

2025 - 2026 College Catalog Volume 47

Wake Technical Community College
waketech.edu | 919-866-5000



Welcome to Wake Tech!

This catalog is designed for you – to make sure you have the latest information about Wake Tech courses, programs and learning opportunities. We want to support every member of our community in making informed decisions about education, training and career opportunities.

Wake Tech's mission is to provide access to education that transforms lives through economic mobility and personal fulfillment. Our primary goal is the success of our students, both in and out of the classroom. We offer a wide range of programs and services to help students meet their goals for academic achievement, employment, career fulfillment and lifelong learning for every rung of the career ladder.

We are dedicated to reaching students in every part of Wake County and rallying around them to go as far as their dreams, talents and resilience take them. Our faculty and staff stand ready to help in every way possible. Students are encouraged to make the most of their time at Wake Tech by building relationships with instructors, college leaders, their peers and the entire campus community.

Thank you for your interest in Wake Tech. We hope these opportunities for learning and growth will serve you well and enhance your life.

Sincerely,

Dr. Scott Ralls
President



The Wake Technical Community College Catalog is an information and reference guide on college policies, facilities, degree and non-degree programs, course offerings, services and personnel. The statements in the catalog are for informational purposes only and should not be considered the basis of a contract between the institution and the student.

All Wake Tech policies (academic, student services and administrative) apply to all students, regardless of campus and center location or mode of instructional delivery, unless expressly defined by the college.

Generally, the provisions outlined in the catalog are applicable as stated, but Wake Tech reserves the right to initiate changes, including academic requirements for graduation, without direct notification to individuals. Any statement in the catalog is subject to change by the college.

Though the college catalog is a reference guide, each student is responsible for keeping apprised of current requirements for graduation for a particular degree program.

Changes to Curriculum, Fees and Other College Policies

The Board of Trustees and administration of Wake Technical Community College reserve the right to change at any time, without notice, graduation requirements, fees and other charges, curriculum, course structure and content and other such matters as may be within their control, notwithstanding any information set forth in this catalog.

Any statement in the Wake Tech catalog is subject to change by the college.

Disability Discrimination

Wake Technical Community College does not discriminate on the basis of disability in the admissions or employment processes or in access to programs, facilities or activities. The following persons, whose offices are on Southern Wake Campus, at 9101 Fayetteville Road in Raleigh, have been designated to coordinate compliance with the non-discrimination requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973:

Director, Disability Support Services

919-866-5670
919-324-1508 (Sorenson Video Phone for Deaf)

Human Resources Helpdesk

919-866-7890

Vice President of Facility Services

919-866-5148

Student Disability Discrimination Complaint

Wake Technical Community College is committed to ensuring that no otherwise qualified individual with a disability is excluded from participation in, subjected to discrimination in connection with or denied the benefits of any college program or activity due to his or her disability.

Definitions

Term

Definition

Disability

- A physical or mental impairment that substantially limits one or more major life activities of an individual
- A record of such an impairment
- Being regarded as having such an impairment
- An impairment that is episodic or in remission if it substantially limits a major life activity when it is active

Discrimination

Conduct based on an individual's protected status that is an unlawful or otherwise prohibited preference for, or detrimental treatment of, one individual compared to other individuals. The conduct must be sufficiently serious to unreasonably interfere with or limit a student or admission applicant's ability to participate in, access or benefit from college programs, services or activities.

Procedures

The purpose of this policy is to support the college's commitment to providing an institutional environment free from such discrimination by providing for the prompt and equitable resolution of student complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act or otherwise alleging disability-related discrimination or harassment. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving federal financial assistance, and Title II prohibits discrimination on the basis of disability by private entities, including universities, that provide places of public accommodation. This policy provides an administrative framework and oversight for reporting, investigating, adjudicating and resolving violations of this policy.

The college prohibits retaliation for submitting a grievance or participating in a grievance investigation. Retaliation is defined as any unfavorable action taken against an individual for making or supporting a claim of discrimination or participating in the reporting, investigation or resolution of a grievance retaliation, including threats, intimidation, reprisals and adverse actions. Retaliation may be grounds for disciplinary action up to and including termination of employment. All reports of alleged retaliation should be reported to the ADA Compliance Officer for students. The allegation will be investigated upon receipt of the complaint.

Students may submit informal reports or formal complaints of disability discrimination if they believe that they have been subjected to discrimination because of a disability. Grievances may include concerns regarding the determination of or provision of disability-related services and accommodations, as well as all allegations of disability discrimination. This includes allegations from students, regardless of their registration status with the Disability Support Services Office (DSS). Allegations of discrimination should be reported as promptly as possible, and no later than 180 calendar days from when the person becomes aware of the discrimination, by submitting an informal report or formal complaint. The college may extend this time frame where a delay is due to circumstances beyond a student's control, such as illness or incapacity.

Students registered with DSS will follow these steps:

1. The student may provide an informal report to their assigned DSS coordinator, who will investigate and assist with providing a resolution, if appropriate, after the investigation is complete or escalate the concern to a formal complaint, should it be necessary. An informal report is a disclosure of information alleging the occurrence of prohibited discrimination. If the student is uncomfortable submitting this informal report to the assigned DSS coordinator, then they may submit their report directly to the ADA Compliance Officer.
2. A formal complaint is a written allegation of discrimination made by a student or college representative on behalf of the student, requesting the college to address the allegation through a resolution process. The ADA Compliance Officer or designee will assess to determine the most appropriate means to address the concern. This could include but is not limited to conducting necessary interviews, reviewing documentation, witness testimonies and processes required by different service areas and/or academic programs. The formal complaint form is available online and from the ADA Compliance Office.

Students not currently registered with DSS will follow these steps:

1. The student may contact the ADA Compliance Officer or designee, who will investigate and assist with providing a resolution, if appropriate, after the investigation is complete or escalate the concern to a formal complaint, should it be necessary. An informal report is a disclosure of information alleging the occurrence of prohibited discrimination.
2. A formal complaint is a written allegation of discrimination made by a student or college representative on behalf of the student, requesting the college to address the allegation through a resolution process. The ADA Compliance Officer or designee will assess and determine the most appropriate means to address the concern. This could include, but is not limited to, conducting necessary interviews, reviewing documentation, witness testimonies and processes required by different service areas and/or academic programs. The formal complaint form is available online and from the ADA Compliance Office.

Investigations will be completed and resolutions, if appropriate under the circumstances, provided as promptly as possible and not more than 30 calendar days after receipt of the complaint; however, the timeline may be extended if there are circumstances that affect the college's ability to investigate or otherwise address the complaint. The outcome of the

grievance process will be provided to the student through a written notice and, if appropriate, to the individual(s) against whom the grievance is filed.

ADA Compliance Officer – Students:
Disability Support Services
amragland@waketech.edu
919-866-5515

Students are encouraged to try to resolve matters informally whenever possible. In either level of complaint, the student is also encouraged to describe a proposed course of action and/or a proposed resolution to the investigator. Students who are currently registered with DSS should reach out to their coordinator if they would like to request accommodations during the grievance process. Any student not currently registered with DSS can submit an accommodation request to the ADA Compliance Office. While all students can utilize Wake Tech's process toward resolving a complaint, they have a right to file a complaint directly with the U.S. Department of Education's Office for Civil Rights (OCR):

OCR website
Email: ocr@ed.gov Phone: 800-421-3481
TTY: 800-877-8339

Equal Access

Wake Technical Community College is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, color, creed, religion, national origin, sex, gender, age, marital status, disability, public assistance status, veteran status or sexual orientation.

For more information, see the Nondiscrimination Policy.

Sex Crimes Prevention Act

The Federal Campus Sex Crimes Prevention Act requires registered sex offenders/predators to provide to the Wake County Sheriff's Office notice of each institution of higher education in the state at which the offender/predator is employed, carries on a vocation or is a student. Any member of the Wake Technical Community College community who wishes to obtain further information regarding sexual offenders/predators in their area may refer to any the following websites:

- N.C. Sex Offender and Public Protection Registry



Wake Tech History

Wake Tech is a tax-supported, public, nonprofit educational institution under the control of a Board of Trustees. It is part of the North Carolina Community College System and is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Authority for the establishment of the college is found in Chapter 115D of the General Statutes of North Carolina.

The college was chartered on April 3, 1958, as the Wake County Industrial Education Center. Operation actually began October 7, 1963, with 34 curriculum students on campus and 270 enrolled in the various industrial training programs.

On January 8, 1964, the center was formally dedicated as W.W. Holding Industrial Education Center and transferred from the Wake County Board of Education to a Board of Trustees. On March 3, 1966, W.W. Holding Industrial Education Center was granted approval by the State Board of Education as W.W. Holding Technical Institute and licensed to award the Associate in Applied Science degree. The name was changed to Wake Technical Institute in September 1974 and to Wake Technical College on March 1, 1980. The name was changed to Wake Technical Community College on December 1, 1987.

The college was first accredited by SACSCOC on December 3, 1970.

Mission Statement

Wake Tech provides access to education that transforms lives through economic mobility and personal fulfillment.

In pursuit of its mission, the college adheres to an open-door admissions policy by offering quality, accessible and affordable education opportunities to all adults regardless of age,

sex, socioeconomic status, ethnic origin, race, religion or disability. To meet the needs of the citizens of Wake County, the college focuses on providing support services, resources, community outreach and partnerships; programs in basic skills development; vocational, technical and occupational training; and college/university transfer preparation.

College Vision

We will reach students in every part of Wake County and rally around them to go as far as their dreams, talents and resilience take them.

Core Values

Wake Tech will structure its operations, training and educational programs around the core values of accountability, respect, responsibility, critical thinking, communication and collaboration.

- **Accountability** – Accountability is essential for an environment of learning. Those who are accountable stand by their words and actions, taking full responsibility for what they create and for what they contribute to the community.
- **Respect** – Respect is a prerequisite for enhancing learning. Community members who respect themselves and others help create a safe, yet open, climate of learning.
- **Responsibility** – Responsibility is the root of success. Students who assume personal responsibility for their education will reach their goals. Responsible students also make contributions to their communities.
- **Critical thinking** – Critical thinking is the fundamental purpose of higher education. The ability to solve problems through the application of the appropriate skills is critical to all disciplines.
- **Communication** – Communication is increasingly the key competency for living and working in the information age. Communicating effectively in oral and written forms through traditional and new media is a powerful tool for personal and career success.
- **Collaboration** – Collaboration, by bringing together individual knowledge and talents, creates teams that are greater than the sum of their parts. Such teamwork maximizes benefits to individuals and the community.

College Goals

Equitable access
Students from underrepresented groups, including minority and low-income students, are able to enter Wake Tech programs and access the support services they need to be successful.

Equitable outcomes
Students are successful regardless of their race, gender or socioeconomic status.

Learning
Students gain the knowledge, skills and abilities they need for the labor market and transfer.

Completion
Students complete vastly more degrees and other meaningful credentials at faster rates than in the past.

Transfer
More students transfer with credentials in less time than in the past and earn bachelor's degrees.

Labor market
After completing their credentials, students find sustainable employment at which they earn living wages.

Accreditation

Southern Association of Colleges and Schools Commission on Colleges



Wake Technical Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees. Wake Technical Community College also may offer credentials such as

certificates and diplomas at approved degree levels. Questions about the accreditation of Wake Technical Community College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling 404-679-4500 or by using information available on SACSCOC's website (www.sacscoc.org).

CALEA

The college's Public Safety Education Campus has been awarded CALEA Training Academy Accreditation by the Commission on Accreditation for Law Enforcement Agencies (13575 Heathcote Blvd.; Suite 320; Gainesville, VA 20155).

Specific program accreditation

Automotive Systems Technology

The college's Automotive Systems Technology associate degree program has been accredited by National Institute for Automotive Service Excellence (ASE) and received certification from the ASE Education Foundation, 1503 Edwards Ferry Road N.E., Suite 401, Leesburg, VA 20176, 703-669-6650. All eight areas meet the strict industry standards required for ASE MASTER certification. This is the highest level of achievement recognized by the National Institute for Automotive Service Excellence.

Criminal Justice Technology

The college's Criminal Justice Technology program is accredited by the North Carolina Criminal Justice Education and Training Standards Commission.

Culinary Technology

The college's Culinary Technology program is accredited by the American Culinary Federation, 180 Center Place Way, St. Augustine, FL 32095, 904-824-4468.

Dental Assisting and Dental Hygiene

The college's programs in Dental Assisting and Dental Hygiene have received accreditation (without reporting requirements) status from the American Dental Association, Commission on Dental Accreditation. A copy of the appropriate accreditation standards and/or the commission's policy and procedure for submission of complaints may be obtained by contacting the commission at 211 E. Chicago Ave., Chicago, IL 60611-2678, or by calling 800-232-6108, extension 4653.

Detention Officer Certificate

The college's Detention Officer Certificate program has been accredited by the North Carolina Sheriffs' Education and Training Standards Commission to offer the certification course for individuals seeking to become detention officers. North Carolina Sheriffs'

Education and Training Standards Commission, North Carolina Department of Justice, 9001 Mail Service Center, Raleigh, NC 27699-9001.

Diagnostic Medical Sonography – Abdominal-Extended
The college's Diagnostic Medical Sonography – Abdominal-Extended program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of Diagnostic Medical Sonography Review Board. CAAHEP can be reached at 9355 113th St. N., #7709, Seminole, FL 33775 or 727-210-2350.

Diagnostic Medical Sonography – Obstetrics and Gynecology
The college's Diagnostic Medical Sonography – Obstetrics and Gynecology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of Diagnostic Medical Sonography Review Board. CAAHEP can be reached at 9355 113th St. N., #7709, Seminole, FL 33775 or 727-210-2350.

Emergency Medical Services – Paramedic
The college's Emergency Medical Services – Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation for the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions. CAAHEP can be reached at 9355 113th St. N., #7709, Seminole, FL 33775 or 727-210-2350.

Health and Fitness Science
The college's Health and Fitness Science program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation for the Exercise Sciences. CAAHEP can be reached at 9355 113th St. N., #7709, Seminole, FL 33775 or 727-210-2350.

Heavy Equipment and Transport Technology/ Construction Equipment Systems
The college's Heavy Equipment and Transport Technology/Construction Equipment Systems program is accredited by Accreditation Board of Associated Equipment Distributors (AED). The AED Foundation can be reached at 650 E. Algonquin Road, Suite 305, Schaumburg, IL 60173.

Medical Assisting
The Medical Assisting program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of Medical Assisting Education Review Board. The CAAHEP can be reached at 9355 113th St. N., #7709, Seminole, FL 33775 or 727-210-2350.

Medical Lab Technology and Phlebotomy
The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) is the

accrediting agency for the Medical Laboratory Technology program and the approving agency for the Phlebotomy program. The NAACLS is located at 5600 N. River Road, Suite 720, Rosemont, IL 60018-5119 or 773-714-8880.

Neurodiagnostic Technology
The college's Neurodiagnostic Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation for Education in Neurodiagnostic Technology. CAAHEP can be reached at 9355 113th St. N., #7709, Seminole, FL 33775 or 727-210-2350.

Nursing
The college's Associate Degree in Nursing program is accredited by the Accreditation Commission for Education in Nursing, 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326. Phone 404-975-5000 or fax 404-975-5020.

Pharmacy Technology
The college's Pharmacy Technology program is accredited by the American Society of Health System Pharmacists (ASHP) and Accreditation Council for Pharmacy Education. The ASHP is located at 4500 East-West Highway, Suite 900, Bethesda, MD 20814.

Radiography
Wake Tech's program in Radiography is accredited by the Joint Review Committee on Education in Radiologic Technology, 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182, or 312-704-5300.

Accreditation documentation connected with curriculum programs at Wake Tech can be found on the college's website.

Program Approvals

The following Wake Tech programs have been reviewed by and met the standards for approval of the organizations/agencies indicated:

- Emergency Medical Technology – North Carolina Office of Emergency Medical Services
- Human Services Technology – North Carolina Division of Health Service Regulation
- Nursing – North Carolina Board of Nursing
- Phlebotomy – National Accrediting Agency for Clinical Laboratory Sciences

- Veterans' Services – North Carolina Approving Agency for Veterans Education and Training

Prohibition Against Misrepresentation

Wake Technical Community College will not engage in substantial misrepresentation of itself as an institution, the nature of its educational programs, its financial charges, the employability of its graduates or its relationship with the U.S. Department of Education.

Wake Tech prohibits substantial misrepresentation, as defined in this policy, by any of its individual representatives or by any institution, organization or person not officially affiliated with or authorized by the college, including those with whom the institution has an agreement to provide educational programs, recruitment or admissions services, marketing or advertising.

Substantial misrepresentation is prohibited in all forms, including those used in advertising or promotional materials and those used in the marketing or sale of instructional courses or programs offered by the college.

DEFINITIONS

Substantial misrepresentation – Any false, erroneous or misleading statement that the institution, a representative of the institution or a covered service provider makes directly or indirectly to a student, prospective student, member of the public, accrediting agency, state agency or the U.S. Department of Education

Misleading statement – Any statement that has the likelihood or tendency to deceive or confuse

PROCEDURES

Alleged misrepresentation may be reported to the Office of Accreditation and Compliance at policies@waketech.edu.



About the Foundation

The Wake Technical Community College Foundation believes in making an education possible for anyone in the community who wants one, so that the Triangle region remains the best place to live and work in the world. The Foundation cultivates and manages a variety of resources critical to the college's success: corporate investments, private grants, alumni and employee contributions and financial and in-kind support from many other friends of the college.

Gifts are used for program support, instructional technology and equipment, institutional priorities and opportunities, and to promote student success and employee innovation. All private gifts to Wake Technical Community College should be directed to the Wake Technical Community College Foundation, a tax-exempt, 501(c)(3) nonprofit corporation operating exclusively for the benefit of the college and Wake Tech students.

Donors or advisors should send correspondence to:

Wake Technical Community College Foundation
9101 Fayetteville Road
Raleigh, North Carolina 27603-5696
919-866-5927
foundation@waketech.edu
Website



Open-Door Policy

Wake Technical Community College is subject to the Open-Door Admission Policy established by the State Board of Community Colleges. This policy provides for admission of any legal resident of the United States who is a high school graduate, is at least 18 years old or is an emancipated minor.

This policy is based on the belief that the college has something to offer at all educational levels and that, through effective guidance, any person can find his or her place in the proper educational program.

Wake Tech reserves the right to refuse admission to any applicant who has been suspended or expelled for disciplinary reasons from another educational institution. Additionally, the college reserves the right to refuse admission to any applicant who poses an articulable, imminent and significant threat to others. Such applicants will be evaluated on a case-by-case basis and the college shall document the following:

- Detailed facts supporting the rationale for denying admission
- The time period within which the denial to admit shall be applicable and the supporting rationale for the designated time period
- The condition upon which the applicant who is denied would be eligible to be admitted
- An appeals process for applicants denied admission pursuant to this policy

An evaluation committee composed of Wake Tech Campus Police staff, the associate vice president for enrollment services, a curriculum representative and two Enrollment & Student Services representatives shall review information presented by the associate dean of admissions. The associate VP for enrollment services serves as the chair and recorder of

the committee. At its discretion, the committee may request an interview with the applicant. The committee will make a recommendation to the president through the VP for enrollment services within seven business days of convening and reviewing the information presented. The president or his designee will make the final admission decision. Upon receiving the president's decision, the associate VP for enrollment services will notify the applicant.

State authorization for distance education
Online education is an integral part of Wake Tech's program offerings. The college is a member of the National Council for State Authorization Reciprocity Agreements (NC SARA), which allows students in participating states and territories to enroll in online distance education classes.

Recruiting service members
As required by the U.S. Department of Defense and to eliminate unfair, deceptive and abusive marketing aimed at service members, Wake Tech will do the following:

- Ban inducements, including any gratuity, favor, discount, entertainment, hospitality, loan, transportation, lodging, meals or other item having a monetary value of more than an insignificant amount to any individual or entity or its agents, including third-party lead generators or marketing firms, other than salaries paid to employees or fees paid to contractors in conformity with all applicable laws for the purpose of securing enrollments of service members or obtaining access to Tuition Assistance (TA) funds. Educational institution-sponsored scholarships or grants and tuition reductions available to military students are permissible.

- Refrain from providing any commission, bonus or other incentive payment based directly or indirectly on securing enrollments or federal financial aid, including TA funds, to any persons or entities engaged in any student recruiting, admission activities or making decisions regarding the award of student financial assistance.

- Refrain from high-pressure recruitment tactics, such as making three or more unsolicited contacts, including contacts by phone, email or in person, and engaging in same-day recruitment and registration for the purpose of securing service member enrollments.

- Encourage service members to speak with their Educational Services Officer (ESO) or counselor within their military service prior to enrolling the student in the institution.

Nondiscrimination Policy

Wake Technical Community College offers equal employment and educational opportunities to all employees, prospective employees, students and prospective students. Equal educational opportunity and compliance with the Americans with Disabilities Act are viewed by the Board of Trustees as integral parts of the mission and purpose of Wake Tech.

Questions concerning this policy should be addressed as follows:

Student matters – Office of Student Conduct, 919-866-6169 on Southern Wake Campus or 919-532-5663 on Scott Northern Wake Campus

Employee matters – Director of Employee Relations & Talent Management, 919-866-7890

Steps to Enrollment

1. Complete the North Carolina Residency Determination
2. Apply to Wake Tech
3. Activate your student account
4. Submit an official high school transcript or high school equivalency transcript for review and placement into a particular program of study/coursework. Subsequent registration will be blocked if transcripts are not received within 30 days of the start of the first semester.
5. If secondary education/high school was completed outside the U.S., submit transcript(s) and completion certificate(s) with certified translations (if documents are not in English). If an examination after secondary education is required for completion, please submit the examination certificate(s) from the Examination Council.
6. Submit official college transcripts for placement or consideration of transfer of credits in your chosen program of study.

7. Apply for financial aid, if needed. Official transcripts are required before awarding of financial aid. If your high school transcript is not from a valid institution, it may affect your ability to receive financial aid.
8. Meet with an advisor for course selection.
9. Attend orientation.
10. Complete the e-Learning module if enrolling in online courses.
11. Register and pay for classes.

Anyone wishing to attend Wake Tech must complete the online Application for Admission. The application should indicate whether the applicant is a curriculum student applicant or a visiting student applicant:

- A **curriculum student applicant** is any individual pursuing admission into a degree, diploma or certificate program. Curriculum student applicants must complete the standard online Residency Determination and Application for Admission and submit official high school transcripts, if required, for placement into a program of study. Awarding of financial aid will be blocked if official transcripts are not on file. Subsequent registration will be blocked on the 30th day of the semester if official transcripts are not received by the college.

- A **visiting student applicant** is any individual planning to enroll in one or more curriculum courses but not pursuing admission into a degree, diploma or certificate program. Visiting student applicants must complete the standard online Residency Determination and Application for Admission and meet all course prerequisites. To verify completion of prerequisite courses, applicants must complete the Visiting Student Prerequisite Approval form and provide official or unofficial transcripts before registering.

  NOTE: Generally, visiting student status is limited to 16 semester hours. Visiting 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 wishing to change from visiting student to curriculum status must complete the enrollment steps as outlined above for a curriculum student applicant.

- **High school programs/Career & College Promise:** This program provides dual-enrollment educational opportunities for eligible North Carolina high school students. Visit the Career & College Promise section of the website for more information about eligibility, admissions and enrollment.

Submitting Transcripts

Curriculum student applicants must have official transcripts of high school and college work, if applicable, submitted directly to Wake Tech. Acceptance by Wake Tech is conditional, based on receipt of a final, official high school transcript.

Awarding of financial aid may be blocked if an official high school transcript is not on file. Subsequent registration will be blocked on the 30th day of the semester if official transcripts are not received by the college. Transcripts submitted become the property of the college upon receipt and may not be copied for student use.

High school: Applicants who are high school seniors can have their school submit a transcript showing work through the first semester of the junior year for admission, as soon as possible after the semester has ended, and a final transcript showing graduation at the close of school.

GED/high school equivalency: Applicants who have a high school equivalency certificate should request that an official copy be sent directly to Wake Tech. Applicants can obtain documentation from the high school equivalency office in the state where the certificate was issued.

College: Applicants who wish to transfer credits to Wake Tech must submit official transcripts for an evaluation to be completed. Applicants presenting transcripts of completed associate degrees or higher will not need to submit high school transcripts.

Other educational documents: If secondary education/high school was completed outside the U.S., applicants must submit transcript(s) and completion certificate(s) – with certified translations if documents are not in English. If an examination after secondary education is required for completion, the applicant must submit the examination certificate(s) from the Examination Council.

Applicants should submit transcripts electronically to transcripts@waketech.edu or mail them to:

Wake Tech Community College
Admissions Office

9101 Fayetteville Road
Raleigh NC 27603

Placement Testing

Wake Tech prioritizes students' high school GPA and standardized test scores for placement in college classes. Tests to determine readiness and skill level in English, reading, writing and math are administered to applicants pursuing a degree, diploma and certain certificates who did not graduate from a U.S. high school or who have no other admission criteria for placement. Test results are used to place students in the appropriate class level and to determine if transition instruction is needed.

Students are exempt from taking the tests or portions thereof and are placed based on the following criteria, as verified through official transcript or score report:

- Graduation from any U.S. high school with an unweighted GPA.
- SAT scores prior to March 1, 2016, of 500 or higher in critical reading or writing and 500 or higher in math, or SAT scores after March 1, 2016, of 480 or higher in evidence-based reading and writing and 530 or higher in math. Scores must be less than 10 years old at the time of application to Wake Tech.
- ACT scores earned after March 1, 2014, of 22 or higher in reading or 18 or higher in English and 22 or higher in math will allow college-level placement. ACT scores of 16-17 in English, 20-21 in reading and a 20-21 in math will allow placement with an addition of a one-hour transition support course. ACT scores must be less than 10 years old at the time of application to Wake Tech.
- An associate degree or higher earned from a regionally or nationally accredited institution.
- A grade of "C" or better in college-level English and math courses earned from a regionally or nationally accredited institution.

Placement may be based on High School Equivalency (HSE) for applicants who have HSE scores taken January 2014 or later with scores shown below:

- GED: 145 or higher on all subject areas
- HiSET: 15 or higher on all subject areas, with a 4 on the essay

If no placement measure exists, an applicant may request to take the placement test or begin in transition courses.

Students who are non-native speakers of English will take the ACCUPLACER-EFL test and may be required to enroll in English as a Foreign Language (EFL) courses. Additional information about EFL is available in the Student Services section of this catalog under Academic Support and Opportunities.

Applicants who have been notified that they need placement testing may schedule an appointment by emailing placementtest@waketech.edu.

To prepare for computerized placement testing, applicants can review test preparation materials.

Program Placement Requirements

Associate degree and diploma programs

- High school diploma or equivalent
- Placement inventories, when eligible, to aid in course placement and academic guidance
- Medical examination for certain Health Sciences programs
- Additional minimum requirements in some programs (call Admissions at 919-866-5420 for more information)

Certificate programs

- High school diploma or equivalent for some certificate programs (call Admissions at 919-866-5420 for more information)
- Placement inventories, when eligible, to aid in course placement and academic guidance
- Medical examination for certain Health Sciences programs.
- Additional minimum requirements in some programs (call Admissions at 919-866-5420 for more information).

Upon admission, students must meet current program requirements. In some instances, licensing or employment in certain fields may be limited by an individual's prior criminal

record. Prospective students should check with an academic advisor or appropriate academic department head to determine if such sanctions apply.

Limited-Enrollment Programs

Some Wake Tech programs have more applicants than available space:

- Agricultural Systems Technology
- Associate Degree Nursing
- Associate Degree Nursing - LPN to RN Advanced Placement Option
- Computed Tomography
- Construction Equipment Systems Technology
- Dental Assisting
- Dental Hygiene
- Diesel & Heavy Equipment Technology
- Emergency Medical Science
- Magnetic Resonance Imaging
- Mammography
- Medical Assisting
- Medical Laboratory Technology
- Medical Sonography
- Neurodiagnostic Technology
- Pharmacy Technology
- Practical Nursing
- Radiography
- Respiratory Therapy

Limited-enrollment programs may have unique admission requirements and may use additional criteria, such as post-secondary coursework, related work experience or professional certification, for selecting applicants. Limited-enrollment programs may also

have their own policies, procedures, schedules and deadlines, which are subject to change.

Interested applicants should begin by contacting the Admissions Office and talking to an admissions specialist, who will answer initial questions and guide them through the next steps in the process.

Tuition and Fees

The State Board of Community Colleges establishes tuition annually, and the Wake Technical Community College Board of Trustees establishes special fees associated with some classes. Tuition and fees are listed below and are subject to change without notice.

All tuition and fees are due by the published payment due dates. Students may pay:

- **By web** at selfserve.waketech.edu. Self-Service may be unavailable for weekly scheduled maintenance beginning Thursdays at 8 p.m. through Fridays at 8 a.m.
- **By drop box** located in front of the Cashier's Office on Southern Wake Campus, Montague Hall, 9101 Fayetteville Road in Raleigh.
- **By mail** to the Cashier's Office, Wake Technical Community College, 9101 Fayetteville Road, Raleigh, NC 27603
- **In person** at the Cashier's Office on Southern Wake Campus, Perry Health Sciences Campus, Scott Northern Wake Campus, RTP Campus or Western Wake Campus

Payments may be made using personal check, debit card, credit card (MasterCard or Visa) or cash. If you choose to pay by personal check and are purchasing course materials, it is suggested that each student bring two checks to registration: one for registration and one for books and supplies. Students in curriculum programs and dual-enrollment programs are eligible for Wake Tech's Eagle Advantage program, which provides all textbooks and digital books on a rental basis for a per-credit-hour fee, which is outlined below. Students can opt out of the program if the wish and purchase books on their own. Costs of textbooks vary, depending upon the curriculum in which the student is enrolled.

All rates are subject to change by action of the North Carolina General Assembly (tuition) and the Wake Technical Community College Board of Trustees (fees).

Tuition rates

View current tuition and fees

Fees

Fees are established by the Wake Tech Board of Trustees and are subject to change without notice.

- **Application fee**
  Wake Tech does not charge application fees, with the exception of a $40 application fee for international students.

- **Student activity fee**
  $35 per semester (applies to Fall and Spring semesters and Summer term)

- **College access fee**
  - Curriculum Education
    $12 per credit hour per term (no maximum)
  - Workforce Development
    $7 for 1-24 program hours
    $13 for 25-50 program hours
    $18 for 50+ program hours

- **Online, hybrid/blended courses**
  Students in online or hybrid/blended courses may be required to complete tests or assignments with a proctor at a Wake Tech eLearning Testing Center (no student fee involved) or an approved proctoring location. Approved proctoring locations off Wake Tech campuses may include a student fee to cover the cost of this service by the provider.

- **Textbook Access Fee**
  $27 per credit hour per term (no maximum)
  Students can opt out within a specified window and purchase their textbooks instead of paying the fee.

- **Computer use/technology fee**
  $3 per credit hour per term ($48 per semester maximum)

- **Lost gate card fee**
  $5 per card

- **Lost ID card fee**
  $5 per card

- **Professional liability insurance**
  $6 per term for Health Sciences, Cosmetology and Esthetics students

- **Official transcript fee**
  $10 for each transcript

- **Music fee**
  $240 per course for MUS 161, MUS 162, MUS 261 and MUS 262

- **Supply and other fees**
  Fees ranging from $5 to $100 may be associated with certain courses. Fees will be noted in the course notes in the schedule of classes.

- **Placement test score report**
  $5 per report

- **ACCUPLACER and placement test retest fee**
  $10 per retest

- **Facility fee (community schools)**
  A fee of $25 per class will be charged to students attending classes at community schools locations. Fees will be collected by Wake Tech at the time of registration. Community schools fees are established by the Wake County Public School System and are subject to change without notice.

- **Facility fee (ice skating, bowling and golf)**
  Fees are charged to students registering for the following classes:

- PED-177: $85
- PED-139: $80
- PED-128: $40

Audits
Registration and tuition charges for audited courses are the same as for courses taken for credit. Audited classes earn neither credit hour nor quality points. Requests to audit must be submitted to the Office of the Registrar by the last day to add classes.

Returned checks and unpaid accounts
Any student who has a returned check will be notified by certified letter. If the returned check is not cleared within the specified time, all academic records will be frozen until the account is cleared. Students who develop a pattern of payment by returned checks will have this payment option revoked. Once identified, these individuals will be required to pay by cash, money order, certified check or credit card. The bank is authorized to present NSF checks for payment a second time, which may result in additional fees being assessed.

Unpaid student accounts, including returned checks and unpaid parking tickets, will prevent graduation, the granting of credit and the release of any transcript.

Senior citizen tuition waiver
Individuals age 65 or older are required to pay for tuition and fees for **all** community college classes taken for credit. These individuals may choose, on the first day of the course, to audit courses with the following guidelines as outlined in 1E SBCCC 1000.2:

- Tuition and registration fees will be waived. Local fees associated with course selections may be charged.

  1. Procedure: Obtain Audit form from the Registration and Records office.
  2. Submit completed form along with a copy of driver's license or state identification card to the Registration & Records office.

  Registration staff will process the Audit form.

  1D SBCCC 700.1 (a) Definition. "Audit" means to enroll in a course section without receiving a grade, academic credit, continuing education unit or certificate of completion.

Refund Policy

Curriculum classes
Refunds are processed under the North Carolina Community College System refund policy.

Tuition refunds are automatically processed based on deadlines and drop dates and sent to BankMobile Disbursements, a technology solution powered by BMTX Inc., for processing.

Refunds are issued only after the 10% date in the semester. This date is published as the drop deadline in class schedules and registration information each semester.

Tuition
Tuition is charged on a per-credit-hour basis up to a maximum of 16 credit hours per term. There is no additional tuition charge for registration in excess of maximum credit hours. Students will be eligible for refunds when course drops result in enrollment for less than maximum credit hours and meet the applicable conditions described below.

For regular-schedule classes that begin the first week (seven calendar days) of the term:

- A **100% refund** will be given if the student drops the class prior to the first day of the academic semester as published on the official college calendar.
- A **75% refund** will be given if the student drops the class on or after the first day of the semester and on of before the official **10%& point** of the semester, as published in the college calendar. Students who fail to attend classes at all, and who are marked as "never attended" by the instructors, will be de-registered from the class rosters.

For classes that begin at times other than the first week (seven calendar days) of the term:

- A **100% refund** will be given if the student drops the class prior to the first class meeting.
- A **75% refund** will be given if the student drops the class on or before the **10% point** of the class. Students who fail to attend classes at all, and who are marked as "never attended" by the instructors, will be de-registered from the class rosters.

To comply with applicable federal regulations regarding refunds, federal regulations supersede the state refund regulations stated in this rule.

For classes for which the college collects receipts that are not required to be deposited into the State Treasury account, the college will adopt local refund policies.

Canceled classes
A **100% refund** will be given if the class in which the student is officially registered is canceled by the college.

Military tuition
Upon request, the college will grant a full refund of tuition and fees to military reserve and National Guard personnel called to active duty or active-duty personnel with assignments outside North Carolina that make it impossible for them to complete course requirements.

Fees
When a student withdraws entirely and the tuition refund is approved by the college as set forth above, student activity and community schools fees will be refunded in total.

Death of a student
In the event of a student's death, all tuition and fees paid for that term may be refunded to the estate of the deceased.

Books
Books will be accepted for full refund when the student withdraws from the college or drops a class on or before the **10% point** of the semester, provided the books have not been marked in or otherwise defaced. Students must present requests for book refunds (with sales receipts) by the **10% point** to the bookstore manager, who is authorized to accept or reject the request for refund.

Course Registration

Students who have been admitted to and have enrolled in a curriculum degree, diploma or certificate program will receive information about course planning and registration from an advisor, based on the student's program of study.

Visiting students (those who have not declared a program of study) are not assigned an advisor but may seek assistance with course planning or registration from the Academic Advising Office as needed.

Registration is conducted online via Self-Service:

- After logging in, Click on the "Academics" icon in the left navigation
- Click on "Student Planning"
- Select "Plan & Schedule"

Access to the registration system **may be blocked** if a financial or academic hold has been placed on a student's records. Some classes may require special permission to register from the curriculum dean. Visit Wake Tech's Registration and Records Office for more information.

Registration will be canceled if payment is not received by the deadline listed for the period for which the student has registered. Students are responsible for paying for all scheduled classes by published deadlines. Wake Tech no longer mails invoices. Payment amounts and deadlines are available online. Students are strongly encouraged to pay tuition and fees by credit or debit card at the time of registration to avoid waiting in line for the cashier.

Currently enrolled degree, diploma and certificate students are notified of upcoming registration periods through the academic calendar, on the student portal, by notices around campus, by faculty advisors and online through the Registration and Records Office website. The student is responsible for scheduling an appointment with an advisor.

Course load
The maximum course load is 20 credit hours per term. To carry more than the maximum load, students pursuing a degree, diploma or certificate must obtain an electronic override permission from the dean or the dean's designee.

Military and Veterans Services

Wake Tech helps veteran students pursue their academic and career goals, whether they seek a degree, transfer to a university, new skills or a new career. Our Military and Veterans Services Department creates an environment where veterans and military-affiliated students find both support and community. The department is committed to providing veteran students with the highest-quality academic support services by assisting with VA Education Benefits, connecting students with needed resources and offering support programs for their ongoing academic success.

Education benefits
All Wake Tech curriculum programs, as well as Workforce Development's Basic Law Enforcement Training (BLET) and Barbering programs, are approved by the North Carolina State Approving Agency for use of GI Bill® benefits. Students who are serving on active duty or are retired, are Ready Reservists, are members of the North Carolina National Guard or are spouses or children of deceased or 100-percent disabled veterans or dependents in receipt of transferred Post-9/11 GI Bill entitlement, are all classified as "veteran students."

Veterans who wish to use their GI Bill education benefits must first establish their eligibility with the Department of Veterans Affairs (VA) by submitting the appropriate application form. Veterans separated from service with an Honorable Discharge usually qualify for education benefits that provide, in general, 36 months of full-time training.

Veterans who have served on active duty on or after September 10, 2001, may be eligible for Post-9/11 GI Bill benefits.

Active-duty military personnel are also eligible for education benefits under the GI Bill. Service members are encouraged to speak with their Educational Services Officer (ESO) or counselor within their military service prior to enrolling at Wake Tech. GI Bill benefits are available for select Reserve and National Guard members to help with education and training costs. Interested persons should contact their unit's education representative.

Veterans will not be certified for VA benefits until all entrance/admissions criteria are met. Wake Tech certifying officials require official transcripts from high school and all other institutions of higher learning to expedite the certification process. Additionally, we request copies of the DD-214 and VA Certificate of Eligibility. Reservists and members of the National Guard are asked to submit the Notice of Basic Eligibility (NOBE).

Veterans attending Wake Tech under the GI Bill receive a monthly reimbursement from the Department of Veterans Affairs (VA). The reimbursement is based on course load; for example, a veteran carrying a full-time load would be eligible for the full benefit. To receive the full benefit, the veteran must be enrolled at the full-time rate for the semester. Veterans should contact Military and Veterans Services, located in Building L, Suite 143, on Southern Wake Campus or Building C, Room 206, on Scott Northern Wake Campus, for more information. Veterans using GI Bill benefits are also encouraged to apply for federal financial aid.

NOTE: Military and Veterans Services does not have access to payment information.

Per Title 38 United States Code Section 3679(e), any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill benefits is permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the VA website or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the earlier of the following dates:

- The date on which payment from VA is made to the institution

- 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility

VA Satisfactory Academic Progress policy

Per federal regulations, a veteran student's cumulative GPA must be reviewed at the end of each semester of attendance, including summer. As such, a veteran student failing to receive a 2.0 or higher cumulative GPA at the end of a semester will have his or her ability to use GI Bill benefits place on probationary status. While on probation, the student remains eligible for GI Bill benefits. If the student earns a cumulative 2.0 GPA or higher by the end of the probationary semester, the probation will be lifted. If a student does not earn a cumulative 2.0 GPA by the end of the probationary semester, VA benefits will be terminated. A veteran student failing to meet the required 2.0 standard at the end of the next term in attendance will also have his or her VA enrollment terminated and benefits temporarily suspended. Enrollment certification will not be restored until GPA standards are met or upon approval of a Satisfactory Academic Progress Appeal application.

Schedule Changes

Any changes to a veteran's enrollment must be immediately reported to Wake Tech Military and Veterans Services. Veteran students dropped or withdrawn for any reason will be immediately reported to the VA, and appropriate adjustments will be made. Reporting delays or omissions can adversely affect future benefit payments.

Enrollment in non-traditional courses

Veterans receiving VA education benefits may enroll in non-traditional courses, including online or hybrid courses, under the following conditions:

- The course or courses are required by their current program of study.
- The veteran has met with the VA certifying official to discuss policies and procedures before registering for a course.
- The veteran has reviewed the Distance Education Student Self-Assessment on the Wake Tech website (or in the schedule of classes) to determine if suited for distance learning.

Remedial courses

Remedial and deficiency courses are designed to correct deficiencies in basic mathematics, English and reading at the elementary or secondary level. These courses can be certified as part of an approved program but only for students for whom a verifiable need has been established.

Remedial and deficiency courses offered as independent study (online) cannot be approved and cannot be certified to VA.

Dual majors/objectives
A student may want to pursue a dual major/objective. For example, a student may want to concurrently pursue two different degrees or pursue a degree and a certificate. A program of education may lead to more than one educational, professional or vocational objective if all objectives pursued are generally recognized as being reasonably related to a single career field. Only courses required to complete the dual major/objective can be certified.

Prior credit
The VA requires educational institutions to report credit allowed for all prior post-secondary educational credit and training, including military service schools, applicable to a student's current degree program. It is the student's responsibility to request academic transcripts from all post-secondary education institutions previously attended. VA regulations prohibit the college from certifying for payment courses that were previously completed if that course(s) applies toward the degree program pursued at Wake Tech. Students should avoid pursuing courses for which they may later receive transfer credit. If you are unsure how a course might be evaluated at Wake Tech, consult your academic advisor.

Repeating courses
Classes that are successfully completed may not be certified again for VA purposes if they are repeated. However, if a student fails a class or if a program requires a higher grade than the one achieved in a particular class for successful completion, that class may be repeated and certified to VA again.

Example 1: If a Nursing program requires a "B" or better in Biology, then that class may be repeated if a "B" or better was not earned. That requirement must be in the school catalog.

Example 2: If a course is required for graduation, a student who receives an "F" may repeat the course and be certified for it until it is successfully completed.

Example 3: If a student chooses to repeat a course that was successfully completed just to improve their GPA, that course cannot be certified to VA.

NOTE: Drops and withdrawals can be repeated as needed.

Rounding out
The VA allows a school to certify for payment of additional class(es) taken during the last term for the purpose of increasing training time or rate of pursuit, up to full-time. While these classes are not required for the specific beneficiary to graduate, they must be

included within the program of study. Such classes must be specified by name in the approved program curriculum and not have been already completed. A veteran student can round out a schedule with additional courses to bring his or her course load up to a full-time schedule in his or her last term only. This allows students to continue to receive benefits at the full-time rate in their last term of enrollment, even though fewer credits are required to complete the program.

Residency waivers
Wake Tech will waive the 12-month state residency requirement for any student who meets the following criteria:

- The veteran student has applied and enrolled in Wake Tech within three years of discharge or release from the armed forces, the commissioned corps of the U.S. Public Health Service or the National Oceanic and Atmospheric Administration.
- The veteran student qualifies for and uses educational benefits pursuant to 38 USC Chapter 30 (Montgomery GI Bill®, Chapter 31 (Veteran Readiness and Employment) or 38 USC Chapter 33 (Post-9/11 GI Bill), as administered by the U.S. Department of Veterans Affairs. This includes dependents in receipt of Chapter 33 Post-9/11 GI Bill Transfer of Entitlement, students using benefits through the Survivors' and Dependents' Educational Assistance (Chapter 35) program and students using benefits under the Fry Scholarship where the veteran had a period of active-duty service of at least 90 days before his or her death.
- The student's abode is North Carolina.

Priority registration
A Veterans Priority Registration system has been established to allow all veteran students and dependent students using GI Bill® benefits to register for courses before the general registration period opens. Contact Military and Veterans Services for more information.

VA 85/15 Rule
The 85/15 Rule requires that a minimum number of non-veterans find a program worthwhile and valuable or the payment of federal funds to veterans who enroll in the program will not be authorized. The rule prohibits paying VA benefits to students enrolling in a program where more than 85 percent of the students enrolled in that program are having any portion of their tuition, fees or other charges paid for them by the education and training institution or by VA under Title 38 and Title 10.

Formal complaint policy
Any veteran student may submit a complaint through the GI Bill Feedback Tool if Wake Tech fails to follow the Principles of Excellence. A student can submit a complaint for himself or

herself, or one can be submitted anonymously on behalf of someone else who does not wish to be identified. The complainant will need to identify which education benefit is being used, select an issue category and detail the complaint in a narrative with the desired outcome. The complainant will also be asked to identify the school and provide contact information. The VA will review the following types of complaints:

- Recruiting/marketing practices
- Quality of education
- Accreditation
- Grade policy
- Financial issues (e.g., tuition or fee charges)
- Release of transcripts
- Student loans
- Transfer of credits
- Post-graduation job opportunities
- Refund issues
- Change in degree plans or requirements

Complaints are sent from the VA to Wake Tech Military and Veterans Services for review and to provide a response. If the VA determines another government agency would be better able to assist, they will forward the complaint to them and provide you an update. Please note, complaints submitted anonymously will not be sent to the college to prepare a response but are submitted for the record to the Federal Trade Commission's Consumer Sentinel Network.

Upon receiving a formal complaint, Wake Tech Military and Veterans Services will review it, communicate with the complainant as needed and prepare a response to the VA.

More information about veterans' educational benefits can be found on the Wake Tech website.

Programs and resources

Veterans Zones

Veterans Zones are spaces for Wake Tech's student veterans and their family members to

connect in a safe environment and interact in a unique academic and social setting. They are located on the Southern Wake, Scott Northern Wake and RTP campuses.

Green Zones
Wake Tech's "Green Zones" are locations identified as safe spaces for veteran and military-affiliated students, whether on campus or online. The goal of the Green Zone program is to equip faculty and staff with the ability to lend a sympathetic ear and help students identify and connect with appropriate resources. To help students identify Green Zones, faculty and staff will display a placard in their workspace.

Location and Hours:
Southern Wake Campus
Building L, Room 133
Monday - Friday
8 a.m. - 5 p.m.

Scott Northern Wake Campus
Building C, Room 206
Monday - Friday
8 a.m. - 5 p.m.

RTP Campus
Building 1, Room 332MB
Monday - Friday
8 a.m. - 5 p.m.

Veterans Upward Bound
Veterans Upward Bound is a federally funded educational program that prepares veterans for post-secondary education, providing assessment and enhancement of basic skills through counseling, mentoring, tutoring and academic instruction in core subjects.

ROTC
Wake Tech offers Military Science courses in support of the U.S. Army Reserve Officer Training Candidate (ROTC) program. There is no ROTC contractual obligation to the Army or Army ROTC for the first two years, unless on scholarship or a Simultaneous Membership Program contract, such as the National Guard or Army Reserve.

Student Veterans of America
Wake Tech's Student Veterans of America chapter (SVA), part of the national SVA network, provides support to help student veterans adjust and be successful in their transition to

civilian and college life. The club provides student veterans with opportunities to socialize, network, work together on community service projects, engage in leadership positions and enhance their resumes.

SALUTE Veterans National Honor Society
Wake Tech's chapter of SALUTE was established to recognize and honor the academic achievement of student veterans who have a 3.0 grade point average or above and to encourage excellence in scholarship, research and leadership.

Military and Veterans Services office hours and locations

Southern Wake Campus
Building L, Suite 143
Monday - Friday, 8 a.m. - 5 p.m.

Scott Northern Wake Campus
Building C, Room 206 (Veterans Zone)
Monday - Friday, 8 a.m. - 5 p.m.

RTP Campus
Room 244C
Tuesday 9 a.m. - 1 p.m.

Perry Health Science Campus
Every third Tuesday, 9 a.m. - 1 p.m.

Virtual appointments are available at the following times:
Monday, Wednesday, Thursday and Friday, 8 a.m. - 5 p.m.
Tuesday, 8 a.m. - 8 p.m.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs. More information about education benefits offered by VA is available on the official U.S. government website.

International Students

The International Student Office assists international student applicants who wish to apply for a student (F-1) visa. The office assists F-1 status students in employment

authorizations, reinstatements, extensions of I-20 expiration date, transferring I-20s to an institution certified by the federal Student and Exchange Visitor Program, travel abroad and re-entry procedures and with documentation of F-1 status.

In addition, international students may seek advice and referral information on all aspects of living and studying in the United States. All international (F-1) students and other (non-immigrant) visa holders who want to convert to F-1 status are required by U.S. Citizenship and Immigration Services regulations to have a current record of local and foreign addresses on file with the college.

English as a Foreign Language (EFL) Students

The English as a Foreign Language (EFL) Department offers academic English courses for individuals whose native language is not English and who wish to study at the college and university level in the United States. These courses comprise an intensive English language program that focuses on language for academic purposes. Courses are offered on proficiency levels in the following areas: listening and speaking, reading, grammar and composition. See the course descriptions listed as EFL in the course descriptions sections of this catalog for specific course information. This program meets the requirements for those students who have a student visa. Prospective students who wish to obtain a student visa should go to the International Student Office section of Wake Tech's website for more information. Tuition rates are the same as those for other curriculum classes offered at Wake Tech.

Readmitted Students

A student who withdraws from the college for reasons other than academic or administrative may apply for readmission for any subsequent semester. An applicant for readmission who has not attended for one year or more must submit a new application and, upon readmission, must meet current program requirements.

A student who has been dismissed for academic or administrative reasons may re-enroll after the dismissal period ends.

Readmission, re-enrollment and any attendance conditions or restrictions are at the discretion of the college.

Service members may seek readmission following a period of military service by submitting notice of military service and intent to return. The college will promptly readmit a student with the same academic status as he or she had when last attending or accepted for admission if the student cannot attend school due to military service. The student must notify the college of the military service and intention to return through oral or written notice of such service as far in advance as is reasonable under the circumstances or by an attestation of military service that necessitated the student's absence from school upon readmission. Notification may be provided to Military and Veteran Services. No notice is required if precluded by military necessity, such as service in operations that are classified or would be compromised by such notice. Notice of intent to return to school must be within three years after the completion of the period of service. If a student is hospitalized or convalescing due to an illness or injury incurred or aggravated during the performance of service, the student must notify the college within two years after the end of the period needed for recovery from the illness or injury. A student who fails to apply for readmission within these periods will be subject to the college's established general practices concerning leave of absence.

Health Sciences programs may have additional readmission requirements and policies. They can be found in the Student Policy Handbook for each Health Sciences program.

Vaccination Policy

Students at Wake Tech are not required to provide documentation of immunizations for admission to the college; however, documentation is required in specific programs:

- All students enrolled in curriculum Health Sciences and Workforce Development health care courses in which clinical procedures are performed must provide documentation of required immunizations, titers and screening for tuberculosis.
- All students in Basic Law Enforcement Training must provide documentation of current tetanus vaccination and undergo tuberculosis screening prior to admission, if required by a physician.
- All F-1 students must complete the International Student Medical Form documenting a tuberculosis screening within the last 12 months. Any students with a positive screening must also provide a report of a complete chest X-ray within the last 12 months.

Contact Admissions

Curriculum admissions
Should assistance be needed, contact an admissions information specialist at 919-866-5420 or find information online.

Registration and Records
Southern Wake Campus, Student Services Building, Room 243
919-866-5700

Advising
919-866-5474 or advising@waketech.edu.



Degree Program Class Schedules

Class schedules for degree programs are available online before the start of the upcoming semester, through Plan & Schedule. Log in to Self-Service.

To view the schedule:

1. Click on the **Academics** icon (fourth one down) in the left-side navigation
2. Select **Course Catalog**
3. Look for the desired course(s); you can also click on **Advanced Search** to search with additional criteria.

For assistance, visit my.waketech.edu.

Degree Program Registration Dates

Students in degree programs begin registration at different times, depending on their status as:

- Newly admitted students
- Returning degree-, diploma- and certificate-seeking students, based on the number of credits completed at Wake Tech
- Non-degree-seeking students
- High school, Career & College Promise and early-admission students

Registration priority dates and other important registration and payment dates can be found on the Registration and Records section of the website.

Residency Classification

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 is students should have in-state or out-of-state tuition.

Because North Carolina residency status is governed solely by North Carolina statute, eligibility for in-state tuition in another state does not guarantee in-state status in North Carolina. The residency statute mandates only those who can demonstrate a **minimum of 12 months** of uninterrupted domicile, or legal residence, in North Carolina and meet additional statutory requirements 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 he or she is a bona fide domiciliary rather than a mere resident of North Carolina.

All applicants must complete the online residency determination before they can apply to Wake Tech. Most will be required to complete only the Initial Consideration process. Upon completion of the residency determination process, students will be issued a Residency Certification Number (RCN) with an effective date that can be used at any public college in North Carolina. The RCN effective date is the date the student submitted the request in full.

Current students whose circumstances change or who believe their status is incorrect must complete the Reconsideration and Appeal process. It is the **student's responsibility** to notify Wake Tech of any change in classification. Upon the student's request, Wake Tech will update the student's record to the current classification made by RDS. Adjustments can be made to a student's tuition statement based on the RCN effective date.

