procedures to protect the security and confidentiality of student information, including hard copy and digital formats. The following guidelines must be followed when accessing confidential information and student records.

- I. Hard Copy Data
 - A. Student information with social security numbers and birth dates shall not to be placed on hard copy file folder labels (use student ID instead).
 - B. Student information with social security numbers and birth dates should not be left unsecured at any time.
 - C. File folders (hard copies) containing student information with social security numbers and birth dates must be kept in a locked drawer or a locked room with access only by appropriate personnel.
 - D. Any documents containing student information that is confidential should be shredded before discarding.
 - E. Interoffice mail containing sensitive student information shall be sent using a sealed, opaque envelope.
 - F. Sensitive information (not including college transcripts or placement test scores) shall be mailed First Class or using other traceable delivery service and using an opaque envelope with no markings that will distinguish it as sensitive information.
- II. Electronic Data
 - A. Electronic data shall be maintained by ITS and shall be backed up to a separate location daily. The only exception to this is that Distance Learning student course records are housed off-campus through Remote-Learner. These records do not contain student SSN and are also backed up daily by Remote-Learner.
 - B. Electronic student and confidential information is only accessible to appropriate personnel in accordance with procedures approved by ITS.
 - C. Access to information systems is only given to appropriate personnel upon permission by a staff member's supervisor. Permission records will be maintained by ITS.
 - D. Personnel who have been granted authority to access student information will be issued an ID and password by ITS to access information systems.

E. Each staff member is only to use his/her designated ID and password to access student and confidential information. Under no circumstances should an ID and password be shared or should a staff member access College information systems under an ID and password that has not been issued to him or her.

F. Student information with social security numbers and birth dates is not to be distributed or transmitted through email or otherwise made accessible to users without clearance to see this information.

G. The student ID generated by the College's operating system will be used in place of the social security number for identification purposes and in all communications.

H. ITS reserves the right to revoke all privileges to information systems if College Information Technology policies and procedures are not followed.

I. Faxing of sensitive student information shall be done by first verifying the fax number. Once the number has been verified the intended recipient must be readily available to retrieve the information.

III. Student Communications

A. Students are required to create a unique password upon setting up their accounts in the College's information systems (such as Haywired, WebAdvisor, email, etc.)

B. Electronic communication with an active student should only be sent to that student's College email address. Communication with prospective students or past students may be sent to the student's personal email, but should not include any sensitive information (e.g., student grades). Students who are initially registering for any Workforce Continuing Education Class(es) will be registered using the email provided by the student, and each student will also be assigned an official HCC email. Students may receive communications from HCC pertaining to initial login and access from the personal email provided. Workforce Continuing Education students will be required to link their HCC email to their personal email or use their HCC email in order to receive any FERPA protected information or information that could contain recognizable personal identifiers. A notification will be sent to the program coordinator and student services for any student using the on-line portal to self-register for a class. At this point an official HCC email account will be generated for the student.

C. When communicating with students regarding technical support, registration, transcripts, financial aid and financial information, students should not be asked for a social security number or birth date in public/within hearing distance of other people.

D. Two forms of authentication must be requested when verbally verifying student identification. Appropriate forms of authentication are the student Colleague ID number, the last four digits of the social security number and birth date. Under no circumstances should a student be requested to verify his/her social security number through email.

IV. Security Breach

A. Any security breach or loss of records should be reported to one's immediate supervisor immediately upon discovery of the breach/records loss.

B. Any student that has had their sensitive information compromised shall be contacted within 24 hours via telephone. In the event that the student cannot be reached, the College will use the emergency

contacts to try to establish communications with the student. After the College has exhausted these resources the next form of contact will be First Class mail or other traceable delivery service in accordance with N.C.G.S. § 75-65.

C. While sensitive student information is in transport to the College, the information shall remain locked in the trunk or other secure area of the vehicle. If the vehicle does not have a secure location, the sensitive student information must not be transported until the information can be transported securely unless it will be transported with no stops that will require the vehicle to be left unattended.

D. Any student information that is collected off-campus or after campus hours shall remain in the custody of the student, agency or business until the sensitive student information can be delivered to the College.

E. With the exception of coursework to be graded, no College employee will have hard copies of sensitive student information in their possession overnight without prior approval from that employee's supervisor or the college president. Any digital records removed from campus should be encrypted and password protected.

Policy 5.4.4 USE OF STUDENT WORK

As a condition of enrollment at the College, the student grants the College a non-exclusive, perpetual, world-wide, royalty-free right and license to reproduce and publicly or privately display, distribute, or perform the student's work, in whole or in part, for the College's own educational purposes. This includes:

- A. The use of student work in order to demonstrate compliance with accrediting bodies.
- B. Research conducted by College personnel and presentation or publication resulting from such research.
- C. The use of student work in order to demonstrate student and instructor activities for the purposes of promoting the college and its endeavors.

Nothing herein permits the disclosure of a student's educational record, including student grades, nor can student work be presented in a personally identifiable manner without the student's exclusive permission. This license does not extend to commercialization of the work. Intellectual property created by the student for commercial purposes singly or in cooperation with the College shall be governed by the Policy 4.2.2 – Intellectual Property.

Policy 5.4.5 SERVICE ANIMALS AND OTHER ANIMALS ON CAMPUS

I. OVERVIEW

In accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and other applicable federal and state law, the College may be required to accommodate an otherwise qualified individual with a disability by making a reasonable modification in its services, programs or activities. This Policy addresses the use of Service Animals and other animals on campus by qualified individuals with disabilities or individuals authorized to provide training.

II. DEFINITIONS

A. Emotional Support Animal – an animal selected or prescribed to an individual with a disability by a healthcare or mental health professional to play a significant part in a person's treatment process (e.g., in alleviating the symptoms of that individual's disability). An emotional support animal does not assist a person with a disability with activities of daily living and does not accompany a person with a disability at all times. An emotional support animal is not a "Service Animal".

B. Service Animal – an animal that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. The work or tasks performed by a Service Animal must be directly related to the handler's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. Service Animals may or may not have been licensed by a state or local government or a private agency. Service Animals are limited to service dogs and, in some cases, miniature horses.

C. Pets – any animal that is not an Emotional Support Animal or a Service Animal.

III. ANIMALS ON CAMPUS

Pets are not permitted within buildings and may not be left in vehicles on College property. There are occasions when a student or employee may need to bring an animal onto campus for the purpose of meeting an educational objective. Such requests should be made to the appropriate academic Dean prior to the animal being allowed onto campus. Subject to the

rules set forth in section IV and V below, Emotional Support Animals and Service Animals are permitted in any area of campus where employees or students are permitted, with a few exceptions for health and safety reasons.

IV. PROCEDURES REGARDING SERVICE ANIMALS AND EMOTIONAL SUPPORT ANIMALS.

A. Responsibilities of the Service/Emotional Support Animal Owner/Handler

1. Registration

a. Service Animals

Students and employees are not required to register Service Animals. However, they are encouraged to notify the Disability Services Office (students) or the Office of Human Resources (employees) if they intend to use a Service Animal on campus so that appropriate College officials are aware of the animal's presence and to assist with the Service Animal's access to areas within the College's campus. Visitors with Service Animals are not required to register their animals.

b. Emotional Support Animals

Students or College employees who wish to have an Emotional Support Animal on campus must first bring appropriate documentation from a physician or mental health professional to support having an Emotional Support Animal as a result of their disability, to the Disability Services Office (students) or the Office of Human Resources (employees) to determine if their Emotional Support Animal is allowed on campus. This determination will be decided on a case-by-case basis (see Section B.2). If the Emotional

Support Animal is accepted on campus, the student or employee will be required to register the animal and follow the accommodations given by the appropriate staff person.

2. Care and Supervision

a. The care and supervision of a Service/Emotional Support Animal is the responsibility of the animal's owner and/or handler. The handler must ensure the animal is in good health and has been inoculated and licensed in accordance with local regulations with the burden of proving licensure and inoculation on the person with a disability. Dogs must wear a rabies tag at all times.

b. The Service/Emotional Support Animal (or any other animal on campus) must be under the control of the handler at all times and may not be left alone. All animals on campus must be restrained by a leash or other appropriate device that does not exceed six (6) feet in length. In situations where a leash or other device interferes with a Service Animal's ability to perform its task or service, the Service Animal must remain under control of the handler at all times.

c. The owner and handler of any Service Animal, Emotional Support Animal, or Pet is responsible for any damage of personal property or any injuries to an individual caused by the animal.

d. The handler must ensure the animal is "housebroken" and trained and must clean up and remove all animal waste created by the animal.

e. A Service Animal, Emotional Support Animal, or Pet may not disrupt the operation of the College or any class.

B. Responsibilities of the College Community

1. Service Animals

If the need for a Service Animal is obvious, College officials may not question the presence of the animal on campus. If the need for a Service Animal is not obvious, College officials are permitted to ask the handler two questions:

a. Is the animal required because of a disability?

b. What work or task(s) has the animal been individually trained to perform?

At no time may a College official require a Service Animal to demonstrate the tasks for which they have been trained nor may they inquire as to the nature of the individual's disability.

If another person on campus has a covered disability under the ADA and it includes an allergic reaction to animals and that person has contact with a Service Animal, a request for accommodation should be made by the individual to the Director of Human Resources (if an employee) or the Disability Services Office (if a student). All facts surrounding the concern will be considered in an effort to resolve the concern and provide reasonable accommodation for both individuals.

2. Emotional Support Animals

The determination of whether a student or employee with a disability is allowed to have an Emotional Support Animal on campus shall be made on a case-by-case basis. Students and employees may request, as a reasonable accommodation for a disability, the need to have an Emotional Support Animal on campus, provided they have documentation from a physician or mental health professional. The College is not required to grant reasonable accommodations that would result in a fundamental alteration of a

program or would constitute an undue burden. Any requests for a reasonable accommodation for an Emotional Support Animal shall be directed to the Disability Service Office (students) or the Office of Human Resources (employees).

In determining request for accommodations for an Emotional Support Animal, the consideration is:

- a) Does the person have a disability (i.e. a physical or mental impairment that substantially limits one or more major life activities) with supporting recent documentation from a physician or mental health professional describing the need for an Emotional Support Animal?
- b) Does the Emotional Support Animal perform tasks or services for the benefit of the person or provide emotional support that alleviates one or more of the identified symptoms or effects of the person's existing disability?
- c) Is the request an undue burden on the College or does it fundamentally alter a College program?

C. Removal of Service Animals, Emotional Support Animals, or Pets

The College has the authority to remove a Service/Emotional Support Animal (or any other animal) from its facilities or properties if the animal becomes unruly or disruptive, unclean and/or unhealthy, and to the extent that the animal's behavior or condition poses a direct threat to the health or safety of others or otherwise causes a fundamental alteration in the College's services, programs, or activities.

It is a Class 3 misdemeanor "to disguise an animal as a service animal or service animal in training". N.C.G.S. § 168-4.5. In other words, it is a crime under North Carolina law to attempt to obtain access for an animal under the false pretense that it is a Service Animal.

Additionally, any employee or student who violates any portion of this procedure is subject to disciplinary action.

Policy 5.4.6 STUDENT CLUBS AND ORGANIZATIONS

I. Overview

The College attempts to provide extracurricular activities for students since the College believes that such activities contribute to the overall growth and educational development of an individual. Students are expected to exhibit high standards of responsible citizenship during all College functions whether on or off campus. The Division of Student Services encourages and helps conduct a program of student activities. The student activity program is a part of the educational experience available to all students. Admission for all student activities shall be non-discriminatory.

II. Student Government Association

A. The Student Government Association ("SGA") is made up of representatives from the student body. The SGA coordinates and regulates student activities and serves as the student body's official voice. The President of the SGA is a non-voting member of the College's Board of Trustees.

B. The SGA's organizational documents shall be updated and shall be on file with the College's Coordinator of Student Activities & Events ("Coordinator"). Any revisions to the SGA's organizational documents shall be reviewed and approved by the College President.

C. State funds cannot be used for athletics or other extracurricular activities; therefore, almost all student activities are established and maintained by SGA funds. SGA funds are derived from a portion of

student activity fees. The SGA budget will be approved by the SGA and submitted for approval by the President and Board of Trustees as early in the school year as possible. Once approved, no further approvals for expenditure of funds will be required by the SGA unless changes to the budget are adopted. All expenditures of funds must still be approved by the Coordinator.

III. Other Student Clubs and Organizations

A. The College maintains that extracurricular activities compliment the academic programs. Students are encouraged to participate in all phases of the student activities program as long as such participation is consistent with sound educational practices.

B. The following criteria must be considered by clubs who seek recognition as an official College student organization:

1. The organization must serve an area of student activity need;
2. The membership provisions must not exclude anyone because of his/her race, color, religion, sex, gender, national origin, age, disability or sexual orientation;
3. The organization must agree to abide by the College's policies and administrative procedures;
4. The organization's purpose must be compatible with the College's philosophy and educational objectives; and
5. Such other reasonable rules and regulations required by the President.

C. Recognized Student Clubs and Organizations. Only officially recognized student clubs and organizations shall be allowed to function on the College's campus. In order to achieve recognition, the applying club or organization must complete an official application, on file with the Coordinator, and receive approval by the SGA, the Vice President for Student Services and the President.

IV. Fundraising

The President, in consultation with the Vice President for Student Services and the Coordinator, shall establish rules and regulations regarding student clubs and organizations fundraising activities. In addition to such rules and regulations, student clubs and organizations are limited as follows:

A. Raffles - The NC General Statutes consider raffles as a form of gambling and are generally unlawful in the state of North Carolina. However, there is an exception that allows two (2) raffles per year for each tax exempt non-profit organization. The total cash prizes offered or paid by any exempt non-profit organization may not exceed ten thousand dollars (\$10,000) in any calendar year.

Student clubs and organizations are encouraged to use alternative methods of fundraising aside from raffles.

B. Food - Based upon NC Health Department Sanitation requirements, clubs and organizations may sell only pre-packaged food items, professionally prepared, pre- wrapped items and beverages in sealed containers and must comply with all local Health Department regulations. Examples of these items include bottled/canned soft drinks, pre-wrapped sub sandwiches, wrapped/package desserts, etc. Muffins or cookies must be pre-packaged. The sale of food prepared or assembled at point of sale, such

items as tacos, hot dogs, chili, sandwiches, etc. is prohibited. The sale of potentially hazardous foods as described in 15A NCAC 18A .2635(9) shall not be allowed.

Title IX

Haywood Community College strives to make its campuses inclusive and a safe and welcoming learning environment for all members of the College community. Pursuant to multiple federal and state laws and administrative regulations and pursuant to College policy, the College prohibits discrimination in its educational programs and activities based on sex.

Title IX is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity. Under Title IX, discrimination on the basis of sex includes quid pro quo harassment, sexual harassment, and sexual assault, stalking, dating or domestic violence (collectively referred to as "sexual harassment"). The College's Title IX Coordinator has oversight responsibility for handling sexual harassment complaints and for identifying and addressing any patterns and/or systemic problems involving sexual discrimination or harassment.

All allegations involving sexual harassment should be directed to the College's Title IX Coordinator, Dr. Michael Coleman, and addressed under procedure 3.3.7.1/5.3.4.1. For other complaints of discrimination and harassment not related to sexual harassment, refer to Discrimination and Harassment Procedure 3.3.7.2/5.3.4.2.

Sexual Misconduct

Quid pro quo harassment; unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College's education program or activity, including conduct based on sex stereotyping; or any instance of sexual assault, dating violence, domestic violence, or stalking.

Quid pro quo harassment is a person having power or authority over another and conditioning an educational or employment benefit or service or access to receiving the educational or employment benefit or service upon a person's participation in unwelcome sexual conduct.

Reporting

The College's Title IX Coordinator oversees compliance with the College's Procedures and Title IX regulations. Questions about these Procedures should be directed to the Title IX Coordinator. Anyone wishing to make a report relating to sexual harassment may do so by reporting the concern to the College's Title IX Coordinator in person, by mail, by telephone, by email, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report of alleged sexual harassment. The contact information for the Title IX Coordinator is found on the right-hand side of this page.

Students may also utilize an online incident report.

Title IX Administrators

Compliance Officers

For Students

Dr. Michael Coleman
Vice President of Student Services
185 Freedlander Drive
Clyde, NC 28721
wcoleman@haywood.edu
Phone (828) 565-4220
Fax (828) 627-4513
Room 1525A 8am-4pm

For Employees

Sara Phillips
Human Resource Director
185 Freedlander Drive
Clyde, NC 28721
sjphillips@haywood.edu
Phone (828) 627-4529
Fax (828) 627-3606
Room 105 8am-4pm

What you need to know

Haywood Community College
Student Code of Conduct

Resources

Public Safety on Campus
Cell (828) 734-5410
Office (828) 627-4514

ARO (Armed Resource Officer)

Cell (828) 593-8477
HCC Security Web Page
Clery Security Report

Our Voice

Office for Civil Rights

Domestic Violence

REACH of Haywood County
KARE of Haywood County

HCC Counseling Services

Reporting to Local Law Enforcement

Individuals may report sexual harassment directly to local law enforcement agencies by dialing 911. Individuals who make a criminal allegation may also choose to pursue the College's grievance procedure simultaneously. A criminal investigation into the matter does not release the College from its obligation to conduct its own investigation (nor is a criminal investigation determinative of whether sexual harassment has occurred). However, the College's investigation may be delayed temporarily while the criminal investigators are gathering evidence. In the event of such a delay, the College must make available supportive measures when necessary to protect the alleged Complainant and/or the College community.

Individuals may choose not to report alleged sexual harassment to law enforcement authorities. The College respects and supports individuals' decisions regarding reporting; nevertheless, the College may notify appropriate law enforcement authorities if legally required or warranted by the nature of the allegations.

Limited Immunity

The College community encourages the reporting of misconduct and crimes. Sometimes, complainants or witnesses are hesitant to report to College officials or participate in resolution processes because they fear they themselves may be accused of various policy violations. It is in the best interest of this College that as many complainants as possible choose to report to College officials and that witnesses come forward to share what they know. To encourage reporting, the College offers sexual harassment complainants and witnesses amnesty from minor policy violations.

Protection Against Retaliation

The College will not in any way retaliate against an individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report or complaint, testified, assisted, participated, or refused to participate in any manner in an investigation, proceeding, or hearing under these Procedures.

Retaliation is a violation of College policy regardless of whether the underlying allegations are ultimately found to have merit. Reports of retaliation are treated separately from reports or complaints of sexual harassment.

Process

The Title IX Administrator ensures that the report is addressed through the identified resolution procedures and policies, and that the incident is resolved in a timely, fair, and impartial manner. Reports are examined based on the policies and procedures of the College where compliance with Title IX is of the utmost importance.

Education

All new students and all employees shall be required to participate in a primary prevention and awareness program that promotes awareness of sexual harassment. This program will be held annually at the beginning of each fall semester.

At this annual training, students and employees must receive training in the following areas:

- A. Information about safe and positive options for bystander intervention skills;

- B. What "consent" means with reference to sexual activities;
- C. Risk reduction programs so students recognize and can avoid abusive behaviors or potential attacks;
- D. How and to whom to report an incident regarding discrimination, harassment, and sex-based violence;
- E. The importance of preserving physical evidence in a sex-based violent crime; and
- F. Options about the involvement of law enforcement and campus authorities, including the alleged victim's option to: i) notify law enforcement; ii) be assisted by campus authorities in notifying law enforcement; iii) decline to notify law enforcement; and iv) obtain "no-contact" or restraining orders.

Each year, all students and employees will receive an electronic copy of these Procedures sent to their College email address of record. These Procedures will be maintained online on the College's website, and a hard copy will be kept on file (in English and Spanish) in the Title IX Coordinator's office. Other translations will be made available upon request.

We created a course in Moodle for students and employees to test their Title IX knowledge. This course can be taken at their convenience. Questions about the course and Title IX as it relates to students can be answered by Dr. Michael Coleman, Vice President of Student Services at 828-565-4220 (mwcoleman@haywood.edu).

You may take the course as many times as you wish. There is no passing score. The important thing is to learn the information and resources available to students.

The student course can be found at: <http://moodle2.haywood.edu/course/view.php?id=2639>

Career and College Promise Program of Study

The Career and College Promise program allows eligible high school students to earn college credit, tuition free, during their junior and senior years in high school. Students who meet academic eligibility requirements are able to enroll in college classes through career technical education or college transfer pathways. Courses in these dual credit programs are taught on the high school campuses, at Haywood Community College, and online. Career and College Promise students have the opportunity to meet two graduation requirements, both in high school and college, simultaneously, allowing them to save time and money.

These programs are designed to provide a seamless dual enrollment educational opportunity to accelerate completion of college certificates, diplomas, and associate degrees that provide entry-level job skills or lead to college transfer. Upon completing a career technical pathway, high school students are awarded a certificate in that program from Haywood Community College. College Transfer students can earn anywhere from three to thirty hours of college transferable credit to meet the general education requirements within all of the 16 North Carolina Universities and many private Colleges and Universities within our region.

For more information on Career and College Promise visit our website at <https://www.haywood.edu/programs/index.php> or by contacting Haywood Community College's Transitional Studies and High School Partnerships Dean, Jessica Honeycutt, at HCC-CCP@haywood.edu or (828) 565-4119.

College Transfer Pathways

- Career and College Promise College Transfer Pathway Leading to the Associate in Arts (P1012C)
- Career and College Promise College Transfer Pathway Leading to the Associate in Arts in Teacher Preparation (P1012T)
- Career and College Promise College Transfer Pathway Leading to the Associate in Engineering (P1052C)
- Career and College Promise College Transfer Pathway Leading to the Associate in Science (P1042C)
- Career and College Promise College Transfer Pathway Leading to the Associate in Science in Teacher Preparation (P1042T)
- Career and College Promise Associate Degree Nursing (ADN) Pathway (P1032C)

Career Technical Education Pathways

- Accounting and Finance (C25800CA)
- Automotive Systems Technology (C60160CP)
- Business Administration-Business Basics (C25120CB)
- Business Administration-Marketing (C25120CM)
- Collision Repair and Refinishing Technology (C60130CP)
- Computer-Integrated Machining Technology (C50210CP)
- Criminal Justice Technology I and II (C55180II)
- Early Childhood Preschool (C55860CP)
- Electrical Systems Technology (C35130CP)
- Forestry Management Technology (C15200CP)
- Information Technology-Cyber Security (C25590CP)
- Medical Office Administration (C25310CM)
- Welding Technology-Basic (C50420CP)

CCP WORKFORCE & INDUSTRY TRAINING PATHWAYS

ELIGIBILITY REQUIREMENTS:

- A. Be a high school junior or senior, and
 - 1. Have an unweighted, cumulative GPA of 2.8 or higher on high school courses; or
 - 2. Demonstrate college readiness in English, reading and mathematics on an assessment (See Attachment A for college readiness scores.)

OR

- B. Be a high school junior or senior, and
 - 1. Have the recommendation of the high school principal or his/her designee and have the high school principal or his/her designee's rationale for recommendation in place of GPA requirement; and
 - 2. Have the recommendation of the college's Chief Academic Officer or Chief Student Development Administrator

*With approval a student may concurrently enroll in:

- A. Two WCE Pathways or
- B. One College Transfer Pathway and one WCE Pathway or
- C. One curriculum CTE Pathway and one WCE Pathway

Programs offered for Central Haywood, Pisgah, and Tuscola High School students only:

- PHM 3250 PHARMACY TECHNICIAN

A career as a pharmacy technician prepares students to assist the pharmacist in dispensing medications and advancing patient safety.

Upon successful completion of the program, students are eligible to take the Pharmacy Technician Certification Examination® (PTCE®) which prepares students to become a Certified Pharmacy Technician (CPhT).

- EMS 4200 EMERGENCY MEDICAL TECHNICIAN

EMTs provide out-of-hospital emergency care and transportation for sick or injured patients who access the EMS system. EMTs have the basic knowledge and skills necessary to stabilize and safely transport patients ranging from nonemergency and routine medical transports to life-threatening emergencies.

PREREQUISITES:

- 1. 17 years of age on or before the official end date of the course.
- 2. Possession of a high school diploma, high school equivalency or successful completion of an exam assessing basic reading comprehension skills at a minimum at the eleventh-grade level.

- FIP 3031 FIRE FIGHTER TRAINING BLOCK 1

This course includes Orientation, Fire Service Communications, Firefighter Health & Safety, Personal Protective Equipment, Building Construction, Portable Extinguishers, Fire Behavior, Tools and Forcible Entry, and Loss Control.

- FIP 3032 FIRE FIGHTER TRAINING BLOCK 2

This course includes Ladders, Ventilation, Ropes & Knots, Search & Rescue, Water Supplies, Hose, Streams, and Appliances, and Emergency Medical Care.

- FIP 3033 FIRE FIGHTER TRAINING BLOCK 3

This course includes Rescue, Fire Detection & Suppression Systems, Fire and Life Safety Initiatives, Mayday, Firefighter Safety and Survival, Hazardous Materials Ops, and TIMS.

Programs offered for Central Haywood High School students only:

- NUR 3240 NURSE AID I

Certified Nursing Assistants, CNA, are the caregivers who, for the most part, help patients of all ages perform the most basic day-to-day tasks. CNA's work under the supervision of a nurse, and since they have extensive daily contact with each patient, they place a key role in keeping the nurse up-to-date on vital information about the patient's conditions.

PREREQUISITES:

- Students must have reading test results at a 9th grade level or above.
- If under age 18, need a minor permission form filled out by the student, parent or guardian and principal.

Location of courses: Haywood Community College/Online

College Transfer Pathways

Career and College Promise College Transfer Pathway Leading to the Associate in Arts (P1012C)

The CCP College Transfer Pathway Leading to the Associate in Arts is designed for high school juniors and seniors who wish to begin study toward the Associate in Arts degree and a baccalaureate degree in a non-STEM major. The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC) component of the Comprehensive Articulation Agreement.

English Composition: 6 semester hours required

		Lec	Lab	Clinic	Credit
ENG-111	Writing and Inquiry	3	0	0	3
ENG-112	Writing/Research in the Disciplines	3	0	0	3

Humanities/Fine Arts/Communications: 9 semester hours

from 2 disciplines

		Lec	Lab	Clinic	Credit
ART-111	Art Appreciation	3	0	0	3
ART-114	Art History Survey I	3	0	0	3
ART-115	Art History Survey II	3	0	0	3
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
ENG-231	American Literature I	3	0	0	3
ENG-232	American Literature II	3	0	0	3
ENG-241	British Literature I	3	0	0	3
ENG-242	British Literature II	3	0	0	3
MUS-110	Music Appreciation	3	0	0	3
MUS-112	Introduction to Jazz	3	0	0	3
PHI-215	Philosophical Issues	3	0	0	3
PHI-240	Introduction to Ethics	3	0	0	3

Social and Behavioral Sciences: 9 semester hours from 2 disciplines

		Lec	Lab	Clinic	Credit
ECO-251	Principles of Microeconomics	3	0	0	3
ECO-252	Principles of Macroeconomics	3	0	0	3
HIS-111	World Civilizations I	3	0	0	3
HIS-112	World Civilizations II	3	0	0	3
HIS-131	American History I	3	0	0	3
HIS-132	American History II	3	0	0	3
POL-120	American Government	3	0	0	3
PSY-150	General Psychology	3	0	0	3
SOC-210	Introduction to Sociology	3	0	0	3

Mathematics: 3-4 semester hours required

		Lec	Lab	Clinic	Credit
MAT-143	Quantitative Literacy	2	2	0	3
MAT-152	Statistical Methods I	3	2	0	4
MAT-171	Precalculus Algebra	3	2	0	4

Natural Sciences: 4 semester hours required		Lec	Lab	Clinic	Credit
BIO-111	General Biology I	3	3	0	4
CHM-151	General Chemistry I	3	3	0	4
GEL-111	Geology	3	2	0	4
PHY-110	Conceptual Physics	3	0	0	3
and PHY-110A	Conceptual Physics Lab	0	2	0	1
Academic Transition: 1 semester hour required		Lec	Lab	Clinic	Credit
ACA-122	College Transfer Success	0	2	0	1
Foreign Language: 6 semester hours (Optional)		Lec	Lab	Clinic	Credit
SPA-111	Elementary Spanish I	3	0	0	3
SPA-112	Elementary Spanish I	3	0	0	3

High school students in the CCP College Transfer Pathway Leading to the Associate in Arts must complete the entire pathway before taking additional courses in the Associate in Arts degree, with the exception of mathematics courses beyond MAT-171 in the Associate in Arts.

Career and College Promise College Transfer Pathway Leading to the Associate in Arts in Teacher Preparation (P1012T)

The CCP College Transfer Pathway Leading to the Associate in Arts in Teacher Preparation is designed for high school students who wish to begin study toward the Associate in Arts in Teacher Preparation degree and a baccalaureate degree in teaching in a non-STEM major.

General Education (31-32 semester hours). The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC) component of the Comprehensive Articulation Agreement.

English Composition: 6 semester hours required

		Lec	Lab	Clinic	Credit
ENG-111	Writing and Inquiry	3	0	0	3
ENG-112	Writing/Research in the Disciplines	3	0	0	3

Humanities/Fine Arts/Communications: 9 semester hours

from 2 disciplines

		Lec	Lab	Clinic	Credit
ART-111	Art Appreciation	3	0	0	3
ART-114	Art History Survey I	3	0	0	3
ART-115	Art History Survey II	3	0	0	3
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
DRA-111	Theatre Appreciation	3	0	0	3
ENG-231	American Literature I	3	0	0	3
ENG-232	American Literature II	3	0	0	3
ENG-241	British Literature I	3	0	0	3
ENG-242	British Literature II	3	0	0	3
MUS-110	Music Appreciation	3	0	0	3
MUS-112	Introduction to Jazz	3	0	0	3
PHI-215	Philosophical Issues	3	0	0	3
PHI-240	Introduction to Ethics	3	0	0	3

Social and Behavioral Sciences: 6 semester hours from 2 disciplines

		Lec	Lab	Clinic	Credit
ECO-251	Principles of Microeconomics	3	0	0	3
ECO-252	Principles of Macroeconomics	3	0	0	3
HIS-111	World Civilizations I	3	0	0	3
HIS-112	World Civilizations II	3	0	0	3
HIS-131	American History I	3	0	0	3
HIS-132	American History II	3	0	0	3
POL-120	American Government	3	0	0	3
PSY-150	General Psychology	3	0	0	3
SOC-210	Introduction to Sociology	3	0	0	3

Mathematics: 3-4 semester hours required

		Lec	Lab	Clinic	Credit
MAT-143	Quantitative Literacy	2	2	0	3
MAT-152	Statistical Methods I	3	2	0	4
MAT-171	Precalculus Algebra	3	2	0	4

Natural Sciences: 4 semester hours required		Lec	Lab	Clinic	Credit
BIO-111	General Biology I	3	3	0	4
CHM-151	General Chemistry I	3	3	0	4
GEL-111	Geology	3	2	0	4
PHY-110	Conceptual Physics	3	0	0	3
and PHY-110A	Conceptual Physics Lab	0	2	0	1

Other Required General Education: 3 semester hour required		Lec	Lab	Clinic	Credit
SOC-225	Social Diversity	3	0	0	3

Other Required Hours: 8 semester hours

Education: 7 semester hours		Lec	Lab	Clinic	Credit
EDU-187	General Biology I	3	3	0	4
EDU-216	Foundations of Education	3	0	0	3

**Students who have completed Teacher Cadet or Teaching as a Profession courses in in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All. High school faculty must meet transfer level qualifications as established by SACSCOC or other accrediting body.

Academic Transition: 1 semester hour required		Lec	Lab	Clinic	Credit
ACA-122	College Transfer Success	0	2	0	1

Foreign Language: 6 semester hours (Optional)		Lec	Lab	Clinic	Credit
SPA-111	Elementary Spanish I	3	0	0	3
SPA-112	Elementary Spanish I	3	0	0	3

High school students in the CCP College Transfer Pathway Leading to the Associate in Arts in Teacher Preparation must complete the entire pathway before taking additional courses in the Associate in Arts in Teacher Preparation with the exception of mathematics courses beyond MAT-171 in the Associate in Arts.

Career and College Promise Transfer Pathway Leading to the Associate in Engineering (P1052C)

The College Transfer Pathway (CCP) leading to the Associate in Engineering is designed for high school juniors and seniors who wish to begin study toward the Associate in Engineering degree and a baccalaureate degree in a STEM or technical major.

English Composition: 6 semester hours required		Lec	Lab	Clinic	Credit
ENG-111	Writing and Inquiry	3	0	0	3
ENG-112	Writing/Research in the Disciplines	3	0	0	3

Humanities/Fine Arts/Communications: 3 semester hours required		Lec	Lab	Clinic	Credit
ART-111	Art Appreciation	3	0	0	3
ART-114	Art History Survey I	3	0	0	3
ART-115	Art History Survey II	3	0	0	3
COM-231	Public Speaking	3	0	0	3
ENG-231	American Literature I	3	0	0	3
ENG-232	American Literature II	3	0	0	3
ENG-241	British Literature I	3	0	0	3
ENG-242	British Literature II	3	0	0	3
MUS-110	Music Appreciation	3	0	0	3
MUS-112	Introduction to Jazz	3	0	0	3
PHI-215	Philosophical Issues	3	0	0	3
PHI-240	Introduction to Ethics	3	0	0	3

Social/Behavioral Sciences: 3 semester hours required		Lec	Lab	Clinic	Credit
ECO-251	Principles of Microeconomics	3	0	0	3

Note: Calculus I is the lowest level math course that will be accepted by the Engineering programs for transfer as a math credit. Students who are not calculus –ready will need to take additional math courses.

Mathematics: 8 semester hours required		Lec	Lab	Clinic	Credit
MAT-271	Calculus I	3	2	0	4
MAT-272	Calculus II	3	2	0	4

High school students in the CCP College Transfer Pathway Leading to the Associate in Engineering must complete the entire pathway before taking additional courses in the Associate in Engineering degree with the following exception: Students may take additional math courses beyond MAT 272 that are required for the Associate in Engineering degree.

Natural Sciences: 8 semester hours required		Lec	Lab	Clinic	Credit
CHM-151	General Chemistry I	3	3	0	4
PHY-251	General Physics I	3	3	0	4
PHY-252	General Physics II	3	3	0	4

Other Required Courses:		Lec	Lab	Clinic	Credit
ACA-122	College Transfer Success	0	2	0	1

Engineering Courses: 5 semester hours required		Lec	Lab	Clinic	Credit
EGR-150	Intro to Engineering	1	2	0	2
DFT-170	Engineering Graphics	2	2	0	3

Pre-requisite General Education Hours: 0-8 semester hours required		Lec	Lab	Clinic	Credit
MAT-171	Precalculus Algebra	3	2	0	4
MAT-172	Precalculus Trigonometry	3	2	0	4

Students who do not place directly into MAT-271 must complete MAT-171 and MAT-172 prior to enrolling in MAT-271 Calculus I.

Foreign Language: 6 semester hours (Optional)		Lec	Lab	Clinic	Credit
SPA-111	Elementary Spanish I	3	0	0	3
SPA-112	Elementary Spanish II	3	0	0	3

Career and College Promise College Transfer Pathway Leading to the Associate in Science (P1042C)

The CCP College Transfer Pathway Leading to the Associate in Science is designed for high school juniors and seniors who wish to begin study toward the Associate in Science degree and a baccalaureate degree in a STEM or technical major. The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC).

English Composition: 6 semester hours required

		Lec	Lab	Clinic	Credit
ENG-111	Writing and Inquiry	3	0	0	3
ENG-112	Writing/Research in the Disciplines	3	0	0	3

Humanities/Fine Arts/Communications: 6 semester hours

from 2 disciplines

		Lec	Lab	Clinic	Credit
ART-111	Art Appreciation	3	0	0	3
ART-114	Art History Survey I	3	0	0	3
ART-115	Art History Survey II	3	0	0	3
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
ENG-231	American Literature I	3	0	0	3
ENG-232	American Literature II	3	0	0	3
ENG-241	British Literature I	3	0	0	3
ENG-242	British Literature II	3	0	0	3
MUS-110	Music Appreciation	3	0	0	3
MUS-112	Introduction to Jazz	3	0	0	3
PHI-215	Philosophical Issues	3	0	0	3
PHI-240	Introduction to Ethics	3	0	0	3

Social and Behavioral Sciences: 6 semester hours from 2 disciplines

		Lec	Lab	Clinic	Credit
ECO-251	Principles of Microeconomics	3	0	0	3
ECO-252	Principles of Macroeconomics	3	0	0	3
HIS-111	World Civilizations I	3	0	0	3
HIS-112	World Civilizations II	3	0	0	3
HIS-131	American History I	3	0	0	3
HIS-132	American History II	3	0	0	3
POL-120	American Government	3	0	0	3
PSY-150	General Psychology	3	0	0	3
SOC-210	Introduction to Sociology	3	0	0	3

Mathematics: 8 semester hours required

		Lec	Lab	Clinic	Credit
MAT-171	Precalculus Algebra	3	2	0	4
MAT-172	Precalculus Trigonometry	3	2	0	4
MAT-271	Calculus I	3	2	0	4
MAT-272	Calculus II	3	2	0	4

Natural Sciences: 8 semester hours required

		Lec	Lab	Clinic	Credit
BIO-111	General Biology I	3	3	0	4
and BIO-112	General Biology II	3	3	0	4

CHM-151	General Chemistry I	3	3	0	4
and CHM-152	General Chemistry II	3	3	0	4
PHY-151	College Physics I	3	2	0	4
and PHY-152	College Physics II	3	2	0	4
PHY-251	General Physics I	3	2	0	4
and PHY-252	General Physics II	3	2	0	4
Academic Transition: 1 semester hour required		Lec	Lab	Clinic	Credit
ACA-122	College Transfer Success	0	2	0	1
Foreign Language: 6 semester hours (Optional)		Lec	Lab	Clinic	Credit
SPA-111	Elementary Spanish I	3	0	0	3
SPA-112	Elementary Spanish II	3	0	0	3

High school students in the CCP College Transfer Pathway Leading to the Associate in Science must complete the entire pathway before taking additional courses in the Associate in Science degree with the exception of mathematics courses beyond MAT-271.

Career and College Promise Transfer Pathway Leading to the Associate in Science Teacher Preparation (P1042T)

The CCP College Transfer Pathway Leading to the Associate in Science in Teacher Preparation is designed for high school students who wish to begin study toward the Associate in Science in Teacher Preparation degree and a baccalaureate degree in teaching in a STEM or technical major.

General Education: (34 semester hours) The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC).

English Composition: 6 semester hours required		Lec	Lab	Clinic	Credit
ENG-111	Writing and Inquiry	3	0	0	3
ENG-112	Writing/Research in the Disciplines	3	0	0	3

Humanities/Fine Arts/Communications: 6 semester hours from at least 2 disciplines

		Lec	Lab	Clinic	Credit
ART-111	Art Appreciation	3	0	0	3
ART-114	Art History Survey I	3	0	0	3
ART-115	Art History Survey II	3	0	0	3
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
ENG-231	American Literature I	3	0	0	3
ENG-232	American Literature II	3	0	0	3
ENG-241	British Literature I	3	0	0	3
ENG-242	British Literature II	3	0	0	3
MUS-110	Music Appreciation	3	0	0	3
MUS-112	Introduction to Jazz	3	0	0	3
PHI-215	Philosophical Issues	3	0	0	3
PHI-240	Introduction to Ethics	3	0	0	3

Social and Behavioral Sciences: 3 semester hours		Lec	Lab	Clinic	Credit
ECO-251	Principles of Microeconomics	3	0	0	3
ECO-252	Principles of Macroeconomics	3	0	0	3
HIS-111	World Civilizations I	3	0	0	3
HIS-112	World Civilizations II	3	0	0	3
HIS-131	American History I	3	0	0	3
HIS-132	American History II	3	0	0	3
POL-120	American Government	3	0	0	3
PSY-150	General Psychology	3	0	0	3
SOC-210	Introduction to Sociology	3	0	0	3

Mathematics: 8 semester hours required, select 2 courses		Lec	Lab	Clinic	Credit
MAT-171	Precalculus Algebra	3	2	0	4
MAT-172	Precalculus Trigonometry	3	2	0	4
MAT-271	Calculus I	3	2	0	4
MAT-272	Calculus II	3	2	0	4

Natural Sciences: 8 semester hours required		Lec	Lab	Clinic	Credit
BIO-111	General Biology I	3	3	0	4
And BIO-112	General Biology II	3	3	0	4
or CHM-151	General Chemistry I	3	3	0	4
and CHM-152	General Chemistry II	3	3	0	4
GEL-111	Geology	3	2	0	4
and PHY-110	Conceptual Physics	3	0	0	3
and PHY-110	Conceptual Physics Lab	0	1	0	1
or PHY-151	College Physics I	3	2	0	4
and PHY-152	College Physics II	3	2	0	4
or PHY-251	General Physics I	3	2	0	4
and PHY-252	General Physics II	3	2	0	4

Other Required General Education: 3 credit hours		Lec	Lab	Clinic	Credit
SOC-225	Social Diversity	3	0	0	3

Total General Education Hours Required: 34

Other Required Hours: 8 Semester hours

Education: 7 credit hours		Lec	Lab	Clinic	Credit
EDU-187	Teaching and Learn for All**	4	0	0	4
EDU-216	Foundations of Education	3	0	0	3

**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.

Academic Transition: 1 semester hour required		Lec	Lab	Clinic	Credit
ACA-122	College Transfer Success	0	2	0	1

Total Semester Credit Hours in Pathway: 42-48

Foreign Language: 6 semester hours (Optional)		Lec	Lab	Clinic	Credit
SPA-111	Elementary Spanish I	3	0	0	3
SPA-112	Elementary Spanish I	3	0	0	3

High school students in the CCP College Transfer Pathway Leading to the Associate in Science in Teacher Preparation must complete the entire pathway before taking additional courses in the Associate in Science in Teacher Preparation degree, with the exception of mathematics courses beyond MAT-271.

Career and College Promise Associate Degree Nursing (ADN) Pathway (P1032C)

The Career and College Promise (CCP) ADN Pathway is designed for high school juniors and seniors who wish to begin their educational studies toward the Associate in Nursing degree and a Baccalaureate degree in Nursing. The Pathway is based on Block 1 of the Uniform Articulation Agreement between the University of North Carolina's Registered Nurse to Bachelor of Science in Nursing 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.

A student who completes an Associate in Applied Science (AAS) in Nursing, which includes the courses listed below, with a GPA of at least 2.0 and a grade of C or better and completes the courses in Blocks 2-3 of the Uniform Articulation Agreement between the University of North Carolina's Registered Nurse to Bachelor of Science in Nursing programs and the North Carolina Community College Associate Degree Nursing Programs with a GPA of at least 2.0 and a grade of C or better 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.