Example: Fall semester is August 14, 2023, to December 13, 2023

- Student completed a reconsideration with an RCN effective date of October 22, 2023 – student's tuition for the Fall semester can be adjusted to the in-state rate
- Student completed a reconsideration with an RCN effective date of December 14, 2023 – student's tuition cannot be adjusted for the Fall semester, but will be effective for future semesters

All residency determinations will be made by Residency Determination Service (RDS), not Wake Tech. However, Wake Tech staff may be able to assist students with campus-based exceptions as allowed by the state.

Transcript Requests

Wake Tech Registration and Records is responsible for all student records and for the protection of student rights as provided by the Family Education Rights and Privacy Act (FERPA). Transcripts of academic records will be issued only with written authorization by the student.

Official copies of transcripts may be obtained in person at Southern Wake, Scott Northern Wake and RTP campuses with photo identification. Transcripts may also be obtained by mail from Registration and Records, Wake Tech Community College, 9101 Fayetteville Road, Raleigh, NC 27603.

Wake Tech also offers online transcript ordering, including secure PDF transcripts in partnership with National Student Clearinghouse.

Mail and online transcript requests will be processed within two business days. Official Wake Tech transcripts are **$10 per copy** when ordered directly from Wake Tech. Online requests through the National Student Clearinghouse will incur an additional service fee. Unofficial copies are available at no charge.

Credit for Courses

Wake Technical Community College complies with the North Carolina State Board of Community Colleges Code (1D SBCCC 400.1) when awarding credit, which is in accordance with the US Department of Education semester credit hour definitions. Wake Tech awards course credit as follows, regardless of campus location or modality:

- Contact hour: The actual time of student attendance in a class or lab.

- Credit hours: Credit of one (1) semester hour is awarded for each 16 hours of lecture and other instruction provided in a class under the supervision of an instructor.

- Clinical practice: Credit of one (1) semester hour is awarded for each 48 hours of clinical practice. Clinical practice provides an opportunity for health science students to apply knowledge and skills in their delivery of care in a health care setting. A qualified faculty member, clinical instructor, or preceptor, as defined by the program-related approving or accrediting body, shall supervise clinical practice

to provide the student with learning experiences related to the program and to monitor and assess the student's application of skills. Clinical practice may utilize experiences that simulate realistic clinical experiences to meet the curriculum and course objectives. The percentage of simulation experiences substituting for traditional clinical practice and the qualifications of faculty providing the simulation experience must comply with the guidelines of the applicable health science accrediting and approving bodies.

- Experiential laboratory: Credit of one (1) semester hour is awarded for each 32 hours of "experiential laboratory work." Experiential laboratory work means instruction given to a student by an instructor to increase the student's knowledge and skills without immediate student application.

- Faculty-directed laboratory: Credit of one (1) semester hour is awarded for each 48 hours of "faculty directed laboratory." Faculty directed laboratory means instructional activities are demonstrated or conducted by an instructor with immediate student application.

- Work-Based Learning: Credit of one (1) semester hour is awarded for each 160 hours of work-based learning (WBL curriculum prefix courses). Work-based learning is the development of job skills by providing the student with employment that is directly related to the educational program and coordinated by a college representative.

Courses offered by Wake Technical Community College, including the amount of credit offered, are approved by the North Carolina Community College System in accordance with the North Carolina State Board Community College Code (1D SBCCC 400.8). The college offers courses, and credit for those courses, as listed in the Combined Course Library of the North Carolina Community College system. The courses approved in the Combined Course Library are the same regardless of campus location or modality.

Prior Learning

Prior learning is a means by which students can satisfy graduation requirements by applying transfer work and credits from placement examinations. When granted, students are given an equivalency for the prior learning work, meaning that it is deemed equivalent

to a specific Wake Tech course. However, no academic credit is awarded, so the equivalency does not count toward the student's grade point average.

Equivalencies will be noted on the official transcript as transferred equivalencies or non-course equivalencies. Equivalencies will be taken into consideration for program completion at Wake Tech only. Acceptance of prior learning work at one college does not necessarily mean that acceptance will be given at every college. Students are encouraged to review the prior learning policies at any college where they may be considering to transfer or enroll.

To view Wake Tech equivalencies for prior learning, check the Credit for Prior Learning page or visit TES, our transfer equivalency library. For TES, and type "prior learning" into the Institution Search box.

Department and Special Course Challenge Exams

This policy describes Wake Technical Community College requirements for awarding credit via challenge exams in alignment with North Carolina's State Board of Community Colleges Code (1D SBCCC 800.8) as well as Section 19 of the North Carolina Community College Curriculum Procedures Reference Manual. This policy also provides procedures that allow students to take challenge exams before or after enrolling in a course and, if enrolled, provides a way for students to stay enrolled to earn credit hours without a grade if they pass the challenge exam.

This policy applies to students seeking course credit via challenge exams. This policy does not apply to:

- University transfer courses contained in the Comprehensive Articulation Agreement
- Developmental courses (as defined in 1D SBCCC 400.3(b)), supplemental courses (as defined in 1D SBCCC 400.8(b)(1)) and courses including clinical practice (as defined in 1D SBCCC 400.1(c)(2))

Where applicable, students may request Credit for Prior Learning without completing curriculum coursework by taking a challenge exam before they enroll in a course or, if enrolled, before the census date of the course. To receive credit, students must score a C (70%) or higher on a challenge exam that demonstrates their subject-matter proficiency is equal to or greater than the corresponding proficiency they would have achieved had they completed the actual course.

Procedures and requirements

Admissions requirements: Students must meet all admissions requirements for their program of study and be enrolled in a curriculum program to which the credit will apply.

Prerequisites: Students must meet all course prerequisite requirements before taking the challenge exam.

Prior enrollment: Students may not take a challenge exam for a course if they have:

- Previously withdrawn from the course
- Already received a grade in the course
- Already received transfer credit for the course

Options: Students may choose to take a challenge exam before or after they enroll in a course. If requesting a challenge exam before enrolling in a course, a student must already be admitted to Wake Tech and make the request within a testing window set by the division in the semester prior to the start of the course. If already enrolled in the course, students must request the exam within the first week of class and by the census date.

Requests: Students must request the exam from the division dean when they first enroll in a course or during the semester before the course starts. Requests must be made using Form 610 - Request for Challenge Exam. Requests should be made to the appropriate academic dean or designee within 45 days of the start of the academic term to allow enough time to schedule, take and score the challenge exam. Upon approval, students will be given instructions on how to schedule and prepare for the challenge exam. Students must take all challenge examinations no later than the 10% point of the semester or term and when scheduled by the individual department/division.

Method of delivery: Students may be asked to take proctored exams virtually or in person, as determined by the department, which may or may not require use of the college's testing centers. Some divisions may charge administrative fees, and those fees may be required prior to enrolling in the course.

Success: Students must score a C (70%) or higher to successfully challenge the course. Some divisions have additional challenge examination procedures. Students must check with the appropriate dean to learn about additional requirements.

College Level Examination Program (CLEP) Credit

The College Level Examination Program (CLEP) offers students the opportunity to earn college-level placement for knowledge acquired outside the classroom. All CLEP credit will

be evaluated on the basis of the receiving institution's policy. To view Wake Tech equivalencies for CLEP, check the Credit for Prior Learning page or visit TES, our transfer equivalency library. For TES, type "College Board" into the Institution Search box and review the minimum score in the note field for each equivalency.

To learn more, visit the College Board online.

Advanced Placement (AP) Credit

The College Entrance Examination Board sponsors an Advanced Placement program that enables high school students to complete college-level courses and demonstrate college-level achievement through examinations. Wake Tech will award non-course credit for students who meet minimum scores on certain AP exams. The credit can be applied toward the student's graduation requirements.

Only one course may be awarded for the AP Calculus AB exam. A score of 3 grants credit for MAT-263 (four credit hours), while a score of 4 or 5 grants credit for MAT-271 (four credit hours). A score of 3 on the Calculus BC grants credit for MAT-271 (four credit hours). A score of 4 or 5 on the Calculus BC exam grants credit for MAT-271 and MAT-272 (a total of eight credit hours).

Students who receive AP course credit at a community college but do not complete the general education course may have to send their AP scores to their receiving institution upon transfer. The receiving institution will award AP credit in accordance with its own policy.

To view Wake Tech equivalencies for AP credit, check the Credit for Prior Learning page or visit TES, our transfer equivalency library. For TES, type "College Board" into the Institution Search box and review the minimum score in the note field of each equivalency.

DANTES Standardized Subject Tests

The DANTES (Defense Activity for Nontraditional Education Support) program is a testing service conducted by Educational Testing Service for the U.S. Department of Defense. DANTES' mission is to help service members obtain credit for knowledge and skills acquired through non-traditional educational experiences. DANTES Subject Standardized Tests provide a way for military personnel to obtain credit by examination for knowledge of material commonly taught in college courses.

To view Wake Tech equivalencies for DANTES, check the Credit for Prior Learning page or visit TES, our transfer equivalency library. For TES, type "DSST program exams" into the Institution Search box and review the minimum score in the note field of each equivalency.

Joint Services Transcript (JST)

Students who have military experience may be able to obtain credit toward a degree, diploma or certificate for training received in military service. Individuals seeking equivalency for military training must have an official Joint Services Transcript (JST) sent to the college.

The JST is a uniform transcript of all military training and experiences for service members in all branches. It includes Army officer and warrant officer training, joint military training conducted by other services and Defense Activity for Non-Traditional Education Support (DANTES)-funded test scores.

The appropriate dean or department head will evaluate the transcript, and equivalency will be awarded as appropriate.

Foreign Language Placement Testing

The main objective of foreign language placement exams is to determine the best level for students to continue their French or Spanish language studies at Wake Tech. It is to the students' advantage to be placed into the appropriate course, allowing them to improve their language skills at Wake Tech.

Even though credits earned through the placement exam count toward graduation requirements at Wake Tech, students are strongly encouraged to meet with an academic advisor to determine how credits earned through placement may affect their transfer status, degree completion and financial aid. The implications of credits earned through the placement exam may vary based on individual student pathways to transfer.

Students may be eligible to take a foreign language placement exam if they fall into one or more of the following categories:

- The student has recently earned a grade of "B" (87%) or better consistently in three courses of high school study of the same language.
- The student has recently lived or studied in a French- or Spanish-speaking country for more than six months.

- The student has interacted and/or communicated in French or Spanish on a daily basis at work or in another formal setting.

Students who have completed a curriculum foreign language course at Wake Tech are not eligible to take placement exams.

Placement exams are free to Wake Tech students, but they may be taken **only once**. Exams are given using computerized adaptive software. The exam length is five to 40 minutes, and results are given immediately. Students must present photo identification.

Students who successfully place out of FRE- and/or SPA-111/181 will need to withdraw from that class and lab and enroll in the appropriate level of language to study. Alternatively, they may enroll in another class that they may need to meet their degree requirements at Wake Tech. If students have questions regarding which classes they should take for their degree program at Wake Tech, they need to consult with an academic advisor.

High School Articulation Agreement

The North Carolina Department of Public Instruction and the North Carolina Community College System have a statewide articulation agreement through which students may be eligible for college credit following the completion of identified Career and Technical Education (CTE) courses in high school. The Wake County Public School System and Wake Tech Community College also have a local articulation agreement, specific to Wake County high schools.

These agreements create a seamless process through which students can move from high school to community college without duplicating efforts or repeating courses.

Both articulation agreements can be found on the Credit for Prior Learning page.

Criteria used to award college credit for identified CTE courses include the following:

- Final grade of "B" or higher in CTE course
- Scaled score of "A" the CTE post-assessment or the Performance Based Measure (PBM)
- Students must enroll at the community college within two years of their high school graduation date

Students should submit their official high school transcript to Wake Tech when they apply for admission. They should provide an updated copy to the Admissions Office when they graduate from high school. They should contact the Registrar's Office with their graded post-assessment or PBM to request that credit be awarded. The student's official high school transcript must include the CTE post-assessment scores.

Community college officials are responsible for verifying that the above criteria are met and that the articulated courses would apply to the student's program of study before awarding credit.

International Baccalaureate (IB) Credit

Students may receive credit for achieving acceptable scores on the International Baccalaureate (IB) examinations.

To view Wake Tech equivalencies for IB credit, check the Credit for Prior Learning page or visit TES, our transfer equivalency library. For TES, type "International Baccalaureate" into the Institution Search box and review the minimum score in the note field of each equivalency.

Transfer Credits

Wake Tech considers courses for transfer equivalency from other colleges or accredited collegiate institutions through a commission whose responsibility is accrediting degree-granting institutions classified as collegiate and that is housed in a regional or national accrediting agency.

Only those courses with a grade of "C" or higher will be considered for transfer. To receive credit for a specific Wake Tech course, the transferring course must be equivalent in content (and in college/university transfer credit hours) to a Wake Tech course. Official transcripts from accredited institutions will be reviewed against established standard equivalencies and transfer equivalency recommended by the appropriate dean or a designee.

All decisions about transfer equivalency are discretionary on the part of the college: whether equivalency will be allowed, how much will be allowed and how it will be applied. In exercising this discretion, the college will apply principles recommended by its accreditor and national higher education organizations that set standards for transfer

credit. These principles focus on the level, content, quality and comparability of a course and its relevance to the student's intended program of study.

It is not necessary for students to request a review of transferred coursework. Students should submit official transcripts to the Admissions Office. Transcripts will be forwarded to the Registrar's Office for initial review against established standard equivalencies. Once the transfer credit review is complete, the accepted credit is applied and noted on the student's academic record. Students may review their transfer credit on their transfer credit summary.

Please note that a granted equivalency does not mean that a course satisfies a graduation or program requirement; that depends on whether the course is listed as a requirement on the curriculum schedule for the specific program (major) in which the student was enrolled when admitted to the college. The academic dean has the option of moving the student to a more current version of the program of study (curriculum schedule). If a student changes programs (major), he or she should speak with an advisor to determine which transfer credits, if any, apply to the new program.

Example: A student may be given transfer equivalency for ACC-101 Fundamentals of Accounting, which the student completed while an accounting major at XYZ College. However, the student is now enrolled at Wake Tech in Nursing, and ACC-101 is not a required course in Nursing. Therefore, the course would not be applicable toward graduation requirements at Wake Tech.

Transfer credit does not factor into a student's curriculum GPA calculation. A grade of "TA," "TB" or "TC" is awarded for the transferred credit internally to aid with financial aid evaluations. These transfer credit grades do not appear on the transcript. Students must complete at least 25% of the hours required for a degree, diploma or certificate in residence at Wake Tech.

Transfer equivalency practices

As the Southern Association of College and Schools Commission on Colleges (SACSCOC) Transfer of Academic Credit position paper states: "SACSCOC remains committed to institutional autonomy in determining standards for transfer of academic credit while also encouraging institutions to avoid barriers to the transfer process unrelated to the academic integrity of educational programs. Many systems and institutions have taken positive action such as negotiating articulation agreements, common course listings, common core curricula and automatic acceptance of credit arrangements to facilitate the transfer of academic credit. Such proactive approaches, involving qualified faculty in the decisions, ease the way toward resolving transfer of credit problems while maintaining curricular

coherence and academic and institutional integrity. The accreditation standards of SACSCOC require member institutions to analyze credit accepted for transfer in terms of level, content, quality, comparability and degree program relevance. While an institution may properly consider another institution's accreditation as an indicator for acceptability of credit, accreditation should not be the only criterion used for acceptability nor should it be represented as a requirement of SACSCOC, which it is not."

The Joint Statement on the Transfer and Award of Credit created by the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education and the Council for Higher Education Accreditation establishes similar standards. These national organizations have identified three fundamental considerations:

- The educational quality of the learning experience which the student transfers
- The comparability of the content, scope and rigor of the learning experience to that offered by the receiving institution
- The appropriateness and applicability of the learning experience to the programs offered by the receiving institution, in light of the student's educational goals

It is Wake Tech's practice to accept the following categories of courses as meeting the considerations outlined above:

- Matching courses from North Carolina community colleges
- Equivalent courses from participants in North Carolina's comprehensive articulation agreements with the University of North Carolina System and the North Carolina Independent Colleges and Universities
- Comparable courses from institutions of higher education accredited by agencies and associations recognized by the secretary of the U.S. Department of Education.

These categories also meet requirements of the State of North Carolina and its agencies; these requirements are detailed in each section. Courses that do not fit into one of these three categories, including foreign transcripts, will be considered individually by the director of the program to which the student is seeking admission.

Matching courses from North Carolina community colleges
In accordance with the State Board of Community Colleges Code (SBCCC 1D SBCC 400.8(j)), which reads, "When a student receives credit for a Combined Course Library curriculum course, this credit shall be transferable to any college in the North Carolina Community College System," Wake Tech will accept:

- All matching courses from other North Carolina community colleges for transfer credit
- Matching courses from other North Carolina community colleges to meet Wake Tech program and prerequisite requirements as stated in the college's current official catalog

Equivalent courses from participants in the Comprehensive Articulation Agreement (CAA) between the University of North Carolina System and the North Carolina Community College System and the 2015 Independent Comprehensive Articulation Agreement (ICAA) between the North Carolina Community College System and Signatory Institutions of North Carolina Independent Colleges and Universities
Wake Tech's policy is to accept transfer credit for courses that originate at a UNC institution or independent college or university that is part of the ICAA and that are designated on the CAA Transfer Course List or the ICAA Transfer Course List. This transfer credit will be accepted as part of a student's successfully completed general education core or associate in arts or associate in science program under the CAA.

Wake Tech's policy is to also apply this guideline to Associate in Applied Science programs.

Wake Tech will accept:

- All CAA and ICAA participant college and university courses equivalent to courses on the CAA Transfer Course List or ICAA Transfer Course List for transfer credit;
- CAA and ICAA participant college and university courses equivalent to courses on the CAA Transfer Course List or the ICAA Transfer Course List to meet Wake Tech program and prerequisite requirements as stated in the college's current official catalog.

Comparable courses from institutions of higher education accredited by agencies and associations recognized by the secretary of the U.S. Department of Education
Program directors will, as appropriate, review courses from institutions of higher education accredited by agencies and associations recognized by the secretary of the U.S. Department of Education to establish that their level, content and quality are comparable to a Wake Tech course and to confirm their relevance to a student's intended program.

If a course is found to be comparable, Wake Tech will accept the course for transfer credit or to fulfill program and prerequisite requirements as stated in the current official Wake Tech Catalog.

Notes:

- These practices apply to courses with no differentiation based on delivery method.
- Equivalent or comparable courses, at minimum, must carry the same number of credit hours and the same type of credit hours and the same number of instructional hours; for example, lecture and lab.
- In some instances, a course may transfer in to Wake Tech as elective credit if the course does not meet the comparability criteria stated above.
- Wake Tech may award transfer credits for fewer credit hours than a transferred course carries.

Program of Study Changes

Students wishing to change from one program of study to another or to enroll in a second program of study must initiate the change through an advisor. They are available at Southern Wake, Scott Northern Wake, Western Wake, RTP, Perry Health Sciences and Public Safety Education campuses.

Students receiving veterans' benefits must also file a request for a program of study change (VA Form 22-1995) with the Wake Tech Veteran Services office. Students may not be enrolled in more than two associate degree programs at one time.

Changes in Student Data for Curriculum Students (name, address, email)

This policy has been expanded to include changes to chosen name, pronoun and gender identity. A chosen name can be an important part of a person’s identity, and the college recognizes that students may want to use a name that is different from their legal or assigned name.

Definitions

Term

Definition

Legal/assigned name

An individual's legal or assigned name as it appears on official governmental documents, such as Social Security cards, driver's licenses, passports, birth certificates and tax forms.

Chosen name

An alternative name, entered or supplied by the individual, that substitutes for the person's legal or assigned name, when possible, in college systems and records.

Changes in student data must be reported when they occur, either on the appropriate form or through Self-Service. Submit forms to the Registration and Records Office.

Changes in address, telephone numbers, chosen name, gender identity, pronoun or email can be submitted via Self-Service.

See Section III. Legal or assigned name below for information regarding changing a legal or assigned name.

I. Policy

The college recognizes the need or choice for students, faculty and staff to refer to themselves by a first name other than their legal or assigned first name for identification. This chosen name may be desirable for individuals who use:

- A middle name or a version of their first name instead of their legal or assigned first name
- A frequently used nickname
- A first name that an individual is in the process of legally changing
- A first name that better represents an individual's gender identity or expression

The college also recognizes the need for students, faculty and staff to update their legal or assigned name in college systems and records to match their legal or assigned name when changed for marriage, divorce or other circumstances.

The college acknowledges that a chosen name will be used where possible in college systems and records and in the course of college business and education, except when the use of an individual's legal or assigned name is required by law or state policy, and as long as the use of a chosen name is not intended for the purposes of avoiding legal obligations, for misrepresentation or as otherwise prohibited.

II. Chosen name

Except as set forth in Sections III, IV and VI, students may determine the chosen name by which they wish to be known in college systems and records. The first and middle names may be designated for the chosen name; the last name must remain the same as a student's legal or assigned last name. Thus, a student's chosen full name is their chosen first and/or middle name and their legal or assigned last name.

As it becomes possible to implement the use of chosen names, the college will make a good faith effort to update systems and records designated for use of chosen names in a timely manner. The college utilizes multiple systems, applications and forms to manage its operations, and it is continually updating software and incorporating new electronic and other files. Thus, the process of modifying college systems and records is ongoing.

Specific systems and records where the college may use a chosen name are listed below. Students may also indicate their pronouns and gender identity in Self-Service, but all systems might not display the pronoun or gender identity. Examples include:

- Class and grade rosters
- Online attendance records
- Online learning management and collaboration systems
- Student information system profile
- Diploma

Despite these allowances outlined, not all college systems, databases, processes, records and forms support the display of a chosen name, and many uses require display of a legal or assigned name (see Section III). Thus, students who utilize a chosen name with the college should always be prepared to reference their legal or assigned name and provide corresponding identification, as necessary.

If chosen names are entered after the start of the semester, changes may not be communicated to faculty. It is the responsibility of students using a chosen name to ensure that instructors are able to identify student work for grading and other academic purposes.

III. Legal or assigned name

To change a student's name on certain official college records, individuals must legally change their name.

- Legal or assigned name changes due to marriage are recognized by submitting a copy of a marriage certificate or a signed Social Security card.
- Legal or assigned name changes due to divorce are recognized by submitting a copy of a divorce decree stating the individual may resume the use of her maiden name or use an alternative name confirmed by the court, or a signed Social Security card.
- All other legal or assigned name changes are recognized by submitting a signed Social Security card, driver's license, passport, government-issued visa or applicable court documents.

A legal or assigned name change shall be required for the following purposes:

- Reporting to state and federal agencies
- Federal and state tax forms and reporting, including W2, W4, 1099, 1095C and 1098T
- Immigration and visa records
- International student reporting
- Financial aid records
- Student accounts, billing and cashiering records
- Medical and health records
- Insurance enrollment and other records
- Student conduct records
- Campus police and security records
- Student employment, payroll and benefits records, as applicable
- Official transcripts
- Professional licensures
- National Student Clearinghouse reporting
- Transfer and external credit records
- Other records where a legal or assigned name is required by law or college policy

Additionally, graduates can request an updated diploma with their current legal or assigned name.

Although the college will change a student's legal or assigned name in applicable databases and records once approved, a student's former legal or assigned name may continue to be listed as a previous identity in college systems and records in order to ensure that any searches of a former legal or assigned name will access correct information.

To request a legal or assigned name change, the student will complete a Permanent Record Change form, which can be obtained online or on the Southern Wake, Scott Northern Wake, RTP and Perry Health Sciences campuses. Forms must be accompanied by copies of the legal document authorizing the name change in order for changes to be processed.

Completed forms may be submitted in person, online or by mail to Registration and Records, Wake Tech Community College, 9101 Fayetteville Road, Raleigh NC 27603.

IV. Identification cards

The college understands that it may be important to individuals for their college-issued student identification card to reflect their chosen name. As such, the college allows individuals to have a student ID reissued so that their chosen name can be displayed. However, the college reserves the right to maintain the student's legal or assigned name on the identification cards if college identification cards begin to be used for legal governmental purposes, such as voting.

V. Student privacy

Consistent with the Family Educational Rights and Privacy Act (FERPA), the college allows the release of directory information in certain circumstances, which would include information regarding a student's chosen name. For this reason, use of a chosen name should not be considered "private" for use by the college only.

VI. Acceptable use

The college reserves the right to refuse use of a chosen name. Instances that may result in this prohibition include arbitrary, random or repeated chosen name changes; chosen names used for the purpose of avoiding legal obligations or for misrepresentation or fraud; or chosen names used in any other manner that violates college policy or federal, state or local law.

Chosen names may not include symbols (except apostrophes, periods or hyphens) or numbers or reference illegal activity. Further, chosen names may not include those whose usage may be hurtful to others or may be considered vulgar, offensive, derogatory or obscene, including words and terms commonly perceived as slurs against an individual or group on the basis of race, gender, ethnicity, sexual orientation, gender identity, national origin, religion, age, disability or other protected characteristics.

The Registrar and other college administrators have the authority to deny any chosen name submission or to suspend or remove a chosen name in extreme cases, including the reasons noted in this policy. In the rare circumstance when such a denial is made, a student may appeal the decision in writing to the Registrar, whose decision shall be final.

Contact information

Subject

Contact

Telephone

Email/web address

Policy clarification

Registration and Records

919-866-5700

registrar@waketech.edu

Ref: C1009

Security of Student Records (FERPA)

Wake Technical Community College complies fully with the Family Educational Rights and Privacy Act of 1974 (FERPA) and informs students via their college-issued email accounts of their rights under FERPA three times per year: after census of the Fall and Spring semesters and the Summer term.

FERPA, as amended, protects the privacy of educational records, establishes the rights of students to inspect and review their educational records and provides guidelines for the correction of inaccurate or misleading data through informal and formal hearings. To the extent consistent with FERPA, students who seek the correction of inaccurate or misleading data or who have other complaints should follow the grievance procedure found in the college catalog. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by the college to comply with FERPA.

Wake Tech's policy establishing its intent to comply with FERPA and procedures for implementing the provisions of FERPA are published in the college catalog. Questions about FERPA or Wake Tech's policy and procedures should be directed to the Registration & Student Records Office.

Policies and procedures
Wake Technical Community College, in the execution of its responsibilities to students, maintains accurate and confidential student records. The college staff recognizes the rights of students to have access to their educational and personal records in accordance with college policy and FERPA.

Definition of "educational records"
The term "educational records," as defined under the provisions of FERPA, includes files, documents and other materials that contain information directly related to students and that are maintained by an educational institution or an authority on behalf of the institution. The term does **not** include the following:

- Records of institutional, supervisory and administrative personnel that are in the sole possession of the maker and that are not accessible or revealed to any other person except a substitute for the above-named personnel
- Records and documents of security officers of the institution that are kept apart from such educational records
- Records of students that are made or maintained by physicians, psychiatrists, psychologists, counselors or other recognized professionals or paraprofessionals acting in their official capacity and that are made, maintained or used only in connection with a provision for treatment of the student and not available to anyone other than persons providing such treatment, except that such records can be personally reviewed by a physician or other appropriate professional of a given student's choice
- Alumni or former student records

Students may **not** review or inspect the following:

- Financial records of the parents of the student or other information therein contained
- Confidential recommendations, if the student has signed a waiver of his or her rights of access, provided that such a waiver may not be required of the student

Control provisions on student records and student information
The official student file shall not be sent outside the Wake Tech Admissions Office, the Registration & Student Records Office, the Financial Aid Office, the Placement Office or the Cooperative Education Office, except in circumstances specifically authorized in writing by the president or appropriate vice president.

Students have the right to inspect their own records as covered by FERPA, whether recorded in hard copy, electronic data processing media or microfilm. The registrar has been designated by the college to coordinate the inspection and review of student records. Requests to review records must be made in writing, specifying the item or items of interest. Records will be made available for review within 45 days. Upon inspection, students are entitled to an explanation of any information contained in the record.

Students may have copies of their records **except** the following:

- When a financial "hold" exists
- When the copy requested is a transcript of an original or source document that exists elsewhere

A fee of $0.50 per page may be charged for copies of records other than the student's transcript(s) of academic records.

Transcripts and other information, except as provided by FERPA, are released **only** with the written consent of the student. Such written consent **must** meet the following requirements:

- Specify the records or the data to be released, to whom it is to be released and the reason(s) for release
- Be signed and dated by the student

Disclosure of information without the student's consent
Educational records will be disclosed without written consent of students to properly identified and authorized representatives of the Comptroller General of the United States, the U.S. Secretary of Education, state educational officials and the U.S. Department of Veterans Affairs for audit and evaluation of federal- and state-supported programs or in connection with enforcement of the federal or legal requirements that relate to such programs. Routine requests for student data from agencies such as the U.S. Department of Education Office of Equal Opportunity, research agencies and state-reporting agencies may be honored without prior approval of the student only in formats where students are not identified. In the course of fulfilling its contractual obligations with third-party vendors, the college recognizes that the third-party vendor is acting as a legal agent ("school official") of the college and will use the confidential information for the purposes stated in the agreement.

The college has entered into agreements with vendors that include the following:

- BibliU
- Higher One
- National Student Clearinghouse
- Maxient Student Conduct Manager
- College Foundation Incorporated School Services

- Visual Zen
- Academic Works
- Hyland
- Informer
- QLess
- Instructure/Parchment

Confidential information requested by anyone other than federal or state agencies as specified above will be released **only** under the following conditions:

- An official order of a court of competent jurisdiction
- A subpoena – Students will be notified immediately by registered mail that their records are being subpoenaed.
- At the request of the parents of a student, upon receipt of a certified copy of their most recent federal income tax form naming the student as a dependent

Requests for confidential information will be honored without prior consent of the student in connection with an emergency, if the knowledge of such information by appropriate persons is deemed necessary, by a responsible person, to protect the health or safety of the student or others.

Faculty and administrative officers of the college who demonstrate a legitimate educational need will be permitted to look at the official student record of a particular student.

Directory information
The college may make the following directory information available to the public unless the student notifies the registrar in writing by the end of the first week of the term that such information is not to be made available:

- Student's name
- Date of birth
- Wake Tech email address
- Major field of study or program
- Dates of enrollment

- Degrees, diplomas or certificates received
- College honors

The college designates photographs, videos or other media containing a student's image or likeness as "limited-use directory information."

As designated, limited-use directory data will not be provided to external parties not contractually affiliated with the college. Use and disclosure of this information shall be limited to the following:

- Publication on websites hosted by, on behalf of or for the benefit of the college
- Publication in print for purposes including college marketing, public relations, outreach and press releases
- At college events such as athletic events, college fairs and open houses, student organization activities, campus atmosphere, etc.
- College officials who have access, consistent with FERPA, to such information and only in conjunction with a legitimate educational interest
- External parties contractually affiliated with the college, including official third-party vendors and partner institutions with a joint memorandum of understanding

Any release of student information for public use or use by the media, except for the specified directory information and limited-use directory information detailed above, must have the prior written approval of the student(s) involved.

Record of access
A record of access to the official student record will be maintained within the record itself. This record will show the name, address, date and purpose of the person(s) who have been granted access. All persons who have access will be included in this record except those institutional employees who, because of the nature of their duties, have been granted access.

Student's rights to question contents of official records
A student has the right to view his or her official records as maintained by the college. Furthermore, a student may question any inaccurate or misleading information and request correction or deletion of that data from the official records.

All such requests will be sent to the registrar and will become a part of that student's record.

All requests for correction of a student record will be acted upon within 45 days of receipt of that request. If the custodian can verify that such data is, in fact, in error, appropriate corrections will be made, and the student will be notified in writing. In the event that the registrar fails to resolve the request to the student's satisfaction, the student may continue the grievance through compliance with the grievance procedure found in the college catalog. If the outcome of the grievance is in agreement with the student's request, the student will be permitted to review his or her record to verify that the change has been made correctly. If the student's request is denied, he or she will be permitted to append a statement to the record in question, showing the basis for the disagreement with the denial. Such appendages will become a permanent part of the record.

How to file a complaint
Students who feel their rights under FERPA have been violated should submit their concern to the college through the Student Complaint form; more information is available in the college catalog. Eligible students or parents may also file a written complaint on FERPA violations to the U.S. Department of Education at the following address:

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

Contact Registration and Records

Curriculum Admissions
Information is available online or by calling an admissions information specialist at 919-866-5420.

Registration and Records

- Southern Wake Campus: Student Services Building (Building L), Room 243
  919-866-5700 or registrar@waketech.edu
- Scott Northern Wake Campus: Building B, Room 216
- Online

Advising
919-866-5474 or advising@waketech.edu



Financial Aid Mission

Wake Tech's Financial Aid Office strives to provide quality assistance to all students and makes every effort to ensure that no qualified student is denied the opportunity to continue his or her education because of economic disadvantages. Through a program of scholarships, grants, work-study and loans, the Financial Aid Office provides students with options for supplementing their own and their families' resources to pursue their education goals.

Financial Aid Application

To apply for financial aid, you must complete the Free Application for Federal Student Aid (FAFSA®) online. The FAFSA® should be completed as soon as possible on or after December 1 for the upcoming academic year. If you prefer not to complete the application online, you may complete the FAFSA® in PDF format and mail it to the processing center or request a paper FAFSA® by calling 800-433-3243. If you are hearing impaired, you may call the TTY line at 800-730-8913.

Deadlines and priority dates
To allow time for processing and offering financial aid to students before the first day of classes, priority deadlines have been established for each semester:

Semester/term

FAFSA® deadline

Financial Aid Office paperwork deadline

Fall

June 1

July 1

Spring

October 1

November 1

Summer

April 1

May 1

NOTE: If any deadline falls on a weekend or a holiday, the paperwork is due the next business day.

Students will be notified of their offers once all required documentation has been received in the Financial Aid Office. Students who submit applications and documentation after the deadlines must be prepared to pay for their tuition, fees and books. Students may view their financial aid information during each stage of the process through Self-Service - Financial Aid.

Student Responsibilities Regarding Financial Aid

To receive federal Title IV and/or state assistance, a student must meet the following requirements:

- Demonstrate financial need through the completion of the Free Application for Federal Student Aid (FAFSA®)
- Have a valid high school diploma or a High School Equivalency certificate on file with the college
- Be enrolled in an eligible program of study at Wake Tech
- Be a U.S. citizen or an eligible non-citizen
- Have a valid Social Security number
- Maintain satisfactory academic progress
- Certify that he or she is not in default on a federal student loan and does not owe money on any federal aid

NOTE: Students with a high school diploma determined to be invalid are not eligible for financial aid. A diploma will be deemed invalid if there is reason to believe that limited coursework was required to complete the diploma or that a fee was charged by the agency that issued the diploma.

Students with an invalid diploma may establish eligibility for financial aid as outlined below. "Enrollment," as used below, is defined as officially registered and attending classes.

To receive financial aid funds, a student must be qualified to study at the post-secondary level. A student qualifies if he or she meets the following requirements:

- Has a high school diploma
- Has the recognized equivalent of a high school diploma, such as a GED or other state-sanctioned test or diploma-equivalency certificate
- Has completed homeschooling at the secondary level, as defined by state law
- Has completed one of the ability-to-benefit alternatives and is either currently enrolled in an eligible career pathway program or first enrolled in an eligible post-secondary program prior to July 1, 2012
- Has an accredited associate degree
- Has successfully completed at least 60 semester credit hours that do not result in the awarding of an associate degree but that are acceptable for full credit toward a bachelor's degree at any institution
- Is enrolled in a bachelor's degree program where at least 60 semester credit hours have been successfully completed, including hours transferred into the bachelor's degree program

Students will not be denied admission to Wake Tech; however, they will not be eligible to receive financial aid until one of the above items is completed. More information is available in the Financial Aid Office.

Enrollment Requirements

For financial aid purposes, full-time enrollment is **always** considered 12 credit hours, regardless of whether the student is enrolled in the Fall or Spring semester or Summer

term. Students receiving veterans' benefits should contact their Wake Tech Department of Veterans Affairs representative.

To receive the maximum Pell Grant offer, a student must be enrolled for 12 credit hours or more each semester in an eligible program of study. Depending on eligibility, a reduced Pell Grant offer may be given to students enrolled three-fourths time (9-11 credit hours), half time (6-8 credit hours) or less than half time (1-5 credit hours). Only courses in a student's program of study can be included when determining the offer for each semester. For example, a student who is enrolled for 12 credit hours but is taking a five-credit-hour course that is not part of his or her program of study will receive Pell Grant funds for seven credit hours only. Students should refer to Financial Offer Information to learn more about disbursement requirements.

- To receive funding from the North Carolina Scholarship, students must be enrolled **at least half-time** when funds are released.
- To receive funding from the Direct Loan Program, students must be enrolled for **at least six credit hours** when funds are released and must maintain continuous enrollment with at least six credit hours.
- Students must register for all courses, including "mini-mesters," by the last day to drop for the term.

Enrollment Verification for Military and Veteran Students

Post-9/11 GI Bill® students who receive monthly housing allowance and/or kicker payments are required to verify their enrollment to continue receiving their payments. By regularly verifying your enrollment, you protect your GI Bill entitlement by preventing charges for classes or training you did not attend.

Students using MGIB-Active Duty (Chapter 30) or MGIB-Selected Reserve (Chapter 1606) must verify their enrollment each month to receive payment for that month. Your enrollment can be verified starting on the last calendar day of the month by using VA Web Automated Verification of Enrollment (WAVE) or by calling a toll-free Interactive Voice Response telephone line at 877-823-2378.

Financial Aid for Students with Disabilities

Vocational Rehabilitation is a public service program operated through the Division of Vocational Rehabilitation in the North Carolina Department of Human Resources. Vocational Rehabilitation offers several financial resources to assist individuals with disabilities. Students may be eligible for financial assistance to complete a course of study to meet individualized needs. Prospective students should contact the nearest Division of Vocational Rehabilitation Services office.

Financial Aid for Transfer Students

Any student who transfers to Wake Technical Community College must provide official transcripts from all schools attended, including high school. Wake Tech will evaluate all transcripts to determine if an offer of financial aid can be made.

Financial aid received at any other institution within the same academic year may reduce the amount of financial aid available to the student at Wake Tech. Students are not permitted to receive federal Pell Grant and state grant funds simultaneously at two institutions.

Students wishing to repeat courses for which they have already received transfer credit will have to be evaluated on an individual basis with consideration given to previous aid received in accordance with federal repeated coursework regulations.

Federal and State Grant Programs

Wake Technical Community College offers several different federal and state grant programs. Grants are gifts of financial aid and, as such, do not generally have to be repaid as long as a student remains enrolled each semester. Students who withdraw completely may be required to repay a portion of federal grant funds received.

Federal grant programs

- **Pell Grants**
  The student must be a U.S. citizen or permanent resident enrolled in an eligible program, demonstrate financial need and meet all other eligibility requirements. Students must complete the Free Application for Federal Student Aid (FAFSA®). For 2023-24, annual offers range from $750 to $7,395, depending on enrollment status. The maximum Pell-eligible Estimated Family Contribution (EFC) is $6,656. Offer

ranges are subject to change based on congressional action.

- **Year Round Pell**
  An eligible student may now receive a full federal Pell Grant for the Summer term even if they received a full Pell Grant during the Fall and Spring semesters. Year-round Pell allows students to receive up to 150% a regular grant offer over the course of the academic year so that they can continue taking classes in the Summer and finish their degrees faster than they would otherwise.
  With careful planning, Pell Grant recipients may take advantage of this regulation to earn their degree faster. However, students should keep in mind that the Summer term is shorter (8-10 weeks) than Fall and Spring semesters (16 weeks). Students should consult with their academic advisors to develop a manageable course load for the shorter Summer term. Just because students may be eligible for full-time Pell Grant funds does **not** mean students are required to carry a full-time load.

NOTE: Any Pell Grant received will be included in determining the student's Pell Grant duration of eligibility and Lifetime Eligibility Used (LEU). To be eligible for additional Pell Grant funds, a student must meet the following requirements:

- Be otherwise eligible to receive Pell Grant funds for the payment period
- Be enrolled at least half-time in the payment period(s) (6 credit hours) during the Summer term
- Maintain Satisfactory Academic Progress

  Pell Grants are limited to a lifetime maximum of the equivalent of 12 full-time semesters or six years (or 600%) for community colleges, vocational schools and public and private four-year universities. Limits will be tracked by the U.S. Department of Education for each institution the student has attended.

  A full year (100%) of eligibility is counted regardless of the amount of the grant received. For example, a student who is eligible for $3,000 in Pell Grant funds who received $1,000 in the Fall semester, $1,500 in the Spring semester and $500 in the Summer term has been offered 100% for the year. Pell Grants are available only to undergraduate students. Once a bachelor's degree is earned, the student is no longer eligible for Pell Grant funds, even if the 600% eligibility has not been met. Students are required to meet and maintain Satisfactory Academic Progress

standards to maintain eligibility.

- **Federal Supplemental Educational Opportunity Grants (FSEOG)**
  The Federal Supplemental Educational Opportunity Grant (FSEOG) provides grant funds to exceptionally needy students. Eligibility is determined by a student's submission of the FAFSA® and all required documentation. The maximum offer at Wake Tech is $1,000 per academic year; offers may be reduced. Students who submit the FAFSA® by March 15 and all required documentation work by June 1 will receive priority consideration.

- **Federal Work-Study Program**
  Federal Work-Study provides part-time employment opportunities to students in need of financial assistance. Students generally work 10 to 20 hours per week. This grant is administered based on the availability of funding. Students must complete the FAFSA® and turn in all required documentation in order to be considered for this grant. In most instances, a student must be enrolled at least half-time in an eligible diploma or associate degree program and must maintain Satisfactory Academic Progress to qualify. Federal Work-Study earnings are paid on a monthly basis after a time record has been signed, approved and processed by the Financial Aid Office and Human Resources. For more information pertaining to the Federal Work-Study Program, visit the Financial Aid Office.

- **Iraq and Afghanistan Service Grant (IASG)**
  You may be eligible for an Iraq and Afghanistan Service Grant if you meet the following conditions:
    - Your parent or guardian was a member of the U.S. armed forces and died as a result of military service performed in Iraq or Afghanistan after the events of September 11, 2001
    - You were under 24 years old or enrolled in college at least part-time at the time of your parent's or guardian's death
    - You meet all requirements for the federal Pell Grant, but your Expected Family Contribution makes you ineligible

State grant program

Next NC Scholarship
The Next NC Scholarship is for North Carolina residents who demonstrate financial need and are enrolled at least half-time at a North Carolina community college or a University of North Carolina institution.

Qualifying students at community colleges are guaranteed at least $3,000.

Eligibility

- A North Carolina resident as defined by North Carolina Residency Manual
- Graduated high school or completed a high school equivalency program
- In a household with an adjusted gross income of $80,000 or less
- Enrolled for at least six credit hours in a financial aid-eligible program

Applicants must complete the Free Application for Federal Student Aid (FAFSA®) listing a UNC System institution or North Carolina community college.

Consideration for funding is automatic once the FAFSA® is filed. The FAFSA® filing priority date is June 1. Applicants completing the FAFSA® after June 1 may be denied if sufficient funds are not available.

Student Loan Programs

The U.S. Department of Education offers three types of loans through the William D. Ford Direct Loan Program:

- Direct Subsidized Loans
- Direct Unsubsidized Loans
- Direct PLUS Loans

Student loans **must** be repaid.

Interest rates on federal student loans have been set annually according to the 10-year Treasury note rate, plus a fixed percentage that differs by loan type.

- **Direct Subsidized Loans**
  Subsidized loans are need-based: To qualify for a direct subsidized loan, a student must demonstrate financial need as a result of filing the Free Application for Federal Student Aid (FAFSA®). Eligibility is determined by the institution; funds are provided

by the U.S. Treasury and repaid to agencies designated by the U.S. Department of Education. The amount that may be borrowed per year ranges from $3,500 to $5,500 for undergraduates, depending on grade level; it is set by the federal government. Interest on the loan is paid by the government as long as the student is enrolled at least half time. The student becomes responsible for repayment (principal and interest) six months after graduating or dropping below half-time enrollment.

- **Direct Unsubsidized Loans**
  Unsubsidized loans are not need-based; however, to qualify, students must still complete a FAFSA®. Eligibility is based on the cost of attendance minus other expected financial aid. Students are charged interest from the date the loan funds are disbursed. Annual maximums, interest rates, and repayment provisions are the same as those for direct subsidized loans.

- **Direct PLUS Loans**
  Parents of a dependent undergraduate student may apply for a PLUS loan to help meet costs of attendance not covered by other financial aid. Completion of a FAFSA® is required, and parents must submit a PLUS Request form to the Financial Aid Office. PLUS loans generally offer better interest rates and repayment options than other non-federal education loans. Repayment typically starts when funds are disbursed; however, deferments are available upon request.

- **Forgivable Education Loans for Service (NCFELS)**
  The Forgivable Education Loan for Service is state-funded aid that provides financial assistance to qualified students who are committed to working in North Carolina in fields designated as critical employment shortage professions. The College Foundation of North Carolina has more information on the application process, specific program details and deadlines.

Merit- and Need-based Scholarships

The Wake Tech Foundation offers a variety of merit-based and financial need-based scholarships for Wake Tech students enrolled in degree programs. For information about scholarships for students in non-degree programs, students should contact the Workforce Development Division.

To be considered for a scholarship on the basis of financial need, you must complete the Free Application for Federal Student Aid (FAFSA®) and supply all necessary documentation to the Financial Aid Office prior to the April 30 scholarship deadline.

Scholarship applications are available during Spring semester. Applications are accepted online via the website from March 1 through April 30 for the upcoming academic year. Selections are made in June.

Applications are evaluated by a committee of Wake Tech faculty and staff. Only applicants who have received an acceptance letter from Wake Tech Admissions by the scholarship application deadline will be considered.

Students are strongly encouraged to apply for scholarships to offset tuition costs.

Return of Title IV Funds Calculation

The return of Title IV funds procedure shall apply to all students who withdraw, drop out or are expelled from Wake Tech and receive financial aid from Title IV funds. The term "Title IV Funds" refers to the federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs:

- Pell Grants
- SEOG
- Direct Loan programs (subsidized and unsubsidized)
- Direct Parent PLUS loans

Students who withdraw from all classes prior to completing more than 60% of an enrollment term will have their eligibility for aid recalculated based on the percent of the term completed. For example, a student who withdraws completing only 30% of the term will have "earned" only 30% of any Title IV aid received. The remaining 70% must be returned by the school and/or the student. Wake Tech encourages you to read this procedure carefully.

If you are thinking about withdrawing from all classes prior to completing 60% of the semester, you are strongly urged to contact the Wake Tech Financial Aid Office to see how your withdrawal will affect your financial aid. It can negatively affect your overall academic progress **and** it may create a debt to Wake Tech, the Department of Education or both that you are responsible for paying. Once you have completed more than 60% of the enrollment

term, you earn all the assistance that you were scheduled to receive for that period. You are also exempted if you complete a module ("mini-mester") or combination of modules that include 49 percent or more of the number of days in the payment period or complete coursework equal to or greater than six credit hours.

The withdrawal date is determined as either of the following:

- The date the student began the institution's withdrawal process or officially notified the institution of intent to withdraw
- The last date of attendance required by course instructions. If a student is enrolled in more than one course, the last date of attendance used to calculate the withdrawal date will be the latest date the student remained enrolled.

Title IV aid is earned in a prorated manner on a per diem basis up to and including the 60% point in the semester. The percentage of Title IV aid earned shall be calculated by dividing the number of days completed by the student by the total number of days* in the semester or term. The percentage of term completed shall be the percentage of Title IV aid earned by the student.

*The total number of calendar days in a term of enrollment shall exclude any scheduled breaks of more than five days. For purposes of the 49 percent calculation, you take the total number of calendar days in a term of enrollment and exclude any breaks between modules ("mini-mesters") to determine if the student completed 50 percent of the term.

If you withdraw from all coursework on or before the 60% of the period, Wake Tech is required to return a portion of your financial aid that is unearned. The amount of aid that the college will return to the federal aid programs is the lesser of the following:

- The total amount of unearned Title IV assistance to be returned
- An amount equal to the total institutional charges incurred by the student for the payment period or period of enrollment multiplied by the percentage of the Title IV grant or loan assistance that has not been earned by the student

As a result of this calculation, federal funds may not cover all unpaid school charges due to Wake Tech upon your withdrawal. Any debt created by Wake Tech returning a portion of your aid to the federal programs is due and payable by you. Unpaid debts to Wake Tech will prevent you from receiving an official academic transcript and prevent you from registering for more coursework at Wake Tech until the debt is paid in full.

If you did not receive all the funds that you earned, you may be due a post-withdrawal disbursement. Wake Tech will automatically use all or a portion of your post-withdrawal

disbursement of grant funds for tuition, fees and other institutional charges. We need your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission, you will be offered the funds. However, it may be in your best interest to allow Wake Tech to keep the funds to reduce your debt at the school.

NOTE: A post-withdrawal second or third scheduled loan disbursement in an academic term cannot be made unless the student has successfully completed the loan period (34 CFR 668.164(j)(4)(ii)).

There may be some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any Direct Loan funds that you would have received had you remained enrolled past the 30th day.

Unearned Title IV aid must be returned to the following programs in the following order:

- Federal unsubsidized loan
- Federal subsidized loan
- Federal PLUS loan
- Federal Pell Grant
- Iraq/Afghanistan Grant
- Federal SEOG
- Other Title IV grant aid

Any loan funds that you must return, you (or your parent for a PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of your loan. Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is $50 or less. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

At the end of the semester the Financial Aid Office randomly selects a sample of students earning all F's to determine if the F's are earned or unearned. If the F's are determined to be unearned a calculation will be performed using the midpoint of the semester as the

withdrawal date. Students may be billed for resulting institutional charges and repayments of federal student aid.

The following example illustrates how the federal Return of Title IV Funds policy would affect a student who withdraws from classes at Wake Tech:

A student is attending Fall semester full-time, which is 116 calendar days in length. Classes are scheduled for the entire semester. The student withdraws from classes on the 28th day of the semester.

Type of aid

Amount

Pell Grant

$2,775

Direct subsidized loan

$2,750

The student was awarded a total of $5,525 in financial aid, and after $1,144 in tuition and fees was paid to Wake Tech, received $4,381.

Because the student earned only 24% of the award (28 days/116-day semester), he or she earned only $1,326 of the total. Although the remaining $4,199 was unearned, Wake Tech must return only $869 to the federal government ($1,144 in institutional charges multiplied by the 76% that was unearned). The remaining $3,330 is the student's portion, which must be paid in accordance with the terms of the promissory note.

Satisfactory Academic Progress for Financial Aid Recipients

Standards of Satisfactory Academic Progress for Financial Aid Recipients
Effective July 1, 2019

Federal regulations require schools to monitor the academic progress of each student who applies for financial aid and to certify that each student applicant is making Satisfactory Academic Progress toward a degree, diploma or certificate. Federal regulations require schools to establish Standards of Satisfactory Academic Progress (SAP) that include qualitative and quantitative measures of progress and a time frame for completion of a program of study.

These standards are applied to students who receive financial aid from any of the following programs: Federal Pell Grant, Federal Supplemental Education Opportunity Grant, The Next NC Scholarship, Federal Work-Study, Direct subsidized or unsubsidized loans, Direct PLUS loans and institutional grants, scholarships and loans.

Students' academic performance is evaluated at the end of each semester of enrollment. Any student not meeting the minimum standards outlined below will be given financial aid warning status and notified by email from the Financial Aid Office. The student must meet the minimum requirements by the end of the financial aid warning semester; if not, financial aid will be suspended until the standards are met.

Transitional coursework
Although transitional courses do not count toward completion of a degree, federal regulations require that they be included when calculating cumulative completion rate for the purpose of determining Satisfactory Academic Progress for financial aid recipients. Wake Tech will also count grades earned in transitional courses in the student's cumulative GPA. Therefore, a student's financial aid GPA may differ from the college GPA that shows on the transcript. Most transitional courses are graded as pass (P) or fail (R). For financial aid purposes, a "P" will be treated as an "A" grade, and an "R" will be treated as an "F" grade.

Federal regulations also state that students may not receive financial aid (including grants and loans) for more than 30 credit hours of transitional coursework. Students who exceed this limit will be denied financial aid for additional transitional courses, and denial cannot be appealed. Students are limited to one Direct Loan for completion of transitional coursework.

Qualitative: Cumulative grade point average (GPA) requirement
In accordance with federal regulations, a student's cumulative GPA must be reviewed at the end of each semester of attendance, including summer.

- Students must have earned a cumulative 2.0 GPA or higher when grades are reviewed at the end of the semester.
- Students who do not earn the required cumulative 2.0 GPA will be placed on financial aid warning for their next semester of attendance.
- While on financial aid warning, the student remains eligible for financial aid:
    - If the student earns a cumulative 2.0 GPA or higher by the end of the financial aid warning semester, the warning will be lifted (provided the student meets all other SAP guidelines).

- If the student does **not** earn a cumulative 2.0 GPA by the end of the financial aid warning semester, financial aid will be suspended. The student will not qualify for financial aid effective the next semester of attendance and until such time as the student again meets all SAP guidelines.

Quantitative: Completion rate requirement

In accordance with federal regulations, students must successfully complete at least 67% of cumulative credits attempted in order to meet the requirements for financial aid. For example, if a student has attempted 60 credit hours during enrollment, he or she must successfully complete 40 or more of those hours. Student completion rates are reviewed at the end of each semester of attendance, including summer.

- Students must earn a cumulative 67% completion rate. Grades are reviewed at the end of each semester.
- Students who do not earn a cumulative 67% completion rate will be placed on financial aid warning for their next semester of attendance.
- While on financial aid warning, the student remains eligible for financial aid:
    - If the student completes sufficient credits to earn a 67% completion rate by the end of the financial aid warning semester, the warning will be lifted (provided the student meets all other SAP guidelines).
    - If the student does **not** complete sufficient credits to earn a 67% completion rate by the end of the financial aid warning semester, financial aid will be suspended. The student will not qualify for financial aid effective the next semester of attendance and until such time as the student again meets all SAP guidelines.

Maximum time frame

The maximum time frame within which to complete a degree (or another program of study) is 150% of the published length of the program. For example, if the published length of a program of study is 64 semester hours, a student may attempt up to 96 semester hours (64 x 150%). To determine the published length of a program, please refer to the Wake Technical Community College Catalog. A student becomes ineligible for aid when it becomes mathematically impossible for him or her to complete the program within 150% of its length.

Students who exceed the maximum allowable time frame for completing a program of study may appeal if they experience documented extenuating circumstances. The student must provide a Maximum Time Frame Appeal form; if the plan is deemed reasonable and

the circumstances are valid, the student will receive financial aid on a probationary basis for one or more semesters until the degree is completed. Failure to comply with the plan will result the suspension of financial aid.

A student may request a "recalculation" of the maximum time frame component in the following scenarios:

- A change in the program of study
- Attempting multiple programs
- Has successfully completed a program and is returning to pursue another program.

If deemed appropriate, the recalculation would include only the credit hours that are applicable to the current program(s) of study. In the case of multiple degrees, each program would be calculated separately to include only the credit hours that are applicable to each program. A student may request the recalculation only twice in his or her academic career at Wake Tech. A review of the student's remaining aid eligibility and the ability to complete will be taken into consideration for students completing multiple programs. The student must be meeting the GPA and completion rate requirements for a recalculation to be approved.

Appeals

Students may appeal the suspension of their financial aid eligibility in the event of documented extenuating circumstances. Extenuating circumstances are those that are unexpected, could not be planned for and are outside of the student's control. Extenuating circumstances may include illness or injury of the student or an immediate family member or the death of a family member. Documentation from a third-party verifying the circumstances is required. Circumstances such as lack of maturity, lack of effort and typical work and family life balance will not be considered. The appeal must address why the student failed to make satisfactory progress and what has changed in the student's situation that will allow the student to demonstrate satisfactory progress in the future. Appeals must be submitted in writing to the Financial Aid Office. The Satisfactory Academic Progress Appeals Committee will review the appeal and notify the student in writing regarding the status of the appeal. If it is mathematically impossible for a student to meet the cumulative 2.0 GPA requirement and/or the cumulative 67% completion rate requirement, the appeal will not be approved. Appeals are not retroactive; they are approved for the student's current (if enrolled) or next semester of enrollment. Students are generally limited to two suspension appeal requests while attending Wake Tech. Please refer to the Satisfactory Academic Appeal website for information regarding submission deadlines.

Students whose appeals have been approved will be placed on financial aid probation for their current or next semester of attendance. The student will be placed on an academic plan that must be followed in order to continue enrollment. The plan may include requirements for academic performance and/or for meetings with an academic advisor or Wake Tech counselor. Students who meet these requirements will continue to be on probation for the next semester. Continued eligibility for financial aid is contingent on meeting the requirements of each semester's academic plan. Failure to meet the requirements of the academic plan will result in termination of financial aid the next semester of attendance. A student's academic progress status does not return to satisfactory until he or she earns a cumulative 2.0 GPA and a cumulative 67% progress rate and does not exceed the maximum time frame for program completion.

Treatment of selected grades

Withdrawals: Credit hours in which a student receives a grade of "W," "WP," "WF," "R" and "F" are included in the number of hours attempted but do not count toward successfully completed hours. Consequently, students who withdraw may have difficulty meeting the completion rate component of satisfactory academic progress requirements.

Incompletes: Incomplete grades are treated as an "F" in the SAP calculation. Upon notification by the student that the final grade has been submitted, the actual grade, credit hours attempted and credits earned will be used to determine if the student is maintaining satisfactory academic progress.

Grades earned thru Career and College Promise: All grades earned as a Wake Tech CCP student are included in the calculation to determine a student's satisfactory progress standing for GPA and completion rate. A cumulative 2.0 GPA and a 67% completion rate are required to be eligible to receive financial aid.

Transfer credit: Students transferring from another institution will be considered making satisfactory progress at the time of enrollment. A student's maximum time frame for receiving financial aid will be reduced by the number of transferred credit hours applied towards his or her program of study at Wake Tech. Transfer hours applicable to the student's program of study count favorably towards the student's rate of progression.

Audits: An "AU" audit grade is not considered attempted coursework. It is not included in the determination of grade point average or completion rate. A student cannot receive financial aid for an audited course.

Credit by examination: Credit hours earned by examination are considered attempted and completed coursework and, therefore, **will** be considered in calculating a student's completion rate. Financial aid does not pay for credit hours earned by examination.

Repeated course: Per federal regulations, financial aid can pay for one repeat of a course in which a grade of "B," "C," "D" or "P" was earned. All repeated courses are included as attempted credits. A student may not receive financial aid for repeating a course in which he or she previously earned a grade of "A," because that grade cannot be improved upon.

Failed course: Per federal regulations, financial aid can pay for a failed course until the course is successfully passed; however, each attempt is included in both attempted and earned credits. As a result, a student's rate of progression may be negatively affected. Students must adhere to the Wake Tech policy regarding limitations on repeat courses.

Summer terms: Credit hours attempted and earned during the Summer term will be included in the calculation of satisfactory academic progress, just as those earned during any other enrollment period.

Successful completion: A grade of "A," "B," "C," "D," "X" or "P" is considered successful course completion. A grade of "F" or "R" is **not** considered successful completion.

Key terms related to Satisfactory Academic Progress standards

Satisfactory Academic Progress policy: An institution's policy for determining whether an otherwise eligible student is making satisfactory academic progress in his or her educational program in order to receive financial aid assistance.

Satisfactory: Student has met the minimum SAP standards and is eligible to continue to receive federal financial aid for the next semester.

Financial aid warning: Students who have not earned the required GPA or completion rate will be placed on financial aid warning for the following semester. Academic progress will be monitored at the end of each semester to determine if the student meets the standards and is eligible to continue to receive financial aid. The student may receive financial aid during the warning period.

Financial aid probation: Students whose appeals have been approved by the Satisfactory Academic Progress Appeals Committee are placed on financial aid probation.

Financial aid suspension: Students on financial aid warning status who have not successfully earned a cumulative GPA of 2.0 and a cumulative completion rate of 67% at the conclusion of the warning period will have their financial aid suspended. Financial aid

will also be suspended for students who have attempted the maximum allowable credit hours for their program of study.

Notification of financial aid suspension or warning: The Financial Aid Office will send an email to any student who is placed on financial aid warning or suspension; however, failure to receive correspondence does not negate a suspension or warning status.

Academic plan: A plan developed by the institution and the student to ensure that the student is able to meet the institution's satisfactory academic progress standards by a specific point in time.

Continued probation 1 is assigned to a student who satisfies the conditions of his or her academic plan. The student is eligible to receive financial aid for an additional semester and is expected to complete all courses with a "C" or better, with no withdrawals or failing grades.

Continued probation 2 is assigned to a student who satisfies the conditions of continued probation 1. The student must complete all courses with a "C" or better, with no withdrawals or failing grades.

Continued Probation 3 is assigned to a student who satisfies the conditions of continued probation 2.

Continued Probation 4 is assigned to a student who satisfies the conditions of continued probation 3.

Appeal: Students who have been disqualified from receiving financial aid may submit a Satisfactory Academic Progress Appeal form if extenuating circumstances have affected academic performance. The circumstances must be explained and documented in writing and submitted to the Satisfactory Academic Progress Appeals Committee.

Extenuating circumstances: Circumstances that are unexpected, could not be planned for and are outside of the student's control and can be documented by a third party. Extenuating circumstances may include illness or injury of the student or an immediate family member or the death of a family member. Circumstances such as lack of maturity, lack of effort and typical work and family life balance will not be considered.

Qualitative component: The specified standard, typically grade point average (GPA), that a student must have at each evaluation period.

Quantitative component: The pace at which students must progress through their programs to ensure that they will graduate within the maximum time frame.

Transfer credit: Credit hours from another institution that are accepted toward the student's education program at the current institution and which count as both attempted and completed hours.

Regaining eligibility: Students who continue to attend school without federal financial aid may regain eligibility for financial aid by earning a cumulative GPA of 2.0 and a cumulative completion rate of 67%. A student may request reconsideration of eligibility for financial aid by submitting a written request to the Financial Aid Office once all requirements are met; however, satisfactory academic progress is automatically reviewed at the end of each semester for students with an ISIR on file within the past three years.

Returning students are evaluated on a continuing basis from the last enrollment unless an extenuating circumstance is considered. Returning students who enrolled under an earlier academic progress policy will be required to meet the standards of the current policy upon their return.

Complete academic record: To measure a student's satisfactory progress toward a degree, diploma or certificate requirements, the student's complete academic record at Wake Tech must be evaluated, whether or not the student received aid for the entire time of enrollment. Any course grades of "W" or "WF" that were forgiven by Wake Tech must be included in a student's cumulative record when determining satisfactory academic progress standards. When students complete coursework for more than one major, academic progress standards for each major must be met for that student to receive student aid.

NOTE: Warning status or suspension status due to failure to make satisfactory academic progress can be changed only by successfully completing classes. A student may not improve his or her status by simply "sitting out" a semester. Once the student meets both SAP requirements – a cumulative GPA of 2.0 and a cumulative completion rate of 67% – the student's status will change, and he or she will be considered in good standing for financial aid.

The dean of Financial Aid (or designee) is the person authorized by Wake Tech to provide financial aid information to students. Office hours are 8 a.m. to 5 p.m., Monday through Friday.



Attendance Policy for Degree Courses

In accordance with North Carolina Community College System and Southern Association of Colleges and School Commission on Colleges policies for awarding credit, Wake Technical Community College requires regular class attendance.

Regular class attendance also gives students the full benefit of instruction from their faculty, while absences hurt academic performance and are not a part of good scholarship. Accordingly, the purpose of this policy is to inform students of the requirements (and benefits) of attending scheduled degree courses and details the college's expectations and requirements for all students attending degree courses and procedures for informing instructors of absences.

Wake Tech expects students to attend at least 90% of all scheduled class meetings. If a student's consecutive absences from class exceed 10% of the total instructional time, the student has not communicated with the instructor and the student is currently not passing the class, then the faculty member should withdraw the student from the class.

Consistent with a culture of care, faculty have the discretion to work with students who express a need for reasonable attendance accommodation. Similarly, students must take personal responsibility for their attendance and use discretion when making schedule choices to meet the demands of work, family and other responsibilities.

Absences

When students know of upcoming absences, they should notify their instructors in advance. If advance notice is not possible, then students should contact instructors as soon as possible after the absence occurs.

A class absence in a seated class or an online synchronous class is defined as missing one-half or more of any regularly scheduled class meeting. Online asynchronous

attendance is tracked based on consistent engagement, including completion of assignments, discussion boards and tests/quizzes in Blackboard. Students in hybrid and blended classes must meet the attendance expectations for the in-person class meetings and the online classes.

Tardiness and early departures

Students are expected to arrive to class on time and to remain in class for the entire class period. Arriving late or leaving early disrupts the learning environment; however, extenuating circumstances may necessitate late arrivals or early departures on rare occasions.

Program-specific attendance guidelines

Some academic departments and programs, such as Health Sciences programs, may establish specific attendance guidelines due to requirements from external agencies, including accreditors. Faculty will outline these attendance guidelines on the class syllabus. Students who receive financial aid or veterans benefits should consult those agencies to confirm any attendance requirements.

Absences for military service

Any student in the United States Armed Forces who has received temporary or permanent reassignment as a result of military operations or who is in the National Guard and has been placed on state active-duty status can be excused from class attendance during the period of time of active duty.

When feasible, a student excused due to military service will be allowed to continue classes and coursework during the academic term. The student will have the opportunity to make up any test or work missed during the excused absence.

Students will have the option to receive an "Incomplete" grade temporarily for any course that the student was unable to complete based on being placed on active-duty status or reassignment. However, the student must make up the work for the final grade within the time frame allowed for incomplete grades – by the end of the fifth full week of the following semester – in accordance with college policy on Incomplete grades.

The student will be permitted to drop, without penalty, any course that the student is unable to complete as a result of being placed on active-duty status or reassignment. Students in this circumstance will be permitted to drop without financial penalty as set forth in State Board Code 1E SBCCC900.4.

Absences for participation in college-sponsored activities

Wake Tech students are encouraged to take advantage of holistic educational opportunities through college-sponsored activities (e.g., student club and organization competitions/activities, intercollegiate athletics, service-learning and other leadership/volunteer opportunities) and to do so without academic penalty.

Absence from classes or exams for these reasons do not relieve students of responsibility for any part of the coursework required during the absence.

Students who miss classes, exams or other assignments because of participation in a college-sponsored activity should be provided a reasonable alternative opportunity, consistent with class attendance policies stated in the syllabus, to make up missed work. It is the obligation of students to provide faculty, as early in the semester as known, with the dates for which they expect to be absent due to participation in college-sponsored activities. Students should provide their instructor with written notification – memo or email – from a college official stating the dates and times that participation in the activity would result in the student missing class.

Absences for Religious Observances

Wake Tech recognizes its legal and ethical responsibilities to accommodate students who must miss classes to participate in religious observances. North Carolina law requires that students be permitted at least two excused absences per year for these purposes. Wake Tech students are allowed two class days of excused absences per academic year for religious observances.

It is the student's responsibility to contact the instructor for each course in which work will be missed. The student must provide written notification to the instructor within the first two weeks of the semester, identifying the religious observance and date of the planned absence.

Faculty members must provide a suitable accommodation for affected students. Specific accommodations may vary, depending on course content, mode of instruction and size of class.

Examples of suitable accommodations:

- Establishing a class policy allowing all students to drop one exam or assignment grade
- Providing an opportunity for a makeup exam or equivalent assignment

- Allowing extra-credit assignments to substitute for missed class work
- Other reasonable accommodations determined by the course instructor

Students are responsible for missed class content. Students must request and should be provided with any instructional materials given out during their absence.

Student Email Policy

Communication to students from the college will be sent only to each student's Wake Tech email address. Students should use their Wake Tech email accounts when communicating with Wake Tech staff. Email sent by students from accounts other than their Wake Tech accounts may be refused by Wake Tech staff.

Add, Audit and Withdrawal Policies

Adding a course

Students may add a course via Self-Service through the last day to add as published in the academic calendar. Students who find it necessary to add a course should confer with their advisors. In rare instances, after the registration systems close, courses may be added by the Registration and Student Records Services Division upon receipt of a completed Request for Registration Override form. Students must obtain this form and the required signature from the academic department offering the course.

Dropping a course

Students may drop a course through the last day to drop as published in the academic calendar online (date subject to change). Students who find it necessary to drop a course should confer with their advisors. Students may drop classes via Self-Service until the end of the published drop deadline.

Courses dropped after the last day to drop for the term and on or before the 80% date of the semester or term are considered withdrawals. Courses dropped during this period will result in a grade of "W."

Students who drop a class are advised that doing so may affect their financial aid. Students may contact the Financial Aid office to determine whether funds will be affected.

Audits

Students who wish to audit courses may do so by submitting a Request to Audit form to the Registration and Student Records Services Division no later than the last day to add classes. Departmental approval is not required to audit courses during the published schedule period. After the last day to add, students may request to audit by submitting the form with signatures from the instructor and the dean of the division offering the class (or designee). Requests are not accepted after the mid-point of the term.

Audited courses provide no credit hours or grade points. Registration fees and tuition for audited courses are the same as those for courses taken for credit.

Withdrawals

When students cannot meet the expectations of the college's attendance policy, they have a right and responsibility to withdraw themselves from class through the 80% point in the term.

Word/Term

Definition

Census date

The 10% point of each course as determined by its schedule or term (for example, 16 weeks, 12 weeks, 10 weeks, 8 weeks). This is the last day students may be added to sections through overrides and the last day students can drop and receive a refund (75% refund).

Drop

Beginning on the first day of a course and lasting through the census date for that course, students may drop themselves and receive a refund.

Withdrawal

After the drop period ends, students who are withdrawn receive a "W" grade. Withdrawals are not eligible for refunds. W grades appear on the student transcript, but they are not calculated as part of the student's GPA.

Last date of attendance

The last date that a student was present or considered to be participating in a class.

- Student-initiated withdrawal
  Students may withdraw themselves from a course, multiple courses or the college

after the census date and by the 80% point in the semester. Students who find it necessary to withdraw must initiate the withdrawal process by contacting the instructor of each course and declaring their intent to withdraw. The instructor(s) will then submit the necessary information to the Registration and Student Records Services Division via the online withdrawal tool. Students may also initiate a withdrawal using the withdrawal form accessible from the student portal, my.waketech.edu.
Students enrolled in courses offered on schedules other than the standard 16-week semester and the regular Summer term should consult the Wake Tech academic calendar or their course syllabus to determine the last day to withdraw and receive a grade of W.

- Faculty-initiated withdrawal
  Faculty may withdraw students after the census date and by the 80% point in the semester. If a student's consecutive absences from class exceed 10% of the total instructional time, the student has not communicated with the instructor and the student is currently not passing the class, then the faculty member should withdraw the student from the class.
  If a student stops attending class after the 80% point, the student will receive the grade earned, including zeroes for any missed graded assignments. Faculty record the last date of attendance for every student who is awarded a grade of F, regardless of whether the F is the result of absences or academic performance. Faculty assign grades according to methods that are professionally acceptable, communicated to everyone in the class and applied to all students equally.

- Hardship withdrawal due to extenuating circumstances
  If a student cannot complete a class due to extreme extenuating circumstances, then the student can apply for a hardship withdrawal. Requests for hardship withdrawal must be submitted after the last day of the course and within 60 days of the last day of the course. Extenuating circumstances include the student's extreme illness or injury or a close family member's extreme illness, injury or death. A hardship withdrawal results in a grade change from an F to a W; it does not remove the course attempt from the student's transcript or result in a refund.
  Hardship withdrawals are typically granted for every course a student takes in the specific term. All hardship withdrawal applications must be supported by thorough and credible documentation. In cases of partial hardship withdrawals (for some courses but not all the courses the student attempted in the term), the

documentation must be particularly comprehensive and robust to justify the selective nature of the request. Students may initiate a hardship withdrawal request using the Bill Dispute and Hardship form accessible from the student portal, my.waketech.edu. The college's Bill Dispute and Hardship Committee will consider the request and consult with the academic department(s) and instructor(s) as appropriate. The decision on whether the hardship withdrawal is granted will be provided to the student via the student's Wake Tech email address within 10 business days.

Some academic departments and programs, such as Health Sciences programs, may establish specific withdrawal guidelines due to requirements from external agencies, including accreditors. Faculty will outline these withdrawal guidelines on the class syllabus. Students who receive financial aid or veterans' benefits should consult those agencies to confirm any attendance requirements.

Enrollment Status

A **full-time student** is a person enrolled for 12 or more semester hours of credit in the Fall or Spring semesters and nine or more semester hours of credit in the Summer term.

A **part-time student** is a person enrolled for fewer than 12 semester hours of credit pursuing a degree, diploma or certificate program in the Fall or Spring semesters and fewer than nine semester hours of credit in the Summer term.

A **visiting student** is any student who is enrolled in a credit course but is not working toward a degree, diploma or certificate.

For financial aid purposes only, full-time status is 12 hours credit or more each semester.

Academic Foundations Courses

Academic Foundations courses are designed to prepare students for college-level coursework by helping them develop the reading, English and mathematics skills required for entry into curriculum courses. Students are placed in Academic Foundations courses on the basis of their unweighted high school GPA, admissions test scores for students who have been out of high school for more than 10 years, the recommendation of their advisor or instructor or their own voluntary selection.

Students who require the prerequisite math and/or English course will be required to take a study skills course, ACA-090. This course has been designed to improve student success in both Academic Foundations and curriculum courses. Depending on individual circumstances and pending advisor approval, students may take Academic Foundations and curriculum courses during the same term. Most Academic Foundations courses are offered every term, both day and evening.

A student taking required Academic Foundations courses must earn a passing grade of "C" or better:

- ACA-090: Student Success Strategies
- ENG-025: College English Skills
- MAT-025: Concepts of Essential Math/Statistics
- MAT-035: Concepts of Algebra

Prerequisites

Some courses may have prerequisite or corequisite course requirements, which ensure that the student is ready to move on to a higher-level course. All students are required to successfully complete the course prerequisites and co-requisites listed before enrolling. Students who do not have confirmed prior credit, equivalency via placement test scores or transfer equivalency that satisfies the stated prerequisites and co-requisites may be administratively dropped from the course. Course prerequisites and corequisites may be found by clicking on the course number on Self-Service course schedules.

As this information is public and available, students who drop on their own or due to a faculty-requested drop after the first day of class and before the published 10% date are eligible for only a 75% refund. Therefore, students are advised to review course prerequisites and co-requisites carefully before enrolling.

Remote Proctoring Policy

Wake Tech has established procedures to verify student identity and ensure academic integrity in online teaching programs and courses the college offers to its students. This policy applies to courses that use proctoring services, whether remote or at a faculty-approved testing site.

Remote proctoring is an electronic system that requires students to confirm their identity and monitors and records students taking exams and/or other graded activities. The electronic system allows the course instructor to evaluate the video of student conduct while completing the exam and/or other graded activities.

Participation in courses utilizing remote proctoring services requires students to meet the following identity and minimum computer hardware requirements:

- Identification requirements
    - A college- or government-issued ID clearly identifying that the individual matches the student taking the test. Students must be prepared to show the ID at each proctored test upon request. Alternative proof of identification that has been pre-approved by the college may be accepted.
    - Students may wear religious head coverings during their testing sessions provided their eyes and face are visible. Students should consult with their instructor with any questions or concerns regarding possible conflicts prior to their testing appointment. Non-religious head coverings are not allowed.
    - Students are responsible for updating any information pertaining to their identity (e.g. name, gender, etc.) following the processes outlined in Policy C1009 - Changes in Student Data for Curriculum Students prior to their testing appointment.
- Equipment requirements
    - A laptop or desktop computer with a built-in or attached web camera and microphone. The web camera lens must not be covered at any time during the proctored exam.
    - Devices must meet the minimum system requirements of the testing software. Current minimum requirements are: i5 Processor, 8GB RAM, 256GB hard disk storage, Windows 10 operating system, webcam, microphone and broadband internet. These minimums will be updated as necessary.
    - The internet connection must be stable and of appropriate speed to maintain both video and audio clarity.

Test environment requirements

Unless otherwise noted by the instructor and/or arranged in connection with accessibility accommodations, the student test environment should be conducive to taking online

assessments. The location should be quiet and well-lit so that the student's face and hands are always visible.

Students using remote proctoring are required to do the following:

- Schedule, attend and complete exams/assessments within the time frame required by the instructor
- Choose a testing location that is free of any private or otherwise personal items that should not be viewed by the proctor or instructor
- Take measures to cover, obscure or protect anything they deem as private or personal if they are unable to test in an environment that is free of any private or personal items. Failure to secure such items from viewing does not exclude the student from testing or from the video/audio requirements outlined in this policy.
- Follow the Wake Tech Alternative Testing Procedures under the guidance of a Disability Support Services coordinator if alternative testing accommodations are required
- Be alone, without others in the same room
- Sit at a desk or table cleared of all books, papers, notebooks and other materials unless required by a specific exam
- Not leave the room, with or without computer, during the exam
- Focus on the assessment and avoid looking around the room
- Remove headphones or earbuds
- Dress in an appropriate manner (see the college's guidance on appropriate attire)
- Adhere to the Student Code of Conduct policies, including academic integrity

NOTICE: STUDENTS MAY BE ASKED TO USE THEIR WEBCAMS TO PERFORM A BRIEF SCAN OF THEIR TESTING ENVIRONMENT TO ALLOW THE PROCTOR TO VIEW THE STUDENT'S SURROUNDINGS AND WORKSPACE TO ENSURE ACADEMIC INTEGRITY AND COMPLIANCE WITH THIS POLICY. THIS SCAN MAY BE RECORDED.

By using the college's proctoring service, the student specifically consents to such a scan. By using the college's remote proctoring service, the student acknowledges and agrees to abide by the requirements outlined in this policy.

If a student is unable or unwilling to comply with any of these requirements, he or she may make use of proctored on-campus testing facilities or other approved testing locations. The student should consult with the instructor for more information regarding these options.

Violations and consequences

A recording of the exam session may be retained by the exam proctor for review by faculty or college administration and will be securely retained and disposed of according to the college's data retention policy. Consequences for violations of this policy will be in the discretion of the instructor, according to the department's guidelines and expectations for students and applicable college policies. Refer to the Student Code of Conduct for more information.

References

- Southern Association of Colleges and Schools Commission on Colleges – Distance Education and Correspondence Courses Policy Statement
- Southern Association of Colleges and Schools Commission on Colleges – Student Authentication in Online Learning Good Practices
- United States District Court, Northern District of Ohio Eastern Division – Case No. 1:21-cv-00500 - Ogletree v. Cleveland State University
- Wake Technical Community College – Data Protection and Retention Policy
- Wake Technical Community College – Alternative Testing Policy
- Wake Technical Community College – Changes in Student Data for Curriculum Students
- Wake Technical Community College – Student Code of Conduct

Grades

Grade Point Averages (GPA)

Students are graded according to the following grade-point system in all courses, **except** Academic Foundations courses.

NOTE: Wake Tech has changed its grading scheme. The following information includes legacy and current grade schemes, effective Fall 2025, as students may have some of these older grades in their record.

Grade Points

Grade

Points per credit

Explanation

A

4

Excellent

B

3

Very good

C

2

Satisfactory

D

1

Poor

F

0

Failing

W

0

Withdrawal (prior to 80%)

As of Spring 2025 semester, students in Academic Foundations prerequisite math and English courses are graded according to college's regular grading scheme. Prior to January 2025, students in those courses were graded using the following system:

Grade

Explanation

P

Pass

P1

Pass first tier of course

P2

Pass second tier of course

P3

Pass third tier of course

R

Repeat (maps to an F grade)

W

Withdrawal (prior to 60%)

WF

Withdrawal/Failing (after 60%)

WP

Withdrawal/Passing (after 60%)

The following grades will **not** be used in computing grade point averages:

Grade

Explanation

AU

Audit

EI**

Emergency Incomplete

EW**

Emergency Withdrawal

FG

Forgiven

I

Incomplete

IE*

Incomplete/Emergency

IP

In progress (multi-entry/exit classes only)

P

Pass (Transition Mathematics and English, Corequisite Mathematics and English and Work-Based Learning only)

R

Repeat (Transition Mathematics and English only)

SR

Senior Citizen Audit

T

Transfer credit (includes TA, TB, TC, TP1, TP2, TP3)

W****

Withdrawal

WE*

Withdrawal/Emergency

WP***

Withdrawal/Passing (after 60%)

X

Credit by examination

* IE and WE grades are temporary grades implemented for the COVID-19 pandemic.
** EI and EW grades are temporary grades implemented for natural disasters.
*** WP and WF grades are no longer in use, effective Fall 2025.
**** Prior to Fall 2025, the deadline for W grades was the 60% point of the semester or term. Effective Fall 2025, the deadline for W grades is the 80% point of the semester or term.

An "I" (incomplete) grade will be given only when circumstances justify additional time for the completion of a course. Except for "IE" grades, an "I" must be removed by the end of the fifth full academic week of the term immediately following the term in which the grade was given. If it is not removed by this date, the "I" will be recorded as an "F" in the student's permanent record.

The grade awarded for participation in Work-Based Learning will be either "P" (Pass) or "F" (Fail). These grades are not used in computing the grade point average.

Grades are available online approximately one business day after the deadline for faculty to submit final grades. To view grades, access Self-Service, click on "Grades" and view grades by term.

Information regarding grade appeals is listed within the Student Rights and Responsibility policy.

Computation of grade point average
The following process is used to determine a student's grade point average (GPA):

- Multiply the number of semester hour credits assigned a course by the number of grade points for the grade received
- Add all the grade points together
- Divide the total grade points by the total number of semester hours attempted, including grades of F and WF
- Whenever a course is repeated, the best grade (except when the repeat results in a grade of I, IP, AU or X) will be used in the grade point average computation.
- Exclude attempted hours for courses with W, WP, WE, EW, P or X (challenge) grades and developmental courses below the 100 level, such as ENG-025, MAT-025, MAT-035 and CHM-090.

In the example below, the 3 hours attempted in HUM-110 would not be included in the GPA calculation because of the W grade. The term and cumulative GPA calculations would be 13 grade points divided by 7 hours attempted = 1.857.

In the example below, the P grade in WBL-112 and the 2 hours attempted in the class would not be included in the GPA calculation. The term and cumulative GPA calculations would be 12 grade points divided by 3 hours attempted = 4.0.

Grade Appeal Policy

Wake Tech students have the right to request a review of how their final grades are calculated and even appeal final grades if they think the grade has been affected by factors outside of their academic performance.

This policy provides students with a fair process to voice their concerns about a final course grade and applies to students in any degree or non-degree course offered at Wake Technical Community College.

Students may appeal a final grade if they believe that it has been assigned inappropriately for one of the following reasons:

- Mathematical error in grade calculation
- Grading standards different from those published on the syllabus
- Grading standards applied inequitably
- Documented medical emergency
- Lack of clarity of deadlines
- Other extenuating circumstances (Students should consider contacting the Ombuds Office for a sounding board.)

Students should attempt to resolve concerns with their instructor as soon as possible (keeping in mind the 90-day deadline referenced below) and regardless of previous resolution attempts prior to the final course grade being posted. Students should contact their instructor with a clear message, such as, "I would like to request a meeting with you to discuss my final course grade." Students must communicate with the instructor first for the grade appeal process to go forward.

If students are unable to resolve their concerns with the instructor, they may submit a Final Course Grade Appeal Request form. Students must submit this form within 90 days of the last day of the course in which the grade was awarded. Final grades cannot be appealed beyond this period.

This form is routed to the instructor's supervisor (department head, associate department head or program director) for review. The instructor's supervisor will respond to the student via email within 10 business days with either a confirmation of receipt and timeline for determination if the faculty member is currently unavailable between academic terms or the supervisor's determination based on an investigation.

The supervisor's decision is final and may not be appealed to their supervisor unless the student:

- Alleges that there was error in the investigation of their concerns
- Discovers new relevant materials, evidence or information that was not previously available

In such cases, the student may appeal the decision to the appropriate secondary supervisor (e.g., dean or associate vice president) using the same Final Course Grade Appeal Request form. Mere dissatisfaction with the supervisor's decision is not a valid basis for requesting review by the secondary supervisor. In all cases, the secondary supervisor's decision is final and will be communicated to the student via email within 10 business days.

Program-specific final grade appeal guidelines may vary due to requirements set forth by external agencies, including accreditors. Faculty must communicate program-specific final grade appeal guidelines in course syllabi, and students must follow those expectations.

Contact
Nicole Reaves: 919-532-5705 or nreaves1@waketech.edu

Repeating a Course

A student may enroll in the same course up to three times during his or her academic career. Each attempt will be recorded on the student's official academic record.The best grade earned in all the attempts is calculated in the GPA. Exceptions to this policy may be approved by the dean, department head or designee responsible for supervising completion of the course.

Students will receive a **registration error message** on their fourth attempt to repeat a course and must contact the appropriate department in order to proceed. Deans have the discretion to allow fewer attempts for specific courses. The error message allows Curriculum Education Services to intervene before a student risks violating the repetition policy.

Grade Posting by Faculty

The Family Policy Compliance Office, which is responsible for the administration of the Family Educational Rights and Privacy Act (FERPA) at schools and colleges, has issued a technical letter stating that grades may not be posted by Social Security number, or part thereof, without the written consent of the student.

Wake Tech faculty are neither required to post grades nor prohibited from posting them; however, faculty may post grades only for those students who have given their written consent. Even with student consent, full Social Security numbers must never be used as identifiers.

Faculty should distribute FERPA Consent to Post Grades forms to students in classes for which they intend to post grades. The consent forms should be turned in to the faculty member's dean with the final grade report and maintained for no less than three years. After three years, grade report records may be destroyed, provided no litigation, claim, audit or other official action involving the records has been initiated. If any official action has been initiated, the records should be destroyed in office after the official action is complete and attendant issues resolved.

For faculty posting grades electronically on Blackboard, written consent is **not** required, provided a student's grade is posted where **only the student** can access it with a secure password (i.e., individual grade books). Faculty **may not** post grades on a Blackboard site to which all class members have access; such an action would constitute the disclosure of personally identifiable information without student consent.

Faculty may send grades to individual students via email only when there is written authorization from the student on file. Authorization should be maintained by the instructor; Self-Service will be the official means of final grade notification.

Grade Forgiveness

A student who has not been enrolled in curriculum courses in the college for 36 consecutive months (three years) or longer may submit a Grade Forgiveness request to the Registration and Student Records Services Division. Under this policy, the student may request that previous grades of "WF" or "F" not be used in calculating the cumulative grade point average. A grade of "FG" will replace the original grade on the transcript: however, the "FG" grade is not included in the GPA. This ruling has no bearing on any other institutions or how they calculate GPA.

Prior to re-evaluation for grade forgiveness, the student must be readmitted to the college, register for courses and complete at least 12 credit hours of course work at the 100 level or above, with a minimum quality point average of 2.0. Requests for re-evaluation are processed weekly, and the student will be notified in writing at the mailing address on file. A student may request grade forgiveness only once while at Wake Tech.

Academic Standing

A student's academic standing is determined at the end of each Fall and Spring semester based upon previous academic standing and cumulative grade point average. Academic standing is applied to curriculum, credential-seeking (degree, diploma and certificate) students; it is not applied to visiting students. Students will receive email notification of their academic standing at their college-issued address.

Warning
Students will be placed on Academic Warning the first Fall or Spring semester their cumulative GPA is below 2.0.

At the end of the Spring semesters, a restriction will be placed on their record to prevent access or continued access to the registration system. Upon successful completion of College Strong, a free, online academic support course in Blackboard, the restriction will be lifted, and access to the registration system will be restored.

Suspension
Students who have a cumulative GPA below 2.0 consecutively for the Fall and Spring semesters will be placed on Academic Suspension at the end of the Spring semester. Students on Academic Suspension will not be allowed to enroll in courses for one full semester and will not be allowed to participate in college functions during that time. Students on Academic Suspension will be blocked from registering for classes and may not remain in any classes for which they have preregistered. A refund of any tuition and fees paid will be authorized, and any applicable financial aid will be canceled for the term.

If a student's cumulative GPA is below 2.0 but the most-current term GPA is above 2.0, or if they earned a grade of "C" or better in all Academic Foundations courses for the most current term, this indicates progress toward improving the cumulative GPA. As such, a student will be allowed to continue his or her enrollment for the immediate next semester. The student is expected to utilize that semester as an opportunity to continue making progress and improve his or her cumulative GPA.

Reinstatement following suspension
After a one-semester suspension, a student will be reinstated by completion of the following steps:

- Attend a Success Workshop sponsored by the Tutoring and Learning Center
- Meet with an academic advisor to develop a contract for success

Upon completion, the restriction will be lifted and access to the registration system restored. The reinstatement steps must be completed no less than one month prior to the start of the term for which the student wishes to be reinstated.

Probation
After a one-semester suspension, students who are reinstated will be placed on Academic Probation for the enrolled term immediately following the suspension. Students on Academic Probation must adhere to the success contract developed with their academic advisor. At the conclusion of the probation period, students whose cumulative GPA improves to a 2.0 or higher move to "good standing." Students whose cumulative GPA remains below 2.0 return to Academic Suspension.

Academic Suspension appeal process
Students on Academic Suspension may submit a written appeal to continue their enrollment. The appeal will be considered if the student's transcript indicates that, while the cumulative GPA of 2.0 has not been achieved, significant progress has been made. Significant progress is defined as a minimum 2.0 GPA for the most current term and/or a grade of "C" or better in all Academic Foundations courses for the current term.

If the appeal is approved, the student must meet with an academic advisor to develop an academic success contract. The registration hold will then be removed to restore the student's access to the registration system. Course availability may be limited.

If the appeal is denied, the student will not be able to take any classes for one semester and must follow the reinstatement process as outlined above.

Satisfactory Academic Progress

At the end of each academic term, students' semester and cumulative grade point averages (GPAs) are calculated. Each student is expected to make satisfactory progress, defined as a cumulative GPA of at least 2.0, based on credit hours attempted. Students with the minimum cumulative GPA are considered to be in good standing.

Credit hours for Academic Foundations courses are not counted in credit hours attempted; thus, grades from some Academic Foundations classes are not counted toward cumulative GPA. Likewise, courses with a grade of "AU" (audit), "SR" (senior audit), "X" (challenged), "W" (withdrawn) or "WP" (withdrawal passing) are not considered in credit hours attempted and are not counted toward cumulative GPA.

Satisfactory progress in Health Sciences curricula
Certain policies pertaining to student progress in the Health Sciences curricula differ from general college policies. These policies will be given to each student enrolled in a Health Sciences curriculum.

Satisfactory progress in Academic Foundations courses
The objective of the Academic Foundations program is to assist students in obtaining the academic skills they need to succeed in a curriculum program. Therefore, a student taking required Academic Foundations courses must earn a passing grade to progress to a curriculum program or to the next level in an Academic Foundations course. A grade of "R" or "F" may require the student to repeat the course.

Grade Requirements to Graduate

To be eligible for graduation, students must complete all prescribed courses for the curriculum in which they are enrolled, with a cumulative grade point average (GPA) of 2.0 in their program of study.* They must complete at least 25 percent of the hours required for a degree, diploma or certificate at Wake Tech.

To graduate, students must fulfill all financial obligations to the college.

*GPA is calculated by dividing the total number of grade points earned by the total number of credit hours attempted. Courses used in this calculation are those completed at Wake Tech and listed in the student's curriculum outline as "minimum requirements," along with any additional courses approved by the appropriate academic dean. See prior section on Grades.

Academic Recognition

President's List
The college publishes a President's List at the end of each academic term, composed of credential-seeking students who have achieved a grade point average of 4.0 at the end of that particular term, based on a minimum of 12 curriculum credit hours attempted in Fall and Spring semesters. President's List recognition is not applied to visiting students or Career & College Promise students.

Dean's List
The college publishes a Dean's List at the end of each academic term, composed of credential-seeking students who have achieved a minimum grade point average of 3.5 at the end of that particular term, based on a minimum of 12 curriculum credit hours attempted in Fall and Spring semesters. Dean's List recognition is not applied to visiting students or Career & College Promise students.

Academic Excellence Award
The Academic Excellence Award is the top academic award presented by Wake Tech to recognize students who excel in academic achievement, attitude, attendance and motivation. One student from each academic division is selected to receive the Academic Excellence Award each calendar year. Division deans and instructors select award recipients.

Graduation

Graduation exercises are held at the end of the Fall and Spring semesters for all students who have completed degree or diploma requirements since the last graduation. Prospective graduates must request graduation clearance by submitting an online Self-Service Graduation via Graduation Overview. Deadlines are posted in the Registration and Records section of the website.

Prospective Summer graduates who will enroll in their final coursework are allowed to participate in May graduation ceremonies. Prospective graduates must request graduation clearance by submitting an online Self-Service Graduation Application via Graduation Overview. Deadlines posted in the Registration and Records section of the website.

Performance Measures

Performance measures, including persistence to graduation, can by found in the Effectiveness & Innovation section of the website and can also be explored on the North Carolina Community College System performance dashboards.

General Education Competencies

Programs of study offered by Wake Tech adhere to the North Carolina State Board of Community Colleges (SBCC) Code for curriculum standards. Among other requirements, the SBCC Code defines general education course requirements for each degree program: Associate in Applied Science, Associate in Arts, Associate in Fine Arts, Associate in Science and Associate in Engineering. The requirements ensure all degree- and diploma-seeking students have the opportunity to gain college-level general education competencies that will help them thrive at Wake Tech, in the workplace and upon transferring to a university.

Section 1D SBCCC 400.10 of the SBCC Code establishes the following minimum general education requirements by general education discipline and type of associate degree:

In addition, accreditors require institutions to identify and assess expected learning outcomes for college-level general education competencies taught in undergraduate degree programs (Southern Association of Colleges and Schools Commission on Colleges Standard 8.2b).

Considering these requirements, as well as advisory committee input, benchmarking other community colleges and a review of the definitions and standards in the American Association of Colleges and Universities value rubrics, Wake Tech faculty teaching general education courses identified the following general education competencies, which they called "Eagle Essentials":

- Writing
  The ability to compose a text that conveys information and ideas in a clear, well-organized manner to explain or persuade in academic, professional and community settings.
- Oral communication
  The ability to use interpersonal or presentational skills to responsibly convey ideas,

engage meaningfully with others and construct purposeful messages in varying contexts.

- Quantitative literacy
  A habit of mind that demonstrates the ability to calculate, interpret, analyze and apply information and use the results to make accurate and meaningful conclusions.
- Problem solving
  The cognitive process of addressing challenges or obstacles by systematically and sequentially analyzing, evaluating and implementing strategies to achieve desired outcomes, considering relevant contextual factors and diverse perspectives.

After defining the Eagle Essentials, faculty developed institutional learning outcomes that could be used to teach and assess them by reviewing the literature and the learning outcomes in courses where students were already gaining the competencies. Through this process, faculty and program leadership also identified cornerstone courses – general education courses students must take in each degree program that address the institutional learning outcomes. Cornerstone courses were selected based on three criteria:

- The learning outcomes include opportunities for faculty to teach and assess a general education level of proficiency for each competency.
- The courses fulfill the general education requirements of the maximum number of degree programs.
- Assessment can occur across general education courses in both the arts and sciences.

The Eagle Essential competencies and their institutional learning outcomes are defined below. Each outcome begins with a code using the following format: Eagle Essential abbreviation – Institutional Learning Outcome number. The list of cornerstone courses where data is collected is included for each.

Eagle Essential Competency

Cornerstone courses

Institutional Learning Outcomes

Writing

ENG-110
ENG-111

- W-ILO1: Writing context and purpose – Students demonstrate an understanding of context, audience and purpose that effectively responds to the prompt and/or assigned writing task(s).
- W-ILO2: Evidence and support – Students demonstrate the ability to locate and incorporate specific details and examples from sources, providing proper attribution as required.
- W-ILO3: Content and development – Students use appropriate, relevant and compelling content and structure to clearly convey their message as writers.
- W-ILO4: Mechanics and conventions – Students demonstrate their meaning in writing with clarity and fluency, and the artifact is virtually error-free.

Oral communication
(Students must demonstrate proficiency in all outcomes of either interpersonal skills or presentation skills to show overall proficiency in the competency.)

COM-110
COM-120
COM-231

Interpersonal skills

- OC-ILO1: Listening and feedback – Students apply appropriate listening techniques to demonstrate presence and respond with understanding and empathy.
- OC-ILO2: Message adaptation – Students properly tailor messages to increase understanding and trust between people with different backgrounds and experiences.
- OC-ILO3: Relationship development and maintenance – Students effectively initiate and support personal and/or professional relationships with appropriate dialogue.

Presentation skills

- OC-ILO4: Content – Students create main ideas and choose evidence such as examples, statistics and testimonies relevant for an intended audience.
- OC-ILO5: Organization – Students clearly arrange ideas using appropriate outlining patterns for coherence and cohesiveness.

- OC-ILO6: Delivery – Students demonstrate Effective vocal elements such as volume, rate and pitch to create vocal variety and nonverbal elements such as facial expressions, body language and eye contact to deliver the presentation clearly.

Quantitative literacy

MAT-110
MAT-121
MAT-143
MAT-152
MAT-171

- QL-ILO1: Calculate – Students correctly perform mathematical computations to solve problems or find meaning.
- QL-ILO2: Interpret – Students accurately explain information presented in various mathematical forms, which may include data points, equations, graphs, diagrams, tables or surveys.
- QL-ILO3: Analyze – Students use mathematical concepts to accurately explain the world around them, which may include identifying when there are misleading findings, unrepresentative data, incorrect deductions and/or biased interpretations.
- QL-ILO4: Apply – Students utilize outcomes to hypothesize, theorize and derive, drawing from their ability to calculate, interpret or analyze.

Problem solving*

AST-151
BIO-110
BIO-111
CHM-151
GEL-111
HUM-110
HUM-115
PHI-240
PHY-110
PHY-151
PHY-251
PSY-118
PSY-150

- PS-ILO1: Define the problem – Students precisely define the problem after making observations, understanding the context of the problem and identifying its key components.
- PS-ILO2: Research and investigate – Students investigate the problem using credible sources in a manner that considers multiple root causes, background and history of the problem and how the problem is distinguished from its symptoms.
- PS-ILO3: Identify pathways to solve the problem – Students identify conventional and/or innovative pathways to a solution.
- PS-ILO4: Select a solution to solve the problem – Students evaluate pathways based on feasibility, effectiveness, impact and contextual factors to select a solution to solve the problem.
- PS-ILO5: Implement a solution – Students apply the solution in a manner that is well-suited to the circumstances inherent to the problem.
- PS-ILO6: Evaluate the solution – Students evaluate the solution by considering its effectiveness, real-world impact, outcomes and/or performance of the solution.
- PS-ILO7: Revise – Students make deliberate revisions to the solution after synthesizing observations and conclusions from the evaluation.
- PS-ILO8: Justify the solution – Students explain and justify the implemented solution using sound arguments, data, credible sources and/or effective practices that demonstrate why it is the most suitable approach.

NOTE: Data is collected only for PS-ILO 1, 4, 5 and 8.

*Problem-solving is also the subject of Wake Tech's 2025-30 Quality Enhancement Plan.



Programs and Services

Wake Tech translates its mission, vision, values and goals into action through clearly defined programs and services.

- The college offers credit programs leading to associate degrees, diplomas and certificates designed for immediate entry into employment, an associate degree in general education and associate degrees designed to transfer to four-year institutions. The college also offers transitional programs for students to develop academic proficiency so that they may successfully complete curriculum courses.
- The college provides occupational career enhancement programs for individuals and support for economic development to businesses, industries and agencies. College & Career Readiness education, English as a Second Language and a variety of Workforce Development courses and programs for personal enrichment are offered on campus and throughout the county. The college further serves its constituents by providing a range of community services, partnerships and outreach programs.
- The college provides a range of support services designed to assist students in successfully fulfilling their education and occupational goals. These services, developed to meet the diverse needs of individual students, begin with their initial contact with the college and continue throughout their enrollment and job placement or transfer for further study.
- The college practices sound fiscal management and systematic planning to provide facilities, equipment and state-of-the art technology to ensure quality education opportunities at secure facilities accessible to Wake County citizens.

Student Centers

Student Centers have been established on all Wake Tech campuses for students to study, relax and get refreshments. The centers may include televisions, vending machines, computers and other services, depending on the needs of the campus.

Student Centers are located on the Southern Wake Campus (Building L), the Scott Northern Wake Campus (Building B), the Perry Health Sciences Campus (Building 2), the Western Wake Campus (second floor), the Public Safety Education Campus (Room 1420) and the RTP Campus (Building 1).

When using the Wake Tech Student Centers:

Keep noise of all kinds to a minimum.

- Talk quietly.
- Use earphones for electronic devices.
- Do not play musical instruments unless authorized for a special event.

Help to keep centers clean and accessible for all.

- Place trash and recyclables in appropriate receptacles.
- Do not move furniture or tamper with equipment not designated for student use.

Respect yourself and others.

- Wear appropriate clothing, including shirts and shoes (See Student Dress and Hygiene Policy).
- Refrain from profane or obscene language and behavior.
- Do not engage in violent or aggressive behavior of any kind, including hitting, wrestling, play fighting or throwing objects.

Failure to comply with the guidelines above will result in the loss of student center privileges for a period of time and the incident reported to the Student Conduct Officer. A second offense will result in loss of privileges for an extended period of time and additional sanction(s) from the Student Conduct Officer.

Lost and Found

The purpose of this policy is to provide a standard procedure for the storage and disposal of lost or unclaimed items on Wake Tech's premises. Whenever possible, the owner of such items will be contacted first.

The following guidelines apply:

- Any lost or unclaimed item deemed unsafe or unsanitary will be discarded immediately.
- Food and other perishable items, lunch bags and thermoses will be discarded after 24 hours.
- State ID cards, credit or debit cards or anything with an identifying name will be shredded and discarded after two business weeks. Attempts will be made to contact the student or individual by Wake Tech email and/or phone number on record. Cards turned in will be kept in a secure location.
- Student IDs are turned into College Police/Student ID Office within two business days.
- Clothing, backpacks and other personal items will be donated to charity or discarded after 30 business days.
- Cellphones and other personal electronic devices will be recycled after 30 business days.
- USBs will be checked for personal data to locate the owner. After 30 business days, the USB will be cleared of all data and donated.
- Keys will be discarded after 30 business days.
- Cash will be documented and donated to the Nest/Food Pantry on the campus where found after 30 business days.

Items valued at more than $200 (laptops, purses, jewelry, etc.) will be recorded in a log and locked in a secure storage area accessible only to an authorized Wake Tech employee. Items may be reclaimed only by someone providing identification and proof of ownership.

Lost and Found repositories are in the following locations:

- Southern Wake Campus – Building L, Welcome Desk
- Scott Northern Wake Campus – Building B, Room 150
- RTP Campus – Building 1, Room 113

- Eastern Wake Campus – Building C, front desk
- Western Wake Campus – Room 100, front desk
- Perry Health Sciences Campus – Building A, front desk
- Public Safety Education Campus – Main entrance, front desk
- Beltline Education Center – Room 221B

Student Government Association

The Student Government Association (SGA) is the campus organization that represents the interests of all Wake Tech students. Each curriculum student enrolled at Wake Tech is required to pay the Student Administration Fee and shall be a member of the SGA and governed by its rules and regulations.

Clubs and Organizations

The Student Activities Office supports and encourages participation in co-curricular and extracurricular organizations and clubs at Wake Tech. Professional organizations and clubs give students a unique opportunity to develop leadership skills, network with professionals in a given field of study and get involved in the campus community. Students interested in joining a club should visit Wake Tech XTRA.

Guidelines for organizational approval
All student organizations must be approved by the college through the Student Activities Office. The following are procedural guidelines for obtaining new student organization approval:

- Students wishing to create a new club or organization must complete an application. An application can be found on XTRA.
- The application must include the name of the organization, its purpose, objectives, the recommendation for a faculty advisor, procedures for electing officers and other information as required by the Student Activities Office.
- The organization must receive approval from the college before becoming an official student organization.

Athletics

Through a competitive intercollegiate athletic program, the mission of Wake Tech Athletics is to enhance the overall college curriculum by promoting character growth, leadership development, teamwork and the opportunity to develop skills to excel academically, socially and physically. Wake Tech encourages all students to participate in athletics to create a diverse campus environment that builds and strengthens relationships and provides interaction between all entities of the college: students, faculty and staff.

Wake Tech Athletics offers high-quality instruction and support services with the collaborative efforts of faculty, staff, administration, trustees and the community. Wake Tech offers equal opportunity for all in compliance with the regulations of Title IX and adheres to Wake Tech's established code of conduct for all athletes and program participants.

Wake Tech is a proud member of the National Junior College Athletic Association (NJCAA), Region 10.

Alumni

Wake Tech appreciates alumni! We have created a webpage especially for you – a convenient place to get news, learn more about benefits, career services and other resources available to alumni and contribute to the college.

Please also consider sharing your Wake Tech story! Tell us about your personal and professional accomplishments on our Success Stories page.

We'd love to hear from you!



Student Conduct Expectations

Wake Technical Community College is a learning community with specific expectations regarding student conduct. The college seeks to provide a safe and healthy environment that facilitates teaching, learning and student success by adhering to the college's core values of respect, responsibility, communication, collaboration, critical thinking and accountability. When a student's conduct adversely affects the college community or the pursuit of Wake Tech's educational objectives, disciplinary action will be taken – first, to resolve the problem, and then to help students learn from mistakes. Discipline issues will be resolved informally whenever possible.

Student Rights and Responsibilities

The submission of an application for admission to Wake Technical Community College represents a voluntary decision on a prospective student's part to participate in the programs offered by the college pursuant to its policies, rules and regulations. College acceptance of the application represents the extending of the privilege of joining the college community and of remaining a part of it as long as established standards for academics and conduct are met.

Students who enroll accept college policies and procedures and acknowledge the right of Wake Tech to take action, up to and including suspension or expulsion, when a student is found responsible for misconduct. Students are responsible for becoming familiar with Wake Tech policies and procedures.

Students have the following rights, and the privilege of exercising those rights without fear or prejudice, as long as they respect state and federal laws, college policies and the rights

of others on campus. Wake Tech strives to create an atmosphere where students have the following rights:

Education

- Students are free to pursue educational goals through appropriate opportunities for learning in the classroom and on the campus. Student performance will be evaluated on an academic basis, not on opinions or conduct matters unrelated to academic standards.

Freedom of expression

- Students can freely study and discuss various ideas in a courteous manner inside and outside of the classroom.

Participation

- Students have the right to inquire about and to propose improvements to policies, regulations and procedures affecting their welfare through established student government procedures, campus committees and college offices.

Safe environment

- Students have the right to expect a safe environment that ensures the continuity of the educational process.