English Composition: 6 semester hours required		Lec	Lab	Clinic	Credit
ENG-111	Writing and Inquiry	3	0	0	3
ENG-112	Writing/Research in the Disciplines	3	0	0	3
Humanities/Fine Arts: 3 semester hours required		Lec	Lab	Clinic	Credit
ART-111	Art Appreciation	3	0	0	3
ART-114	Art History Survey I	3	0	0	3
ART-115	Art History Survey II	3	0	0	3
HUM-115	Critical Thinking	3	0	0	3
MUS-110	Music Appreciation	3	0	0	3
MUS-112	Introduction to Jazz	3	0	0	3
PHI-215	Philosophical Issues	3	0	0	3
PHI-240	Introduction to Ethics	3	0	0	3
Social/Behavioral Sciences: 6 semester hours required		Lec	Lab	Clinic	Credit
PSY-150	General Psychology	3	0	0	3
PSY-241	Developmental Psychology	3	0	0	3
Natural Sciences: 8 semester hours required		Lec	Lab	Clinic	Credit
BIO-168	Anatomy and Physiology I	3	3	0	4
BIO-169	Anatomy and Physiology II	3	3	0	4
Other Required Courses:		Lec	Lab	Clinic	Credit
ACA-122	College Transfer Success	0	2	0	1

Career Technical Education Pathways

The Career and College Promise Career Technical Education Pathway leads to a certificate or diploma aligned with a high school Career Cluster. See options for various programs of study below:

Accounting and Finance Certificate CCP (C25800CA)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACC-120	Principles of Financial Accounting	3	2	0	4
ACC-129	Individual Income Taxes	2	2	0	3
				Total:	7

Spring Semester 1

ACC-121	Principles of Managerial Accounting	3	2	0	4
BUS-115	Business Law I	3	0	0	3
				Total:	7

Total Credit Hours: 14

Automotive Systems Technology Certificate CCP (C60160CP)

Fall Semester 1		Lec	Lab	Clinic	Credit
TRN-110	Introduction to Transport Technology	1	2	0	2
TRN-120	Basic Transportation Electricity	4	3	0	5
				Total:	7

Spring Semester 1

Spring Semester 1		Lec	Lab	Clinic	Credit
AUT-151	Brake Systems	2	3	0	3
AUT-181	Engine Performance I	2	3	0	3
				Total:	6

Total Credit Hours: 13

Business Administration-Business Basics Certificate CCP (C25120CB)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACC-120	Principles of Financial Accounting	3	2	0	4
BUS-110	Introduction to Business	3	0	0	3
				Total:	7

Spring Semester 1

Spring Semester 1		Lec	Lab	Clinic	Credit
BUS-137	Principles of Management	3	0	0	3
MKT-120	Principles of Marketing	3	0	0	3
				Total:	6

Business Administration-Marketing Certificate CCP (C25120CM)

Fall Semester 1		Lec	Lab	Clinic	Credit
ETR-220	Innovation and Creativity	3	0	0	3
MKT-223	Customer Service	3	0	0	3
					Total: 13

Spring Semester 1		Lec	Lab	Clinic	Credit
MKT-120	Principles of Marketing	3	0	0	3
MKT-232	Social Media Marketing	3	2	0	4
					Total: 7

Total Credit Hours: 13

Collision Repair and Refinishing Technology Certificate CCP (C60130CP)

Fall Semester 1		Lec	Lab	Clinic	Credit
AUB-111	Painting and Refinishing I	2	6	0	4
WLD-110	Cutting Processes	1	3	0	2
					Total: 6

Spring Semester 1		Lec	Lab	Clinic	Credit
AUB-121	Non-Structural Damage I	1	4	0	3
AUB-131	Structural Damage I	2	4	0	4
					Total: 7

Total Credit Hours: 13

Computer-Integrated Machining Technology Certificate CCP (C50210CP)

Fall Semester 1		Lec	Lab	Clinic	Credit
MAC-114	Introduction to Metrology	2	0	0	2
MAC-131	Blueprint Reading/Mach I	1	2	0	2
MAC-141	Machining Applications I	2	6	0	4
					Total: 8

Spring Semester 1		Lec	Lab	Clinic	Credit
MAC-121	Introduction to CNC	2	0	0	2
MAC-229	CNC Programming	2	0	0	2
MAC-142	Machining Applications II	2	6	0	4
					Total: 8

Total Credit Hours: 16

Criminal Justice I and II Certificate CCP (C55180II)

Fall Semester 1

		Lec	Lab	Clinic	Credit
CJC-111	Introduction to Criminal Justice	3	0	0	3
CJC-112	Criminology	3	0	0	3
					Total: 6

Spring Semester 1

		Lec	Lab	Clinic	Credit
CJC-113	Juvenile Justice	3	0	0	3
CJC-131	Criminal Law	3	0	0	3
					Total: 6

Total Credit Hours: 12

Early Childhood Preschool Certificate CCP (C55860CP)

Fall Semester 1

		Lec	Lab	Clinic	Credit
EDU-119	Introduction to Early Childhood Education	4	0	0	4
EDU-131	Child, Family, and Community	3	0	0	3
EDU-146	Child Guidance	3	0	0	3
					Total: 10

Spring Semester 1

		Lec	Lab	Clinic	Credit
EDU-145	Child Development II	3	0	0	3
EDU-153	Health, Safety, and Nutrition	3	0	0	3
					Total: 6

Total Credit Hours: 16

Electrical Systems Technology Certificate CCP (C35130CP)

Fall Semester 1

		Lec	Lab	Clinic	Credit
ELC-113	Residential Wiring	2	6	0	4
					Total: 4

Spring Semester 1

		Lec	Lab	Clinic	Credit
ELC-114	Commercial Wiring	2	6	0	4
					Total: 4

Fall Semester 2

		Lec	Lab	Clinic	Credit
ELC-131	Circuit Analysis I	3	3	0	4
ELC-131A	Circuit Analysis I Lab	0	3	0	1
					Total: 5

Total Credit Hours: 13

Forestry Management Technology Certificate CCP (C15200CP)

Fall Semester 1		Lec	Lab	Clinic	Credit
FOR-121	Dendrology	2	6	0	4
FOR-171	Introduction to Forest Resources	3	0	0	3
FWL-142	Wildlife Management	2	3	0	3
					Total: 10

Spring Semester 1		Lec	Lab	Clinic	Credit
FOR-131	Forest Measurements	2	3	0	3
FOR-215	Introduction to GIS/GPS	1	4	0	3
					Total: 6

Total Credit Hours: 16

Information Technology-Cyber Security Certificate CCP (C25590CP)

Fall Semester 1		Lec	Lab	Clinic	Credit
CCT-110	Introduction to Cyber Crime	3	0	0	3
SEC-110	Security Concepts	2	2	0	3
					Total: 6

Spring Semester 1		Lec	Lab	Clinic	Credit
CTI-120	Network and Sec Foundation	2	2	0	3
NOS-120	Linux/UNIX Single User	2	2	0	3
SEC-160	Security Administration I	2	2	0	3
					Total: 9

Total Credit Hours: 15

Medical Office Administration Certificate CCP (C25310CM)

Fall Semester 1		Lec	Lab	Clinic	Credit
MED-121	Medical Terminology I	3	0	0	3
OST-149	Medical Legal Issues	3	0	0	3
					Total: 6

Spring Semester 1		Lec	Lab	Clinic	Credit
MED-122	Medical Terminology II	3	0	0	3
OST-148	Medical Insurance and Billing	3	0	0	3
					Total: 6

Total Credit Hours: 12

Welding Technology-Basic Certificate CCP (C50420CP)

Fall Semester 1		Lec	Lab	Clinic	Credit
BPR-111	Print Reading	1	2	0	2
WLD-110	Cutting Processes	1	3	0	2
WLD-115	SMAW (Stick) Plate	2	9	0	5
WLD-121	GMAW (MIG) FCAW/Plate	2	6	0	4

Total Credit Hours: 13

Curriculum Programs of Study

Haywood Community College offers curricular programs leading to an associate degree, diploma, or certificate. Courses offered are on the semester system, with each semester consisting of 16 weeks, 80 class days, or the equivalent. The summer session operates on an abbreviated schedule.

Suggested Schedules

Unless otherwise indicated, suggested schedules in this publication are for full-time day students. Many schedule combinations are possible to serve part-time, day, evening, or online students. **To plan a specific schedule to complete a degree, diploma, or certificate, see an adviser in the major discipline.**

Course and Program Changes

The quickest way to keep up with the latest changes in requirements and new curricular programs between catalog issues is by using the internet to visit the college website at www.haywood.edu.

Major Department

Students may contact the department offering the major for details and the latest programmatic changes.

Degree Programs

College Transfer

Associate in Arts (A10100)
Associate in Arts in Teacher Preparation (A1010T)
Associate in Engineering (A10500)
Associate in General Education Nursing (A1030N)
Associate in Science (A10400)
Associate in Science in Teacher Preparation (A1040T)

Associate in Applied Science with majors in the following fields of study:

Accounting and Finance (A25800)
Automotive Systems Technology (A60160)
Business Administration (A25120)
Collision Repair and Refinishing Technology (A60130)
Computer-Integrated Machining Technology (A50210)
Cosmetology (A55140)
Criminal Justice Technology (A55180)

Early Childhood Education-Birth-Kindergarten Licensure Transfer Track (A55220BK)
Early Childhood Education-Early Education Non-Licensure Transfer Track (A55220TR)
Early Childhood Education-Career Option (Non-Transfer) Track (A55220CO)
Fish and Wildlife Management Technology (A15160)
Forestry Management Technology (A15200)
Industrial Systems Technology (A50240)
Information Technology (A25590)
Medical Assisting (A45400)
Medical Office Administration (A25310)
Nursing (A45110)
RN Completer Track (A45110AP)
Professional Crafts - Clay (A30300)
Professional Crafts – Fiber (A30320)
Professional Crafts – Jewelry (A30340)
Professional Crafts – Wood (A30360)
Welding Technology (A50420)

Diploma Programs

Accounting and Finance (D25800)
Automotive Systems Technology (D60160)
Business Administration (D25120)
Collision Repair and Refinishing Technology (D60130)
Computer-Integrated Machining Technology (D50210)
Cosmetology (D55140)
Criminal Justice Technology (D55180)

Electrical Systems Technology (D35130)
Industrial Systems Technology (D50240)
Information Technology (D25590)
Medical Office Administration (D25310)
Professional Crafts-Clay (D30300)
Professional Crafts-Fiber (D30320)
Professional Crafts-Jewelry (D30340)
Professional Crafts-Wood (D30360)
Welding Technology (D5042)

Certificate Programs

Accounting and Finance (C25800)
Automotive Systems Technology-Basic (C60160B)
Automotive Systems Technology-Diesel (C60160D)
Business Administration-Business Basics (C25120BB)
Business Administration-Office Marketing (C25120M)
Business Administration-Small Business Start-Up (C25120SB)
Collision Repair and Refinishing-Basic (C60130B)
Computer-Integrated Machining (C50210)

Criminal Justice Technology (C55180)
Criminal Justice Technology-Cyber Crime (C55180CC)
Early Childhood Administration (C55850)
Early Childhood Preschool (C55860)
Electrical Systems Technology (C35130)
Industrial Systems Technology (C50240)
Infant/Toddler Care (C55290)
Information Technology-Cyber Security (C25590S)
Information Technology-Technician (C25590T)
Medical Office Administration (C25310)
Welding Certificate-Basic (C50420B)

Humanities/Fine Arts and Social and Behavioral Sciences Electives that are approved for all AAS programs:

Humanities/Fine Arts Choices for AAS Degree Programs Unless Otherwise Noted:

		Lec	Lab	Clinic	Credit
ART-111	Art Appreciation	3	0	0	3
HUM-110	Technology and Society	3	0	0	3
HUM-115	Critical Thinking	3	0	0	3
MUS-110	Music Appreciation	3	0	0	3

Social and Behavioral Sciences Choices for AAS Degree Programs Unless Otherwise Noted:

		Lec	Lab	Clinic	Credit
ECO-251	Principles of Microeconomics	3	0	0	3
ECO-252	Principles of Macroeconomics	3	0	0	3
POL-120	American Government	3	0	0	3
PSY-150	General Psychology	3	0	0	3
SOC-210	Introduction to Sociology	3	0	0	3

The following are also approved Humanities/Fine Arts and Social and Behavioral Sciences Electives for specific AAS programs. Please see your advisor for additional information.

Humanities/Fine Arts Choices:

		Lec	Lab	Clinic	Credit
ART-114	Art History Survey I	3	0	0	3
ART-115	Art History Survey II	3	0	0	3
DRA-111	Theatre Appreciation	3	0	0	3
REL-110	World Religions	3	0	0	3
REL-111	Eastern Religions	3	0	0	3
REL-112	Western Religions	3	0	0	3
REL-211	Introduction to Old Testament	3	0	0	3
REL-212	Introduction to New Testament	3	0	0	3
REL-221	Religion in America	3	0	0	3

Social and Behavioral Sciences Choices:

		Lec	Lab	Clinic	Credit
ANT-210	General Anthropology	3	0	0	3
ANT-220	Cultural Anthropology	3	0	0	3
HIS-111	World Civilizations I	3	0	0	3
HIS-112	World Civilizations II	3	0	0	3
HIS-131	American History I	3	0	0	3
HIS-132	American History II	3	0	0	3
SOC-213	Sociology of the Family	3	0	0	3
SOC-215	Group Processes	3	0	0	3

Accounting and Finance

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.

Associate in Applied Science Degree (AAS) Accounting and Finance (A25800)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-115	Success and Study Skills	0	2	0	1
ACC-120	Principles of Financial Accounting	3	2	0	4
BUS-110	Introduction to Business	3	0	0	3
BUS-137	Principles of Management	3	0	0	3
CIS-110	Introduction to Computers	2	2	0	3
OST-136	Word Processing	2	2	0	3
Total:					17

Spring Semester 1		Lec	Lab	Clinic	Credit
ACC-121	Principles of Managerial Accounting	3	2	0	4
BUS-115	Business Law I	3	0	0	3
CTS-130	Spreadsheet	2	2	0	3
ENG 110	Freshman Composition	3	0	0	3
or ENG-111	Writing and Inquiry	3	0	0	3
Total:					13

Summer Semester 1		Lec	Lab	Clinic	Credit
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG-112	Writing/Research in Disciplines	3	0	0	3
	Mathematics	3	0	0	3-4
Total:					6-7

Fall Semester 2		Lec	Lab	Clinic	Credit
ACC-129	Individual Income Taxes	2	2	0	3
ACC-150	Accounting Software Applications	1	3	0	2
ACC-220	Intermediate Accounting I	3	2	0	4
BUS-125	Personal Finance	3	0	0	3
ECO-251	Principles of Microeconomics	3	0	0	3
or ECO-252	Principles of Macroeconomics	3	0	0	3
Total:					15

Spring Semester 2

		Lec	Lab	Clinic	Credit
ACC-130	Business Income Taxes	2	2	0	3
ACC-140	Payroll Accounting	1	3	0	2
or WBL-111	Work-Based Learning	0	10	0	1
ACC-221	Intermediate Accounting II	3	2	0	4
	Humanities/Fine Arts	3	0	0	3
	Social and Behavioral Sciences	3	0	0	3

Total: 14-15**Total Credit Hours: 65-67****Mathematics: Choose at least 3 hours from the following courses:**

		Lec	Lab	Clinic	Credit
MAT-143	Quantitative Literacy	2	2	0	3
MAT-152	Statistical Methods I	3	2	0	4
MAT-171	Precalculus Algebra	3	2	0	4

Diploma in Accounting and Finance (D25800)**Fall Semester 1**

		Lec	Lab	Clinic	Credit
ACC-120	Principles of Financial Accounting	3	2	0	4
ACC-129	Individual Income Taxes	2	2	0	3
BUS-137	Principles of Management	3	0	0	3
CIS-110	Introduction to Computers	2	2	0	3
ENG 110	Freshman Composition	3	0	0	3
or ENG-111	Writing and Inquiry	3	0	0	3
OST-136	Word Processing	2	2	0	3

Total: 19**Spring Semester 1**

		Lec	Lab	Clinic	Credit
ACC-121	Principles of Managerial Accounting	3	2	0	4
ACC-130	Business Income Taxes	2	2	0	3
or BUS-110	Introduction to Business	3	0	0	3
BUS-115	Business Law I	3	0	0	3
BUS-125	Personal Finance	3	0	0	3
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG-112	Writing/Research in Disciplines	3	0	0	3
CTS-130	Spreadsheet	2	2	0	3

Total: 19**Total Credit Hours: 38**

Certificate in Accounting and Finance (C25800)

Fall Semester 1

		Lec	Lab	Clinic	Credit
ACC-120	Principles of Financial Accounting	3	2	0	4
ACC-129	Individual Income Taxes	2	2	0	3
BUS-110	Introduction to Business	3	0	0	3
CIS-110	Introduction to Computers	2	2	0	3
OST-136	Word Processing	2	2	0	3
				Total: 16	

Total Credit Hours: 16

Automotive Systems Technology

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

Course work may include transportation systems theory, braking systems, climate control, design parameters, drive trains, electrical/electronic systems, engine repair, engine performance, environmental regulations, materials, product finish, safety, steering/suspension, transmission/transaxles, and sustainable transportation depending on the program major area chosen.

Graduates of this pathway should be prepared to take professional licensure exams, which correspond to certain programs of study, and to enter careers as entry-level technicians in the transportation industry.

The Automotive Systems Technology program prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. This program 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.

Associate in Applied Science Degree (AAS) Automotive Systems Technology (A60160)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-115	Success and Study Skills	0	2	0	1
ENG 110	Freshman Composition	3	0	0	3
or ENG-111	Writing and Inquiry	3	0	0	3
TRN-110	Introduction to Transport Technology	1	2	0	2
TRN-120	Basic Transportation Electricity	4	3	0	5
TRN-140	Transportation Climate Control	1	2	0	2
TRN-170	PC Skills for Transportation	1	2	0	2
TRN-180	Basic Welding for Transportation	1	4	0	3
Total:					18
Spring Semester 1		Lec	Lab	Clinic	Credit
AUT-116	Engine Repair	2	3	0	3
AUT-116A	Engine Repair Lab	0	3	0	1
AUT-141	Suspension and Steering Systems	2	3	0	3
AUT-151	Brake Systems	2	3	0	3
AUT-181	Engine Performance I	2	3	0	3
AUT-231	Manual Transmissions/Axles/Drive Train	2	3	0	3
Total:					16
Summer Semester 1		Lec	Lab	Clinic	Credit
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG-112	Writing/Research in Disciplines	3	0	0	3
	Mathematics	3	0	0	3
Total:					6

Fall Semester 2		Lec	Lab	Clinic	Credit
AUT-163	Adv Auto Electricity	2	3	0	3
AUT-212	Auto Shop Management	3	0	0	3
AUT-221	Automatic Transmissions/Transaxles	2	3	0	3
AUT-281	Advanced Engine Performance	2	2	0	3
	Humanities/Fine Arts	3	0	0	3
					Total: 15

Spring Semester 2		Lec	Lab	Clinic	Credit
ELN-112	Diesel Electronic System	2	6	0	4
HET-110	Diesel Engines	3	9	0	6
HET-125	Preventative Maintenance	1	3	0	2
	Social and Behavioral Sciences	3	0	0	3
					Total: 15

Total Credit Hours: 70

Mathematics: Choose at least 3 hours from the following courses:		Lec	Lab	Clinic	Credit
MAT-110	Math Measurement and Literacy	2	2	0	3
MAT-143	Quantitative Literacy	2	2	0	3

Automotive Systems Technology Diploma (D60160)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-115	Success and Study Skills	0	2	0	1
ENG 110	Freshman Composition	3	0	0	3
or ENG-111	Writing and Inquiry	3	0	0	3
TRN-110	Introduction to Transport Technology	1	2	0	2
TRN-120	Basic Transportation Electricity	4	3	0	5
TRN-140	Transportation Climate Control	1	2	0	2
TRN-170	PC Skills for Transportation	1	2	0	2
TRN-180	Basic Welding for Transportation	1	4	0	3
					Total: 18

Spring Semester 1		Lec	Lab	Clinic	Credit
AUT-116	Engine Repair	2	3	0	3
AUT-116	Engine Repair Lab	0	3	0	1
AUT-141	Suspension and Steering Systems	2	3	0	3
AUT-151	Brake Systems	2	3	0	3
AUT-181	Engine Performance I	2	3	0	3
AUT-231	Manual Transmissions/Axles/Drive Train	2	3	0	3
					Total: 16

Summer Semester 1

	Lec	Lab	Clinic	Credit
Mathematics	3	0	0	3
				Total: 3

Total Credit Hours: 37**Automotive Systems Technology-Basic Certificate (C60160B)****Spring Semester 1**

	Lec	Lab	Clinic	Credit
TRN-110 Introduction to Transport Technology	1	2	0	2
TRN-120 Basic Transportation Electricity	4	3	0	5
TRN-140 Transportation Climate Control	1	2	0	2
TRN-170 PC Skills for Transportation	1	2	0	2
TRN-180 Basic Welding for Transportation	1	4	0	3
				Total: 14

Total Credit Hours: 14**Automotive Systems Technology-Diesel Certificate (C60160D)****Spring Semester 2**

	Lec	Lab	Clinic	Credit
ELN-112 Diesel Electronic System	2	6	0	4
HET-110 Diesel Engines	3	9	0	6
HET-125 Preventative Maintenance	1	3	0	2
TRN-180 Basic Welding for Transportation	1	4	0	3
				Total: 12

Total Credit Hours: 12

Business Administration

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.

*HUM-115 Critical Thinking is highly recommended by the faculty to fulfill the humanities requirement.

Associate in Applied Science Degree (AAS) Business Administration (A25120)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-115	Success and Study Skills	0	2	0	1
BUS-110	Introduction to Business	3	0	0	3
BUS-125	Personal Finance	3	0	0	3
CIS-110	Introduction to Computers	2	2	0	3
ENG 110	Freshman Composition	3	0	0	3
OST-136	Word Processing	2	2	0	3
Total: 16					
Spring Semester 1		Lec	Lab	Clinic	Credit
BUS-115	Business Law I	3	0	0	3
BUS-137	Principles of Management	3	0	0	3
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
MAT-110	Math Measurement and Literacy	2	2	0	3
MKT-120	Principles of Marketing	3	0	0	3
Total: 15					
Summer Semester 1		Lec	Lab	Clinic	Credit
	Humanities/Fine Arts*	3	0	0	3
Total: 3					
Fall Semester 2		Lec	Lab	Clinic	Credit
ACC-120	Principles of Financial Accounting	3	2	0	4
BUS-255	Organizational Behavior in Business	3	0	0	3
ECO-252	Principles of Macroeconomics	3	0	0	3
ETR-220	Innovation and Creativity	3	0	0	3
MKT-223	Customer Service	3	0	0	3
Total: 16					

Spring Semester 2

		Lec	Lab	Clinic	Credit
ACC-121	Principles of Managerial Accounting	3	2	0	4
BUS-230	Small Business Management	3	0	0	3
BUS-253	Leadership and Management Skills	3	0	0	3
ECO-251	Principles of Microeconomics	3	0	0	3
MKT-232	Social Media Marketing	3	2	0	4
					Total: 17

Total Credit Hours: 67**Business Administration Diploma (D25120)****Fall Semester 1**

		Lec	Lab	Clinic	Credit
BUS-110	Introduction to Business	3	0	0	3
BUS-125	Personal Finance	3	0	0	3
BUS-255	Organizational Behavior in Business	3	0	0	3
CIS-110	Introduction to Computers	2	2	0	3
ENG 110	Freshman Composition	3	0	0	3
MKT-223	Customer Service	3	0	0	3
					Total: 18

Spring Semester 1

		Lec	Lab	Clinic	Credit
BUS-115	Business Law I	3	0	0	3
BUS-137	Principles of Management	3	0	0	3
BUS-230	Small Business Management	3	0	0	3
BUS-253	Leadership and Management Skills	3	0	0	3
ECO-251	Principles of Microeconomics	3	0	0	3
MKT-120	Principles of Marketing	3	0	0	3
					Total: 18

Total Credit Hours: 36**Business Administration-Business Basics Certificate (C25120B)****Fall Semester 1**

		Lec	Lab	Clinic	Credit
ACC-120	Principles of Financial Accounting	3	2	0	4
BUS-110	Introduction to Business	3	0	0	3
					Total: 7

Spring Semester 1

		Lec	Lab	Clinic	Credit
BUS-137	Principles of Management	3	0	0	3
MKT-120	Principles of Marketing	3	0	0	3
					Total: 6

Total Credit Hours: 13

Business Administration-Marketing Certificate (C25120M)

Fall Semester 1

		Lec	Lab	Clinic	Credit
ETR-220	Innovation and Creativity	3	0	0	3
MKT-223	Customer Service	3	0	0	3
					Total: 6

Spring Semester 1

		Lec	Lab	Clinic	Credit
MKT-120	Principles of Marketing	3	0	0	3
MKT-232	Social Media Marketing	3	2	0	4
					Total: 7

Total Credit Hours: 13

Business Administration-Small Business Start-Up Certificate (C25120SB)

Spring Semester 1

		Lec	Lab	Clinic	Credit
BUS-115	Business Law I	3	0	0	3
BUS-137	Principles of Management	3	0	0	3
BUS-230	Small Business Management	3	0	0	3
MKT-120	Principles of Marketing	3	0	0	3
					Total: 12

Total Credit Hours: 12

College Transfer

All courses in the degree programs are designed to give students a solid, well-rounded foundation in the arts and the sciences before going on to four-year institutions where they will take the remainder of their course work to complete their bachelor's degree. The Associate in Arts (AA) degree is designed for students who want to pursue a four-year degree in one of the liberal arts disciplines or training at a professional school that requires a strong liberal arts background. The Associate in Science (AS) degree is designed for students who want to pursue a four-year degree in areas of study such as computer science, engineering, mathematics, and the sciences or professionals programs that require strong mathematics and science backgrounds.

At the end of each student's course of study, he or she will be required to complete a Capstone Project as part of the HUM-220 course. This project-based course is designed to help students make connections between different disciplines and will give them the opportunity to demonstrate the progress they have made on their personal academic journeys.

Associate in Arts Degree (A10100)

The Associate in Arts 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 "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 transfer through bilateral agreements between institutions.

English Composition: 6 semester hours required

		Lec	Lab	Clinic	Credit
ENG-111	Writing and Inquiry	3	0	0	3
ENG-112	Writing/Research in the Disciplines	3	0	0	3

Humanities/Fine Arts/Communications:

9 semester hours from at least 2 different disciplines

		Lec	Lab	Clinic	Credit
ART-111	Art Appreciation	3	0	0	3
ART-114	Art History Survey I	3	0	0	3
ART-115	Art History Survey II	3	0	0	3
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
ENG-231	American Literature I	3	0	0	3
ENG-232	American Literature II	3	0	0	3
ENG-241	British Literature I	3	0	0	3
ENG-242	British Literature II	3	0	0	3
MUS-110	Music Appreciation	3	0	0	3
MUS-112	Introduction to Jazz	3	0	0	3
PHI-215	Philosophical Issues	3	0	0	3
PHI-240	Introduction to Ethics	3	0	0	3

Social and Behavioral Sciences:**9 semester hours from at least 2 different disciplines**

		Lec	Lab	Clinic	Credit
ECO-251	Principles of Microeconomics	3	0	0	3
ECO-252	Principles of Macroeconomics	3	0	0	3
HIS-111	World Civilizations I	3	0	0	3
HIS-112	World Civilizations II	3	0	0	3
HIS-131	American History I	3	0	0	3
HIS-132	American History II	3	0	0	3
POL-120	American Government	3	0	0	3
PSY-150	General Psychology	3	0	0	3
SOC-210	Introduction to Sociology	3	0	0	3

Mathematics: 3-4 semester hours required

		Lec	Lab	Clinic	Credit
MAT-143	Quantitative Literacy	2	2	0	3
MAT-152	Statistical Methods I	3	2	0	4
MAT-171	Precalculus Algebra	3	2	0	4

Natural Sciences: 4 semester hours required

		Lec	Lab	Clinic	Credit
BIO-111	General Biology I	3	3	0	4
CHM-151	General Chemistry I	3	3	0	4
GEL-111	Geology	3	2	0	4
PHY-110	Conceptual Physics	3	0	0	3
and PHY-110A	Conceptual Physics Lab	0	2	0	1

Additional General Education Hours: 14 semester hours required: must be taken from the 2 groups below:**Group 1: Take 3 semester hours required**

		Lec	Lab	Clinic	Credit
HUM-220	Human Values and Meaning	3	0	0	3

Group 2: Take 11 semester hours required

Additional classes identified as general education or UGETC (Universal General Education Transfer Component Course) under the Comprehensive Articulation Agreement Transfer Courses listed on pages 274-285 and the student's advising plan.

Other Required Courses:

		Lec	Lab	Clinic	Credit
ACA-122	College Transfer Success	0	2	0	1

General Electives: 14 semester hours

Additional classes identified as Pre-Major/Elective, general education, or UGETC (Universal General Education Component Course) under the Comprehensive Articulation Agreement Transfer Courses listed on pages 274-285 and the student's advising plan.

Associate in Arts in Teacher Preparation Degree (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.

English Composition: 6 semester hours required

		Lec	Lab	Clinic	Credit
ENG-111	Writing and Inquiry	3	0	0	3
ENG-112	Writing/Research in the Disciplines	3	0	0	3

Humanities/Fine Arts/Communications:

9 semester hours from at least 2 different disciplines

		Lec	Lab	Clinic	Credit
ART-111	Art Appreciation	3	0	0	3
ART-114	Art History Survey I	3	0	0	3
ART-115	Art History Survey II	3	0	0	3
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
ENG-231	American Literature I	3	0	0	3
ENG-232	American Literature II	3	0	0	3
ENG-241	British Literature I	3	0	0	3
ENG-242	British Literature II	3	0	0	3
MUS-110	Music Appreciation	3	0	0	3
MUS-112	Introduction to Jazz	3	0	0	3
PHI-215	Philosophical Issues	3	0	0	3
PHI-240	Introduction to Ethics	3	0	0	3

Social and Behavioral Sciences:

6 semester hours from at least 2 different disciplines

		Lec	Lab	Clinic	Credit
ECO-251	Principles of Microeconomics	3	0	0	3
ECO-252	Principles of Macroeconomics	3	0	0	3
HIS-111	World Civilizations I	3	0	0	3
HIS-112	World Civilizations II	3	0	0	3
HIS-131	American History I	3	0	0	3
HIS-132	American History II	3	0	0	3
POL-120	American Government	3	0	0	3
PSY-150	General Psychology	3	0	0	3
SOC-210	Introduction to Sociology	3	0	0	3

Mathematics: 3-4 semester hours required		Lec	Lab	Clinic	Credit
MAT-143	Quantitative Literacy	2	2	0	3
MAT-152	Statistical Methods I	3	2	0	4
MAT-171	Precalculus Algebra	3	2	0	4

Natural Sciences: 4 semester hours required		Lec	Lab	Clinic	Credit
BIO-111	General Biology I	3	3	0	4
CHM-151	General Chemistry I	3	3	0	4
GEL-111	Geology	3	2	0	4
PHY-110	Conceptual Physics	3	0	0	3
and PHY-110A	Conceptual Physics Lab	0	2	0	1

Additional General Education Hours: 17 semester hours required: must be taken from the 2 groups below:

Group 1: Take 3 semester hours required		Lec	Lab	Clinic	Credit
SOC-225	Social Diversity	3	0	0	3

Group 2: Take 14 semester hours required

Additional classes identified as general education or UGETC (Universal General Education Transfer Component Course) under the Comprehensive Articulation Agreement Transfer Courses listed on pages 274-285 and the student's advising plan.

Other Required Courses:		Lec	Lab	Clinic	Credit
ACA-122	College Transfer Success	0	2	0	1

Education: 14 semester hours		Lec	Lab	Clinic	Credit
EDU-187	Teaching and Learning for All	3	3	0	4
EDU-216	Foundations of Education	3	0	0	3
EDU-250	Teacher Licensure Preparation	3	0	0	3
EDU-279	Literacy Develop and Instruction	3	3	0	4

Associate in Engineering (A10500)

The Associate in Engineering (AE) degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of 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 degree plan includes required general education and prerequisite courses that are acceptable to all state-funded Bachelor of Engineering programs. Students who follow the degree progression plan will meet the entrance requirements at all of the North Carolina public Bachelor of Science Engineering programs. Associate in Engineering graduates may then apply to any of these programs without taking additional and sometimes duplicative courses. *Admission to Engineering programs is highly competitive and admission is not guaranteed.*

To be eligible for the transfer credit under the AE to the Bachelor of Science in Engineering Articulation Agreement, community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.5 on a 4.0 scale.

Note: Calculus I is the lowest level math course that will be accepted by the Engineering programs for transfer as a math credit. Students who are not calculus –ready will need to take additional math courses.

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-122	College Transfer Success	0	2	0	1
CHM-151	General Chemistry I	3	3	0	4
EGR-150	Intro to Engineering	1	2	0	2
ENG-111	Writing and Inquiry	3	0	0	3
MAT-271	Calculus I	3	2	0	4
Total: 14					
Spring Semester 1		Lec	Lab	Clinic	Credit
DFT-170	Engineering Graphics	2	2	0	3
ECO-251	Principles of Microeconomics	3	0	0	3
ENG-112	Writing/Research in the Disciplines	3	0	0	3
MAT-272	Calculus II	3	2	0	4
PHY-251	General Physics I	3	3	0	4
Total: 17					
Fall Semester 2		Lec	Lab	Clinic	Credit
EGR-220	Engineering Statics	3	0	0	3
MAT-273	Calculus III	3	2	0	4
PHY-252	General Physics II	3	3	0	4
	Other General Education Elective	3	3	0	4
Total: 15					
Spring Semester 2		Lec	Lab	Clinic	Credit
COM-231	Public Speaking	3	0	0	3
EGR-225	Engineering Dynamics	3	0	0	3
	Humanities/Fine Arts	3	0	0	3
	Social and Behavioral Sciences	3	0	0	3
	Other Required Hours	1-3	0-3	0	3
Total: 15					

Total Credit Hours: 61

Humanities Electives: Choose 3 hours from the following courses:		Lec	Lab	Clinic	Credit
ENG-231	American Literature I	3	0	0	3
ENG-232	American Literature II	3	0	0	3
ENG-241	British Literature I	3	0	0	3
ENG-242	British Literature II	3	0	0	3
PHI-215	Philosophical Issues	3	0	0	3
PHI-240	Introduction to Ethics	3	0	0	3
REL-110	World Religions	3	0	0	3

Social and Behavioral Sciences Electives:

Choose 3 hours from the following courses:		Lec	Lab	Clinic	Credit
HIS-111	World Civilizations I	3	0	0	3
HIS-112	World Civilizations II	3	0	0	3
HIS-131	American History I	3	0	0	3
HIS-132	American History II	3	0	0	3
POL-120	American Government	3	0	0	3
PSY-150	General Psychology	3	0	0	3
SOC-210	Introduction to Sociology	3	0	0	3

Other General Education Elective: Choose 4 hours from the following courses:

		Lec	Lab	Clinic	Credit
BIO-111	General Biology I	3	3	0	4
CHM-152	General Chemistry II	3	3	0	4

Other Required Hours: Choose 3 hours from the following courses:

		Lec	Lab	Clinic	Credit
CSC-134	C++ Programming	2	3	0	3
ECO-252	Principles of Macroeconomics	3	0	0	3
HUM-110	Technology and Society	3	0	0	3
MAT-285	Differential Equations	2	2	0	3
PED-110	Fit and Well for Life	1	2	0	2
PHI-240	Introduction to Ethics	3	0	0	3

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 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.

English Composition: 6 semester hours required		Lec	Lab	Clinic	Credit
ENG-111	Writing and Inquiry	3	0	0	3
ENG-112	Writing/Research in the Disciplines	3	0	0	3

Humanities/Fine Arts: 9 semester hours required: must be taken from the 2 groups below:

Group 1: Take 6 semester hours required		Lec	Lab	Clinic	Credit
ART-111	Art Appreciation	3	0	0	3
ART-114	Art History Survey I	3	0	0	3
ART-115	Art History Survey II	3	0	0	3
HUM-115	Critical Thinking	3	0	0	3
MUS-110	Music Appreciation	3	0	0	3
MUS-112	Introduction to Jazz	3	0	0	3
PHI-215	Philosophical Issues	3	0	0	3
PHI-240	Introduction to Ethics	3	0	0	3

Group 2: Take 3 semester hours required		Lec	Lab	Clinic	Credit
ENG-231	American Literature I	3	0	0	3
ENG-232	American Literature II	3	0	0	3

Social/Behavioral Sciences: 15 semester hours required: must be taken from the 3 groups below:

Group 1: Take 9 semester hours required		Lec	Lab	Clinic	Credit
PSY-150	General Psychology	3	0	0	3
PSY-241	Developmental Psychology	3	0	0	3
SOC-210	Introduction to Sociology	3	0	0	3

Group 2: Take 3 semester hours required		Lec	Lab	Clinic	Credit
SOC-213	Sociology of the Family	3	0	0	3
SOC-220	Social Problems	3	0	0	3
SOC-230	Race and Ethnic Relations	3	0	0	3
SOC-240	Social Psychology	3	0	0	3

Group 3: Take 3 semester hours required		Lec	Lab	Clinic	Credit
HIS-111	World Civilizations I	3	0	0	3
HIS-112	World Civilizations II	3	0	0	3
HIS-131	American History I	3	0	0	3
HIS-132	American History II	3	0	0	3

Natural Sciences: 15-16 semester hours required: must be taken from the 3 groups below:

Group 1: Take 8 semester hours required		Lec	Lab	Clinic	Credit
BIO-168	Anatomy and Physiology I	3	3	0	4
BIO 169	Anatomy and Physiology II	3	3	0	4

Group 2: Take 3 semester hours required		Lec	Lab	Clinic	Credit
BIO-175	General Microbiology	2	2	0	3

Group 3: Take 4 semester hours required		Lec	Lab	Clinic	Credit
CHM-130	Gen, Org, and Biochemistry	3	0	0	3
CHM-130A	Gen, Org, and Biochemistry Lab	0	2	0	1
CHM-151	General Chemistry I	3	3	0	4

Mathematics: 7-8 semester hours required: must be taken from the 2 groups below:

Group 1: Take 4 semester hours required		Lec	Lab	Clinic	Credit
MAT-152	Statistical Methods I	3	2	0	4

Group 2: Take 3-4 semester hours required		Lec	Lab	Clinic	Credit
MAT-143	Quantitative Literacy	2	2	0	3
MAT-171	Precalculus Algebra	3	2	0	4

Other Required Courses:		Lec	Lab	Clinic	Credit
ACA-122	College Transfer Success	0	2	0	1

Social Behavioral Science/Elective: 7 semester hours required.

Choice of classes under the Comprehensive Articulation Agreement Transfer Course listed on pages 274-285 and the students advising plan.

Associate in Science Degree (A10400)

The Associate in Science 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, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamentals 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 "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 transfer through bilateral agreements between institutions.

English Composition: 6 semester hours required

		Lec	Lab	Clinic	Credit
ENG-111	Writing and Inquiry	3	0	0	3
ENG-112	Writing/Research in the Disciplines	3	0	0	3

Humanities/Fine Arts/Communications:

6 semester hours required from 2 disciplines

		Lec	Lab	Clinic	Credit
ART-111	Art Appreciation	3	0	0	3
ART-114	Art History Survey I	3	0	0	3
ART-115	Art History Survey II	3	0	0	3
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
ENG-231	American Literature I	3	0	0	3
ENG-232	American Literature II	3	0	0	3
ENG-241	British Literature I	3	0	0	3
ENG-242	British Literature II	3	0	0	3
MUS-110	Music Appreciation	3	0	0	3
MUS-112	Introduction to Jazz	3	0	0	3
PHI-215	Philosophical Issues	3	0	0	3
PHI-240	Introduction to Ethics	3	0	0	3

Social/Behavioral Sciences: 6 semester hours from 2 disciplines

		Lec	Lab	Clinic	Credit
ECO-251	Principles of Microeconomics	3	0	0	3
ECO-252	Principles of Macroeconomics	3	0	0	3
HIS-111	World Civilizations I	3	0	0	3
HIS-112	World Civilizations II	3	0	0	3
HIS-131	American History I	3	0	0	3
HIS-132	American History II	3	0	0	3
POL-120	American Government	3	0	0	3
PSY-150	General Psychology	3	0	0	3
SOC-210	Introduction to Sociology	3	0	0	3

Mathematics: 8 semester hours required		Lec	Lab	Clinic	Credit
MAT-171	Precalculus Algebra	3	2	0	4
MAT-172	Precalculus Trigonometry	3	2	0	4
MAT-271	Calculus I	3	2	0	4
MAT-272	Calculus II	3	2	0	4

Natural Sciences: 8 semester hours required		Lec	Lab	Clinic	Credit
BIO-111	General Biology I	3	3	0	4
and BIO-112	General Biology II	3	3	0	4
CHM-151	General Chemistry I	3	3	0	4
and CHM-152	General Chemistry II	3	3	0	4
GEL-111	Geology	3	2	0	4
and PHY-110	Conceptual Physics	3	0	0	3
and PHY-110A	Conceptual Physics Lab	0	2	0	1
PHY-151	College Physics I	3	2	0	4
and PHY-152	College Physics II	3	2	0	4

Additional General Education Hours: 11 semester hours required; must be taken from the 2 groups below:

Group 1: Take 3 semester hours required		Lec	Lab	Clinic	Credit
HUM-220	Human Values and Meaning	3	0	0	3

Group 2: Take 8 semester hours required		Lec	Lab	Clinic	Credit
BIO-111	General Biology I	3	3	0	4
BIO-112	General Biology II	3	3	0	4
BIO-140	Environmental Biology	3	3	0	4
BIO-140A	Environmental Biology Lab	3	3	0	4
CHM-132	Organic and Biochemistry	3	3	0	4
CHM-151	General Chemistry I	3	3	0	4
CHM-152	General Chemistry II	3	3	0	4
GEL-111	Geology	3	2	0	4
MAT-152	Statistical Methods I	3	2	0	4
MAT-271	Calculus I	3	2	0	4
MAT-272	Calculus II	3	2	0	4
MAT-273	Calculus III	3	2	0	4
PHY-110	Conceptual Physics	3	0	0	3
PHY-110A	Conceptual Physics Lab	0	2	0	1
PHY-151	College Physics I	3	2	0	4
PHY-152	College Physics II	3	2	0	4
PHY-251	General Physics I	3	2	0	4
PHY-252	General Physics II	3	2	0	4

Other Required Courses:		Lec	Lab	Clinic	Credit
ACA-122	College Transfer Success	0	2	0	1

General Electives: 14 semester hours

Additional classes identified as Pre-Major/Elective, general education, or UGETC (Universal General Education Component Course) under the Comprehensive Articulation Agreement Transfer Courses listed on pages 274-285 and the student's advising plan.

Associate in Science in Teacher Preparation Degree (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.