Privacy

- Students have the right to expect that their official college records will be safeguarded. The Family Educational Rights and Privacy Act of 1974 (as amended) provides safeguards regarding confidentiality of and access to student records. Other than directory information, no records shall be made available to unauthorized personnel or groups inside or outside the college without the written consent of the student involved, except under legal obligation.

Record review

- Students and former students have the right to review their official records and to request a hearing if they wish to challenge the contents of those records.

Academic Integrity appeal

- Students have the right to appeal academic integrity policy penalties. See Section III. D.
- Students have the right to appeal course grades. See Section III. E.

Grievance process

- Students have the right to grieve student code of conduct sanctions. See Section IV. E.

Due process

- Students have the right to receive reasonable notice to be heard, prior to conduct sanctions being given, and the opportunity to grieve sanctions. See Sections III. D. and VI. E.

Freedom from discrimination

- Students can expect to engage in the college community without discrimination, as defined by federal and state laws and college regulations.

Students also have responsibilities as part of the college community:

Civility

- Respecting the rights of others and exercising courtesy and politeness in all situations

Academic Integrity

- Respecting the highest standards of academic integrity and reporting any violations of those standards to the Student Conduct Officer or any other college official for appropriate investigation and disposition

Safety

- Refraining from actions that endanger the health, safety or welfare of any member of the college community or college visitors

Compliance

- Adhering to the normal standards, rules and regulations of the college as well as with federal, state and local laws

DEFINITIONS (as applicable to Student Code of Conduct, Rights and Responsibilities)

Term

Definition

Academic integrity

All academic assignments turned in shall be one's own work unless otherwise stated by the instructor.

Appeal

An official request that a currently enrolled student would make to a faculty member regarding a final course grade or academic integrity penalty given by that faculty member or a decision made by the Disciplinary Review and Grievance Committee

Board of Trustees

The group of appointed officials charged with oversight of the college

Business days

All days except Saturday, Sunday and college holidays

College

Wake Technical Community College

College official

Any person employed by the college performing assigned administrative or professional responsibilities

College premises

All land, buildings, facilities and other property in the possession of and controlled by the college, including adjacent streets and sidewalks

Complaint

An expression of dissatisfaction about an issue related to the college and its mission for which there is no formal or established grievance or appeals process, including but not limited to curriculum, class scheduling, registration, financial aid, facilities or any college official

Complainant

Any person who submits a charge alleging that a student has violated the Student Code of Conduct

Disciplinary Review Grievance Committee (DRGC)

A judicial body designed to provide due process and participatory justice to students for college incidents that resulted in sanctions or penalties

Disciplinary Review Grievance Committee chairperson

An individual selected by the Student Conduct Officer to facilitate a Disciplinary Review Grievance Committee proceeding

Discrimination

The unlawful and intentional act of unfair treatment of a person based on race, ethnicity, sex (gender), sexual orientation, religion, national origin, physical or mental disability or age

Dismissal

Short-term or long-term removal from the College

Due process

A reasonable notice to be heard prior to conduct sanctions being given and the opportunity to grieve sanctions received

Educational assignment

A sanction designed to promote self-awareness of the appropriate/inappropriate behavior and awareness of institutional expectations and to educate the student in the specific area of his or her violation

Faculty member

Any person hired by the college to conduct classroom or teaching activities

Grievance

A formal objection that a currently enrolled student may wish to have addressed regarding a disciplinary action placed upon the student by a college official or DRGC

May

Term used to indicate permission

Member of college community

Any person who is a student, faculty member, college official or any other person employed by the college

Organization

Any group who has complied with the formal requirements for college recognition of sanctions

Policies

The written regulations of the college as found in but not limited to the college catalog, the college website and webpages and the computer use guidelines

Preponderance of evidence

A standard of proof in which the evidence strongly suggests the student code has been violated

Respondent

Any student alleged to have violated the Wake Tech Student Code of Conduct

Shall

Term used to indicate an imperative (mandatory)

Student

Any person taking courses at the college, full-time or part-time, in person or online

Student Conduct Officer

The college official charged with the responsibility of administering the college's Student Code of Conduct

Victim

Any person who is acted on and usually adversely affected by a force or agent

Witness

One who gives evidence; a person who is present at an event and can speak to what happened

Academic Integrity Policy

- **Expectations**
  When college officials award course credits, degrees, diplomas and certificates, they assume integrity on the part of the student who has completed the work. Students should compose content that reflects their ideas based on their own experiences, reflections and research. Wake Technical Community College expects students to demonstrate the highest personal integrity in all academic work and behavior. Effective education depends on an atmosphere that is conducive to

learning, based on a commitment to honesty, trust, fairness, respect and individual responsibility. Creating such an atmosphere is the responsibility of students and instructors and requires integrity on the part of both. Students may be asked to sign a statement of academic integrity upon entering Wake Tech classes.

Faculty are responsible for the assignment of student grades according to methods that are professionally acceptable, communicated to everyone in the class and applied to all students equitably.

A student who has a disagreement with an instructor's professional judgment in grading should attempt to resolve the matter through dialogue with the instructor who issued the grade. Wake Tech's academic integrity policy requires that the college ordinarily refrain from review of or participating in an instructor's evaluation of student performance in cases where the instructor is merely using his or her professional judgment.

However, the college acknowledges that, on occasion, exceptional circumstances may arise in which a student should have the opportunity to appeal the grade for a course. When circumstances warrant, a student may make use of the appeals process listed in Section E, Final Course Grade Appeal Procedure. In the event the student is contending that the disputed grade was rendered on account of or was influenced by the student's age, race, sex, national origin, religion, veteran status or disability, the student must use the complaint form in lieu of the procedure described in Section E.

- **Violations of the academic integrity policy**
  Cheating and plagiarism, as defined below, are forms of academic dishonesty that violate the academic integrity policy. Students found responsible for violating academic integrity policies are subject to penalties from instructors and sanctions from Student Conduct Officers.

Academic violation

Definition

Cheating

Receiving or giving another student any unauthorized information or material during or after a quiz, test, exam or assignment; using course textbooks or other class documents to look up answers; using tools such as calculators or language translators; working with others, including the Tutoring and Learning Center (TLC), either virtually or in-person; or using internet sources, artificial intelligence (AI) websites (such as ChatGPT or Google Bard) or search engines to complete a quiz, test, exam, project or assignment **without** prior approval from the instructor.

Plagiarism

Taking or passing off as one's own ideas, words, imagery or work of another person, computer program, AI or website. When students present ideas or words retrieved from other sources in a written or oral assignment, they must document or cite the source(s) as directed by the instructor of the course. Plagiarism also includes buying or selling work to others, as well as providing false information about submitted work.

Self-plagiarism

Reusing one's own work that has been previously submitted as a class assignment in order to complete a new assignment **without** acknowledgement of its previous use is self-plagiarism. Speak to your instructor if you are unsure if the work you submit would be viewed as self-plagiarism.

- **Academic integrity do's and don'ts**

Unauthorized collaboration

Do: Trust your own thoughts and ideas. Use AI and other digital or in-person resources only to explore ideas and possibilities ethically in a way that has been authorized by instructors.
Don't: Work with someone else on your assignment or utilize AI to generate text or content for your assignment unless you have received consent from your instructor prior to starting the specific assignment.

Facilitating academic dishonesty

Do: Know that you have the knowledge to complete the assignment based on what resources have been allowed for your class.
Don't: Allow others to copy or provide your assignments to anyone and/or purchase answers or completed assignments from others.

- **Academic integrity violation penalties**
  The following academic penalties may be imposed by an instructor, a department head or a division dean for violation of the academic integrity policy.

Academic penalty

Possible sanction(s)

Loss of grade points

Loss of grade points and/or an opportunity for resubmission of the assignment

Loss of grade

A zero score for an assignment, quiz or test

Loss of credit

An "F" for the course and loss of the right to attend remaining class sessions if the student appeals and the instructor's decision is upheld

- **Loss of grade procedure**
  - The instructor informs the student in writing of loss of grade sanction. The instructor also submits the Academic Integrity Violation form.
  - The student addresses questions/concerns with their instructor within five business days.
  - The instructor's decision is final.

- **Loss of course credit procedure**
  - The instructor informs student in writing of loss of course credit – an "F" for the course. The instructor also submits the Academic Integrity Violation form.
  - The student contacts the instructor within three business days of the written notification to seek a resolution.
  - The instructor schedules an appointment to discuss the sanction with the student within three business days of the written notification.

- After the discussion, if the student wishes to appeal the instructor's decision, the student initiates the Course Grade Appeal form within three business days.
- The instructor's supervisor, typically a department head, reviews the appeal and communicates the decision to the student through Wake Tech email within three business days.
- If the student is not satisfied with the decision of the instructor's supervisor, the student should then request in writing within three business days that the appeal be forwarded to the academic dean.
- The academic dean will investigate and return a decision to the student through Wake Tech email within four business days. The academic dean's decision is final.

The college recognizes that, under certain circumstances, students may be justified in initiating their appeal at the department head level. Students who choose to communicate their appeal to the department head first, instead of to the instructor, must include their justification for doing so.

- **Recordkeeping**
  Documentation of evidence of academic integrity violations resulting in the loss of credit will be retained by a Student Conduct Officer. Multiple violations of the academic integrity policy may result in additional student conduct sanctions.

Student Code of Conduct

The purpose of the Student Code of Conduct (Student Code) is not to restrict freedom but to protect the rights of all students in their academic pursuits.

Students are expected to conduct themselves in accordance with generally accepted standards, while appropriately incorporating the college's core values of accountability, respect, responsibility, critical thinking, communication and collaboration.

- **Prohibited conduct** Students are prohibited from engaging in any conduct that materially and adversely affects the educational process, including the following:

Code #

Student Code violation

1

Violation of Academic Integrity Policy

2

Disruptive, disrespectful behavior in any form or conduct by an individual or group of individuals that interferes with the educational opportunities of another student on college premises or at college-sponsored events

3

Attempted or actual theft of, misuse of or damage to college property or theft of or damage to property of a member of the college community or a campus visitor on college premises or at college-sponsored activities and events

4

Trespassing, including unauthorized entry or presence on the property of the college or in a college facility or any portion thereof to which entry or presence has been restricted

5

Violation of the Drug and Alcohol Policy

6

The use of profane, lewd or obscene speech or like expressive behavior, including the wearing of clothing displaying such language, pictures or symbols; the use of defamatory or racist speech or like expressive behavior; or the use of any speech or behavior implying a physical threat or likely to provoke violence or retaliation in person or via electronic means, including blogs, texts, emails and all social media platforms

Lewd or indecent conduct online, on college premises or at college-sponsored activities and events

7

Verbal, mental or physical abuse of any kind of any person on college premises, online or at college-sponsored or supervised events, including coercion, bullying, hazing, stalking, intimidation or conduct that threatens or endangers an individual's health or safety

8

Violation of the Sexual Harassment Policy

9

Occupation of, refusal to depart from or seizure of college property or any portion thereof (or threatening such in any manner) for a use which is inconsistent with prescribed, customary or authorized use

10

Participating in or conducting an assembly or demonstration in a manner that threatens or causes injury to persons or property, interferes with free access to entrances or exits of college facilities or is harmful, obstructive or disruptive to the functions of the college

11

Possession, storage, use of or manufacture of firearms, fireworks, explosives, knives of any kind and other destructive devices on college property or at college-sponsored activities and events (except by persons specifically authorized by the college and in accordance with G.S. 14-269.2) in connection with a college-approved activity

12

Tampering with fire safety equipment or setting off a fire alarm on college premises or at college-sponsored activities or events, except with reasonable belief for the need of such equipment or alarm

13

Gambling, including unlawful games of chance for money or anything of value, and the sale, barter or other disposition of a ticket, order or any interest in a scheme of chance by any name on college premises or at college-sponsored activities or events

14

Smoking and/or use of any products including tobacco, such as cigarettes, e-cigarettes and vaporizers, on all properties owned or rented by the college, except in college-approved designated smoking areas

15

Violation of state or college regulations regarding the operation and parking of motor vehicles

16

Tampering with the election of any college-recognized student organization, forgery, alteration or misuse of college documents, records or instruments of identification with intent to deceive

17

Failure to comply with instructions of college officials acting in performance of their duties and/or failure to identify oneself to those persons when requested to do so

18

Fiscal irresponsibility, such as failure to pay college-levied fines, failure to repay college-funded loans or the passing of worthless checks to college officials

19

Violation of any college policy, rules and/or local, state or federal criminal law on college premises adversely affecting the college community's pursuit of its educational purposes. Conducting oneself in a manner that threatens or endangers the health and/or safety of a person, other members or visitors within the college community or at a college-sponsored or related events is prohibited.

20

The unauthorized access or attempt to access, manipulate or retrieve files, programs or data from any college computer system; or the use of computing facilities to send or view obscene or threatening messages. The falsification of documents, impersonation of another individual or willfully encouraging others to commit such acts is prohibited.

- **Disciplinary penalties for violations of the Student Code**
  The following disciplinary actions may be imposed by a college official for violation of the Student Code. A copy of any written warnings or reprimands must be forwarded to a Student Conduct Officer for appropriate recordkeeping.

  Disciplinary sanctions may be modified only by the Disciplinary Review and Grievance Committee (DRGC), the Associate Vice President of Student Services, Senior Vice President for Enrollment & Student Services, Student Conduct Officer or Registrar.

  NOTE: Sanctions given do not necessarily follow the order below.

Level of violation

Minimum sanction

Maximum sanction

Minor

Educational conversation
Educational sanction

No contact

Moderate

Written warning
Educational sanction
Restitution

Probation
Suspension

Major

Suspension
Delayed registration
Withholding

Expulsion
Revocation

- **Educational conversation:** An educational conversation may take place between the student and the Student Conduct Officer. No determination will be made regarding if the student is responsible for violation of the Student Code. The student will not be given a sanction. The purpose of this action will be to give the student an opportunity to learn about college policies and expectations to stop any behavior that may violate the Student Code in the future. A record of the educational conversation will be kept with the Student Conduct Officer using the conduct management system.
- **Written warning:** A written communication giving official notice to the student that a violation of the Student Code has occurred and that any

subsequent violation of the Student Code may carry heavier penalties because of this infraction.

- **Emergency (interim) suspension:** Instructors or college officials may impose an interim suspension for conduct that poses a threat to the health or well-being of any member of the academic community or the activities of the college.
    - Interim suspension will not exceed more than two class periods. Instructors must notify their department head or next-ranking, available supervisor immediately upon suspension of a student.
    - A completed Student Code Violation form must be submitted electronically to the appropriate Student Conduct Officer within 24 hours of the suspension. The form is available online at my.waketech.edu, the Maxient Conduct Reporting Forms link under the Quick Links heading.
    - Any student who receives an interim suspension must meet with a Student Conduct Officer or designee prior to returning to class.
    - If class readmission is approved, the Student Conduct Officer will give the student a class readmission notice. Instructors who have not received notification of a suspended student's return to class may deny entry until such notification is received.
    - **Educational sanctions:** Educational sanctions may include work assignments, essays, community service, participation in college-sponsored programs or activities, alcohol and/or drug education and counseling with a certified counselor and other related educational assignments.
    - **General probation:** An individual may be placed on general probation when involved in a substantive disciplinary offense. General probation has two important implications: The individual is given a chance to show capability and willingness to observe the Student Code without further penalty, and, if the student errs again, additional sanctions will be imposed for this violation. This probation will be in effect for no more than two terms.
    - **Restrictive probation:** Restrictive probation results in loss of good standing, and notation of such is made in the student's conduct

record. Restrictive conditions may limit activity in the college community and/or access to specified college facilities. The student will not be eligible for initiation into any local or national organization and may 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 probation will be in effect for not less than two terms. Any violation of restrictive probation may result in immediate suspension.

- **Restitution:** Paying for damaging, misusing, destroying or losing property belonging to the college, college personnel, students and visitors.
- **Delayed registration:** A student may be required to meet with a Student Conduct Officer before registering for classes if the student has not complied with a sanction or contacted the Student Conduct Officer as required.
- **Revocation of admission and/or degree:** Admission to or a degree awarded by the college may be revoked for fraud, misrepresentation or other violation of college standards in obtaining the degree or for other serious violation committed by a student prior to graduation.
- **Withholding:** Transcript, diploma or right to register will be withheld (denied) when financial obligations are not met.
- **Suspension:** Termination of a student's enrollment for a particular period of time and/or all college activities for a specified period of time. This sanction is reserved for those offenses warranting discipline more severe than probation or for repeated misconduct. During the period of disciplinary suspension, the student will be trespassed from all College-owned or -leased properties or at any College-sponsored activity or event unless special permission is obtained from the Office of Student Conduct.
- **Expulsion:** Expulsion of a student from the College is permanent and requires administrative review and approval by the AVP of Student Services or designee. A student who is expelled from the College is trespassed from all College-owned or -leased properties unless permission is obtained from the AVP of Student Services or designee.

- **Group probation:** This is given to a college club or other organized group for a specified period of time. If group violations are repeated during the probationary period, the group's charter may be revoked or activities restricted.
- **Group restriction:** Removing college recognition during the term or semester in which the offense occurred or for a longer period (usually not more than one additional term). While under restriction, the group may not seek or add members, hold or sponsor events in the college community or engage in other activities as specified.
- **Group charter revocation:** Removal of college recognition from a group, club, society or other organization for a minimum of two years. Re-charter after that time must be approved by the Vice President of Student Services.
- **No contact:** There is to be no communication with the party or parties by any means, including but not limited to electronic or digital, in person or through a third party (other than an attorney).

Other than college probation, suspension, expulsion or the revoking or withholding of a degree, disciplinary sanctions will not be made part of the student's permanent academic record but will become part of the student's conduct record maintained by the Student Conduct Officer.

- **Release of Student Conduct records**
  As directed by the requirements of the Family Education Rights and Privacy Act (FERPA), the Office of Student Conduct does not issue student conduct information about current or former students without receiving a completed Release of Student Conduct Information form. Unless required by law, student conduct records will not be released without the expressed permission of the student. Requests for student conduct information may include but are not limited to transfer requests to other colleges, licensing agencies and security clearances for employment.

  NOTE: Wake Tech does not provide character references as a part of a conduct record. If the college/agency inquires if a student is in good standing academically, those requests will be forwarded to the Office of Registration and Records for completion. If the college/agency provides their own form(s), they should be left with the student's request for completion in the

appropriate areas by our office.

If the student is unsure of their prior conduct history, please submit a Release of Student Conduct Information form. Once submitted, allow three to five business days for completion of the request during the college's normal operating hours. Ensure that the information requested on the form is accurate and completed in its entirety. Failure to do so may result in the request not being completed.

- **Student conduct records retention**
  Student conduct records will include copies of all cases, including reports, correspondence, statements, decisions and, where available, certain other evidence in which a student is claimed to have violated at least one Student Code of Conduct policy. The Office of Student Conduct may redact information pertaining to other individuals in a case.

  The policies regarding retention of student conduct records are as follows:

  - The college will maintain student conduct files for a period of no less than seven years following the most recent finding of violation, as determined by the rules governing reporting under the Clery Act.
  - The college will maintain student conduct files of students who have been dismissed from the college indefinitely.
  - The college will retain, as required, statistical information connected to student conduct policy violations in order to comply with mandated reporting requirements.
  - The college will maintain student Behavior of Concern files for a period of no less than seven years, per recommendation of the National Association of Behavioral Intervention and Threat Assessment and in compliance with the State Archives of North Carolina.

- **Process**
  The Student Conduct Officer will request an initial meeting with all students involved in the report to determine whether disciplinary sanctions should be initiated. Additional information may be requested of the reporter. During the meeting, the Student Conduct Officer will advise the student(s) of the allegation(s), explain the student conduct process and clarify the students'

rights and responsibilities. Every effort will be made to resolve the matter by mutual agreement. Following the preliminary meeting, the Student Conduct Officer will take one of the following actions:

- If the accused student fails to appear, the Student Conduct Officer may find him or her responsible and impose sanctions. If the student does not accept responsibility, the Student Conduct Officer will initiate formal disciplinary charges. The student will be notified of the sanction via his or her official Wake Tech email address or U.S. mail. The student will be granted 10 business days to grieve the sanction.
- If there is no basis for the allegation or if it does not warrant disciplinary action, the Student Conduct Officer will dismiss the allegation.

- **Disciplinary procedures for violations of Student Code**

  The instructor will issue a report to the Student Conduct Officer for the first time a student violates the academic integrity policy in a class. The Student Conduct Officer will file the first report received as a For Information Only (FIO) report. There will be **only one** FIO report filed, even if it is a first offense in multiple classes. The instructor may issue a penalty for any academic integrity violation and should notify the student of the penalty and any report sent to the Student Conduct Officer. Any subsequent reports filed will be addressed by the Student Conduct Officer, and sanctions may be given if the student is found responsible.

  When a student is alleged to have violated any portion of the Student Code, the instructor or college official reporting the incident must follow these steps:

  - Have an educational conversation with the student or issue a verbal warning in person, via email or by telephone
  - Refer the student to a Student Conduct Officer using the steps outlined below.
  - Failure to notify the student may result in no further action being taken regarding the alleged violation. Forms are available at my.waketech.edu at the Maxient Conduct Reporting Forms link under the Quick Links heading.
  - If an instructor or college official who is considering reporting a student violation believes that the student poses an **immediate**

threat of harm to self or others, that instructor or college official should contact Campus Police. Other behaviors should be reported on the Behavior of Concern Threat Reporting form for review by the Behavioral Assessment Team.

Validation

Validating the suspected conduct (review the Student Code of Conduct violations)

Notification

Notify the student in person, by email or telephone within five business days

Submission

Submit the appropriate violation form, i.e., Academic Integrity, Student Code of Conduct, within five business days to the Student Conduct Officer

In addition to academic activities, Wake Technical Community College provides Disability Support Services (DSS) to qualified individuals for other school activities or functions. This also may include providing support services to qualified students with disabilities who may be entitled to non-academic accommodations under Section 504 and Title II who may be involved in any academic or non-academic disciplinary process. An individual with a disability is defined by the Americans with Disabilities Act as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment or a person who is perceived by others as having such an impairment.

During the disciplinary process, including any initial interview with the student, the student has the right to an advisor or advocate of his or her own choosing, including attorneys. Typically, advisors are members of the campus community, but the respondent may select whomever he or she wishes to serve as an advisor. The advisor may not make a presentation or represent the party bringing the complaint or responding student during the hearing unless required for a qualified disability as defined under the ADA or for a qualified handicap under Section 504 of the Rehabilitation Act of 1973 and if an accommodation is requested by the student. The advisor may confer quietly with the advisee, exchange notes, clarify procedural questions and suggest questions. If the advisor is an attorney, you must notify the Student Conduct Officer assigned to your case in writing **at least** three business days prior to the hearing. You must complete a confidentiality agreement and FERPA release form prior to having an advisor present. The forms can be accessed under the

Quick Links tab on the Student Conduct page. If an accommodation is requested, the student will be referred to DSS for determination of the accommodation.

- **Student Code sanction grievance procedures**
  A student who wishes to grieve a Student Code sanction issued by a Student Conduct Officer or an interim suspension issued by an instructor may request a hearing with the Disciplinary Review and Grievance Committee (DRGC) within 10 business days after the sanction is issued. Whenever possible, a Student Conduct Officer will attempt to resolve such incidents informally. Request for a hearing must be made using a Student Conduct Grievance Request form. The student will need to inform the Student Conduct Officer at this time if reasonable accommodations are needed.

  If the student cannot attend the scheduled hearing because of an emergency, he or she must contact the Student Conduct Officer who issued the sanction as soon as possible or up to one hour prior to the hearing. The student will have only one opportunity to reschedule a canceled hearing due to an emergency. Hearings that have been rescheduled due to the absence of the student will assemble, and the committee will make a decision on the case based on evidence provided by the Student Conduct Officer.

  NOTE: If the Student Conduct Officer determines that the complainant or witnesses may be harmed emotionally by testifying in the presence of the respondent at the hearing, other arrangements will be made to allow participation without depriving the respondent of access to the testimony, evidence or information. The college will provide support to students in cases of sexual or physical assault as appropriate and upon request.

  The Student Conduct grievance process and the final grade appeal process are two separate processes. If the DRGC overturns a Student Conduct Officer's sanction, it does not negate the penalty given by the academic instructor or designee.

  Composition of the DRGC: A Student Conduct Hearing Panel shall consist of at least four faculty and/or staff members, plus a presiding chairperson.

  Powers and functions of the DRGC: The committee may confirm or modify the sanction. The committee will use the preponderance of the evidence

standard when determining the outcome of a case. The AVP of Student Services reserves the right to review the decision of the DRGC and make modifications. In cases where there is alleged discrimination or denial of due process, the AVP of Student Services will review and made a determination. The decision of the AVP of Student Services is final.

- **DRGC hearing process**
  The hearings are closed to the public and the media. Hearings are primarily scheduled on Thursday afternoons or as announced. Hearings are conducted via Microsoft Teams, and all parties involved are required to have their cameras on during the length of the hearing. Only individuals invited to attend the hearings by the Student Conduct Officer or their designee are allowed to be present at the hearing. The Student Conduct Officer's role is to provide information when needed and to answer any questions.

  - The DRGC chair will initiate introductions of all present for the record. The chair will read the charges and ask the student to respond to the charges. If the student acknowledges responsibility, he or she will be given an opportunity to provide any justifying information. If the student denies the charges, the hearing will continue.
  - Complainant and eyewitnesses will be allowed to give testimony on what they saw as related to the incident in question. Witness statements will be permitted based on the incident in question. The respondent will be given an opportunity to ask questions of the complainant and eyewitnesses when present.
  - Committee members will be able to ask questions of all involved in the incident in question.
  - The burden of proof rests with the complainant. The DRGC will make a decision to modify or uphold the original sanction given by the Office of Student Conduct.
  - The chair will record the hearing except during deliberations. The recordings will be kept in the Office of Student Conduct and will remain the property of the College.
  - The DRGC will deliberate in private and provide the chair with its decision. The chair is not a voting member. His or her role is to maintain order and to advise on points of order and procedure.

- The chair will give the decision of the DRGC to the AVP of Student Services within two business days.
- The decision of the DRGC can be modified by the AVP of Student Services when warranted. The only allowable basis for appeal is consideration of alleged violation of college procedures in the conduct of the hearing or investigation, discrimination or lack of due process.
- Grievances may not be heard by the President or the Board of Trustees if related to individual grades or the result of reported disciplinary action.
- The AVP of Student Services will send the student official notification through his or her Wake Tech email address or the U.S. mail within three business days after receiving the recommendation from the DRGC committee.

- **DRGC hearing guidelines**
  - Students will be sent, via their official Wake Tech email, notice of the DRGC hearing at least three business days before the hearing date. All persons involved in the hearing, except for the witnesses, will be sent incident documents. All persons will be given the location, time and place of the hearing. When Wake Tech email is not available, students will be contacted in person, by phone or by certified mail via the U.S. Postal Service.
  - Confidentiality will be maintained with information discussed in the hearings, except as permitted or required by law. All decisions of the hearing will be given to the complainant and respondent and to other college officials on a need-to-know basis.
  - Any information and or eyewitnesses related to the incident in question, including names and contact information and importance of the eyewitnesses, must be submitted to the Student Conduct Officer, in writing, at least three business days before the scheduled hearing.

The following rights are available to the complainant and respondent:

- The right to know the identity of the person bringing charges.

- The right to provide an explanation of their part with the incident that led to the charges. Students will be able to provide this information in writing at least three business days prior to the hearing. This information will be reviewed and considered in the examination of the case, whether the student is present for the hearing or not.
- The right to present information, witnesses and proof on their behalf. All information must relate directly to the incident in question.
- The right to question any witnesses or deny any proof on their behalf.
- The right to have an advisor at the hearing.
    - A student who intends to have an advisor present at the hearing must notify the Student Conduct Officer in writing at least three business days before the hearing and include the name of the advisor, contact information and relationship to the student.
    - The role of the advisor is not to represent the complainant or respondent. The advisor cannot ask questions of anyone participating in the hearing.
    - Before the advisor can be given permission to attend the hearing, a confidentiality agreement must be signed. The Student Conduct Officer will provide the agreement document. Failure to sign this agreement will result in the advisor being denied entry to the hearing.

Other Complaints

Concerns involving harassment or discrimination by a college faculty member or staff member on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability or veteran status should be directed to the college's Affirmative Action Officer and/or Title IX Officer.

Currently enrolled students may wish to complain about an issue related to the mission of the college for which there is no formal or established grievance or appeals process, including curriculum, class scheduling, registration, financial aid, facilities or faculty. In accordance with federal consumer information and accreditation requirements, all units

that receive and resolve such complaints will maintain a log of the complaints and their resolution. In such cases, the following procedures will occur:

- The student should submit a Student Complaint form.
- The complaint form will be routed to the Senior Dean/Student Conduct Officer and assigned to the appropriate administrator, based on the nature of the complaint.
- The assigned administrator will follow up with resolution to the complaint within five business days.

If you are a currently enrolled student who has exhausted the college's complaint procedures and the matter is unresolved, you may file a formal complaint through the Licensure Division of the University of North Carolina System. All community college student complaints will be forwarded to the North Carolina Community College System office. Please follow the directions on the following links:

Filing a complaint against the college after completing the college's complaint procedure

N.C. Community College System complaint form

Wake Tech is a participating institution in the National Council for State Authorization Reciprocity Agreements. NC-SARA allows students in participating states and territories to enroll in online distance education classes.

Students should follow the SARA complaint process.

Final Student Conduct Appeals Process

A student who is not in agreement with the decision of the Disciplinary Review and Grievance Committee (DRGC) may appeal in writing to the Associate Vice President for Student Services within five business days of official notification of the decision. The only allowable basis for such an appeal is consideration of alleged violation of college procedures in the conduct of the hearing or investigation. It is the student's responsibility to clearly define and substantiate their grounds for appeal in the letter sent via email to the AVP for Student Services requesting an appeal.

The AVP for Student Services will do the following:

- Review the findings and proceedings of the DRGC

- At their discretion, hear from the student, the members of the DRGC or any other employee or witness who may provide information on the facts before ruling on an appeal
- Uphold, modify or overturn the decision of the DRGC
- Inform the student, DRGC chair and Student Conduct Officer of the final decision within 10 days of the receipt of the appeal

The decision of the AVP is final.

Attorney Involvement in Proceedings

A. **Student initiation**
A student may engage legal counsel, for advising only, at any point in his or her disciplinary, academic appeal or grievance proceeding. The student must give notice three business days in advance of their decision to engage counsel.

B. **College initiation**
The Disciplinary Review and Grievance Committee or a college official may elect to be advised by legal counsel at any time in any disciplinary, academic appeal or grievance proceeding.

C. **Staff or faculty initiation**
Any staff or faculty member involved in any disciplinary, academic appeal or grievance proceeding may avail themselves of legal counsel, at their expense, as they deem necessary. The college attorney is not automatically bound to represent any individual staff or faculty member.



Bookstore

Wake Tech Bookstores offer one-stop shopping for all your bookstore needs, including course materials, supplies, clothing, gifts and sundry items. The bookstores are operated by BibliU and are located on three campuses: Southern Wake, Scott Northern Wake and Perry Health Sciences. Pop-up locations at RTP Campus and Wake Tech East operate at the beginning of each semester. Hours vary by campus, so check the bookstore website for hours of operation on each campus.

The Eagle Advantage program allows students in degree programs to pay a flat fee per credit hour to access their required printed and digital materials instead of purchasing each one separately, creating an overall savings on the cost of course materials. This program also makes it more convenient for the student because all required course materials are available by the first day of class. Recommended items, consumable supplies and course kits are not included in Eagle Advantage.

Students can opt of Eagle Advantage if they do not want to participate. Students who opt out or plan to purchase course kits or any of the recommended textbooks should bring course schedules to the bookstore, as they contain important course information needed to locate accurate materials

Students may also purchase books 24/7 online. Click on the semester and choose "Opt Out" to see the full list of materials for a specific course.

The bookstores accept student financial aid, cash and Master Card, Visa, Discover and American Express cards for payment.

Refund policies

- Eagle Advantage program

    - A student must opt out of the program within the opt-out window set by BibliU.
    - If a student has not yet paid his or her tuition at the time of opting out, the per-credit-hour charge will be removed within 24 to 48 hours of opting out.
    - If a student has already paid his or her tuition prior to opting out, a refund will be issued by the college at the same time financial aid refunds are issued.
- Textbooks purchased outside of Eagle Advantage
    - A full refund will be issued in your original form of payment if textbooks are returned with an original receipt during the first week of classes.
    - With proof of a schedule change and an original receipt, a full refund will be issued in your original form of payment during the first 30 days of classes.
    - No refunds on unwrapped, loose-leaf books or activated e-books.
    - Textbooks must be returned in their original condition.
    - No refunds or exchanges without an original receipt.
- General reading, software, audio, video and small electronics
    - A full refund will be issued in your original form of payment if merchandise is returned with an original receipt within 14 days of purchase.
    - Opened software, audio books, DVDs, CDs, music and small electronics may not be returned. Instead, each can be exchanged for the same item, but only if defective.
    - Merchandise must be returned in its original condition.
    - No refunds or exchanges without an original receipt.
- Laptops and electronics
    - An exchange for the same item will be granted within 14 days of the item pickup if the product is found to have a manufacturer's defect. All original components, including the box, must be present for the exchange.
    - Merchandise damaged by the customer does not qualify as defective merchandise.
- Other merchandise

- A full refund will be issued in your original form of payment with an original receipt.
- Without a receipt, a store credit will be issued at the current selling price.
- Cash back on merchandise credits or gift cards will not exceed $1.
- No refunds on gift cards, prepaid cards, phone cards, newspapers or magazines.
- Merchandise must be returned in its original condition.

College ID

Employees and volunteers
A college ID card will be provided to each employee and volunteer. The college ID card or another name badge must be worn or carried by the employee or volunteer at all times while on any Wake Tech campus or when conducting official Wake Tech business off campus.

Students

- All Wake Tech students in degree programs must have an official, college-issued ID badge
- Veteran student ID badges are available

A Wake Tech-issued ID badge is required for using the following campus services:

- Tutoring and Learning Center
- Campus libraries
- Book purchases with financial aid
- eLearning Testing Center
- Wake Tech bus service
- Student lounge/center
- Supplemental testing
- Wake Tech equipment and resources

ID badges can be obtained from one of the offices listed below only after the following steps have been taken:

1. Complete registration
2. Pay tuition
3. Present another form of photo identification (driver's license, passport, military ID, etc.)

College ID office hours of operation

Southern Wake Campus (Building A, Room 102)
Monday, Tuesday and Friday: 9 a.m. - 5 p.m.
Wednesday and Thursday: 7 a.m. - 3 p.m.

Scott Northern Wake Campus (Building D, Room 103)
Monday and Tuesday: 8 a.m. - 4 p.m.
Wednesday: 7 a.m. - 3 p.m.
Thursday and Friday: 8 a.m. - 4 p.m.

Perry Health Sciences Campus (Building A, Room 145)
Wednesday: 7 a.m. - 3 p.m.

RTP Campus (Building 1, Room 107)
Monday - Friday: 8 a.m. - 5 p.m.

Western Wake Campus (Room 254) *****
Tuesday - Friday: 10 a.m. - 1 p.m.

*Photo ID services at Western Wake Campus will be closed during student breaks and holidays.

Public Safety Education Campus (Room 1911)
Monday - Thursday: 8 a.m. - 4:30 p.m.

To request an officer for an after-hours ID (5 - 7 p.m., Monday - Friday) on Scott Northern Wake Campus, Southern Wake Campus or Perry Health Sciences Campus, call the non-emergency dispatch at 919-866-5943.

Contact:
Kenneth Brown
ID Coordinator
Wake Tech Campus Police

kjbrown173@waketech.edu
919-866-5493

Student Email Accounts

New students will be given their student ID numbers and Key Accounts after their enrollment application or class registration has been processed. (Details on setting up a Key Account)

The Wake Tech email account is to be used for all email correspondence with college staff. (See the Student Email Policy.) If inactive for 18 consecutive months, a student's Wake Tech email account will be deactivated by the college.

REF #C2001a

Academic Advising

Wake Tech employs professional academic advisors and faculty advisors to teach students the importance of developing and implementing their educational and career plans to reach their goals.

As a result of Academic Advising, students will be able to do the following:

- Develop an educational plan that aligns with career goals
- Use the resources and services on campus to achieve their educational and career goals
- Demonstrate decision-making skills and ownership for their educational plans and achievements
- Select courses each semester to follow their educational plan

Advisors will do the following:

- Provide professional, courteous and timely student service
- Maintain confidentiality
- Explain college programs, policies and procedures
- Educate students about available resources and services and make appropriate referrals

- Encourage students to utilize Career Services to define and develop career interests and individualized goals
- Empower students to gain decision-making skills and ownership for their educational plans and achievements
- Guide students in their program-planning activities consistent with their career and educational goals
- Teach students skills to monitor their academic progress and seek assistance as needed

Upon being admitted to the college, students will be assigned to a career ladder care team, which consists of advisors, a success coach, faculty members and other support staff. Students who are in career fields and majors that transfer to a university will work with an academic advisor from their first semester until graduation.

Students who are in applied sciences degree, diploma and certificate programs will work with an academic advisor their first semester and then will be transitioned to a faculty advisor for the remainder of their academic pathway.

In addition, these resources and services are available to support students in setting and attaining academic and career goals:

- Academic Success Counseling: Advisors help students address academic difficulties, such as low grades, poor study habits and test anxiety. They also assist students with general problem-solving and with the challenges of balancing college, work and family. Advisors also refer students to other academic support services on campus as appropriate.
- Workshops: Workshops are offered on stress management, test anxiety, time management, improving academic success, practical college survival strategies and many other topics.

Care Center

The Care Center is committed to the holistic development of students, working collaboratively to provide resources to enhance the student experience. The center provides students with programs and retention services to address nonacademic barriers to completion.

- **Student Success Coaches**
  The Student Success Coaches work collaboratively with students to develop academic and personal goals that will assist in the successful navigation and completion at Wake Tech.

- **Emergency aid**
  Emergency Assistance provides support to hard-working students facing unforeseen financial hardships or financial emergencies so they have the resources they need to stay in school.

- **Wellness Services**
  Wellness Services provides counseling and referral services to empower students to resolve problems and reach personal and academic goals. Students can discuss and process attitudes, feelings and concerns that may interfere with their education. Various ways to communicate with counselors are available to fit the needs of students.

- **The Nest**
  The Nest food pantries on Wake Tech campuses help students and their families combat food insecurity. The free pantries allow students to shop monthly and take part in special dining initiatives and food education.

- **Technology assistance**
  With a growing number of classes meeting virtually at least some of the time, if not entirely online, every Wake Tech student needs a computer more than ever. The Care Center can provide new laptops to qualified students who don't have one so they can attend classes virtually, complete their assignments and access college services online.

- **Transportation assistance**
  Don’t have access to a reliable vehicle to get to and from campus and classes? The Care Center can show you how to obtain a free bus pass or get in touch with other students to form a carpool. And if you have a car but just don't have money for gas this week, the center may be able to help with that, too.

- **Fostering Bright Futures**
  The Fostering Bright Futures program is a public-private partnership that provides a comprehensive support structure to assist students making the transition from the foster care system to independent young adulthood.

- **Pathways Success Scholars**
  Wake Tech is one of several community colleges participating in the Student Success Initiative. The Pathways Success Scholars program targets first-generation college students, providing individual and group success coaching, leadership development and other programming that promotes academic development and personal success.

Work-Based Learning

Wake Tech provides workplace learning opportunities for approved students enrolled in select programs. Work-Based Learning is an educational program that combines classroom instruction with paid, supervised work experiences directly related to a student's curriculum. Students in some curricula may also find unpaid work experiences that are directly related to their program of study.

The college does not guarantee employment to any student or employees to any employer. The college reserves the right to add, remove or alter the Work-Based Learning component in any curriculum as needed.

Career Services

Wake Tech's Career Services Office helps students, prospective students and alumni assess their career possibilities, determine a program of study, set professional goals and attain employment aligned with their career goals.

Students and prospective students are provided resources and services to establish career pathways and attain work experiences to support the continuum of career exploration, planning and employment opportunities. This support is offered through guided coaching sessions, open lab sessions, workshops and events.

The office also manages the official job posting board for students and alumni, which is operated by Handshake. Experiential learning opportunities for students are offered

through employer and military recruiting on campus, career fairs, speaker programs and employer site visits. Wake Tech alumni are eligible for services throughout their career.

All services are available by appointment in person or virtually. Resources can be accessed online through Career Services website. Wake Tech does not guarantee employment to any student or employees to any employer. Services are offered at no charge.

Library Services

Wake Tech operates seven libraries, as well as providing access to resources 24/7 online.

Southern Wake Campus
9101 Fayetteville Road
Raleigh, NC 27603
919-866-5723

Scott Northern Wake Campus
6600 Louisburg Road
Raleigh, NC 27616
919-866-7135

RTP Campus
10908 Chapel Hill Road
Morrisville, NC 27560
919-866-5762

Perry Health Sciences Campus
2901 Holston Lane
Raleigh, NC 27610
919-866-5764

Eastern Wake Campus
5401 Rolesville Road
Wendell, NC 27591
919-866-6538

Western Wake Campus
Millpond Village, Suite 200
3434 Kildaire Farm Road
Cary, NC 27518
919-866-5721

Public Safety Education Campus
321 Chapanoke Road
Raleigh, NC 27603
919-866-5465

Each library offers the following services and resources:

- Access to print electronic, audiovisual resources and research databases
- Information and digital literacy instruction (in-person and virtual)
- Research assistance (in-person and virtual)
- Device loans (laptop, hotspot, tablet)
- Research guides and instructional tutorials
- Inter-library loan services

Library services are free, and any Wake Tech student or employee may use any of the library services or resources at their convenience. All users must have a valid Wake Tech ID in order to establish a library account.

Tutoring and Learning Centers (TLC)

All Wake Tech students have access to the free tutorial services offered by the college's Tutoring and Learning Centers (TLC).

The purpose of the center is to provide free tutoring aimed at supporting student learning and improving student success. TLC services include math, science, foreign languages, computer, presentation, study skills and writing support. Professionally prepared tutors and some Wake Tech faculty assist through one-on-one tutoring, a collection of audio/video and other media tutorials and course-related printed materials. Workshops and small group activities tailored specifically for Wake Tech classes are also available.

TLC services are available on all campus locations, including online. Hours may vary within each skills center, so call ahead to check availability. All TLC users must present a valid Wake Tech ID to be tutored.

Southern Wake Campus
Building J
9101 Fayetteville Road

Raleigh, NC 27603
919-866-6880

Scott Northern Wake Campus
Building F, Room 448
6600 Louisburg Road
Raleigh, NC 27616
919-866-6880

RTP Campus
Building 1, Room 209
10908 Chapel Hill Road
Morrisville, NC 27560
919-335-1251

Eastern Wake Campus
Building C, Room 273A
5401 Rolesville Road
Wendell, NC 27591
919-866-5000

Perry Health Sciences Campus
Building E
2901 Holston Lane
Raleigh, NC 27610
919-747-0233

Public Safety Education Campus
Room 1611
321 Chapanoke Road
Raleigh, NC 27603
919-866-6100

Western Wake Campus
Learning Resource Center, 200E
3434 Kildaire Farm Road
Cary, NC 27518
919-335-1028

Beltline Education Center
Room 2223B
3200 Bush St.

Raleigh, NC 27609
919-866-5421

Disability Support Services (DSS)

The mission of Disability Support Services (DSS) is to adapt the college's general services to the specialized, individual needs of otherwise qualified students with disabilities for the purpose of providing equal access to all programs, facilities and activities.

Students requesting disability accommodations from the college must self-identify to Disability Support Services. Students are required to submit current documentation of their disability to DSS to determine eligibility prior to the implementation of services. Students requesting accommodations from the college must have a disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Self-identification and providing documentation can be initiated at any time; however, the student must allow reasonable time for accommodations to be implemented.

Consistent with the ADA and Section 504 of the Rehabilitation Act of 1973, Wake Tech is committed to equality of educational opportunity and ensures that no qualified person shall, by reason of a disability, be denied access to, participation in or the benefits of any program or activity operated by the college. Each qualified person with a disability shall receive necessary reasonable accommodations to ensure equal access to educational opportunities, programs and activities in the most integrated setting appropriate.

To obtain additional information or to read documentation guidelines and/or DSS policies and procedures, visit the DSS website or call DSS at 919-866-5670 or by Sorensen Video Phone at 919-324-3833.

Online Learning

Wake Technical Community College offers two options for online learning: online courses and hybrid/blended courses. These options allow scheduling flexibility not possible in traditional, seated classes. Each course is taught by a qualified instructor who develops the course to achieve learning outcomes comparable to those in a seated class. The instructor provides a syllabus and course guidelines and serves as the facilitator of the course. Costs, credit hours earned and support services provided are the same as for seated courses.

Library resources
Students enrolled in online courses have access to all Wake Tech libraries. The library website is available to all students and provides information on electronic and print databases, inter-library loans, loan periods and hours of operation. The website also has links that provide access to other libraries, resources, search engines and services such as NC LIVE.

Students can access electronic books and databases 24 hours a day, seven days a week via their Key Account login. All books available in online formats, as well as all print books, are available to online students either by delivery to their homes through Wake Tech's courier service or by visiting any one of six library locations. Students can obtain support in accessing and using library and learning/information resources by asking a librarian for help at any of the six library locations (walk-in), making an online reference appointment with a librarian or chatting live online with a librarian 24 hours a day, seven days a week.

Tutoring
Students enrolled in online courses have access to Wake Tech's Tutoring and Learning Center (TLC) services, including online one-on-one tutorial sessions and workshops. Appointments can be made for both in-person and online tutoring during TLC operation hours, as well as the online tutorial service available 24 hours a day, seven days a week.

Student support services
Financial aid, advising, counseling, testing, cashier/business, information desk, veteran services, bookstore, food services, disability support, wellness counseling and career counseling are available to all online students through the Student Support page on the college's website.

Testing services
The eLearning Testing Center (eLTC) acts as the liaison between students and their instructors teaching online Curriculum courses (for-credit) to administer exams in a proctored setting. Students must present a valid Wake Tech ID badge; a driver's license or a passport can be accepted as proof of ID only for the first exam.

The eLTC proctors both paper and technology-assisted exams and collaborates with Disability Support Services to provide testing for students who are eligible for extended time. All eLTC facilities are equipped with student workstations that are outfitted with equipment to support technology-assisted exams using Blackboard, including authorized internet access and Microsoft Office Suite installations. The eLTC also provides assistance to students and faculty using the college's remote proctoring software. The eLTC has four

campus locations: Perry Health Sciences, Scott Northern Wake, Southern Wake and Western Wake.



Every effort is made to provide accurate information. It is possible that a policy has been amended since posting on the web or that a more current version of a policy exists. If you have questions or need help locating a specific change, contact the Accreditation and Compliance Office at policies@waketech.edu.

Campus Use by Students

Students have a right to use all resources and facilities of the college during normal operating hours with the proper authorization. Students may not utilize resources and facilities of the college after hours without prior official approval and without faculty supervision. The college police must be notified under these unusual circumstances.

Off-campus Instructional Sites and Distance Education

All rules and regulations of Wake Technical Community College apply at off-campus instructional sites and distance education, in addition to any rules and regulations specified by those sites or modalities.

Acceptable Use Policy

Wake Technical Community College ("Wake Tech" or "the College") strives to provide the most secure environment possible for its employees and students, while simultaneously allowing them adequate ability to perform their expected job(s) or academic studies. This policy is required by several federal and state laws and regulations that apply to educational institutions and institutions that process payment information, including

Gramm-Leach-Bliley Act (GLBA), Payment Card Industry (PCI) and Family Educational Rights and Privacy Act (FERPA).

This policy applies to all users of information resources owned or managed by the College. Individuals covered by the policy include full-time employees, part-time employees, students, contractors, interns, partners and external individuals and organizations.

The computing, digital technology and digital information resources at Wake Tech are reserved for the educational, instructional, research and administrative computing needs of the faculty, students, staff and other individuals authorized by the College. Users of these information resources may have access to valuable information resources, to sensitive and critical data and to internal and external networks. Consequently, it is important for all users to understand their responsibilities and act in an ethical and legal manner.

When using Wake Tech's digital technology, information and computing resources, full-time employees, part-time employees, students, contractors, interns, partners, external individuals and organizations must observe acceptable use, behavior and training requirements described herein.

Definitions

Term

Definition

Incidental Use

The action of using College-owned resources for means other than their intended studies or job function within the College, often for personal use, such as email, social media or other services

Information Resources

The network, systems, data, information, equipment or other College-owned hardware and software that can be accessed through the College-owned network. This includes any equipment licensed or leased through the College.

Personal Private Gain

Any action or activity where the primary goal is to enhance one's own economic, commercial or political benefit outside of the College

Personally Identifiable Information

PII is any information that can be used either directly or indirectly to identify individuals, their residence or any other unique information about them.

Sensitive Information

Any information or set of data that could have an adverse impact on an individual or the College in the event of exposure

User(s)

Any individual, or set of individuals, who operates or otherwise makes use of any information resources provided by the College

It is not possible for the College to articulate all acceptable or unacceptable behaviors or uses of College information resources by its users. Each user is responsible for reading the list below, as well as other College policies, and ensuring their conduct is acceptable. To assist users, the following contains a non- exhaustive list of guidelines that users will need to follow to remain compliant with this policy:

- Users shall use only the information resources that they are authorized to access, including resources needed to perform your educational, research or instructional functions.
- Users shall adhere to the College's password policy and the applicable provisions in this policy to protect their accounts and to secure resources against unauthorized use or access.
- Users are individually responsible for appropriate use of all information resources assigned to them and to which they are given access.
- Users shall comply with the policies and guidelines for any specific set of information resources to which they have been granted access. When other applicable policies are more restrictive than this policy, the more restrictive policy takes precedence.
- With appropriate authorization, users may connect laptops and other non-College-owned devices to the open wireless network and smart classroom lecterns specifically designed for this purpose. Authorization can be given by the faculty or staff member present, ITS or other individuals in charge of the room.
- Users shall immediately report any actual, suspected or perceived weakness in any information resource to ITS. A weakness may include unexpected network behavior, ability to access sensitive information or PII or security threats.

- Users must report any suspected violation of this policy, including theft or unauthorized disclosure of information.
- All requests for information resource access, maintenance, relocation or provisioning/de-provisioning must be directed to ITS.
- All user accounts are required by ITS systems to be multi-factor authentication (MFA) enforced. Users are required to initially set up and continually ensure the validity of MFA methods.

Unacceptable use

- In accordance with North Carolina General Statute 143-805 (b), the viewing of pornography (as defined by G.S. 14-190.13) is prohibited on any Wake Tech network or device. Student violations of this will result in disciplinary action through the standard student disciplinary process. Employee violations of this will result in disciplinary actions through Human Resources.
- Use of Wake Tech's computing services and facilities for political purposes, personal private gain or other activities in violation of the College's student or employee handbook is prohibited. However, personal private gain does not apply if the primary intention of the work being performed is related to the College or has an educational purpose.
- Use of the College's information resources to create, access or transmit inappropriate material, including material that is obscene, illegal, offensive, defamatory or harassing, as well as material that shows aversion, denigration or hostility toward any protected class, including race, color, sex, pregnancy, national origin, disability, genetic information, age, religion, marital status, sexual orientation, gender identity, political beliefs, veteran status or any other characteristic or classification protected by laws.
- Users shall not attempt to access or provide resources or assistance to others to access information resources, restricted portions of the network, an operating system, security software or other administrative applications without appropriate authorization by the system owner or administrator.
- Users shall not provide resources or other forms of assistance to others to allow any unauthorized person to access information resources. Sharing of account information, including passwords, is strictly prohibited. Additionally, students (excluding student employees) may not share or otherwise access employee workstations, as these may have access to secured networks or sensitive data.

- Users shall not engage in any activity that could degrade the performance of information resources, deprive an authorized user access to information resources, obtain extra resources beyond those allocated or circumvent College computer security measures.
- Users shall not utilize unauthorized file-sharing programs or services that incorporate file sharing, including Dropbox, Box, Google Drive, Amazon S3 storage or other services, to store sensitive information or PII without approval by ITS. The College has no control over these services and cannot guarantee the confidentiality, integrity or availability of the data.
- Users shall not waste, monopolize, interfere with or misuse information resources by, for example, requesting an excessive number of copies from a printer, playing games or participating in chain letters or Ponzi schemes.
- Users shall not access or damage any portion of the College's information resources or other College property, such as College records, or use information resources for illegal activities.
- Users shall not connect personal or non-College-owned equipment to the secure password-protected campus network unless given specific authorization by the Chief Information Officer. Users also shall not connect personal removable media, including USB flash drives, SSDs, CDs or other portable storage devices, to any college-owned computer.

Privacy and personal rights

Users do not have an expectation of privacy regarding their use of the College's information resources, and by accessing and using these information resources, users expressly consent to the College's monitoring of, access to and use of information regarding their use of the College's information resources. All information transmitted on or from, received or accessed by or residing on the information resources is monitored by the College through ordinary course of business. Information contained on the information resources and in College accounts, including email, files and other documents, may be subject to inspection under the Public Records Law of the State of North Carolina.

The College monitors access to these information resources and reserves the right, without prior notice to users, to access the information resources and to use any and all information retrieved from the information resources.

Incidental use

Wake Tech acknowledges that there are a vast amount of resources available to employees, often outside the realm of being directly work-related. Therefore, Wake Tech

allows employees and students the benefit of utilizing the College's infrastructure for incidental personal use, with the following constraints:

- Incidental use of electronic mail, internet access, fax machines, copiers and any other information technology resources is restricted to College-approved users and does not extend to family members. The practice of sharing credentials for access is strictly prohibited.
- Incidental use that would result in a direct cost to the College, create the potential for legal action against or liability to the College or cause embarrassment to the College is strictly prohibited.
- Incidental use that interferes with the satisfactory performance of an employee's work duties is strictly prohibited.
- Incidental use must not violate any other College policies or procedures or any applicable laws or regulations, must not violate any provision in this policy and must not be used with the intention of personal private gain.

Incidental use is considered a privilege and benefit of employees and students. If it is determined that it is being used to the detriment of the College or other individuals, incidental use privileges and access to the network and information resources may be revoked at any time in the College's sole discretion. Additionally, should College equipment be used to develop intellectual property, the College will retain rights and ownership of a portion of that intellectual property, consistent with the College's Copyright Infringement and Intellectual Property policy, North Carolina Community College System regulations, state and federal law.

Legal and regulatory considerations
Users of Wake Tech's resources are expected to abide by all applicable laws, regulations, statutes and ordinances and shall:

- Abide by all applicable copyright laws and licensing requirements. The College may have entered into legal agreements, contracts or licensing terms with providers of software and network resources, which require individuals using them to comply with those agreements.
- Not use, copy or distribute copyrighted works, including webpage graphics, sound files, film clips, trademarks, software and logos, unless you have a legal right to use, copy, distribute or otherwise exploit the copyrighted work.

Compliance
Individuals found to be in violation of this policy or engaging in any conduct that violates

applicable law shall be subject to disciplinary action, including restriction or possible loss of privileges, suspension, termination or referral to law enforcement.

Students violating this policy are subject to disciplinary actions as set forth in the Student Code of Conduct.

The Office of the CIO shall verify compliance with this policy through various methods, including business tool reports, internal and external audits and feedback to the policy owner. Additionally, this policy will be reviewed as a part of annual compliance submissions, as well as internal and external audits.

Any exception to this Policy must be approved by the Office of the CIO in advance.

All users have the responsibility to stay up to date on any changes to this policy, as well as other College policies.

Additional faculty and staff requirements

Non-completion of annual security awareness training
Security awareness training is conducted annually (typically between February and April) for all faculty and staff members. This training is essential to be in compliance with PCI, GBLA, FERPA and other regulations, in addition to being an important part of our overall cyber risk reduction program.
Users who fail to complete the annual security awareness within two weeks of the training campaign will have their account locked and will need to contact the Service Desk to have their account unlocked. The user will then have two weeks to complete the annual security awareness training, or their account will be locked again, and their supervisor will need to contact the Service Desk to have the account unlocked. The intent is to encourage all users to accomplish their training in a timely fashion and to reduce risk to the college.

Repeat phishing campaign failures
All faculty and staff members are subject to continuous simulated phishing campaigns. The purpose is to help users successfully identify attempts to gain access or gain account credentials through phishing emails. These campaigns consist of two levels: expert and beginner. All users start in the expert group and move to the beginner group only after failing a simulated phishing campaign. Failures consist of clicking a malicious link or opening an attachment in the phishing email.
Users in the beginner group receive more frequent tests, but the simulated phishing emails are designed to be easier to spot then the ones sent to the expert group. After a user successfully passes three consecutive beginner phishing emails, they will be returned to the expert group.
Users who continue to fail the phishing campaign simulations will undergo remedial

training and will have disciplinary actions imposed on them. If a user has repeated failures within a one-year time period, the following actions will be initiated:

1. First failure: The user receives a pop-up message advising them that they clicked on a simulated phishing campaign and a brief message of items to look out for in the future.
2. Second failure: The user is required to complete a short remedial training campaign within two weeks, or their account will be locked.
3. Third failure: The user will meet with the ITS Security Team to review ways to spot and prevent falling for phishing emails. At this point, the user's supervisor, department HR representative and division vice president will be made aware of the action.
4. Fourth failure: The user will meet with an HR representative, IT Security Team and the user's supervisor for a verbal counseling on future phishing failures.
5. Fifth failure: In conjunction with the supervisor, HR representative and ITS Security Team, the user will be placed on an HR Performance Improvement Plan (PIP).
6. Any future failure would be handled in accordance with the established PIP.

The intent of the escalating actions are to ensure all users are educated and aware of their responsibility to protect the College. Users who go three months without failing a phishing campaign any time after their first failure will reduce their total failure count by one. The same is true if a User successfully reports a phishing campaign email as suspicious through the Phish Alert button.

Related policies, procedures, references, forms or terms

Name

Location

Payment Card Industry Data Security Standard version 3.2.1 – Requirement 12.3

Perform web search for "PCI 3.2.1"

North Carolina Department of Information Technology Acceptable Use Policy

Perform web search for "NCDIT AUP"

North Carolina IIPS Community Colleges IT Standards

Click "IT Standards"

Wake Tech Data Protection and Retention Policy

Employee Handbook

North Carolina General Statute 143-805 (b): Prohibit viewing of pornography on government networks and devices

North Carolina General Assembly website

North Carolina General Statute 14-190.13: Definitions for certain offenses concerning minors

North Carolina General Assembly website

North Carolina Public Records Law: Chapter 132

North Carolina General Assembly website

Contact

Ryan Schwiebert, vice president of Information Technology Services: 828-508-4521 or rlschwiebert@waketech.edu

Ref #E1002a / C1424

Student Dress and Hygiene

Students are not allowed in any campus facility without shoes and shirts. Students are expected to dress and groom themselves in an appropriate manner while on campus or participating in classes and activities sponsored by the college. Additionally, students must meet the specific dress requirements of their programs of study, including uniforms or personal protective equipment, such as goggles, shields, etc., required in laboratory and shop settings.

Display of personal undergarments, lingerie, provocative dress or clothing with profane language or subject matter is not appropriate attire for a college environment. Violations of this policy may result in disciplinary action, including dismissal from the college.

Pets on Campus

Pets, including dogs and cats, create several conditions the college is not equipped to handle. Pets may carry and spread parasites. Pets of any type may not be brought on

campus. This policy is in no way intended to restrict access to the campus for animals specifically trained to aid individuals with disabilities.

Food and Drink

The college provides common areas for the consumption of regular meals. Light food and drinks with a cover or lid are allowed in campus instructional areas at the discretion of the supervising faculty or staff member under the following conditions:

- The learning environment is not disrupted and classmates are not disturbed.
- Food and drink are kept at a safe distance from instructional materials and equipment.
- All drinks are non-alcoholic and covered with a lid.
- Light food is pre-packaged or in a container with a lid.
- Noisy, messy and strong-smelling foods are prohibited.
- Nuts, which are known allergens, are prohibited.
- Individuals who have peanut allergies should notify their supervising faculty or staff member as soon as possible.
- No trace of food or drink consumption is left behind, and garbage is placed in appropriate receptacles or removed from the area.
- Hands are cleaned after eating and before handling college property.
- Food or drink spills are reported to the supervising faculty or staff member so that prompt action can be taken to minimize damage.

The college reserves the right to prohibit food and drink in any area (e.g., labs) for safety reasons and to ask anyone who disregards procedures to remove the food or drink from the area.

Contact information

Subject

Contact

Telephone

Email/website

Policy clarification

Facilities Department

919-866-5044

facilitiesoperations@waketech.edu

Ref #C1433

Smoking/Use of Tobacco Products

Students, college employees, volunteers, visitors, contractors, vendors or any other persons on college property are permitted to smoke or use tobacco products **only** in designated areas. College property includes any building, facility or vehicle owned or leased by Wake Technical Community College and college grounds, including athletic fields and parking lots.

Definitions
For the purposes of this policy, "tobacco products" include cigarettes, e-cigarettes, vaporizers, cigars, blunts, pipes, smokeless tobacco products such as chewing tobacco and snuff and hookahs, as well as any items containing or intended to mimic tobacco or tobacco products. "Tobacco use" includes smoking, chewing, dipping, ingesting or any other use of tobacco products or the smoking of any other substance.

Exceptions
Tobacco products may be included in instructional or research activities in college buildings if the activity is conducted or supervised by the faculty member overseeing the instruction or research and if the activity does not include "tobacco use" as defined above.

Signage
Signs that indicate "Smoking/Tobacco Use in Designated Areas Only" will be posted in a manner and location to provide sufficient notification to students, employees and visitors.

Violations

- Students: Any student who violates the terms of this policy will receive a reprimand upon his or her first offense. If a second offense occurs, the student will be placed on general probation and required to meet with the Student Conduct Officer. A third offense by the student will incur suspension from the college for three calendar days (weekends and holidays excluded). The student will be suspended for a

semester if he or she subsequently violates the terms of the policy.

- Employees: Any employee who violates the terms of this policy will receive a written warning upon his or her first offense. If a second offense occurs, the employee will be placed on probation. Any employee who subsequently violates the terms of the policy may be subject to additional disciplinary action.

- Visitors: Any visitor refusing to comply may be asked to leave campus.

Cellphones

Students may not engage in any activity that is disruptive to orderly classroom instruction, without limitations to the use of cellphone. Students are therefore required to disengage all such devices when in a classroom.

Housing

The college does not have housing facilities.

Transportation

Wake Technical Community College is supported by public bus service at all campuses except for Western Wake Campus. All routes servicing Wake Tech campuses, including GoRaleigh's Route 40X, can be found in the Green Trek section of Wake Tech's website.

Wake Tech offers free regional GoPasses for students and employees. These bus passes are valid on any GoRaleigh, GoTriangle, GoDurham or GoCary bus route. To qualify for a GoPass, individuals must be actively enrolled or employed at Wake Tech.

Through Wake Tech's Green Trek program, the college encourages sustainable transportation and equitable access. To learn more about the alternative transportation options at Wake Tech, please visit the Green Trek section of the college website.

Skateboarding/Rollerblading/Scooters

Skateboarding, rollerblading and the use of any type of scooter are not allowed on any Wake Technical Community College campus or site.

Publications Policy

Publications are defined to include the following: newspapers, pamphlets, newsletters, brochures, fliers, books, posters or magazines. Publications may not be printed or distributed without official approval of the dean of Student Activities and Athletics. Approved campus organizations may post and distribute their publications if said publications have been approved by the president of the organization, the organization's advisor and the dean of Student Activities and Athletics.

All publications (print, electronic or other) containing URLs or references to the Wake Tech website must be sent to the Communications & Marketing Department (webmaster@waketech.edu) prior to finalization to ensure that URLs are listed correctly.

Publications containing profanity, language that is offensive with regard to race, sex or creed, grammatically incorrect statements and misspelled words will be subject to disapproval. All publications must represent the dignity, mission and standards of the college. Organizational publications must also be consistent with the philosophy and mission of the organization.

The college reserves the right to rescind approval for on-campus activity for any organization that violates this policy. Individuals found guilty of not conforming to this policy will face disciplinary action, including suspension from the college.

This policy does not apply to off-campus groups and individuals. Off-campus groups and individuals are allowed to distribute publications in the designated areas of Southern Wake Campus and Scott Northern Wake Campus in accordance with the college's Solicitation Policy.

Solicitation Policy (Campus Presentations and Material Distribution)

Solicitations occur in numerous forms, formats and techniques. For the purposes of this policy, solicitations are deemed to include attempts to address all or portions of the college community to express social, political, religious or other views, disseminate written materials or to request, accept or collect donations or contributions.

Any individual, organization, agency or group that desires to solicit on any property owned, leased or operated under the jurisdiction of the college is required to comply with the following procedures:

A. Expressive activities

1. On-campus groups and individuals
   On-campus groups and individuals may reserve designated outdoor space for use in support of their activities, if they wish to reserve space. Arrangements for the use of outdoor space shall comply with campus reservation procedures and Wake Tech protocols.

2. Off-campus groups and individuals
   a. General provisions
   Speakers will be granted access to designated areas so long as notice has been provided consistent with this policy, granting access will not conflict with any previously scheduled events and the designated area is not temporarily inaccessible or unsafe due to construction, act of God or similar cause.

   Access will not be denied because of a speaker's viewpoint or the content of his or her speech.

   Access will be granted on a first-come, first-served, space-available basis.

   Gross, multiple or continued violation of this solicitation policy will result in the soliciting parties loss or suspension of future solicitation privileges on property owned, leased or operated under the jurisdiction of the college.

   b. Notice requirement
   Speakers must provide written notice to the Office of the Executive Vice President of Operations through a Solicitation Request form three business days in advance of an intent to speak.
   Upon arriving on campus, speakers must check in with Wake Tech's College Police Security Services office.

   c. Information requirement
   Speakers must provide the names of the persons who intend to speak on campus, the anticipated size of the group that will visit campus with the speaker and the name, address and phone number of a responsible contact person who will be

present on campus during the event.
Disclosure of this information is required to permit proper planning and will not be grounds for denying or abridging the right to engage in expressive activities in the designated area.

d. Designated areas
The following areas are designated for expressive activities by off-campus groups and individuals:

- Southern Wake Campus: the paved area directly outside of and adjacent to the north corner of Building B
- Scott Northern Wake Campus: the paved area between buildings E and F

e. Scheduling limitations
At the beginning of the academic year, the president or designee shall establish a schedule of two days per week for expressive activities by off-campus groups and individuals. These areas will be made available to any off-campus group or individual for up to three hours per day between 10 a.m. and 4 p.m.

In order to promote opportunities for a diversity of speakers, a speaker may not reserve the forum more than two weeks in advance.

3. Noise restrictions
   No sound amplification is permitted. Also, noise levels that are reasonably likely to or do cause a material disruption to the learning environment or the normal administration or operation of the college are prohibited.
4. Grounds for denial of access or removal from Wake Tech property
   Speakers will be denied access or will be removed from Wake Tech property for the following:
   - Failing to comply with this policy
   - Communicating "fighting words" as defined in case law
   - Advocating illegal conduct that is directed to inciting or producing imminent lawless action and is likely to incite or produce such action
   - Touching, striking or impeding the progress of pedestrians, except for incidental or accidental contact or contact initiated by a pedestrian

- Photographing, audio recording or videotaping any faculty, staff or student without first obtaining written permission from the person to be photographed, recorded or videotaped, provided, however, that speakers are allowed to photograph, audio record and videotape themselves and others located within the designated area described in Section A.2.d of this policy and interacting with the speakers
- Engaging in disruptive or disorderly conduct that is reasonably likely to cause a material disruption to the learning environment or the normal administration or operation of the college
- Damaging, destroying or stealing college or private property on campus
- Possessing or using firearms, explosives or dangerous weapons or substances
- Obstructing the free flow of pedestrian or vehicular traffic

B. Distribution of written materials

Pamphlets, publications, advertisements and any other such materials may not be distributed through any form of the college‘s internal mail system. Such materials may, however, be distributed by hand at such time(s) and at such location(s) as may be designated in writing by the college president or designee, so long as the group or individual has complied with the requirements of Section A above. Distribution of written materials will not be denied based solely on the content or the viewpoints expressed in the materials.

Any individual, organization, agency or group that distributes written materials on any property owned, leased or operated under the jurisdiction of the college shall reimburse the college for any of the college‘s internal or external clean-up costs associated with the distribution of such materials.

C. Posting of messages or materials

It is expressly prohibited for any individual, agency, organization or group not officially affiliated with the college to use any surface, such as walls, bulletin boards, trees or the like, on any property owned, leased or operated under the jurisdiction of the college to display any written or otherwise visual materials.

D. Commercial use of bulletin boards

The college provides some bulletin board space for its students and employees to advertise or request goods and services. Other than such limited use by the college‘s students and employees, bulletin boards located on any property owned, leased or operated under the jurisdiction of the college may not be used for commercial purposes.

E. Donations and contributions

On-campus individuals, organizations and groups may solicit, accept or collect donations or contributions on property owned, leased or operated under the jurisdiction of the college for not-for-profit activities only. Prior to engaging in any such activities, individuals, organizations and groups desiring to solicit, accept or collect donations or contributions shall request permission in writing from the Office of the Executive Vice President of Operations.

F. Goods and services

Students who desire to solicit on any property owned, leased or operated under the jurisdiction of the college to provide goods or services must make their request in writing to the Dean of Student Life. The request must contain a full description of the activity as to time, benefit, etc., in order to be considered. The decision as to whether such request will be allowed or denied and any conditions attached thereto shall be within the Dean‘s discretion. The Dean shall respond to all such requests in writing within five working days from the date the request is received. All other individuals, organizations, agencies or causes are prohibited from canvassing, selling, offering for sale, soliciting or promoting the sale or advancement of any goods or services on any property owned, leased or operated under the jurisdiction of the college.

Contact information

Subject

Contact

Telephone

Email

Policy clarification

Staff Professional Development and Event Management Director

919-532-5680

jacraig@waketech.edu

Media Coverage of College Activities

As a public, tax-supported community college, Wake Technical Community College complies with public information law and works with news media to provide coverage of

news about the college. Occasionally, media representatives may visit Wake Tech classrooms to interview and photograph students.

The college welcomes these opportunities while respecting the rights of students who may not wish to be interviewed or photographed. Students may be excused from classroom activities, without question, while photographs or video images are being recorded.

College Police and Safety

The Board of Trustees of Wake Technical Community College has adopted policy statements in compliance with the dictates of the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act).

The college's police chief is primarily responsible for developing rules and regulations to implement these policies. Crimes on all campuses are reported to the College Police Department, which investigates on-campus murder, criminal sexual assault, criminal sexual abuse, robbery, aggravated assault, aggravated battery, burglary, motor vehicle theft, liquor law violations, drug abuse violations, weapons possession and other emergencies on campus considered to be a threat to safety. Timely reports of such occurrences are made to employees and students. In the event the perpetrator of a violent crime is subject to discipline by the college, the victim of the crime shall, at the discretion of the college's administration, be permitted to obtain results of the disciplinary proceeding.

The College Police Department prepares, publishes and distributes statistical reports that identify the occurrence of campus crimes and the number of campus arrests involving liquor law violations, drug abuse violations and weapons violations. The policy statements and statistical reports are available upon request to students and employees, as well as prospective students and the higher education community, at Building L, Room 233, Wake Technical Community College, 9101 Fayetteville Road, Raleigh, NC 27603.

Some security patrol and traffic control matters are handled by a private security company under contract with the college. This company is responsible to the college's police chief, whose office is on Southern Wake Campus, in Building L, Room 233, and whose telephone number is 919-866-5532. The college police chief also can be contacted by dialing the college's main switchboard number, 919-866-5000 (from off-campus). Students, employees and visitors are encouraged to report criminal activity and other emergencies on any campus at the college's emergency number, 919-866-5911.

Students and employees are prohibited from bringing onto campus or using alcohol or illegal drugs on campus or during any college activity. Limited exceptions to this policy may be granted by the college president or designee. The college has a Drug and Substance Abuse Council, which offers help to students and employees seeking counseling and/or assistance programs. From time to time, workshops and seminars are conducted on campus relating to the following subjects:

- Crime and safety
- Self-defense
- Drugs and alcohol
- Date rape

Other information is periodically published in the student newsletter, The Eagle's Eye. The student newspaper, The Student Voice, discusses and debates health, safety, self-defense, etc., issues.

Campus safety means protecting people and property. People working together can make our campuses safe and secure working and learning environments. Report suspicious persons, vehicles and activities to the College Police Department at 919-866-5911. Students attending classes in the evenings should walk in well-lighted areas with someone or near other people. Extra precaution should be taken by using sidewalks and crosswalks and by avoiding isolated areas. Personal valuables should be marked and not left unattended. Vehicles should be parked in a well-lighted area and locked.

Presentations by local law enforcement personnel
Wake Tech College Police officers can conduct presentations concerning robbery, motor vehicle theft and drugs and alcohol.

Annual report of criminal offenses
Wake Tech complies fully with the Clery Act, which requires the college to gather statistics about crime on campus and publish them in an annual report by October 1 each year. Read the current Annual Security Report.

Threat Assessment and Violence Prevention

Wake Technical Community College is committed to providing students, employees, contractors and visitors with a safe and secure environment that is free from threats,

intimidation and violence. To that end, the college considers the following behaviors unacceptable:

- Injuring another person physically
- Engaging in behavior that creates a reasonable fear of injury to another person
- Engaging in behavior that subjects another individual to undue emotional distress
- Possessing, brandishing or using a weapon that is not required by the individual's position while on college premises or engaged in college business
- Threatening to injure an individual or damage property
- Committing injurious acts motivated by, or related to, domestic violence or sexual harassment
- Retaliating against any person who, in good faith, reports a violation of this policy
- Any other behavior or activity that creates a threat or danger to a person or the campus

This policy will be enforceable at any property, building or other facility that is owned, leased or used by Wake Technical Community College for any college activity. Violators will be subject to Wake Tech disciplinary policies or North Carolina General Statutes as appropriate, including NCGS 14-33 Assault, NCGS 14-277.3A Stalking, 14-277.1 Communicating Threats, 14-269.2 Possession of Weapons on School Grounds, 14.160 Injury to Personal Property, 14.35 Hazing and 50.B1 Domestic Violence.

Definitions

Term

Definition

Targeted violence

Any incidence of violence in which an attacker selects a particular target prior to a violent attack on that target

Concerning behavior

A wide range of behaviors which, due to their nature or severity, affect the campus or the workplace, generate a concern for personal safety or result in physical injury

Threat

An expression of intent to do physical or psychological harm or to act out violently against a person (or persons) or property that would lead to the reasonable belief that such harm will occur. The threat may be spoken, written, symbolic, implied, direct or indirect.

Note: Certain Wake Tech policies predate the establishment of the process outlined below. They remain official college policies. Employees and students will be expected to comply with the process in the future.

Responsibilities

1. Faculty and staff – Faculty and staff members must be familiar with the Threat Assessment and Violence Prevention Policy and must report violations of the policy to their supervisor or appropriate administrator and the police chief. All employees are encouraged to be alert to the possibility of violence on the part of employees, former employees, students, contractors and strangers. Employees who in good faith report threats, concerning behaviors or violations of college policy will not be retaliated against. Deliberately false or misleading reports of violence will be considered unacceptable personal conduct, and the employee or student making such false or misleading reports will be subject to disciplinary action under the Wake Tech disciplinary policy.

2. Threat Assessment Team – The responsibility for assessing potentially-threatening behaviors rests with the college Threat Assessment Team. In making assessments, the team may consult outside resources such as counselors, law enforcement officials, threat assessment professionals, mental health specialists and others who might contribute to a successful resolution. The team will report findings from their assessments, including recommendations for appropriate interventions, to the college president or his designated representative. The Threat Assessment Team is composed of these college employees:
    - Executive Vice President (Team Leader)
    - Vice President of Workforce Development Division
    - Conduct Officers
    - Vice President of Human Resources & College Safety
    - Chief of Police
3. Crisis Management Team – The Threat Assessment Team will recommend activation of Wake Tech's Crisis Management Team in the following instances:

- A situation poses imminent danger to a person or to the college
- An act of violence occurs resulting in serious or fatal injuries to one or more campus members

The Crisis Management Team will consider the impact of the incident on the campus community and initiate appropriate debriefing, counseling and support for victims, co-workers, students and families.

Principle

An educational setting in which everyone respects everyone else promotes safety. It provides a place for open discussion in which diversity and differences are respected, communication is encouraged and supported and conflict is managed and mediated constructively. Problems come to light earlier and can be addressed before they become serious or lead to violence; consequently, the potential for violence diminishes.

Procedures

For the safety of the college community, it is imperative that anyone aware of concerning behavior or perceived threats – from firsthand knowledge, written or verbal communications or any other source – report it immediately to the Wake Tech College Police at 919-866-5911 (65911 from any campus phone). Those reporting may identify themselves or remain anonymous. To the extent allowed by law and policy, any identification provided will remain confidential and will be used only by security officials for follow-up, if necessary. Those choosing to leave an anonymous report should include as much detail as possible to make sure security officials can proceed with an investigation. The police chief will address all reports as quickly as possible and convene the Threat Assessment Team when appropriate. If a report suggests that a law has been violated or that violence is imminent, the chief will immediately refer it to the College Police Department for investigation and crisis response measures, as they deem appropriate.

The Threat Assessment Team will focus its efforts on formulating strategies for preventing targeted violence in two principle areas:

- Developing the capacity to monitor and evaluate information that might indicate a risk of targeted attack
- Using the results of threat assessments to develop strategies for preventing attacks

If the team determines through inquiry that an identified behavior involving a student is non-threatening, the matter will be referred to the Conduct Officer for appropriate action. A Behavior of Concern Intervention Team (BIT) has been implemented to assess student

behaviors of concern and low-level threats. Non-threatening incidents involving college employees will be directed to the Executive Director of Human Resources. If the team concludes that a law has been violated or that violence is imminent, it will immediately refer the matter to the Chief of Police.

Threat assessment will be fact-based, relying primarily on the appraisal of behaviors, rather than on stated threats or traits, as the basis for determining if there is cause for concern. The fact-based assessment considers every aspect of the person of concern and is based on the totality of what is known about that person, in four major areas: personality, family dynamics, school dynamics (and the person's role in those dynamics) and social dynamics.

Examples of concerning behaviors

- Acts of violence
- Threats (direct, indirect, implied, veiled)
- Harassment
- Intimidation
- Hazing
- Stalking, surveillance or unwanted pursuit
- Weapons on campus or recent acquisition of firearms
- Special interest in or identification with the military, survivalist groups or weapons
- Homicidal thoughts or actions
- Preoccupation with violent themes
- Apparent obsession with someone
- Domestic disputes
- Intentional destruction of personal property
- Refusal to accept employment termination
- One-sided contact with others following employment termination
- History of conflict with others
- Documenting the activities of others when not required to do so

- Unusual verbal or written communications to others
- Repeated complaints about working conditions
- Excessive blaming of others
- Excessive or intimidating references to workplace violence incidents or other mass murders

A report should be made to the Conduct Officers if a student displays behaviors that indicate a concern, including but not limited to:

- Self-injury
- Uttering threatening words or displaying threatening actions
- Writings that clearly communicate intentions to harm self or others
- Actions that endanger the health, safety or well-being of any member of the college community or its guests

NOTE: If the behavior constitutes an emergency or needs immediate attention, contact College Police at 919-866-5911 (65911 from any campus phone).

If the behavior is clearly a Student Code Violation, complete the Student Code Violation Form.

When a student behavior of concern takes place in which a student is alleged to have shown concerning behaviors, these steps must be followed by the reporting individual:

1. If the behavior of concern that the student is displaying or has displayed is not an emergency, search for the Behavior of Concern and Threat Report form, then complete and submit the form electronically.

2. A Conduct Officer will review the report and make a determination on the referral of the report. If the report is a behavior of concern and not a conduct code violation, members of the BIT will schedule a meeting to discuss the case within five business days.

3. Within two business days, a Conduct Officer will notify the person who submitted the report that the information has been received.

4. The student will be contacted, and a determination of the submitted report will be made by the BIT; information will be given to pertinent individuals.

5. If the report is found to be only a conduct code violation, the report will be forwarded to the appropriate Conduct Officer, who will handle the case under the guidelines of the Student Code of Conduct.

In order to assist students in becoming more productive citizens of our community and to provide guidance in addressing behaviors of concern, the following are actions that the BIT may consider (but is not restricted):

- No instant action
- Contacting the student by official email or by telephone to assess his or her status
- Meeting with the student to talk about needs, services available and college expectations
- Refer students to programs and services on campus, e.g., Wellness Services, Student Success Counseling Services, Financial Aid, Disability Support Services and the ILC.

The recommendations of the BIT are final; however, the student may appeal any sanction given by a Conduct Officer.

Confidentiality

Wake Technical Community College understands the sensitivity of information obtained, provided and/or alleged in such reports as it pertains to an individual's reputation, privacy and anonymity. Any report of concerning behaviors or threats of violence will be handled in a confidential manner, with information released only on a need-to-know basis. When appropriate, legal guidance will be requested.

Records retention

All Behavior of Concern reports (documents, files, etc.) related to a threat assessment will be maintained by the Conduct Officers in the Maxient system. All criminal reports relating to a threat assessment will be maintained by the College Police.

Title IX Policy (Sexual Discrimination, Harassment and Misconduct)

Wake Technical Community College adheres to all federal, state and local civil rights laws prohibiting discrimination in employment and education. The college does not discriminate

in its admissions practices (except as permitted by law), in its employment practices or in its educational programs or activities on the basis of sex.

Title IX of the Education Amendments of 1972 (Title IX) states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

As a recipient of federal financial assistance for education activities, the college is required by Title IX to ensure that all of its education programs and activities do not discriminate on the basis of sex. Sexual harassment, sexual assault, dating and domestic violence and stalking are forms of sex discrimination, which are prohibited under Title IX and by college policy.

Any member of the campus community, guest or visitor who acts to deny, deprive or limit the educational, employment or social access, opportunities and/or benefits of any member of the college community on the basis of sex is in violation of the Title IX Policy.

The college values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in the grievance process during what is often a difficult time for all those involved.

When the Respondent is a member of the college community, a grievance process may be available regardless of the status of the Complainant, who may or may not be a member of the college community. This community includes, but is not limited to, students, student organizations, faculty, administrators, staff and third parties such as guests, visitors and volunteers.

For the purpose of this policy, the college refers to "student" as an individual moved to the status of student by the college's Admissions Department and/or the Workforce Development Registrar Office's process and maintains an ongoing relationship with the college in one or more of the following categories:

- Is eligible to register for courses
- Is registered for a credit or non-credit bearing course
- Is enrolled in a credit or non-credit bearing course

The procedures below may be applied to incidents, patterns and/or the campus climate, all of which may be addressed and investigated in accordance with this policy.

Definitions

Term

Definition

Advisor

A person chosen by a party or appointed by the institution to accompany the party to meetings related to the resolution process, to advise the party on that process and to conduct cross-examination for the party at the hearing, if any.

Complainant

An individual who is alleged to be the victim of conduct that could constitute harassment or discrimination based on a protected class or retaliation for engaging in a protected activity.

Complaint (formal)

A document signed by a Complainant or signed by the Title IX Coordinator alleging harassment or discrimination based on a protected class or retaliation for engaging in a protected activity against a Respondent and requesting that Wake Technical Community College investigate the allegation.

Confidential Resource

An employee who is not a Mandated Reporter of notice of harassment, discrimination and/or retaliation, irrespective of Clery Act Campus Security Authority status.

Day

A business day when the college is in normal operation.

Decision-maker

The person, panel and/or Chair who hears evidence, determines relevance and makes the Final Determination of whether this policy has been violated and/or assigns sanctions.

Directly Related Evidence

Evidence connected to the complaint that is neither inculpatory (tending to prove a violation) nor exculpatory (tending to disprove a violation) and cannot be relied upon by the investigation report or Decision-maker.

Education program or activity

Locations, events or circumstances where the college exercises substantial control over both the Respondent and the context in which the sexual harassment, discrimination

and/or retaliation occurs and also includes any building owned or controlled by a student organization that is officially recognized the college.

Final Determination

A conclusion by the standard of proof that the alleged conduct did or did not violate policy.

Finding

A conclusion by the standard of proof that the conduct did or did not occur as alleged, as in a "finding of fact."

Formal Grievance Process

"Process A," a method of formal resolution designated by the college to address conduct that falls within the policies included below and which complies with the requirements of the Title IX regulations. (34 CFR §106.45)

Grievance Process Pool

Any investigators, hearing Decision-makers, appeal officers and Advisors who may perform any or all of these roles (though not at the same time or with respect to the same case.)

Hearing Decision-maker or Panel

Those who have decision-making and sanctioning authority within the college's Formal Grievance Process.

Investigator

The person or persons charged by the college with gathering facts about an alleged violation of this policy, assessing relevance and credibility, synthesizing the evidence and compiling this information into an investigation report and file of directly related evidence.

Mandated Reporter

An employee of the college who is obligated by policy to share knowledge, notice and/or reports of harassment, discrimination and/or retaliation with the Title IX Coordinator and/or their supervisor.

Notice

An employee, student or third-party informs the Title IX Coordinator or other Official with Authority of the alleged occurrence of harassing, discriminatory and/or retaliatory conduct.

Official with Authority (OWA)

An employee of the college explicitly vested with the responsibility to implement corrective measures for harassment, discrimination and/or retaliation on behalf of the college.

Parties

The Complainant(s) and Respondent(s), collectively.

Process A

The Formal Grievance Process detailed below and defined above.

Process B

The administrative resolution procedures, as detailed in Appendix D, that apply only when Process A does not, as determined by the Title IX Coordinator.

Relevant Evidence

Evidence that tends to prove or disprove an issue in the complaint.

Remedies

Post-finding actions directed to the Complainant and/or the community as mechanisms to address safety, prevent recurrence and restore access to Wake Technical Community College's educational program.

Respondent

An individual who has been reported to be the perpetrator of conduct that could constitute harassment or discrimination based on a protected class or retaliation for engaging in a protected activity.

Resolution

The result of an informal or Formal Grievance Process.

Sanction

A consequence imposed by the college on a Respondent who is found to have violated this policy.

Sexual Harassment

The umbrella category including the offenses of sexual harassment, sexual assault, stalking and dating violence and domestic violence. See Section 17.b. for greater detail.

Title IX Coordinator

At least one official designated by Wake Technical Community College to ensure compliance with Title IX and the college's Title IX program. References to the Coordinator throughout this policy may also encompass a designee of the Coordinator for specific tasks.

Title IX Team

The Title IX Coordinator, Deputy Coordinators, Investigators and any member of the Grievance Process Pool.

Training materials

The following link offers training materials for the college's Title IX Team inclusive of training and certification events, select webinars and online trainings provided by the Association of Title IX Administrators (ATIXA). The Title IX Team has participated in training relevant to each member's responsibilities and designated roles.

Title IX Coordinator

Laura Bethea serves as the Title IX Coordinator and oversees coordination and implementation of Wake Technical Community College's efforts related to the intake, investigation, resolution and implementation of supportive measures to stop, remedy, remediate and prevent discrimination, harassment and retaliation prohibited under this policy. All parties will be provided with a comprehensive (electronic) brochure detailing options and resources, which the Title IX Coordinator may also go over in person with the parties, as appropriate.

Independence and conflict-of-interest

The Title IX Coordinator manages the Title IX Team and acts with independence and authority free from bias and conflicts of interest. The Title IX Coordinator oversees all resolutions under this policy and these procedures. The members of the Title IX Team are vetted and trained to ensure they are not biased for or against any party in a specific case or for or against Complainants and/or Respondents generally.

To raise any concern involving bias or conflict of interest, reports of misconduct,or discrimination by the Title IX Coordinator, contact Vice President of Human Resources and College Safety Benita Clark at biclark@waketech.edu or 919-866-7894 or other designee.

Concerns of bias, a potential conflict of interest or reports of misconduct or discrimination by any other Title IX Team member should be reported to the Title IX Coordinator.

Administrative contact information
Complaints or notice of alleged policy violations or inquiries about or concerns regarding this policy and procedures may be made internally to the Office of Title IX:

Title IX Coordinator

- Laura Bethea
  Southern Wake Campus
  9101 Fayetteville Road
  Raleigh, NC 27603
  919-866-6361
  lcbethea@waketech.edu

Title IX Deputy Coordinators/Pool

- Karen Phinazee
  Southern Wake Campus
  9101 Fayetteville Road
  Raleigh, NC 27603
  kbphinazee@waketech.edu
  919-866-6169

- Benita Clark
  Southern Wake Campus
  9101 Fayetteville Road
  Raleigh, NC 27603
  biclark@waketech.edu
  919-866-7894

Title IX Investigators/Pool

- Kela Farmer
  Scott Northern Wake Campus
  6600 Louisburg Road
  Raleigh, NC 27616
  kpfarmer@waketech.edu
  919-532-5935

- Anthony Garnes
  Scott Northern Wake Campus
  6600 Louisburg Road
  Raleigh, NC 27616

agarnes@waketech.edu
919-866-6873

- Paul Jenkins
  Scott Northern Wake Campus
  6600 Louisburg Road
  Raleigh, NC 27616
  pfjenkins@waketech.edu
  919-532-5557

Wake Tech Campus Police & Security
campuspolice@waketech.edu
919-866-5911

The College has determined that the College President, Executive Vice President and Vice Presidents are Officials with Authority (OWA) to address and correct harassment, discrimination and/or retaliation. In addition to the Title IX Team members listed above, the OWA listed below may also accept notice or complaints on behalf of the college:

- Dr. Scott Ralls
  President
  sralls@waketech.edu
  919-866-5141
- Dr. Gayle Greene
  Executive Vice President
  dggreene@waketech.edu
  919-866-5143
- Anthony Caison
  Vice President, Workforce Development
  amcaison@waketech.edu
  919-866-6101
- Jeffery Carter
  Vice President, Facilities
  jjcarter@waketech.edu
  919-866-5148
- Laurie Clowers
  Vice President, Communications and Marketing

lcclowers@waketech.edu
919-866-5929

- Brian Gann
  Vice President, Enrollment and Student Services
  bwgann@waketech.edu
  919-866-5701

- Dr. Ryan Schwiebert
  Vice President, Information Technology Services
  rlschwiebert@waketech.edu
  919-866-5108

- Matthew Smith
  Vice President, Development and Strategic Partnerships
  mbsmith9@waketech.edu
  919-866-5988

- Marla Tart
  Vice President, Finance and Business Services
  mltart@waketech.edu
  919-866-5901

The college has also classified all employees as Mandated Reporters of any knowledge they have that a member of the community is experiencing harassment, discrimination and/or retaliation. The section below on Mandated Reporting details which employees have this responsibility and their duties, accordingly.

Inquiries may be made externally to the following:

- Office for Civil Rights
  U.S. Department of Education
  400 Maryland Ave., SW
  Washington, D.C. 20202-1100
  Customer Service Hotline: 800-421-3481
  Fax: 202-453-6012
  TDD: 877-521-2172
  Email: OCR@ed.gov
  Web

- North Carolina Department of Justice Civil Rights Unit
  114 W. Edenton St.

Raleigh, NC 27603
919-716-6400
Fax: 919-716-6750
Web

- North Carolina Department of Justice
  114 W. Edenton St.
  Raleigh, NC 27603
  919-716-6400
  Fax: 919-716-6750

Notice/complaints of Sex Discrimination, Harassment and/or Retaliation

Notice or complaints of sex discrimination, harassment and/or retaliation may be made using any of the following options:

1. File a complaint with or give verbal notice to the Title IX Coordinator (or deputy/deputies/OWAs as noted above). Such a report may be made at any time, including non-business hours, by using the telephone number or email address, or by mail to the office address, listed for the Title IX Coordinator or any other Title IX Team Member or OWA listed above.

2. Report online, using the Maxient reporting form. Anonymous reports are accepted but can give rise to a need to investigate to determine if the parties can be identified. If not, no further formal action is taken, though measures intended to protect the community may be enacted. The Recipient tries to provide supportive measures to all complainants, which may be impossible with an anonymous report that does not identify the Complainant. Because reporting carries no obligation to initiate a formal response, and because the Recipient respects Complainant requests to dismiss complaints unless there is a compelling threat to health and/or safety, the Complainant is largely in control and should not fear a loss of confidentiality by making a report that allows the college to discuss and/or provide supportive measures.

3. Report to any supervisor and/or instructor. The information will be relayed to the appropriate college authorities.

Supportive measures

The College will offer and implement appropriate and reasonable supportive measures to the parties upon notice of alleged harassment, discrimination and/or retaliation.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate and as reasonably available. They are offered without fee or charge to the parties to restore or preserve access to the Recipient's education program or activity, including measures designed to protect the safety of all parties and/or the Recipient's educational environment and/or to deter harassment, discrimination and/or retaliation.

The Title IX Coordinator promptly makes supportive measures available to the parties upon receiving notice or a complaint. At the time that supportive measures are offered, the college will inform the Complainant, in writing, that they may file a formal complaint with the college either at that time or in the future, if they have not done so already. The Title IX Coordinator works with the Complainant to ensure that their wishes are taken into account with respect to the supportive measures that are planned and implemented.

The college will maintain confidentiality of the supportive measures, provided that confidentiality does not impair the college's ability to provide those supportive measures. The college will act to ensure as minimal an academic/occupational impact on the parties as possible. The college will implement measures in a way that does not unreasonably burden the other party.

These actions may include, but are not limited to:

- Referral to counseling, medical and/or other health care services
- Referral to community-based service providers
- Visa and immigration assistance
- Student financial aid counseling
- Education to the institutional community or community subgroup(s)
- Altering work arrangements for employees or student-employees
- Safety planning
- Providing campus safety escorts
- Providing transportation accommodations
- Implementing contact limitations (no-contact orders) between the parties
- Academic support, extensions of deadlines or other course/program-related adjustments
- Trespass, Persona Non Grata (PNG), or Be-On-the-Lookout (BOLO) orders

- Timely warnings
- Class schedule modifications, withdrawals or leaves of absence
- Increased security and monitoring of certain areas of the campus
- Any other actions deemed appropriate by the Title IX Coordinator

Violations of no-contact orders or other restrictions will be referred to appropriate student or employee conduct processes for enforcement.

Emergency removal

The college can act to remove a student Respondent entirely or partially from its education program or activities on an emergency basis when an individualized safety and risk analysis has determined that an immediate threat to the physical health or safety of any student or other individual justifies removal. This risk analysis is performed by the Title IX Coordinator in conjunction with the Behavioral Assessment Team (also known as BAT) using its standard objective violence risk assessment procedures.

In all cases in which an emergency removal is imposed, the student or employee will be given notice of the action and the option to request to meet with the Title IX Coordinator prior to such action/removal being imposed, or as soon thereafter as reasonably possible, to show cause why the action/removal should not be implemented or should be modified.

This meeting is not a hearing on the merits of the allegation(s), but rather is an administrative process intended to determine solely whether the emergency removal is appropriate. When this meeting is not requested in a timely manner, objections to the emergency removal will be deemed waived. A Complainant and their Advisor may be permitted to participate in this meeting if the Title IX Coordinator determines it is equitable to do so.

This section also applies to any restrictions that a coach or athletic administrator may place on a student-athlete arising from allegations related to Title IX.

There is no appeal process for emergency removal decisions.

A Respondent may be accompanied by an Advisor of their choice when meeting with the Title IX Coordinator for the show cause meeting. The Respondent will be given access to a written summary of the basis for the emergency removal prior to the meeting to allow for adequate preparation.

The Title IX Coordinator has sole discretion under this policy to implement or stay an emergency removal and to determine the conditions and duration. Violation of an

emergency removal under this policy will be grounds for discipline within the student or employee conduct processes, which may include expulsion or termination.

The college will implement the least restrictive emergency actions possible in light of the circumstances and safety concerns. As determined by the Title IX Coordinator, these actions could include but are not limited to temporarily reassigning an employee, restricting a student's or employee's access to or use of facilities or equipment, allowing a student to withdraw or take grades of incomplete without financial penalty, authorizing an administrative leave and suspending a student's participation in extracurricular activities, student employment, student organizational leadership or intercollegiate/intramural athletics.

At the discretion of the Title IX Coordinator, alternative coursework options may be pursued to ensure as minimal an academic impact as possible on the parties.

When the Respondent is an employee, existing provisions for interim action are applicable instead of the above emergency removal process.

Promptness

All allegations are acted upon promptly by the college once it has received notice or a formal complaint. Complaints can take 60 to 90 business days to resolve, typically. There are always exceptions and extenuating circumstances that can cause a resolution to take longer, but the college will avoid all undue delays within its control.

Any time the general time frames for resolution outlined in the college's procedures will be delayed, the college provide written notice to the parties of the delay, the cause of the delay and an estimate of the anticipated additional time that will be needed as a result of the delay.

Confidentiality/privacy

Every effort is made by the college to preserve the confidentiality of reports. The college will not share the identity of any individual who has made a report or complaint of harassment, discrimination or retaliation, any Complainant, any individual who has been reported to be the perpetrator of sex discrimination, any Respondent or any witness, except as permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g; FERPA regulations, 34 CFR part 99; or as required by law or to carry out the purposes of 34 CFR Part 106, including the conducting of any investigation, hearing or grievance proceeding arising under these policies and procedures.

For the purpose of this policy, privacy and confidentiality have distinct meanings.

Privacy means that information related to a complaint will be shared with a limited number of college employees who "need to know" in order to assist in the assessment, investigation and resolution of the report. All employees who are involved in the college's response to notice under this policy receive specific training and guidance about sharing and safeguarding private information in accordance with state and federal law. The privacy of student education records will be protected in accordance with FERPA, as outlined in college policy. The privacy of employee records will be protected in accordance with Human Resources policies.

Confidentiality exists in the context of laws that protect certain relationships, including those who provide services related to medical and clinical care, mental health providers, counselors and ordained clergy. The law creates a privilege between certain health care providers, mental health care providers, attorneys, clergy, spouses and others with their patients, clients, parishioners and spouses. The college has designated individuals who have the ability to have privileged communications as Confidential Resources as noted in the glossary.

When information is shared by a Complainant with a Confidential Resource, the Confidential Resource cannot reveal the information to any third party except when an applicable law or a court order requires or permits disclosure of such information. For example, information may be disclosed when the individual gives written consent for its disclosure, there is a concern that the individual will likely cause serious physical harm to self or others or the information concerns conduct involving suspected abuse or neglect of a minor under age 18, elders, or individuals with disabilities. Non-identifiable information may be shared by Confidential Resources for statistical tracking purposes as required by the federal Clery Act. Other information may be shared as required by law.

Reporting to law enforcement, child protective services and/or a similar agency of sexual abuse of a minor by faculty, staff or volunteers affiliated with the institution is required by the Title IX Office personnel, including the Title IX Coordinator, Deputy Coordinators and/or Investigators as designated by the Title IX Coordinator.

The college reserves the right to designate which college officials have a legitimate educational interest in being informed about incidents that fall within this policy, pursuant to FERPA.

Only a small group of officials who need to know will typically be told about the complaint, including but not limited to college police, Curriculum Education Services, Wellness Services and the Behavioral Assessment Team. Information will be shared as necessary with Title IX Investigators, Hearing Panel members/Decision-makers, witnesses and the

parties. The circle of people with this knowledge will be kept as tight as possible to preserve the parties' rights and privacy.

The college may contact parents/guardians to inform them of situations in which there is a significant and articulable health and/or safety risk, but will usually consult with the student first before doing so.

Confidentiality and mandated reporting are addressed more specifically in the mandating reporting section.

Jurisdiction of Wake Technical Community College

This policy applies to the educational programs and activities of the college, to conduct that takes place on the campus or on property owned or controlled by the college, at college-sponsored events and in buildings owned or controlled by the college's recognized student organizations. The Respondent must be a member of the college's community in order for this policy to apply.

This policy can also be applicable to the effects of off-campus misconduct that effectively deprives a person of access to the college's educational program. The college may also extend jurisdiction to off-campus and/or to online conduct when the Title IX Coordinator determines that the conduct affects a substantial interest to the college.

Regardless of where the conduct occurred, the college will address notice/complaints to determine whether the conduct occurred in the context of its employment or educational program or activity and/or has continuing effects on campus or in an off-campus sponsored program or activity. A substantial interest to the college includes:

1. Any action that constitutes a criminal offense as defined by law. This includes but is not limited to single or repeat violations of any local, state or federal law.
2. Any situation in which it is determined that the Respondent poses an immediate threat to the physical health or safety of any student, employee. or other individual
3. Any situation that significantly impinges upon the rights, property or achievements of oneself or others, significantly breaches the peace and/or causes social disorder
4. Any situation that substantially interferes with the educational interests or mission of Wake Technical Community College

If the Respondent is unknown or is not a member of the college community, the Title IX Coordinator will assist the Complainant in identifying appropriate campus and local resources and support options. If criminal conduct is alleged, the college can assist in

contacting local or campus law enforcement if the individual would like to file a police report.

Further, even when the Respondent is not a member of the college community, supportive measures, remedies and resources may be provided to the Complainant by contacting the Title IX Coordinator.

In addition, the College may take other actions as appropriate to protect the Complainant against third parties, such as barring individuals from the college's property and/or events.

All vendors serving the college through third-party contracts are subject to the policies and procedures of their employers and/or to these policies and procedures to which their employer has agreed to be bound by their contracts.

When the Respondent is enrolled in or employed by another institution, the Title IX Coordinator can assist the Complainant in liaising with the appropriate individual at that institution, as it may be possible to allege violations through that institution's policies.

Similarly, the Title IX Coordinator may be able to assist and support a student or employee Complainant who experiences discrimination in an externship, study abroad program or other environment external to the college where sexual harassment policies and procedures of the facilitating or host organization may give recourse to the Complainant.

Time limit on reporting

There is no time limit on providing notice/complaints to the Title IX Coordinator. However, if the Respondent is no longer subject to the college's jurisdiction and/or significant time has passed, the ability to investigate, respond and provide remedies may be more limited or impossible.

Acting on notice/complaints significantly impacted by the passage of time is at the discretion of the Title IX Coordinator, who may document allegations for future reference, offer supportive measures and/or provide remedies and/or engage in informal or formal action, as appropriate.

When a notice/complaint is affected by a significant time delay, the college will typically apply the policy in place at the time of the alleged misconduct and the procedures in place at the time of notice/complaint. Typically, this policy is applied only to incidents that occurred after August 14, 2020. For incidents that occurred prior to August 14, 2020, previous versions of this policy will apply. Those versions are available from the Title IX Coordinator.

Online harassment and misconduct

The policies of Wake Technical Community College are written and interpreted broadly to include online and cyber manifestations of any of the behaviors prohibited below, when those behaviors occur in or have an effect on the college's education program and activities or when they involve the use of the college's networks, technology or equipment.

Although the college may not control websites, social media and other venues through which harassing communications are made, when such communications are reported to the college, it will engage in a variety of means to address and mitigate the effects.

Members of the college community are encouraged to be good digital citizens and to refrain from online misconduct, such as feeding anonymous gossip sites, sharing inappropriate content via Snaps or other social media, unwelcome sexual or sex-based messaging, distributing or threatening to distribute revenge pornography, breaches of privacy or otherwise using the ease of transmission and/or anonymity of the internet or other technology to harm another member of the college community.

Any online posting or other electronic communication by students, including cyber-bullying, cyber-stalking, cyber-harassment, etc., occurring completely outside of the college's control (e.g., not on the college's networks, websites or between college email accounts) will be subject to this policy only when such online conduct can be shown to cause a substantial in-program disruption or infringement on the rights of others.

Otherwise, such communications are considered speech protected by the First Amendment. Supportive measures for Complainants will be provided, but protected speech cannot legally be subjected to discipline.

Off-campus harassing speech by employees, whether online or in person, may be regulated by the college only when such speech is made in an employee's official or work-related capacity.

Disability discrimination and accommodation policy

Wake Technical Community College is committed to full compliance with the Americans With Disabilities Act of 1990 (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified persons with disabilities, as well as other federal, state and local laws and regulations pertaining to individuals with disabilities.

Under the ADA and its amendments, a person has a disability if they have a physical or mental impairment that substantially limits a major life activity.

The ADA also protects individuals who have a record of a substantially limiting impairment or who are regarded as disabled by the college, regardless of whether they currently have a

disability. A substantial impairment is one that significantly limits or restricts a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking or caring for oneself.

Angelita Ragland has been designated as Wake Technical Community College's ADA Coordinator/504 Officer and responsible for overseeing efforts to comply with these disability laws, including responding to grievances and conducting investigations of any allegation of noncompliance or discrimination based on disability.

Grievances related to disability status and/or accommodations will be addressed using the procedures below. For details relating to disability accommodations in the college's resolution process, see previous section.

a. Students with disabilities
Wake Technical Community College is committed to providing qualified students with disabilities with reasonable accommodations and support needed to ensure equal access to the academic programs, facilities, and activities of the college.

All accommodations are made on an individualized basis. A student requesting any accommodation should first contact Angelita Ragland, the director of Disability Support Services, who coordinates services for students with disabilities.

The Director of Disability Support Services reviews documentation provided by the student and, in consultation with the student, determines which accommodations are appropriate for the student's particular needs and academic program(s) in accordance with the college's applicable policies.

b. Employees with disabilities
Pursuant to the ADA, the college will provide reasonable accommodation(s) to all qualified employees with known disabilities when their disability affects the performance of their essential job functions, except when doing so would be unduly disruptive or would result in undue hardship to the college.

An employee with a disability is responsible for submitting a request for an accommodation to the ADA Coordinator/504 Officer and providing necessary documentation. The ADA Coordinator/504 Officer will work with the employee's supervisor to identify which essential functions of the position are affected by the employee's disability and what reasonable accommodations could enable the employee to perform those duties.

Sexual harassment policy

The Department of Education's Office for Civil Rights (OCR), the Equal Employment Opportunity Commission (EEOC) and the state of North Carolina regard sexual harassment, a specific form of discriminatory harassment, as an unlawful discriminatory practice.

The college has adopted the following definition of sexual harassment in order to address the unique environment of an academic community, which consists not only of employer and employees, but of students as well.

Acts of sexual harassment may be committed by any person upon any other person, regardless of the sex, sexual orientation and/or gender identity of those involved.

Sexual harassment, as an umbrella category, includes the offenses of sexual harassment, sexual assault, domestic violence, dating violence and stalking, and is defined as conduct on the basis of sex/gender or that is sexual in nature that satisfies one or more of the following:

- Quid pro quo: An employee of the college conditions the provision of an aid, benefit or service of the college on an individual's participation in unwelcome sexual conduct

- Sexual harassment: Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the college's education program or activity. Unwelcomeness is subjective and determined by the Complainant (except when the Complainant is below the age of consent). Severity, pervasiveness and objective offensiveness are evaluated based on the totality of the circumstances from the perspective of a reasonable person in the same or similar circumstances ("in the shoes of the Complainant"), including the context in which the alleged incident occurred and any similar, previous patterns that may be evidenced.