English Composition: 6 semester hours required

		Lec	Lab	Clinic	Credit
ENG-111	Writing and Inquiry	3	0	0	3
ENG-112	Writing/Research in the Disciplines	3	0	0	3

Humanities/Fine Arts/Communications:

6 semester hours from at least 2 different disciplines

		Lec	Lab	Clinic	Credit
ART-111	Art Appreciation	3	0	0	3
ART-114	Art History Survey I	3	0	0	3
ART-115	Art History Survey II	3	0	0	3
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
ENG-231	American Literature I	3	0	0	3
ENG-232	American Literature II	3	0	0	3
ENG-241	British Literature I	3	0	0	3
ENG-242	British Literature II	3	0	0	3
MUS-110	Music Appreciation	3	0	0	3
MUS-112	Introduction to Jazz	3	0	0	3
PHI-215	Philosophical Issues	3	0	0	3
PHI-240	Introduction to Ethics	3	0	0	3

Social and Behavioral Sciences:

6 semester hours from at least 2 different disciplines

		Lec	Lab	Clinic	Credit
ECO-251	Principles of Microeconomics	3	0	0	3
ECO-252	Principles of Macroeconomics	3	0	0	3
HIS-111	World Civilizations I	3	0	0	3
HIS-112	World Civilizations II	3	0	0	3
HIS-131	American History I	3	0	0	3
HIS-132	American History II	3	0	0	3
POL-120	American Government	3	0	0	3
PSY-150	General Psychology	3	0	0	3
SOC-210	Introduction to Sociology	3	0	0	3

Mathematics: 8 semester hours required		Lec	Lab	Clinic	Credit
MAT-171	Precalculus Algebra	3	2	0	4
MAT-172	Precalculus Trigonometry	3	2	0	4
MAT-271	Calculus I	3	2	0	4
MAT-272	Calculus II	3	2	0	4

Natural Sciences: 8 semester hours required		Lec	Lab	Clinic	Credit
BIO-111	General Biology I	3	3	0	4
and BIO-112	General Biology II	3	3	0	4
CHM-151	General Chemistry I	3	3	0	4
and CHM-152	General Chemistry II	3	3	0	4
GEL-111	Geology	3	2	0	4
and PHY-110	Conceptual Physics	3	0	0	3
and PHY-110A	Conceptual Physics Lab	0	2	0	1
PHY-151	College Physics I	3	2	0	4
and PHY-152	College Physics II	3	2	0	4
PHY-251	General Physics I	3	2	0	4
and PHY-252	General Physics II	3	2	0	4

Additional General Education Hours: 11 semester hours required: must be taken from the 2 groups below:

Group 1: Take 3 semester hours required		Lec	Lab	Clinic	Credit
SOC-225	Social Diversity	3	0	0	3

Group 2: Take 8 semester hours required

Additional classes identified as general education or UGETC (Universal General Education Transfer Component Course) under the Comprehensive Articulation Agreement Transfer Courses listed on pages 274-285 and the student's advising plan.

Other Required Courses:		Lec	Lab	Clinic	Credit
ACA-122	College Transfer Success	0	2	0	1

Education: 14 semester hours		Lec	Lab	Clinic	Credit
EDU-187	Teaching and Learning for All	3	3	0	4
EDU-216	Foundations of Education	3	0	0	3
EDU-250	Teacher Licensure Preparation	3	0	0	3
EDU-279	Literacy Develop and Instruction	3	3	0	4

Collision Repair and Refinishing Technology

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

Course work may include transportation systems theory, braking systems, climate control, design parameters, drive trains, electrical/electronic systems, engine repair, engine performance, environmental regulations, materials, product finish, safety, steering/suspension, transmission/transaxles, and sustainable transportation depending on the program major area chosen.

Graduates of this pathway should be prepared to take professional licensure exams, which correspond to certain programs of study, and to enter careers as entry-level technicians in the transportation industry.

The Collision Repair and Refinishing Technology program prepares individuals to apply technical knowledge and skills to repair, reconstruct and finish automobile bodies, fenders, and external features. This program includes instruction in structure analysis, damage repair, non-structural analysis, mechanical and electrical components, plastics and adhesives, painting and refinishing techniques, and damage analysis and estimating.

Associate in Applied Science Degree (AAS) Collision Repair and Refinishing Technology (A60130)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-115	Success and Study Skills	0	2	0	1
ENG 110	Freshman Composition	3	0	0	3
or ENG-111	Writing and Inquiry	3	0	0	3
TRN-110	Introduction to Transport Technology	1	2	0	2
TRN-120	Basic Transportation Electricity	4	3	0	5
TRN-140	Transportation Climate Control	1	2	0	2
TRN-180	Basic Welding for Transportation	1	4	0	3
WLD-110	Cutting Processes	1	3	0	2
				Total:	18

Spring Semester 1		Lec	Lab	Clinic	Credit
AUB-111	Painting and Refinishing I	2	6	0	4
AUB-121	Non-Structural Damage I	1	4	0	3
AUB-131	Structural Damage I	2	4	0	4
AUT-151	Brake Systems	2	3	0	3
	Mathematics	3	0	0	3
				Total:	17

Summer Semester 1		Lec	Lab	Clinic	Credit
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG-112	Writing/Research in Disciplines	3	0	0	3
				Total:	3

Fall Semester 2		Lec	Lab	Clinic	Credit
AUB-112	Painting and Refinishing II	2	6	0	4
AUB-114	Special Finishing	1	2	0	2
AUB-136	Plastics and Adhesives	1	4	0	3
AUB-141	Mechanical and Electrical Components I	2	2	0	3
AUB-162	Autobody Estimating	1	2	0	2
	Humanities/Fine Arts	3	0	0	3
					Total: 17

Spring Semester 2		Lec	Lab	Clinic	Credit
AUB-122	Non-Structural Damage II	2	6	0	4
AUB-132	Structural Damage II	2	6	0	4
AUB-160	Body Shop Operations	1	0	0	1
AUT-141	Suspension and Steering Systems	2	3	0	3
	Social and Behavioral Sciences	3	0	0	3
					Total: 15

Total Credit Hours: 70

Mathematics: Choose at least 3 hours from the following courses:		Lec	Lab	Clinic	Credit
MAT-110	Math Measurement and Literacy	2	2	0	3
MAT-143	Quantitative Literacy	2	2	0	3

Collision Repair and Refinishing Technology Diploma (D60130)

Fall Semester 1		Lec	Lab	Clinic	Credit
ENG 110	Freshman Composition	3	0	0	3
or ENG-111	Writing and Inquiry	3	0	0	3
TRN-110	Introduction to Transport Technology	1	2	0	2
TRN-120	Basic Transportation Electricity	4	3	0	5
TRN-140	Transportation Climate Control	1	2	0	2
TRN-180	Basic Welding for Transportation	1	4	0	3
WLD-110	Cutting Processes	1	3	0	2
					Total: 17

Spring Semester 1		Lec	Lab	Clinic	Credit
AUB-111	Painting and Refinishing I	2	6	0	4
AUB-121	Non-Structural Damage I	1	4	0	3
AUB-131	Structural Damage I	2	4	0	4
AUT-151	Brake Systems	2	3	0	3
	Mathematics	3	0	0	3
					Total: 17

Total Credit Hours: 34

Collision Repair and Refinishing Technology-Basic Certificate (C60130B)

Spring Semester 1

		Lec	Lab	Clinic	Credit
AUB-111	Painting and Refinishing I	2	6	0	4
AUB-121	Non-Structural Damage I	1	4	0	3
AUB-131	Structural Damage I	2	4	0	4
AUT-151	Brake Systems	2	3	0	3
				Total:	14

Total Credit Hours: 14

Computer Integrated-Machining Technology

The Computer-Integrated Machining curriculum prepares students with the analytical, creative, and innovative skills necessary to take a production idea from an initial concept through design, development and production, resulting in a finished product.

Course work may include manual machining, computer applications, engineering design, computer-aided drafting (CAD), computer-aided machining (CAM), blueprint interpretation, advanced computerized numeric control (CNC) equipment, basic and advanced machining operations, precision measurement, and high-speed multi-axis machining.

Graduates should qualify for employment as machining technicians in high-tech manufacturing, rapid-prototyping and rapid-manufacturing industries, specialty machine shops, fabrication industries, and high-tech or emerging industries such as aerospace, aviation, medical, and renewable energy, and to sit for machining certification exams.

Associate in Applied Science Degree (AAS) Computer-Integrated Machining Technology (A50210)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-115	Success and Study Skills	0	2	0	1
ENG 110	Freshman Composition	3	0	0	3
or ENG-111	Writing and Inquiry	3	0	0	3
ISC-112	Industrial Safety	2	0	0	2
MAC-114	Introduction to Metrology	2	0	0	2
MAC-131	Blueprint Reading/Mach I	1	2	0	2
MAC-141	Machining Applications I	2	6	0	4
MAC-151	Machining Calculations	1	2	0	2
				Total:	16
Spring Semester 1		Lec	Lab	Clinic	Credit
ISC-220	Lean Manufacturing	2	2	0	3
MAC-115	Grinding Operations	2	2	0	3
MAC-121	Introduction to CNC	2	0	0	2
MAC-229	CNC Programming	2	0	0	2
MAC-142	Machining Applications II	2	6	0	4
MAC-152	Adv Machining Calculations	1	2	0	2
				Total:	16
Summer Semester 1		Lec	Lab	Clinic	Credit
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG-112	Writing/Research in Disciplines	3	0	0	3
	Mathematics	3	0	0	3
				Total:	6

Fall Semester 2		Lec	Lab	Clinic	Credit
MAC-143	Machining Applications III	2	6	0	4
MAC-222	Advanced CNC Turning	1	3	0	2
MAC-224	Advanced CNC Milling	1	3	0	2
MAC-231	CAM: CNC Turning	1	4	0	3
MAC-232	CAM: CNC Milling	1	4	0	3
	Social & Behavioral Sciences	3	0	0	3
					Total: 17

Spring Semester 2		Lec	Lab	Clinic	Credit
	Humanities/Fine Arts	3	0	0	3
MAC-233	Appl in CNC Machining	2	12	0	6
MAC-234	Adv Multi-Axis Machin	2	3	0	3
MAC-234A	Adv Multi-Axis Machin Lab	0	3	0	1
WBL-111	Work-Based Learning I	0	10	0	1
					Total: 15

Total Credit Hours: 69

Mathematics: Choose at least 3 hours from the following courses:		Lec	Lab	Clinic	Credit
MAT-110	Math Measurement and Literacy	2	2	0	3
MAT-143	Quantitative Literacy	2	2	0	3

Computer-Integrated Machining Technology Diploma (D50210)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-115	Success and Study Skills	0	2	0	1
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG 110	Freshman Composition	3	0	0	3
or ENG-111	Writing and Inquiry	3	0	0	3
ISC-112	Industrial Safety	2	0	0	2
MAC-114	Introduction to Metrology	2	0	0	2
MAC-131	Blueprint Reading/Mach I	1	2	0	2
MAC-141	Machining Applications I	2	6	0	4
MAC-151	Machining Calculations	1	2	0	2
					Total: 16

Spring Semester 1		Lec	Lab	Clinic	Credit
ISC-220	Lean Manufacturing	2	2	0	3
MAC-115	Grinding Operations	2	2	0	3
MAC-121	Introduction to CNC	2	0	0	2
MAC-142	Machining Applications II	2	6	0	4
MAC-143	Machining Applications III	2	6	0	4
MAC-152	Adv Machining Calculations	1	2	0	2
					Total: 18

Summer Semester 1

	Lec	Lab	Clinic	Credit
Mathematics	3	0	0	3
			Total: 3	

Total Credit Hours: 37**Certificate in Computer-Integrated Machining Technology (C50210)****Fall Semester 1**

	Lec	Lab	Clinic	Credit
ISC-112 Industrial Safety	2	0	0	2
MAC-114 Introduction to Metrology	2	0	0	2
MAC-131 Blueprint Reading/Mach I	1	2	0	2
MAC-141 Machining Applications 1	2	6	0	4
MAC-151 Machining Calculations	1	2	0	2
			Total: 12	

Total Credit Hours: 12

Cosmetology

The Cosmetology curriculum is designed to provide competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment which enables students to develop their skills.

Course work includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multi-cultural practices, business/computer principles, product knowledge, and other selected topics.

Graduates should qualify to sit for the State Board of Cosmetic Arts examination. Upon successfully passing the State Board exam, graduates will be issued a license. Employment is available in beauty salons and related businesses.

Graduation requires the listed courses, Haywood Community College Cosmetic Art Competencies, North Carolina State Board of Cosmetic Arts requirements, 1500 clinical hours and have a 2.0 GPA or higher before making application to take the licensing exam.

Associate in Applied Science Degree (AAS) Cosmetology (A55140)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-115	Success and Study Skills	0	2	0	1
COS-111	Cosmetology Concepts I	4	0	0	4
COS-112	Salon I	0	24	0	8
COS-260	Design Applications	1	3	0	2
Total: 15					

Spring Semester 1		Lec	Lab	Clinic	Credit
COS-113	Cosmetology Concepts II	4	0	0	4
COS-114	Salon II	0	24	0	8
COS-223	Contemp Hair Coloring	1	3	0	2
ENG-110	Freshman Composition	3	0	0	3
Total: 17					

Summer Semester 1		Lec	Lab	Clinic	Credit
BIO-111	General Biology I	3	3	0	4
or BIO-160	Introduction to Life Science	2	2	0	3
	Social and Behavioral Sciences	3	0	0	3
Total: 6-7					

Fall Semester 2		Lec	Lab	Clinic	Credit
COS-115	Cosmetology Concepts III	4	0	0	4
COS-116	Salon III	0	12	0	4
COS-240	Contemporary Design	1	3	0	2
MKT-223	Customer Service	3	0	0	3
Total: 13					

Spring Semester 2		Lec	Lab	Clinic	Credit
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
COS-117	Cosmetology Concepts IV	2	0	0	2
COS-118	Salon IV	0	21	0	7
	Humanities/Fine Arts	3	0	0	3
					Total: 15

Total Credit Hours: 66-67

Cosmetology Diploma (D55140)

Fall Semester 1		Lec	Lab	Clinic	Credit
COS-111	Cosmetology Concepts I	4	0	0	4
COS-112	Salon I	0	24	0	8
					Total: 12

Spring Semester 1		Lec	Lab	Clinic	Credit
COS-113	Cosmetology Concepts II	4	0	0	4
COS-114	Salon II	0	24	0	8
					Total: 12

Fall Semester 2		Lec	Lab	Clinic	Credit
COS-115	Cosmetology Concepts III	4	0	0	4
COS-116	Salon III	0	12	0	4
	Social and Behavioral Sciences	3	0	0	3
					Total: 11

Spring Semester 2		Lec	Lab	Clinic	Credit
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG 110	Freshman Composition	3	0	0	3
COS-117	Cosmetology Concepts IV	2	0	0	2
COS-118	Salon IV	0	21	0	7
					Total: 12

Total Credit Hours: 47

Criminal Justice Technology

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.

Associate in Applied Science Degree (AAS) Criminal Justice Technology (A55180)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-115	Success and Study Skills	0	2	0	1
CIS-110	Introduction to Computers	2	2	0	3
CJC-111	Introduction to Criminal Justice	3	0	0	3
CJC-112	Criminology	3	0	0	3
CJC-121	Law Enforcement Operations	3	0	0	3
CJC-131	Criminal Law	3	0	0	3
Total: 16					

Spring Semester 1		Lec	Lab	Clinic	Credit
CJC-113	Juvenile Justice	3	0	0	3
CJC-132	Court Procedure and Evidence	3	0	0	3
CJC-213	Substance Abuse	3	0	0	3
CJC-222	Criminalistics	3	0	0	3
ENG-111	Writing and Inquiry	3	0	0	3
Total: 15					

Summer Semester 1		Lec	Lab	Clinic	Credit
BIO-111	General Biology I	3	3	0	4
or CHM-151	General Chemistry I	3	3	0	4
or MAT-143	Quantitative Literacy	2	2	0	3
COM-120	Interpersonal Communications	3	0	0	3
PSY-150	General Psychology	3	0	0	3
Total: 9-10					

Fall Semester 2		Lec	Lab	Clinic	Credit
CCT-110	Introduction to Cyber Crime	3	0	0	3
CJC-141	Corrections	3	0	0	3
CJC-214	Victimology	3	0	0	3
CJC-221	Investigative Principles	3	2	0	4
CJC-223	Organized Crime	3	0	0	3
Total: 16					

Spring Semester 2

		Lec	Lab	Clinic	Credit
CCT-121	Computer Crime Investigations	3	2	0	4
CJC-212	Ethics and Community Relations	3	0	0	3
CJC-231	Constitutional Law	3	0	0	3
EPT-210	Response and Recovery	3	0	0	3
	Humanities/Fine Arts	3	0	0	3
					Total: 16

Total Credit Hours: 72-73**Criminal Justice Technology Diploma (D55180)****Fall Semester 1**

		Lec	Lab	Clinic	Credit
ACA-115	Success and Study Skills	0	2	0	1
CIS-110	Introduction to Computers	2	2	0	3
CJC-111	Introduction to Criminal Justice	3	0	0	3
CJC-112	Criminology	3	0	0	3
CJC-121	Law Enforcement Operations	3	0	0	3
CJC-131	Criminal Law	3	0	0	3
					Total: 16

Spring Semester 1

		Lec	Lab	Clinic	Credit
CJC-113	Juvenile Justice	3	0	0	3
CJC-132	Court Procedure and Evidence	3	0	0	3
CJC-213	Substance Abuse	3	0	0	3
CJC-212	Ethics and Community Relations	3	0	0	3
CJC-222	Criminalistics	3	0	0	3
					Total: 15

Summer Semester 1

		Lec	Lab	Clinic	Credit
ENG-111	Writing and Inquiry	3	0	0	3
COM-120	Interpersonal Communications	3	0	0	3
PSY-150	General Psychology	3	0	0	3
					Total: 9

Total Credit Hours: 40

Criminal Justice Technology Certificate (C55180)

Fall Semester 1

		Lec	Lab	Clinic	Credit
CJC-111	Introduction to Criminal Justice	3	0	0	3
CJC-112	Criminology	3	0	0	3
CJC-131	Criminal Law	3	0	0	3
				Total:	9

Spring Semester 1

		Lec	Lab	Clinic	Credit
CJC-113	Juvenile Justice	3	0	0	3
CJC-212	Ethics and Community Relations	3	0	0	3
CJC-231	Constitutional Law	3	0	0	3
				Total:	9

Total Credit Hours: 18

Criminal Justice Technology-Cyber Crime Certificate (C55180CC)

Fall Semester 1

		Lec	Lab	Clinic	Credit
CCT-110	Introduction to Cyber Crime	3	0	0	3
CJC-111	Introduction to Criminal Justice	3	0	0	3
CJC-131	Criminal Law	3	0	0	3
CJC-221	Investigative Principles	3	2	0	4
				Total:	13

Spring Semester 1

		Lec	Lab	Clinic	Credit
CCT-121	Computer Crime Investigations	3	2	0	4
				Total:	4

Total Credit Hours: 17

Early Childhood Education

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.

The Haywood Community College Early Childhood Program is accredited by the National Association for the Education of Young Children (www.naeyc.org). The NAEYC Commission on the Accreditation of Early Childhood Higher Education Programs awards accreditation to early childhood degree programs that demonstrate evidence of excellence by meeting the NAEYC Professional Preparation Standards. The NAEYC accreditation process provides a framework for self-study, external evaluation, and improvement in the quality of teacher preparation programs.

Associate in Applied Science Degree (AAS) Early Childhood Education (A55220)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-115 (Career Option Only).	Success and Study Skills	0	2	0	1
or ACA-122	College Transfer Success	0	2	0	1
EDU-119	Introduction to Early Childhood Education	4	0	0	4
EDU-131	Child, Family, and Community	3	0	0	3
EDU-144	Child Development I	3	0	0	3
EDU-151	Creative Activities	3	0	0	3
ENG-111	Writing and Inquiry	3	0	0	3
Total: 17					
Spring Semester 1		Lec	Lab	Clinic	Credit
EDU-145	Child Development II	3	0	0	3
EDU-146	Child Guidance	3	0	0	3
EDU-234	Infants, Toddlers, and Twos	3	0	0	3
	Humanities/Fine Arts	3	0	0	3
	Social and Behavioral Sciences	3	0	0	3
Total: 15					
Summer Semester 1		Lec	Lab	Clinic	Credit
EDU-153	Health, Safety, and Nutrition	3	0	0	3
EDU-221	Children with Exceptionalities	3	0	0	3
Total: 6					

Each Early Childhood Education major must complete the courses above AND choose one of the three options below to complete an AAS in Early Childhood Education (A55220BK, A55220TR, A55220CO).

Students may choose from the following tracks to meet their individual goals in the Early Childhood field:

Early Childhood Education Birth-Kindergarten Licensure Transfer Track (A55220BK)

Fall Semester 2		Lec	Lab	Clinic	Credit
BIO-111	General Biology I	3	3	0	4
CHM-151	General Chemistry I	3	3	0	4
COM-231	Public Speaking	3	0	0	3
EDU-216	Foundations of Education	3	0	0	3
ENG-112	Writing/Research in Disciplines	3	0	0	3
					Total: 17

Spring Semester 2		Lec	Lab	Clinic	Credit
EDU-250	Teacher Licensure Preparation	3	0	0	3
EDU-280	Language/Literacy Experiences	3	0	0	3
EDU-284	Early Childhood Capstone Practicum	1	9	0	4
MAT-143	Quantitative Literacy	2	2	0	3
PSY-150	General Psychology	3	0	0	3
					Total: 16

Total Credit Hours: 71

Early Childhood Education-Early Education Non-Licensure Transfer Track (A55220TR)

Fall Semester 2		Lec	Lab	Clinic	Credit
BIO-111	General Biology I	3	3	0	4
CHM-151	General Chemistry I	3	3	0	4
COM-231	Public Speaking	3	0	0	3
ENG-112	Writing/Research in Disciplines	3	0	0	3
PSY-150	General Psychology	3	0	0	3
					Total: 17

Spring Semester 2		Lec	Lab	Clinic	Credit
EDU-261	Early Childhood Administration I	3	0	0	3
EDU-262	Early Childhood Administration II	3	0	0	3
EDU-280	Language/Literacy Experiences	3	0	0	3
EDU-284	Early Childhood Capstone Practicum	1	9	0	4
MAT-143	Quantitative Literacy	2	2	0	3
					Total: 16

Total Credit Hours: 71

Early Childhood Education-Career Option (Non-Transfer) Track (A55220CO)-This track is designed to prepare the student to work in Early Childhood Programs.

Fall Semester 2		Lec	Lab	Clinic	Credit
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG-112	Writing/Research in Disciplines	3	0	0	3
EDU-216	Foundations of Education	3	0	0	3
EDU-261	Early Childhood Administration I	3	0	0	3
EDU-262	Early Childhood Administration II	3	0	0	3
EDU-280	Language/Literacy Experiences	3	0	0	3
					Total: 15

Spring Semester 2		Lec	Lab	Clinic	Credit
EDU-235	School-Age Development and Programs	3	0	0	3
EDU-259	Curriculum Planning	3	0	0	3
EDU-284	Early Childhood Capstone Practicum	1	9	0	4
	Natural Science and Mathematics	3	0	0	3-4
					Total: 13-14

Total Credit Hours: 66-67

Natural Science and Mathematics: Choose at least 3 hours from the following courses:

		Lec	Lab	Clinic	Credit
BIO-111	General Biology I	3	3	0	4
CHM-151	General Chemistry I	3	3	0	4
MAT-143	Quantitative Literacy	2	2	0	3

Early Childhood Administration Certificate

This curriculum prepares individuals pursuing administrating roles in diverse child care settings to effectively work with children, families and teachers. The certificate is composed of learning opportunities in developmental theories, competency and evidence-based professional knowledge, administrative skills, and leadership qualities.

Course work includes foundations in early childhood education, physical/nutritional needs of young children, safety issues in the care of young children; communication and leadership skills with teachers, families, and children; programming and staffing, budgeting/financial management and marketing, and rules and regulations of early childhood programs.

Employment opportunities include entrepreneurship and/or management of child development and child care programs, preschools, public and private schools, recreational centers, Early Head Start and Head Start programs, and other programs.

Early Childhood Administration Certificate (C55850)

Fall Semester 1

		Lec	Lab	Clinic	Credit
EDU-119	Introduction to Early Childhood Education	4	0	0	4
EDU-131	Child, Family, and Community	3	0	0	3
				Total:	7

Spring Semester 1

		Lec	Lab	Clinic	Credit
EDU-153	Health, Safety, and Nutrition	3	0	0	3
EDU-261	Early Childhood Administration I	3	0	0	3
EDU-262	Early Childhood Administration II	3	0	0	3
				Total:	9

Total Credit Hours: 16

Early Childhood Preschool Certificate

This curriculum prepares individuals to work with preschool aged children (3-5) in diverse learning environments. Students will combine learned theories, competency-based knowledge, and practice in actual settings with preschool children.

Course work includes child growth and development; physical/nutritional needs of preschool children; safety issues in the care of preschool children; care and guidance; communication skills with families and children; design and implementation of appropriate curriculum; and other related topics.

Graduates should be prepared to plan and implement developmentally appropriate preschool 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 other preschool programs.

Early Childhood Preschool Certificate (C55860)

Fall Semester 1

		Lec	Lab	Clinic	Credit
EDU-119	Introduction to Early Childhood Education	4	0	0	4
EDU-131	Child, Family, and Community	3	0	0	3
EDU-146	Child Guidance	3	0	0	3
				Total:	10

Spring Semester 1

		Lec	Lab	Clinic	Credit
EDU-145	Child Development II	3	0	0	3
EDU-153	Health, Safety, and Nutrition	3	0	0	3
				Total:	6

Total Credit Hours: 16

Electrical Systems Technology

Architecture and Construction programs prepare individuals to apply technical knowledge and skills related to the fields of architecture, construction, and associated professions. This program includes instruction that can be applied to a variety of careers in the design-construction industry, including employment with architectural and engineering firms, residential and commercial builders/contractors, and other construction-related occupations.

The Electrical Systems Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial and industrial facilities.

Course work, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, programmable logic controllers, industrial motor controls, applications of the National Electric Code, and other subjects as local needs require.

Graduates should qualify for a variety of jobs in the electrical field as an on-the-job trainee or apprentice assisting in the layout, installation, and maintenance of electrical systems.

Electrical Systems Technology Diploma (D35130)

Fall Semester 1		Lec	Lab	Clinic	Credit
ELC-113	Residential Wiring	2	6	0	4
ELC-118	National Electrical Code	1	2	0	2
ELC-119	NEC Calculations	1	2	0	2
ELC-125	Diagrams and Schematics	1	2	0	2
ELC-131	Circuit Analysis I	3	3	0	4
ELC-131A	Circuit Analysis I Lab	0	3	0	1
					Total: 15
Spring Semester 1		Lec	Lab	Clinic	Credit
ELC-114	Commercial Wiring	2	6	0	4
ELC-121	Electrical Estimating	1	2	0	2
ELC-229	Applications Project	1	3	0	2
ELN-231	Industrial Controls	2	3	0	3
	Mathematics	3	0	0	3
					Total: 14
Fall Semester 2		Lec	Lab	Clinic	Credit
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG 110	Freshman Composition	3	0	0	3
or ENG-111	Writing and Inquiry	3	0	0	3
ELC-115	Industrial Wiring	2	6	0	4
ELC-215	Electrical Maintenance	2	3	0	3
					Total: 10

Total Credit Hours: 39

Mathematics: Choose at least 3 hours from the following courses:

		Lec	Lab	Clinic	Credit
MAT-110	Math Measurement and Literacy	2	2	0	3
MAT-143	Quantitative Literacy	2	2	0	3

Electrical Systems Technology Certificate (C35130)

Fall Semester 1

		Lec	Lab	Clinic	Credit
ELC-113	Residential Wiring	2	6	0	4
ELC-118	National Electrical Code	1	2	0	2
ELC-119	NEC Calculations	1	2	0	2
ELC-125	Diagrams and Schematics	1	2	0	2
ELC-131	Circuit Analysis I	3	3	0	4
ELC-131A	Circuit Analysis I Lab	0	3	0	1

Total: 15

Total Credit Hours: 15

Fish and Wildlife Management Technology

The Natural Resources System curriculum is designed to provide the practice and academic skills essential for success in Natural Resource Management.

Students will gain an understanding of the principles and develop competencies and technical skills in the production, utilization, and conservation of natural resources. Students will also learn many technical and conservation skills.

Graduates qualify for positions in natural resources technician positions in a wide range of outdoor national venues.

The Fish and Wildlife Management Technology program prepares individuals to conserve and manage wilderness areas and the life therein, and manage wildlife reservations and zoological/aquarium facilities for recreational, commercial, and ecological purposes. Potential course work includes instruction in wildlife biology, marine/aquatic biology, environmental science, freshwater and saltwater ecosystems, natural resource management and policy, outdoor recreation and parks management, the design and operation of natural and artificial wildlife habitats, applicable law and regulations, and related administrative and communication skills.

Beginning fall semester of 2013, students seeking the Fish and Wildlife Technology AAS degree cannot register for general education courses during day hours for the final year. Day hours are from 7:00 am to 4:00 pm. FOR and FWL courses will largely be offered on a block scheduling system. To prevent scheduling conflicts, students should register with their Fish and Wildlife Technology advisor. Any scheduling conflicts must be corrected before the 10% point of the semester.

Associate in Applied Science Degree (AAS) Fish and Wildlife Management Technology (A15160)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-115	Success and Study Skills	0	2	0	1
BIO-111	General Biology I	3	3	0	4
ENG-111	Writing and Inquiry	3	0	0	3
FOR-121	Dendrology	2	6	0	4
FWL-142	Wildlife Management	2	3	0	3
	Humanities/Fine Arts	3	0	0	3
				Total:	18
Spring Semester 1		Lec	Lab	Clinic	Credit
ENG-112	Writing/Research in Disciplines	3	0	0	3
FOR-131	Forest Measurements	2	3	0	3
FWL-126	Wildlife Ornithology	2	3	0	3
FWL-222	Wildlife Mammalogy	2	3	0	3
MAT-143	Quantitative Literacy	2	2	0	3
	Social and Behavioral Sciences	3	0	0	3
				Total:	18

Summer Semester 1

		Lec	Lab	Clinic	Credit
FOR-275	Natural Resources Issues	0	3	0	1
FWL-232	Terrestrial Ecology	2	3	0	3
FWL-234	Aquatic Ecology	2	3	0	3
					Total: 7

Fall Semester 2

		Lec	Lab	Clinic	Credit
FOR-123	Forest Botany	2	3	0	3
or FWL-124	Wildlife Botany	2	3	0	3
FOR-173	Soils and Hydrology	2	3	0	3
FOR-215	Introduction to GIS/GPS	1	4	0	3
FOR-225	Silvics and Silviculture	3	3	0	4
FWL-224	Ichthyology	1	2	0	2
					Total: 15

Spring Semester 2

		Lec	Lab	Clinic	Credit
FOR-212	Forest Surveying and Aerial Interpretation	2	3	0	3
FWL-212	Wildlife Policy and Law	2	0	0	2
FWL-242	Fishery Management	2	3	0	3
FWL-252	Wildlife Management Techniques	2	3	0	3
FWL-254	Habitat Manipulation	2	3	0	3
					Total: 14

Total Credit Hours: 72

Forestry Management Technology

The Natural Resources System curriculum is designed to provide the practice and academic skills essential for success in Natural Resource Management.

Students will gain an understanding of the principles and develop competencies and technical skills in the production, utilization, and conservation of natural resources. Students will also learn many technical and conservation skills.

Graduates qualify for positions in natural resources technician positions in a wide range of outdoor national venues.

The Forestry Management Technology program that prepares individuals to manage and produce forest resources. Potential course work includes instruction in woods and field skills, tree identification, timber measurement, logging and timber harvesting, forest propagation and regeneration, forest fire-fighting, resource management, equipment operation and maintenance, record-keeping, sales and purchasing, operations, and personnel supervision.

Beginning fall semester of 2013, students seeking the Forestry Management Technology AAS degree cannot register for general education courses during day hours for the final year. Day hours are from 7:00 am. to 4:00 pm. FOR and FWL courses will largely be offered on a block scheduling system. To prevent scheduling conflicts, students should register with their Forestry Management Technology advisor. Any scheduling conflicts must be corrected before the 10% point of the semester.

Associate in Applied Science Degree (AAS) Forestry Management Technology (A15200)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-115	Success and Study Skills	0	2	0	1
BIO-111	General Biology I	3	3	0	4
ENG-111	Writing and Inquiry	3	0	0	3
FOR-121	Dendrology	2	6	0	4
FOR-171	Introduction to Forest Resources	3	0	0	3
Total:					15

Spring Semester 1		Lec	Lab	Clinic	Credit
ENG-112	Writing/Research in Disciplines	3	0	0	3
FOR-131	Forest Measurements	2	3	0	3
FOR-215	Introduction to GIS/GPS	1	4	0	3
	Humanities/Fine Arts	3	0	0	3
MAT-152	Statistical Methods I	3	2	0	4
Total:					16

Summer Semester 1		Lec	Lab	Clinic	Credit
FOR-232	Forest Mensuration	2	6	0	4
FOR-285	Logging and Marketing	2	3	0	3
Total:					7

Fall Semester 2

		Lec	Lab	Clinic	Credit
FOR-173	Soils and Hydrology	2	3	0	3
FOR-175	Wildlife and Environmental Studies	2	3	0	3
or FWL-142	Wildlife Management	2	3	0	3
FOR-225	Silvics and Silviculture	3	3	0	4
FOR-240	Forest Protection	2	3	0	3
FOR-241	Forest Fire Management	2	3	0	3
					Total: 16

Spring Semester 2

		Lec	Lab	Clinic	Credit
FOR-212	Forest Surveying and Aerial Interpretation	2	3	0	3
FOR-271	Forest Management	2	3	0	3
FOR-123	Forest Botany	2	3	0	3
or FWL-124	Wildlife Botany	2	3	0	3
	Social and Behavioral Science	3	0	0	3
WPP-125	Wood Identification	1	2	0	2
					Total: 14

Total Credit Hours: 68

Industrial Systems Technology

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, or install equipment. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems.

Students will learn multi-craft technical skills in print reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

Upon completion of this curriculum, graduates should be able to individually, or with a team, safely install, inspect, diagnose, repair, and maintain industrial process and support equipment. Students will also be encouraged to develop their skills as life-long learners.

Associate in Applied Science Degree (AAS) Industrial Systems Technology (A50240)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-115	Success and Study Skills	0	2	0	1
BPR-135	Schematics and Diagrams	2	0	0	2
ELC-112	DC/AC Electricity	3	6	0	5
ELC-128	Introduction to Programmable Logic Controller	2	3	0	3
ISC-112	Industrial Safety	2	0	0	2
PCI-162	Instrumentation Controls	2	3	0	3
Total: 16					

Spring Semester 1		Lec	Lab	Clinic	Credit
ELC-130	Advanced Motors/Controls	2	2	0	3
ENG 110	Freshman Composition	3	0	0	3
or ENG-111	Writing and Inquiry	3	0	0	3
HYD-110	Hydraulics/Pneumatics I	2	3	0	3
MEC-111	Machine Processes I	1	4	0	3
MNT-110	Introduction to Maintenance Procedures	1	3	0	2
MNT-165	Mechanical Industrial Systems	1	3	0	2
WLD-112	Basic Welding Processes	1	3	0	2
Total: 18					

Summer Semester 1		Lec	Lab	Clinic	Credit
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG-112	Writing/Research in Disciplines	3	0	0	3
	Mathematics	3	0	0	3
Total: 6					

Fall Semester 2		Lec	Lab	Clinic	Credit
ATR-215	Sensors and Transducers	2	3	0	3
ATR-280	Robotic Fundamentals	2	3	0	4
HYD-210	Advanced Hydraulics	1	3	0	2
MNT-220	Rigging and Moving	1	3	0	2
	Social and Behavioral Sciences	3	0	0	3
Total: 14					

Spring Semester 2		Lec	Lab	Clinic	Credit
ELC-215	Electrical Maintenance	2	3	0	3
ELN-275	Troubleshooting	1	3	0	2
	Humanities/Fine Arts	3	0	0	3
MNT-240	Industrial Equipment Troubleshoot	1	3	0	2
MNT-263	Electro-Pneu Components	2	4	0	4
					Total: 14
Total Credit Hours: 68					

Mathematics: Choose at least 3 hours from the following courses:		Lec	Lab	Clinic	Credit
MAT-110	Math Measurement and Literacy	2	2	0	3
MAT-143	Quantitative Literacy	2	2	0	3
PHY-110	Conceptual Physics	3	0	0	3
and PHY-110A	Conceptual Physics Lab	0	2	0	1

Industrial Systems Technology Diploma (D50240)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-115	Success and Study Skills	0	2	0	1
BPR-135	Schematics and Diagrams	2	0	0	2
ELC-112	DC/AC Electricity	3	6	0	5
ELC-128	Introduction to Programmable Logic Controller	2	3	0	3
ISC-112	Industrial Safety	2	0	0	2
PCI-162	Instrumentation Controls	2	3	0	3
					Total: 16

Spring Semester 1		Lec	Lab	Clinic	Credit
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG 110	Freshman Composition	3	0	0	3
or ENG-111	Writing and Inquiry	3	0	0	3
ELC-130	Advanced Motors/Controls	2	2	0	3
HYD-110	Hydraulics/Pneumatics I	2	3	0	3
MEC-111	Machine Processes I	1	4	0	3
MNT-110	Introduction to Maintenance Procedures	1	3	0	2
MNT-165	Mechanical Industrial Systems	1	3	0	2
WLD-112	Basic Welding Processes	1	3	0	2
					Total: 18

Summer Semester 1		Lec	Lab	Clinic	Credit
	Mathematics	3	0	0	3
					Total: 3

Total Credit Hours: 37

Certificate in Industrial Systems Technology Certificate (C50240)

Fall Semester 1

		Lec	Lab	Clinic	Credit
BPR-135	Schematics and Diagrams	2	0	0	2
ELC-112	DC/AC Electricity	3	6	0	5
ELC-128	Introduction to Programmable Logic Controller	2	3	0	3
ISC-112	Industrial Safety	2	0	0	2
PCI-162	Instrumentation Controls	2	3	0	3
				Total:	15

Total Credit Hours: 15

Infant/Toddler Care Certificate

The curriculum prepares individuals to work with children from infancy to three years-of-age in diverse learning environments. Students will combine learning theories, competency-based knowledge, and practice in actual settings with infants and toddlers.

Course work includes infant/toddler growth and development: physical /nutritional needs of infants and toddlers; safety issues in the care of infants and toddlers; care and guidance; communications skills with families and children; design and implantation of appropriate curriculum; and other related topics.

Graduates should be prepared to plan and implement developmentally appropriate infant/toddler programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreations centers, Early Head Start Programs, and other infant/toddler programs.

Infant/Toddler Care Certificate (C55290)

Fall Semester 1

		Lec	Lab	Clinic	Credit
EDU-119	Introduction to Early Childhood Education	4	0	0	4
EDU-144	Child Development I	3	0	0	3
					Total: 7

Spring Semester 1

		Lec	Lab	Clinic	Credit
EDU-131	Child, Family and Community	3	0	0	3
EDU-153	Health, Safety, and Nutrition	3	0	0	3
EDU-234	Infants, Toddlers, and Twos	3	0	0	3
					Total: 9

Total Credit Hours: 16

Information Technology

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.

Associate in Applied Science Degree (AAS) Information Technology (A25590)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-115	Success and Study Skills	0	2	0	1
CCT-110	Introduction to Cyber Crime	3	0	0	3
CIS-111	Basic PC Literacy	1	2	0	2
CTS-120	Hardware/Software Support	2	3	0	3
ENG-111	Writing and Inquiry	3	0	0	3
SEC-110	Security Concepts	2	2	0	3
Total:					15

Spring Semester 1		Lec	Lab	Clinic	Credit
CTI-110	Web, Pgm, and Db Foundation	2	2	0	3
CTI-120	Network and Sec Foundation	2	2	0	3
DBA-110	Database Concepts I	2	2	0	3
NOS-120	Linux/UNIX Single User	2	2	0	3
NOS-130	Windows Single User	2	2	0	3
SEC-160	Security Administration I	2	2	0	3
Total:					18

Summer Semester 1		Lec	Lab	Clinic	Credit
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG-112	Writing/Research in Disciplines	3	0	0	3
MAT-143	Quantitative Literacy	2	2	0	3
	Social and Behavioral Sciences	3	0	0	3
Total:					9

Fall Semester 2		Lec	Lab	Clinic	Credit
CCT-240	Data Recovery Techniques	2	3	0	3
CIS-115	Intro to Programming and Logic	2	3	0	3
CTI-140	Virtualization Concepts	1	4	0	3
CTS-115	Info Sys Business Concepts	3	0	0	3
CTS-240	Project Management	2	2	0	3
NOS-230	Windows Administration I	2	2	0	3
				Total:	18

Spring Semester 2		Lec	Lab	Clinic	Credit
CCT-250	Network Vulnerabilities I	2	2	0	3
CTS-250	User Support & Software Eval	2	2	0	3
CTS-285	Systems Analysis & Design	3	0	0	3
	Humanities/Fine Arts	3	0	0	3
WBL-111	Work-Based Learning	0	10	0	1
WEB-210	Web Design	2	2	0	3
				Total:	16

Total Credit Hours: 76

Information Technology Diploma (D25590)

Fall Semester 1		Lec	Lab	Clinic	Credit
CCT-110	Introduction to Cyber Crime	3	0	0	3
CIS-111	Basic PC Literacy	1	2	0	2
CIS-115	Intro to Programming and Logic	2	3	0	3
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG-111	Writing and Inquiry	3	0	0	3
CTS-120	Hardware/Software Support	2	3	0	3
SEC-110	Security Concepts	2	2	0	3
				Total:	17

Spring Semester 1		Lec	Lab	Clinic	Credit
CTI-110	Web, Pgm, and Db Foundation	2	2	0	3
CTI-120	Network and Sec Foundation	2	2	0	3
DBA-110	Database Concepts I	2	2	0	3
NOS-120	Linux/UNIX Single User	2	2	0	3
NOS-130	Windows Single User	2	2	0	3
SEC-160	Security Administration I	2	2	0	3
				Total:	18

Summer Semester 1		Lec	Lab	Clinic	Credit
MAT-143	Quantitative Literacy	2	2	0	3
	Humanities/Fine Arts	3	0	0	3
				Total:	6

Total Credit Hours: 41

Information Technology-Cyber Security Certificate (C25590S)

Fall Semester 1

		Lec	Lab	Clinic	Credit
CCT-110	Introduction to Cyber Crime	3	0	0	3
SEC-110	Security Concepts	2	2	0	3
					Total: 6

Spring Semester 1

		Lec	Lab	Clinic	Credit
CTI-120	Network and Sec Foundation	2	2	0	3
NOS-120	Linux/UNIX Single User	2	2	0	3
SEC-160	Security Administration I	2	2	0	3
					Total: 9

Total Credit Hours: 15

Information Technology-Technician Certificate (C25590T)

Fall Semester 1

		Lec	Lab	Clinic	Credit
CTS-120	Hardware/Software Support	2	3	0	3
					Total: 3

Spring Semester 1

		Lec	Lab	Clinic	Credit
CTI-110	Web, Pgm, and Db Foundation	2	2	0	3
CTI-120	Network and Sec Foundation	2	2	0	3
NOS-120	Linux/UNIX Single User	2	2	0	3
NOS-130	Windows Single User	2	2	0	3
					Total: 12

Total Credit Hours: 15

Medical Assisting

The Medical Assisting curriculum prepares multi-skilled health care professionals qualified to perform administrative, clinical, and laboratory procedures.