- Sexual assault, defined as the following:
    - Sex offenses (forcible): Any sexual act directed against another person without the consent of the Complainant, including instances in which the Complainant is incapable of giving consent.
    - Sex offenses (non-forcible):

        - Incest: Non-forcible sexual intercourse between persons who are related to each other, within the degrees wherein marriage is prohibited by North Carolina law.
        - Statutory rape: Non-forcible sexual intercourse with a person who is under the statutory age of consent of North Carolina.

- Dating violence: Violence, on the basis of sex, committed by a person who is in or has been in a social relationship of a romantic or intimate nature with the Complainant. The existence of such a relationship shall be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

- Domestic violence: Violence, on the basis of sex, committed by a current or former spouse or intimate partner of the Complainant, by a person with whom the Complainant shares a child in common or who is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner, or by a person similarly situated to a spouse of the Complainant under the domestic or family violence laws of North Carolina or by any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of North Carolina.

  To categorize an incident as domestic violence under this policy, the relationship between the Respondent and the Complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.

- Stalking: Engaging in a course of conduct, on the basis of sex, directed at a specific person that would cause a reasonable person to fear for their safety, the safety of others or suffer substantial emotional distress.

  Course of conduct means two or more acts, including, but not limited to, acts in which the Respondent directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

Reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant.

Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

The College reserves the right to impose any level of sanction, ranging from a reprimand up to and including suspension or expulsion/termination, for any offense under this policy. The most serious offenses are likely to result in suspension/expulsion/termination, where warranted.

Force, coercion, consent and incapacitation

As used in the offenses above, the following definitions and understandings apply:

- Force: Force is the use of physical violence and/or physical imposition to gain sexual access. Force also includes threats, intimidation (implied threats), and coercion that is intended to overcome resistance or produce consent (e.g., "Have sex with me, or I'll hit you," which elicits the response, "OK. Don't hit me. I'll do what you want.").
  Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced. Silence or the absence of resistance alone is not consent. Consent is not demonstrated by the absence of resistance. While resistance is not required or necessary, it is a clear demonstration of non-consent.

- Coercion: Coercion is unreasonable pressure for sexual activity. Coercive conduct differs from seductive conduct based on factors such as the type and/or extent of the pressure used to obtain consent. When someone makes clear that they do not want to engage in certain sexual activity, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

- Consent: Consent is knowing and voluntary and clear permission by word or action to engage in sexual activity.
  Individuals may perceive and experience the same interaction in different ways; therefore, it is the responsibility of each party to determine that the other has

consented before engaging in the activity.
If consent is not clearly provided prior to engaging in the activity, consent may be ratified by word or action at some point during the interaction or thereafter, but clear communication from the outset is strongly encouraged.
For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct. Reasonable reciprocation can be implied. For example, if someone kisses you, you can kiss them back (if you want to) without the need to explicitly obtain their consent to being kissed back.
Consent can also be withdrawn once given, as long as the withdrawal is reasonably and clearly communicated. If consent is withdrawn, that sexual activity should cease within a reasonable time.
Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). A current or previous intimate relationship is not sufficient to constitute consent.
Proof of consent or non-consent is not a burden placed on either party involved in an incident. Instead, the burden remains on the Wake Technical Community College to determine whether its policy has been violated. The existence of consent is based on the totality of the circumstances evaluated from the perspective of a reasonable person in the same or similar circumstances, including the context in which the alleged incident occurred and any similar and previous patterns that may be evidenced.
Consent in relationships must also be considered in context. When parties consent to bondage, discipline/dominance, submission/sadism and masochism (BDSM) or other forms of kink, non-consent may be shown by the use of a safe word. Resistance, force, violence, or even saying "no" may be part of the kink and thus consensual, so the College's evaluation of communication in kink situations should be guided by reasonableness, rather than strict adherence to policy that assumes non-kink relationships as a default.

- Incapacitation: A person cannot consent if they are unable to understand what is happening or is disoriented, helpless, asleep or unconscious, for any reason, including by alcohol or other drugs. As stated above, a Respondent violates this policy if they engage in sexual activity with someone who is incapable of giving consent.
  It is a defense to a sexual assault policy violation that the Respondent neither knew nor should have known the Complainant to be physically or mentally incapacitated.

"Should have known" is an objective, reasonable person standard that assumes that a reasonable person is both sober and exercising sound judgment.
Incapacitation occurs when someone cannot make rational, reasonable decisions because they lack the capacity to give knowing/informed consent (e.g., to understand the "who, what, when, where, why and how" of their sexual interaction).
Incapacitation is determined through consideration of all relevant indicators of an individual's state and is not synonymous with intoxication, impairment, blackout, and/or being drunk.
This policy also covers a person whose incapacity results from a temporary or permanent physical or mental health condition, involuntary physical restraint and/or the consumption of incapacitating drugs.

Other civil rights offenses

In addition to the forms of sexual harassment described above, which are covered by Title IX, the College additionally prohibits the following offenses as forms of discrimination that may be within or outside of Title IX when the act is based upon the Complainant's actual or perceived membership in a protected class.

- Sexual exploitation, defined as: an individual taking non-consensual or abusive sexual advantage of another for their own benefit or for the benefit of anyone other than the person being exploited, and that conduct does not otherwise constitute sexual harassment under this Policy. Examples of sexual exploitation include, but are not limited to, the following:
    - Sexual voyeurism (such as observing or allowing others to observe a person undressing or using the bathroom or engaging in sexual acts, without the consent of the person being observed)
    - Invasion of sexual privacy
    - Taking pictures, video or audio recording of another in a sexual act, or in any other sexually-related activity when there is a reasonable expectation of privacy during the activity, without the consent of all involved in the activity, or exceeding the boundaries of consent (such as allowing another person to hide in a closet and observe sexual activity, or disseminating sexual pictures without the photographed person's consent), including the making or posting of revenge pornography
    - Prostituting another person
    - Engaging in sexual activity with another person while knowingly infected with human immunodeficiency virus (HIV) or a sexually transmitted disease (STD)

or infection (STI), without informing the other person of the virus, disease, or infection

- Causing or attempting to cause the incapacitation of another person (through alcohol, drugs, or any other means) for the purpose of compromising that person's ability to give consent to sexual activity, or for the purpose of making that person vulnerable to non-consensual sexual activity
- Misappropriation of another person's identity on apps, websites, or other venues designed for dating or sexual connections
- Forcing a person to take an action against that person's will by threatening to show, post, or share information, video, audio, or an image that depicts the person's nudity or sexual activity
- Knowingly soliciting a minor for sexual activity
- Engaging in sex trafficking
- Knowing creation, possession or dissemination of child pornography
- Threatening or causing physical harm, extreme verbal, emotional, or psychological abuse; or other conduct which threatens or endangers the health or safety of any person
- Discrimination, defined as actions that deprive, limit or deny other members of the community of educational or employment access, benefits or opportunities, including disparate treatment
- Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another
- Hazing, defined as acts likely to cause physical or psychological harm or social ostracism to any person within the College community, when related to the admission, initiation, pledging, joining, or any other group-affiliation activity
- Bullying, defined as repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control or diminish another person, physically and/or mentally, that is not speech or conduct otherwise protected by the First Amendment

Violation of any other College policies may constitute a Civil Rights Offense when a violation is motivated by actual or perceived membership in a protected class, and the result is a discriminatory limitation or denial of employment or educational access, benefits, or opportunities.

Sanctions for the above-listed Civil Rights Offenses range from reprimand through expulsion/termination.

Unethical relationships/consensual relationships policy

There are inherent risks in any romantic or sexual relationship between individuals in unequal positions (such as faculty member and student or supervisor and employee). These relationships may, in reality, be less consensual than perceived by the individual whose position confers power or authority. Similarly, the relationship also may be viewed in different ways by each of the parties, particularly in retrospect. Circumstances may change, and conduct that was once welcomed may, at some point in the relationship, become unwelcomed.

The College does not wish to interfere with private choices regarding personal relationships when these relationships do not interfere with the goals and policies of the College. However, for the personal protection of members of this community, relationships are prohibited in which power differentials and professional responsibility are inherent.

Employees may refer to the College's Employee Handbook for further details regarding personal relationships with others in the College community.

Retaliation

Protected activity under this policy includes reporting an incident that may implicate this policy, participating in the grievance process, supporting a Complainant or Respondent, assisting in providing information relevant to an investigation, and/or acting in good faith to oppose conduct that constitutes a violation of this Policy.

Acts of alleged retaliation should be reported immediately to the Title IX Coordinator and will be promptly investigated. The College will take all appropriate and available steps to protect individuals who fear that they may be subjected to retaliation.

The College and any member of the College community are prohibited from taking or attempting to take materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Policy and procedure.

Filing a complaint within Process B could be considered retaliatory if those charges could be applicable under Process A, when the Process B charger are made for the purpose of interfering with or circumventing any right or privilege provided afforded within Process A that is not provided by Process B. Therefore, the College vets all complaints carefully to ensure this does not happen, and to ensure that complaints are routed to the appropriate process.

Charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

The exercise of rights protected under the First Amendment does not constitute retaliation.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy and procedure does not constitute retaliation, provided that the determination of responsibility, by itself, is not sufficient to conclude that any party has made a materially false statement in bad faith.

Mandated reporting

All College employees (faculty, staff, and administrators) are expected to report actual or suspected discrimination, harassment, and/or retaliation to appropriate officials immediately, although there are some limited exceptions.

In order to make informed choices, it is important to be aware of confidentiality and mandatory reporting requirements when consulting campus resources. On campus, some resources may maintain confidentiality and are not required to report actual or suspected discrimination or harassment in a way that identifies the parties. They may offer options and resources without any obligation to inform an outside agency or campus official unless a Complainant has requested the information be shared.

If a Complainant expects formal action in response to their allegations, reporting to any Mandated Reporter can connect them with resources to report crimes and/or policy violations, and these employees will immediately pass reports to the Title IX Coordinator (and/or police, if desired by the Complainant), who will take action when an incident is reported to them.

The following sections describe the reporting options at the College for a Complainant or third-party (including parents/guardians when appropriate):

a. Confidential resources

If a Complainant would like the details of an incident to be kept confidential, the Complainant may speak with:

- On-campus/virtual (employees) licensed professional counselors (Wellness Services)
- Off-campus/virtual (non-employees):
  - Licensed professional counselors and other medical providers
  - Local rape crisis counselors
  - Domestic violence resources
  - Local or state assistance agencies
  - Clergy/Chaplains
  - Attorneys

All of the above-listed individuals will maintain confidentiality when acting under the scope of their licensure, professional ethics, and/or professional credentials, or official designation, except in extreme cases of immediacy of threat or danger or abuse of a minor/elder/individual with a disability, or when required to disclose by law or court order.

College licensed professional counselors associated with the College's Wellness Services (students) are available to help free of charge and may be consulted on an emergency basis during normal business hours as outlined below.

Wellness Services (students and student referrals only)
wellness@waketech.edu

- Shakeda Muldrow, MSW, LCSWA
  919-866-6151
  smuldrow@waketech.edu
- Elaine Rodriguez, MSW, LCSWA
  919-532-5796
  errodriguez@waketech.edu

College employees who have confidential privilege as described above, and who receive reports within the scope of their confidential roles will timely submit anonymous statistical information for Clery Act purposes unless they believe it would be harmful to their service participant or client.

b. Anonymous notice to mandated reporters

At the request of a Complainant, notice may be given by a Mandated Reporter to the Title IX Coordinator anonymously, without identification of the Complainant. The Mandated Reporter cannot remain anonymous themselves.

If a Complainant has requested that a Mandated Reporter maintain the Complainant's anonymity, the Mandated Reporter may do so unless it is reasonable to believe that a compelling threat to health or safety could exist. The Mandated Reporter can consult with the Title IX Coordinator on that assessment without revealing personally identifiable information.

Anonymous notice will be investigated by the College to the extent possible, both to assess the underlying allegation(s) and to determine if supportive measures or remedies can be provided.

However, anonymous notice typically limits the College's ability to investigate, respond, and provide remedies, depending on what information is shared.

When a Complainant has made a request for anonymity, the Complainant's personally identifiable information may be withheld by a Mandated Reporter, but all other details must be shared with the Title IX Coordinator. Mandated reporters may not be able to maintain requests for anonymity for Complainants who are minors, elderly, and/or disabled, depending on state reporting of abuse requirements.

c. Mandated reporters and Formal Notice/Complaints

All employees the College (including student employees), with the exception of those who are designated as Confidential Resources, are Mandated Reporters and must promptly share with the Title IX Coordinator all known details of a report made to them in the course of their employment.

Employees must also promptly share all details of behaviors under this policy that they observe or have knowledge of, even if not reported to them by a Complainant or third-party.

Complainants may want to carefully consider whether they share personally identifiable details with non-confidential Mandated Reporters, as those details must be shared with the Title IX Coordinator.

Generally, disclosures in climate surveys, classroom writing assignments or discussions, human subjects research, events, marches, or speak-outs do not provide notice that must be reported to the Title IX Coordinator by employees, unless the Complainant clearly indicates that they desire a report to be made or a seek a specific response from the College.

Supportive measures may be offered as the result of such disclosures without formal action by the College.

Failure of a Mandated Reporter, as described above in this section, to report an incident of harassment or discrimination of which they become aware is a violation of the College's policy and can be subject to disciplinary action for failure to comply.

Though this may seem obvious, when a Mandated Reporter is engaged in harassment or other violations of this policy, they still have a duty to report their own misconduct, though the College is technically not on notice when a harasser is also a Mandated Reporter unless the harasser does in fact report themselves.

Finally, it is important to clarify that a Mandated Reporter who is themselves a target of harassment or other misconduct under this policy is not required to report their own experience, though they are, of course, encouraged to do so.

When a Complainant Does Not Wish to Proceed

If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, and/or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the campus and to comply with state or federal law.

The Title IX Coordinator has ultimate discretion over whether the College proceeds when the Complainant does not wish to do so, and the Title IX Coordinator may sign a formal complaint to initiate a grievance process usually upon completion of an appropriate violence risk assessment.

The Title IX Coordinator's decision should be based on results of the violence risk assessment that show a compelling risk to health and/or safety that requires the College to pursue formal action to protect the community.

A compelling risk to health and/or safety may result from evidence of patterns of misconduct, predatory conduct, threats, abuse of minors, use of weapons, and/or violence. The College may be compelled to act on alleged employee misconduct irrespective of a Complainant's wishes.

The Title IX Coordinator must also consider the effect that non-participation by the Complainant may have on the availability of evidence and the College's ability to pursue a Formal Grievance Process fairly and effectively.

When the Title IX Coordinator executes the written complaint, they do not become the Complainant. The Complainant is the individual who is alleged to be the victim of conduct that could constitute a violation of this policy.

When the College proceeds, the Complainant (and/or their Advisor) may have as much or as little involvement in the process as they wish. The Complainant retains all rights of a Complainant under this Policy irrespective of their level of participation. Typically, when the Complainant chooses not to participate, the Advisor may be appointed as proxy for the Complainant throughout the process, acting to ensure and protect the rights of the Complainant, though this does not extend to the provision of evidence or testimony.

Note that the College's ability to remedy and respond to notice may be limited if the Complainant does not want the College to proceed with an investigation and/or grievance process. The goal is to provide the Complainant with as much control over the process as possible, while balancing the College's obligation to protect its community.

In cases in which the Complainant requests confidentiality/no formal action and the circumstances allow the College to honor that request, the College may offer informal resolution options (see below), supportive measures, and remedies to the Complainant and the community, but will not otherwise pursue formal action.

If the Complainant elects to take no action, they can change that decision if they decide to pursue a formal complaint at a later date. Upon making a formal complaint, a Complainant has the right, and can expect, to have allegations taken seriously by the College, and to have the incidents investigated and properly resolved through these procedures. Please consider that delays may cause limitations on access to evidence, or present issues with respect to the status of the parties.

Federal Timely Warning Obligations

Parties reporting sexual assault, domestic violence, dating violence, and/or stalking should be aware that under the Clery Act, the College must issue timely warnings for incidents reported incidents that pose a serious or continuing threat of bodily harm or danger to members of the campus community.

The College will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the potential danger.

False Allegations and Evidence

Deliberately false and/or malicious accusations under this policy, are a serious offense and will be subject to appropriate disciplinary action. This does not include allegations that are made in good faith but are ultimately shown to be erroneous or do not result in a policy violation determination.

Additionally, witnesses and parties knowingly providing false evidence, tampering with or destroying evidence after being directed to preserve such evidence, or deliberately

misleading an official conducting an investigation can be subject to discipline under the appropriate College policies.

Amnesty for Complainants and Witnesses

The College community encourages the reporting of misconduct and crimes by Complainants and witnesses. Sometimes, Complainants or witnesses are hesitant to report to College officials or participate in grievance processes because they fear that they themselves may be in violation of certain policies, such as underage drinking or use of illicit drugs at the time of the incident. Respondents may hesitate to be forthcoming during the process for the same reasons.

It is in the best interests of the College community that Complainants choose to report misconduct to College officials, that witnesses come forward to share what they know, and that all parties be forthcoming during the process.

To encourage reporting and participation in the process, the College maintains a policy of offering parties and witnesses amnesty from minor policy violations – such as underage consumption of alcohol or the use of illicit drugs – related to the incident.

Amnesty does not apply to more serious allegations such as physical abuse of another or illicit drug distribution. The decision not to offer amnesty to a Respondent is based on neither sex nor gender, but on the fact that collateral misconduct is typically addressed for all students within a progressive discipline system, and the rationale for amnesty – the incentive to report serious misconduct – is rarely applicable to Respondent with respect to a Complainant.

Students: The College maintains a policy of amnesty for students who offer help to others in need. Although policy violations cannot be overlooked, the College may provide purely educational options with no official disciplinary finding, rather than punitive sanctions, to those who offer their assistance to others in need.

Employees: The College may, at its discretion, offer employee Complainants amnesty from such policy violations (typically more minor policy violations) related to the incident. Amnesty may also be granted to Respondents and witnesses on a case-by-case basis.

Federal Statistical Reporting Obligations

Certain campus officials – those deemed Campus Security Authorities – have a duty to report the following for federal statistical reporting purposes (Clery Act):

- All "primary crimes," which include homicide, sexual assault, robbery, aggravated assault, burglary, motor vehicle theft and arson

- Hate crimes, which include any bias motivated primary crime as well as any bias motivated larceny or theft, simple assault, intimidation or destruction/damage/vandalism of property
- VAWA-based crimes, which include sexual assault, domestic violence, dating violence and stalking
- Arrests and referrals for disciplinary action for weapons-related law violations, liquor-related law violations and drug abuse-related law violations

All personally identifiable information is kept private, but statistical information must be shared with campus police regarding the type of incident and its general location (on or off-campus or in the surrounding area, but no addresses are given) for publication in the Annual Security Report and daily campus crime log.

Campus Security Authorities include: student services/student conduct staff, campus law enforcement, local police, coaches, athletic directors, student activities staff, human resources staff, advisors to student organizations and any other official with significant responsibility for student and campus activities.

Preservation of Evidence

The preservation of evidence in incidents of sexual assault is critical to potential criminal prosecution and to obtaining restraining orders and is particularly time sensitive. The College will inform the Complainant of the importance of preserving evidence by taking the following actions:

- Seek forensic medical assistance at a local hospital, ideally within 120 hours of the incident (sooner is better).
- Avoid showering, bathing, washing hands or face or douching, if possible, but evidence may still be collected even if you do.
- Try not to urinate.
- If oral sexual contact took place, refrain from smoking, eating, drinking or brushing teeth.
- If clothes are changed, place soiled clothes in a paper bag (plastic destroys evidence) or secure evidence container.
- Seeking medical treatment can be essential even if it is not for the purposes of collecting forensic evidence. During the initial meeting between the Complainant and the Title IX Coordinator, the importance of taking these actions will be reiterated, if timely.

Interim resolution process for alleged violations (Process A)

1. Overview

The College will act on any formal or informal notice/complaint of violation of the policy that is received by the Title IX Coordinator or any other Official with Authority by applying these procedures, known as "Process A."

The procedures below apply only to qualifying allegations of sexual harassment (including sexual assault, dating violence, domestic violence, and stalking, as defined above) involving students, staff, administrators, or faculty members.

If other Policy definitions are invoked, such as policies on protected class harassment or discrimination as defined above, the procedures will be applicable to the resolution of such offenses, known as "Process B."

Process B can also apply to sexual harassment (including sexual assault, dating violence, domestic violence, and stalking, as defined above) when jurisdiction does not fall within Process A, as determined by the Title IX Coordinator.

The procedures below may be used to address collateral misconduct arising from the investigation of or occurring in conjunction with reported misconduct (e.g., vandalism, physical abuse of another), when alleged violations of the Policy are being addressed at the same time. All other allegations of misconduct unrelated to incidents covered by the Policy will be addressed through procedures described in the student, faculty, and staff handbooks.

2. Notice/Complaint

Upon receipt of a complaint or notice to the Title IX Coordinator of an alleged violation of the Policy, the Title IX Coordinator initiates a prompt initial assessment to determine the next steps the College needs to take.

The Title IX Coordinator will initiate at least one of three responses:
1) Offering supportive measures because the Complainant does not want to file a formal complaint and/or

2) An informal resolution (upon submission of a formal complaint); and/or

3) A Formal Grievance Process including an investigation and a hearing (upon submission of a formal complaint);

The College uses the Formal Grievance Process to determine whether or not the Policy has been violated. If so, the College will promptly implement effective remedies designed to

ensure that it is not deliberately indifferent to harassment or discrimination, their potential recurrence, or their effects.

3. Initial Assessment

Following receipt of notice or a complaint of an alleged violation of this Policy, the Title IX Coordinator engages in an initial assessment, typically one to five business days. The steps in an initial assessment can include:

- The Title IX Coordinator seeks to determine if the person impacted wishes to make a formal complaint, and will assist them to do so, if desired. If they do not wish to do so, the Title IX Coordinator determines whether to initiate a complaint themselves because a violence risk assessment indicates a compelling threat to health and/or safety.
- If a formal complaint is received, the Title IX Coordinator assesses its sufficiency and works with the Complainant to make sure it is correctly completed.
- The Title IX Coordinator reaches out to the Complainant to offer supportive measures and works with the Complainant to ensure they are aware of the right to have an Advisor.
- The Title IX Coordinator works with the Complainant to determine whether the Complainant prefers a supportive and remedial response, an informal resolution option, or a formal investigation and grievance process.
    - If a supportive and remedial response is preferred, the Title IX Coordinator works with the Complainant to identify their wishes, assess their requests, and implements accordingly. No Formal Grievance Process is initiated, though the Complainant can elect to initiate one later, if desired.
    - If an informal resolution option is preferred, the Title IX Coordinator assesses whether the complaint is suitable for informal resolution, which informal mechanism may serve the situation best or is available, and may seek to determine if the Respondent is also willing to engage in informal resolution.
    - If a Formal Grievance Process is preferred by the Complainant, the Title IX Coordinator determines if the misconduct alleged falls within the scope of the 2020 Title IX regulations.
      If it does, the Title IX Coordinator will initiate the formal investigation

and grievance process, directing the investigation to address an incident, a pattern of alleged misconduct and/or a culture/climate issue, based on the nature of the complaint.
If it does not, the Title IX Coordinator determines that Title IX does not apply (and will "dismiss" that aspect of the complaint, if any), assesses which policies may apply, which resolution process is applicable, and will refer the matter accordingly, including referring the matter for resolution under Process B, if applicable. Please note that dismissing a complaint under the 2020 Title IX regulations is solely a procedural requirement under Title IX which does not limit the College's authority to address a complaint with an appropriate process and remedies.

3a. Risk assessment tool for behaviors of concern

In some cases, the Title IX Coordinator may determine that a risk assessment tool for behaviors of concern should be conducted by the Behavioral Intervention Team (BIT) as of the initial assessment. Threat assessment is the process of evaluating the actionability of violence by an individual against another person or group following the issuance of a direct or conditional threat.

This assessment can aid in critical and/or required determinations, including the following:

- Emergency removal of a Respondent on the basis of immediate threat to an individual or the community's physical health/safety
- Whether the Title IX Coordinator should pursue/sign a formal complaint absent a willing/able Complainant
- Whether the scope of the investigation should include an incident, and/or pattern of misconduct and/or climate of hostility/harassment
- To help identify potential predatory conduct
- Whether it is reasonable to try to resolve a complaint through informal resolution, and if so, what approach may be most successful
- Whether to permit a voluntary withdrawal by the Respondent
- Whether to impose transcript notation or communicate with a transfer institution about a Respondent
- Assessment of appropriate sanctions/remedies (to be applied post-hearing)
- Whether a Clery Act Timely Warning/Trespass order is needed

The risk assessment tool requires specific training and are typically conducted by psychologists, clinical counselors, social workers, case managers, law enforcement officers, student conduct officers or other BIT members. The risk assessment authorized by the Title IX Coordinator should occur in collaboration with the BIT. Where a risk assessment is required by the Title IX Coordinator, a Respondent refusing to cooperate may result in a charge of failure to comply within the appropriate student or employee conduct process.

For the purpose of this policy, the risk assessment tool is not an evaluation for an involuntary behavioral health hospitalization nor is it a psychological or mental health assessment. A risk assessment assesses the risk of actionable violence, often with a focus on targeted/predatory escalations, and is supported by research from the fields of law enforcement, criminology, human resources and psychology.

3b. Dismissal (mandatory and discretionary)

These dismissal requirements are mandated by the 2020 Title IX Regulations, 34 CFR Part 106.45. The College must dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:

- The conduct alleged in the formal complaint would not constitute sexual harassment as defined above, even if proved
- The conduct did not occur in an educational program or activity controlled by the Wake Technical Community College (including buildings or property controlled by recognized student organizations), and/or the College does not have control of the Respondent
- The conduct did not occur against a person in the United States
- At the time of filing a formal complaint, a Complainant is not participating in or attempting to participate in the education program or activity of the College

The College may dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing:

- A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein
- The Respondent is no longer enrolled in or employed by the College

- Specific circumstances prevent the College from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein

A Complainant who decides to withdraw a complaint may later request to reinstate it or refile it.

Upon any dismissal, the College will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the parties.

This dismissal decision is appealable by any party under the procedures for appeal below. The decision not to dismiss is also appealable by any party claiming that a dismissal is required or appropriate. A Complainant who decides to withdraw a complaint may later request to reinstate it or refile it.

4. Counterclaims

The College is obligated to ensure that the grievance process is not abused for retaliatory purposes. The College permits the filing of counterclaims but uses an initial assessment, described above, to assess whether the allegations in the counterclaim are made in good faith. Counterclaims by the Respondent may be made in good faith, but are, on occasion, also made for purposes of retaliation. Counterclaims made with retaliatory intent will not be permitted.

Counterclaims by a Respondent may be made in good faith, but are, on occasion, made for purposes of retaliation, instead. Counterclaims made with retaliatory intent will not be permitted.

Counterclaims determined to have been reported in good faith will be processed using the grievance procedures below. Investigation of such claims may take place after resolution of the underlying initial allegation, in which case a delay may occur.

Counterclaims may also be resolved through the same investigation as the underlying allegation, at the discretion of the Title IX Coordinator. When counterclaims are not made in good faith, they will be considered retaliatory and may constitute a violation of this policy.

5. Right to an Advisor

The parties may each have an Advisor of their choice present with them for all meetings, interviews and hearings, within the resolution process, if they so choose. The parties may select whoever they wish to serve as their Advisor as long as the Advisor is eligible and available.

Choosing an Advisor who is also a witness in the process creates potential for bias and conflict-of-interest. A party who chooses an Advisor who is also a witness can anticipate that issues of potential bias will be explored by the hearing Decision-maker(s).

The College may permit parties to have more than one Advisor upon special request to the Title IX Coordinator. The decision to grant this request is at the sole discretion of the Title IX Coordinator and will be granted equitably to all parties.

5a. Who Can Serve as an Advisor

The Advisor may be a friend, mentor, family member, attorney or any other individual a party chooses to advise, support and/or consult with them throughout the resolution process. The parties may choose Advisors from inside or outside of the College community.

The Title IX Coordinator will also offer to assign a trained Advisor to any party if the party so chooses. If the parties choose an Advisor from the pool available from the College, the Advisor will have trained by the College and be familiar with the College's resolution process.

If the parties choose an Advisor from outside the pool of those identified by the College, the Advisor may not have been trained by the College and may not be familiar with College policies and procedures.

Parties also have the right to choose not to have an Advisor in the initial stages of the resolution process, prior to a hearing.

5b. Advisor's role in meetings and interviews

The parties may be accompanied by their Advisor in all meetings and interviews at which the party is entitled to be present, including intake and interviews. Advisors should help the parties prepare for each meeting and are expected to advise ethically, with integrity, and in good faith. The College cannot guarantee equal Advisory rights, meaning that if one party selects an Advisor who is an attorney, but the other party does not or cannot afford an attorney, the College is not obligated to provide an attorney. Where applicable under state law or College policy, Advisors or attorneys are permitted to fully represent their advisees or clients in resolution proceedings, including all meetings interviews, and hearings. Although the College prefers to hear from parties directly, in these cases, parties are entitled to have evidence provided by the chosen representatives.

5c. Advisors in hearings/college-appointed advisor

Under U.S. Department of Education regulations for Title IX, a form of indirect questioning is required during the hearing, but must be conducted by the parties' Advisors. The parties are not permitted to directly question each other or any witnesses. If a party does not have

an Advisor for a hearing, the College will appoint a trained Advisor for the limited purpose of conducting any questioning of the other party(ies) and witness.

5d. Pre-Interview Meetings

Advisors and their advisees may request to meet with the investigators conducting interviews/meetings in advance of these interviews or meetings. This pre-meeting allows Advisors to clarify and understand their role and College's policies and procedures.

5e. Advisor violations of the college's policy

All Advisors are subject to the same College policies and procedures, whether they are attorneys or not, and whether they are selected by a party or assigned by the Recipient. Advisors are expected to advise their advisees without disrupting proceedings. Advisors should not address the College's officials or investigators in a meeting or interview unless invited to do so (e.g., asking procedural questions). The Advisor may not make a presentation or represent their advisee during any meeting or proceeding and may not speak on behalf of the advisee to the Investigator(s) or other Decision-maker(s) except during a hearing proceeding, during questioning.

The parties are expected to ask and respond to questions on their own behalf throughout the investigation phase of the resolution process. Although the Advisor generally may not speak on behalf of their advisee, the Advisor may consult with their advisee, either privately as needed, or by conferring or passing notes during any resolution process meeting or interview. For longer or more involved discussions, the parties and their Advisors should ask for breaks to allow for private consultation.

Any Advisor who oversteps their role as defined by this Policy will be warned only once. If the Advisor continues to disrupt or otherwise fails to respect the limits of the Advisor role, the meeting/interview/hearing will be ended, or other appropriate measures implemented. Subsequently, the Title IX Coordinator will determine how to address the Advisor's non-compliance and future role.

5f. Sharing information with the advisor

The College expects that the parties may wish to have the College share documentation and evidence related to the allegations with their Advisors. Parties may share this information directly with their Advisor or other individuals if they wish. Doing so may help the parties participate more meaningfully in the resolution process.

The College also provides a consent form that authorizes the College to share such information directly with their Advisor. The parties must either complete and submit this form to the Title IX Coordinator or provide similar documentation demonstrating consent to a release of information to the Advisor before College is able to share records with an Advisor.

If a party requests that all communication be made through their attorney or Advisor, the College will not comply with that request. The College will engage in communicate directly with a party's Advisor.

5g. Privacy of records shared with advisor

Advisors are expected to maintain the privacy of the records shared with them. These records may not be shared with third parties, disclosed publicly or used for purposes not explicitly authorized by the College. Advisors will be asked to sign Non-Disclosure Agreements (NDAs). The College may restrict the role of any Advisor who does not respect the sensitive nature of the process or who fails to abide by the College's privacy expectations.

5h. Expectations of an advisor

The College generally expects an Advisor to adjust their schedule to allow them to attend the College's meetings when planned, but the College may change scheduled meetings to accommodate an Advisor's inability to attend, if doing so does not cause an unreasonable delay.

The College may also make reasonable provisions to allow an Advisor who cannot be present in person to attend a meeting by telephone, video conferencing, or other similar technologies as may be convenient and available.

5i. Expectations of the parties with respect to advisors

A party may elect to change Advisors during the process and is not obligated to use the same Advisor throughout. The parties are expected to inform the Investigator(s) of the identity of their Advisor at least three (3) business days before the date of their first meeting with Investigators (or as soon as possible if a more expeditious meeting is necessary or desired).

The parties are expected to provide timely notice to the Title IX Coordinator if they change Advisors at any time. It is assumed that if a party changes Advisors, consent to share information with the previous Advisor is terminated, and a release for the new Advisor should be secured. Parties are expected to inform the Title IX Coordinator of the identity of their hearing Advisor at least three (3) business days before the hearing.

5j. Assistance in securing an advisor

Parties may choose their own Advisors. The College does not endorse any attorney or legal team.

Resources for Complainants and Respondents

- Legal Aid of North Carolina
  319 Chapanoke Road, Suite 104

Raleigh, NC 27603
1-866-219-LANC (5262)

- Families Advocating for Campus Equality
- SAVE: Assuring Fairness and Due Process in Schools
- Victim Rights Law Center
- National Women's Law Center

6. Resolution Processes

Resolution proceedings are private. All persons present at any time during the resolution process are expected to maintain the privacy of the proceedings in accordance with the College's Policy. Although there is an expectation of privacy around what Investigators share with parties during interviews, the parties have discretion to share their own knowledge and evidence with others if they so choose, with the expectation of information the parties agree not to disclose related to Informal Resolution, discussed below. The College encourages parties to discuss with their Advisors any sharing of information before doing so.

The Formal Grievance Process is the Recipient's primary resolution approach, unless Informal Resolution is elected by all parties and the Recipient. Three options for Informal Resolution are detailed in this section, and the Formal Grievance Process is detailed starting in the next section.

6a. Informal resolution

Informal resolution can include three different approaches:

- Supportive resolution: When the Title IX Coordinator can resolve the matter informally by providing supportive measures (only) to remedy the situation.
- Alternative resolution: When the parties agree to resolve the matter through an alternate resolution mechanism s described below, including mediation, usually before a formal investigation takes place (see 6b)
- Accepted responsibility: When the Respondent accepts responsibility for violating policy, and desires to accept a sanction and end the resolution process (similar to above, but usually occurs post-investigation) (see 6c)

To initiate informal resolution, a Complainant must to submit a formal complaint, as defined above. A Respondent who wishes to initiate Informal Resolution, they should contact the Title IX Coordinator. The parties may agree as a condition of engaging in

Informal Resolution that statements made or evidence shared during the Informal Resolution process will not be considered in the Formal Grievance Process unless all parties consent.

It is not necessary to pursue Informal Resolution first in order to pursue a Formal Grievance Process, and any party participating in Informal Resolution can stop the process at any time and begin or resume the Formal Grievance Process.

Prior to implementing Informal Resolution, the College will provide the parties with written notice of the reported misconduct and any sanctions or measures that may result from participating in such a process, including information regarding any records that will be maintained or shared by the College.

The College will obtain voluntary, written confirmation that all parties wish to resolve the matter through Informal Resolution before proceeding and will not pressure the parties to participate in Informal Resolution.

6b. Alternative resolution approaches

Alternative resolution is an informal approach (including mediation, restorative practices, facilitated dialog, etc.) by which the parties reach a mutually agreed upon resolution of an allegation. All parties must consent to the use of alternative resolution approach.
The Title IX Coordinator may look to the following factors to assess whether Alternative Resolution is appropriate, or which form of alternative resolution may be most successful for the parties:

- The parties' amenability to alternative resolution
- Likelihood of potential resolution, taking into account any power dynamics between the parties
- The parties' motivation to participate
- Civility of the parties
- Results of a risk assessment/ongoing risk analysis
- Disciplinary history
- Whether an emergency removal is needed
- Skill of the alternative resolution facilitator with this type of allegation
- Complaint complexity
- Emotional investment/capability of the parties

- Rationality of the parties
- Goals of the parties
- Adequate resources to invest in Alternative Resolution (time, staff, etc.)

The ultimate determination of whether alternative resolution is available or successful is to be made by the Title IX Coordinator. The Title IX Coordinator is authorized to negotiate a resolution that is acceptable to all parties, and/or to accept a resolution that is proposed by the parties, usually through their Advisors. The Title IX Coordinator maintains records of any resolution that is reached, and failure to abide by the resolution agreement may result in appropriate responsive/disciplinary actions. Results of complaints resolved by Informal Resolution or Alternative Resolution are not appealable.

6c. Respondent accepts responsibility for alleged violations

The Respondent may accept responsibility for all or part of the alleged policy violations at any point during the resolution process. If the Respondent indicates an intent to accept responsibility for all of the alleged misconduct, the formal process will be paused, and the Title IX Coordinator will determine whether Informal Resolution can be used according to the criteria in that section above.

If informal resolution is applicable, the Title IX Coordinator will determine whether all parties and the College are able to agree on responsibility, sanctions, and/or remedies. If so, the Title IX Coordinator implements the accepted finding that the Respondent is in violation of the College's Policy and implements agreed-upon sanctions and/or remedies, in coordination with other appropriate administrator(s), as necessary.

This result is not subject to appeal once all parties indicate their written assent to all agreed upon terms of resolution. When the parties cannot agree on all terms of resolution, the Formal Grievance Process will resume at the same point where it was paused.

When a resolution is accomplished, the appropriate sanction or responsive actions are promptly implemented in order to effectively stop the harassment or discrimination, prevent its recurrence, and remedy the effects of the discriminatory conduct, both on the Complainant and the community.

6d. Negotiated resolution

The Title IX Coordinator, with the consent of the parties, may negotiate and implement an agreement to resolve the allegations that satisfies all parties and the College. Negotiated Resolutions are not appealable.

7. Grievance process pool

The Formal Grievance Process relies on a pool of administrators (“the Pool”) to carry out the process. This pool is comprised of the College’s Title IX Investigators and Deputy

Coordinators. Other pool members may be included as deemed appropriate by the Title IX Coordinator. Members of the Pool are announced in an annual distribution of this Policy to all students, parents/guardians of students, employees, prospective students, and prospective employees.

7a. Pool member roles

Members of the Pool are trained annually, and can serve in in the following roles, at the direction of the Title IX Coordinator:

- To provide appropriate intake of and initial guidance pertaining to complaints
- To act as an Advisor to the parties
- To serve in a facilitation role in Informal Resolution or Alternate Resolution, if appropriately trained in appropriate resolution modalities
- To perform or assist with initial assessment
- To investigate complaints
- To serve as a hearing facilitator (process administrator, no decision-making role)
- To serve as a Decision-maker regarding the complaint
- To serve as an Appeal Decision-maker

7b. Pool member appointment and membership

The Title IX Coordinator appoints the Pool, which acts with independence and impartiality. This Pool may undergo an application and/or interview/selection process. Although members of the Pool are typically trained in a variety of skill sets and can rotate amongst the different roles listed above in different cases, the College can also designate permanent roles for individuals in the Pool, using others as substitutes or to provide greater depth of experience when necessary. This process of role assignment may be the result of particular skills, aptitudes, or talents identified in members of the Pool that make them best suited to particular roles.

Pool members are usually appointed to semester-to-semester basis. Individuals who are interested in serving in the Pool are encouraged to contact the Title IX Coordinator.

7c. Pool member training

The Pool members receive annual training. This training includes, but is not limited to:

- The scope of the College's Title IX Policy and Procedures

- How to conduct investigations and hearings that protect the safety of Complainants and Respondents, and promote accountability
- Implicit bias
- Disparate treatment and impact
- Reporting, confidentiality and privacy requirements
- Applicable laws, regulations and federal regulatory guidance
- How to implement appropriate and situation-specific remedies
- How to investigate in a thorough, reliable, timely and impartial manner by individuals who receive annual training in conducting investigations of sexual harassment, trauma-informed practices, and impartiality
- How to uphold fairness, equity and due process
- How to weigh evidence
- How to conduct questioning
- How to assess credibility
- Impartiality and objectivity
- How to render findings and generate clear, concise, evidence-based rationales
- The definitions of all offenses
- How to apply definitions used by the College with respect to consent (or the absence or negation of consent) consistently, impartially and in accordance with policy
- How to conduct an investigation and grievance process including hearings, appeals and informal resolution processes
- How to serve impartially by avoiding prejudgment of the facts at issue, conflicts of interest and bias
- Any technology to be used at a live hearing
- Issues of relevance of questions and evidence
- Issues of relevance to create an investigation report that fairly summarizes relevant evidence

- How to determine appropriate sanctions in reference to all forms of harassment, discrimination, and/or retaliation allegations
- Recordkeeping

Specific training is also provided for all Pool members. All Pool members are required to attend these trainings annually.

7d. Pool membership

A typical Pool may includes the following:

- Four or more chairs: one representative from HR and one from Student Affairs, etc., who respectively chair hearings for allegations involving student and employee Respondents
- Three or more members of the Academic Affairs administration and/or faculty
- Three or more members of the administration/staff
- One1 representative from Campus Safety
- Two representatives from Human Resources
- One representative from Athletics

Pool members are usually appointed to annual terms. Individuals who are interested in serving in the Pool are encouraged to contact the Title IX Coordinator.

8. Formal grievance process: Notice of Investigation and Allegations

The Title IX Coordinator will provide written notice of the investigation and allegations (the "NOIA") to the Respondent upon commencement of the Formal Grievance Process. This facilitates the Respondent's ability to prepare for the interview and to identify and choose an Advisor to accompany them. The NOIA is also copied to the Complainant, who will be given advance notice of when the NOIA will be delivered to the Respondent.

The NOIA will include:

- A meaningful summary of all of allegations
- The identity of the involved parties (if known)
- The precise misconduct being alleged
- The date and location of the alleged incident(s) (if known)

- The specific policies implicated
- A description of the applicable procedures
- A statement of the potential sanctions/responsive actions that could result
- A statement that the College presumes the Respondent is not responsible for the reported misconduct unless and until the evidence supports a different determination
- A statement that determinations of responsibility are made at the conclusion of the process and that the parties will be given an opportunity to inspect and review all directly related and/or relevant evidence obtained during the review and comment period
- A statement about the College's Policy on retaliation
- Information about the confidentiality of the process
- Information on the need for each party to have an Advisor of their choosing and suggestions for ways to identify an Advisor
- A statement informing the parties that the College's Policy prohibits knowingly making false statements, including knowingly submitting false information during the resolution process
- Detail on how the party may request disability accommodations during the interview process
- The College's VAWA information
- The name(s) of the Investigator(s), along with a process to identify, in advance of the interview process to the Title IX Coordinator, any conflict of interest that the Investigator(s) may have
- An instruction to preserve any evidence that is directly related to the allegations

Amendments and updates to the NOIA may be made as the investigation progresses and more information becomes available regarding the addition or dismissal of various charges.

Notice will be made in writing and may be delivered by one or more of the following methods: in person, mailed to the local or permanent address(es) of the parties as indicated in official College records, or emailed to the parties' college-issued email or

designated accounts. Once mailed, emailed, and/or received in-person, notice will be presumptively delivered.

9. Resolution timeline

The College will make a good faith effort to complete the resolution process within a 60 to 90 business day time period, including appeal if any, which can be extended as necessary for appropriate cause by the Title IX Coordinator, who will provide notice and rationale for any extensions or delays to the parties as appropriate, as well as an estimate of how much additional time will be needed to complete the process.

10. Appointment of Investigators

Once the decision to commence a formal investigation is made, the Title IX Coordinator appoints Pool members to conduct the investigation (typically using a team of two Investigators), usually within three (3) business days of determining that an investigation should proceed.

11. Ensuring impartiality

Any individual materially involved in the administration of the resolution process including the Title IX Coordinator, Investigator(s), and Decision-maker(s) may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific Complainant or Respondent.

The Title IX Coordinator will vet the assigned Investigator(s) for impartiality by ensuring there are no actual or apparent conflicts of interest or disqualifying biases. At any time during the resolution process, the parties may raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. If so, another Pool member will be assigned and the impact of the bias or conflict, if any, will be remedied. If the source of the conflict of interest or bias is the Title IX Coordinator, concerns should be raised with Benita Clark, the Vice President, Human Resources and College Safety.

The Formal Grievance Process involves an objective evaluation of all relevant evidence obtained, including evidence that supports that the Respondent engaged in a policy violation and evidence that supports that the Respondent did not engage in a policy violation. Credibility determinations may not be based solely on an individual's status or participation as a Complainant, Respondent, or witness.

The College operates with the presumption that the Respondent is not responsible for the reported misconduct unless and until the Respondent is determined to be responsible for a policy violation by the applicable standard of proof.

12. Investigation timeline

Investigations are completed expeditiously, normally within thirty (30) business days, though some investigations may take weeks or even months, depending on the nature, extent, and complexity of the allegations, availability of witnesses, police involvement, etc.

The College will make a good faith effort to complete investigations as promptly as circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation.

13. Delays in the investigation process and interactions with law enforcement

The College may undertake a short delay in its investigation (several days to a few weeks) if circumstances require. Such circumstances include, but are not limited to: a request from law enforcement to temporarily delay the investigation, the need for language assistance, the absence of parties and/or witnesses, and/or accommodations for disabilities or health conditions.

The College will communicate in writing the anticipated duration of the delay and reason to the parties and provide the parties with status updates if necessary. The College will promptly resume its investigation and resolution process as soon as feasible. During such a delay, the College will implement supportive measures as deemed appropriate.

The College's action(s) or processes are not typically altered or precluded on the grounds that civil or criminal charges involving the underlying incident(s) have been filed or that criminal charges have been dismissed or reduced.

14. Steps in the investigation process

All investigations are thorough, reliable, impartial, prompt and fair. Investigations involve interviews with all relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary.

All parties have a full and fair opportunity, through the investigation process, to suggest witnesses and questions, to provide evidence and expert witnesses and to fully review and respond to all evidence on the record. Recordings of interviews are/are not provided to the parties, and/but the parties will have the ability to review the transcript/summary of the interview once the investigation report is compiled.

The Investigator(s) typically take(s) the following steps, if not already completed (not necessarily in this order):

- Determine the identity and contact information of the Complainant

- In coordination with campus partners (e.g., the Title IX Coordinator), initiate or assist with any necessary supportive measures
- Identify all policies implicated by the alleged misconduct and notify the Complainant and Respondent of all of the specific policies implicated
- Assist the Title IX Coordinator, if needed, with conducting a prompt initial assessment to determine if the allegations indicate a potential policy violation
- Commence a thorough, reliable, and impartial investigation by identifying issues and developing a strategic investigation plan, including a witness list, evidence list, intended investigation timeframe, and order of interviews for all witnesses and the parties
- Meet with the Complainant to finalize their interview/statement, if necessary
- Work with the Title IX Coordinator, as necessary, to prepare the initial Notice of Investigation and Allegation (NOIA). The NOIA may be amended with any additional or dismissed allegations. The notice should inform the parties of their right to have the assistance of an Advisor, who could be a member of the Pool or an Advisor of their choosing present for all meetings attended by the party
- Provide each interviewed party and witness an opportunity to review and verify the Investigator's summary notes (or transcript) of the relevant evidence/testimony from their respective interviews and meetings
- Make good faith efforts to notify the parties of any meeting or interview involving the other party, in advance when possible
- When participation of a party is expected, provide that party with written notice of the date, time, and location of the meeting, as well as the expected participants and purpose
- Interview all available, relevant witnesses and conduct follow-up interviews as necessary
- Allow each party the opportunity to suggest witnesses and questions they wish the Investigator(s) to ask of the other party and witnesses and document in the report which questions were asked, with a rationale for any changes or omissions.

- Complete the investigation promptly and without unreasonable deviation from the intended timeline
- Provide regular status updates to the parties throughout the investigation.
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) with a list of witnesses whose information will be used to render a finding
- Write a comprehensive investigation report fully summarizing the investigation, all witness interviews, and addressing all relevant evidence. Appendices including relevant physical or documentary evidence will be included
- The Investigator(s) gather, assess and synthesize evidence, but make no conclusions, engage in no policy analysis and render no recommendations as part of their report.
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) a secured electronic or hard copy of the draft investigation report as well as an opportunity to inspect and review all of the evidence obtained as part of the investigation that is directly related to the reported misconduct, including evidence upon which the College does not intend to rely in reaching a determination, for a 10 business day review and comment period so that each party may meaningfully respond to the evidence. The parties may elect to waive the full ten days. Each copy of the materials shared will be watermarked on each page with the role of the person receiving it (e.g., Complainant, Respondent, Complainant's Advisor, Respondent's Advisor).
- The Investigator(s) may elect to respond in writing in the investigation report to the parties' submitted responses and/or to share the responses between the parties for additional responses
- The Investigator(s) will incorporate relevant elements of the parties' written responses into the final investigation report, include any additional relevant evidence, make any necessary revisions, and finalize the report. The Investigator(s) should document all rationales for any changes made after the review and comment period
- The Investigator(s) shares the report with the Title IX Coordinator and/or legal counsel for their review and feedback.

- The Investigator will incorporate any relevant feedback, and the final report is then shared with all parties and their Advisors through secure electronic transmission or hard copy at least 10 business days prior to a hearing. The parties are also provided with a file of any directly related evidence that was not included in the report

15. Role and participation of witnesses in the investigation

Witnesses (as distinguished from the parties) who are employees of the College are strongly encouraged to cooperate with and participate in the College's investigation and resolution process. Student witnesses and witnesses from outside the College community are encouraged to cooperate with College investigations and to share what they know about a compliant

Although in-person interviews for parties and all potential witnesses are ideal, circumstances (e.g., study abroad, summer break) may require individuals to be interviewed remotely. Microsoft Teams, Skype, Zoom, FaceTime, Webex or similar technologies may be used for interviews, if the Investigator(s) determine that timeliness, efficiency or other reasons dictate a need for remote interviewing. The College will take appropriate steps to reasonably ensure the security/privacy of remote interviews.

Witnesses may also provide written statements in lieu of interviews or choose to respond to written questions, if deemed appropriate by the Investigator(s), though not preferred. If a witness submits a written statement, but does not intend to be and is not present for questioning at a hearing, their written statement may not be used as evidence.

16. Recording of interviews

No unauthorized audio or video recording of any kind is permitted during investigation meetings. If Investigator(s) elect to audio and/or video record interviews, all involved parties should be made aware of audio and/or video recording.

17. Evidentiary considerations in the investigation

The investigation does not consider: 1) incidents not directly related to the possible violation, unless they evidence a pattern; or 2) the character of the parties; or 3) questions and evidence about the Complainant's prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior 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.

18. Referral for hearing

Provided that the complaint is not resolved through Informal Resolution, once the final investigation report is shared with the parties, the Title IX Coordinator will refer the matter for a hearing.

The hearing cannot be held less than 10 business days from the conclusion of the investigation – when the final investigation report is transmitted to the parties and the Decision-maker – unless all parties and the Decision-maker agree to an expedited timeline.

The Title IX Coordinator will select an appropriate Decision-maker from the Pool depending on whether the Respondent is an employee or a student, and provide a copy of the investigation report. Allegations involving student-employees in the context of their employment will be directed to the appropriate Decision-maker depending the context and nature of the alleged misconduct.

19. Hearing decision-maker composition

The College will designate a three-member panel from the Pool, at the discretion of the Title IX Coordinator. The single decision-maker will also Chair the hearing. With a panel, one of the three members will be appointed as Chair by the Title IX Coordinator.

The decision-maker(s) will not have had any previous involvement with the investigation. The Title IX Coordinator may elect to have an alternate from the Pool sit in throughout the hearing process in the event that a substitute is needed for any reason.

Those who have served as Investigators will be witnesses in the hearing and therefore may not serve as decision-makers. Those who are serving as Advisors for any party may not serve as decision-makers in that matter.

The Title IX Coordinator may not serve as a Decision-maker or Chair in the matter but may serve as an administrative facilitator of the hearing if their previous role(s) in the matter do not create a conflict of interest. Otherwise, a designee may fulfill this facilitator role. The hearing will convene at a time and venue determined by the Chair or designee.

20. Evidentiary considerations in the hearing

Any evidence that the decision-maker(s) determine(s) is relevant and credible may be considered. The hearing does not consider: 1) incidents not directly related to the possible violation, unless they evidence a pattern; 2) questions and evidence about the Complainant's sexual predisposition; or 3) questions and evidence about the Complainant’s prior sexual behavior, unless such questions and evidence about the Complainant’s prior sexual behavior 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.

Previous disciplinary action of any kind involving the Respondent may be considered in determining an appropriate sanction upon a determination of responsibility, assuming the College uses a progressive discipline system. This information is only considered at the sanction stage of the process and is not shared until then.

The parties may each submit a written impact statement prior to the hearing for the consideration of the Decision-maker(s) at the sanction stage of the process when a determination of responsibility is reached.

After post-hearing deliberation, the decision-maker(s) render(s) a determination based on the preponderance of the evidence; whether it is more likely than not that the Respondent violated the Policy as alleged.

21. Notice of hearing

No less than 10 business days prior to the hearing, the Title IX Coordinator or the Chair will send notice of the hearing to the parties. Once mailed, emailed, and/or received in-person, notice will be presumptively delivered.