Course work includes instruction in scheduling appointments, coding and processing insurance accounts, billing, collections, computer operations; assisting with examinations/treatments, performing routine laboratory procedures, electrocardiography, supervised medication administration; and ethical/legal issues associated with patient care.

Graduates of CAAHEP-accredited medical assisting programs may be eligible to sit for the American Association of Medical Assistants' Certification Examination to become Certified Medical Assistants. Employment opportunities include physicians' offices, health maintenance organizations, health departments, outpatient clinics, and hospitals.

The Haywood Community College Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org), upon the recommendation of the Medical Assisting Education Review Board (MAERB). The goal of the Medical Assisting Program is to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Commission on Accreditation of Allied Health Education Programs
113th St. N, #7709
Seminole, FL 33775
(727) 210-2350 phone | (727) 210-2354 fax

Program Requirements

The requirements for the Medical Assisting program include:

1. A completed medical form including all required immunizations prior to enrolling in MED-150, and MED-160;
2. An annual tB skin test;
3. Malpractice insurance prior to taking MED-150 and MED-160; and
4. A satisfactory urine drug screen and criminal background check required prior to MED-160.
5. MED-260 MED Clinical Practicum is designed to be a capstone course for the medical assisting professional and must be taken in the final semester of a student's sophomore year.

Note: All MED and OST prefix courses in the Medical Assisting program required a grade of "C" or better.

Associate in Applied Science Degree (AAS) Medical Assisting (A45400)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-115	Success and Study Skills	0	2	0	1
CIS-110	Introduction to Computers	2	2	0	3
ENG-111	Writing and Inquiry	3	0	0	3
MED-110	Orientation for Medical Assisting	1	0	0	1
MED-114	Professional Interaction in Health Care	1	0	0	1
MED-116	Introduction to Anatomy and Physiology	3	2	0	4
MED-121	Medical Terminology I	3	0	0	3

Total: 16

Spring Semester 1		Lec	Lab	Clinic	Credit
BIO-111	General Biology I	3	3	0	4
ENG-112	Writing/Research in Disciplines	3	0	0	3
MED-122	Medical Terminology II	3	0	0	3
MED-130	Administrative Office Procedures I	1	2	0	2
MED-131	Administrative Office Procedures II	1	2	0	2
OST-136	Word Processing	2	2	0	3

Total: 17

Summer Semester 1		Lec	Lab	Clinic	Credit
OST-149	Medical Legal Issues	3	0	0	3
MED-140	Exam Room Procedures I	3	4	0	5
MED-270	Symptomology	3	0	0	3

Total: 11

Fall Semester 2		Lec	Lab	Clinic	Credit
MED-150	Laboratory Procedures I	3	4	0	5
MED-240	Exam Room Procedures II	3	4	0	5
OST-148	Medical Insurance and Billing	3	0	0	3
OST-280	Electronic Health Records	2	2	0	3

Total: 16

Spring Semester 2		Lec	Lab	Clinic	Credit
	Humanities/Fine Arts	3	0	0	3
MED-260	MED Clinical Practicum	0	0	15	5
MED-264	Medical Assisting Overview	2	0	0	2
MED-276	Patient Education	1	2	0	2
PSY-150	General Psychology	3	0	0	3

Total: 15

Total Credit Hours: 75

Medical Office Administration

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.

Upon graduation from the Medical Office Administration Associate Degree program, students (at their own discretion and expense) may be eligible to sit for a medical coding certification exam through American Health Information Management Association (AHIMA) or the American Academy of Professional Coders (AAPC). Graduates may choose to pursue industry credentials through other certifying agencies.

Program Requirements

The requirements for the Medical Office Administration program include:

1. A completed medical form including all required immunizations prior to enrolling in WBL-111; and
2. A urine drug screen and criminal background check required prior to enrolling in WBL-111.
3. ***WBL-111 is a work-based learning experience with a college approved employer in which students will spend 160 hours in a medical facility. WBL-111 Work-Based Learning is an option for the associate degree only***

Note: All MED and OST prefix courses in the Medical Office Administration program required a grade of "C" or better.

Associate in Applied Science Degree (AAS) Medical Office Administration (A25310)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-115	Success and Study Skills	0	2	0	1
ENG-111	Writing and Inquiry	3	0	0	3
MED-114	Professional Interaction in Health Care	1	0	0	1
MED-116	Introduction to Anatomy and Physiology	3	2	0	4
MED-121	Medical Terminology I	3	0	0	3
OST-148	Med Ins and Billing	3	0	0	3
				Total:	15

Spring Semester 1		Lec	Lab	Clinic	Credit
CIS-110	Introduction to Computers	2	2	0	3
MED-122	Medical Terminology II	3	0	0	3
MED-130	Administrative Office Procedures I	1	2	0	2

MED-131	Administrative Office Procedures II	1	2	0	2
OST-247	Procedure Coding	2	2	0	3
OST-248	Diagnostic Coding	2	2	0	3
				Total:	16
Summer Semester 1		Lec	Lab	Clinic	Credit
BIO-111	General Biology I	3	3	0	4
	Social and Behavioral Sciences	3	0	0	3
				Total:	7
Fall Semester 2		Lec	Lab	Clinic	Credit
ENG-112	Writing/Research in Disciplines	3	0	0	3
MED-272	Drug Therapy	3	0	0	3
OST-136	Word Processing	2	2	0	3
OST-149	Medical Legal Issues	3	0	0	3
OST-264	Medical Auditing	3	0	0	3
OST-280	Electronic Health Records	2	2	0	3
				Total:	18
Spring Semester 2		Lec	Lab	Clinic	Credit
	Humanities/Fine Arts	3	0	0	3
OST-164	Office Editing	3	0	0	3
OST-243	Med Office Simulation	2	2	0	3
OST-249	Med Coding Certification Prep	2	3	0	3
WBL-111	Work-Based Learning I	0	10	0	1
or BUS-153	Human Resource Management	3	0	0	3
				Total:	13-15
Total Credit Hours: 69-71					

Medical Office Administration Diploma (D25310)

Fall Semester 1

		Lec	Lab	Clinic	Credit
ENG-111	Writing and Inquiry	3	0	0	3
MED-114	Professional Interaction in Health Care	1	0	0	1
MED-116	Introduction to Anatomy and Physiology	3	2	0	4
MED-121	Medical Terminology I	3	0	0	3
OST-148	Medical Insurance and Billing	3	0	0	3
OST-149	Medical Legal Issues	3	0	0	3

Total: 17

Spring Semester 1

		Lec	Lab	Clinic	Credit
CIS-110	Introduction to Computers	2	2	0	3
MED-122	Medical Terminology II	3	0	0	3
MED-130	Administrative Office Procedures I	1	2	0	2
MED-131	Administrative Office Procedures II	1	2	0	2
OST-164	Office Editing	3	0	0	3
OST-243	Med Office Simulation	2	2	0	3

Total: 16

Fall Semester 2

		Lec	Lab	Clinic	Credit
ENG-112	Writing/Research in Disciplines	3	0	0	3
MED-272	Drug Therapy	3	0	0	3
OST-136	Word Processing	2	2	0	3
OST-280	Electronic Health Records	2	2	0	3

Total: 12

Total Credit Hours: 45

Medical Office Administration Certificate (C25310)

Fall Semester 1

		Lec	Lab	Clinic	Credit
MED-114	Professional Interaction in Health Care	1	0	0	1
MED-121	Medical Terminology I	3	0	0	3
OST-148	Medical Insurance and Billing	3	0	0	3
OST-149	Medical Legal Issues	3	0	0	3

Total: 10

Spring Semester 1

		Lec	Lab	Clinic	Credit
CIS-110	Introduction to Computers	2	2	0	3
MED-122	Medical Terminology II	3	0	0	3
MED-130	Administrative Office Procedures I	1	2	0	2

Total: 8

Total Credit Hours: 18

Nursing

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.

Students seeking admission to the Associate Degree Nursing program must meet competitive criteria. The student must also meet specific requirements of the clinical agencies. These requirements will include but are not limited to a criminal background check, drug screen, CPR and proof of immunizations. Furthermore, a criminal background check will be required before taking the NCLEX-RN Examination leading to licensure as a Registered Nurse. The North Carolina Board of Nursing may not issue a license to an applicant who has been convicted of a criminal offense.

Associate in Applied Science Degree (AAS) Nursing (A45110)

Fall Semester 1		Lec	Lab	Clinic	Credit
NUR-111	Introduction to Health Concepts	4	6	6	8
NUR-117	Pharmacology	1	3	0	2
PSY-150	General Psychology	3	0	0	3
				Total: 13	

Spring Semester 1		Lec	Lab	Clinic	Credit
NUR-112	Health-Illness Concepts	3	0	6	5
NUR-114	Holistic Health Concepts	3	0	6	5
NUR-118	Nutrition/Diet Therapy	2	0	0	2
PSY-241	Developmental Psychology	3	0	0	3
				Total: 15	

Students eligible to apply for CNA II listing on the North Carolina Board of Nursing Registry.

Summer Semester 1		Lec	Lab	Clinic	Credit
NUR-113	Family Health Concepts	3	0	6	5
				Total: 5	

Fall Semester 2		Lec	Lab	Clinic	Credit
BIO-175	General Microbiology	2	2	0	3
ENG-112	Writing/Research in the Disciplines	3	0	0	3
NUR-211	Health Care Concepts	3	0	6	5
NUR-212	Health System Concepts	3	0	6	5
				Total: 16	

Spring Semester 2

NUR-213

Complex Health Concepts
Humanities/Fine Arts

Lec	Lab	Clinic	Credit
4	3	15	10
3	0	0	3
Total:			13

Total Credit Hours: 62

Region A Nursing Consortium: Admission Criteria and Points Scale

For students wishing to enter Fall 2023

Applications will only be accepted October 1, 2022, through January 31, 2023.

Students seeking admission to the associate degree nursing program must meet competitive criteria. The student must also meet specific requirements of the clinical agencies. These requirements may include but are not limited to, a criminal background check, drug screen, CPR and proof of immunizations. Furthermore, a criminal background check will be required before taking the NCLEX-RN Examination leading to a licensure as a Registered Nurse. The North Carolina Board of Nursing may not issue a license to an applicant who has been convicted of a criminal offense.

Requirements for Phase I:

- Submit Application for Region A Nursing Consortium.
- Submit Official High School Transcripts or Official Scores for the High School Equivalency Diploma.
- Evidence of a cumulative GPA of 2.8 or greater on a 4-point scale. The most recent transcript with at least six (6) college-level credit hours will be used for those students attending more than one college.
- Completion of BIO-168 Anatomy and Physiology I and ENG-111 Writing and Inquiry with a grade of "C" or better.
- Hold a documented, current, unrestricted credential as Nurse Aide I (NAI) from the North Carolina Nurse Aide Registry; <https://www.ncnar.org/index1.jsp> and the Division of Health Service Regulation. (A copy of the current listing on the NC DHSR Nurse Aide Registry Website by January 31, 2022, will be acceptable documentation.) *

The above minimum requirements must be satisfied by January 31, 2023, to be considered for the Fall 2022 nursing class. Once the application deadline has passed, all qualified applicants will progress to Phase II.

Requirements for Phase II:

- Completion of the TEAS (Test of Essential Academic Skills VI) test with a minimum allowable TEAS score of 60 for admission into the Nursing Program.
- Completion of BIO-169 Anatomy & Physiology II and MAT-143 Quantitative Literacy or higher mathematics course with a grade of "C" or better or currently enrolled during Spring 2023 semester and will complete with a grade of "C" or better by May 15, 2023.

If all requirements for Phase II are not completed by May 15, 2023, the student's slot may be offered to another student.

The TEAS test may be administered to students who have met all the requirements of Phase I. Students may purchase the TEAS (Test of Essential Academic Skills VI) test at the campus of scheduled testing and will be administered during the first week of March 2023. The cost of the TEAS test will be made public to the students when scheduling the TEAS test. Specific requirements for the TEAS test may be obtained from the Office of Enrollment Management. A TEAS score is valid for three years from the date taken. The highest Total Score in the three-year period will be used in the ranking system. Students may use the TEAS

score if previously taken at another higher institution. Official score must be requested, purchased, and sent to the Office of Enrollment Management. These scores must be submitted by April 1, 2023.

Scoring Criteria:

At the completion of Phase I and Phase II, students will be awarded points based on the following scoring criteria, and the top 38 applicants will be accepted into the program for Fall 2023. Upon acceptance, students must submit documentation of drug screen, criminal background check, physical, and state health and immunizations before the first day of fall semester.

1. Score from the TEAS test

2. Points for grade point average:

2.8-2.99 = 10 points

3.00-3.50 = 12 points

3.51-3.99 = 14 points

4.00 = 16 points

3. Points for other:

Health Occupations I or Allied Health Science I = 1 point

Health Occupations II or Allied Health Science II = 1 point

High School Fundamentals of Nursing = 2 points

Diploma level degree = 3 points

Associate level degree = 4 points

Bachelor level degree = 5 points

Masters level degree or higher = 6 points

Please note, students will only receive points for the highest coursework or degree completed.

4. Additional Points will be awarded for successful completion of BIO-168 Anatomy & Physiology I. Points will be assigned to the letter grade on the student's transcript.

A= 5 points

B = 3 points

C = 1 point

Provisional acceptance to the nursing program will be offered to the top 38 point earners from Phase II at each campus. A student that is provisionally accepted will need to complete state health and immunization forms.

Enrollment in NUR prefix courses is not allowed until students are accepted into the nursing program. Admission to the nursing program is based on a competitive process, see above for complete information. It is strongly recommended that students seeking to enter the ADN nursing program complete all their required general education courses before enrolling in the nursing program.

RN Completer Track (A45110AP)

The RN completer track is designed to allow currently Licensed Practical Nurses (LPN) to become a registered nurse without repeating the entire nursing curriculum. Upon completion, students will be awarded an Associate in Applied Science Nursing Degree (A45110).

Students seeking admission to the associate degree nursing program must meet competitive criteria. The student must also meet specific requirements of the clinical agencies. These requirements will include but are not limited to a criminal background check, drug screen, CPR, and proof of immunizations. Furthermore, a criminal background check will be required before taking the NCLEX-RN Examination leading to licensure as a Registered Nurse.

Graduates are able to apply to take the National Council Licensure Examination (NCLEX-RN). Successful completion of the program does not guarantee licensure. The North Carolina Board of Nursing may not issue a license to an applicant who has been convicted of a criminal offense.

Applicants to the program will receive credit for NUR-111, NUR-112, NUR-114, and NUR-117 based on coursework completed in the LPN curriculum upon successful completion of NUR-214.

RN Completer Track: Admission Criteria and Point Scale

For students wishing to enter Spring 2023

Applications will only be accepted May 16, 2022, through October 15, 2022.

Students seeking admission to the associate degree nursing program must meet competitive criteria. The student must also meet specific requirements of the clinical agencies. These requirements will include but are not limited to a criminal background check, drug screen, CPR, and proof of immunizations. Furthermore, a criminal background check will be required before taking the NCLEX-RN Examination leading to licensure as a Registered Nurse.

Admissions Requirements:

- Submit RN Completer Track
- Apply to the College and fulfill all admissions criteria
- Submit Official High School Transcripts or Official Scores for the High School Equivalency Diploma and all relevant Official College Transcripts
- Evidence of a cumulative GPA of 2.8 or greater on a 4-point scale. The most recent transcript with at least six (6) college-level credit hours will be used for those students attending more than one college.
- Provide documentation of successful completion of a NC approved LPN program which includes theory, lab, and clinical components. (A copy of an official college transcript or a notarized course completion certificate will be acceptable documentation.)

- Hold a documented, current, unrestricted credential as LPN from the North Carolina Board of Nursing (NCBON); <http://www.ncbon.com> or from a nursing compact state recognized by the NCBON. A copy of the current listing on the NCBON Registry Website by October 15, 2022 will be acceptable documentation.
- Completion of the following courses with a "C" or better:
 ENG-111 Writing and Inquiry, and MAT-143 Quantitative Literacy or higher mathematics course,
 BIO-168 Anatomy and Physiology I, BIO-169 Anatomy and Physiology II,
 PSY-150 General Psychology and PSY-241 Developmental Psychology
- Completion of TEAS (Test of Essential Academic Skills VI) test with a minimum allowable TEAS score of 60 for admission into the Nursing program.

Students may purchase the TEAS (Test of Essential Academic Skills VI) test at the campus of scheduled testing. The cost of the TEAS test will be made public to the students when scheduling the TEAS test. Specific requirements for the TEAS test may be obtained from the Office of Enrollment Management. A TEAS score is valid for three years from the date taken. The highest Total Score in the three-year period will be used in the ranking system. Students may use the TEAS score if previously taken at another higher institution. If taken at another institution, an official score must be requested, purchased, and sent to the Office of Enrollment Management. These scores must be submitted by October 15, 2022.

The top 10 applicants will be accepted into the RN Completer Track each spring. Students will be awarded points based on the following scoring criteria.

Scoring Criteria:

1. Scores from the TEAS test.
2. Points for grade point average:

2.8-2.99 = 10 points

3.00-3.50 = 12 points

3.51-3.99 = 14 points

4.00 = 16 points

3. Additional points will be awarded for successful completion of BIO-168 Anatomy & Physiology I. Points will be assigned to the letter grade on the student's transcript.

A= 5 points

B = 3 points

C = 1 point

Provisional acceptance to the Nursing program will be offered to the top 10-point earners at each campus. A student that is provisionally accepted will need to complete state health and immunizations forms and attend a Nursing Orientation Session to become fully accepted into the Nursing program. If all requirements are not completed by December 15, 2022, the student's slot may be offered to another student.

Enrollment in NUR prefix courses is not allowed until students are accepted into the Nursing program.

Spring Semester 1		Lec	Lab	Clinic	Credit
NUR-118	Nutrition/Diet Therapy	2	0	0	2
NUR-214	Nursing Transition Concepts	3	0	3	4
					Total: 6

Summer Semester 1		Lec	Lab	Clinic	Credit
NUR-113	Family Health Concepts	3	0	6	5
					Total: 5

Fall Semester 2		Lec	Lab	Clinic	Credit
BIO-175	General Microbiology	2	2	0	3
ENG-112	Writing/Research in the Disciplines	3	0	0	3
NUR-211	Health Care Concepts	3	0	6	5
NUR-212	Health System Concepts	3	0	6	5
					Total: 16

Spring Semester 2		Lec	Lab	Clinic	Credit
NUR-213	Complex Health Concepts	4	3	15	10
	Humanities/Fine Arts	3	0	0	3
					Total: 13

Total Credit Hours: 40

Professional Crafts-Clay

The Professional Crafts: Clay curriculum is designed to prepare individuals for employment as professional potters or in pottery-related fields. Using traditional and contemporary concepts, instruction includes technical knowledge, design skills, and marketing and business essentials.

Course work includes development of basic and advanced throwing skills with emphasis on form and design. Study will include a pottery studio and marketing procedures.

Graduates will be able to open and operate their own pottery business, work for existing pottery businesses, or transfer to a four-year degree program.

Associate in Applied Science Degree (AAS) Professional Crafts-Clay (A30300)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-115	Success and Study Skills	0	2	0	1
CIS-110	Introduction to Computers	2	2	0	3
ENG 110	Freshman Composition	3	0	0	3
or ENG-111	Writing and Inquiry	3	0	0	3
PCC-110	Intro to Pottery	3	15	0	8
PCC-112	History of Pottery	1	0	0	1
PCD-110	Intro to Craft Design	1	3	0	2
					Total: 18

Spring Semester 1		Lec	Lab	Clinic	Credit
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG-112	Writing/Research in Disciplines	3	0	0	3
	Humanities/Fine Arts	3	0	0	3
PCC-111	Functional Pottery I	3	15	0	8
PCC-113	Contemporary Pottery	1	0	0	1
PCD-111	Advanced Craft Design	1	3	0	2
					Total: 17

Summer Semester 1		Lec	Lab	Clinic	Credit
PCC-121	Handbuilding I	2	3	0	3
PCR-112	20TH-CENTURY Crafts	2	0	0	2
	Social and Behavioral Sciences	3	0	0	3
					Total: 8

Fall Semester 2		Lec	Lab	Clinic	Credit
	Mathematics	3	0	0	3
PCC-117	Glaze Testing	1	3	0	2
PCC-210	Functional Pottery II	3	15	0	8
PCR-210	Studio Craft Photo	1	3	0	2
PCR-212	Craft Marketing	2	0	0	2
					Total: 17

Spring Semester 2

		Lec	Lab	Clinic	Credit
PCC-211	Decorative Pottery	3	15	0	8
PCD-211	Prof Craft Design	1	3	0	2
PCR-213	Craft Enterprise	2	0	0	2
					Total: 12

Total Credit Hours: 72**Mathematics: Choose at least 3 hours from the following courses:**

		Lec	Lab	Clinic	Credit
MAT-110	Math Measurement and Literacy	2	2	0	3
MAT-143	Quantitative Literacy	2	2	0	3

Professional Crafts-Clay Diploma (D30300)**Fall Semester 1**

		Lec	Lab	Clinic	Credit
CIS-110	Introduction to Computers	2	2	0	3
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG 110	Freshman Composition	3	0	0	3
or ENG-111	Writing and Inquiry	3	0	0	3
PCC-110	Intro to Pottery	3	15	0	8
PCC-112	History of Pottery	1	0	0	1
PCD-110	Intro to Craft Design	1	3	0	2
					Total: 17

Spring Semester 1

		Lec	Lab	Clinic	Credit
	Humanities/Fine Arts	3	0	0	3
	or Social and Behavioral Sciences	3	0	0	3
PCC-111	Functional Pottery I	3	15	0	8
PCC-113	Contemporary Pottery	1	0	0	1
PCD-111	Advanced Craft Design	1	3	0	2
					Total: 14

Summer Semester 1

		Lec	Lab	Clinic	Credit
PCC-121	Handbuilding I	2	3	0	3
PCR-112	20TH-CENTURY Crafts	2	0	0	2
					Total: 5

Total Credit Hours: 36

Professional Crafts-Fiber

The Professional Crafts: Fiber curriculum is designed to train individuals as professional hand weavers. Instruction includes technical weaving knowledge, dye work, design skills, and marketing and business essentials.

Students will learn warping techniques, weaving theory and technique, dye applications, and finishing methods. Students will receive design skills to aid them in personalizing their own work. Additional instruction will provide the bases for starting and running a small business.

Graduates will be able to open and operate their own weaving studio, work for an existing weaving business, or transfer to a four-year degree program.

Associate in Applied Science Degree (AAS) Professional Crafts-Fiber (A30320)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-115	Success and Study Skills	0	2	0	1
CIS-110	Introduction to Computers	2	2	0	3
ENG 110	Freshman Composition	3	0	0	3
or ENG-111	Writing and Inquiry	3	0	0	3
PCD-110	Intro to Craft Design	1	3	0	2
PCF-110	Intro to Weaving	2	15	0	7
PCF-120	Color and Pattern Design	1	0	0	1
					Total: 17

Spring Semester 1		Lec	Lab	Clinic	Credit
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG-112	Writing/Research in Disciplines	3	0	0	3
PCD-111	Advanced Craft Design	1	3	0	2
PCF-111	Intermediate Weaving	2	10	0	7
PCF-121	History of Textiles	1	0	0	1
PCF-122	Fiber Dyeing	2	3	0	3
					Total: 16

Summer Semester 1		Lec	Lab	Clinic	Credit
	Humanities/Fine Arts	3	0	0	3
PCF-113	Sewing with Handwovens	2	6	0	4
PCR-112	20TH-CENTURY Crafts	2	0	0	2
					Total: 9

Fall Semester 2		Lec	Lab	Clinic	Credit
	Mathematics	3	0	0	3
PCF-210	Contemporary Textiles	1	0	0	1
PCF-211	Production Method/Textiles	2	12	0	6
PCR-210	Studio Craft Photo	1	3	0	2
PCR-212	Craft Marketing	2	0	0	2
					Total: 14

Spring Semester 2

		Lec	Lab	Clinic	Credit
PCD-211	Prof Craft Design	1	3	0	2
PCF-213	Professional Textiles	2	10	0	7
PCR-213	Craft Enterprise	2	0	0	2
	Social and Behavioral Sciences	3	0	0	3
					Total: 14

Total Credit Hours: 70**Mathematics: Choose at least 3 hours from the following courses:**

		Lec	Lab	Clinic	Credit
MAT-110	Math Measurement and Literacy	2	2	0	3
MAT-143	Quantitative Literacy	2	2	0	3

Professional Crafts-Fiber Diploma (D30320)**Fall Semester 1**

		Lec	Lab	Clinic	Credit
CIS-110	Introduction to Computers	2	2	0	3
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG 110	Freshman Composition	3	0	0	3
or ENG-111	Writing and Inquiry	3	0	0	3
PCD-110	Intro to Craft Design	1	3	0	2
PCF-110	Intro to Weaving	2	15	0	7
PCF-120	Color and Pattern Design	1	0	0	1
					Total: 16

Spring Semester 1

		Lec	Lab	Clinic	Credit
PCD-111	Advanced Craft Design	1	3	0	2
PCF-111	Intermediate Weaving	2	10	0	7
PCF-121	History of Textiles	1	0	0	1
PCF-122	Fiber Dyeing	2	3	0	3
					Total: 13

Summer Semester 1

		Lec	Lab	Clinic	Credit
	Humanities/Fine Arts	3	0	0	3
	or Social and Behavioral Sciences	3	0	0	3
PCF-113	Sewing with Handwovens	2	6	0	4
PCR-112	20TH-CENTURY Crafts	2	0	0	2
					Total: 9

Total Credit Hours: 38

Professional Crafts-Jewelry

The Professional Crafts: Jewelry curriculum prepares individuals to become professional metalsmiths. Instruction includes jewelry techniques, design, and marketing.

Students will learn metal forming techniques, metal decorative techniques, and basic information to start and operate a small business. The course work will also include jewelry design, studio safety, and tool and machine orientation.

Graduates will be able to start and operate their own jewelry studio, work for an established jeweler, or transfer to a four- year degree program.

Associate in Applied Science Degree (AAS) Professional Crafts-Jewelry (A30340)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-115	Success and Study Skills	0	2	0	1
CIS-110	Introduction to Computers	2	2	0	3
ENG 110	Freshman Composition	3	0	0	3
or ENG-111	Writing and Inquiry	3	0	0	3
PCD-110	Intro to Craft Design	1	3	0	2
PCJ-111	Intro to Jewelry	2	15	0	7
PCJ-121	Jewelry Design I	2	0	0	2
					Total: 18

Spring Semester 1		Lec	Lab	Clinic	Credit
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG-112	Writing/Research in Disciplines	3	0	0	3
PCD-111	Advanced Craft Design	1	3	0	2
PCJ-112	Jewelry Forming Tech	2	15	0	7
PCJ-122	Jewelry Design II	2	0	0	2
					Total: 14

Summer Semester 1		Lec	Lab	Clinic	Credit
	Humanities/Fine Arts	3	0	0	3
PCJ-113	Jewelry Decorative Tech	3	9	0	6
PCJ-123	Jewelry Design III	2	0	0	2
PCR-112	20TH-CENTURY Crafts	2	0	0	2
					Total: 13

Fall Semester 2		Lec	Lab	Clinic	Credit
	Mathematics	3	0	0	3
PCJ-214	Jewelry Production Tech	2	15	0	7
PCJ-261	Enameling	1	3	0	2
PCR-210	Studio Craft Photo	1	3	0	2
PCR-212	Craft Marketing	2	0	0	2
					Total: 16

Spring Semester 2

		Lec	Lab	Clinic	Credit
PCD-211	Prof Craft Design	1	3	0	2
PCJ-215	Advanced Jewelry	2	15	0	7
PCR-213	Craft Enterprise	2	0	0	2
	Social and Behavioral Sciences	3	0	0	3
					Total: 14

Total Credit Hours: 75**Mathematics: Choose at least 3 hours from the following courses:**

		Lec	Lab	Clinic	Credit
MAT-110	Math Measurement and Literacy	2	2	0	3
MAT-143	Quantitative Literacy	2	2	0	3

Professional Crafts-Jewelry Diploma (D30340)**Fall Semester 1**

		Lec	Lab	Clinic	Credit
CIS-110	Introduction to Computers	2	2	0	3
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG 110	Freshman Composition	3	0	0	3
or ENG-111	Writing and Inquiry	3	0	0	3
PCD-110	Intro to Craft Design	1	3	0	2
PCJ-111	Intro to Jewelry	2	15	0	7
PCJ-121	Jewelry Design I	2	0	0	2
					Total: 17

Spring Semester 1

		Lec	Lab	Clinic	Credit
PCD-111	Advanced Craft Design	1	3	0	2
PCJ-112	Jewelry Forming Tech	2	15	0	7
PCJ-122	Jewelry Design II	2	0	0	2
					Total: 11

Summer Semester 1

		Lec	Lab	Clinic	Credit
	Humanities/Fine Arts	3	0	0	3
	or Social and Behavioral Sciences	3	0	0	3
PCJ-113	Jewelry Decorative Tech	3	9	0	6
PCR-112	20TH-CENTURY Crafts	2	0	0	2
					Total: 11

Total Credit Hours: 39

Professional Crafts-Wood

The Professional Crafts: Wood curriculum provides individuals with traditional values of fine craftsmanship, creative design, and an entrepreneurial spirit for a small woodworking enterprise.

The course work includes a strong emphasis on creative thinking and problem solving. Study involves a mix of theoretical and hands-on training combined with a blend of historical and modern methods of woodworking and small business management.

Upon completion of required course work, graduates may earn a degree or a diploma. They should be prepared for self-employment, for positions in the craft industry, or for continued study toward a bachelor's degree at a four-year institution.

Associate in Applied Science Degree (AAS) Professional Crafts-Wood (A30360)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-115	Success and Study Skills	0	2	0	1
CIS-110	Introduction to Computers	2	2	0	3
PCD-110	Intro to Craft Design	1	3	0	2
PCW-110	Intro to Woodworking	3	15	0	8
PCW-122	Furniture Design History	2	0	0	2
Total:					16

Spring Semester 1		Lec	Lab	Clinic	Credit
ENG 110	Freshman Composition	3	0	0	3
or ENG-111	Writing and Inquiry	3	0	0	3
PCD-111	Advanced Craft Design	1	3	0	2
PCW-111	Framing Joinery/Design	3	15	0	8
PCW-120	Drafting for Woodworkers	1	2	0	2
PCW-136	Wood Finishing	1	3	0	2
Total:					17

Summer Semester 1		Lec	Lab	Clinic	Credit
	Humanities/Fine Arts	3	0	0	3
PCR-112	20TH-CENTURY Crafts	2	0	0	2
PCW-112	Production Design	2	6	0	4
Total:					9

Fall Semester 2		Lec	Lab	Clinic	Credit
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG-112	Writing/Research in Disciplines	3	0	0	3
	Mathematics	3	0	0	3
PCR-210	Studio Craft Photo	1	3	0	2
PCR-212	Craft Marketing	2	0	0	2
PCW-210	Chair Design and Const	2	15	0	7
Total:					17

Spring Semester 2

		Lec	Lab	Clinic	Credit
PCD-211	Prof Craft Design	1	3	0	2
PCR-213	Craft Enterprise	2	0	0	2
PCW-211	Casework Design and Const	2	15	0	7
	Social and Behavioral Sciences	3	0	0	3
					Total: 14

Total Credit Hours: 73**Mathematics: Choose at least 3 hours from the following courses:**

		Lec	Lab	Clinic	Credit
MAT-110	Math Measurement and Literacy	2	2	0	3
MAT-143	Quantitative Literacy	2	2	0	3

Professional Crafts-Wood Diploma (D30360)**Fall Semester 1**

		Lec	Lab	Clinic	Credit
CIS-110	Introduction to Computers	2	2	0	3
PCD-110	Intro to Craft Design	1	3	0	2
PCW-110	Intro to Woodworking	3	15	0	8
PCW-122	Furniture Design History	2	0	0	2
					Total: 15

Spring Semester 1

		Lec	Lab	Clinic	Credit
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG 110	Freshman Composition	3	0	0	3
or ENG-111	Writing and Inquiry	3	0	0	3
PCD-111	Advanced Craft Design	1	3	0	2
PCW-111	Framing Joinery/Design	3	15	0	8
PCW-120	Drafting for Woodworkers	1	2	0	2
PCW-136	Wood Finishing	1	3	0	2
					Total: 17

Summer Semester 1

		Lec	Lab	Clinic	Credit
	Humanities/Fine Arts	3	0	0	3
	or Social and Behavioral Sciences	3	0	0	3
PCR-112	20TH-CENTURY Crafts	2	0	0	2
PCW-112	Production Design	2	6	0	4
					Total: 9

Total Credit Hours: 41

Welding Technology

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metalworking industry.

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

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

Associate in Applied Science Degree (AAS) Welding Technology (A50420)

Fall Semester 1		Lec	Lab	Clinic	Credit
ACA-115	Success and Study Skills	0	2	0	1
BPR-111	Print Reading	1	2	0	2
ENG-110	Freshman Composition	3	0	0	3
or ENG-111	Writing and Inquiry	3	0	0	3
WLD-110	Cutting Processes	1	3	0	2
WLD-115	SMAW (Stick) Plate	2	9	0	5
WLD-121	GMAW (MIG) FCAW/Plate	2	6	0	4
					Total: 17

Spring Semester 1		Lec	Lab	Clinic	Credit
	Humanities/Fine Arts	3	0	0	3
WLD-116	SMAW (Stick) Plate/Pipe	1	9	0	4
WLD-117	Industrial SMAW	1	4	0	3
WLD-131	GTAW (TIG) Plate	2	6	0	4
WLD-141	Symbols and Specifications	2	2	0	3
					Total: 17

Summer Semester 1		Lec	Lab	Clinic	Credit
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG-112	Writing/Research in Disciplines	3	0	0	3
					Total: 3

Fall Semester 2		Lec	Lab	Clinic	Credit
DFT-151	CAD I	2	3	0	3
	Mathematics	3	0	0	3
WLD-132	GTAW (TIG) Plate/Pipe	1	6	0	3
WLD-151	Fabrication I	2	6	0	4
WLD-215	SMAW (Stick) Pipe	1	9	0	4
					Total: 17

Spring Semester 2

		Lec	Lab	Clinic	Credit
	Social and Behavioral Sciences	3	0	0	3
WLD-212	Inert Gas Welding	1	3	0	2
WLD-231	GTAW (TIG) Pipe	1	6	0	3
WLD-251	Fabrication II	1	6	0	3
WLD-261	Certification Practices	1	3	0	2
					Total: 13

Total Credit Hours: 67**Mathematics: Choose at least 3 hours from the following courses:**

		Lec	Lab	Clinic	Credit
MAT-110	Math Measurement and Literacy	2	2	0	3
MAT-143	Quantitative Literacy	2	2	0	3

Welding Technology Diploma (D50420)**Fall Semester 1**

		Lec	Lab	Clinic	Credit
BPR-111	Print Reading	1	2	0	2
COM-120	Intro to Interpersonal Communication	3	0	0	3
or COM-231	Public Speaking	3	0	0	3
or ENG 110	Freshman Composition	3	0	0	3
or ENG-111	Writing and Inquiry	3	0	0	3
WLD-110	Cutting Processes	1	3	0	2
WLD-115	SMAW (Stick) Plate	2	9	0	5
WLD-121	GMAW (MIG) FCAW/Plate	2	6	0	4
					Total: 16

Spring Semester 1

		Lec	Lab	Clinic	Credit
WLD-116	SMAW (Stick) Plate/Pipe	1	9	0	4
WLD-117	Industrial SMAW	1	4	0	3
WLD-131	GTAW (TIG) Plate	2	6	0	4
WLD-141	Symbols and Specifications	2	2	0	3
					Total: 14

Fall Semester 2

		Lec	Lab	Clinic	Credit
DFT-151	CAD I	2	3	0	3
	Mathematics	3	0	0	3
					Total: 6

Total Credit Hours: 36**Welding Technology-Basic Certificate (C50420B)****Fall Semester 1**

		Lec	Lab	Clinic	Credit
BPR-111	Print Reading	1	2	0	2
WLD-110	Cutting Processes	1	3	0	2
WLD-115	SMAW (Stick) Plate	2	9	0	5
WLD-121	GMAW (MIG) FCAW/Plate	2	6	0	4
					Total: 13

Total Credit Hours: 13

Comprehensive Articulation Agreement-Transfer Courses

Transfer Course List

UGETC - Indicates a Universal General Education Transfer Component Course
Community College Course Transfer Designation

ACA 122	College Transfer Success AA/AS Required Course
ACC 120	Principles of Financial Accounting Pre-Major/Elective
ACC 121	Principles of Managerial Accounting Pre-Major/Elective
ANT 210	General Anthropology General Education: Social/Behavioral Science
ANT 220	Cultural Anthropology General Education: Social/Behavioral Science
ANT 221	Comparative Cultures General Education: Social/Behavioral Science
ANT 230	Physical Anthropology General Education: Social/Behavioral Science
ANT 230A	Physical Anthropology Lab General Education: Social/Behavioral Science
ANT 240	Archaeology General Education: Social/Behavioral Science
ANT 240A	Archaeology Field Lab Pre-Major/Elective
ANT 245	World Prehistory Pre-Major/Elective
ARA 111	Elementary Arabic I General Education: Humanities/Fine Arts
ARA 112	Elementary Arabic II General Education: Humanities/Fine Arts
ARA 181	Arabic Lab I Pre-Major/Elective
ARA 182	Arabic Lab II Pre-Major/Elective
ARA 211	Intermediate Arabic I General Education: Humanities/Fine Arts
ARA 212	Intermediate Arabic II General Education: Humanities/Fine Arts
ART 111	Art Appreciation UGETC: Humanities/Fine Arts – AA/AS
ART 113	Art Methods and Materials Pre-Major/Elective
ART 114	Art History Survey I UGETC: Humanities/Fine Arts – AA/AS
ART 115	Art History Survey II UGETC: Hum/Fine Arts – AA/AS
ART 116	Survey of American Art General Education: Humanities/Fine Arts
ART 117	Non-Western Art History General Education: Humanities/Fine Arts
ART 118	Art by Women Pre-Major/Elective
ART 121	Two Dimensional Design Pre-Major/Elective
ART 122	Three Dimensional Design Pre-Major/Elective
ART 130	Basic Drawing Pre-Major/Elective
ART 131	Drawing I Pre-Major/Elective
ART 132	Drawing II Pre-Major/Elective
ART 135	Figure Drawing I Pre-Major/Elective
ART 140	Basic Painting Pre-Major/Elective
ART 171	Computer Art I Pre-Major/Elective
ART 212	Gallery Assistantship I Pre-Major/Elective
ART 213	Gallery Assistantship II Pre-Major/Elective
ART 214	Portfolio and Resume Pre-Major/Elective
ART 215	Visual Art Portfolio Pre-Major/Elective
ART 222	Wood Design I Pre-Major/Elective
ART 231	Printmaking I Pre-Major/Elective
ART 232	Printmaking II Pre-Major/Elective

ART 235	Figure Drawing II Pre-Major/Elective
ART 240	Painting I Pre-Major/Elective
ART 241	Painting II Pre-Major/Elective
ART 242	Landscape Painting Pre-Major/Elective
ART 243	Portrait Painting Pre-Major/Elective
ART 244	Watercolor Pre-Major/Elective
ART 245	Metals I Pre-Major/Elective
ART 246	Metals II Pre-Major/Elective
ART 247	Jewelry I Pre-Major/Elective
ART 248	Jewelry II Pre-Major/Elective
ART 250	Surface Design: Textiles Pre-Major/Elective
ART 251	Weaving I Pre-Major/Elective
ART 252	Weaving II Pre-Major/Elective
ART 260	Photography Appreciation Pre-Major/Elective
ART 261	Photography I Pre-Major/Elective
ART 262	Photography II Pre-Major/Elective
ART 264	Digital Photography I Pre-Major/Elective
ART 265	Digital Photography II Pre-Major/Elective
ART 266	Videography I Pre-Major/Elective
ART 267	Videography II Pre-Major/Elective
ART 271	Computer Art II Pre-Major/Elective
ART 275	Intro to Commercial Art Pre-Major/Elective
ART 276	Interactive Media Design Pre-Major/Elective
ART 281	Sculpture I Pre-Major/Elective
ART 282	Sculpture II Pre-Major/Elective
ART 283	Ceramics I Pre-Major/Elective
ART 284	Ceramics II Pre-Major/Elective
ART 285	Ceramics III Pre-Major/Elective
ART 286	Ceramics IV Pre-Major/Elective
ART 288	Studio Pre-Major/Elective
ASL 111	Elementary ASL I General Education: Humanities/Fine Arts
ASL 112	Elementary ASL II General Education: Humanities/Fine Arts
ASL 181	ASL Lab 1 Pre-Major/Elective
ASL 182	ASL Lab 2 Pre-Major/Elective
ASL 211	Intermediate ASL I General Education: Humanities/Fine Arts
ASL 212	Intermediate ASL II General Education: Humanities/Fine Arts
ASL 281	ASL Lab 3 Pre-Major/Elective
ASL 282	ASL Lab 4 Pre-Major/Elective
AST 111	Descriptive Astronomy UGETC: Natural Sciences – AA
AST 111A	Descriptive Astronomy Lab UGETC: Natural Sciences – AA
AST 151	General Astronomy I UGETC: Natural Sciences – AA/AS
AST 151A	General Astronomy I Lab UGETC: Natural Sciences – AA/AS
AST 152	General Astronomy II General Education: Natural Science
AST 152A	General Astronomy II Lab General Education: Natural Science
AST 251	Observational Astronomy Pre-Major/Elective

BIO 110	Principles of Biology UGETC: Natural Sciences – AA/AS
BIO 111	General Biology I UGETC: Natural Sciences – AA/AS
BIO 112	General Biology II UGETC: Natural Sciences – AS
BIO 120	Introductory Botany General Education: Natural Science
BIO 130	Introductory Zoology General Education: Natural Science
BIO 140	Environmental Biology General Education: Natural Science
BIO 140A	Environmental Biology Lab General Education: Natural Science
BIO 143	Field Biology Minicourse Pre-Major/Elective
BIO 145	Ecology Pre-Major/Elective
BIO 146	Regional Natural History Pre-Major/Elective
BIO 150	Genetics in Human Affairs Pre-Major/Elective
BIO 155	Nutrition Pre-Major/Elective
BIO 163	Basic Anatomy and Physiology Pre-Major/Elective
BIO 165	Anatomy and Physiology I Pre-Major/Elective
BIO 166	Anatomy and Physiology II Pre-Major/Elective
BIO 168	Anatomy and Physiology I Pre-Major/Elective
BIO 169	Anatomy and Physiology II Pre-Major/Elective
BIO 175	General Microbiology Pre-Major/Elective
BIO 180	Biological Chemistry Pre-Major/Elective
BIO 224	Local Flora Spring Pre-Major/Elective
BIO 230	Entomology Pre-Major/Elective
BIO 242	Natural Resource Conservation Pre-Major/Elective
BIO 243	Marine Biology Pre-Major/Elective
BIO 250	Genetics Pre-Major/Elective
BIO 265	Cell Biology Pre-Major/Elective
BIO 271	Pathophysiology Pre-Major/Elective
BIO 275	Microbiology Pre-Major/Elective
BIO 280	Biotechnology Pre-Major/Elective
BUS 110	Introduction to Business Pre-Major/Elective
BUS 115	Business Law I Pre-Major/Elective
BUS 137	Principles of Management Pre-Major/Elective
BUS 228	Business Statistics Pre-Major/Elective
CHI 111	Elementary Chinese I General Education: Humanities/Fine Arts
CHI 112	Elementary Chinese II General Education: Humanities/Fine Arts
CHI 181	Chinese Lab I Pre-Major/Elective
CHI 182	Chinese Lab II Pre-Major/Elective
CHI 211	Intermediate Chinese I General Education: Humanities/Fine Arts
CHI 212	Intermediate Chinese II General Education: Humanities/Fine Arts
CHM 115	Concepts in Chemistry Pre-Major/Elective
CHM 115A	Concepts in Chemistry Lab Pre-Major/Elective
CHM 130	Gen, Org, and Biochemistry Pre-Major/Elective
CHM 130A	Gen, Org, and Biochemistry Lab Pre-Major/Elective
CHM 131	Introduction to Chemistry General Education: Natural Science
CHM 131A	Introduction to Chemistry Lab General Education: Natural Science
CHM 132	Organic and Biochemistry General Education: Natural Science

CHM 135	Survey of Chemistry I General Education: Natural Science
CHM 136	Survey of Chemistry II General Education: Natural Science
CHM 151	General Chemistry I UGETC: Natural Sciences – AA/AS
CHM 152	General Chemistry II UGETC: Natural Sciences – AS
CHM 251	Organic Chemistry I Pre-Major/Elective
CHM 252	Organic Chemistry II Pre-Major/Elective
CHM 263	Analytical Chemistry Pre-Major/Elective
CHM 271	Biochemical Principles Pre-Major/Elective
CIS 110	Intro to Computers General Education: Mathematics
CIS 115	Intro to Programming and Logic General Education: Mathematics
CJC 111	Intro to Criminal Justice Pre-Major/Elective
CJC 121	Law Enforcement Operations Pre-Major/Elective
CJC 141	Corrections Pre-Major/Elective
CJC 212	Ethics & Community Relations
COM 110	Introduction to Communication General Education: Communications
COM 111	Voice and Diction I Pre-Major/Elective
COM 120	Intro Interpersonal Communication UGETC: Communications – AA/AS
COM 130	Nonverbal Communication Pre-Major/Elective
COM 140	Intro Intercultural Communication General Education: Communication
COM 150	Intro to Mass Communication Pre-Major/Elective
COM 160	Small Group Communication Pre-Major/Elective
COM 231	Public Speaking UGETC: Communications – AA/AS
COM 251	Debate I Pre-Major/Elective
CSC 120	Computing Fundamentals I Pre-Major/Elective
CSC 130	Computing Fundamentals II Pre-Major/Elective
CSC 134	C++ Programming Pre-Major/Elective
CSC 139	Visual BASIC Prog Pre-Major/Elective
CSC 151	JAVA Programming Pre-Major/Elective
CSC 239	Adv Visual BASIC Prog Pre-Major/Elective
CSC 249	Data Structure & Algorithms
CSC 251	Advanced JAVA Programming
CTS 115	Info Sys Business Concept Pre-Major/Elective
DAN 110	Dance Appreciation General Education: Humanities/Fine Arts
DFT 170	Engineering Graphics Pre-Major/Elective
DRA 111	Theatre Appreciation UGETC: Humanities/Fine Arts
DRA 112	Literature of the Theatre General Education: Humanities/Fine Arts
DRA 115	Theatre Criticism General Education: Humanities/Fine Arts
DRA 120	Voice for Performance Pre-Major/Elective
DRA 122	Oral Interpretation General Education: Humanities/Fine Arts
DRA 124	Readers Theatre Pre-Major/Elective
DRA 126	Storytelling General Education: Humanities/Fine Arts
DRA 128	Children's Theatre Pre-Major/Elective
DRA 130	Acting I Pre-Major/Elective
DRA 131	Acting II Pre-Major/Elective
DRA 132	Stage Movement Pre-Major/Elective
DRA 135	Acting for the Camera I Pre-Major/Elective

DRA 136	Acting for the Camera II Pre-Major/Elective
DRA 140	Stagecraft I Pre-Major/Elective
DRA 141	Stagecraft II Pre-Major/Elective
DRA 142	Costuming Pre-Major/Elective
DRA 145	Stage Make-up Pre-Major/Elective
DRA 170	Play Production I Pre-Major/Elective
DRA 171	Play Production II Pre-Major/Elective
DRA 175	Teleplay Production I Pre-Major/Elective
DRA 211	Theatre History I General Education: Humanities/Fine Arts
DRA 212	Theatre History II General Education: Humanities/Fine Arts
DRA 230	Acting III Pre-Major/Elective
DRA 231	Acting IV Pre-Major/Elective
DRA 240	Lighting for the Theatre Pre-Major/Elective
DRA 260	Directing Pre-Major/Elective
DRA 270	Play Production III Pre-Major/Elective
DRA 271	Play Production IV Pre-Major/Elective
ECO 151	Survey of Economics GEN ED: Social and Behavioral Science
ECO 251	Principles of Microeconomics UGETC: Social/Behavioral Sciences – AA/AS
ECO 252	Principles of Macroeconomics UGETC: Social/Behavioral Sciences – AA/AS
EDU 131	Child, Family, and Community Pre-Major/Elective
EDU 131A	Child, Family, and Community Lab Pre-Major/Elective
EDU 144	Child Development I Pre-Major/Elective
EDU 145	Child Development II Pre-Major/Elective
EDU 216	Foundations in Education Pre-Major/Elective
EDU 221	Children with Exceptional Pre-Major/Elective
EGR 120	Eng and Design Graphics Pre-Major/Elective
EGR 150	Intro to Engineering Pre-Major/Elective
EGR 210	Intro to Elect/Com Eng Lab Pre-Major/Elective
EGR 212	Logic System Design I Pre-Major/Elective
EGR 214	Numerical Methods for Engineers Pre-Major/Elective
EGR 215	Network Theory I Pre-Major/Elective
EGR 216	Logic and Networks Lab I Pre-Major/Elective
EGR 220	Engineering Statics Pre-Major/Elective
EGR 225	Engineering Dynamics Pre-Major/Elective
EGR 228	Intro to Solid Mechanics Pre-Major/Elective
ENG 111	Writing and Inquiry UGETC: English Composition - AA and AS
ENG 112	Writing/Research in the Disciplines UGETC: English Composition - AA and AS
ENG 113	Literature-Based Research General Education: English Composition
ENG 114	Prof Research and Reporting General Education: English Composition
ENG 125	Creative Writing I Pre-Major/Elective
ENG 126	Creative Writing II Pre-Major/Elective
ENG 131	Introduction to Literature General Education: Humanities/Fine Arts
ENG 132	Introduction to Drama Pre-Major/Elective
ENG 134	Introduction to Poetry Pre-Major/Elective
ENG 231	American Literature I UGETC: Humanities/Fine Arts – AA/AS
ENG 232	American Literature II UGETC: Humanities/Fine Arts – AA/AS

ENG 233	Major American Writers General Education: Humanities/Fine Arts
ENG 235	Survey of Film as Literature Pre-Major/Elective
ENG 241	British Literature I UGETC: Humanities/Fine Arts – AA/AS
ENG 242	British Literature II UGETC: Humanities/Fine Arts--AA/AS
ENG 243	Major British Writers General Education: Humanities/Fine Arts
ENG 251	Western World Literature I General Education: Humanities/Fine Arts
ENG 252	Western World Literature II General Education: Humanities/Fine Arts
ENG 253	The Bible as Literature Pre-Major/Elective
ENG 261	World Literature I General Education: Humanities/Fine Arts
ENG 262	World Literature II General Education: Humanities/Fine Arts
ENG 271	Contemporary Literature Pre-Major/Elective
ENG 272	Southern Literature Pre-Major/Elective
ENG 273	African-American Literature Pre-Major/Elective
ENG 274	Literature by Women Pre-Major/Elective
ENG 275	Science Fiction Pre-Major/Elective
FRE 111	Elementary French I General Education: Humanities/Fine Arts
FRE 112	Elementary French II General Education: Hum/Fine Arts
FRE 141	Culture and Civilization Pre-Major/Elective
FRE 151	Francophone Literature Pre-Major/Elective
FRE 161	Cultural Immersion Pre-Major/Elective
FRE 181	French Lab 1 Pre-Major/Elective
FRE 182	French Lab 2 Pre-Major/Elective
FRE 211	Intermediate French I General Education: Humanities/Fine Arts
FRE 212	Intermediate French II General Education: Humanities/Fine Arts
FRE 221	French Conversation Pre-Major/Elective
FRE 231	Reading and Composition Pre-Major/Elective
FRE 281	French Lab 3 Pre-Major/Elective
FRE 282	French Lab 4 Pre-Major/Elective
GEL 111	Introductory Geology UGETC: Natural Sciences – AA/AS
GEL 113	Historical Geology General Education: Natural Science
GEL 120	Physical Geology General Education: Natural Science
GEL 230	Environmental Geology General Education: Natural Science
GEO 110	Introduction to Geography Pre-Major/Elective
GEO 111	World Regional Geography General Education: Social/Behavioral Science
GEO 112	Cultural Geography General Education: Social/Behavioral Science
GEO 130	General Physical Geography General Education: Social/Behavioral Science
GEO 131	Physical Geography I Pre-Major/Elective
GER 111	Elementary German I General Education: Humanities/Fine Arts
GER 112	Elementary German II General Education: Humanities/Fine Arts
GER 141	Culture and Civilization Pre-Major/Elective
GER 161	Cultural Immersion Pre-Major/Elective
GER 181	German Lab 1 Pre-Major/Elective
GER 182	German Lab 2 Pre-Major/Elective
GER 211	Intermediate German I General Education: Humanities/Fine Arts
GER 212	Intermediate German II General Education: Humanities/Fine Arts

GER 221	German Conversation Pre-Major/Elective
GER 231	Reading and Composition Pre-Major/Elective
GER 281	German Lab 3 Pre-Major/Elective
GER 282	German Lab 4 Pre-Major/Elective
GIS 111	Introduction to GIS Pre-Major/Elective
HEA 110	Personal Health/Wellness Pre-Major/Elective
HEA 112	First Aid and CPR Pre-Major/Elective
HEA 120	Community Health Pre-Major/Elective
HIS 111	World Civilizations I UGETC: Social/Behavioral Science– AA/AS
HIS 112	World Civilizations II UGETC: Social/Behavioral Science– AA/AS
HIS 115	Intro to Global History General Education: Social/Behavioral Science
HIS 116	Current World Problems Pre-Major/Elective
HIS 121	Western Civilization I General Education: Social/Behavioral Science
HIS 122	Western Civilization II General Education: Social/Behavioral Science
HIS 131	American History I UGETC: Social/Behavioral Science– AA/AS
HIS 132	American History II UGETC: Social/Behavioral Science– AA/AS
HIS 141	Genealogy and Local History Pre-Major/Elective
HIS 145	The Second World War Pre-Major/Elective
HIS 151	Hispanic Civilization Pre-Major/Elective
HIS 162	Women and History Pre-Major/Elective
HIS 163	The World Since 1945 Pre-Major/Elective
HIS 165	Twentieth-Century World Pre-Major/Elective
HIS 167	The Vietnam War Pre-Major/Elective
HIS 211	Ancient History Pre-Major/Elective
HIS 212	Medieval History Pre-Major/Elective
HIS 216	Twentieth-Century Europe Pre-Major/Elective
HIS 221	African-American History Pre-Major/Elective
HIS 222	African-American Hist I Pre-Major/Elective
HIS 223	African-American Hist II Pre-Major/Elective
HIS 226	The Civil War Pre-Major/Elective
HIS 227	Native American History Pre-Major/Elective
HIS 228	History of the South Pre-Major/Elective
HIS 229	History of the Old South Pre-Major/Elective
HIS 230	The Changing South Pre-Major/Elective
HIS 231	Recent American History Pre-Major/Elective
HIS 233	History of Appalachia Pre-Major/Elective
HIS 234	Cherokee History Pre-Major/Elective
HIS 236	North Carolina History Pre-Major/Elective
HIS 237	The American Revolution Pre-Major/Elective
HIS 260	History of Africa Pre-Major/Elective
HIS 261	East Asian History Pre-Major/Elective
HIS 262	Middle East History Pre-Major/Elective
HIS 271	The French Revolution Era Pre-Major/Elective
HIS 275	History of Terrorism Pre-Major/Elective

HUM 110 Technology and Society General Education: Humanities/Fine Arts
 HUM 115 Critical Thinking General Education: Humanities/Fine Arts
 HUM 120 Cultural Studies General Education: Humanities/Fine Arts
 HUM 121 The Nature of America General Education: Humanities/Fine Arts
 HUM 122 Southern Culture General Education: Humanities/Fine Arts
 HUM 123 Appalachian Culture Pre-Major/Elective
 HUM 130 Myth in Human Culture General Education: Humanities/Fine Arts
 HUM 140 History of Architecture Pre-Major/Elective
 HUM 150 American Women's Studies General Education: Humanities/Fine Arts
 HUM 160 Introduction to Film General Education: Humanities/Fine Arts
 HUM 161 Advanced Film Studies General Education: Humanities/Fine Arts
 HUM 170 The Holocaust Pre-Major/Elective
 HUM 180 International Cultural Exploration Pre-Major/Elective
 HUM 211 Humanities I General Education: Humanities/Fine Arts
 HUM 212 Humanities II General Education: Humanities/Fine Arts
 HUM 220 Human Values and Meaning General Education: Humanities/Fine Arts
 HUM 230 Leadership Development Pre-Major/Elective

IRI 111 Elementary Irish I
 IRI 112 Elementary Irish II
 IRI 211 Intermediate Irish I
 IRI 212 Intermediate Irish II
 ITA 111 Elementary Italian I General Education: Humanities/Fine Arts
 ITA 112 Elementary Italian II General Education: Humanities/Fine Arts
 ITA 181 Italian Lab 1 Pre-Major/Elective
 ITA 182 Italian Lab 2 Pre-Major/Elective
 ITA 211 Intermediate Italian I General Education: Humanities/Fine Arts
 ITA 212 Intermediate Italian II General Education: Humanities/Fine Arts
 ITA 221 Italian Conversation Pre-Major/Elective
 ITA 231 Reading and Composition Pre-Major/Elective
 ITA 281 Italian Lab 3 Pre-Major/Elective
 ITA 282 Italian Lab 4 Pre-Major/Elective

JOU 110 Intro to Journalism Pre-Major/Elective
 JOU 216 Writing for Mass Media Pre-Major/Elective
 JOU 217 Feature/Editorial Writing Pre-Major/Elective
 JPN 111 Elementary Japanese I General Education: Humanities/Fine Arts
 JPN 112 Elementary Japanese II General Education: Humanities/Fine Arts
 JPN 181 Japanese Lab I Pre-Major/Elective
 JPN 182 Japanese Lab II Pre-Major/Elective
 JPN 211 Intermediate Japanese I General Education: Humanities/Fine Arts
 JPN 212 Intermediate Japanese II General Education: Humanities/Fine Arts

LAT 111 Elementary Latin I General Education: Humanities/Fine Arts
 LAT 112 Elementary Latin II General Education: Humanities/Fine Arts
 LAT 141 Culture and Civilization General Education: Humanities/Fine Arts
 LAT 142 Lit. and the Roman Republic General Education: Humanities/Fine Arts

LAT 181 Latin Lab I Pre-Major/Elective
 LAT 182 Latin Lab II Pre-Major/Elective
 LAT 211 Intermediate Latin I General Education: Humanities/Fine Arts
 LAT 212 Intermediate Latin II General Education: Humanities/Fine Arts
 LAT 231 Reading and Composition General Education: Humanities/Fine Arts
 LAT 232 Imperial Literature General Education: Humanities/Fine Arts
 LAT 281 Latin Lab III Pre-Major/Elective
 LAT 282 Latin Lab IV Pre-Major/Elective

MAT 141 Mathematical Concepts I General Education: Mathematics
 MAT 142 Mathematical Concepts II General Education: Mathematics
MAT 143 Quantitative Literacy UGETC: Math – AA
MAT 152 Statistical Methods I UGETC: Math – AA
 MAT 167 Discrete Mathematics Pre-Major/Elective
MAT 171 Precalculus Algebra UGETC: Math – AA/AS
MAT 172 Precalculus Trigonometry UGETC: Math– AS
 MAT 252 Statistics II Pre-Major/Elective
MAT 263 Brief Calculus UGETC: Math– AS
MAT 271 Calculus I UGETC: Math– AS
MAT 272 Calculus II UGETC: Math—AS
 MAT 273 Calculus III General Education: Mathematics
 MAT 280 Linear Algebra Pre-Major/Elective
 MAT 285 Differential Equations Pre-Major/Elective
MUS 110 Music Appreciation UGETC: Humanities/Fine Arts – AA/AS
 MUS 111 Fundamentals of Music Pre-Major/Elective
MUS 112 Introduction to Jazz UGETC: Humanities/Fine Arts – AA/AS
 MUS 113 American Music General Education: Humanities/Fine Arts
 MUS 114 Non-Western Music General Education: Humanities/Fine Arts
 MUS 121 Music Theory I Pre-Major/Elective
 MUS 122 Music Theory II Pre-Major/Elective
 MUS 123 Music Composition Pre-Major/Elective
 MUS 125 Aural Skills I Pre-Major/Elective
 MUS 126 Aural Skills II Pre-Major/Elective
 MUS 131 Chorus I Pre-Major/Elective
 MUS 132 Chorus II Pre-Major/Elective
 MUS 133 Band I Pre-Major/Elective
 MUS 134 Band II Pre-Major/Elective
 MUS 135 Jazz Ensemble I Pre-Major/Elective
 MUS 136 Jazz Ensemble II Pre-Major/Elective
 MUS 137 Orchestra I Pre-Major/Elective
 MUS 138 Orchestra II Pre-Major/Elective
 MUS 141 Ensemble I Pre-Major/Elective
 MUS 142 Ensemble II Pre-Major/Elective
 MUS 151 Class Music I Pre-Major/Elective
 MUS 152 Class Music II Pre-Major/Elective
 MUS 161 Applied Music I Pre-Major/Elective
 MUS 162 Applied Music II Pre-Major/Elective

MUS 170	Business of Music Pre-Major/Elective
MUS 173	Opera Production I Pre-Major/Elective
MUS 174	Opera Production II Pre-Major/Elective
MUS 181	Show Choir I Pre-Major/Elective
MUS 182	Show Choir II Pre-Major/Elective
MUS 210	History of Rock Music General Education: Humanities/Fine Arts
MUS 211	History of Country Music General Education: Humanities/Fine Arts
MUS 212	American Musical Theatre General Education: Humanities/Fine Arts
MUS 213	Opera and Musical Theatre General Education: Humanities/Fine Arts
MUS 214	Electronic Music I Pre-Major/Elective
MUS 215	Electronic Music II Pre-Major/Elective
MUS 217	Elementary Conducting Pre-Major/Elective
MUS 221	Music Theory III Pre-Major/Elective
MUS 222	Music Theory IV Pre-Major/Elective
MUS 225	Aural Skills III Pre-Major/Elective
MUS 226	Aural Skills IV Pre-Major/Elective
MUS 231	Chorus III Pre-Major/Elective
MUS 232	Chorus IV Pre-Major/Elective
MUS 233	Band III Pre-Major/Elective
MUS 234	Band IV Pre-Major/Elective
MUS 235	Jazz Ensemble III Pre-Major/Elective
MUS 236	Jazz Ensemble IV Pre-Major/Elective
MUS 237	Orchestra III Pre-Major/Elective
MUS 238	Orchestra IV Pre-Major/Elective
MUS 241	Ensemble III Pre-Major/Elective
MUS 242	Ensemble IV Pre-Major/Elective
MUS 251	Class Music III Pre-Major/Elective
MUS 252	Class Music IV Pre-Major/Elective
MUS 253	Big Band Pre-Major/Elective
MUS 260	Introduction to Music Education Pre-Major/Elective
MUS 261	Applied Music III Pre-Major/Elective
MUS 262	Applied Music IV Pre-Major/Elective
MUS 265	Piano Pedagogy Pre-Major/Elective
MUS 271	Music History I Pre-Major/Elective
MUS 272	Music History II Pre-Major/Elective
MUS 273	Opera Production III Pre-Major/Elective
MUS 274	Opera Production IV Pre-Major/Elective
MUS 280	Music for the El Classroom Pre-Major/Elective
MUS 281	Show Choir III Pre-Major/Elective
MUS 282	Show Choir IV Pre-Major/Elective
MUS 283	Varied Cultures/Mus Perf Pre-Major/Elective
PED	<i>All one-hour PED activity courses</i> Pre-Major/Elective
PED 110	Fit and Well for Life Pre-Major/Elective
PED 165	Sport Science as a Career Pre-Major/Elective
PED 172	Outdoor Living Pre-Major/Elective
PED 252	Officiating/Baseball/Softball Pre-Major/Elective

PED 254	Coaching Basketball Pre-Major/Elective
PED 256	Coaching Baseball Pre-Major/Elective
PED 259	Prevention and Care of Athletic Injuries Pre-Major/Elective
PHI 210	History of Philosophy General Education: Humanities/Fine Arts
PHI 215	Philosophical Issues UGETC: Humanities/Fine Arts – AA/AS
PHI 220	Western Philosophy I General Education: Humanities/Fine Arts
PHI 230	Introduction to Logic General Education: Humanities/Fine Arts
PHI 240	Introduction to Ethics UGETC: Humanities/Fine Arts – AA/AS
PHS 110	Survey of Phys Science Pre-Major/Elective
PHS 130	Earth Science Pre-Major/Elective
PHY 110	Conceptual Physics UGETC: Natural Sciences – AA/AS
PHY 110A	Conceptual Physics Lab UGETC: Natural Sciences – AA/AS
PHY 151	College Physics I UGETC: Natural Sciences – AS
PHY 152	College Physics II UGETC: Natural Sciences – AS
PHY 251	General Physics I UGETC: Natural Sciences – AS
PHY 252	General Physics II UGETC: Natural Sciences – AS
POL 110	Intro to Political Science General Education: Social/Behavioral Science
POL 120	American Government UGETC: Social/Behavioral Science – AA/AS
POL 130	State and Local Government Pre-Major/Elective
POL 210	Comparative Government General Education: Social/Behavioral Science
POL 220	International Relations General Education: Social/Behavioral Science
POL 250	Intro to Political Theory Pre-Major/Elective
POR 111	Elementary Portuguese I General Education: Humanities/Fine Arts
POR 112	Elementary Portuguese II General Education: Humanities/Fine Arts
POR 141	Culture and Civilization Pre-Major/Elective
POR 181	Portuguese Lab I Pre-Major/Elective
POR 182	Portuguese Lab II Pre-Major/Elective
POR 211	Intermediate Portuguese I General Education: Humanities/Fine Arts
POR 212	Intermediate Portuguese II General Education: Humanities/Fine Arts
POR 221	Portuguese Conversation Pre-Major/Elective
POR 231	Reading and Composition Pre-Major/Elective
POR 281	Portuguese Lab III Pre-Major/Elective
POR 282	Portuguese Lab IV Pre-Major/Elective
PSY 150	General Psychology UGETC: Social/Behavioral Science– AA/AS
PSY 211	Psychology of Adjustment Pre-Major/Elective Revised - February 2016
PSY 215	Positive Psychology Pre-Major/Elective
PSY 230	Biological Psychology Pre-Major/Elective
PSY 231	Forensic Psychology Pre-Major/Elective
PSY 237	Social Psychology General Education: Social/Behavioral Science
PSY 239	Psychology of Personality General Education: Social/Behavioral Science
PSY 241	Developmental Psych General Education: Social/Behavioral Science
PSY 243	Child Psychology Pre-Major/Elective
PSY 246	Adolescent Psychology Pre-Major/Elective
PSY 249	Psychology of Aging Pre-Major/Elective
PSY 259	Human Sexuality Pre-Major/Elective
PSY 263	Educational Psychology Pre-Major/Elective

PSY 271	Sports Psychology Pre-Major/Elective
PSY 275	Health Psychology Pre-Major/Elective
PSY 281	Abnormal Psychology General Education: Social/Behavioral Science
REL 110	World Religions General Education: Humanities/Fine Arts
REL 111	Eastern Religions General Education: Humanities/Fine Arts
REL 112	Western Religions General Education: Humanities/Fine Arts
REL 211	Intro to Old Testament General Education: Humanities/Fine Arts
REL 212	Intro to New Testament General Education: Humanities/Fine Arts
REL 221	Religion in America General Education: Humanities/Fine Arts
RUS 111	Elementary Russian I General Education: Humanities/Fine Arts
RUS 112	Elementary Russian II General Education: Humanities/Fine Arts
RUS 181	Russian Lab 1 Pre-Major/Elective
RUS 182	Russian Lab 2 Pre-Major/Elective
RUS 211	Intermediate Russian I General Education: Humanities/Fine Arts
RUS 212	Intermediate Russian II General Education: Humanities/Fine Arts
RUS 221	Russian Conversation Pre-Major/Elective
RUS 231	Reading and Composition Pre-Major/Elective
RUS 281	Russian Lab 3 Pre-Major/Elective
RUS 282	Russian Lab 4 Pre-Major/Elective
SOC 210	Introduction to Sociology UGETC: Social/Behavioral Science– AA/AS
SOC 213	Sociology of the Family General Education: Social/Behavioral Science
SOC 215	Group Processes Pre-Major/Elective
SOC 220	Social Problems General Education: Social/Behavioral Science
SOC 225	Social Diversity General Education: Social/Behavioral Science
SOC 230	Race and Ethnic Relations General Education: Social/Behavioral Science
SOC 232	Social Context of Aging Pre-Major/Elective
SOC 234	Sociology of Gender Pre-Major/Elective
SOC 240	Social Psychology General Education: Social/Behavioral Science
SOC 242	Sociology of Deviance Pre-Major/Elective
SOC 244	Sociology of Death and Dying Pre-Major/Elective
SOC 245	Drugs and Society Pre-Major/Elective
SOC 250	Sociology of Religion Pre-Major/Elective
SOC 254	Rural and Urban Sociology Pre-Major/Elective
SPA 111	Elementary Spanish I General Education: Humanities/Fine Arts
SPA 112	Elementary Spanish II General Education: Humanities/Fine Arts
SPA 141	Culture and Civilization Pre-Major/Elective
SPA 161	Cultural Immersion Pre-Major/Elective
SPA 181	Spanish Lab 1 Pre-Major/Elective
SPA 182	Spanish Lab 2 Pre-Major/Elective
SPA 211	Intermediate Spanish I General Education: Humanities/Fine Arts
SPA 212	Intermediate Spanish II General Education: Humanities/Fine Arts
SPA 221	Spanish Conversation Pre-Major/Elective
SPA 231	Reading and Composition Pre-Major/Elective
SPA 281	Spanish Lab 3 Pre-Major/Elective
SPA 282	Spanish Lab 4 Pre-Major/Elective

Course Catalog

Academic Related (ACA)

ACA-115 Success and Study Skills

Lec	Lab	Clinic	Credit
0	2	0	1

Prerequisites: None

Corequisites: None

This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals.

ACA-122 College Transfer Success

0	2	0	1
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Prerequisites: None

Corequisites: None

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the 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.

Competencies-Student Outcomes

1. Develop a strategic plan for completing community college academic goals, including certificates, diplomas, and/or associate degrees.
2. Develop a strategic plan for transferring to a university and preparing for a new career.
3. Identify the rights and responsibilities of transfer students under the Comprehensive Articulation Agreement (CAA), including Universal General Education Transfer Component (UGETC) designated courses, the Transfer Assured Admissions Policy (TAAP), and the CAA appeals process.
4. Evaluate learning strategies, including note-taking, test-taking, information processing, time management, and memorization techniques, and identify strategies for improvement.
5. Identify essential college resources, including financial aid, advising, registration, tutoring, library services, computer labs, and counseling services and recognize the importance of these resources on student success.
6. Identify essential college policies and procedures, including academic integrity such as avoiding plagiarism; calculating a GPA, and maintaining satisfactory academic progress for financial aid eligibility and/or good academic standing.

Accounting (ACC)

ACC-120 Principles of Financial Accounting

3	2	0	4
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Prerequisites: None

Corequisites: None

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.

	Lec	Lab	Clinic	Credit
ACC-121 Principles of Managerial Accounting	3	2	0	4

Prerequisites: Take ACC-120

Corequisites: None

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.

ACC-129 Individual Income Taxes	2	2	0	3
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Prerequisites: None

Corequisites: None

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.

ACC-130 Business Income Taxes	2	2	0	3
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Prerequisites: Take ACC-129 (Local)

Corequisites: None

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.

ACC-140 Payroll Accounting	1	3	0	2
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Prerequisites: Take One: ACC-115 or ACC-120

Corequisites: None

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology.

ACC-150 Accounting Software Applications	1	3	0	2
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Prerequisites: Take One: ACC-115 or ACC-120

Corequisites: None

This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to accurately solve accounting problems.

	Lec	Lab	Clinic	Credit
ACC-220 Intermediate Accounting I	3	2	0	4

Prerequisites: Take ACC-120

Corequisites: None

This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and extensive analysis of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.

ACC-221 Intermediate Accounting II	3	2	0	4
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Prerequisites: Take ACC-220

Corequisites: None

This course is a continuation of ACC 220. Emphasis is placed on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

Anthropology (ANT)

ANT-210 General Anthropology	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces the physical, archaeological, linguistic, and ethnological fields of anthropology. Topics include human origins, genetic variations, archaeology, linguistics, primatology, and contemporary cultures. Upon completion, students should be able to demonstrate an understanding of the four major fields of anthropology.

ANT-220 Cultural Anthropology	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces the nature of human culture. Emphasis is placed on cultural theory, methods of fieldwork, and cross-cultural comparisons in the areas of ethnology, language, and the cultural past. Upon completion, students should be able to demonstrate an understanding of basic cultural processes and how cultural data are collected and analyzed.

ANT-230 Physical Anthropology	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces the scientific study of human evolution and adaptation. Emphasis is placed on evolutionary theory, population genetics, biocultural adaptation and human variation, as well as non-human primate evolution, morphology, and behavior. Upon completion, students should be able to demonstrate an

understanding of the biological and cultural processes which have resulted in the formation of the human species.

	Lec	Lab	Clinic	Credit
ANT-230A Physical Anthropology Lab	0	2	0	1

Prerequisites: None

Corequisites: Take ANT-230

This course provides laboratory work that reinforces the material presented in ANT 230. Emphasis is placed on laboratory exercises which may include fossil identification, genetic analysis, skeletal comparisons, forensics, computer simulations, and field observations. Upon completion, students should be able to demonstrate an understanding of the analytical skills employed by anthropologists in the study of primate evolution and variation.

Art (ART)

ART-111 Art Appreciation	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media.

ART-114 Art History Survey I	3	0	0	3
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Prerequisites: None

Corequisites: None

This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate a historical understanding of art as a product reflective of human social development.

ART-115 Art History Survey II	3	0	0	3
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Prerequisites: None

Corequisites: None

This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate a historical understanding of art as a product reflective of human social development.

ART-121 Two-Dimensional Design	0	6	0	3
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Prerequisites: None

Corequisites: None

This course introduces the elements and principles of design as applied to two-dimensional art. Emphasis is placed on the structural elements, the principles of visual organization, and the theories of color mixing and interaction. Upon completion, students should be able to understand and use critical and analytical approaches as they apply to two-dimensional visual art.

	Lec	Lab	Clinic	Credit
ART-131 Drawing I	0	6	0	3

Prerequisites: None

Corequisites: None

This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media, and graphic principles. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes.

ART-260 Photography Appreciation	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces the origins and historical development of photography. Emphasis is placed on the study of composition and history of photography as an art form. Upon completion, students should be able to recognize and produce, using color transparencies, properly exposed, well-composed photographs.

ART-261 Photography I	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces photographic equipment, theory, and processes. Emphasis is placed on camera operation, composition, darkroom technique, and creative expression. Upon completion, students should be able to successfully expose, develop, and print a well-conceived composition.

ART-264 Digital Photography I	0	6	0	3
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Prerequisites: None

Corequisites: None

This course introduces digital photographic equipment, theory and processes. Emphasis is placed on camera operation, composition, computer photo manipulation and creative expression. Upon completion, students should be able to successfully expose, digitally manipulate, and print a well-conceived composition.

ART-265 Digital Photography II	0	6	0	3
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Prerequisites: Take ART-264

Corequisites: None

This course provides exploration of the concepts and processes of photo manipulation through complex composite images, special effects, color balancing and image/text integration. Emphasis is placed on creating a personal vision and style. Upon completion, students should be able to produce well-executed images using a variety of photographic and photo manipulative approaches.

	Lec	Lab	Clinic	Credit
ART-266 Videography I	0	6	0	3

Prerequisites: None

Corequisites: None

This course introduces various aspects of basic video production including concept development, scripting, camera operation, and post-production. Emphasis is placed on creative expression, camera handling, story boarding, and editing. Upon completion, students should be able to demonstrate a basic understanding of video camera operation and production techniques.

ART-267 Videography II	0	6	0	3
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Prerequisites: None

Corequisites: None

This course introduces various aspects of basic video production including concept development, scripting, camera operation, and post-production. Emphasis is placed on creative expression, camera handling, story boarding, and editing. Upon completion, students should be able to demonstrate a basic understanding of video camera operation and production techniques.

Automation and Robotics (ATR)

ATR-215 Sensors and Transducers	2	3	0	3
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Prerequisites: None

Corequisites: None

This course provides the theory and application of sensors typically found in an automated manufacturing system. Topics include physical properties, operating range, and other characteristics of numerous sensors and transducers used to detect temperature, pressure, position, and other desired physical parameters. Upon completion, students should be able to properly interface a sensor to a PLC, PC, or process control system.

ATR-280 Robotic Fundamentals	3	2	0	4
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Prerequisites: None

Corequisites: None

This course covers application, programming, and maintenance fundamentals for robotic devices. Emphasis is placed on terminology, problem solving, robotic systems controls, and hands-on projects. Upon completion, students should be able to apply basic concepts in application, programming, and robotic control systems.

Automotive Body Repair (AUB)	Lec	Lab	Clinic	Credit
AUB-111 Painting and Refinishing I	2	6	0	4

Prerequisites: None

Corequisites: None

This course introduces the proper procedures for using automotive refinishing equipment and materials in surface preparation and application. Topics include federal, state, and local regulations, personal safety, refinishing equipment and materials, surface preparation, masking, application techniques, and other related topics. Upon completion, students should be able to identify and use proper equipment and materials in refinishing following accepted industry standards.

AUB-112 Painting and Refinishing II	2	6	0	4
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Prerequisites: Take AUB-111

Corequisites: None

This course covers advanced painting techniques and technologies with an emphasis on identifying problems encountered by the refinishing technician. Topics include materials application, color matching, correction of refinishing problems, and other related topics. Upon completion, students should be able to perform spot, panel, and overall refinishing repairs and identify and correct refinish problems.

AUB-114 Special Finishes	1	2	0	2
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Prerequisites: Take AUB-111

Corequisites: None

This course introduces multistage finishes, custom painting, and protective coatings. Topics include base coats, advanced intermediate coats, clear coats, and other related topics. Upon completion, students should be able to identify and apply specialized finishes based on accepted industry standards.

AUB-121 Non-Structural Damage I	1	4	0	3
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Prerequisites: None

Corequisites: None

This course introduces safety, tools, and the basic fundamentals of body repair. Topics include shop safety, damage analysis, tools and equipment, repair techniques, materials selection, materials usage, and other related topics. Upon completion, students should be able to identify and repair minor direct and indirect damage including removal/repairing/replacing of body panels to accepted standards.

AUB-122 Non-Structural Damage II	2	6	0	4
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Prerequisites: None

Corequisites: None

This course covers safety, tools, and advanced body repair. Topics include shop safety, damage analysis, tools and equipment, advanced repair techniques, materials selection, materials usage, movable glass, and other

related topics. Upon completion, students should be able to identify and repair or replace direct and indirect damage to accepted standards including movable glass and hardware.

	Lec	Lab	Clinic	Credit
AUB-131 Structural Damage I	2	4	0	4

Prerequisites: None

Corequisites: None

This course introduces safety, equipment, structural damage analysis, and damage repairs. Topics include shop safety, design and construction, structural analysis and measurement, equipment, structural glass, repair techniques, and other related topics. Upon completion, students should be able to analyze and perform repairs to a vehicle which has received light/moderate structural damage.

AUB-132 Structural Damage II	2	6	0	4
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Prerequisites: Take AUB-131

Corequisites: None

This course provides an in-depth study of structural damage analysis and repairs to vehicles that have received moderate to heavy structural damage. Topics include shop safety, structural analysis and measurement, equipment, structural glass, advanced repair techniques, structural component replacement and alignment, and other related topics. Upon completion, students should be able to analyze and perform repairs according to industry standards.

AUB-136 Plastics and Adhesives	1	4	0	3
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Prerequisites: None

Corequisites: None

This course covers safety, plastic and adhesive identification, and the various repair methods of automotive plastic components. Topics include safety, identification, preparation, material selection, and the various repair procedures including refinishing. Upon completion, students should be able to identify, remove, repair, and/or replace automotive plastic components in accordance with industry standards.

AUB-141 Mechanical and Electrical Components I	2	2	0	3
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Prerequisites: None

Corequisites: None

This course covers the basic principles of automotive mechanical and electrical components. Topics include personal and environmental safety and suspension and steering, electrical, brake, heating and air-conditioning, cooling, drive train, and restraint systems. Upon completion, students should be able to identify system components and perform basic system diagnostic checks and/or repairs according to industry standards.

	Lec	Lab	Clinic	Credit
AUB-160 Body Shop Operations	1	0	0	1

Prerequisites: None

Corequisites: None

This course introduces the day-to-day operations of autobody repair facilities. Topics include work habits and ethics, customer relations, equipment types, materials cost and control, policies and procedures, shop safety and liabilities, and other related topics. Upon completion, students should be able to understand the general operating policies and procedures associated with an autobody repair facility.

AUB-162 Autobody Estimating	1	2	0	2
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Prerequisites: None

Corequisites: None

This course provides a comprehensive study of autobody estimating. Topics include collision damage analysis, industry regulations, flat-rate and estimated time, and collision estimating manuals. Upon completion, students should be able to prepare and interpret a damage report.

Automotive (AUT)

AUT-116 Engine Repair	2	3	0	3
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Prerequisites: None

Corequisites: None

This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.

AUT-116A Engine Repair Lab	0	3	0	1
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Prerequisites: None

Corequisites: Take AUT-116

This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.

AUT-141 Suspension and Steering Systems	2	3	0	3
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Prerequisites: None

Corequisites: None

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.

	Lec	Lab	Clinic	Credit
AUT-151 Brake Systems	2	3	0	3

Prerequisites: None

Corequisites: None

This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

AUT-163 Adv Auto Electricity	2	3	0	3
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Prerequisites: Take TRN-120

Corequisites: None

This course covers electronic theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of electronics, lighting, gauges, horn, wiper, accessories, and body modules. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, and troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns.

AUT-181 Engine Performance 1	2	3	0	3
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Prerequisites: None

Corequisites: None

This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include an overview of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related driveability problems using appropriate test equipment/service information.

AUT-212 Auto Shop Management	3	0	0	3
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Prerequisites: None

Corequisites: None

This course covers the principles of management essential to decision-making, communication, authority, and leadership. Topics include shop supervision, shop organization, customer relations, cost effectiveness and workplace ethics. Upon completion, students should be able to describe basic automotive shop operation from a management standpoint.

	Lec	Lab	Clinic	Credit
AUT-221 Automatic Transmissions/Transaxles	2	3	0	3

Prerequisites: None

Corequisites: None

This course covers operation, diagnosis, service, and repair of automatic transmissions/transaxles. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair automatic drive trains.

AUT-231 Manual Transmissions/Axles/Drive Trains	2	3	0	3
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Prerequisites: None

Corequisites: None

This course covers the operation, diagnosis, and repair of manual transmissions/transaxles, clutches, driveshafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train servicing and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair manual drive trains.

AUT-281 Advanced Engine Performance	2	2	0	3
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Prerequisites: None

Corequisites: None

This course utilizes service information and specialized test equipment to diagnose and repair power train control systems. Topics include computerized ignition, fuel and emission systems, related diagnostic tools and equipment, data communication networks, and service information. Upon completion, students should be able to perform diagnosis and repair.

Biology (BIO)

BIO-111 General Biology I	3	3	0	4
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Prerequisites: None

Corequisites: None

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels.

BIO-112 General Biology II	3	3	0	4
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Prerequisites: Take BIO-111

Corequisites: None

This course is a continuation of BIO-111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels.

	Lec	Lab	Clinic	Credit
BIO-140 Environmental Biology	3	0	0	3

Prerequisites: None

Corequisites: Take BIO-140A (Local)

This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues.

BIO-140A Environmental Biology Lab	0	3	0	1
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Prerequisites: None

Corequisites: Take BIO-140

This course provides a laboratory component to complement BIO-140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues.

BIO-160 Introductory Life Science	2	2	0	3
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Prerequisites: None

Corequisites: None

This course introduces scientific and biological concepts. Topics include basic chemistry, cell structure and function, cell division, basic genetic concepts, anatomical terminology, and metric-English measurements and conversions. Upon completion, students should be able to demonstrate an understanding of basic chemistry, cell biology, genetic concepts; anatomical terminology; and metric-English measurements and conversions.