The notice will contain the following information:

- A description of the alleged violation(s), a list of all policies allegedly violated, a description of the applicable hearing procedures and a statement of the potential sanctions/responsive actions that could result
- The time, date and location of the hearing
- Description of any technology that will used to facilitate the hearing. Information about the option for the live hearing to occur with the parties located in separate rooms using technology that enables the decision-maker(s) and parties to see and hear a party or witness answering questions. Such a request must be raised with the Title IX Coordinator at least five business days prior to the hearing.
- A list of all those who will attend the hearing, along with an invitation to object to any decision-maker(s) on the basis of demonstrated bias or conflict of interest. This must be raised with the Title IX Coordinator at least three (3) business days prior to the hearing.
- Information on how the hearing will be recorded and on access to the recording for the parties after the hearing.

- A statement that if any party or witness does not appear at the scheduled hearing, the hearing may be held in their absence, and the party's or witness' testimony and any statements given prior to the hearing will not be considered by the Decision-maker(s). For compelling reasons, the Chair may reschedule the hearing.
- Notification that the parties may have the assistance of an Advisor of their choosing at the hearing and will be required to have one present for any questions they may desire to ask. The party must notify the Title IX Coordinator if they do not have an Advisor, and the College will appoint one. Each party must have an Advisor present. There are no exceptions.
- A copy of all the materials provided to the Decision-maker(s) about the matter, unless they have been provided already.
- An invitation to each party to submit to the Chair an impact statement pre-hearing that the decision-maker(s) will review during any sanction determination.
- An invitation to contact the Title IX Coordinator to arrange any disability accommodations, language assistance, and/or interpretation services that may be needed at the hearing, at least seven (7) business days prior to the hearing.
- Notification that parties cannot bring mobile phones/devices into the hearing.

Hearings for possible violations that occur near or after the end of an academic term (assuming the Respondent is still subject to this Policy) and are unable to be resolved prior to the end of term will typically be held immediately after the end of the term or during the summer, as needed, to meet the resolution timeline followed by the College and remain within the 60-90 business day goal for resolution.

In these cases, if the Respondent is a graduating student, a hold may be placed on graduation and/or official transcripts until the matter is fully resolved (including any appeal). A student facing charges under this Policy is not in good standing to graduate.

22. Alternative hearing participation options

If a party or parties prefer not to attend or cannot attend the hearing in person, the party should request alternative arrangements from the Title IX Coordinator or the Chair at least five (5) business days prior to the hearing.

The Title IX Coordinator or the Chair can arrange to use technology to allow remote testimony without compromising the fairness of the hearing. Remote options may also be needed for witnesses who cannot appear in person. Any witness who cannot attend in person should let the Title IX Coordinator or the Chair know at least five (5) business days prior to the hearing so that appropriate arrangements can be made.

23. Pre-hearing preparation

After any necessary consultation with the parties, the Chair will provide the names of persons who will be participating in the hearing, all pertinent documentary evidence, and the final investigation report to the parties at least seven (7) business days prior to the hearing.

Any witness scheduled to participate in the hearing must have been first interviewed by the Investigator(s) or have proffered a written statement or answered written questions, unless all parties and the Chair assent to the witness's participation in the hearing. The same holds for any evidence that is first offered at the hearing. If the parties and Chair do not assent to the admission of evidence newly offered at the hearing, the Chair may delay the hearing and/or instruct that the investigation needs to be re-opened to consider that evidence.

The parties will be given a list of the names of the Decision-maker(s) at least five (5) business days in advance of the hearing. All objections to any Decision-maker must be raised in writing, detailing the rationale for the objection, and must be submitted to the Title IX Coordinator as soon as possible and no later than two days prior to the hearing. Decision-makers will only be removed if the Title IX Coordinator concludes that their bias or conflict of interest precludes an impartial hearing of the allegation(s).

The Title IX Coordinator will give the decision-maker(s) a list of the names of all parties, witnesses, and Advisors at least three (3) business days in advance of the hearing. Any Decision-maker who cannot make an objective determination must recuse themselves from the proceedings when notified of the identity of the parties, witnesses, and Advisors in advance of the hearing. If a decision-maker is unsure of whether a bias or conflict of interest exists, they must raise the concern to the Title IX Coordinator as soon as possible.

During the 10-business-day period prior to the hearing, the parties have the opportunity for continued review and comment on the final investigation report and available evidence. That review and comment can be shared with the Chair at a pre-hearing meeting or at the hearing and will be exchanged between each party by the Chair.

24. Pre-hearing meetings

The Chair may convene a pre-hearing meeting(s) with the parties and/or their Advisors and invite them to submit the questions or topics they (the parties and/or their Advisors) wish to ask or discuss at the hearing, so that the Chair can rule on their relevance ahead of time to avoid any improper evidentiary introduction in the hearing to provide recommendations for more appropriate phrasing.

However, this advance review opportunity does not preclude the Advisors from asking a question for the first time at the hearing or from asking for a reconsideration on a pre-hearing ruling by the Chair based on any new information or testimony offered at the hearing. The Chair must document and share with each party their rationale for any exclusion or inclusion at a pre-hearing meeting.

The Chair, only with full agreement of the parties, may decide in advance of the hearing that certain witnesses do not need to be present if their testimony can be adequately summarized by the Investigator(s) in the investigation report or during the hearing.

At each pre-hearing meeting with a party and their Advisor, the Chair will consider arguments that evidence identified in the final investigation report as relevant is, in fact, not relevant. Similarly, evidence identified as directly related but not relevant by the Investigator(s) may be argued to be relevant. The Chair may rule on these arguments pre-hearing and will exchange those rulings between the parties prior to the hearing to assist in preparation for the hearing. The Chair may consult with legal counsel and/or the Title IX Coordinator or ask either or both to attend pre-hearing meetings.

The pre-hearing meeting(s) will not be recorded. The pre-hearing meetings may be conducted as separate meetings with each party/advisor, with all parties/advisors present at the same time, remotely, or as a paper-only exchange. The Chair will work with the parties to establish the format.

25. Hearing procedures

At the hearing, the decision-maker(s) has the authority to hear and make determinations on all allegations of discrimination, harassment, and/or retaliation and may also hear and make determinations on any additional alleged policy violations that have occurred in concert with the discrimination, harassment, and/or retaliation, even though those collateral allegations may not specifically fall within the policy on Equal Opportunity, Harassment, and Nondiscrimination.

Participants at the hearing will include the Chair, any additional panelists, the hearing facilitator, the Investigator(s) who conducted the investigation, and the parties (or three (3) organizational representatives when an organization is the Respondent). Advisors to the

parties, any called witnesses, the Title IX Coordinator and anyone providing authorized accommodations, interpretation, and/or assistive services.

The Chair will answer all questions of procedure. Anyone appearing at the hearing to provide information will respond to questions on their own behalf.

The Chair will allow witnesses who have relevant information to appear at a portion of the hearing in order to respond to specific questions from the Decision-maker(s) and the parties and the witnesses will then be excused.

26. Joint hearings

In hearings involving more than one Respondent or in which two (2) or more Complainants have accused the same individual of substantially similar conduct, the default procedure will be to hear the allegations jointly.

However, the Title IX Coordinator may permit the investigation and/or hearings pertinent to each Respondent to be conducted separately if there is a compelling reason to do so. In joint hearings, separate determinations of responsibility will be made for each Respondent with respect to each alleged policy violation.

27. Order of the hearing – Introductions and explanation of procedure

The Chair explains the procedures and introduces the participants. This may include a final opportunity for challenge or recusal of the Decision-maker(s) on the basis of bias or conflict of interest. The Chair will rule on any such challenge unless the Chair is the individual who is the subject of the challenge, in which case the Title IX Coordinator will review and decide the challenge.

The Chair and/or hearing facilitator then conducts the hearing according to the hearing script. At the hearing, recording, witness logistics, party logistics, curation of documents, separation of the parties, and other administrative elements of the hearing process are managed by a non-voting hearing facilitator/case manager appointed by the Title IX Coordinator. The hearing facilitator may attend to: logistics of rooms for various parties/witnesses as they wait; flow of parties/witnesses in and out of the hearing space; ensuring recording and/or virtual conferencing technology is working as intended; copying and distributing materials to participants, as appropriate, etc.

28. Investigator presents final investigation report

The Investigator(s) will then present a summary of the final investigation report, including items that are contested and those that are not, and will be subject to questioning by the

decision-maker(s) and the parties (through their Advisors). The Investigator(s) will be present during the entire hearing process, but not during deliberations.

Neither the parties nor the decision-maker(s) should ask the Investigator(s) their opinions on credibility, recommended findings, or determinations, and the Investigators, Advisors, and parties will refrain from discussion of or questions for Investigators about these assessments. If such information is introduced, the Chair will direct that it be disregarded.

29. Testimony and questioning

Once the Investigator(s) present(s) the report and are questioned, the parties and witnesses may provide relevant information in turn, beginning with the Complainant, and then in the order determined by the Chair. The hearing will facilitate questioning parties and witnesses will submit to questioning by the Decision-maker(s) and then by the parties through their Advisors.

All questions are subject to a relevance determination by the Chair. The Advisor, who will remain seated during questioning, will pose the proposed question orally, electronically, or in writing (orally is the default, but other means of submission may be permitted by the Chair upon request if agreed to by all parties and the Chair), the proceeding will pause to allow the Chair to consider the question, (and state it if it has not already been stated aloud) and the Chair will determine whether the question will be permitted, disallowed, or rephrased.

The Chair may invite explanations or persuasive statements explore arguments regarding relevance with the Advisors, if the Chair so chooses. The Chair will then state their decision on the question for the record and advise the party/witness to whom the question was directed, accordingly. The Chair will explain any decision to exclude a question as not relevant, or to reframe it for relevance.

The Chair will limit or disallow questions on the basis that they are irrelevant, unduly repetitious (and thus irrelevant), or abusive. The Chair has final say on all questions and determinations of relevance. The Chair may consult with legal counsel on any questions of admissibility. The Chair may ask Advisors to frame why a question is or is not relevant from their perspective but will not entertain argument from the Advisors on relevance once the Chair has ruled on a question.

If the parties raise an issue of bias or conflict of interest of an Investigator or decision-maker at the hearing, the Chair may elect to address those issues, consult with legal counsel, and/or refer them to the Title IX Coordinator, and/or preserve them for appeal. If bias is not in issue at the hearing, the Chair should not permit irrelevant questions that probe for bias.

30. Refusal to submit to questioning; Inferences

Cross-examination is an all or nothing proposition, meaning that if any relevant question is refused, no statements of that party or witness are admissible. Only if a party or witness is willing to submit to cross-examination, and answers all questions, will their statements prior to or at the hearing be fully admissible. If a party or witness chooses not to submit to cross-examination at the hearing, either because they do not attend the meeting, or they attend but refuse to participate in questioning, then the decision-maker(s) may not rely on any prior statement made by that party or witness at the hearing (including those contained in the investigation report) in the ultimate determination of responsibility. The decision-maker(s) must disregard all such statements. Evidence provided that is something other than a statement by the party or witness may be considered.

Whether a party or witness does or does not answer questions from the Decision-maker, their statements will be admissible as long as they are willing to submit to cross-examination questions, even if they are not asked such questions. The Decision-maker(s) may not draw any inference solely from a party's or witness' absence from the hearing or refusal to answer cross-examination or other questions.

If collateral charges of policy violations other than sexual harassment are considered at the same hearing, the Decision-maker(s) may consider all evidence it deems relevant, may rely on any relevant statement as long as the opportunity for questioning is afforded to all parties through their Advisors, and may draw reasonable inferences from any decision by any party or witness not to participate or respond to questions. If a party's Advisor of choice refuses to comply with the Recipient's established rules of decorum for the hearing, the Recipient may require the party to use a different Advisor. If a recipient-provided Advisor refuses to comply with the rules of decorum, the Recipient may provide that party with a different Advisor to conduct questioning on behalf of that party.

An Advisor may not be called as a witness at a hearing to testify to what their advisee has told them during their role as an Advisor unless the party being advised consents to that information being shared. It is otherwise considered off-limits, and an Advisor who is an institutional employee is temporary alleviated from mandated reporter responsibilities related to their interaction with their advisee during the resolution process.

31. Recording hearings

Hearings (but not deliberations) are recorded by the College for purposes of review in the event of an appeal. The parties may not record the proceedings and no other unauthorized recordings are permitted.

The decision-maker(s), the parties, their Advisors, and appropriate administrators of the College will be permitted to listen to the recording or review a transcript of the recording, in a controlled environment determined by the Title IX Coordinator, upon request. No person will be given or be allowed to make a copy of the recording without permission of the Title IX Coordinator.

32. Deliberation, decision-making and standard of proof

The decision-maker(s) will deliberate in closed session to determine whether the Respondent is responsible or not responsible for the policy violation(s) in question. If a panel is used, a simple majority vote is required to determine the finding. The preponderance of the evidence standard of proof is used. The hearing facilitator may be invited to attend the deliberation by the Chair, but is there only to facilitate procedurally, not to address the substance of the allegations.

When there is a finding of responsibility on one or more of the allegations, the Decision-maker(s) may then consider the previously submitted party impact statements in determining appropriate sanction(s).

The Chair will ensure that each of the parties has an opportunity to review any impact statement submitted by the other party(ies). The decision-maker(s) may – at their discretion – consider the statements, but they are not binding.

The decision-maker(s) will review the statements and any pertinent conduct history provided by the Office of Student Conduct will recommend the appropriate sanction(s) in consultation with other appropriate administrators, as required.

The Chair will then prepare a written deliberation statement and deliver it to the Title IX Coordinator, detailing the determination, rationale, the evidence used in support of its determination, the evidence not relied upon in its determination, credibility assessments, and any sanctions or recommendations.

This report is typically three (3) to five (5) pages in length and must be submitted to the Title IX Coordinator within three (3) business days of the end of deliberations, unless the Title IX Coordinator grants an extension. If an extension is granted, the Title IX Coordinator will notify the parties.

33. Notice of outcome

Using the deliberation statement, the Title IX Coordinator will work with the Chair to prepare a Notice of Outcome. The Notice of Outcome will then be reviewed by legal counsel, as appropriate. The Title IX Coordinator will then share the outcome letter, including the final determination, rationale, and any applicable sanction(s) with the parties

and their Advisors within seven (7) business days of receiving the Decision-maker(s)' deliberation statement.

The Notice of Outcome will then be shared with the parties simultaneously. Notification will be made in writing and may be delivered by one or more of the following methods: in person, mailed to the local or permanent address of the parties as indicated in official College records, or emailed to the parties' college-issued email or otherwise approved account. Once mailed, emailed, and/or received in-person, notice will be presumptively delivered.

The Notice of Outcome will articulate the specific policy(ies) reported to have been violated, including the relevant policy section, and will contain a description of the procedural steps taken by the College from the receipt of the misconduct report to the determination, including any and all notifications to the parties, interviews with parties and witnesses, site visits, methods used to obtain evidence, and hearings held.

The Notice of Outcome will specify the finding on each alleged policy violation; the findings of fact that support the determination; conclusions regarding the application of the relevant policy to the facts at issue; a statement of, and rationale for, the result of each allegation to the extent the College is permitted to share such information under state or federal law; any sanctions issued which the College is permitted to share according to state or federal law; and whether remedies will be provided to the Complainant designed to ensure access to the College's educational or employment program or activity.

The Notice of Outcome will also include information on when the results are considered by the College to be final, any changes that occur prior to finalization, and the relevant procedures and bases for any available appeal options.

34. Statement of the rights of the parties

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35. Sanctions

Factors considered when determining a sanction/responsive action may include, but are not limited to:

- The nature, severity of and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- Previous allegations or allegations involving similar conduct

- The need for sanctions/responsive actions to bring an end to the discrimination, harassment and/or retaliation
- The need for sanctions/responsive actions to prevent the future recurrence of discrimination, harassment and/or retaliation
- The need to remedy the effects of the discrimination, harassment and/or retaliation on the Complainant and the community
- The impact on the parties
- Any other information deemed relevant by the decision-maker(s)

The sanctions will be implemented as soon as is feasible, either upon the outcome of any appeal or the expiration of the window to appeal without an appeal being requested.

The sanctions described in this Policy are not exclusive of, and may be in addition to, other actions taken or sanctions imposed by external authorities.

35a. Examples of student sanctions

The following are sanctions that may be imposed upon students or organizations singly or in combination:

- Warning: A formal statement that the conduct was unacceptable and a warning that further violation of any Wake Technical Community College policy, procedure or directive will result in more severe sanctions/responsive actions
- Required counseling: A mandate to meet with and engage in either college-sponsored or external counseling to better comprehend the misconduct and its effects
- Probation: A written reprimand for violation of institutional policy, providing for more severe disciplinary sanctions in the event that the student or organization is found in violation of any institutional policy, procedure or directive within a specified period of time. Terms of the probation will be articulated and may include denial of specified social privileges, exclusion from co-curricular activities, exclusion from designated areas of campus, no-contact orders and/or other measures deemed appropriate.
- Suspension: Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met. Students who return from suspension are automatically placed on probation through the

remainder of their tenure as a student at Wake Technical Community College.

- Expulsion: Permanent termination of student status and revocation of rights to be on campus for any reason or to attend College-sponsored events. This sanction will be noted permanently as a Conduct Expulsion on the student's official transcript, subject to any applicable expungement policies.
- Withholding diploma: The College may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities if the student has an allegation pending or as a sanction if the student is found responsible for an alleged violation.
- Revocation of degree: The College reserves the right to revoke a degree previously awarded from the College for fraud, misrepresentation and/or other violation of the College's policies, procedures or directives in obtaining the degree or for other serious violations committed by a student prior to graduation.
- Organizational sanctions: Deactivation, loss of recognition, loss of some or all privileges (including College's registration) for a specified period of time.
- Other actions: In addition to or in place of the above sanctions, the College may assign any other sanctions as deemed appropriate.

35b. Employee sanctions and responsive/corrective actions

Responsive actions for an employee who has engaged in sex/gender-based harassment, discrimination and/or retaliation include the following:

- Warning – verbal or written
- Performance Improvement Plan/management process
- Enhanced supervision, observation or review
- Required counseling
- Required training or education
- Probation
- Denial of pay increase/pay grade
- Loss of oversight or supervisory responsibility
- Demotion

- Transfer
- Reassignment
- Delay of faculty rank progression
- Assignment to supervisor
- Restriction of stipends, research and/or professional development resources
- Suspension with pay
- Suspension without pay
- Termination
- Other actions: In addition to or in place of the above sanctions/responsive actions, the College may assign any other responsive action as deemed appropriate.

36. Withdrawal or resignation while charges pending

Students: Should a Respondent decide not to participate in the resolution process, the process proceeds absent their participation to a reasonable resolution. Should a student Respondent permanently withdraw from the College, the resolution process ends with a dismissal, as the College no longer has disciplinary jurisdiction over the withdrawn student.

However, the College will continue to address and remedy any systemic issues, variables that may have contributed to the alleged violation(s), and any ongoing effects of the alleged harassment, discrimination, and/or retaliation. The student who withdraws or leaves while the process is pending may not return to the College in any capacity. Admissions and Human Resources will be notified, accordingly. Such exclusion applies to all campuses of the College.

If the student Respondent only withdraws or takes a leave for a specified period of time (e.g., one semester or term), the resolution process may continue remotely and that student is not permitted to return to College unless and until all sanctions, if any, have been satisfied.

During the resolution process, the College may put a hold on a responding student's transcript or place a notation on a responding student's transcript or dean's disciplinary certification that a disciplinary matter is pending.

Employees: Should an employee Respondent resign with unresolved allegations pending, the resolution process ends with dismissal, as the College no longer has disciplinary jurisdiction over the resigned employee.

However, the College will continue to address and remedy any systemic issues, variables that contributed to the alleged violation(s), and any ongoing effects of the alleged harassment, discrimination and/or retaliation.

The employee who resigns with unresolved allegations pending is not eligible for admissions or rehire with the College, and the records retained by the Title IX Coordinator will reflect that status.

All College responses to future inquiries regarding employment references for that individual will include that the former employee resigned during a pending disciplinary matter.

37. Appeals

Any party may file a request for appeal ("Request for Appeal"), but it must be submitted in writing to the Title IX Coordinator within five (5) business days of the delivery of the Notice of Outcome.

A three-member appeal panel chosen from the Pool will be designated by the Title IX. No appeal panelists will have been involved in the process previously, including in any dismissal appeal that may have been heard earlier in the process. A voting Chair of the Appeal panel will be designated.

The Request for Appeal will be forwarded to the Appeal Chair or designee for consideration to determine if the request meets the grounds for appeal (a Review for Standing).

This review is not a review of the merits of the appeal, but solely a determination as to whether the request meets the grounds and is timely filed.

37a. Grounds for Appeal

Appeals are limited to the following grounds:

- Procedural irregularity that affected the outcome of the matter
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter
- The Title IX Coordinator, Investigator(s) or decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the

specific Complainant or Respondent that affected the outcome of the matter.

If any of the grounds in the Request for Appeal do not meet the grounds in this Policy, that request will be denied by the Appeal Chair, and the parties and their Advisors will be notified in writing of the denial and the rationale.

If any of the grounds in the Request for Appeal meet the grounds in this Policy, then the Appeal Chair will notify the other party(ies) and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original decision-maker(s).

The other party(ies) and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original decision-maker(s) will be mailed, emailed, and/or provided a hard copy of the request for an appeal with the approved grounds and then be given five (5) business days to submit a response to the portion of the appeal that was approved and involves them. All responses, if any, will be forwarded by the Chair to all parties for review and comment.

The non-appealing party (if any) may also choose to raise a new ground for appeal at this time. If so, that will be reviewed to determine if it meets the grounds on this Policy by the Appeal Chair and either denied or approved. If approved, it will be forwarded to the party who initially requested an appeal, the Investigator(s) and/or original decision-maker(s), as necessary, who will submit their responses, if any, in five (5) business days, which will be circulated for review and comment by all parties. If not approved, the parties will be notified accordingly, in writing.

Neither party may submit any new requests for appeal after this time period. The Appeal Chair will collect any additional information needed and all documentation regarding the approved grounds for appeal and the subsequent responses will be shared with the Appeal Panel/Chair, and the Panel will render a decision in no more than five (5) business days, barring exigent circumstances. All decisions are by majority vote and apply the preponderance of the evidence OR the clear and convincing evidence standard.

A Notice of Appeal Outcome will be sent to all parties simultaneously including the decision on each approved ground and rationale for each decision. The Notice of Appeal Outcome will specify the finding on each ground for appeal, any specific instructions for remand or reconsideration, any sanctions that may result which the College is permitted to share according to state or federal law, and the rationale supporting the essential findings to the extent the College is permitted to share under state or federal law.

Notification will be made in writing and may be delivered by one or more of the following methods: in person, mailed to the local or permanent address of the parties as indicated in official institutional records, or emailed to the parties' college-issued email or otherwise

approved account. Once mailed, emailed and/or received in-person, notice will be presumptively delivered.

37b. Sanctions status during appeal

Any sanctions imposed as a result of the hearing are stayed during the appeal process. Supportive measures may be reinstated, subject to the same supportive measure procedures above.

If any of the sanctions are to be implemented immediately post-hearing, but pre-appeal, then emergency removal procedures (detailed above) for show cause meeting on the justification for doing so must be permitted within 48 hours of implementation.

The College may still place holds on official transcripts, diplomas, graduations, and course registration pending the outcome of an appeal when the original sanctions included separation.

37c. Appeal considerations

- Appeals are not intended to provide for a full rehearing (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the original hearing and pertinent documentation regarding the specific grounds for appeal.
- Decisions on appeal are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s)/responsive action(s) only if there is a compelling justification to do so.
- An appeal is not an opportunity for Appeal Decision-makers to substitute their judgment for that of the original decision-maker(s) merely because they disagree with the finding and/or sanction(s).
- The Appeal Chair/decision-maker may consult with the Title IX Coordinator and/or legal counsel on questions of procedure or rationale, for clarification, if needed. Documentation of all such consultation will be maintained.
- Appeals granted based on new evidence should normally be remanded (or partially remanded) to the original Investigator(s) and/or decision-maker(s) for reconsideration. Other appeals may be remanded at the discretion of the Title IX Coordinator or, in limited circumstances, decided on appeal.
- Once an appeal is decided, the outcome is final. Further appeals are not permitted, even if a decision or sanction is changed on remand (except in the case of a new hearing). When appeals result in no change to the finding or

sanction, that decision is final. When an appeal results in a new finding or sanction, that finding or sanction can be appealed one final time on the grounds listed above and in accordance with these procedures.

- In rare cases where an error cannot be cured by the original Decision-maker(s) (as in cases of bias), the appeal Chair/Panel may order a new investigation with new investigators and/or a new hearing with a new decision-maker(s).
- The results of a remand to a decision-maker(s) cannot be appealed. The results of a new hearing can be appealed. The results of a new hearing can be appealed, once, on any of the three available appeal grounds.
- In cases in which the appeal results in reinstatement to the College or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

38. Long-term remedies/Other actions

Following the conclusion of the resolution process, and in addition to any sanctions implemented, the Title IX Coordinator may implement additional long-term remedies or actions with respect to the parties and/or the campus community that are intended to stop the harassment, discrimination, and/or retaliation, remedy the effects, and prevent reoccurrence. These remedies/actions may include, but are not limited to the following:

- Referral to counseling and health services
- Referral to the Employee Assistance Program
- Education to the individual and/or the community
- Permanent alteration of housing assignments
- Permanent alteration of work arrangements for employees
- Provision of campus safety escorts
- Climate surveys
- Policy modification and/or training
- Provision of transportation accommodations
- Implementation of long-term contact limitations between the parties

- Implementation of adjustments to academic deadlines, course schedules, etc.

At the discretion of the Title IX Coordinator, certain long-term support or measures may also be provided to the parties even if no policy violation is found.

When no policy violation is found, the Title IX Coordinator will address any remedies owed by the College to the Respondent to ensure no effective denial of educational access.

The College will maintain the confidentiality of any long-term remedies/actions/measures, provided confidentiality does not impair the College's ability to provide these services.

39. Failure to comply with sanctions and/or interim and long-term remedies and/or responsive actions

All Respondents are expected to comply with the assigned sanctions, responsive actions, and/or corrective actions within the timeframe specified by the final Decision-maker(s) (including the Appeal Chair/Panel).

Failure to abide by the sanction(s)/action(s) imposed by the date specified, whether by refusal, neglect or any other reason, may result in additional sanction(s)/action(s), including suspension, expulsion and/or termination from the College and may be noted on a student's official transcript.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

40. Recordkeeping

The College will maintain for a period of at least seven years records of the following:

- Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required under federal regulation
- Any disciplinary sanctions imposed on the Respondent
- Any remedies provided to the Complainant designed to restore or preserve equal access to the College's education program or activity
- Any appeal and the result therefrom
- Any informal resolution and the result therefrom
- All materials used to train Title IX Coordinators, Investigators, decision-makers and any person who facilitates an informal resolution process. The

College will make these training materials publicly available on the College's website.

- Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment:
    - The basis for all conclusions that the response was not deliberately indifferent
    - Any measures designed to restore or preserve equal access to the College's education program or activity
    - If no supportive measures were provided to the Complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

The College will also maintain any and all records in accordance with state and federal laws.

41. Disabilities accommodations in the resolution process

The College is committed to providing reasonable accommodations and support to qualified students, employees, or others with disabilities to ensure equal access to the College's resolution process.

Anyone needing such accommodations or support should contact the Director of Disability Support Services who will review the request and, in consultation with the person requesting the accommodation and the Title IX Coordinator, determine which accommodations are appropriate and necessary for full participation in the process.

42. Revision of this policy and procedures

This Policy and procedures supersede any previous policy(ies) addressing sex discrimination, sexual harassment, sexual misconduct and/or retaliation for incidents occurring on or after August 14, 2020, under Title IX and will be reviewed and updated annually by the Title IX Coordinator. The College reserves the right to make changes to this document as necessary, and once those changes are posted online, they are in effect.

During the resolution process, the Title IX Coordinator may make minor modifications to procedures that do not materially jeopardize the fairness owed to any party, such as to accommodate summer schedules. The Title IX Coordinator may also vary procedures materially with notice (on the institutional website, with the appropriate effective date identified) upon determining that changes to law or regulation require policy or procedural alterations not reflected in this Policy and procedures.

If government laws or regulations change – or court decisions alter – the requirements in a way that impacts this document, this document will be construed to comply with the most recent government laws or regulations or court holdings.

This document does not create legally enforceable protections beyond the protection of the protections of the background state and federal laws which frame such policies and codes, generally.

This Policy and procedures are effective August 14, 2020.

Additional campus resources

- Care Center
  Wake Tech assists students with easier access to a range of resources and benefits.
  919-866-5066

- Ombuds Office
  An impartial resource for students, faculty, staff and administrators to assist in finding options for addressing concerns, resolving conflicts and handling a variety of institutional issues as they arise, in a confidential and informal manner.
  919-866-5479

Additional community resources

- Alliance Behavioral Health
  Provider network for mental health, developmental disability and substance abuse services.
  Provider directory

- InterAct
  A nonprofit United Way agency that provides services to survivors of domestic violence and rape/sexual assault. Services include short-term counseling, court assistance, support groups, information and referrals.
  919-828-7501

- North Carolina Board of Nursing-approved sexual assault nurse examiner (SANE) programs
  These North Carolina-based programs offer support from sexual assault nurse examiners trained in the collection of forensic evidence and can check

for injuries and exposure to sexually transmitted diseases.

- Solace Center
  A resource located at InterAct of Wake County, at 1012 Oberlin Road in Raleigh, which is a designated area for the forensic examination and treatment of survivors of rape/sexual assault.
  919-828-3067

- Raleigh Police Department
  919-996-3335

Pregnancy and parenting policy

Wake Technical Community College is committed to creating and maintaining a community where all individuals enjoy freedom from discrimination, including discrimination on the basis of sex, as mandated by Title IX of the Education Amendments of 1972 (Title IX). Sex discrimination, which can include discrimination based on pregnancy, marital status or parental status, is prohibited and illegal in admissions, educational programs and activities, hiring, leave policies, employment policies and health insurance coverage.

Glossary (as applicable to the Title IX Policy)

Term

Definition

Caretaking

Caring for and providing for the needs of a child.

Medical Necessity

Determination made by a health care provider (of the student's choosing) that a certain course of action is in the patient's best health interests.

Parenting

The raising of a child by the child's parents in the reasonably immediate postpartum period.

Pregnancy and Pregnancy-Related Conditions

Include (but are not limited to) pregnancy, childbirth, false pregnancy, termination of pregnancy, conditions arising in connection with pregnancy and recovery from any of these conditions.

Pregnancy Discrimination

Treating an individual affected by pregnancy or a pregnancy-related condition less favorably than similar individuals not so affected and includes a failure to provide legally mandated leave or accommodations.

Pregnant Student/Birth-Parent

The student who is or was pregnant. This policy and its pregnancy-related protections apply to all pregnant persons, regardless of gender identity or expression.

Pregnant Student/Birth-Parent

For the purposes of this policy, refers to changes in the academic environment or typical operations that enables pregnant students or students with pregnancy-related conditions to continue to pursue their studies and enjoy the equal benefits of the college.

Reasonable Accommodations

For the purposes of this policy, refers to changes in the academic environment or typical operations that enables pregnant students or students with pregnancy-related conditions to continue to pursue their studies and enjoy the equal benefits of the college.

The college hereby establishes a policy and associated procedures for ensuring the protection and equal treatment of pregnant individuals, persons with pregnancy-related conditions and new parents. Under the Department of Education’s (DOE) Title IX regulations, an institution that receives federal funding "shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student’s pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom."

According to the DOE, appropriate treatment of a pregnant student includes granting the student leave "for so long a period of time as is deemed medically necessary by the student’s physician" and then effectively reinstating the student to the same status as was held when the leave began. This generally means that pregnant students should be treated by the college the same way as someone who has a temporary disability and will be given an opportunity to make up missed work wherever possible. Extended deadlines, make-up assignments (e.g., papers, quizzes, tests and presentations), tutoring, independent study,

online course completion options and incomplete grades that can be completed at a later date should all be employed, in addition to any other ergonomic and assistive supports typically provided by Disability Support Services.

To the extent possible, the college will take reasonable steps to ensure that pregnant students who take a leave of absence or medical leave return to the same position of academic progress that they were in when they took leave, including access to the same course catalog that was in place when the leave began. The Title IX Coordinator has the authority to determine that such accommodations are necessary and appropriate and to inform faculty members of the need to adjust academic parameters accordingly.

As with disability accommodations, information about pregnant students' requests for accommodations will be shared with faculty and staff only to the extent necessary to provide the reasonable accommodation. Faculty and staff will regard all information associated with such requests as private and will not disclose this information unless necessary. Administrative responsibility for these accommodations lies with the Title IX Coordinator, who will maintain all appropriate documentation related to accommodations.

In situations such as clinical rotations, performances, labs and group work, the institution will work with the student to devise an alternative path to completion, if possible. In progressive curricular and/or cohort-model programs, medically necessary leaves are sufficient cause to permit the student to shift course order, substitute similar courses or join a subsequent cohort when returning from leave.

Students are encouraged to work with their faculty members and the college's support systems to devise a plan for how to best address the conditions as pregnancy progresses, anticipate the need for leaves, minimize the academic impact of their absence and get back on track as efficiently and comfortably as possible. The Title IX Coordinator will assist with plan development and implementation as needed.

Title IX compliance

Reporting

Any member of the Wake Technical Community College community may report a violation of this policy to any supervisor, manager or to the Title IX Coordinator. All mandated reporters are responsible for promptly forwarding such reports to the Title IX Office.

Administrative contact information

The Title IX Coordinator is responsible for overseeing complaints of discrimination involving pregnant and parenting students. Additionally, the Title IX Team is tasked with supporting

these duties. Contact information is available in Section 6 for the Title IX Coordinator and Title IX Team.

Complaints may be filed online, using the available form.

Scope of policy

This policy applies to all aspects of the college's programs, including but not limited to admissions, educational programs and activities, extracurricular activities, hiring, leave policies, employment policies and health insurance coverage.

Reasonable accommodations of students affected by pregnancy, childbirth or related conditions:

- The college and its faculty, staff and other employees will not require students to limit their studies as the result of pregnancy or pregnancy-related conditions.
- The benefits and services provided to students affected by pregnancy will be no less than those provided to students with temporary medical conditions.
- Students with pregnancy-related disabilities, like any student with a short-term or temporary disability, are entitled to reasonable accommodations so that they will not be disadvantaged in their courses of study or research, and may seek assistance from the Title IX Office.
- No artificial deadlines or time limitations will be imposed on requests for accommodations, but the college is limited in its ability to impact or implement accommodations retroactively.
- Reasonable accommodations may include, but are not limited to:
- Providing accommodations requested by a pregnant student to protect the health and safety of the student and/or the pregnancy (such as allowing the student to maintain a safe distance from hazardous substances)
- Making modifications to the physical environment (such as accessible seating)
- Providing mobility support
- Extending deadlines and/or allowing the student to make up tests or assignments missed for pregnancy-related absences
- Offering remote learning options

- Excusing medically necessary absences (this must be granted, irrespective of classroom attendance requirements set by a faculty member, department or division)
- Implementing incomplete grades for classes that will be resumed at a future date
- Allowing breastfeeding students reasonable time and space to pump breast milk in a location that is private, clean and reasonably accessible. Bathroom stalls do not satisfy this requirement.

Nothing in this policy requires modification to the essential elements of any academic program. Pregnant students cannot be channeled into an alternative program or school against their wishes.

Modified academic responsibilities policy for parenting students:

- Students with child caretaking/parenting responsibilities who wish to remain engaged in their coursework while adjusting their academic responsibilities because of the birth or adoption of a child or placement of a foster child may request an academic modification period during the same semester the child entered the home. Extensions may be granted when additional time is required by medical necessity or extraordinary caretaking/parenting responsibilities.
- During the modification period, the student's academic requirements will be adjusted and deadlines postponed as appropriate, in collaboration among the Title IX Office, the student's academic advisor and the appropriate academic department(s).
- Students seeking a period of modified academic responsibilities may consult with their academic advisor or with the Title IX Office to determine appropriate academic accommodations requests. The Title IX Office will communicate all requests under this policy to students' academic advisors and coordinate accommodation-related efforts with the advisors unless the students specifically requests that their advisors be excluded. Students are encouraged to work with their advisors and faculty members to reschedule course assignments, lab hours, examinations or other requirements and/or to reduce their overall course load, as appropriate, once authorization is received from the Title IX Office. If, for any reason, caretaking/parenting students are not able to work with their advisors/faculty members to obtain appropriate modifications, students should alert the Title IX Office as soon as possible, and the office will help facilitate needed accommodations and modifications.

- In timed degree, certification or credentialing programs, students who seek modifications upon the birth or placement of their child will be allowed an extension to prepare for and take preliminary and qualifying examinations, and an extension toward normative time to degree while in candidacy, to the extent those deadlines are controlled by the college. Extensions may be granted when additional time is required by medical necessity or extraordinary caretaking/parenting responsibilities.
- Students can request modified academic responsibilities under this policy regardless of whether they elect to take a leave of absence.
- While receiving academic modifications, students will remain registered and retain benefits accordingly.

Student-employee leave

All student-employees will be entitled to the protections of the Family and Medical Leave Act. Pregnancy and related conditions will be treated as any other temporary disability for job purposes, including leave and benefits.

Retaliation and harassment

Harassment of any member of the college community based on sex, gender identity, gender expression, pregnancy or parental status is prohibited.

Faculty, staff and other college employees are prohibited from interfering with students' right to a period of leave, seek reasonable accommodation or otherwise exercise their rights under this policy.

Faculty, staff, and other College employees are prohibited from retaliating against students for exercising the rights articulated by this Policy, including imposing or threatening to impose negative educational outcomes because students request leave or accommodation, file a complaint, or otherwise exercise their rights under this Policy.

Dissemination of the policy and training

A copy of this policy will be made available to faculty, staff and employees in annually required training and posted on the college's website. The college will alert all new students about this policy and the location of this policy as part of orientation. The Title IX office will make educational materials available to all members of the college community to promote compliance with this policy and familiarity with its procedures.

Pregnancy and parenting student resources

- The Pregnancy Discrimination Act (PDA) is an amendment to Title VII of the Civil Rights Act of 1964. Discrimination on the basis of pregnancy, childbirth or related medical conditions constitutes unlawful sex discrimination under Title VII. More information may be viewed on the U.S. Equal Employment Opportunity Commission's website.
- Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., is a federal civil rights law that prohibits discrimination on the basis of sex, including pregnancy and parental status, in educational programs and activities. View more details on rights provided by the U.S. Department of Education.

Lactation support policy

The college promotes supports for working parents with the transition back to work and school following childbirth. This includes support of nursing mothers wishing to express breast milk periodically during the work/school day. In accordance with provisions of the federal Fair Labor Standards Act (FLSA), upon request, suitable space must be provided for lactation support. Information about the North Carolina State Government policy can be found via the Office of State Human Resources website.

The college provides lactation rooms college-wide. The list of campus lactation rooms includes the locations of the rooms, information on how to reserve the rooms and contact information for accessing the rooms.

Gender-neutral/single-stall restrooms

As part of its commitment to creating welcoming and inclusive spaces, Wake Tech provides gender-neutral restrooms collegewide. These facilities are open to people of all genders.

Campus maps

- Beltline Education Center
- Scott Northern Wake Campus
- RTP Campus
- Southern Wake Campus
- Perry Health Sciences Campus
- Public Safety Education Campus
- Western Wake Campus

Appendix A: Policy examples

Examples of sexual harassment

- A professor offers for a student to have sex or go on a date with them in exchange for a good grade. This constitutes sexual harassment regardless of whether the student accedes to the request and irrespective of whether a good grade is promised or a bad grade is threatened.
- A student repeatedly sends graphic, sexually oriented jokes and pictures around campus via social media to hundreds of other students. Many don't find it funny and ask them to stop, but they do not. Because of these jokes, one student avoids the sender on campus and in the residence hall in which they both live, eventually asking to move to a different building and dropping a class they had together.
- A professor engages students in class in discussions about the students' past sexual experiences, yet the conversations are not in any way germane to the subject matter of the class. The professor inquires about explicit details and demands that students answer them, though the students are clearly uncomfortable and hesitant.
- An ex-partner widely spreads false stories about their sex life with their former partner to the clear discomfort and frustration of the former partner, turning the former partner into a social pariah on campus.
- A student has recently transitioned from male to non-binary, but primarily expresses as a female. Since their transition, the student has noticed that their professor, pays them a lot more attention. The student is sexually attracted to the professor and believes the attraction is mutual. The student decides to act on the attraction. One day, the student visits the professor during office hours, and after a long conversation about being non-binary, the student kisses the professor. The professor is taken aback, stops the kiss, and tells the student not to do that. The professor explains to the student that they are not interested in the student sexually or romantically. The student takes it hard, crying to the professor about how hard it is to find someone who is interested in them now based on their sexual identity. The professor feels sorry for the student and softens the blow by telling them that no matter whether they like the student or not, faculty-student relationships are prohibited by the College. The student takes this as encouragement. One night, the student goes to a gay bar some distance from campus and sees the professor there. The student tries to buy the professor a drink and, again, tries to kiss the professor. The professor leaves the bar abruptly. The next day, the student makes several online posts that out the professor as gay and raise questions about whether

they are sexually involved with students. The professor contacts the Title IX Office and alleges sexual harassment by the student.

Examples of stalking

- Students A and B were "friends with benefits". Student A wanted a more serious relationship, which caused student B to break it off. Student A could not let go, and pursued student B relentlessly. Student B obtained a campus no-contact order. Subsequently, Student B discovered their social media accounts were being accessed, and things were being posted and messaged as if they were from them, but they were not. Whoever accessed their account posted a picture of a penis, making it look as if Student B had sent out a picture of themselves, though it was not their penis. This caused them considerable embarrassment and social anxiety. They changed their passwords, only to have it happen again. Seeking help from the Title IX Coordinator, Student B met with the IT department, which discovered an app on their phone and a keystroke recorder on their laptop, both of which were being used to transmit their data to a third party.
- A graduate student working as an on-campus tutor received flowers and gifts delivered to their office. After learning the gifts were from a student they recently tutored, the graduate student thanked the student and stated that it was not necessary and would appreciate it if the gift deliveries stopped. The student then started leaving notes of love and gratitude on the tutor's car, both on-campus and at home. Asked again to stop, the student stated by email, "You can ask me to stop, but I'm not giving up. We are meant to be together, and I'll do anything to make you have the feelings for me that I have for you." When the tutor did not respond, the student emailed again, "You cannot escape me. I will track you to the ends of the earth. If I can't have you, no one will."

Examples of sexual assault

- Students A and B meet at a party. They spend the evening dancing and getting to know each other. Student A convinces Student B to come up to their room. From 11:00 p.m. until 3:00 a.m., Student A uses every line they can think of to convince Student B to have sex, but Student B adamantly refuses. Despite her clear communications that Student B is not interested in doing anything sexual, Student A keeps questioning about religious convictions and accusations of being "a prude." Student A brings up several rumors that were heard about how Student B performed oral sex on a number of other guys. Finally, it seems to Student A that Student B's resolve is weakening, and convinces Student B to "jerk him off" (hand to genital

contact). Student B would have never done it but for Student A's incessant coercion.

- Student A is a junior. Student B is a sophomore. Student A comes to Student B's residence hall room with some mutual friends to watch a movie. Student A and B, who have never met before, are attracted to each other. After the movie, everyone leaves, and Students A and B are alone. They hit it off, soon become more intimate, and start to make out. Student A verbally expresses their desire to have sex with Student B. Student B, who was abused by a babysitter at the age of five and avoids sexual relations as a result, is shocked at how quickly things are progressing. As Student A takes Student B by the wrist over to the bed, lays down, undresses Student B, and begins to have intercourse with Student B, Student B has a severe flashback to childhood trauma. Student B wants to tell Student A to stop but cannot. Student B is stiff and unresponsive during the intercourse. Although sex has progressed for sexual minutes, Student B requests Student A to stop. Student A refuses to do so.
- Students A and B are at a party. Student A is not sure how much Student B has been drinking, but is pretty sure it's a lot. After the party, Student A walks Student B to their apartment and ultimately engage in sexual activity. Student A asks Student B asks if they are really up to this, and Student B says yes. They remove each other's clothes, and they end up in bed. Suddenly, Student B runs for the bathroom. Upon returning, Student's B face is pale, resulting from potential vomiting. Student B gets back into bed, and they begin to have sexual intercourse. Student A is having a good time, though can't help but notice that Student A seems pretty groggy and passive and thinks Student B may have even passed out briefly during the sex, but came to again. When Student A runs into Student B the next day, and thanks for the great night. Student B remembers nothing and decides to make a report to the Dean.

Examples of retaliation

- Student-athlete A alleges sexual harassment by a coach; the coach subsequently cuts the student-athlete's playing time without a legitimate justification.
- A faculty member alleges gender inequity in pay within her department; the Department Chair then revokes approval for the faculty member to attend a national conference, citing the faculty member's tendency to "ruffle feathers."
- A student from Organization A participates in a sexual harassment investigation as a witness whose testimony is damaging to the Respondent, who is also a member of

Organization A; the student is subsequently removed as a member of Organization A because of their participation in the investigation.

Appendix B: ATIXA framework for informal resolution

The College utilizes the professional guidance of the Association of Title IX Administrators (ATIXA) for its Informal Resolution (IR) process.

ATIXA has framed a process for IR that includes:

1. A response based on supportive measures; and/or
2. A response based on a Respondent accepting responsibility; and/or
3. A response based on alternative resolution, which could include various approaches and/or facilitation of dialogue.

Alternative resolution approaches such as mediation, restorative practices, and transformative justice are likely to be used more and more often by colleges and universities. ATIXA does not endorse these approaches as better or worse than other formal or informal approaches.

ATIXA believes that if they are to be used in, and are effective for, sex offenses, they need to be designed and executed carefully and thoughtfully and be facilitated by well-trained personnel who take the necessary time to prepare and lay a foundation for success. Although no approach is a panacea, the framework below can help to lay that foundation, regardless of which approach(es) are used.

Here are the principles to be considered in supporting various approaches to informal resolution:

- IR can be applied in any sex/gender-based interpersonal conflict but may not be appropriate or advisable in cases involving violent incidents (sexual violence, stalking, domestic and dating violence, severe sexual harassment, sexual exploitation, etc.)
- Situations involving dangerous patterns or significant ongoing threat to the community should not be resolved by IR.
- The determination of whether to permit an IR-based resolution is entirely at the discretion of the Title IX Coordinator (TIXC) and in line with the requirements for IR laid out in the Title IX regulations.
- Any party can end IR early-, mid-, or late-process for any reason or no reason.

- IR can be attempted before and in lieu of formal resolution as a diversionary resolution (although a formal complaint must be filed if you are within Section 106.30, per OCR).
- Alternative approaches can inform formal resolution, as in a formal resolution model infused with restorative practices.
- IR could be deployed after formal resolution, as an adjunct healing/catharsis opportunity (that could potentially mitigate sanctions or be a form of sanction).
- Alternative Resolution approaches to IR must be facilitated by the College or a third-party. There may be value in creating clearly agreed-upon ground rules, which the parties must sign in advance and agree to abide by, otherwise the informal resolution process may be deemed to have failed.
- Technology-facilitated IR can be made available, should the parties not be able or willing to meet in person.
- If IR fails, a formal resolution can take place thereafter. No evidence elicited within the "safe space" of the IR facilitation is later admissible in the formal resolution unless all parties consent.
- With cases involving violence, the preferred alternative approach typically involves a minimal number of essential parties and is not a restorative circle approach with many constituents in order to ensure confidentiality.
- Some approaches require a reasonable gesture toward accountability (this could be more than an acknowledgement of harm) and some acceptance, or at least recognition, by the Respondent that catharsis is of value and likely the primary goal of the Complainant. A full admission by the Respondent is not a prerequisite. This willingness needs to be vetted carefully in advance by the Title IX before determining that an incident is amenable/appropriate for resolution by IR.
- IR can result in an accord or agreement between the parties (Complainant, Respondent, and the College) which is summarized in writing by and enforced by the College. This can be a primary goal of the process.
- IR can result in the voluntary imposition of safety measures, remedies, and/or agreed-upon resolutions by the parties, that are enforceable by the College. These can be part of the accord/agreement.
- As a secondary goal, IR can result in the voluntary acceptance of "sanctions," meaning that a Respondent could agree to withdraw, self-suspend (by taking a leave

of absence), or undertake other restrictions/transfers/online course options that would help to ensure the safety/educational access of the Complainant, in lieu of formal sanctions that would create a formal record for the Respondent. These are enforceable by the College as part of the accord/agreement, as may be terms of mutual release, non-disparagement, and/or non-disclosure.

- Although a non-disclosure agreement (NDA) could result from IR, it would have to be mutually agreed-upon by the parties in an environment of non-coercion verified by the Title IX Coordinator.
- Institutions must develop clear rules for managing/facilitating the conference/meeting/dialogue of alternative resolution approaches, to ensure they are civil, age-appropriate, culturally-competent, reflective of power imbalances, and maximize the potential for the resolution process to result in catharsis, restoration, remedy, etc., for the harmed party(ies).

Appendix C: Statement of rights of the parties

- The right to an equitable investigation and resolution of all credible allegations of prohibited harassment or discrimination made in good faith to College officials.
- The right to timely written notice of all alleged violations, including the identity of the parties involved (if known), the precise misconduct being alleged, the date and location of the alleged misconduct (if known), the implicated policies and procedures, and possible sanctions.
- The right to timely written notice of any material adjustments to the allegations (e.g., additional incidents or allegations, additional Complainants, unsubstantiated allegations) and any attendant adjustments needed to clarify potentially implicated policy violations.
- The right to be informed in advance of any public release of information by the College regarding the allegation(s) or underlying incident(s), whenever possible.
- The right not to have any personally identifiable information released by the College to the public without consent provided, except to the extent permitted by law.
- The right to be treated with respect by College officials.
- The right to have College Policy and these procedures followed without material deviation.
- The right not to be pressured to mediate or otherwise informally resolve any reported misconduct involving violence, including sexual violence.

- The right not to be discouraged by College officials from reporting sexual harassment, discrimination, and/or retaliation to both on-campus and off-campus authorities.
- The right to be informed by College officials of options to notify proper law enforcement authorities, including on-campus and local police, and the option(s) to be assisted by the College authorities in notifying such authorities, if the party so chooses. This also includes the right not to be pressured to report.
- The right to have allegations of violations of this Policy responded to promptly and with sensitivity by the College's law enforcement and/or other College officials.
- The right to be informed of available interim actions and supportive measures, such as counseling, advocacy, health care, student financial aid, visa, immigration assistance, and/or other services, both on campus and in the community.
- The right to a college-implemented no-contact order or a n-trespass order against a non-affiliated third party when a person has engaged in or threatens to engage in stalking, threatening, harassing, or other improper conduct that presents a danger to the welfare of the party or others.
- The right to be informed of available assistance in changing academic, living, and/or working situations after an alleged incident of discrimination, harassment, and/or retaliation, if such changes are reasonably available. No formal report, or investigation, either campus or criminal, needs to occur before this option is available. Such actions may include, but are not limited to:
    - Relocating an on-campus student's housing to a different on-campus location
    - Assistance from the College's staff in completing the relocation
    - Changing an employee's work environment (e.g., reporting structure, office/workspace relocation)
    - Transportation accommodations
    - Visa/immigration assistance
    - Arranging to dissolve a housing contract and provide a pro-rated refund
    - Exam, paper, and/or assignment rescheduling or adjustment
    - Receiving an incomplete in, or a withdrawal from, a class (may be retroactive)

    - Transferring class sections
    - Temporary withdrawal/leave of absence (may be retroactive)
    - Campus safety escorts
    - Alternative course completion options

- The right to have the College maintain such actions for as long as necessary and for supportive measures to remain confidential, provided confidentiality does not impair the College's ability to provide the supportive measures.
- The right to receive sufficiently advanced, written notice of any meeting or interview involving the other party, when possible.
- The right to have the Investigator(s), Advisors, and/or Decision-maker(s) to identify and question relevant available witnesses, including expert witnesses.
- The right to provide the Investigator(s)/Decision-maker(s) with a list of questions that, if deemed relevant by the Investigator(s)/Decision-maker(s), may be asked of any party or witness.
- The right not to have inadmissible prior sexual predisposition/history or irrelevant character admitted as evidence.
- The right to know the relevant and directly related evidence obtained and to respond to that evidence.
- The right to fair opportunity to provide the Investigator(s) with their account of the alleged misconduct and have that account be on the record.
- The right to receive a copy of the final investigation report, including all factual, policy, and/or credibility analyses performed, and to have at least (10) business days to review and comment on the report prior to the hearing.
- The right to respond to the investigation report, including comments providing any additional relevant evidence after the opportunity to review the investigation report, and to have that response on the record.
- The right to be informed of the names of all witnesses whose information will be used to make a finding, in advance of that finding, when relevant.
- The right to regular updates on the status of the investigation and/or resolution.