BIO-168 Anatomy and Physiology I	3	3	0	4
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Prerequisites: None

Corequisites: None

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

BIO-169 Anatomy and Physiology II	3	3	0	4
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Prerequisites: Take BIO 168

Corequisites: None

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

	Lec	Lab	Clinic	Credit
BIO-175 General Microbiology	2	2	0	3

Prerequisites: Take One: BIO-110, BIO-111, BIO-163, BIO-165, or BIO-168 and BIO-169 (Local)

Corequisites: None

This course covers principles of microbiology with emphasis on microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques.

Blueprint Reading (BPR)

BPR-111 Print Reading	1	2	0	2
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Prerequisites: None

Corequisites: None

This course introduces the basic principles of print reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic prints and visualize the features of a part or system.

BPR-135 Schematics & Diagrams	2	0	0	2
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Prerequisites: None

Corequisites: None

This course introduces schematics and diagrams used in a variety of occupations. Topics include interpretation of wiring diagrams, assembly drawings, exploded views, sectional drawings, and service manuals, specifications, and charts. Upon completion, students should be able to research and locate components and assemblies denoting factory specifications and requirements from service and repair manuals.

Business (BUS)

BUS-110 Introduction to Business	3	0	0	3
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Prerequisites: None

Corequisites: None

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects.

BUS-115 Business Law I	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court

systems are examined. Upon completion the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them.

	Lec	Lab	Clinic	Credit
BUS-125 Personal Finance	3	0	0	3

Prerequisites: None

Corequisites: None

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.

BUS-137 Principles of Management	3	0	0	3
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Prerequisites: None

Corequisites: None

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management.

BUS-153 Human Resource Management	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces the functions of personnel/human resource management within an organization. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations. Upon completion, students should be able to anticipate and resolve human resource concerns.

BUS-230 Small Business Management	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces the challenges of entrepreneurship including the startup and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan.

BUS-253 Leadership and Management Skills	3	0	0	3
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Prerequisites: None

Corequisites: None

This course includes a study of the qualities, behaviors, and personal styles exhibited by leaders. Emphasis is placed on coaching, counseling, team building, and employee involvement. Upon completion, students should be able to identify and exhibit the behaviors needed for organizational effectiveness.

	Lec	Lab	Clinic	Credit
BUS-255 Organizational Behavior in Business	3	0	0	3

Prerequisites: None

Corequisites: None

This course covers the impact of different management practices and leadership styles on worker satisfaction and morale, organizational effectiveness, productivity, and profitability. Topics include a discussion of formal and informal organizations, group dynamics, motivation, and managing conflict and change. Upon completion, students should be able to analyze different types of interpersonal situations and determine an appropriate course of action.

Cyber Crime Technology (CCT)

CCT-110 Introduction to Cyber Crime	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces and explains the various types of offenses that qualify as cyber crime activity. Emphasis is placed on identifying cyber crime activity and the response to these problems from both the private and public domains. Upon completion, students should be able to accurately describe and define cyber crime activities and select an appropriate response to deal with the problem.

CCT-121 Computer Crime Investigation	3	2	0	4
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Prerequisites: None

Corequisites: None

This course introduces the fundamental principles of computer crime investigation processes. Topics include crime scene/incident processing, information gathering techniques, data retrieval, collection and preservation of evidence, preparation of reports and court presentations. Upon completion, students should be able to identify cyber crime activity and demonstrate proper investigative techniques to process the scene and assist in case prosecution.

CCT-240 Data Recovery Techniques	2	3	0	3
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Prerequisites: None

Corequisites: None

This course introduces the unique skills and methodologies necessary to assist in the investigation and prosecution of cyber crimes. Topics include hardware and software issues, recovering erased files, overcoming encryption, advanced imaging, transient data, Internet issues and testimony considerations. Upon completion, students should be able to recover digital evidence, extract information for criminal investigation and legally seize criminal evidence.

CCT-250 Network Vulnerabilities I	2	2	0	3
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Prerequisites: None

Corequisites: None

This course introduces students to penetration testing, network vulnerabilities, and hacking. Topics include an overview of traditional network security, system hardening, and known weaknesses. Upon completion, students

should be able to evaluate weaknesses of traditional and wireless network for the purpose of incident response, reconstruction, and forensic investigation.

Chemistry (CHM)

	Lec	Lab	Clinic	Credit
CHM-130 Gen, Org, & Biochemistry	3	0	0	3

Prerequisites: None

Corequisites: None

This course provides a survey of basic facts and principles of general, organic, and biochemistry. Topics include measurement, molecular structure, nuclear chemistry, solutions, acid-base chemistry, gas laws, and the structure, properties, and reactions of major organic and biological groups. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts.

CHM-130A Gen, Org, & Biochemistry Lab	0	2	0	1
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Prerequisites: None

Corequisites: CHM-130

This course is a laboratory for CHM 130. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 130. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 130.

CHM-151 General Chemistry I	3	3	0	4
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Prerequisites: None

Corequisites: Take One: MAT-143, MAT-152, MAT-171, MAT-271

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.

CHM-152 General Chemistry II	3	3	0	4
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Prerequisites: Take CHM-151

Corequisites: None

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields.

Computer Information Systems (CIS)

	Lec	Lab	Clinic	Credit
CIS-110 Introduction to Computers	2	2	0	3

Prerequisites: None

Corequisites: None

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.

CIS-111 Basic PC Literacy	1	2	0	2
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Prerequisites: None

Corequisites: None

This course provides an overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and fundamental workplace use. Upon completion, students should be able to demonstrate basic personal computer skills.

CIS-115 Intro to Programming and Logic	2	3	0	3
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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

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.

Competencies-Student Outcomes

1. Apply control structures
2. Apply top-down algorithmic design.
3. Implement algorithmic solutions in a programming language.

Criminal Justice (CJC)

CJC-111 Introduction to Criminal Justice	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options.

	Lec	Lab	Clinic	Credit
CJC-112 Criminology	3	0	0	3

Prerequisites: None

Corequisites: None

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

CJC-113 Juvenile Justice	3	0	0	3
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Prerequisites: None

Corequisites: None

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

CJC-121 Law Enforcement Operations	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations.

CJC-131 Criminal Law	3	0	0	3
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Prerequisites: None

Corequisites: None

This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

CJC-132 Court Procedure and Evidence	3	0	0	3
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Prerequisites: None

Corequisites: None

This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

	Lec	Lab	Clinic	Credit
CJC-141 Corrections	3	0	0	3

Prerequisites: None

Corequisites: None

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system.

CJC-212 Ethics and Community Relations	3	0	0	3
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Prerequisites: None

Corequisites: None

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

CJC-213 Substance Abuse	3	0	0	3
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Prerequisites: None

Corequisites: None

This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.

CJC-214 Victimology	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces the study of victims. Emphasis is placed on roles/characteristics of victims, victim interaction with the criminal justice system and society, current victim assistance programs, and other related topics. Upon completion, students should be able to discuss and identify victims, the uniqueness of victims' roles, and current victim assistance programs.

CJC-221 Investigative Principles	3	2	0	4
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Prerequisites: None

Corequisites: None

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

	Lec	Lab	Clinic	Credit
CJC-222 Criminalistics	3	0	0	3

Prerequisites: None

Corequisites: None

This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.

CJC-223 Organized Crime	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces the evolution of traditional and non-traditional organized crime and its effect on society and the criminal justice system. Topics include identifying individuals and groups involved in organized crime, areas of criminal activity, legal and political responses to organized crime, and other related topics. Upon completion, students should be able to identify the groups and activities involved in organized crime and the responses of the criminal justice system.

CJC-231 Constitutional Law	3	0	0	3
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Prerequisites: None

Corequisites: None

This course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

Communication (COM)

COM-120 Intro to Interpersonal Communication	3	0	0	3
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Prerequisites: None

Corequisites: None

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.

	Lec	Lab	Clinic	Credit
COM-140 Introduction to Intercultural Communication	3	0	0	3

Prerequisites: None

Corequisites: None

This course introduces techniques of cultural research, definitions, functions, characteristics, and impacts of cultural differences in public address. Emphasis is placed on how diverse backgrounds influence the communication act and how cultural perceptions and experiences determine how one sends and receives messages. Upon completion, students should be able to demonstrate an understanding of the principles and skills needed to become effective in communicating outside one's primary culture.

COM-231 Public Speaking	3	0	0	3
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Prerequisites: Take ENG-002 or BSP-4002 Transition (Local)

Corequisites: None

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support.

Cosmetology (COS)

COS-111 Cosmetology Concepts I	4	0	0	4
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Prerequisites: None

Corequisites: Take COS-112

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

COS-112 Salon I	0	24	0	8
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Prerequisites: None

Corequisites: Take COS-111

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

COS-113 Cosmetology Concepts II	4	0	0	4
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Prerequisites: Take All: COS-111 and COS-112

Corequisites: None

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

	Lec	Lab	Clinic	Credit
COS-114 Salon II	0	24	0	8

Prerequisites: Take All: COS-111 and COS-112

Corequisites: None

This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS-115 Cosmetology Concepts III	4	0	0	4
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Prerequisites: Take All: COS-111 and COS-112

Corequisites: None

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS-116 Salon III	0	12	0	4
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Prerequisites: Take All: COS-111 and COS-112

Corequisites: None

This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS-117 Cosmetology Concepts IV	2	0	0	2
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Prerequisites: Take All: COS-111 and COS-112

Corequisites: None

This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.

COS-118 Salon IV	0	21	0	7
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Prerequisites: Take All: COS-111 and COS-112

Corequisites: None

This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.

	Lec	Lab	Clinic	Credit
COS-223 Contemporary Hair Coloring	1	3	0	2

Prerequisites: Take All: COS-111 and COS-112

Corequisites: None

This course covers basic color concepts, hair coloring problems, and application techniques. Topics include color theory, terminology, contemporary techniques, product knowledge, and other related topics. Upon completion, students should be able to identify a client's color needs and safely and competently perform color applications and correct problems.

COS-240 Contemporary Design	1	3	0	2
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Prerequisites: Take All: COS-111 and COS-112

Corequisites: None

This course covers methods and techniques for contemporary designs. Emphasis is placed on contemporary designs and other related topics. Upon completion, students should be able to demonstrate and apply techniques associated with contemporary design.

COS-260 Design Applications	1	3	0	2
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Prerequisites: None

Corequisites: None

This course provides an overview of the design concepts used in cosmetology. Topics include the application of art principles and elements to artistically design hair, nails, and make-up and other related topics. Upon completion, students should be able to demonstrate knowledge and techniques associated with design concepts.

Computer Science (CSC)

CSC-134 C++ Programming	2	3	0	3
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Prerequisites: None

Corequisites: None

This course introduces computer programming using the C++ programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level.

CTI Computer Tech Integration (CTI)

CTI-110 Web, Pgm, and Db Foundation	2	2	0	3
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Prerequisites: None

Corequisites: None

This course covers the introduction of the tools and resources available to students in programming, mark-up language and services on the Internet. Topics include standard mark-up language Internet services, creating web pages, using search engines, file transfer programs; and database design and creation with DBMS products.

Upon completion students should be able to demonstrate knowledge of programming tools, deploy a website with mark-up tools, and create a simple database table.

	Lec	Lab	Clinic	Credit
CTI-120 Network and Sec Foundation	2	2	0	3

Prerequisites: None

Corequisites: None

This course introduces students to the Network concepts, including networking terminology and protocols, local and wide area networks, and network standards. Emphasis is placed on securing information systems and the various implementation policies. Upon completion, students should be able to perform basic tasks related to networking mathematics, terminology, media and protocols.

CTI-140 Virtualization Concepts	1	4	0	3
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Prerequisites: None

Corequisites: None

This course introduces operating system virtualization. Emphasis is placed on virtualization terminology, virtual machine storage, virtual networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of virtual machines.

Computer Information Technology (CTS)

CTS-115 Info Sys Business Concepts	3	0	0	3
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Prerequisites: None

Corequisites: None

The course introduces the role of IT in managing business processes and the need for business process and IT alignment. Emphasis is placed on industry need for understanding business challenges and developing/managing information systems to contribute to the decision making process based on these challenges. Upon completion, students should be able to demonstrate knowledge of the 'hybrid business manager' and the potential offered by new technology and systems.

CTS-120 Hardware/Software Support	2	3	0	3
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Prerequisites: None

Corequisites: None

This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers.

	Lec	Lab	Clinic	Credit
CTS-130 Spreadsheet	2	2	0	3

Prerequisites: None

Corequisites: None

This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

CTS-240 Project Management	2	2	0	3
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Prerequisites: Take One: CIS-110 or CIS-111

Corequisites: None

This course introduces computerized project management software. Topics include identifying critical paths, cost management, and problem solving. Upon completion, students should be able to plan a complete project and project time and costs accurately.

CTS-250 User Support & Software Eval	2	2	0	3
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Prerequisites: None

Corequisites: None

This course provides an opportunity to evaluate software and hardware and make recommendations to meet end-user needs. Emphasis is placed on software and hardware evaluation, installation, training, and support. Upon completion, students should be able to present proposals and make hardware and software recommendations based on their evaluations.

CTS-285 Systems Analysis & Design	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces established and evolving methodologies for the analysis, design, and development of an information system. Emphasis is placed on system characteristics, managing projects, prototyping, CASE/OOM tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques.

Database Management Technology (DBA)

DBA-110 Database Concepts	2	3	0	3
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Prerequisites: None

Corequisites: None

This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms.

Drafting (DFT)	Lec	Lab	Clinic	Credit
DFT-151 CAD I	2	3	0	3

Prerequisites: None

Corequisites: None

This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing.

DFT-170 Engineering Graphics	2	2	0	3
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Prerequisites: None

Corequisites: None

This course introduces basic engineering graphics skills, equipment, and applications (manual and computer-aided). Topics include sketching, measurements, lettering, dimensioning, geometric construction, orthographic projections and pictorial drawings, and sectional and auxiliary views. Upon completion, students should be able to demonstrate an understanding of basic engineering graphics principles and practices.

Drama/Theatre (DRA)

DRA-111 Theatre Appreciation	3	0	0	3
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Prerequisites: None

Corequisites: None

This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists.

DRA-145 Stage Make-Up	1	2	0	2
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Prerequisites: None

Corequisites: None

This course covers the research, design, selection of materials, and application of stage make-up, prosthetics, wigs, and hairpieces. Emphasis is placed on the development of techniques, style, and presentation of the finished make-up. Upon completion, students should be able to create and apply make-up, prosthetics, and hairpieces.

Economics (ECO)

ECO-151 Survey of Economics	3	0	0	3
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Prerequisites: None

Corequisites: None

This course, for those who have not received credit for ECO 251 or 252, introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors.

	Lec	Lab	Clinic	Credit
ECO-251 Principles of Microeconomics	3	0	0	3

Prerequisites: None

Corequisites: None

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.

ECO-252 Principles of Macroeconomics	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals.

Education (EDU)

EDU-119 Introduction to Early Childhood Education	4	0	0	4
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Prerequisites: None

Corequisites: None

This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, appropriate environments, schedules, and activity plans.

EDU-131 Child, Family, and Community	3	0	0	3
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Prerequisites: None

Corequisites: None

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.

	Lec	Lab	Clinic	Credit
EDU-144 Child Development I	3	0	0	3

Prerequisites: None

Corequisites: None

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.

EDU-145 Child Development II	3	0	0	3
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Prerequisites: None

Corequisites: None

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.

EDU-146 Child Guidance	3	0	0	3
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Prerequisites: None

Corequisites: None

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.

	Lec	Lab	Clinic	Credit
EDU-151 Creative Activities	3	0	0	3

Prerequisites: None

Corequisites: None

This course introduces developmentally supportive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials while applying NC Foundations for Early Learning and Development. Emphasis is placed on observation of process driven learning experiences in art, music, creative movement, dance, and dramatics for every young child age birth through eight, integrated through all domains and academic content. Upon completion, students should be able to examine, create, and adapt developmentally creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse.

EDU-153 Health, Safety and Nutrition	3	0	0	3
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Prerequisites: None

Corequisites: None

This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able to apply knowledge of NC Foundations for Early Learning and Development for health, safety, nutritional needs and safe learning environments.

EDU-187 Teaching and Learning for All	3	3	0	4
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Prerequisites: None

Corequisites: None

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.

EDU-216 Foundations of Education	3	0	0	3
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Prerequisites: None

Corequisites: None

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.

	Lec	Lab	Clinic	Credit
EDU-221 Children With Exceptionalities	3	0	0	3

Prerequisites: Take One Set:

Set 1: EDU-144 and EDU-145

Set 2: PSY-244 and PSY-245

Corequisites: None

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.

EDU-234 Infants, Toddlers, and Twos	3	0	0	3
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Prerequisites: EDU-119

Corequisites: None

This course covers the development of high-quality, individualized, responsive/engaging relationships and experiences for infants, toddlers, and twos. Emphasis is placed on typical and atypical child development, working with diverse families to provide positive, supportive, and engaging early learning activities and interactions through field experiences and the application of the NC Foundations for Early Learning and Development. Upon completion, students should be able to demonstrate responsive curriculum planning, respectful relationships and exposure to a variety of developmentally appropriate experiences/materials that support a foundation for healthy development and growth of culturally, linguistically and ability diverse children birth to 36 months.

EDU-235 School-Age Development and Programs	3	0	0	3
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Prerequisites: None

Corequisites: None

This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques and program development. Upon completion, students should be able to discuss developmental principles for culturally, linguistically, and ability diverse children ages five to twelve and plan and implement developmentally appropriate programs and activities.

EDU-250 Teacher Licensure Preparation	3	0	0	3
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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

This 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.

	Lec	Lab	Clinic	Credit
EDU-259 Curriculum Planning	3	0	0	3

Prerequisites: Take EDU-119

Corequisites: None

This course is designed to focus on using content knowledge to build developmentally effective approaches for culturally/linguistically/ability diverse young children. Topics include components of curriculum, a variety of curriculum models, authentic observation and assessment, and planning developmentally appropriate experiences aligned with the NC Foundations for Early Learning and Development. Upon completion, students should be able to understand, evaluate, and use curriculum to plan for individual/group needs.

EDU-261 Early Childhood Administration I	3	0	0	3
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Prerequisites: None

Corequisites: Take EDU-119

This course introduces principles and practices essential to preparing and supporting child care administrators. Topics include program philosophy, policies and procedures, NC Child Care Law and Rules, business planning, personnel and fiscal management, and NAEYC Code of Ethical Conduct Supplement for Early Childhood Program Administration. Upon completion, students should be able to articulate a developmentally appropriate program philosophy, locate current state licensing regulations, analyze a business plan and examine comprehensive program policies and procedures.

EDU-262 Early Childhood Administration II	3	0	0	3
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Prerequisites: Take All: EDU-119 and EDU-261

Corequisites: None

This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs.

EDU-279 Literacy Develop and Instruction	3	3	0	4
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Prerequisites: None

Corequisites: None

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, access, evaluate, and demonstrate developmentally appropriate literacy instruction aligned to the NC Standard Course of Study and other state and national standards.

	Lec	Lab	Clinic	Credit
EDU-280 Language/Literacy Experiences	3	0	0	3

Prerequisites: None

Corequisites: None

This course provides evidence-based strategies for enhancing language and literacy experiences that align with NC Foundations for Early Learning and Development. Topics include developmental sequences for children's emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse.

EDU-284 Early Childhood Capstone Practicum	1	9	0	4
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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, EDU-144, PSY-245, EDU-146, and EDU-151

Set 4: EDU-119, PSY-244, EDU-145, EDU-146, and EDU-151

Corequisites: None

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.

Engineering (EGR)

EGR-150 Intro to Engineering	1	2	0	2
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Prerequisites: None

Corequisites: None

This course is an overview of the engineering profession. Topics include goal setting and career assessment, ethics, public safety, the engineering method and design process, written and oral communication, interpersonal skills and team building, and computer applications. Upon completion, students should be able to understand the engineering process, the engineering profession, and utilize college resources to meet their educational goals.

	Lec	Lab	Clinic	Credit
EGR-220 Engineering Statics	3	0	0	3

Prerequisites: Take PHY-251

Corequisites: Take MAT-272

This course introduces the concepts of engineering based on forces in equilibrium. Topics include concentrated forces, distributed forces, forces due to friction, and inertia as they apply to machines, structures, and systems. Upon completion, students should be able to solve problems which require the ability to analyze systems of forces in static equilibrium.

EGR-225 Engineering Dynamics	3	0	0	3
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Prerequisites: Take EGR-220

Corequisites: Take MAT-273

This course introduces the concepts of engineering based on the analysis of motion in Cartesian, cylindrical, and spherical coordinate systems. Topics include the two and three dimensional motion of particles and rigid bodies, the forces associated with that motion, and relative motion between two coordinate systems. Upon completion, students should be able to solve problems which require the ability to analyze the motion and forces involved in a dynamic system.

Electrical (ELC)

ELC-112 DC/AC Electricity	3	6	0	5
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Prerequisites: None

Corequisites: None

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is place 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.

Competencies

Student Learning Outcomes

1. Demonstrate safe practices and procedures with tools, materials, and industry accepted test equipment covered in the course.
2. Demonstrate appropriate use of test equipment, evaluate circuit performance and apply appropriate troubleshooting techniques to electrical circuits.
3. Construct and analyze series, parallel and combinations circuits using appropriate components.
4. Use appropriate laws and formulas to perform circuit calculations.
5. Interpret electrical schematics.
6. Describe the characteristics of various power sources.

ELC-113 Residential Wiring	2	6	0	4
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Prerequisites: None

Corequisites: None

This course introduces the care/usage of tools and materials used in residential electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical print reading;

planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with residential electrical installations.

	Lec	Lab	Clinic	Credit
ELC-114 Commercial Wiring	2	6	0	4

Prerequisites: None

Corequisites: None

This course provides instruction in the application of electrical tools, materials, and test equipment associated with commercial electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with commercial electrical installations.

ELC-115 Industrial Wiring	2	6	0	4
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Prerequisites: None

Corequisites: None

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.

ELC-118 National Electrical Code	1	2	0	2
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Prerequisites: None

Corequisites: None

This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.

ELC-119 NEC Calculations	1	2	0	2
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Prerequisites: None

Corequisites: None

This course covers branch circuit, feeder, and service calculations. Emphasis is placed on sections of the National Electrical Code related to calculations. Upon completion, students should be able to use appropriate code sections to size wire, conduit, and overcurrent devices for branch circuits, feeders, and service.

	Lec	Lab	Clinic	Credit
ELC-121 Electrical Estimating	1	2	0	2

Prerequisites: None
 Corequisites: None

This course covers the principals involved in estimating electrical projects. Topics include take-offs of materials and equipment, labor, overhead, and profit. Upon completion, students should be able to estimate simple electrical projects.

ELC-125 Diagrams and Schematics	1	2	0	2
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Prerequisites: None
 Corequisites: None

This course covers the interpretation of electrical diagrams, schematics, and drawings common to electrical applications. Emphasis is placed on reading and interpreting electrical diagrams and schematics. Upon completion, students should be able to read and interpret electrical diagrams and schematics.

ELC-128 Introduction to Programmable Logic Controller	2	3	0	3
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Prerequisites: None
 Corequisites: None

This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to understand basic PLC systems and create simple programs.

ELC-130 Advanced Motors/Controls	2	2	0	3
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Prerequisites: Take One: ELC-111, ELC-112, ELC-131, or ELC-138
 Corequisites: None

This course covers motors concepts, construction and characteristics and provides a foundation in motor controls. Topics include motor control ladder logic, starters, timers, overload protection, braking, reduced voltage starting, SCR control, AC/DC drives, system and component level troubleshooting. Upon completion, students should be able to specify, connect, control, troubleshoot, and maintain motors and motor control systems.

ELC-131 Circuit Analysis I	3	3	0	4
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Prerequisites: None
 Corequisites: None

This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment.

	Lec	Lab	Clinic	Credit
ELC-131A Circuit Analysis I Lab	0	3	0	1

Prerequisites: None

Corequisites: Take ELC-131

This course provides laboratory assignments as applied to fundamental principles of DC/AC electricity. Emphasis is placed on measurements and evaluation of electrical components, devices and circuits. Upon completion, the students will gain hands-on experience by measuring voltage, current, and opposition to current flow utilizing various meters and test equipment.

ELC-215 Electrical Maintenance	2	3	0	3
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Prerequisites: None

Corequisites: None

This course introduces the theory of maintenance and the skills necessary to maintain electrical equipment found in industrial and commercial facilities. Topics include maintenance theory, predictive and preventive maintenance, electrical equipment operation and maintenance, and maintenance documentation. Upon completion, students should be able to perform maintenance on electrical equipment in industrial and commercial facilities.

ELC-229 Applications Project	1	3	0	2
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Prerequisites: None

Corequisites: None

This course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning, implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an applications-oriented project.

Electronics (ELN)

ELN-112 Diesel Electronics System	2	6	0	4
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Prerequisites: None

Corequisites: None

This course introduces electronic theory and applications as used in medium and heavy duty vehicles. Emphasis is placed on the basic function and operation of semiconductor and integrated circuits. Upon completion, students should be able to identify electronic components, explain their use and function, and use meters and flow charts to diagnose and repair systems.

	Lec	Lab	Clinic	Credit
ELN-231 Industrial Controls	2	3	0	3

Prerequisites: None

Corequisites: None

This course introduces the fundamental concepts of control of rotating machinery and associated peripheral devices. Topics include rotating machine theory, ladder logic, electromechanical and solid state relays, motor controls, pilot devices, three-phase power systems, and other related topics. Upon completion, students should be able to interpret schematics and demonstrate an understanding of electromechanical and electronic control of rotating machinery.

ELN-275 Troubleshooting	1	3	0	2
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Prerequisites: None

Corequisites: None

This course covers techniques of analyzing and repairing failures in electronic equipment. Topics include safety, signal tracing, use of service manuals, and specific troubleshooting methods for analog, digital, and other electronics-based circuits and systems. Upon completion, students should be able to logically diagnose and isolate faults and perform necessary repairs to meet manufacturers' specifications.

English (ENG)

ENG-002 Transition English	0	6	0	3
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Prerequisites: None

Corequisites: None

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.

ENG-011 Writing and Inquiry Support	1	2	0	2
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Prerequisites: None

Corequisites: None

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.

	Lec	Lab	Clinic	Credit
ENG-110 Freshman Composition	3	0	0	3

Prerequisites: Take One Set:

Set 1: DRE-097

Set 2: ENG-002

Set 3: BSP-4002

Corequisites: None

This course is designed to develop informative and business writing skills. Emphasis is placed on logical organization of writing, including effective introductions and conclusions, precise use of grammar, and appropriate selection and use of sources. Upon completion, students should be able to produce clear, concise, well-organized short papers.

ENG-111 Writing and Inquiry	3	0	0	3
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Prerequisites: Take One Set:

Set 1: DRE-097

Set 2: ENG-002

Set 3: BSP-4002

Corequisites: ENG-011

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.

Competencies

Student Learning Outcomes

1. Demonstrate writing as a recursive process.
2. Demonstrate writing and inquiry in context using different rhetorical strategies to reflect, analyze, explain, and persuade in a variety of genres and formats.
3. Students will reflect upon and explain their writing strategies.
4. Demonstrate the critical use and examination of printed, digital, and visual materials.
5. Locate, evaluate, and incorporate relevant sources with proper documentation.
6. Compose texts incorporating rhetorically effective and conventional use of language.
7. Collaborate actively in a writing community.

ENG-112 Writing and Research in the Disciplines	3	0	0	3
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Prerequisites: Take ENG-111

Corequisites: None

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines.

	Lec	Lab	Clinic	Credit
ENG-125 Creative Writing	3	0	0	3

Prerequisites: Take ENG-111

Corequisites: None

This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others.

ENG-126 Creative Writing II	3	0	0	3
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Prerequisites: Take ENG-125

Corequisites: None

This course is designed as a workshop approach for advancing imaginative and literary skills. Emphasis is placed on the discussion of style, techniques, and challenges for first publications. Upon completion, students should be able to submit a piece of their writing for publication.

ENG-131 Introduction to Literature	3	0	0	3
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Prerequisites: Take ENG-111

Corequisites: Take One: ENG-112 or ENG-113 or ENG-114

This course introduces the principal genres of literature. Emphasis is placed on literary terminology, devices, structure, and interpretation. Upon completion, students should be able to analyze and respond to literature.

ENG-231 American Literature I	3	0	0	3
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Prerequisites: Take One: ENG-112 or ENG-113 or ENG-114

Corequisites: None

This course covers selected works in 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.

ENG-232 American Literature II	3	0	0	3
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Prerequisites: Take One: ENG-112 or ENG-113 or ENG-114

Corequisites: None

This course covers selected works in 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.

	Lec	Lab	Clinic	Credit
ENG-241 British Literature I	3	0	0	3

Prerequisites: Take One: ENG-112 or ENG-113 or ENG-114

Corequisites: None

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.

ENG-242 British Literature II	3	0	0	3
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Prerequisites: Take One: ENG-112 or ENG-113 or ENG-114

Corequisites: None

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.

ENG-272 Southern Literature	3	0	0	3
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Prerequisites: Take One: ENG-112 or ENG-113 or ENG-114

Corequisites: None

This course provides an analytical study of the works of several Southern authors. Emphasis is placed on the historical and cultural contexts, themes, aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works.

ENG-274 Literature for Women	3	0	0	3
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Prerequisites: Take One: ENG-112 or ENG-113 or ENG-114

Corequisites: None

This course provides an analytical study of the works of several women authors. Emphasis is placed on the historical and cultural contexts, themes and aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works.

ENG-275 Science Fiction	3	0	0	3
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Prerequisites: Take One: ENG-112 or ENG-113 or ENG-114

Corequisites: None

This course covers the relationships between science and literature through analysis of short stories and novels. Emphasis is placed on scientific discoveries that shaped Western culture and our changing view of the universe as reflected in science fiction literature. Upon completion, students should be able to trace major themes and ideas and illustrate relationships between science, world view, and science fiction literature.

Emergency Preparedness (EPT)	Lec	Lab	Clinic	Credit
EPT-210 Response and Recovery	3	0	0	3

Prerequisites: None

Corequisites: None

This course introduces the basic concepts, operational procedures, and authorities involved in response and recovery efforts to major disasters. Topics include federal, state, and local roles and responsibilities in major disaster, response, and recovery work, with an emphasis on governmental coordination. Upon completion, students should be able to implement a disaster response plan and assess the needs of those involved in a major disaster.

Entrepreneurship (ETR)

ETR-220 Innovation and Creativity	3	0	0	3
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Prerequisites: None

Corequisites: None

This course provides a study of developing and enhancing individual and organizational creativity and innovation. Topics include that innovation needs to be applied to products, services, and processes to increase competitive advantages and add value to businesses. Upon completion, students should be able to apply innovation and creativity principles in the work place.

Forest Management (FOR)

FOR-121 Dendrology	2	6	0	4
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Prerequisites: None

Corequisites: None

This course covers field identification, classifications, uses, and nomenclature of trees. Emphasis is placed on silvics, characteristics, commercial importance, and wildlife benefits of trees. Upon completion, students should be able to identify trees and understand their uses.

FOR-123 Forest Botany	2	3	0	3
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Prerequisites: None

Corequisites: None

This course introduces the structures and processes of forest plants. Emphasis is placed on dissection and direct examination of roots, shoots, and leaves. Upon completion, students should be able to identify plant parts and understand their functions.

	Lec	Lab	Clinic	Credit
FOR-131 Forest Measurements	2	3	0	3

Prerequisites: None

Corequisites: None

This course introduces basic land and tree measurement equipment and mapping techniques. Emphasis is placed on developing skills for land, tree, and log measurements. Upon completion, students should be able to accurately use land and tree measurement equipment.

FOR-171 Introduction to Forest Resources	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces the relationships within the forest and its various uses. Emphasis is placed on forest history, ecology, protection, management, policies, and practices. Upon completion, students should be able to discuss the relationship of the forest and its use to the welfare of mankind.

FOR-173 Soils and Hydrology	2	3	0	3
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Prerequisites: None

Corequisites: None

This course covers concepts of soils and water including physical and chemical soil properties. Emphasis is placed on soil sampling, identification, plant-site relationships, water movement, and properties. Upon completion, students should be able to relate soil and water characteristics to forest growth and water quality.

FOR-175 Wildlife and Environmental Studies	2	3	0	3
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Prerequisites: None

Corequisites: None

This course provides an overview of wildlife and environmental issues pertaining to the ecological, social, and economic aspects of forestry. Topics include wildlife management, wetland delineation, endangered species detection, protection, landowner rights, liabilities, regulations, and law. Upon completion, students should be able to demonstrate a knowledge of how wildlife and environmental issues affect forestry in the United States.

FOR-212 Forest Surveying and Aerial Interpretation	2	3	0	3
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Prerequisites: Take FOR-131 (Local)

Corequisites: Take FOR-215 (Local)

This course covers the basic concepts of plane surveying and aerial photo interpretation. Emphasis is placed on boundary location and acreage determination both on the ground and through aerial photographs. Upon completion, students should be able to confidently use basic surveying equipment and aerial photographs for forest land measurements.

	Lec	Lab	Clinic	Credit
FOR-215 Introduction to GIS/GPS	1	4	0	3

Prerequisites: None

Corequisites: None

This course introduces geographic information systems and global positioning devices. Emphasis is placed on the use of existing hardware and software to create and update computer generated maps. Upon completion, students should be able to understand the uses and limitations of GIS and GPS devices in forestry applications.

FOR-225 Silvics and Silviculture	3	3	0	4
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Prerequisites: Take FOR-121 (Local)

Corequisites: None

This course covers the establishment, development, care, and harvesting of forest stands. Emphasis is placed on the application of various techniques used to control stand establishment, composition, and growth. Upon completion, students should be able to understand and apply appropriate forest stand improvement techniques.

FOR-232 Forest Mensuration	2	6	0	4
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Prerequisites: Take FOR-131

Corequisites: None

This course provides applications of previously covered measurement techniques to the volume estimation and valuation of forest stands. Emphasis is placed on applications of various timber cruising methods. Upon completion, students should be able to determine the size, volume, and quality of forest stands.

FOR-240 Forest Protection	2	3	0	3
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Prerequisites: None

Corequisites: None

This course covers the forces that affect the health and vigor of the nation's forests. Emphasis is placed on wildfire management, prescribed burning, entomology, pathology, and forest health. Upon completion, students should be able to identify the major pests which affect the forest and understand and recommend control methods.

FOR-241 Forest Fire Management	2	3	0	3
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Prerequisites: None

Corequisites: None

This course covers the nature of wildfire and the uses of prescribed burning in a forest or urban interface setting. Topics include prevention, detection, suppression, causes, and the ecological and economic effects of fire. Upon completion, students should be able to use fire as a management tool and participate in the suppression of wildfire.

	Lec	Lab	Clinic	Credit
FOR-271 Forest Management	2	3	0	3

Prerequisites: Take FOR-225, FOR-232 and ENG-111 (Local)

Corequisites: None

This course is designed as a capstone course for forest management majors to apply skills previously learned. Emphasis is placed on recommendations forest managers make to provide services on forest lands to meet the owners' objectives. Upon completion, students should be able to develop forest management plans for various forest ownerships. This is the capstone course for the Forest Management Technology A.A.S. degree program.

FOR-275 Natural Resources Issues	0	3	0	1
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Prerequisites: None

Corequisites: None

This course provides an opportunity to explore natural resource topics of common interest. Emphasis is placed on special topics and organized field trips to expand student knowledge. Upon completion, students should be able to demonstrate an understanding of the issues explored.

FOR-285 Logging and Marketing	2	3	0	3
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Prerequisites: None

Corequisites: None

This course covers logging systems commonly used in the Southeast. Emphasis is placed on roading, matching equipment to job requirements, safety, legal requirements, and primary manufacturing of forest products. Upon completion, students should be able to supervise a logging operation.

Fish and Wildlife (FWL)

FWL-124 Wildlife Botany	2	3	0	3
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Prerequisites: None

Corequisites: None

This course introduces the classification, physiology, and morphology of plants as needed in fish and wildlife management. Emphasis is placed on plant structures, reproduction, growth, and the economic and ecological importance. Upon completion, students should be able to demonstrate knowledge of the plant kingdom.

FWL-126 Wildlife Ornithology	2	3	0	3
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Prerequisites: None

Corequisites: None

This course includes the biology, classification, recognition, distribution, and management of game and non-game birds. Topics include anatomy, physiology, morphology, ecology, behavior, identification, and taxonomy with emphasis on waterfowl and upland game species. Upon completion, students should be able to identify various avian species and demonstrate a knowledge of their biology, ecology, and management.

	Lec	Lab	Clinic	Credit
FWL-142 Wildlife Management	2	3	0	3

Prerequisites: None

Corequisites: None

This course introduces the principles of wildlife management, including basic concepts, terminology, and techniques important to wildlife managers. Topics include a review of the history of wildlife management, ecological principles, an introduction to wildlife habitat requirements, and population dynamics. Upon completion, students should be able to understand and discuss the life history, management techniques, and habitat requirements of North American species.

FWL-212 Wildlife Policy and Law	2	0	0	2
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Prerequisites: None

Corequisites: None

This course covers natural resource policies and laws developed by various governmental agencies. Topics include current political issues involved in resource management and the principles, techniques, and jurisdictional boundaries in the field of wildlife law enforcement. Upon completion, students should be able to identify, describe, and assess the influences of policies and laws on natural resource management.

FWL-222 Wildlife Mammalogy	2	3	0	3
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Prerequisites: None

Corequisites: None

This course includes the biology, classification, recognition, distribution, and management of game and non-game mammals. Topics include anatomy, physiology, morphology, ecology, behavior, identification and taxonomy with emphasis on game species. Upon completion, students should be able to identify various mammalian species and demonstrate a knowledge of their biology, ecology, and management.

FWL-224 Ichthyology	1	2	0	2
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Prerequisites: None

Corequisites: None

This course introduces fresh and saltwater fish species. Emphasis is placed on identification of fish. Upon completion, students should be able to recognize sport, commercial, and environmentally unique fish species.

FWL-232 Terrestrial Ecology	2	3	0	3
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Prerequisites: None

Corequisites: None

This course introduces a wide variety of terrestrial life forms and habitats. Emphasis is placed on the biotic and abiotic factors affecting wildlife species. Upon completion, students should be able to explain the relationships between plants and animals, apply various floral and faunal sampling methods, and understand statistical applications.

	Lec	Lab	Clinic	Credit
FWL-234 Aquatic Ecology	2	3	0	3

Prerequisites: None

Corequisites: None

This course introduces a wide variety of aquatic life forms and habitats. Emphasis is placed on freshwater invertebrates, fish and plants of importance in fishery management, and biological monitoring. Upon completion, students should be able to sight identify key invertebrates and fishes and be familiar with aquatic plants and habitats.

FWL-242 Fishery Management	2	3	0	3
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Prerequisites: None

Corequisites: None

This course covers the biology and management implications for various species of fish with commercial, sport, and/or ecological value. Emphasis is placed on principles and methods of population management. Upon completion, students should be able to demonstrate an understanding of the anatomy, physiology, age and growth studies, and management techniques for various fish species.

FWL-252 Wildlife Management Techniques	2	3	0	3
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Prerequisites: None

Corequisites: None

This course covers the theory and application of current wildlife management techniques. Emphasis is placed on field techniques which are most commonly used by resource management agencies today. Upon completion, students should be able to apply various wildlife management techniques and safely operate and maintain a variety of equipment.

FWL-254 Habitat Manipulation	2	3	0	3
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Prerequisites: Take FOR-121, FWL-142 and ENG-111(Local)

Corequisites: None

This course is a study and application of management practices beneficial to wildlife. Emphasis is placed on methods for increasing food production, developing water sources, increasing cover requirements, and improving wetlands. Upon completion, students should be able to demonstrate an understanding of techniques and methods to manipulate wildlife habitats. This is the capstone course for the Fish and Wildlife Technology A.A.S. degree program.

Geology (GEL)
GEL-111 Geology

Lec	Lab	Clinic	Credit
3	2	0	4

Prerequisites: None
Corequisites: None

This course introduces basic landforms and geological processes. Topics include rocks, minerals, volcanoes, fluvial processes, geological history, plate tectonics, glaciers, and coastal dynamics. Upon completion, students should be able to describe basic geological processes that shape the earth.

Competencies:

1. Explain fundamental geologic concepts including earth structure, plate tectonics, rocks and minerals, rock cycle, crustal deformation, surficial processes, earth resources and geohazards.
2. Apply the basic methods of scientific inquiry in the context of geology.
3. Recognize and quantify the operation of Earth system processes over geologic and human timescales and over local, regional and global spatial scales.
4. Manipulate, interpret and construct visualizations of geologic data using maps, graphs, and contemporary technology.
5. Demonstrate an appreciation for the societal relevance of geology and the impact of humans on the earth system

Health (HEA)

HEA-110 Personal Health/Wellness

3	0	0	3
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Prerequisites: None
Corequisites: None

This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness.

HEA-112 First Aid and CPR

1	2	0	2
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Prerequisites: None
Corequisites: None

This course introduces the basics of emergency first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other first aid procedures. Upon completion, students should be able to demonstrate skills in providing emergency care for the sick and injured until medical help can be obtained.

Heavy Equipment Maintenance (HET)

	Lec	Lab	Clinic	Credit
HET-110 Diesel Engines	3	9	0	6

Prerequisites: None

Corequisites: None

This course introduces theory, design, terminology, and operating adjustments for diesel engines. Emphasis is placed on safety, theory of operation, inspection, measuring, and rebuilding diesel engines according to factory specifications. Upon completion, students should be able to measure, diagnose problems, and repair diesel engines.

HET-125 Preventive Maintenance	1	3	0	2
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Prerequisites: None

Corequisites: None

This course introduces preventive maintenance practices used on medium and heavy duty vehicles and rolling assemblies. Topics include preventive maintenance schedules, services, DOT rules and regulations, and road ability. Upon completion, students should be able to set up and follow a preventive maintenance schedule as directed by manufacturers.

History (HIS)

HIS-111 World Civilizations I	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations.

HIS-112 World Civilizations II	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations.

	Lec	Lab	Clinic	Credit
HIS-121 Western Civilization I	3	0	0	3

Prerequisites: None

Corequisites: None

This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization.

HIS-122 Western Civilization II	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization.

HIS-131 American History I	3	0	0	3
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Prerequisites: None

Corequisites: None

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.

HIS-132 American History II	3	0	0	3
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Prerequisites: None

Corequisites: None

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.

HIS-226 Civil War	3	0	0	3
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Prerequisites: None

Corequisites: None

This course examines the social, political, economic, and ideological forces that led to the Civil War and Reconstruction. Topics include regional conflicts and sectionalism, dissolution of the Union, military campaigns, and the War's socioeconomic impact, aftermath, and consequences. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the United States during the era of the Civil War.

	Lec	Lab	Clinic	Credit
HIS-236 North Carolina History	3	0	0	3

Prerequisites: None

Corequisites: None

This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America's discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina.

HIS-262 Middle East History	3	0	0	3
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Prerequisites: None

Corequisites: None

This course surveys the history of the Middle East from the development of civilization in Mesopotamia to the present. Emphasis is placed on social, political, economic, religious, and governmental structures in the Middle East. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the Middle East.

Humanities (HUM)

HUM-110 Technology and Society	3	0	0	3
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Prerequisites: None

Corequisites: None

This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology.

HUM-115 Critical Thinking	3	0	0	3
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Prerequisites: Take One Set:

Set 1: DRE-098

Set 2: ENG-002

Set 3: BSP-4002

Set 4: ENG-111

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.

	Lec	Lab	Clinic	Credit
HUM-120 Cultural Studies	3	0	0	3

Prerequisites: None

Corequisites: None

This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture.

HUM-121 The Nature of America	3	0	0	3
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Prerequisites: None

Corequisites: None

This course provides an interdisciplinary survey of the American cultural, social, and political experience. Emphasis is placed on the multicultural character of American society, distinctive qualities of various regions, and the American political system. Upon completion, students should be able to analyze significant cultural, social, and political aspects of American life.

HUM-122 Southern Culture	3	0	0	3
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Prerequisites: None

Corequisites: None

This course explores the major qualities that make the South a distinct region. Topics include music, politics, literature, art, religion, race relations, and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify the characteristics that distinguish Southern culture.

HUM-123 Appalachian Culture	3	0	0	3
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Prerequisites: None

Corequisites: None

This course provides an interdisciplinary study of the unique features of Appalachian culture. Topics include historical, political, sociological, psychological, and artistic features which distinguish this region. Upon completion, students should be able to demonstrate a broad-based awareness and appreciation of Appalachian culture.

HUM-130 Myth in Human Culture	3	0	0	3
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Prerequisites: None

Corequisites: None

This course provides an in-depth study of myths and legends. Topics include the varied sources of myths and their influence on the individual and society within diverse cultural contexts. Upon completion, students should be able to demonstrate a general familiarity with myths and a broad-based understanding of the influence of myths and legends on modern culture.

	Lec	Lab	Clinic	Credit
HUM-160 Introduction to Film	2	2	0	3

Prerequisites: None

Corequisites: None

This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films.

HUM-161 Advanced Film Studies	2	2	0	3
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Prerequisites: Take HUM-160

Corequisites: None

This course provides an advanced study of film art and production, building on skills learned in HUM 160. Topics include advanced film production techniques, film genres, examination of master directors' styles, and the relation of film to culture. Upon completion, students should be able to recognize and critically analyze advanced elements of film production.

HUM-180 International Cultural Exploration	2	3	0	3
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Prerequisites: None

Corequisites: None

This course provides a framework for students to visit, examine, and analyze a country/region outside the United States to learn about the place and people. Emphasis is placed on the distinctive cultural characteristics of a country or region. Upon completion, students should be able to identify similarities/differences, analyze causes/effects, and clearly articulate the impact of one or more cultural elements.

HUM-211 Humanities I	3	0	0	3
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Prerequisites: Take ENG-111

Corequisites: None

This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from ancient through early modern times. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied.

HUM-212 Humanities II	3	0	0	3
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Prerequisites: Take ENG-111

Corequisites: None

This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from early modern times to the present. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied.

	Lec	Lab	Clinic	Credit
HUM-220 Human Values and Meaning	3	0	0	3

Prerequisites: Take ENG-111 and ENG-112 or ENG-113 or ENG-114 (Local)

Corequisites: None

This course presents some major dimensions of human experience as reflected in art, music, literature, philosophy, and history. Topics include the search for identity, the quest for knowledge, the need for love, the individual and society, and the meaning of life. Upon completion, students should be able to recognize interdisciplinary connections and distinguish between open and closed questions and between narrative and scientific models of understanding.

Hydraulics (HYD)

HYD-110 Hydraulics/Pneumatics I	2	3	0	3
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Prerequisites: None

Corequisites: None

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.

HYD-210 Advanced Hydraulics	1	3	0	2
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Prerequisites: Take One Course: HYD-110, HYD-111, or HYD-112

Corequisites: None

This course covers advanced hydraulic systems. Emphasis is placed on advanced hydraulic systems and components, troubleshooting, and other related topics. Upon completion, students should be able to demonstrate an understanding of the installation, application, operation, and maintenance of hydraulic components and systems.

Industrial Science (ISC)

ISC-112 Industrial Safety	2	0	0	2
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Prerequisites: None

Corequisites: None

This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance.

Competencies:

1. Describe and identify safety practices required to perform various job-related activities.
2. Describe the application of OSHA procedures and requirements for compliance

	Lec	Lab	Clinic	Credit
ISC-220 Lean Manufacturing	2	2	0	3

Prerequisites: None

Corequisites: None

This course introduces students to the concept of lean manufacturing as a means of waste reduction. Topics include the examination of manufacturing operations and the incorporation of lean techniques to reduce waste, cost, time, and materials in manufacturing processes. Upon completion, students should be able to demonstrate an understanding of lean manufacturing systems and how they benefit the environment and business.

Journalism (JOU)

JOU-110 Introduction to Journalism	3	0	0	3
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Prerequisites: None

Corequisites: None

This course presents a study of journalistic news, feature, and sports writing. Emphasis is placed on basic news writing techniques and on related legal and ethical issues. Upon completion, students should be able to gather, write, and edit news, feature, and sports articles.

Machining (MAC)

MAC-114 Introduction to Metrology	2	0	0	2
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Prerequisites: None

Corequisites: None

This course introduces the care and use of precision measuring instruments. Emphasis is placed on the inspection of machine parts and use of a wide variety of measuring instruments. Upon completion, students should be able to demonstrate the correct use of measuring instruments.

MAC-115 Grinding Operations	2	2	0	3
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Prerequisites: None

Corequisites: None

This course introduces surface and cylindrical grinding in the toolroom. Topics include safety and the basic setup and operation of surface and cylindrical grinding machines. Upon completion, students should be able to grind steps, slots, angles, radii, dress grinding wheels, and square blocks.

MAC-121 Introduction to CNC	2	0	0	2
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Prerequisites: None

Corequisites: None

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.

	Lec	Lab	Clinic	Credit
MAC-131 Blueprint Reading/Machining I	1	2	0	2

Prerequisites: None

Corequisites: None

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.

MAC-141 Machining Applications I	2	6	0	4
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Prerequisites: None

Corequisites: None

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.

MAC-142 Machining Applications II	2	6	0	4
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Prerequisites: None

Corequisites: None

This course provides instruction in the wide variety of processes associated with machining. Topics include safety, equipment set-up, holding fixtures, tooling, cutting speeds and depths, metal properties, and proper finishes. Upon completion, students should be able to safely demonstrate advanced machining operations, accurately measure components, and produce accurate components with a proper finish.

MAC-143 Machining Applications III	2	6	0	4
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Prerequisites: None

Corequisites: None

This course provides instruction in the field of advanced machining. Emphasis is placed on creating complex components, close-tolerance machining, precise measurement, and proper equipment usage. Upon completion, students should be able to demonstrate the ability to produce an accurately machined component with a quality finish using the proper machining process.

	Lec	Lab	Clinic	Credit
MAC-151 Machining Calculations	1	2	0	2

Prerequisites: None

Corequisites: None

This course introduces basic calculations as they relate to machining occupations. Emphasis is placed on basic calculations and their applications in the machine shop. Upon completion, students should be able to perform basic shop calculations.

MAC-152_1997SU Advanced Machining Calc	MAC-152
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Prerequisites: None

Corequisites: None

This course combines mathematical functions with practical machine shop applications and problems. Emphasis is placed on gear ratios, lead screws, indexing problems, and their applications in the machine shop. Upon completion, students should be able to calculate solutions to machining problems.

MAC-222 Advanced CNC Turning	1	3	0	2
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Prerequisites: None

Corequisites: None

This course covers advanced methods in setup and operation of CNC turning centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC turning centers.

MAC-224 Advanced CNC Milling	1	3	0	2
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Prerequisites: None

Corequisites: None

This course covers advanced methods in setup and operation of CNC machining centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC machining centers.

MAC-229 CNC Programming	2	0	0	2
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Prerequisites: None

Corequisites: None

This course provides concentrated study in advanced programming techniques for working with modern CNC machine tools. Topics include custom macros and subroutines, canned cycles, and automatic machining cycles currently employed by the machine tool industry. Upon completion, students should be able to program advanced CNC functions while conserving machine memory.

	Lec	Lab	Clinic	Credit
MAC-231 CAM: CNC Turning	1	4	0	3

Prerequisites: None
Corequisites: None

This course introduces Computer Numerical Control graphics programming and concepts for turning center applications. Emphasis is placed on the interaction of menus to develop a shape file in a graphics CAM system and to develop tool path geometry and part geometry. Upon completion, students should be able to develop a job plan using CAM software, including machine selection, tool selection, operational sequence, speed, feed, and cutting depth.

MAC-232 CAM: CNC Milling	1	4	0	3
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Prerequisites: None
Corequisites: None

This course introduces Computer Numerical Control graphics programming and concepts for machining center applications. Emphasis is placed on developing a shape file in a graphics CAM system and transferring coded information from CAM graphics to the CNC milling center. Upon completion, students should be able to develop a complete job plan using CAM software to create a multi-axis CNC program.

MAC-233 Appl in CNC Machining	2	12	0	6
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Prerequisites: None
Corequisites: None

This capstone course provides students the opportunity to apply skills learned throughout the curriculum. Emphasis is placed on production of parts and assemblies using modern CNC machine tools. Upon completion, students should be able to manufacture complex parts using a variety of CNC machine tools.

MAC-234 Advanced Multi-Axis Machining	2	3	0	3
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Prerequisites: None
Corequisites: None

This course includes multi-axis machining using machining centers with multi-axis capabilities. Emphasis is placed on generation of machining center input with a CAM system and setup of pallet changer.

MAC-234A Advanced Multi-Axis Machining Lab	0	3	0	1
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Prerequisites: None
Corequisites: None

This course covers the application of multi-axis machining using machining centers with multi-axis capabilities. Emphasis is placed on generation of machining center input with a CAM system and setup of pallet changer and rotary system for multi-axis machining fixtures. Upon completion, students should be able to convert CAD to output for multi-axis machining centers, including tooling, setup, and debugging processes.

Mathematics (MAT)	Lec	Lab	Clinic	Credit
MAT-003 Transition Math	0	6	0	3

Prerequisites: None

Corequisites: None

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.

MAT-010 Math Measurement & Literacy Subject	0	2	0	1
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Prerequisites: None

Corequisites: None

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.

MAT-043 Quantitative Literacy Support	1	2	0	2
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Prerequisites: None

Corequisites: None

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.

MAT-052 Statistical Methods I Support	1	2	0	2
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Prerequisites: None

Corequisites: None

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.

	Lec	Lab	Clinic	Credit
MAT-071 Precalculus Algebra Support	0	4	0	2

Prerequisites: None

Corequisites: None

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.

Please note: This MAT-071 course is not equivalent or related to the original MAT-071(Fast Track Introductory Algebra), which was archived in Summer 2013.

MAT-110 Math Measurement and Literacy	2	2	0	3
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Prerequisites: Take One Set:

Set 1: DMA-010, DMA-020, and DMA-030

Set 2: DMA-025

Set 2: MAT-003

Set 2: BSP-4003

Corequisites: Take MAT-010

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.

Competencies-Student Outcomes

1. Demonstrate estimation skills and justify results.
2. Use dimensional analysis to convert units of measurement.
3. Employ fractions, percentages and proportions to solve contextual problems.
4. Compute geometric measurements of perimeter, area, volume and angles.
5. Use technology to analyze and interpret elements of personal finance.
6. Compare and contrast measures of center and measures of dispersion.
7. Interpret tables, charts, and graphs and communicate results.

MAT-143 Quantitative Literacy	2	2	0	3
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Prerequisites: Take All 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: Take MAT-043

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.

Competencies-Student Outcomes

1. Judge the reasonableness of results using estimation, logical processes, and a proper understanding of quantity.
2. Utilize proportional reasoning to solve contextual problems and make conversions involving various units of measurement.
3. Identify, interpret, and compare linear and exponential rates of growth to make predictions and informed decisions based on data and graphs.
4. Differentiate between simple and compound interest and analyze the long-term effects of saving, investing, and borrowing.
5. Describe, analyze, and interpret statistical information such as graphs, tables, and summarized data to draw appropriate conclusions when presented with actual statistical studies.
6. Determine probabilities and expected values and use them to assess risk and make informed decisions.
7. Analyze civic and/or societal issues and critique decisions using relevant mathematics.

Successful completion of MAT-152 permits a student to register for MAT-143 without the coreq MAT-043.

	Lec	Lab	Clinic	Credit
MAT-152 Statistical Methods I	3	2	0	4

Prerequisites: Take All 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

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.

Competencies-Student Outcomes

1. Organize, display, calculate, and interpret descriptive statistics
2. Apply basic rules of probability
3. Identify and apply appropriate probability distributions
4. Perform regression analysis
5. Analyze sample data to draw inferences about a population parameter
6. Communicate results through a variety of media

Successful completion of MAT-143 permits a student to register for MAT-152 without the coreq MAT-052.

	Lec	Lab	Clinic	Credit
MAT-171 Precalculus Algebra	3	2	0	4

Prerequisites: Take One Set:

Set 1: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050

Set 2: DMA-010, DMA-020, DMA-030, DMA-045

Set 3: DMA-025, DMA-045

Set 4: DMA-025, DMA-040, DMA-050

Set 5: MAT 121

Set 6: MAT-003

Set 7: BSP-4003

Corequisites: Take MAT-071

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.

Competencies-Student Outcomes

1. Use analytical, graphical, and numerical representations to solve absolute value, radical, polynomial, rational, exponential, and logarithmic equations with both real and complex solutions.
2. Use analytical, graphical, and numerical representations to solve absolute value, polynomial and rational inequalities with real solutions.
3. Use analytical, graphical, and numerical representations to analyze absolute value, radical, polynomial, rational, exponential and logarithmic functions with both real and complex zeros.
4. Use multiple methods to solve problems involving systems of equations and apply to decomposing partial fractions.
5. Construct the composition and inverse of functions.
6. Use polynomial, exponential and logarithmic functions to model various real world situations in order to analyze, draw conclusions, and make predictions.

	Lec	Lab	Clinic	Credit
MAT-172 Precalculus Trigonometry	3	2	0	4

Prerequisites: Take MAT-171

Corequisites: None

This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology.

MAT-271 Calculus I	3	2	0	4
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Prerequisites: Take MAT-172

Corequisites: None

This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology.

MAT-272 Calculus II	3	2	0	4
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Prerequisites: Take MAT-271

Corequisites: None

This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology.

MAT-273 Calculus III	3	2	0	4
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Prerequisites: Take MAT-272

Corequisites: None

This course is designed to develop the topics of multivariate calculus. Emphasis is placed on multivariate functions, partial derivatives, multiple integration, solid analytical geometry, vector valued functions, and line and surface integrals. Upon completion, students should be able to select and use appropriate models and techniques for finding the solution to multivariate-related problems with and without technology.

	Lec	Lab	Clinic	Credit
MAT-285 Differential Equations	2	2	0	3

Prerequisites: Take MAT-272

Corequisites: None

This course provides an introduction to topics involving ordinary differential equations. Emphasis is placed on the development of abstract concepts and applications for first-order and linear higher-order differential equations, systems of differential equations, numerical methods, series solutions, eigenvalues and eigenvectors, and LaPlace transforms. Upon completion, students should be able to demonstrate understanding of the theoretical concepts and select and use appropriate models and techniques for finding solutions to differential equations-related problems with and without technology.

Mechanical (MEC)

MEC-111 Machine Processes I	1	4	0	3
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Prerequisites: None

Corequisites: None

This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to manufacture simple parts to specified tolerance.

Medical Assisting (MED)

MED-110 Orientation to Medical Assisting	1	0	0	1
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Prerequisites: None

Corequisites: None

This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting.

MED-114 Professional Interaction in Health Care	1	0	0	1
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Prerequisites: None

Corequisites: None

This course is designed to identify various patient behaviors encountered in the medical setting. Emphasis is placed on stressors related to illness, cultural influences, death and dying, and needs specific to patients. Upon completion, students should be able to utilize appropriate methods of verbal and nonverbal communication with empathy and impartiality.

	Lec	Lab	Clinic	Credit
MED-116 Introduction to Anatomy and Physiology	3	2	0	4

Prerequisites: None

Corequisites: None

This course introduces basic anatomy and physiology. Emphasis is placed on the relationship between body structure and function and the procedures common to health care. Upon completion, students should be able to identify body system components and functions relating this knowledge to the delivery of health care.

MED-121 Medical Terminology I	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED-122 Medical Terminology II	3	0	0	3
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Prerequisites: Take MED-121

Corequisites: None

This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED-130 Administrative Office Procedures I	1	2	0	2
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Prerequisites: None

Corequisites: None

This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.

MED-131 Administrative Office Procedures II	1	2	0	2
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Prerequisites: None

Corequisites: None

This course provides medical office procedures in both economic and management skills. Topics include physical plant maintenance, equipment and supplies, liability coverage, medical economics, and introductory insurance procedures. Upon completion, students should be able to manage the economics of the medical office and supervise personnel.

	Lec	Lab	Clinic	Credit
MED-140 Examining Room Procedures I	3	4	0	5

Prerequisites: None

Corequisites: None

This course provides instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with exams and treatment, patient education, preparation and administration of medications, EKG, vital signs, and medical emergencies. Upon completion, students should be able to demonstrate competence in exam room procedures.

MED-150 Laboratory Procedures I	3	4	0	5
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Prerequisites: Take MED-140

Corequisites: None

This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective tests, phlebotomy, screening and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics.

MED-240 Exam Room Procedures II	3	4	0	5
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Prerequisites: Take MED-140

Corequisites: None

This course is designed to expand and build upon skills presented in MED-140. Emphasis is placed on advanced exam room procedures. Upon completion, students should be able to demonstrate enhanced competence in selected exam room procedures.

MED-260 MED Clinical Practicum	0	0	15	5
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Prerequisites: None

Corequisites: None

This course provides the opportunity to apply clinical, laboratory, and administrative skills in a medical facility. Emphasis is placed on enhancing competence in clinical and administrative skills necessary for comprehensive patient care and strengthening professional communications and interactions. Upon completion, students should be able to function as an entry-level health care professional.

MED-264 Medical Assisting Overview	2	0	0	2
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Prerequisites: None

Corequisites: Take MED-260

This course provides an overview of the complete medical assisting curriculum. Emphasis is placed on all facets of medical assisting pertinent to administrative, laboratory, and clinical procedures performed in the medical environment. Upon completion, students should be able to demonstrate competence in the areas covered on the national certification examination for medical assistants.

	Lec	Lab	Clinic	Credit
MED-270 Symptomology	2	2	0	3

Prerequisites: None
 Corequisites: None

This course covers the study of disease symptoms and the appropriate actions taken by medical assistants in a medical facility in relation to these symptoms. Emphasis is placed on interviewing skills and appropriate triage, preparing patients for procedures, and screening test results. Upon completion, students should be able to recognize how certain symptoms relate to specific diseases, recognize emergency situations, and take appropriate actions.

MED-272 Drug Therapy	3	0	0	3
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Prerequisites: None
 Corequisites: None

This course focuses on major drug groups, including their side effects, interactions, methods of administration, and proper documentation. Emphasis is placed on the theory of drug administration. Upon completion, students should be able to identify, spell, recognize side effects of, and document the most commonly used medications in a physician's office.

MED-276 Patient Education	1	2	0	2
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Prerequisites: None
 Corequisites: None

This course is designed to provide communication skills, basic education principles, and knowledge of available community resources and to apply this knowledge to the clinical setting. Emphasis is placed on identifying appropriate community resources, developing patient education materials, and perfecting written and oral communication skills. Upon completion, students should be able to instruct, communicate effectively, and act as a liaison between the patient and community agencies.

Marketing and Retailing (MKT)

MKT-120 Principles of Marketing	3	0	0	3
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Prerequisites: None
 Corequisites: None

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

	Lec	Lab	Clinic	Credit
MKT-223 Customer Service	3	0	0	3

Prerequisites: None

Corequisites: None

This course stresses the importance of customer relations in the business world. Emphasis is placed on learning how to respond to complex customer requirements and to efficiently handle stressful situations. Upon completion, students should be able to demonstrate the ability to handle customer relations.

MKT-232 Social Media Marketing	3	2	0	4
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Prerequisites: None

Corequisites: None

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.

Competencies-Student Outcomes

1. Integrate different social media techniques into a marketing plan.
2. Describe social media marketing strategies.
3. Create a social media marketing campaign, applying appropriate social media tools.
4. Create a plan to improve marketing efforts for businesses using social media.

Maintenance (MNT)

MNT-110 Introduction to Maintenance Procedures	1	3	0	2
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Prerequisites: None

Corequisites: None

This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

MNT-165 Mechanical Industrial Systems	1	3	0	2
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Prerequisites: None

Corequisites: None

This course covers mechanical components used in industrial machine operations. Emphasis is placed on mechanical drives, belts, gears, couplings, electrical drives, and other related topics. Upon completion, students should be able to demonstrate an understanding of industrial machines and be able to maintain this equipment.

	Lec	Lab	Clinic	Credit
MNT-220 Rigging and Moving	1	3	0	2

Prerequisites: None

Corequisites: None

This course covers the principles of safe rigging practices for handling, placing, installing, and moving heavy machinery and equipment. Topics include safety, weight and dimensional estimation, positioning of equipment slings, rollers, jacks, levers, dollies, ropes, chains, padding, and other related topics. Upon completion, students should be able to safely relocate and set up equipment using accepted rigging practices.

MNT-240 Indust Equip Troubleshoot	1	3	0	2
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Prerequisites: None

Corequisites: None

This course covers the various service procedures, tools, instruments, and equipment necessary to analyze and repair typical industrial equipment. Emphasis is placed on electro-mechanical and fluid power equipment troubleshooting, calibration, and repair, including common techniques and procedures. Upon completion, students should be able to troubleshoot and repair industrial equipment.

MNT-263 Electro-Pneu Components	2	4	0	4
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Prerequisites: None

Corequisites: None

This course introduces principles and practical applications of electrical/pneumatic control systems and primary control devices incorporated in those systems. Emphasis is placed on reading and interpreting ladder diagrams, building control circuits, and troubleshooting valves, switches, and sensors. Upon completion, students should be able to design, build, and troubleshoot basic electro-pneumatic control systems.

Music (MUS)

MUS-110 Music Appreciation	3	0	0	3
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Prerequisites: None

Corequisites: None

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music.

MUS-112 Introduction to Jazz	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music.

	Lec	Lab	Clinic	Credit
Network Operating Systems (NOS)				
NOS-120 Linux/UNIX Single User	2	2	0	3

Prerequisites: None

Corequisites: None

This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles.

NOS-130 Windows Single User	2	2	0	3
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Prerequisites: None

Corequisites: None

This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment.

NOS-230 Windows Administration I	2	2	0	3
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Prerequisites: None

Corequisites: None

This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles.

Nursing (NUR)

NUR-111 Introduction to Health Concepts	4	6	6	8
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Prerequisites: None

Corequisites: None

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

	Lec	Lab	Clinic	Credit
NUR-112 Health-Illness Concepts	3	0	6	5

Prerequisites: Take NUR-111

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR-113 Family Health Concepts	3	0	6	5
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Prerequisites: Take NUR-111

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR-114 Holistic Health Concepts	3	0	6	5
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Prerequisites: Take NUR-111

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR-117 Pharmacology	1	3	0	2
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Prerequisites: None

Corequisites: None

This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, pharmacokinetics, routes of medication administration, contraindications and side effects. Upon completion, students should be able to compute dosages and administer medication safely.

NUR-118 Nutrition/Diet Therapy	2	0	0	2
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Prerequisites: None

Corequisites: None

This course covers the six nutrient categories and provides an overview of diet recommendations for promotion and maintenance of health. Topics include the U.S. Department of Agriculture dietary standard recommended for

individuals across the life span, energy balance, and dietary modifications for common alterations in health. Upon completion, students should be able to complete a nutritional assessment, analyze diets, and recommend dietary adaptations to meet individual health needs.

	Lec	Lab	Clinic	Credit
NUR-211 Health Care Concepts	3	0	6	5

Prerequisites: Take NUR-111

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR-212 Health System Concepts	3	0	6	5
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Prerequisites: Take NUR-111

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR-213 Complex Health Concepts	4	3	15	10
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Prerequisites: Take NUR-111

Corequisites: Take All: NUR-112, NUR-113, NUR-114, NUR-211 and NUR-212

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, 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 Nsg Transition Concepts	3	0	3	4
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Prerequisites: None

Corequisites: None

This course is designed to introduce concepts within the three domains of the individual, healthcare, and nursing as the LPN transitions to the ADN role. Emphasis is placed on the concepts within each domain including evidenced-based practice, quality improvement, communication, safety, interdisciplinary team, clinical decision-making, informatics, assessment, caring, and health-wellness-illness. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Office Systems Technology (OST)

OST-136 Word Processing

Lec	Lab	Clinic	Credit
2	2	0	3

Prerequisites: None

Corequisites: None

This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.

OST-148 Medical Insurance and Billing

3	0	0	3
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Prerequisites: None

Corequisites: None

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

3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior.

OST-164 Office Editing

3	0	0	3
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Prerequisites: None

Corequisites: None

This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.

OST-243 Med Office Simulation

2	2	0	3
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Prerequisites: Take OST-148

Corequisites: None

This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections.

	Lec	Lab	Clinic	Credit
OST-247 Procedure Coding	2	2	0	3

Prerequisites: Take One: MED-121 or OST-141

Corequisites: None

This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility.

OST-248 Diagnostic Coding	2	2	0	3
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Prerequisites: Take One: MED-121 or OST-141

Corequisites: None

This course provides an in-depth study of diagnostic coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility.

OST-249 Med Coding Certification Prep	2	3	0	3
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Prerequisites: Take All: OST-247 and OST-248

Corequisites: None

This course provides instruction that will prepare students to sit for a national coding certification exam. Topics include diagnostic and procedural coding. Upon completion, students should be able to sit for various medical coding certification exams.

OST-264 Medical Auditing	3	0	0	3
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Prerequisites: Take All: OST-247 and OST-248

Corequisites: None

This course provides instruction on how to apply regulations and policies to perform medical record audits for provider services. Emphasis is placed on understanding the scope of an audit, statistical sampling methodologies, performing a medical record audit, and compiling data for reports to improve the revenue cycle for healthcare services. Upon completion, students should be able to perform a medical audit.

OST-280 Electronic Health Records	2	2	0	3
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Prerequisites: Take One: CIS-110, CIS-111, or OST-137

Corequisites: None

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.

Professional Crafts: Clay (PCC)

PCC-110 Intro to Pottery

Lec	Lab	Clinic	Credit
3	15	0	8

Prerequisites: None

Corequisites: None

This course introduces pottery making for potters, including clay preparation, wheel throwing and trimming, surface decoration, and glazing and firing techniques. Topics include clay bodies and the mixing process, potter's wheel basics, glazing, kiln loading and firing, and safety issues. Upon completion, students should be able to prepare clay; center and throw basic forms; trim, mix, and apply basic glazes; and load and fire bisque kilns.

PCC-111 Functional Pottery I

3	15	0	8
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Prerequisites: None

Corequisites: None

This course covers the important elements of designing and producing utilitarian pottery, including wall thickness, balance and proportion, surface decoration, and glazing and firing techniques. Topics include bowls, mugs, plates, casseroles, stemware, and bottles, with emphasis on safe glazing and supervised firing. Upon completion, students should be able to produce a variety of functional pots, apply a glaze, and load and assist firing a kiln.

PCC-112 History of Pottery

1	0	0	1
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Prerequisites: None

Corequisites: None

This course examines the historical development of ceramics and the contributions made by specific cultures or countries. Topics include potters from early societies, including the Mediterranean countries, China, Cyprus, and Crete with emphasis on design, technique, and firing methods. Upon completion, students should be able to identify numerous historical pottery types, discuss the societies which produced them, and demonstrate knowledge of their production methods.

PCC-113 Contemporary Pottery

1	0	0	1
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Prerequisites: None

Corequisites: None

This course surveys numerous 19th- and 20th-century potters and artists who have contributed to the contemporary ceramics movement. Topics include artists such as Leach, Cardew, and Hamada and the important design and technical contributions these potters have made to the ceramics movement. Upon completion, students should be able to identify numerous contemporary potters and their work.

	Lec	Lab	Clinic	Credit
PCC-117 Glaze Testing	1	3	0	2

Prerequisites: None

Corequisites: None

This course provides the opportunity to identify and test numerous glazes for a personal glaze inventory. Topics include firing temperature, color, texture, methods of adjustment, and methods of testing on sample tiles. Upon completion, students should be able to select glaze recipes; weigh out test batches; apply glazes to tile; and fire, adjust results, and refire.

PCC-121 Handbuilding I	2	3	0	3
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Prerequisites: None

Corequisites: None

This course introduces students to the basic handbuilding processes of creating three-dimensional functional and sculptural vessels in clay. Emphasis is placed on using design elements and principles for the purpose of forming and decorating ceramic vessels. Upon completion students should be able to demonstrate skills in pinch, coil, and slab methods as well as function and creative expression.

PCC-210 Functional Pottery II	3	15	0	8
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Prerequisites: Take PCC-111

Corequisites: None

This course expands previous wheel throwing skills and involves larger, more complicated forms, production skills, slip and glaze theory, kiln theory, and glaze firing. Topics include centering and throwing larger amounts of clay, production techniques, record keeping, studio layout, kiln design, and fuel systems. Upon completion, students should be able to produce pots with competent handles, proper lids, and matching multiple forms and identify kiln properties and burner types.

PCC-211 Decorative Pottery	3	15	0	8
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Prerequisites: Take PCC-111

Corequisites: None

This course continues previous functional skill development, including limited production and one-of-a-kind pieces with emphasis on forming techniques. Topics include multiple cylinder forms, thrown additions, production skills, glaze testing, surface decoration, and firing techniques. Upon completion, students should be able to produce entry-level professional work for show and sale using a variety of forming and finishing techniques.

Professional Crafts: Design (PCD)

PCD-110 Intro to Craft Design

Lec	Lab	Clinic	Credit
1	3	0	2

Prerequisites: None

Corequisites: None

This course introduces the basic principles, elements, vocabulary, and process of two-dimensional design within the context of professionally produced crafts. Emphasis is placed on general design concepts and vocabulary, conceptual thinking, design process application, and observational skills. Upon completion, students should be able to demonstrate enhanced observational skills and a working knowledge of design vocabulary, concepts, and processes.

PCD-111 Advanced Craft Design

1	3	0	2
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Prerequisites: Take PCD-110

Corequisites: None

This course explores the conceptual process of design as applied to the three-dimensional form. Emphasis is placed on solving three-dimensional design problems which are material, function, site, or client specific. Upon completion, students should be able to apply an enhanced understanding of the relationship between design concept, process, and product in three-dimensional form.

PCD-211 Prof Craft Design

1	3	0	2
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Prerequisites: Take PCD-110

Corequisites: None

This course covers the development of customer- or site-influenced design and the development and design of craft marketing promotional materials. Topics include customer-guided, site-specific, and other design influences and development and design of logos, hang tags, websites, brochures, and related promotional materials. Upon completion, students should be able to design within site, customer, or other limitations and complete a design package for their personal marketing needs.

Professional Crafts: Fiber (PCF)

PCF-110 Intro to Weaving

2	15	0	7
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Prerequisites: None

Corequisites: None

This course introduces weaving and the procedures for warping a loom and fiber identification as used in professional weaving. Emphasis is placed on tabby, twills, tapestry, laces, brocades, block theory, pattern drafting, and finishing techniques. Upon completion, students should be able to apply weaving procedures and technical skill to woven samples and some finished objects.

	Lec	Lab	Clinic	Credit
PCF-111 Intermediate Weaving	2	10	0	7

Prerequisites: Take PCF-110

Corequisites: None

This course covers intermediate elements of weaving and weaving theory including structural design, the use of multi-shafts, and computer drafting. Topics include tied structures such as summer and winter, double weave, overshot, supplementary warp, and loom-controlled laces. Upon completion, students should be able to explore the technical aspects of weaving and fibers through samples and apply that knowledge to finished pieces.

PCF-113 Sewing With Handwovens	2	6	0	4
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Prerequisites: Take PCF-111

Corequisites: None

This course introduces basic machine and hand sewing techniques with an emphasis on sewing hand-woven cloth. Topics include seam types, hems, interfacing, and closures applicable to a range of products made with handwoven textiles. Upon completion, students should be able to design and professionally stitch a variety of products including garments, home decor products, and accessories.

PCF-120 Color and Pattern Design	1	0	0	1
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Prerequisites: None

Corequisites: None

This course covers color theory and pattern specifically for use with fibers. Topics include color systems, value, palette development, color mixing, and repeating pattern as used in professional weaving. Upon completion, students should be able to identify hue, value, color systems, and pattern and demonstrate an understanding of their application to woven pieces.

PCF-121 History of Textiles	1	0	0	1
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Prerequisites: None

Corequisites: None

This course is a cultural survey of the major weaving traditions of the world. Topics include weaving traditions of North and South America, Asia, Africa, and Europe. Upon completion, students should be able to recognize materials, design, and techniques of various cultures and demonstrate an understanding of social implications of the textile craft.

PCF-122 Fiber Dyeing	2	3	0	3
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Prerequisites: None

Corequisites: None

This course provides a practical application of dye theory including dye types, methods, and color development. Topics include fiber reactive dyes, acid dyes, vat dyes, pigments, ikat, warp painting, variegated dyeing, and dye sample record keeping. Upon completion, students should be able to accurately apply dye to yarns and reproduce colors using a variety of appropriate methods.

	Lec	Lab	Clinic	Credit
PCF-210 Contemporary Textiles	1	0	0	1

Prerequisites: None

Corequisites: None

This course provides a survey of weaving and textile traditions from 1900 to present, including major technical developments in industry, current trends and critical analysis. Topics include the Arts and Crafts Movement, the Bauhaus, the influence of new fibers on industry, and contemporary fiber art and textile designers. Upon completion, students should be able to recognize the work of contemporary fiber artists and critically analyze their work.

PCF-211 Production Methods for Textiles	2	12	0	6
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Prerequisites: None

Corequisites: None

This course provides a format for designing prototypes and/or multiples for professional textile work. Topics include designing for specific price categories, studio organization and record keeping as well as production methods for hand weaving, dyeing, printing and sewing. Upon completion, students should be able to develop prototypes and finished pieces for sale with a plan for production in their own studio.

PCF-213 Professional Textiles	2	10	0	7
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Prerequisites: Take PCF-113

Corequisites: None

This course provides an opportunity for students to design and create an original cohesive body of textile work suitable for public exhibition. Emphasis is placed on development of prototypes, finished work, presentation and portfolio. Upon completion, students should be able to prepare and showcase work to galleries and the public in a professional manner.

PCI Process Control Instrumentation (PCI)

PCI-162 Instrumentation Controls	2	3	0	3
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Prerequisites: Take PCF-113

Corequisites: None

This course surveys industrial process control instrumentation concepts, devices, and systems. Topics include process control devices and process control applications associated with industrial instrumentation. Upon completion, students should be able to demonstrate a basic understanding of the various industrial process control and instrumentation systems.

Professional Crafts: Jewelry (PCJ)

PCJ-111 Intro to Jewelry

Lec	Lab	Clinic	Credit
2	15	0	7

Prerequisites: None

Corequisites: None

This course introduces jewelry construction for professional jewelry design and production. Topics include fabrication techniques, basic tool usage, mechanisms, finishing techniques, and studio safety. Upon completion, students should be able to safely solder and rivet to construct and finish jewelry and hollowware.

PCJ-112 Jewelry Forming Tech

2	15	0	7
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Prerequisites: None

Corequisites: None

This course introduces forming techniques. Emphasis is placed on developing skills to form jewelry and hollowware by raising, forging, shell forming, die forming, and casting. Upon completion, students should be able to produce objects that utilize forming techniques.

PCJ-113 Jewelry Decorative Tech.

3	9	0	6
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Prerequisites: None

Corequisites: None

This course introduces decorative techniques. Emphasis is placed on producing objects incorporating repousse granulation, reticulation, inlay, stone setting, patinas, anodizing, and etching. Upon completion, students should be able to demonstrate decorative techniques to enhance the surface of jewelry and hollowware.

PCJ-121 Jewelry Design I

2	0	0	2
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Prerequisites: None

Corequisites: None

This course introduces two- and three-dimensional jewelry and hollowware design. Emphasis is placed on applying principles, elements, and relationships of design to jewelry and hollowware. Upon completion, students should be able to design jewelry and hollowware and demonstrate visual problem-solving skills.

PCJ-122 Jewelry Design II

2	0	0	2
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Prerequisites: None

Corequisites: None

This course introduces rendering jewelry and hollowware. Topics include two-point perspective, shading, and rendering metals and stones. Upon completion, students should be able to demonstrate visual presentation skills for jewelry and hollowware.

PCJ-123 Jewelry Design III

2	0	0	2
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Prerequisites: Take PCJ-122

Corequisites: None

This course is a continuation of PCJ-122. Emphasis is placed on producing renderings and/or models of original designs of jewelry and hollowware. Upon completion, students should be able to demonstrate visual presentation skills and apply the principles, elements, and relationships of design.

	Lec	Lab	Clinic	Credit
PCJ-214 Jewelry Production Tech	2	15	0	7

Prerequisites: None

Corequisites: None

This course covers production techniques and development of a production and studio plan. Topics include making and cutting rubber molds, wax injection, multiple spruing, and applying jigs for production. Upon completion, students should be able to develop a production and studio plan and produce multiple jewelry and hollowware.

PCJ-215 Advanced Jewelry	2	15	0	7
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Prerequisites: None

Corequisites: None

This course covers basic jewelry repair and provides an opportunity to develop a body of work for a portfolio or exhibition. Emphasis is placed on prong tipping, ring sizing, and chain repairing and on designing, producing, and presenting objects for a portfolio or exhibition. Upon completion, students should be able to demonstrate jewelry repair skills and complete a body of work for a portfolio or exhibition.

PCJ-261 Enameling	1	3	0	2
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Prerequisites: None

Corequisites: None

This course introduces materials, equipment, procedures, and health hazards involved in producing enamelware. Emphasis is placed on producing enamelware incorporating limoge, basse taille, and cloisonne techniques. Upon completion, students should be able to demonstrate skills needed to safely produce enamelware by preparing the metal and enamel, applying the enamel, firing, and finishing.

Professional Crafts (PCR)

PCR-112 20TH-CENTURY Crafts	2	0	0	2
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Prerequisites: None

Corequisites: None

This course surveys the origins and influences of American craft from the late 19th century to the present. Emphasis is placed on the relationship between period stylistic trends in craft, the arts, and architecture and larger societal influences. Upon completion, students should be able to demonstrate an understanding of design movements and social events of the 20th century and their influence on American craft.

	Lec	Lab	Clinic	Credit
PCR-210 Studio Craft Photo	1	3	0	2

Prerequisites: None

Corequisites: None

This course introduces the concepts and processes of 35mm studio photography for the professional crafter. Topics include the 35mm camera and related equipment, basic studio lighting theory, simple to advanced lighting techniques, composition, print and slide evaluation, and marketing applications. Upon completion, students should be able to demonstrate knowledge of the 35mm camera and related equipment, studio lighting, and composition and complete an entry-level portfolio.

PCR-212 Craft Marketing	2	0	0	2
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Prerequisites: None

Corequisites: None

This course introduces marketing and business planning as applied to hand crafts and development of a written marketing plan. Emphasis is placed on self-evaluation, goal setting, development of a business idea, presentation skills, professional image, and organizing and writing a marketing plan. Upon completion, students should be able to demonstrate realistic craft marketing goals, individual presentation skills, and professional image and organize, write, and present a marketing plan.

PCR-213 Craft Enterprise	2	0	0	2
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Prerequisites: Take PCR-212

Corequisites: None

This course covers financial information and small business skills needed to develop a written business plan combining a craft marketing plan and studio planning. Topics include business plan analysis, break-even point, cash flow, filing systems, operations, policies, manual and computerized bookkeeping, writing, and presentational skills. Upon completion, students should be able to write a craft business plan, project a cash flow statement, explain break-even point, and establish filing and record systems.

Professional Crafts: Wood (PCW)

PCW-110 Intro to Woodworking	3	15	0	8
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Prerequisites: None

Corequisites: None

This course introduces the properties of wood, basic machine and tool use and safety, box design and construction, and various furniture joinery for woodworkers. Topics include the technical study of wood, hand woodworking methods of box making, assorted box and framing joinery, and hand finishing methods. Upon completion, students should be able to demonstrate woodworking joinery, box design and construction techniques, and knowledge of wood properties and their effect on furniture design.

	Lec	Lab	Clinic	Credit
PCW-111 Framing Joinery/Design	3	15	0	8

Prerequisites: Take PCW-110 and be enrolled in Professional Crafts-Wood

Corequisites: None

This course introduces design embellishment techniques and design and construction of various furniture functions through the use of framing structures. Topics include designing and making mirror frames, stools, benches, coffee tables, and dining tables, with emphasis on specialty techniques such as woodbending, veneering, and finishing. Upon completion, students should be able to design and make furniture and accessories utilizing framing construction and specialty design techniques.

PCW-112 Production Design	2	6	0	4
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Prerequisites: None

Corequisites: None

This course covers the design, construction, and cost analysis of small-scale production items targeting various price points. Topics include basic market research, production, jigs and fixtures, time studies, and the making of various production prototypes such as lamps, cutting boards, and boxes. Upon completion, students should be able to design, make, and cost out production items for various price points.

PCW-120 Drafting for Woodworkers	1	2	0	2
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Prerequisites: None

Corequisites: None

This course introduces the concepts, techniques, and tools of freehand and mechanical drawing as applied to furniture design and construction. Emphasis is placed on basic drafting conventions and techniques, freehand drawing skills, orthographic and isometric drawing, conceptual drawing, and working and presentation drawings. Upon completion, students should be able to utilize the design process beginning with an idea and progressing through conceptual, working, and presentation drawings.

PCW-122 Furniture Design History	2	0	0	2
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Prerequisites: None

Corequisites: None

This course covers the historical development of furniture design of western civilization from ancient Egyptian society through the twentieth century. Topics include design themes, styles, and furniture functions of major historical periods from King Tut to late twentieth-century independent designer craftsmen. Upon completion, students should be able to recognize sources of historical design themes and contemporary applications of design in woodworking.

PCW-136 Wood Finishing	1	3	0	2
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Prerequisites: None

Corequisites: None

This course covers wood finishing options with hand, brush, and spray applications, including special finishing effects. Topics include finish compositions, including oils, varnish, lacquer, paints, dyes, and stains, and special

techniques such as fuming, bleaching, and pickling. Upon completion, students should be able to demonstrate various special finishing techniques and skills through samples and completed projects.

	Lec	Lab	Clinic	Credit
PCW-210 Chair Design and Const	2	15	0	7

Prerequisites: None

Corequisites: None

This course covers the design and construction of various seating functions and the associated woodworking technology for chair-making. Topics include design of chair prototypes, testing of structures, advanced woodbending, carving, jigs and fixtures, and coloring methods of finishing. Upon completion, students should be able to design, test, and make a chair and demonstrate various advanced specialty woodworking techniques.

PCW-211 Casework Design and Const	2	15	0	7
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Prerequisites: None

Corequisites: None

This course covers case goods design and construction through an independent project that demonstrates professionalism in a craft business. Topics include the study of various case goods' functions such as dressers, desks, and cabinets and the independent development of a professional quality project. Upon completion, students should be able to design and make a case work piece of furniture and demonstrate professionalism in a project of their choice.

Physical Education (PED)

PED-110 Fit and Well for Life	1	2	0	2
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Prerequisites: None

Corequisites: None

This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health- related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests.

PED-111 Physical Fitness I	0	3	0	1
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Prerequisites: None

Corequisites: None

This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program.

PED-120 Walking for Fitness	0	3	0	1
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Prerequisites: None

Corequisites: None

This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program.

	Lec	Lab	Clinic	Credit
PED-122 Yoga I	0	2	0	1

Prerequisites: None

Corequisites: None

This course introduces the basic discipline of yoga. Topics include proper breathing, relaxation techniques, and correct body positions. Upon completion, students should be able to demonstrate the procedures of yoga.

PED-142 Lifetime Sports	0	2	0	1
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Prerequisites: None

Corequisites: None

This course is designed to give an overview of a variety of sports activities. Emphasis is placed on the skills and rules necessary to participate in a variety of lifetime sports. Upon completion, students should be able to demonstrate an awareness of the importance of participating in lifetime sports activities.

PED-171 Nature Hiking	0	2	0	1
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Prerequisites: None

Corequisites: None

This course provides instruction on how to equip and care for oneself on the trail. Topics include clothing, hygiene, trail ethics, and necessary equipment. Upon completion, students should be able to successfully participate in nature trail hikes.

PED-219 Disc Golf	0	2	0	1
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Prerequisites: None

Corequisites: None

This course introduces the fundamentals of disc golf. Emphasis is placed on basic throwing techniques, putting, distance driving, scoring, and single and doubles play. Upon completion, students should be able to perform the skills required in playing situations.

Philosophy (PHI)

PHI-210 History of Philosophy	3	0	0	3
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Prerequisites: Take ENG-111

Corequisites: None

This course introduces fundamental philosophical issues through an 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.

	Lec	Lab	Clinic	Credit
PHI-215 Philosophical Issues	3	0	0	3

Prerequisites: Take ENG-111

Corequisites: None

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.

PHI-220 Western Philosophy I	3	0	0	3
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Prerequisites: Take ENG-111

Corequisites: None

This course covers Western intellectual and philosophic thought from the early Greeks through the medievalists. Emphasis is placed on such figures as the pre-Socratics, Plato, Aristotle, Epicurus, Epictetus, Augustine, Suarez, Anselm, and Aquinas. Upon completion, students should be able to trace the development of leading ideas regarding reality, knowledge, reason, and faith.

PHI-230 Introduction to Logic	3	0	0	3
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Prerequisites: Take ENG-111

Corequisites: None

This course introduces basic concepts and techniques for distinguishing between good and bad reasoning. Emphasis is placed on deduction, induction, validity, soundness, syllogisms, truth functions, predicate logic, analogical inference, common fallacies, and scientific methods. Upon completion, students should be able to analyze arguments, distinguish between deductive and inductive arguments, test validity, and appraise inductive reasoning.

PHI-240 Introduction to Ethics	3	0	0	3
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Prerequisites: Take ENG-111

Corequisites: None

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.

Physics (PHY)	Lec	Lab	Clinic	Credit
PHY-110 Conceptual Physics	3	0	0	3

Prerequisites: None

Corequisites: Take PHY-110A (Local)

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.

PHY-110A Conceptual Physics Lab	0	2	0	1
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Prerequisites: None

Corequisites: Take PHY-110

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.

PHY-151 College Physics I	3	2	0	4
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Prerequisites: Take MAT-171 or MAT-271 (Local)

Corequisites: MAT-172 (Local)

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

PHY-152 College Physics II	3	2	0	4
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Prerequisites: Take PHY-151

Corequisites: None

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

PHY-251 General Physics I	3	3	0	4
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Prerequisites: Take MAT-271

Corequisites: Take MAT-272

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion,

students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

	Lec	Lab	Clinic	Credit
PHY-252 General Physics II	3	3	0	4

Prerequisites: Take MAT-272 and PHY-251

Corequisites: None

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

Political Science (POL)

POL-120 American Government	3	0	0	3
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Prerequisites: None

Corequisites: None

This course is a study of the origins, development, structure, and functions of American government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy process. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system.

Psychology (PSY)

PSY-150 General Psychology	3	0	0	3
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Prerequisites: None

Corequisites: None

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

PSY-211 Psychology of Adjustment	3	0	0	3
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Prerequisites: Take PSY-150

Corequisites: None

This course introduces the study of the adjustment process focusing on contemporary challenges individuals must deal with in everyday life. Topics include theories of behavior, career choices, self-understanding, coping mechanisms, human relationships, intimacy, sociocultural factors influencing healthy personal adjustment, and other related topics. Upon completion, students should be able to demonstrate an awareness of the processes of adjustment.

	Lec	Lab	Clinic	Credit
PSY-237 Social Psychology	3	0	0	3

Prerequisites: Take One: PSY-150 or SOC-210

Corequisites: None

This course introduces the study of individual behavior within social contexts. Topics include affiliation, attitude formation and change, conformity, altruism, aggression, attribution, interpersonal attraction, and group behavior. Upon completion, students should be able to demonstrate an understanding of the basic principles of social influences on behavior.

PSY-241 Developmental Psychology	3	0	0	3
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Prerequisites: Take PSY-150

Corequisites: None

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span.

PSY-243 Child Psychology	3	0	0	3
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Prerequisites: Take PSY-150

Corequisites: None

This course provides an overview of physical, cognitive, and psychosocial development from conception through adolescence. Topics include theories and research, interaction of biological and environmental factors, language development, learning and cognitive processes, social relations, and moral development. Upon completion, students should be able to identify typical and atypical childhood behavior patterns as well as appropriate strategies for interacting with children.

PSY-275 Health Psychology	3	0	0	3
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Prerequisites: Take PSY-150

Corequisites: None

This course covers the biopsychosocial dynamics of stress and the maintenance of good health. Topics include enhancing health and well-being, stress management, lifestyle choices and attitudes, the mind-body relationship, nutrition, exercise, and fitness. Upon completion, students should be able to demonstrate an understanding of the psychological factors related to health and well-being.

PSY-281 Abnormal Psychology	3	0	0	3
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Prerequisites: Take PSY-150

Corequisites: None

This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques.

Religion (REL)	Lec	Lab	Clinic	Credit
REL-110 World Religions	3	0	0	3

Prerequisites: None

Corequisites: None

This course introduces the world's major religious traditions. Topics include 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.

REL-111 Eastern Religions	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces the major Asian religious traditions. Topics include Hinduism, Buddhism, Taoism, Confucianism, and Shinto. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied.

REL-112 Western Religions	3	0	0	3
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Prerequisites: None

Corequisites: None

This course introduces the major western religious traditions. Topics include Zoroastrianism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied.

REL-211 Introduction to Old Testament	3	0	0	3
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Prerequisites: None

Corequisites: None

This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature.

REL-212 Introduction to New Testament	3	0	0	3
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Prerequisites: None

Corequisites: None

This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature.

	Lec	Lab	Clinic	Credit
REL-221 Religion in America	3	0	0	3

Prerequisites: None

Corequisites: None

This course is an examination of religious beliefs and practice in the United States. Emphasis is placed on mainstream religious traditions and non-traditional religious movements from the Colonial period to the present. Upon completion, students should be able to recognize and appreciate the diversity of religious traditions in America.

Information Systems Security (SEC)

SEC-110 Security Concepts	2	2	0	3
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Prerequisites: None

Corequisites: None

This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.

SEC-160 Security Administration I	2	2	0	3
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Prerequisites: None

Corequisites: None

This course provides an overview of security administration and fundamentals of designing security architectures. Topics include networking technologies, TCP/IP concepts, protocols, network traffic analysis, monitoring, and security best practices. Upon completion, students should be able to identify normal network traffic using network analysis tools and design basic security defenses.

Sociology (SOC)

SOC-210 Introduction to Sociology	3	0	0	3
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Prerequisites: None

Corequisites: None

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.

SOC-213 Sociology of the Family	3	0	0	3
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Prerequisites: None

Corequisites: None

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.

	Lec	Lab	Clinic	Credit
SOC-215 Group Processes	3	0	0	3

Prerequisites: None

Corequisites: None

This course introduces group processes and dynamics. Emphasis is placed on small group experiences, roles and relationships within groups, communication, cooperation and conflict resolution, and managing diversity within and among groups. Upon completion, students should be able to demonstrate the knowledge and skills essential to analyze group interaction and to work effectively in a group context.

SOC-220 Social Problems	3	0	0	3
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Prerequisites: None

Corequisites: None

This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems.

SOC-225 Social Diversity	3	0	0	3
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Prerequisites: None

Corequisites: None

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.

SOC-230 Race and Ethnic Relations	3	0	0	3
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Prerequisites: None

Corequisites: None

This course includes an examination of the various aspects of race and ethnicity and how these lead to different experiences, opportunities, problems, and contributions. Topics include prejudice, discrimination, perceptions, myths, stereotypes, and intergroup relationships. Upon completion, students should be able to identify and analyze relationships among racial and ethnic groups within the larger society.

SOC-240 Social Psychology	3	0	0	3
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Prerequisites: None

Corequisites: None

This course examines the influence of culture and social groups on individual behavior and personality. Emphasis is placed on the process of socialization, communication, conformity, deviance, interpersonal attraction, intimacy, race and ethnicity, small group experiences, and social movements. Upon completion,

students should be able to identify and analyze cultural and social forces that influence the individual in a society.

	Lec	Lab	Clinic	Credit
SOC-250 Sociology of Religion	3	0	0	3

Prerequisites: None

Corequisites: None

This course examines religion from a sociological perspective as part and product of human society. Topics include the origins, development, and functions of belief systems; religious organizations; conversion; and interactions with politics, the economy, science, and the class system. Upon completion, students should be able to describe and analyze religious systems.

Spanish (SPA)

SPA-111 Elementary Spanish I	3	0	0	3
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Prerequisites: None

Corequisites: None

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.

SPA-112 Elementary Spanish II	3	0	0	3
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Prerequisites: Take SPA-111

Corequisites: None

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.

SPA-141 Culture and Civilization	3	0	0	3
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Prerequisites: None

Corequisites: None

This course provides an opportunity to explore issues related to the Hispanic world. Topics include historical and current events, geography, and customs. Upon completion, students should be able to identify and discuss selected topics and cultural differences related to the Hispanic world.

SPA-181 Spanish Lab 1	0	2	0	1
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Prerequisites: None

Corequisites: None

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.

	Lec	Lab	Clinic	Credit
SPA-182 Spanish Lab 2	0	2	0	1

Prerequisites: Take SPA-111

Corequisites: None

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.

SPA-211 Intermediate Spanish I	3	0	0	3
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Prerequisites: Take SPA-112

Corequisites: None

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.

SPA-212 Intermediate Spanish II	3	0	0	3
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Prerequisites: Take SPA-211

Corequisites: None

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.

SPA-221 Spanish Conversation	3	0	0	3
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Prerequisites: Take SPA-212

Corequisites: None

This course provides an opportunity for intensive communication in spoken Spanish. Emphasis is placed on vocabulary acquisition and interactive communication through the discussion of media materials and authentic texts. Upon completion, students should be able to discuss selected topics, express ideas and opinions clearly, and engage in formal and informal conversations.

	Lec	Lab	Clinic	Credit
SPA-281 Spanish Lab 3	0	2	0	1

Prerequisites: Take SPA-182

Corequisites: None

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.

SPA-282 Spanish Lab 4	0	2	0	1
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Prerequisites: Take SPA-281

Corequisites: None

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.

Transportation (TRN)

TRN-110 Introduction to Transport Technology	1	2	0	2
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Prerequisites: None

Corequisites: None

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 Transportation Electricity	4	3	0	5
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Prerequisites: None

Corequisites: None

This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.

TRN-140 Transportation Climate Control	1	2	0	2
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Prerequisites: None

Corequisites: None

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.

	Lec	Lab	Clinic	Credit
TRN-170 Pc Skills for Transportation	1	2	0	2

Prerequisites: None

Corequisites: None

This course introduces students to personal computer literacy and Internet literacy with an emphasis on the transportation service industry. Topics include service information systems, management systems, computer-based systems, and PC-based diagnostic equipment. Upon completion, students should be able to access information pertaining to transportation technology and perform word processing.

TRN-180 Basic Welding for Transportation	1	4	0	3
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Prerequisites: None

Corequisites: None

This course covers the terms and procedures for welding various metals used in the transportation industry with an emphasis on personal safety and environmental health. Topics include safety and precautionary measures, setup/operation of MIG equipment, metal identification methods, types of welds/joints, techniques, inspection methods, cutting processes and other related issues. Upon completion, students should be able to demonstrate a basic knowledge of welding operations and safety procedures according to industry standards.

Work-Based Learning (WBL)

WBL-111 Work-Based Learning I	0	10	0	1
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Prerequisites: None

Corequisites: None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

Web Technologies (WEB)

WEB-210 Web Design	2	2	0	3
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Prerequisites: None

Corequisites: None

This course introduces intermediate to advanced web design techniques. Topics include customer expectations, advanced markup language, multimedia technologies, usability and accessibility practices, and techniques for the evaluation of web design. Upon completion, students should be able to employ advanced design techniques to create high impact and highly functional web sites.

Welding (WLD)	Lec	Lab	Clinic	Credit
WLD-110 Cutting Processes	1	3	0	2

Prerequisites: None

Corequisites: None

This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.

WLD-112 Basic Welding Processes	1	3	0	2
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Prerequisites: None

Corequisites: None

This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

WLD-115 SMAW (Stick) Plate	2	9	0	5
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Prerequisites: None

Corequisites: None

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

WLD-116 SMAW (stick) Plate/Pipe	1	9	0	4
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Prerequisites: Take WLD-115

Corequisites: None

This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions.

WLD-117 Industrial SMAW	1	4	0	3
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Prerequisites: None

Corequisites: None

This course introduces the SMAW (stick) process for joining carbon steel components for industrial applications. Topics include padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, student should be able to safely perform SMAW fillet and groove welds on carbon steel plate with prescribed electrodes.

	Lec	Lab	Clinic	Credit
WLD-121 GMAW (MIG) FCAW/Plate	2	6	0	4

Prerequisites: None

Corequisites: None

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.

WLD-131 GTAW (TIG) Plate	2	6	0	4
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Prerequisites: None

Corequisites: None

This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.

WLD-132 GTAW (TIG) Plate/Pipe	1	6	0	3
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Prerequisites: Take WLD-131

Corequisites: None

This course is designed to enhance skills with the gas tungsten arc (TIG) welding process. Topics include setup, joint preparation, and electrode selection with emphasis on manipulative skills in all welding positions on plate and pipe. Upon completion, students should be able to perform GTAW welds with prescribed electrodes and filler materials on various joint geometry.

WLD-141 Symbols and Specifications	2	2	0	3
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Prerequisites: None

Corequisites: None

This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

WLD-151 Fabrication I	2	6	0	4
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Prerequisites: None

Corequisites: None

This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, cutting, joining techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment.

	Lec	Lab	Clinic	Credit
WLD-212 Inert Gas Welding	1	3	0	2

Prerequisites: None

Corequisites: None

This course introduces inert gas-shielded welding methods (MIG/TIG). Topics include correct selection of consumable and non-consumable electrodes, equipment setup, safety, and welding techniques. Upon completion, students should be able to perform inert gas welding in flat, horizontal, and overhead positions.

WLD-215 SMAW (stick) Pipe	1	9	0	4
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Prerequisites: Take One: WLD-115 or WLD-116

Corequisites: None

This course covers the knowledge and skills that apply to welding pipe. Topics include pipe positions, joint geometry, and preparation with emphasis placed on bead application, profile, and discontinuities. Upon completion, students should be able to perform SMAW welds to applicable codes on carbon steel pipe with prescribed electrodes in various positions.

WLD-231 GTAW (TIG) Pipe	1	6	0	3
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Prerequisites: Take WLD-132

Corequisites: None

This course covers gas tungsten arc welding on pipe. Topics include joint preparation and fit up with emphasis placed on safety, GTAW welding technique, bead application, and joint geometry. Upon completion, students should be able to perform GTAW welds to applicable codes on pipe with prescribed electrodes and filler materials in various pipe positions.

WLD-251 Fabrication II	1	6	0	3
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Prerequisites: Take WLD-151

Corequisites: None

This course covers advanced fabrication skills. Topics include advanced layout and assembly methods with emphasis on the safe and correct use of fabrication tools and equipment. Upon completion, students should be able to fabricate projects from working drawings.

WLD-261 Certification Practices	1	3	0	2
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Prerequisites: Take All: WLD-115, WLD-121, and WLD-131

Corequisites: None

This course covers certification requirements for industrial welding processes. Topics include techniques and certification requirements for prequalified joint geometry. Upon completion, students should be able to perform welds on carbon steel plate and/or pipe according to applicable codes.

Wood Products (WPP)

WPP-125 Wood Identification

Lec	Lab	Clinic	Credit
1	2	0	2

Prerequisites: None

Corequisites: None

This course introduces the laboratory identification of wood from gross characteristics. Topics include softwood and hardwood species. Upon completion, students should be able to identify a minimum of twenty commercial woods.

College Contacts (Refer to the college website for hours of operation)

Administrative Services

President's Office

Location: Frazell Administration Building
(Balsam Bldg.)
Telephone: (828) 627-4516
Fax: (828) 627-1218
President: Dr. Shelley White
Email: sywhite@haywood.edu
Executive Administrative Assistant to the President:
Tammy Goodson
Email: tgoodson@haywood.edu

Human Resources

Location: Frazell Administration Building
(Balsam Bldg.)
Telephone: (828) 627-4568 or (828) 627-4562
Fax: (828) 627-3606
Director: Sara Phillips
Email: sjphillips@haywood.edu
HR Specialist-Payroll/Benefits: Jennifer Green
Email: jgreen@haywood.edu
HR Specialist-Recruiter/Professional Development:
Beverly Balliot
Email: bsballiot@haywood.edu
HR Department Assistant: Rebecca Nichol
Email: ranichol@haywood.edu
Telephone: (828) 627-4616

Institutional Advancement (HCC Foundation)

Location: Frazell Administration Building
(Balsam Bldg.)
Telephone: (828) 627-4544
Director: Hylah Birenbaum
Email: hebirenbaum@haywood.edu
Foundation Specialist: Tina Robertson
Email: trobertson@haywood.edu
Foundation Assistant: Diana Conard
Email: dconard@haywood.edu

Marketing and Communications

Location: Print Shop (Buckeye Bldg.)
Telephone: (828) 627-4521
Director: Michelle Harris
Email: mlharris@haywood.edu

Graphic Design and Print Shop Specialist:
Shaneka Allen
Email: sjallen3@haywood.edu
Telephone: (828) 565-4211
Suzanna Moses
Email: slmoses@haywood.edu
Telephone: (828) 565-4210

Research and Institutional Effectiveness

Location: Frazell Administration Building
(Balsam Bldg.)
Telephone: (828) 565-4077
Director of Instructional Excellence, Research
& Grants/SACSCOC Liaison: David Onder
Email: research@haywood.edu
Research and Grants Analyst: Alicia Jack
Email: avjack@haywood.edu

Division of Business Operations

Bookstore

Location: Student Center
(Hemlock Bldg., upper level, back entrance)
Telephone: (828) 565-4127
Fax: (828) 627-4680
Email: bookstore@haywood.edu
Bookstore Manager: Morgan K. Crane

Campus Security and Safety Armed Resource Officers

ARO Location: Room 1501
(1st Floor, Hemlock Bldg.)
Telephone: (828) 565-4096
Cell phone: (828) 593-8477
Email: aro-officers@haywood.edu

Security

Location: Room 1561
(1st Floor, Hemlock Bldg.)
Telephone: (828) 627-4514
Cell phone: (828) 734-5410
Email: security@haywood.edu

Campus Safety

Location: Room 3528 (Hawthorne Bldg.)
Telephone: (828) 564-5113
Email: mgreenarch@haywood.edu
Campus Safety Officer: Misty Massingale

Campus Development

Location: Room 3501 (Hawthorne Bldg.)
Telephone: (828) 565-4020
Email: ahill@haywood.edu
Coordinator of Campus Development Services:
Amy Hill

Cashier/Tuition Payment

Location: Student Center
(Hemlock Bldg., upper level, back entrance)
Telephone: (828) 565-4161, (828) 565-4093
Fax: (828) 565-4169
Email: sseibert@haywood.edu or
cashier@haywood.edu
Cashier: Sandra Seibert

Methods of Payment

Cashier's Office: Cash, Check, Money Order,
Cashier's Office and Online: Credit/Debit Cards
(MasterCard, Visa, American Express, Discover)

Child Care Services

Location: Regional Center for the
Advancement of Children
(Silverbell Bldg.-Located next to the Student Center)
Telephone: (828) 565-4187
Email: adworley@haywood.edu
Director: Denise Worley

Division of Instruction

Vice President of Instruction's Office

Location: Freedlander Learning Center
(Alder Bldg., upper level)
Telephone: (828) 565-4071
Fax: (828) 565-4074
Vice President: Wendy Hines
Email: whines@haywood.edu
Coordinator of Instructional Support: Kathy Brooks
Email: kbrooks@haywood.edu

College Transfer, Natural Resources and Professional Crafts (College Transfer-Associate in Arts, Associate in Engineering, and Associate in Science)

Location: Hickory Bldg.
Telephone: (828) 565-4223
Dean: Matthew Heimborg
Email: HCC-ASNR@haywood.edu

College Transfer, Natural Resources and Professional Crafts (Fish & Wildlife Management and Forest Management Technology)

Location: Walnut Bldg.
Telephone: (828) 627-4560
Dean: Matthew Heimborg
Email: HCC-ASNR@haywood.edu

College Transfer, Natural Resources and Professional Crafts (Professional Crafts-Clay, Professional Crafts- Fiber, Professional Crafts-Jewelry, Professional Crafts-Wood)

Location: Sycamore Bldg.
Telephone: (828) 627-4560
Dean: Matthew Heimborg
Email: HCC-ASNR@haywood.edu

Health, Human, and Business Services (Accounting and Finance, Business Administration, Information Technology, Medical Office Administration)

Location: Alder Bldg.
Telephone: (828) 565-4080
Dean: Vickie Ansley
Email: HCC-HHS@haywood.edu

Instructional Design and Online Learning

Location: Rooms 242, 210 (Alder Bldg.)
Telephone: (828) 627-4619
Email: moodlehelp@haywood.edu
Coordinator: Cheryl Fulghum
Telephone: (828) 565-4280
Instructional Media and Accessibility Specialist:
Ken Hipps
Telephone: (828) 565-4082
Learning Systems & Technology Specialist:
Marc Lehmann
Telephone: (828) 565-4025

Health, Human and Business Services (Criminal Justice, Early Childhood, Medical Assisting, Cosmetology)

Location: Poplar Bldg.
Telephone: (828) 565-4035
Dean: Vickie Ansley
Email: HCC-HHS@haywood.edu

Nursing (Associate in General Education Nursing, and Nursing)

Location: Poplar Bldg.
Telephone: (828) 627-4654
Dean: Dr. Edna Lorene Putnam
Email: lputnam@haywood.edu

Workforce and Industry (Automotive Systems, Collision Repair and Refinishing, Computer-Integrated Machining, Electrical Systems, Electronics Engineering Technology, Industrial Systems Technology, and Welding)

Location: Regional High Technology Bldg.
Telephone: (828) 564-5728
Dean: Douglas Burchfield
Email: HCC-BUSIND@haywood.edu

Workforce & Industry (Allied Health Training, Corporate & Community Education, Health & Emergency Services Training, Fire Training, Human Resources Development, Public Safety Training)

Location: Public Services Training Facility Bldg.
Telephone: (828) 627-4669
Fax: (828) 565-4102
Dean: Douglas Burchfield
Email: HCC-WCE@haywood.edu

Allied Health Training

Coordinator: Kimberly Butler
Email: kdbutler@haywood.edu
Telephone: (828) 565-4145

Corporate and Community Education

Dean: Douglas Burchfield
Email: ddburchfield@haywood.edu
Telephone: (828) 564-5128

Health and Emergency Services Training

Associate Dean: Greg Shuping
Email: gashuping@haywood.edu
Telephone: (828) 564-5107

Fire Training

Coordinator: TBD
Email:
Telephone:

Human Resources Development (Career Works)

Dean: Douglas Burchfield
Email: HCC-HRDtraining@haywood.edu
Telephone: (828) 565-4242

Business & Industry Training

Dean: Douglas Burchfield
Email: ddburchfield@haywood.edu
Telephone: (828) 564-5128

Law Enforcement Training

Coordinator: Frederick Clontz
Email: flclontz@haywood.edu
Telephone: (828) 627-4548

Public Safety Training

Facility Coordinator: Demetrius Massey
Email: dmassey@haywood.edu
Telephone: (828) 565-4247

Library and Learning Resource Center

Location: Freedlander Learning Center (Alder Bldg. Front Entrance)
Telephone: (828) 627-4550
Fax: (828) 627-4553
Email: library@haywood.edu
Online Services: www.haywood.edu/library
Director: TBD

Small Business Center

Location: Regional High Tech Center
Director: Ashley Swanger
Email: acswanger@haywood.edu
Telephone: (828) 627-4512

**Transitional Studies & High School Partnerships
(College and Career Readiness, Haywood Early College,
and Learning Support Services)**

Location: Room 237 (Alder Bldg.)

Mon. - Fri. 8:00 am - 4:00 pm

Telephone: (828) 565-4119

Dean: Jessica Honeycutt

Email: jhoneycutt@haywood.edu

**College and Career Readiness (Adult Education,
Basic Skills, NC High School Equivalency – formerly
GED, and ESL)**

Location: Hickory Bldg.

(Multiple locations on and off campus)

Telephone: (828) 627-4618

Fax: (828) 627-0720

Director: Jennifer Yowell

Email: jlyowell@haywood.edu

Haywood Early College High School

Location: Dogwood Bldg.

Telephone: (828) 565-4000

Fax: (828) 627-4555

Principal: Lori Fox

Email: lorifox@haywood.edu

High School Liaison: Andrea Lawing

Telephone: (828) 565-4226

Email: aplawing@haywood.edu

**High School Programs (Career and College Promise and
Tech Prep)**

Location: Room 237 (Alder Bldg.)

Mon. - Fri. 8:00 am - 4:00 pm

Telephone: (828) 565-4119

Dean: Jessica Honeycutt

Email: jhoneycutt@haywood.edu

Learning Support Services (LSS)

Location: Room 338B (Hickory Bldg.)

Telephone: (828) 627-4696

Director: Dr. Phillip Hamm

LSS Testing Technician: Jessica Sluder

Email: HCC-learningssupport@haywood.edu

Division of Student Services

Vice President of Student Services' Office

Location: Student Services, Student Center
(Hemlock Bldg., upper level)

Telephone: (828) 565-4220

Fax: (828) 627-4516

Vice President: Dr. Michael W. Coleman

Email: mwcoleman@haywood.edu

Counseling and Career Services

Location: Student Services, Student Center
(Hemlock Bldg., upper level)

Director of Student Wellness: Susannah High
(General Counseling, Disability Services)

Telephone: (828) 627-4504

Email: shigh@haywood.edu

Enrollment Management Office

Location: Student Services, Student Center
(Hemlock Bldg., upper level)

Telephone: (828) 627-4510 or (828) 627-4507

Toll Free in NC: 1-866-GO-TO-HCC

Fax: (828) 627-4513

Email: enrollment@haywood.edu

Director of Enrollment Management/
Registrar: Leanna "Danielle" Harris

Email: ldharris@haywood.edu

Assistant Registrar: Joshua Hilbert

Email: jhilbert@haywood.edu

Admissions & Recruitment Officer:

James "Calab" Tate

Email: jctate@haywood.edu

Admissions Officer I: Anita Edwards

Email: ajclark@haywood.edu

Telephone: (828) 627-4262

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Director: Bill Driver

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Other Services

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Index

A

Academic Advisement, 21
Academic Instruction Calendar, 2
Accounting and Finance, 201
Advanced Placement & Armed Forces Training, 22
Aid Received from Other Sources than FA, 74
Allied Health Training, 37
Automotive Systems Technology, 194

B

Board of Trustees, 11
Bookstore, 52
Business & Industry (CU), 387
Business & Industry (WCE), 34
Business Administration, 207

C

Campus Development, 386
Campus Locations, 19
Campus Safety, 386
Campus Security and Safety Armed Resources Officer, 385
Campus Tours, 61
Career and College Promise (CCP), 180
Career Readiness Certificate (CRC), 34
Cashier/Tuition Payment, 39, 386
Certificate, Diploma & Degree Seeking Students, 21
Change of Name, Address, and/or phone-Student, 62
Child Care Services, 52
CLEP, Advanced Placement, and Armed Forces Training, 22
College and Career Readiness (CCR), 29
College Contacts, 385-389
College History, 12
College Transfer, 183
 Associate in Arts, Associate in Science, Associate in Engineering, Associate in General Education-Nursing, Associate in Arts Teacher Preparation, Associate in Science Teacher Preparation
Counseling, Career Services, College Transfer Assistance, 61, 388
Collision Repair & Refinishing Technology, 223
Communications, 10
Comprehensive Articulation Agreement-Transfer Courses, 274-285
Computer-Integrated Machining Tech, 226

Computer Training (WCE), 34
Continuing Education Tuition and Fees, 66
Core Values, 8
Corporate and Community Education, 32, 387
Cosmetology, 229
Course Catalog, 286-384
Crime Prevention, 18
Criminal Background Checks & Drug Screens, 28
Criminal Justice Technology, 231
Curriculum Programs of Study, 180

D

Dean's List, 23
Disability Services, 62

E

Early Childhood Administration, 237
Early Childhood Education, 234
 Early Childhood Education Birth-K Licensure Transfer Track, Associate, Early Education Non-Licensure Transfer Track, Career Option (Non-Transfer) Track
Early Childhood Preschool, 238
Electives for AAS Programs, 200
Electrical Systems Technology, 239
Electronics Engineering Technology, 387
Emergency Call Boxes, 16
Enrollment Management, 62, 388

F

Federal Work Study Program, 723
Financial Aid, 67, 388
Financial Aid Appeal Policy & Procedures, 77
Financial Aid, Scholarships, Grants, 67
Fire Training, 37, 387
Fish and Wildlife Management Technology, 241
Food Services- Sunrise Café, 389
Forestry Management Technology, 243

G

General Competencies, 10
Goals and Objectives, 8
Governance, 11
Grants, 68

H

Haywood Community College Foundation, 13
Haywood Community College Foundation Board, 13
Haywood Community College Foundation Mission, 8
Haywood Community College Foundation Vision, 8

Haywood Early College High School, 98, 388
Health & Emergency Services Training, 37, 387
Health & Human Services, 386
High School Programs, 388
Honors Program, 23
 Curriculum, Program Requirements, Graduation
Requirements and Receiving Credit
Honors and Achievements, 23
How to Apply for Financial Aid, 67
Human Resources, 385
Human Resources Development (Career Works)
Program, 33, 387

I

Industrial Systems Technology, 245
Industry Training, 21, 387
Infant/Toddler Care Certificate, 248
Information Technology, 249
Information Technology Services, 389
Information about Haywood Community College, 8
Institutional Advancement (HCC Foundation), 13, 385
Instructional Design and Online Learning, 386

L

Law Enforcement Training, 38, 387
Learning Support Services, 24 388
Library and Learning Resource Center, 79, 387
Loans, 72

M

Main Campus, 19
Maintaining Eligibility for Financial Aid, 74
Marketing and Communications, 385
Medical Assisting, 252
Medical Office Administration, 254
Message from the President, 1
Minimum Computer, Internet Connection and
Software, 59
Mission, 8

N

Navigating College, 389
NC Manufacturing Extension Program, 35
NCWorks Customized Training Program, 35
Non-Degree Seeking Students or Workforce and
Industry Training Students, 21
Nursing, 257

O

Occupational Training, 38

P

Performance Measures, 15
Planning Calendar, 7
Policy 5.1.1 Admissions, 83
 Procedure 5.1.1.1 General Admission Procedures, 85
 Procedure 5.1.1.2 High School Student Enrollment, 91
 Procedure 5.1.1.3 Health Science Programs, 103
 Procedure 5.1.1.4 Basic Law Enforcement Training,
103
 Policy 5.1.2 Acceptable of Transfer Students/
Credit, 106
Policy 5.1.3 Financial Aid, 108
 Procedure 5.1.3.1 Financial Aid Procedures, 108
Policy 5.2.1 Attendance, 109
 Procedure 5.2.1.1 Student Classification, 109
 Procedure 5.2.1.2 Student Religious
Accommodations, 109
 Procedure 5.2.1.4 Class
Attendance/Participation, 110
Policy 5.2.2 Withdrawal from Courses, 112
 Procedure 5.2.2.1 No Show Reporting, 113
 Procedure 5.2.2.2 Withdraw Types, 113
Policy 5.2.3 Auditing Courses, 116
Policy 5.2.4 Grading System, 116
 Procedure 5.2.4.1 Incomplete Grade, 116
Policy 5.2.5 Grade Appeal, 117
Policy 5.2.6 Academic Progress, 118
 Procedure 5.2.6.1 Academic Forgiveness,
119
Policy 5.2.7 Curriculum Prerequisite, 115
 Procedure 5.2.7.1 Curriculum Prerequisite,
120
 Procedure 5.2.7.2 RISE Co-requisite Courses,
121
Policy 5.2.8 Repeating Course and Course
Substitutions, 121
Policy 5.2.9 Graduation/Program Completion,
122
 Procedure 5.2.9.1 Graduation Requirements
and Procedures, 123
Policy 5.3.1 Overview of Student Rights, 125
Policy 5.3.2 Student Code of Conduct, 126
 Procedure 5.3.2.1 Discipline and Appeal for
Academic Violation, 129
 Procedure 5.3.2.2 Discipline and Appeal for
Non-Academic Violation, 133
Policy 5.3.3 Student Threat Assessment, 137
 Procedure 5.3.3.1 Behavioral Assessment
Team, 138
Policy 5.3.4 Discrimination and Harassment, 141
 Procedure 5.3.4.1 Sexual Harassment and

Sexual Violence, 141
Procedure 5.3.4.2 Unlawful Discrimination, 153
Policy 5.3.5 Student – Alcohol and Drugs on Campus, 159
Policy 5.3.6 Student Grievance, 160
Policy 5.4.1 Student Right to Know Act, 161
Policy 5.4.2 Campus Security Reporting – Clery Act, 162
Policy 5.4.3 Student Records – FERPA, 164
 Procedure 5.4.3.1 Student Records – File, 166
 Procedure 5.4.3.2 FERPA Annual Notice, 167
 Procedure 5.4.3.3 Student Records – Confidentiality, 169
Policy 5.4.4 Use of Student Work, 171
Policy 5.4.5 Service Animals and Other Animals on Campus, 171
Policy 5.4.6 Student Clubs and Organizations, 174
Policy 6.1.1 Tuition and Fees, 39
Policy 6.1.2 Tuition Residency Requirements, 42
Policy 6.1.3 Self-Supporting Fees, 46
Policy 6.1.4 Tuition/Fee Refunds, 47
Policy 6.2.9 Debt Collection, 50
 Procedure 6.2.9.1 Student Debt Collection, 51
Policy 6.2.10 Method of Payments, 51, 386
 Procedure 6.2.10.1 Methods of Payment, 52
Policy 7.2 Internet and Network Acceptable Use, 54
Policy 7.5 Social Media, 57
Policy 7.6 Peer-to-Peer File Sharing, 57
President’s Office, 385
Professional Crafts - Clay, 264
Professional Crafts - Fiber, 266
Professional Crafts - Jewelry, 268
Professional Crafts - Wood, 270
Programs of Study, 180-285
 College and Career Promise, 180-197
 Curriculum, 198-273
Public Safety Training, 387

R

Regional High Technology Center, 19
Registered Sex Offenders, 17
Research and Institutional Effectiveness, 385
RN Completer, 261

S

SAP-Satisfactory Academic Progress, 74
Scholarships, 68
Security, 16, 385
Service Learning, 27
Sexual Harassment, 18

Small Business Center, 38, 387
Student Accident Insurance, 53
Student Activities, 389
Student Activity Fees, 65
Student Ambassador Program, 74
Student Government, 81, 389
Student Official Academic Record (Transcripts), 62
Student Life/Activities, 81
Student Organizations, 82
Student Services, 61, 388

T

Technical Standards for Programs of Study, 25
Testing, 389
Title IX, 177
Transcripts, 21
Transfer of Credit and Transcript Evaluation, 21
Tuition-General, College Fees, Student Expense, 64

V

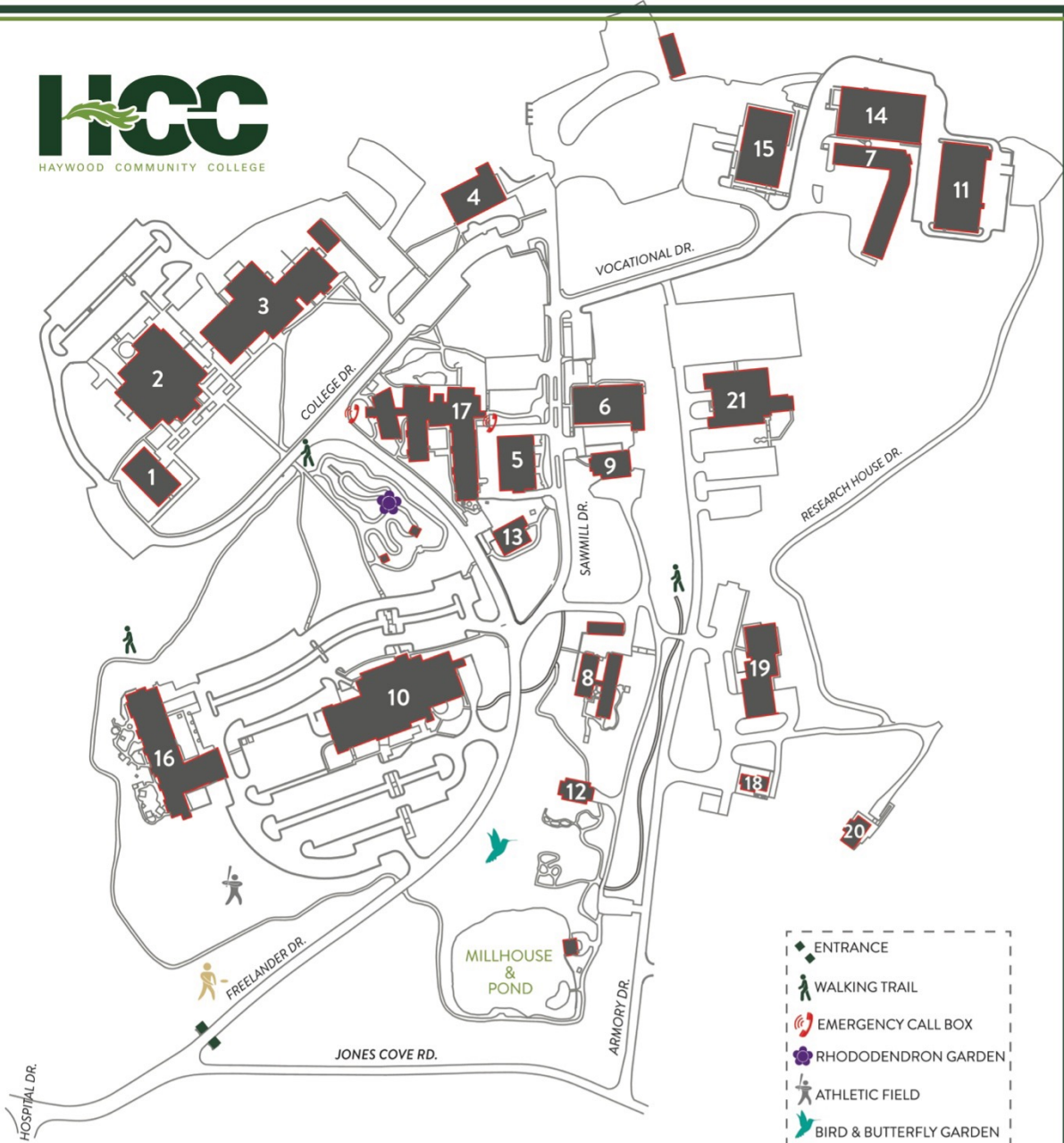
Veterans and Financial Aid, 73
Vice President of Instruction, 386
Vice President of Student Services, 388
Violations, 16
Vision, 8

W

Welding Technology, 273
West Waynesville Campus, 20
Work-Based Learning, 26, 380
 Internships, Service Learning,
 Apprenticeships
Workforce and Industry Training, 38, 72

This document was generated on March 4,
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- 1 Balsam | Administrative Building
- 2 Alder | Library/Café/Instruction Building
- 3 Hickory | General Education Building
- 4 Dogwood | Haywood Early College
- 5 Buckeye | Print Shop
- 6 Poplar | Health & Human Services Building
- 7 Birch | Trades Building
- 8 Willow | Horticulture Building
- 9 Oak | Quilting & Upholstery
- 10 Hemlock | Student Services
- 11 Pine | Automotive

- 12 Ironwood | J.M. West, Jr. Center Home of the HCC Lumberjacks
- 13 Chestnut | Cosmetology
- 14 Walnut | Natural Resources/Welding
- 15 Hawthorn | Campus Services Building
- 16 Silverbell | RCAC
- 17 Sycamore | Creative Arts Building
- 18 PSTF: Burn Building
- 19 Public Service Training Facility
- 20 Research Demonstration House
- 21 Armory

- ENTRANCE
- WALKING TRAIL
- EMERGENCY CALL BOX
- RHODODENDRON GARDEN
- ATHLETIC FIELD
- BIRD & BUTTERFLY GARDEN
- DISC GOLF COURSE STARTS

Buildings Located Off Campus:
 3000 RHTC: Regional High Tech Center
 3400 West Waynesville Building:
 HCC West Waynesville Annex
 5000 Small Business Center: Regional
 Business Advancement Center