- The right to have reports of alleged policy violations addressed by Investigators, Title IX Coordinators, and Decision-maker(s) who have received relevant annual training.
- The right to a Hearing Panel that is not single sex in its composition, if a panel is used.
- The right to preservation of confidentiality/privacy, to the extent possible and permitted by law.
- The right to meetings, interviews, and/or hearings that are closed to the public.
- The right to petition that any College representative in the process be recused on the basis of disqualifying bias and/or conflict of interest.
- The right to have an Advisor of their choice to accompany and assist the party in all meetings and/or interviews associated with the resolution process.
- The right to the use of the appropriate standard of evidence, preponderance of the evidence, to make a finding after an objective evaluation of all relevant evidence.
- The right to be present, including presence via remote technology, during all testimony given and evidence presented during any formal grievance hearing.
- The right to have an impact statement considered by the Decision-maker(s) following a determination of responsibility for any allegation, but prior to sanctioning.
- The right to be promptly informed in a written Notice of Outcome letter of the finding(s) and sanction(s) of the resolution process and a detailed rationale of the decision (including an explanation of how credibility was assessed), delivered simultaneously (without undue delay) to the parties.
- The right to be informed in writing of when a decision by the College is considered final and any changes to the final determination or sanction(s) that occur post Notification of Outcome.
- The right to be informed of the opportunity to appeal the finding(s) and sanction(s) of the resolution process, and the procedures for doing so in accordance with the standards for appeal established by the College.
- The right to a fundamentally fair resolution as defined in these procedures.

Appendix D: Process B

- Process B is applicable when the Title IX Coordinator determines Process A is inapplicable, or offenses subject to Process A have been dismissed.
- If Process A is applicable, Process A must be applied in lieu of Process B.
- Recipients can substitute any alternative process instead of Process B, if desired.
- VAWA Section 304 requirements apply to Process B or any alternative process for reports that fall under VAWA.
- Title IX requirements outside of Section 106.30 (based on the original 1975 regulations, the 2001 Revised Guidance, etc.) may also be applicable to Process B.

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Visitors and Children on Campus

Visitors and children are welcome at Wake Technical Community College with limitations to protect the health and safety of the college community as well as maintain productivity for employees.

Definitions

Term

Definition

Visitor

Any person who is on campus property who is not a student or is not participating in a college-sponsored program or activity or an employee of the college

Child or children

Any individual under the age of 15 and not enrolled at the college

Visitors are welcome on the Wake Tech campus. For the safety and security of all, immediately upon arriving, visitors are required to register at the reception desk at any campus. At the reception desk, visitors may obtain information and directions as needed. The college cannot accommodate extended non-official visits; individuals who have not registered or who are found loitering on campus may be required to leave.

Visitors, children and any other persons not enrolled at Wake Tech are not allowed in the classrooms, laboratories or any other instructional areas (on or off campus) without prior authorization.

Children under the age of 15 visiting the libraries or other public areas on campus and are not enrolled at Wake Tech must be accompanied by a parent, guardian or another adult at all times and must not be left unattended in any area of the library or college. The accompanying adult should ensure that the child does not cause a disruption to the staff work or student learning environments of the libraries or other public areas on campus, or they will be asked to leave.

At community school sites, only persons attending classes or other college activities are permitted on the premises.

Wake Tech students or employees violating the above regulations on any Wake Tech campus or community schools site will be subject to disciplinary action.

RefID#C1443 and RefID#E1312

Emergency Exit Procedures

If the need should arise to evacuate a building because of fire or other impending danger, a general alarm will be sounded. When such an alarm is sounded, individuals should leave the building by way of the nearest exit. Individuals should become familiar with posted evacuation routes.

Student Insurance and Accidents

The college does not assume responsibility for injuries or losses sustained on or off campus by any student. For this reason, accident insurance is included in the Student

Administration Fee for all curriculum students. Students in select Workforce Development courses shall be required to purchase accident insurance as part of their registration.

All students covered by the insurance policy are responsible for reading the Student Accident Insurance Plan brochure to understand the extent of coverage and the procedures for filing a claim. A copy of the brochure can be obtained from the Registrar's Office. All provisions described in the Student Accident Insurance Plan brochure will prevail in the event of any discrepancy between this policy and the brochure.

The college requires each person enrolling in a Health Sciences curriculum and students in select Workforce Development courses to have student malpractice liability insurance coverage in the amount of $2,000,000/$5,000,000. Students enrolled in Health Sciences curriculum may purchase this insurance from a local insurance agency. Proof of coverage must be presented at the time of registration by providing the policy or certification of insurance. In the absence of proof of coverage, students enrolled in a Health Sciences curriculum are required to purchase professional liability insurance through the college's blanket liability insurance program at the time of registration. Payment for this insurance will be included in the registration fee for Workforce Development students.

Personal injury insurance is required for students participating in the intercollegiate athletics program.

Students who would like to purchase health insurance for themselves and/or their families may participate in a group policy through the North Carolina Community College Student Health Plan. More information can be found on Wake Tech's website by clicking on the Student Services link and then the Student Health Insurance link.

Accident notification and response

All accidents and injuries are to be reported to the College Police Department by calling Wake Tech's 24-hour call center at 919-866-5911. The College Police will notify Wake County EMS 911 when an accident appears to be severe enough to require professional medical attention.

The call center will assign a case number to each incident. For accidents that occur on a Wake Tech site, a College Police officer will be dispatched immediately to the scene to compile information for an incident report and to assist with or administer first aid. Students who are injured while participating in off-campus activities sponsored and supervised by Wake Tech faculty or staff and those who are otherwise unable to provide information to an officer at the time of their accident are to report the details to a College Police officer upon their return to Wake Tech. The officer responding to the incident (or

receiving the student report) will complete an incident report as soon as possible, but no later than by the end of their shift.

Injured students who are unable to drive themselves to an urgent care clinic, hospital or other medical facility will be consigned to the care and transport of EMS personnel. Under no circumstances shall a Wake Tech employee provide transportation for an injured student. Students may seek treatment from a medical facility of their choosing (within plan limitations) providing that the treatment is not rendered by a doctor or nurse who is a family member.

Accident reimbursement claims

Students seeking reimbursement for expenses covered by the student accident insurance plan must obtain an Accident Claim Form from the Registrar's Office within 30 days of the incident or as soon as is reasonably possible. To be eligible for reimbursement, the original completed Accident Claim Form must be submitted to the insurance agency. A copy of the claim form and medical bills must be provided to the Business Office. Additional instructions and contact information for the agency can be found on the back of the Accident Claim Form; the claim procedure is also detailed in the Student Accident Insurance Plan brochure.

Drug and Alcohol Policy

No student shall distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage, fortified wine or other intoxicating liquor or unlawfully manufacture, distribute, dispense, possess, use or be under the influence of marijuana or any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, anabolic steroid or any other controlled substance as defined in Schedule I through VI of Section 202 of the Controlled Substance Act (21 U.S.C. Section 812) and as further defined by regulation at 21 C.F.R. 1300.11–1300.15 or Article 5 of Chapter 90 of the North Carolina General Statutes in any college location as defined below.

"College location" means in any college building or on any college premises, in any college-owned vehicle or other college-approved vehicle used to transport students to and from college or college activities, or 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 jurisdiction of the college.

Any student who violates the terms of this policy may be subject to suspension or expulsion from the college in accordance with the Student Code of Conduct, Rights and

Responsibilities or may be required to participate in a drug abuse assistance and rehabilitation program approved by the Enrollment and Student Services Administration. If such student fails to satisfactorily participate in such program, the student will be suspended or expelled from the college in accordance with the Student Code of Conduct, Rights and Responsibilities.

Drug abuse prevention program

Recognizing the serious consequences resulting from the inappropriate use of drugs and the potential disciplinary action that could result from the possession or consumption of controlled substances on campus, Wake Tech offers a program of activities and services to prevent drug and alcohol abuse on the part of its students. The Dean of Student Development will provide oversight for the content and timeliness of the program as follows:

- An annual notification will be sent by email to all students at the start of each fall and spring semester.
- At least once a year, each campus will conduct a seminar, workshop, presentation or other program of information and awareness that will be open to all students, faculty and staff.
- Each campus will provide readily available brochures and information sheets that may be used by individuals for their own personal information and awareness. These materials will be available at the Enrollment and Student Services area at each campus.
- A list of referral services in Wake County that specialize in assisting persons with substance abuse issues is available through Wake County Crisis and Assessment. Alliance Behavioral Healthcare, which also can be reached at 800-510-9132, will assist students in finding a provider that matches their needs.
- Services available from our Wellness Services.

Biennial review

The Associate Vice President for Student Services is responsible for completing the biennial review as noted in 34 CFR Part 86 by December 31 of each even-numbered year, for the two prior academic years.

The review will accomplish the following:

- Determine the effectiveness of the education program and implement needed changes. The AVP will collect program information from the Dean of Student Development.
- Attendance, timeliness of subject matter and relevance of content should be considered.
- Ensure consistent enforcement of disciplinary sanctions for the unlawful possession or distribution of illicit drugs and alcohol as applicable under state or federal laws
- Include evidence that email notification was sent to all students at the start of Fall and Spring semesters

Emergency Closings

The college recognizes the need to prepare for unexpected situations or respond to weather that may require the closure of all or part of a campus or to reduce operations, identify the decision-making hierarchy for such closures, ensure timely notification to students, staff, faculty and visitors and confirm employee responsibilities in the event of a closure or reduced operations.

Definitions

Term

Definition

Adverse conditions

Severe inclement weather conditions (such as snow, ice, high winds, tornadoes, earthquakes, hurricanes, flooding, etc.) that pose serious risk to the health or safety of college personnel and/or students

Campus closure

All functions and operations are suspended due to imminent threat or danger to life or safety of individuals

Emergency or disaster situations

Situations that may exist as a result of a natural or human-caused disaster, a civil disorder that poses an imminent threat of serious injury to persons or property, public health

emergency or other seriously disruptive events where extraordinary measures are required immediately to avert, alleviate or repair damage to college property or to maintain the orderly operation of the campus

In emergency situations – inclement weather, power outages or any other conditions constituting an emergency situation – the college may delay opening or close campuses for the day.

- If college campuses are closed, classes at all sites are canceled; however, online classes continue as scheduled, and on-campus instruction may be transitioned to online. All students should check Blackboard for class-specific information and assignments.
- If there is a delayed opening, any in-person class with 30 or more minutes of instructional time remaining will meet on campus. Students should check Blackboard for information about their courses.
- A campus-specific emergency may result in only one campus being closed, while others remain open. Campus-specific information will be clearly communicated.
- Wake Tech classes and events held at community sites, including Wake County public schools, will follow the protocols enacted at that site.

Notification

Delays and closings will be announced via the Wake Tech Warn emergency alert system. All Wake Tech student and employee email addresses are automatically registered to receive Wake Tech Warn alerts. Students and staff can add other email addresses or phone numbers for voicemail and text message alerts in the system.

Delays and closings will also be posted on www.waketech.edu, social media and local radio and television stations. An announcement will also be recorded on the college switchboard, 919-866-5000. In the event that an emergency situation occurs after the opening of the college, announcements about class dismissals and closings will come from the administrative officer in charge.

Students

When college campuses are closed due to inclement weather or other adverse conditions, students are expected to check Blackboard for class-specific information and assignments. Students who are unable to participate in online instruction due to a power outage or other circumstances are responsible for contacting their instructor and making up class assignments

If Blackboard becomes inaccessible or power outages occur, assignment due dates will be clearly posted when service resumes. Due dates may also be extended on a case-by-case basis at the discretion of instructors, and announcements will be posted accordingly.

Employees

When college campuses are closed due to inclement weather or other emergency conditions, employees who can work remotely should do so. The college does not expect employees to work in any environment that is unsafe. Employees who are not able to work remotely due to a power outage or other emergency situation should contact their supervisor. Employees who are not able to work remotely may be required to take annual leave or arrange to make up the time. Depending on the circumstances, the time lost may be counted as an excused absence at the discretion of the supervisor.

Contact information

Subject

Contact

Telephone

Email/website

Policy clarification

Laurie Clowers (Communications)
Benita Clark (Human Resources)

919-866-7890

auhr@waketech.edu

Ref: E0919 and C1423

Traffic Rules and Regulations

Pursuant to Chapter 115D-21 of the General Statutes of North Carolina, the Wake Tech Board of Trustees adopts the following rules governing parking, traffic and the registration of motor vehicles on Wake Tech campuses. These regulations are intended only to supplement the motor vehicle laws of North Carolina, all provisions of which apply to the streets, roads, alleys, sidewalks, walkways, parking spaces, parking areas and parking lots on all Wake Tech campuses.

Revised October 2015

A. General provisions

Definitions

Abandoned vehicle: a motor vehicle that has remained parked for more than 10 days, which is determined to be "derelict" under North Carolina General Statute 20-137.7

Employees: faculty members, administrative staff, clerical personnel and all other non-student personnel employed by the college (including temporary, permanent, part-time and full-time employees)

No-parking area: any area not specifically set aside, marked, striped or designated by Facility Services for the permanent or temporary parking of vehicles

Parking area: any area specifically set aside, marked, striped or designated by Facility Services for the permanent or temporary parking of vehicles

Repeat offender: any person committing three or more traffic or parking violations within an academic year

Student: anyone registered or enrolled in full- or part-time academic study who is not an employee

Visitor: anyone not identified as an employee or student according to the definitions above

Authority

Pursuant to North Carolina General Statutes, Chapter 115D-21, the Board of Trustees of Wake Technical Community College, through their designee, Facility Services, shall be responsible for the registration, flow and parking of vehicles on property owned or leased in whole or in part by the State of North Carolina and under control of the Wake Tech Board of Trustees. Notwithstanding the above, the Registrar shall be responsible for the registration of student vehicles. The provisions of the regulations apply to the operators of all vehicles operated on any Wake Tech campus and shall be in effect 24 hours a day, except as herein provided.

Wake Tech's Facility Services Office, as authorized by this ordinance and the Board of Trustees, shall exercise discretion and authority in ensuring that the necessary business of the college is conducted properly and that parking areas and facilities on Wake Tech campuses are used for the benefit and convenience of students, faculty, staff and visitors.

Liability

Wake Technical Community College assumes no liability or responsibility for damage to or

theft of personal property or of any vehicle parked or in operation on the properties leased by or under the control of the Board of Trustees of the college.

Violation of ordinance
In addition to the criminal penalties set out by the North Carolina General Statutes, any person violating this or any regulation issued hereunder is subject to a civil penalty as set forth in this ordinance.

Rules of evidence
When a vehicle is found to be in violation of this ordinance, it shall be considered prima facie evidence that the vehicle was parked by the person holding the college parking permit for that vehicle or by the person on file as the owner of said vehicle with the North Carolina Division of Motor Vehicles or corresponding agency of another state.

B. Vehicle registration and parking permits

Permit eligibility
All faculty, staff and students in good standing with the college are eligible for and may obtain a parking permit. Motor vehicles parked on campus by students, faculty or staff must be registered with the college and must display a valid, official (Wake Tech-issued) vehicle parking permit.

Handicapped parking permits
The state-issued permit is the only one Wake Tech requires.

Parking permits become invalid under the following conditions:

- Ownership of the vehicle is transferred to another person or entity.
- The permit holder's association with the college ends.
- The time period for which the permit is issued expires.
- The permit holder is issued another permit relating to the same vehicle.
- The permit holder's parking privileges are forfeited as a result of disciplinary sanctions.
- The permit holder commits three or more traffic or parking violations in an academic year.

Registration of motor vehicles
Faculty/staff vehicles must be registered through the Wake Tech Campus Police Department. There is no cost to employees for vehicle registration and no limit on the

number of vehicles that can be registered. Contact Kenneth Brown at 919-866-5493 for more information.

Faculty/staff parking permits are for the exclusive use of employees and do not entitle friends or relatives of employees to park in staff spaces, even with the permit. Faculty/staff parking permits need not be renewed unless worn or illegible.

Student vehicles must be registered as part of the registration process. To obtain a parking permit, students shall provide their vehicle license plate number and the state in which the vehicle is registered. Vehicles brought onto campus after the college registration period has ended must be registered promptly. Students registered for classes at the Perry Health Sciences Campus shall obtain an entry key card for the parking deck.

Student parking permits will be issued in conjunction with student identification badges.

Faculty, staff and students who have been issued a vehicle registration permit are responsible for parking violations involving the vehicle for which that permit has been issued.

A temporary parking permit shall be obtained when a permit holder's vehicle is unavailable and he/she drives and parks another vehicle on campus.

Parking permits shall be properly displayed on the vehicles for which they have been issued. Four-wheel vehicles shall display permits on the left side of the rear window or to the rear left bumper. If the vehicle is a convertible or a Jeep with no glass rear windshield, permits may be displayed on the rear bumper or in an interior position within the cabin of the vehicle that would be highly visible to a police officer. Two-wheel vehicle permits shall be displayed on the rear of the vehicle, if possible, or attached to the front forks or windshield of the vehicle.

Visitors (as defined in Article I) to any campus shall obtain a temporary parking permit from the reception desk and may park in spaces designated for visitors or general parking only.

C. Parking and traffic rules and regulations

Faculty, staff and students are subject to discipline in accordance with the provisions of this ordinance and Wake Tech policy and procedure.

Rules and regulations

- No vehicle shall be driven in a careless or reckless manner or in a direction opposite to that indicated by appropriate signs or markings on roadways that are designated as one-way streets.

- Wake Tech campuses are deemed business districts, with a speed limit of 20 mph.
- No vehicle may be parked in such a manner as to occupy more than one space.
- All vehicles shall be parked in the direction of the flow of the traffic pattern. Facing out (backing into) an angled parking space is not allowed. In straight line spaces, vehicles may face out by backing into the space or pulling forward in a double space.
- Vehicles parking in a designated handicapped parking space shall display a valid handicapped placard or distinguishable license plate issued to the operator or passenger (pursuant to North Carolina General Statute 20-37.6). Any person parking in a designated handicapped parking space shall comply with the requirements of North Carolina General Statue 20-37.6, "Parking privileges for handicapped drivers and passengers."
- Parking is prohibited as follows: on a sidewalk or walkway, along the main driveway entering the college, in the driving lanes of parking areas, in loading or unloading areas, in fire lanes, on grass or landscaped areas, or in approaches or other portions of parking areas that are not clearly marked for parking.
- No faculty, staff or student vehicle may be parked in spaces specifically reserved for certain persons or functions.
- Agents authorized by Wake Tech administration have authority to remove to a place of storage or boot any vehicle illegally stopped, parked or abandoned, at the vehicle owner’s expense.

Enforcement
The college reserves the right to revoke any parking privileges and to remove a repeat offender's valid parking permit for flagrant violation of the Traffic Rules and Regulations, **including failure to pay fines.**

Fines
Financial Services is hereby authorized to collect a $25 fine for any of the following violations:

- Backing into an angled parking space
- Driving in a hazardous manner
- Driving wrong way in drive lanes
- Failure to display current parking decal

- Failure to register vehicle
- Failure to heed stop or yield sign
- Improper display of parking decal
- Parking in manner creating a hazard
- Parking in more than one parking space
- Parking in non-parking space
- Parking in unauthorized space
- Parking incorrectly in space

Financial Services is hereby authorized to collect a $250 fine for violation of handicapped parking rules and regulations and a $50 administrative fee for removal of a boot from any vehicle.

Towing
The College Police chief is hereby authorized to have towed or to have a boot (or other lawful means of enforcement) placed on any vehicle in violation of rules and regulations:

- Unauthorized parking in a handicapped space
- Unauthorized parking in reserved space
- Parking in area not designated for parking
- Repeated violation of the parking rules
- Parking in a manner that creates a hazard
- Abandoned vehicles

In addition to any fine assessed for a violation of this ordinance, the owner of a towed vehicle is responsible for payment of any towing and/or storage fees.

Wake Tech provides a petition/appeal procedure for towing and parking violations. Additionally, North Carolina G.S. 20-219.11 provides the following:

When a vehicle with a valid license plate or registration is towed as provided in G.S. 20-219.11, the authorizing person shall immediately notify the last known registered owner of the vehicle of the following:

- Description of the vehicle

- Place where the vehicle is stored
- Violation with which the owner is charged, if any
- Procedure the owner must follow to have the vehicle returned to him/her
- Procedure the owner shall follow to request a probable cause hearing on the towing

The owner or any other person entitled to claim possession of the vehicle may request in writing a hearing to determine probable cause for the towing. The request for a hearing shall be filed with the magistrate in the county where the vehicle was towed, and the hearing will be set within 72 hours of receipt of the request.

The only issue at this hearing is whether probable cause existed for the towing. If the magistrate finds that probable cause did exist, the tower's lien continues. If the magistrate finds that probable cause did not exist, the tower's lien is extinguished. Any aggrieved party may appeal the magistrate's decision to District Court.

Suspension of parking privileges
The College Police chief may, in addition to any other penalty, suspend for up to one year the parking privileges of any individual found to be a repeat offender in flagrant violation of this ordinance.

Failure to settle fines, fees and charges
Failure to settle outstanding traffic and parking fines, fees and charges within 14 days after issuance of a citation may result in the collection of fees in the following manner:

- Penalties owed by faculty members and other employees of the college may be deducted from payroll checks.
- Penalties owed by students will be forwarded to the Registrar, and a hold will be placed on the student's records until the penalties are paid.

Petition/appeal procedure
Individuals issued a parking or traffic citation may appeal by returning a Traffic Violation Appeal form to the Traffic Appeals Review Board within the semester the citation is issued. Untimely appeals will not be accepted for review

Traffic Violation Appeal forms are available at the reception desk on all Wake Tech campuses.

Unless otherwise specified in this section, the appeal and all arguments in support of the appeal will be submitted in writing. The Traffic Appeals Review Board Administrator shall review the appeal, considering the written statement of the appellant and relevant

documents submitted by the Chief of College Police, and respond by mail to the address provided on the appeal form.

Appeal hearings
Individuals whose driving or parking privileges have been suspended or revoked, or whose vehicles have been towed, may submit an appeal in writing directly to the Chief of College Police. The appeal must be received within 14 days. Individuals will be notified in writing of the chief's decision within seven days of the appeal.

Traffic Appeals Review Board
Board membership consists of one faculty member appointed by the Faculty Association President, one staff member appointed by the Staff Association President and one student member appointed by the Student Government Association President. The Executive Vice President (or designee) shall serve as chair. The term of office will be one year, with no limit to the number of terms served. Members will serve until successors are appointed. The Chief of College Police (or designee) will attend each hearing to clarify operational questions that arise.

The Board Chair (or designee) will present subsequent appeal forms to board members and call for a vote from each member. The Board Chair will make note of the decision regarding the appeal. The Board Chair is a non-voting member of the board.

The Traffic Appeals Review Board will meet as necessary. The Board Chair is responsible for notifying the board members of the time, date and location of the hearing. The Board Chair may render decisions on traffic appeals in between regularly scheduled meetings of the board and in emergency situations.

Decisions of the Traffic Appeals Review Board are final. If an appeal is denied, payment of the fine is due immediately.

Judgment factors:

- All facts as stated on the appeal form
- Information provided by the Chief of College Police, to include previous violations
- Information noted on the parking violation notice
- The rules and regulations of this ordinance

Copyright Infringement and Intellectual Property

Wake Technical Community College requires its faculty, staff and students to comply with the United States Copyright Act (Title 17 of the United States Code) (the "Copyright Act"). Faculty, students and staff may download, possess and store only lawfully acquired copyrighted materials and may use, adapt and distribute those materials only in ways consistent with the Copyright Act, associated case law, the Fair Use principle and the intellectual property rights of others. The unauthorized use (downloading, possessing, storing, copying, adapting, sharing or distribution) of copyrighted materials is a violation of federal law and Wake Technical Community College policy and is strictly prohibited.

Term

Definition

Copyright infringement

The copying, sharing or distribution of copyrighted works, including music, videos and digitally-formatted textbooks, without permission; may be referred to as "pirating" or, in the electronic context of peer-to-peer networks, "illegal file sharing"

Intellectual property

Intellectual and creative works (inventions, artwork, designs, images, literary works, etc.) that qualify for protection under U.S. law

Penalties

Punishment imposed on students, faculty or staff for violating all or portions of a policy

Copyrights and infringement

Copyright infringement of any kind is not permitted at Wake Technical Community College and may result in to criminal and civil penalties. Any sharing of copyrighted material without proper licensing or permission from the owner/author/manufacturer is prohibited by law and is not condoned by the college.
Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under Section 106 of the Copyright Act. These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading all or substantial parts of a copyrighted work without the permission of the copyright holder constitutes infringement. Students who infringe on a copyright are subject to disciplinary action, up to and including expulsion from their program of study or from the college. Employees who infringe on a copyright are subject to disciplinary action, up to and including termination of employment at the college.

NOTE: Copyright infringement may also result in criminal penalties, including imprisonment for up to five years for a first offense and fines of up to $250,000 per offense.

Intellectual property

Certain intellectual and creative works qualify for protection under U.S. law. The Copyright Act defines federal copyright protection, details original works of authorship protected and outlines the process for protecting such works. Title 35 of the United States Code defines patent protection, details inventions and discoveries protected, establishes conditions for patentability and spells out the process for the granting of patents.

- Independent works
  Works in which the college has no intellectual property rights include those covered by copyright or patent protection produced by a college employee outside the course or scope of his/her employment or by any person (including college employees and students) without college support. An independent work is characterized by, for example, the applicability of the following:
    - The work is the result of individual initiative. It is not the product made as a result of employment with the college.
    - The work is not a product of the employee's job duties.
    - The work is produced by an employee outside his/her work schedule.
    - The work is produced by an employee or by any person (including students at the college) without funds, resources or facilities owned or controlled by the college.
- College-supported works
  College-supported works are works covered by copyright or patent protection produced by a college employee in the course or scope of his/her employment or by any person, including college employees and students, with college support. A college-supported work is characterized by one or more of the following:
    - The work is the product made as a result of employment with the college.
    - The work is a product of the employee's job duties.
    - The work is produced by an employee during his/her work schedule.
    - The work is produced by an employee or by any person, including students at the college, with funds, resources or facilities owned or controlled by the college. College funds include but are not limited to release time, grant

funds, salary supplements, leave with pay and other material or financial assistance.

- Fair use
  Title 17, Chapter 1, Section 107 (Fair Use) of the United States Code classifies certain uses of materials copyrighted by others as non-infringing. It states:
    - 107. Limitations on exclusive rights: Fair use
      Notwithstanding the provisions of sections 106 and 106A, the fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include:
        - the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes
        - the nature of the copyrighted work
        - the amount and substantiality of the portion used in relation to the copyrighted work as a whole
        - the effect of the use upon the potential market for or value of the copyrighted work.

The fact that a work is unpublished will not per se preclude a finding of fair use, if that finding is made on consideration of all factors listed above.

Any employee or student wishing to use copyrighted materials under conditions not permitted by the Fair Use statute must obtain permission from the author or owner prior to using such material. If an employee intends to use copyrighted materials for college-related activities, he or she must file all correspondence and documentation of permission with his/her dean or unit manager. The documentation will consist of no less than the letter requesting approval for use, the letter of response from the author or owner, and the article or materials to be used.

Intellectual property rights

- Distribution of revenue and other benefits
  i. Independent works: The creator of an independent work qualifying for copyright or patent protection controls any revenue or other benefits generated by that work.

ii. College-supported works: Unless otherwise provided for in a written agreement, the college controls any revenue or other benefits generated by college-supported works qualifying for copyright or patent protection.

- Written agreement
  Notwithstanding the college's ownership rights in a college-supported work, the college president, normally with the approval of the employee's supervising administrators and the dean or manager of the employee's division, may enter into a written agreement with an employee for an equitable arrangement for joint ownership, sharing of royalties or reimbursement to the college for its costs and support. In all such cases, the agreement will provide that the college will have a perpetual license to use the work without compensation to the employee for such use.

The college recognizes that the research and development of an idea frequently requires the expenditure of time and money as well as the use of lab space, equipment or other campus facilities. In order to assist worthy projects, Wake Technical Community College may enter into a written agreement with a college employee or student whose research or other work has demonstrable merit. Assistance may include financial support for the purchase of supplies, payment of patent fees, and other costs deemed necessary to the successful development of the individual's idea, concept, design or invention. In all such cases, the agreement will provide for the college a basis of ownership or an agreement to reimburse the college for its costs and support as agreed upon by the employee or student and the college Board of Trustees. In no circumstances, however, shall the college agreement deprive, diminish or abrogate the rights of the college as specified in Section 4.a. above.

- Grant-supported works
  Notwithstanding the provisions of this policy, in the case of a work created under a grant accepted by the college, the ownership provisions of the grant prevail.

- Consulting
  Subject to college policy and prior approval, employees may consult for outside organizations. Any consulting agreement should include a statement that the employee has obligations to the college as described in this Copyright Infringement and Intellectual Property Policy, and this policy should be attached to the consulting agreement. In the event of conflict between the consultant's obligations under this Copyright Infringement and Intellectual Property Policy and the consultant's

obligations to the organization for which he/she consults, the obligations under this Copyright Infringement and Intellectual Property Policy take precedence.

Generative Artificial Intelligence

Wake Tech encourages the responsible and ethical use of generative artificial intelligence (genAI), machine learning (ML) and large language models (LLMs). The Chief Data Officer and the Data Governance Committee reserve the right to explicitly direct their use within all institutional operations and environments.

Term

Definition

Course content

Any writing, brainstorming, draft generation, bibliography, discussion group post, collaboration, group work, attendance activities or other actions performed while participating within a course or academic activity.

Artificial intelligence (AI) or generative artificial intelligence (genAI)

Any technology used to aggregate, synthesize or otherwise produce words, images, audio or video using derivatives of existing words or images not owned by the user.

Institutional data

Data gathered or generated for the operation or improvement of the institution. The institution or its authorized partners, including third-party applications and hosted services, are permitted access to institutional data with the explicit consent of the chief data officer.

Large language model (LLM)

A type of AI that is trained to understand and generate human language and is a subcategory of machine learning.

Machine learning (ML)

A field of AI where algorithms and statistical models "learn" from and make predictions or decisions based on data, without being explicitly programmed for specific tasks. ML allows computers to automatically improve their performance on a particular task as they are exposed to more data.

Use of generative AI

College operations and student use of genAI are different and have different purposes, so this policy treats them separately.

- College operations
  The college will utilize genAI tools for a variety of activities where such uses advance the mission of the college without exposing the college to unreasonable risk. Examples include using genAI for assistive or improved access tools such as those used for language translation, closed captioning or any other purpose deemed appropriate by the college.
  The college maintains the authority to explicitly promote or restrict the use of any AI technology within its systems following an appropriate review by the chief data officer. The college may also use genAI to monitor data access and genAI usage.
  While this policy acknowledges the positive potential genAI has for college operations, users should also consider potential risks. Chief among these risks is the disclosure of confidential data, such as institutional data or any student data protected under the Federal Educational Rights and Privacy Act (FERPA). Users should not submit such data to any genAI tools or otherwise allow such data to be ingested or used to train genAI tools without the written consent of the chief data officer.
  Another risk to consider is that genAI output may violate the intellectual property rights of third parties. Users should carefully consider these risks before incorporating genAI into any college workflows. Any processes that incorporate genAI in any substantial way should also be reviewed annually by the chief data officer, the Data Governance Committee or their designee.

- Student work
  Departments are encouraged to establish AI guidelines and/or procedures for student work appropriate to their professional norms, the expectations and demands of higher education and, ultimately, the current workforce. Department policies should provide instructors with enough autonomy to set policies for the use of genAI tools specific to each course, as some courses (e.g., photography or graphic design) may encourage or require the use of such tools in connection with course content, while other courses may benefit from restricting their use.
  In all cases, instructors should clearly communicate these policies in their course syllabi. Students with questions about the use of specific genAI tools should seek clarification from their instructors.

Other policy considerations

In addition to this policy, the use of genAI also is governed by the college's existing policies on Academic Integrity, Copyright Infringement and Intellectual Property and Data Protection and Retention, as well as the Wake Tech Student Code of Conduct. Faculty, staff and students should carefully consider their use of genAI to ensure that such use does not violate any of these policies.

Learning Management System Records Retention Schedule

Wake Tech will utilize best practices related to maintaining a comprehensive Learning Management System records and data archive and retention schedule. The retention schedule will adhere to all applicable regulations and comply with all audit criteria. The retention schedule provides information pertinent to all types of courses offered by the college and provides instruction for storage and destruction of affected data.

Learning Management System Records Retention Schedule (this PDF document is the official version of the policy)

Digital student records generated while delivering online courses are confidential, protected under FERPA regulations, and must be provided to students or legal authorities when requested. North Carolina General Statutes (NCGS) §115D, §121, and §132 have no special provisions for the handling or retention of digital academic records or protection from litigation regarding such records. North Carolina General Statutes and current Wake Tech policy require the retention of course and student records for a period of five years. Retaining student-generated data poses legal risks for the college if a student or parent sues or if records are compromised through accidental release or malicious intrusion. The maintenance, security, storage and backup of records in perpetuity and the mechanisms for producing the records in an accessible form constitute a financial burden for the college as well.

Unmanned Aircraft Systems

Wake Technical Community College recognizes that the operation of Unmanned Aircraft Systems (UAS), also referred to as drones, is popular for both recreational and educational usage. This policy establishes the minimum requirements for the safe operation of unmanned aircraft systems in and around Wake Tech campuses and shall be a reference to

assist with compliance with federal law, Federal Aviation Administration (FAA) regulations, state and local laws and Wake Tech policies.

This policy applies to all members of the Wake Tech community, including but not limited to employees, students, clubs, organizations, vendors and third-party contractors, and any other individuals who are operating a UAS as part of their employment or as part of any Wake Tech-related activity. This policy also applies to any person or entity not affiliated with Wake Tech who may operate a UAS on Wake Tech property or land. This includes recreational and non-recreational aircraft operations. Any person operating a UAS on or above a Wake Tech campus is personally responsible – and bears sole responsibility – for complying with: FAA regulations; federal, state, county and municipal laws; and all Wake Tech policies, including but not limited to those set out in this UAS Policy.

Definitions

Term

Definition

Commercial flyers

UAS operators who operate their UAS under Part 107 as that term is defined below.

Controlled airspace

Airspace of defined dimensions within which air traffic control service is provided in accordance with the airspace classification. For example, Controlled Airspace includes the airspace from ground level to 4,000 feet above ground level within a radius of 7 nautical miles from Raleigh-Durham International Airport.

Departments and/or units

Wake Tech campuses, departments, units, programs and centers, as well as their designated Wake Tech employees.

External Unmanned Aircraft Systems (UAS) authorization form

This form is for use by anyone other than Wake Tech UAS program instructors, such as contractors, vendors and recreational users.

FAA-recognized identification area (FRIA)

An FAA-recognized identification area (FRIA) is a defined geographic area where a drone is flown for hobby or recreation and can be flown without remote ID equipment. Both the drone and the pilot must be located within the FRIA's boundaries throughout the operation.

The pilot of the drone must be able to see it at all times throughout the duration of the flight.

Internal Unmanned Aircraft Systems (UAS) authorization form

This form is for use by Wake Tech UAS program instructors.

North Carolina UAS Permit

The North Carolina UAS Permit is required by N.C. General Statute § 63-96. The N.C. UAS Permit is required in addition to the FAA Part 107 Remote Pilot Certificate.

Part 107

Part 107 of Subchapter F, Chapter I, Part 14 of the Code of the Federal Regulations. These are the FAA regulations that allow for the commercial, non-recreational use of small, unmanned aircraft systems (UAS) weighing less than 55 pounds. A remote Pilot in Command certification is required. An N.C. UAS Operators Permit is also required for commercial operations; additional permits may also be necessary depending on the circumstances.

Recreational flyers

UAS operators who operate a UAS for recreational or hobby purposes only must pass and provide appropriate documentation of the Recreational UAS Safety Test or TRUST and do not operate the UAS under Part 107.

Recreational UAS Safety Test (TRUST)

Law requires all recreational flyers pass an aeronautical knowledge and safety test and provide appropriate documentation. The required recreational safety test to fly is called TRUST.

Remote drone identification

All drone pilots required to register their drones receive an FAA registration certificate, and the certificate must be in possession (digital or paper copy) when flying on a Wake Tech campus. The drone registration number must be displayed on the drone before and while in flight.

Remote pilot certificate

The federal certificate required for all UAS operators who operate a UAS under Part 107.

Unmanned aircraft

A device used or intended to be used for flight in the air that has no onboard pilot. Unmanned aircraft do not include balloons, rockets or unpowered gliders.

Unmanned aircraft system (UAS)

An unmanned aircraft and associated elements, including communication links and components that control the unmanned aircraft and are required for the pilot in command to operate safely and efficiently

Wake Tech UAS activity

Any activity or use of a UAS by a Wake Tech department or unit for the purpose of recreational purposes and regulated under the Exception for Limited Recreational Operations of Unmanned Aircraft 49 U.S.C., under the Unmanned Aircraft Systems for Educational Purposes.

Wake Tech UAS pilot

Any person approved by a Wake Tech department or unit must follow the 49 U.S.C. 44809 Exception for Limited Recreational Operations of Unmanned Aircraft as recreational flying under the educational purposes.

Wake Tech campus

Buildings or grounds owned, leased, operated, controlled or managed by Wake Tech

General

No individual shall operate a UAS on, in or over any Wake Tech campus without approval from Wake Tech. Before internal UAS activity, a safety risk assessment must also be conducted by the appropriate Wake Tech department or unit. In controlled airspace or any other airspace over land not owned or controlled by Wake Tech, a Memorandum of Understanding (MOU) between Wake Tech and the landowner must be negotiated and signed prior to UAS use.

A safety risk assessment must be conducted by the Wake Tech department or unit before any internal UAS activity.

External commercial requesters must ensure the following requirements are met and submit them along with the authorization form:

1. Remote Pilot Certificate and Federal Airmen Certificate numbers
2. N.C. UAS Permit number
3. Certificate of insurance, including Wake Tech requirements

4. Registration number visible on drone
5. Flight plan

Complete the appropriate authorization form - external or internal Unmanned Aircraft Systems (UAS) Authorization form – and submit it with all required documentation to the Wake Tech Director of Campus Services contact for review.

Upon approval or denial of the request to operate a UAS, the Wake Tech Director of Campus Services will do the following:

1. Provide the requester with a confirmation email indicating the authorization form is approved or denied. If approved, a Wake Tech campus point-of-contact information will be provided for the specific campus.
2. Email the approved authorization form to the College Police and specific campus point-of-contact, as well as the expected UAS activity date, time and flight plan.

If an incident occurs on a Wake Tech campus, contact College Police immediately or no later than 24 hours after the incident occurred. If an accident has occurred, the drone operator must file an accident report with the FAA within 10 days of the incident if either of the following conditions exist:

- Serious injury to any person or any loss of consciousness
- Damage to any property, other than the UAS itself, where the cost of repair (including materials and labor) exceeds $500 or, in the event of a total loss, where the fair market value of the damaged property exceeds $500.

As a Wake Tech UAS pilot, any drone operator involved in an accident requiring FAA reporting must generate and retain in Wake Tech's files, documentation of all relevant flight data stored on the UAS itself and/or its associated remote control and any other attached device.

If a UAS is operating on a Wake Tech campus without receiving prior approval, College Police will advise the operator of the proper procedure, ask them to immediately stop flying and leave the campus immediately. The police officer will write an information report containing the name, date and campus of the violation, and the report will be maintained in the police system.

The first violation will be a verbal warning, as well as asking them to leave campus immediately. The second violation will be a referral to the Student Conduct Office for a student and a trespass from Wake Tech property for a non-student. A third violation could result in a citation.

Privacy

UAS operators shall comply with all federal, state and local privacy laws and regulations, as well as all Wake Tech policies governing privacy.

When operating a UAS for purposes of recording or transmitting visual images, operators bear sole responsibility for all legal risk and must take all reasonable measures to avoid violations of areas normally considered private. A UAS shall not be used to monitor or record areas where there is a reasonable expectation of privacy. These areas include but are not limited to restrooms, locker rooms, changing or dressing rooms.

A UAS shall not be used to monitor or record sensitive institutional or personal information that may be found, for example, on an individual's workspace, on a computer or other electronic displays.

UAS and associated accessories requirements

Wake Tech UAS pilots must also ensure that their UAS satisfies the following requirements prior to proposed UAS operations:

- Ensure that the UAS proposed to be used in the UAS operations is appropriately marked and registered. As of the date of this document, all UAS over 0.55 pound (250 grams) must be registered with the FAA and marked with the assigned registration number visible on the external body of the drone. Registration numbers may **not** be underneath a drone battery or other external UAS feature that would restrict visibility of the registration number. Compliance with those registration and marking requirements – and all other registration and marking requirements in effect at the time of proposed UAS operations – is strictly required, and the Wake Tech UAS pilot shall bear sole responsibility for ensuring such compliance.
- Ensure that the UAS and its associated accessories (including any battery, remote control and/or external device attached thereto) is fully functional by performing a comprehensive inspection of the UAS, including (but not limited to) verifying that all available safety features on the UAS such as return-to-home and obstacle avoidance functionality are enabled.
- Engage in pre-flight contingency planning, which includes considering safe alternative routes or landing sites in the event of the following:
    - System failure
    - Degraded performance
    - Lost communication with the UAS

- Lost visual line of sight with the UAS
- Unavailability of original take-off/landing site
- Changes in weather conditions

Prohibited operations

UAS are prohibited from operating at Wake Tech's RTP Campus, which lies within controlled airspace.

Unless approved or operated in identified and designated areas, no person or entity shall operate a UAS on, in or over any Wake Tech campus. This prohibition includes commercial flyers conducting commercial photography or filming without first having requested and received approval from Wake Tech.

No person may operate a UAS weighing more than 55 pounds, regardless of FAA approval, without first obtaining permission from Wake Tech.

All UAS operators must ensure that their UAS is registered and marked as required under the then-current laws and FAA rules and regulations; operations with any non-compliant UAS are strictly prohibited.

Termination authority / miscellaneous

Wake Tech reserves the right to terminate UAS permission or operations at any time in its sole discretion.

Wake Tech reserves the right and full authority to interpret all aspects of this UAS policy in Wake Tech's sole discretion, provided, however, that this UAS policy may be construed and enforced only to the maximum extent possible without unlawfully impinging on overriding constitutional rights, if any. To the extent any provision of this UAS policy is found to be unenforceable, such provision shall be severed, and all remaining aspects of the UAS policy shall remain in full force and effect. A failure by Wake Tech to enforce one or more of the provisions of this UAS policy shall neither constitute a waiver of such provisions nor constitute Wake Tech's approval of any non-compliant UAS operations nor cause Wake Tech to incur any liability therefore.

Related policies, procedures, references, forms or terms

Type

Name

Form

WTCC Unmanned Aircraft System External Authorization Form

Form

WTCC Unmanned Aircraft System Internal Authorization Form

Form

Insurance Requirements for External Flyers

Contact information

Subject

Contact

E-mail Address

Policy Clarification

Communications and Marketing

aucommunications@waketech.edu

Ref: #E0924, C0924

Institutional Research

Wake Technical Community College ("Wake Tech" or "the College") may support research by its employees, students and others working on behalf of the College when its aim is furthering Wake Tech's mission, vision, values and goals or when it is designed to develop or contribute to generalized knowledge related to community college education and training. In supporting such research, the College complies with all applicable laws and regulations and adheres to accepted guidelines for the responsible and ethical conduct of research.

This policy applies to all employees, students and agents of Wake Tech conducting research on behalf of the College and to all researchers seeking to use Wake Tech employees and/or students as subjects or to use Wake Tech data. The policy applies primarily to educational research but does not apply to institutional research conducted as part of an employee's everyday job duties. No employee is required to conduct research as a condition of employment unless such duties are explicitly spelled out in a job description.

All research conducted at Wake Tech must comply with applicable laws and regulations and adhere to policies and guidelines for the responsible and ethical conduct of research.

- Research conducted by employees is at the discretion of the College and will be considered based on an employee's job duties and supervisor approval. The supervisor is the Wake Tech sponsor of the research.
- Research conducted by external researchers is also at the discretion of the College and will be considered based on the support and approval of an internal Wake Tech sponsor and the capacity of the College to fulfill any related data or research requests.
- All research using Wake Tech employees, students or data must be approved or exempted by Wake Tech's Institutional Review Board and adhere to Wake Tech's policies.

Definitions

Term

Definition

Research

According to the Code of Federal Regulations (CFR), "Research means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge."

Education research

Education research is the scientific field of study that examines education and learning processes and the human attributes, interactions, organizations and institutions that shape educational outcomes. (American Educational Research Association). It is the systematic and rigorous process of inquiry applied to educational topics to understand, improve and innovate educational practices (Cohen, Manion and Morrison (2018)).

Institutional research

Institutional research is research conducted within an institution of higher education to provide information that supports institutional planning, policy formation and decision making (Association of Institutional Research)

Agents

People who are not employees or students at the College but who act on behalf of the College

Responsible and ethical conduct of research

According to the National Science Foundation, "The responsible and ethical conduct of research involves not only a responsibility to generate and disseminate knowledge with rigor and integrity, but also a responsibility to conduct peer review with the highest ethical standards, diligently protect proprietary information and intellectual property from inappropriate disclosure and treat students and colleagues fairly and with respect."

Wake Tech data

All information that is submitted, created, collected or maintained by Wake Technical Community College through the course of business for which the College is deemed legally responsible

Human subject

According to the CFR, "Human subject means a living individual about whom an investigator (whether professional or student) is conducting research; obtains information or biospecimens through intervention or interaction with the individual and uses, studies or analyzes the information or biospecimens; or obtains, uses, studies, analyzes or generates identifiable private information or identifiable biospecimens."

Institutional Review Board (IRB)

A standing committee of the College empaneled to protect the rights and welfare of human subjects of research activities conducted by Wake Tech employees, students or agents and to ensure that research conducted by others with Wake Tech students and employees as subjects adheres to applicable regulations for review, approval and oversight

IRB of record

The IRB is required by applicable regulations to provide review, approval and oversight to research activities. It is registered with the U.S. Department of Health and Human Services.

There are different regulatory requirements for research and related training depending on the researcher, the research, the subject and the sponsor.

Research requiring Wake Tech institutional review
If at least one of the researchers involved in the project is a Wake Tech employee, student or agent (person acting on behalf of the College), the researchers should follow Wake Tech's Institutional Review Board process.

Wake Tech's IRB adheres to guidelines established in federal law and codified in the Code of Federal Regulations, Title 45: Public Welfare, Subtitle A: Department of Health and Human Services, Subchapter A: General Administration, Part 46: Protection of Human Subjects (45 CFR 46). The key requirements for Wake Tech review are summarized below. However, because federal regulations can change, researchers may want to consult the current official version of the CFR to ensure that they are meeting all up-to-date requirements.

These Department of Health and Human Services (HHS) regulations apply to research conducted on human subjects and therefore require determination of whether the activity constitutes research AND whether the research involves human subjects.

- Is the activity research?
  45 CFR 46.102 provides definitions for purposes of this policy.
  Research means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities that meet this definition constitute research for purposes of this policy, whether they are conducted or supported under a program that is considered research for other purposes. For example, some demonstration and service programs may include research activities.
  For purposes of this part, the following activities are deemed not to be research:
  – Scholarly and journalistic activities (e.g., oral history, journalism, biography, literary criticism, legal research and historical scholarship), including the collection and use of information that focus directly on the specific individuals about whom the information is collected
  – Public health surveillance activities, including the collection and testing of information or biospecimens, conducted, supported, requested, ordered, required or authorized by a public health authority. Such activities are limited to those necessary to allow a public health authority to identify, monitor, assess or investigate potential public health signals, onsets of disease outbreaks or conditions of public health importance, including trends, signals, risk factors, patterns in diseases or increases in injuries from using consumer products. Such activities include those associated with providing timely situational awareness and priority setting during the course of an event or crisis that threatens public health, including natural or man-made disasters.
  – Collection and analysis of information, biospecimens or records by or for a

criminal justice agency for activities authorized by law or court order solely for criminal justice or criminal investigative purposes.
– Authorized operational activities, as determined by each agency, in support of intelligence, homeland security, defense or other national security missions.

- Does the activity involve human subjects?
  45 CFR 46 defines human subjects as a living individual about whom an investigator, whether professional or student, is conducting research:
  – Obtains information or biospecimens through intervention or interaction with the individual and uses, studies or analyzes the information or biospecimens
  – Obtains, uses, studies, analyzes or generates identifiable private information or identifiable biospecimens.

- Does the activity require Wake Tech Institutional Review Board consideration?
  If the activity meets the definitions of research on human subjects AND at least one of the researchers is a Wake Tech employee, student or agent of the College, the Wake Tech researcher must submit the forms required for Wake Tech Institutional Review Board consideration.
  If any of the following is true, there is no need to submit forms for Wake Tech Institutional Review Board consideration:
  – The activity does NOT have at least one researcher who is a Wake Tech employee, student or agent.
  – The activity does NOT meet the HHS definition of research.
  – The activity does NOT involve human subjects, as defined by HHS regulations.

NOTE: Even if the activity does not require Wake Tech IRB consideration, researchers must follow the additional processes below.

Research requiring review by other institutions
Activities that meet HHS or other federal agency definitions for human subjects research but that do not involve at least one researcher who is an employee, student or agent of Wake Tech will require review by the researchers' employer, sponsoring organization or an independent institutional review provider. The relevant institutional review board will serve

as the IRB of record. Wake Tech's IRB cannot serve the federally required function in these cases.

Research involving Wake Tech students or employees as subjects
All activities that meet the definition of research in 45 CFR 46.102 and that involve Wake Tech students or employees as subjects must provide one of the following to Wake Tech's Institutional Review Board:

- Proof, including copies of any required supporting documentation, of approval of the research study by the IRB of record (either Wake Tech's IRB or an external IRB)
- Proof, including any required supporting documentation, that the research has been reviewed and determined to be exempt from IRB approval under 45 CFR 46.104: Exempt research.

All human subject research that involves Wake Tech students or employees as subjects must provide a research summary (see IRB webpage for a template) to Wake Tech's IRB that includes the following:

- Proof of permission to involve Wake Tech students and/or employees from the appropriate Wake Tech vice president or provost. Wake Tech's IRB contact can assist in identifying.
- Brief descriptions of the participants in the research project (researchers and subjects) and the location(s) where the research will take place. If the project seeks access to Wake Tech data, not to Wake Tech subjects, a clear description of the requested data is required.
- A disclosure statement to be provided to Wake Tech subjects that includes:
  – An overview of the key elements and purpose of the study
  – Obligations and rewards for participation, including required actions and time and whether compensation is offered
  – Risks and benefits
  – Explanation of how subjects can opt in and opt out
- A description of the procedures to be used for data collection, privacy and security that includes:
  – How the research project will ensure that only the investigators identified above or other approved researchers will conduct the research and have access to the raw data
  – How the research process will protect participant confidentiality through

one or more appropriate strategies, including using assigned codes rather than participant names; aggregating participant data so no specific data or quotes are attributed to a specific individual; and advising participants of the risk of sharing information in group settings and asking them to protect the confidentiality of others
– How files (paper or electronic) will be stored in a secure place and will be made available to others only if they demonstrate to Wake Tech compliance with these conditions
– How electronic and/or paper copies of the student surveys, interviews and responses will be maintained for a period only as long as necessary for this research project, unless the researcher provides assurances to the College that subsequent research is related to this project and will follow these same conditions.

Research involving Wake Tech data
All activities that meet the definition of research in 45 CFR 46.102 and that involve Wake Tech data must adhere to all applicable data-protection requirements.

- Wake Tech employees should review the Security of Student Records (FERPA) policy and Wake Tech's Employee Handbook entries for Acceptable Use Policy, Data Ownership and Responsibility, and Data Protection and Retention. Questions can be directed to Wake Tech's Information Technology Services (ITS) at 919-866-5100 or its-leadership@waketech.edu.

NOTE: All activities that use Wake Tech data, whether they meet the definition of research or not, are required to meet all applicable laws, regulations and policies related to acceptable use, data ownership and data protection and retention. Questions about non-research-related data use must be directed to Wake Tech's Information Technology Services (ITS) at 919-866-5100 or its-leadership@waketech.edu.

This policy replaces the former Faculty Research policy.

Related policies, procedures, references, forms or terms

Name

Location

Acceptable Use Policy

Wake Tech College Catalog

Code of Federal Regulations, Title 45: Public Welfare, Subtitle A: Department of Health and Human Services, Subchapter A: General Administration, Part 46: Protection of Human Subjects

45 CFR 46

U.S. Department of Health and Human Services IRB Registry

HHS.gov website

Data Protection and Retention Policy

Employee handbook

Family Educational Rights and Privacy Act (FERPA)

U.S. Department of Education website

Responsible and Ethical Conduct of Research

U.S. National Science Foundation website

Survey Policy

Wake Tech College Catalog

Wake Tech Exempt Protocol Form

IRB webpage

Wake Tech Data Sharing Agreement

IRB webpage

Saupe, J. L. (1990). The functions of institutional research. Association of Institutional Research

Institute of Education Sciences website

American Educational Research Association

AERA website

American Educational Research Association

AERA website

Cohen, L., Manion, L., & Morrison, K. (2018). Research Methods in Education (8th ed.). London: Routledge

Publisher's website

Contact

IRB chair: 919-866-5586 or cebartek@waketech.edu

Ref #E0104

Conducting Surveys

To coordinate the creation and administration of surveys, as well as to ensure the secure collection, analysis, storage and distribution of survey data, this policy is designed to do the following:

- Ensure the use of sound survey methodology, design and analysis
- Prevent survey fatigue by limiting the number and timing of surveys
- Maximize response rates
- Safeguard respondent confidentiality and data security
- Avoid duplication of surveys, survey data and results
- Encourage sharing of survey results

This policy applies to all external, third-party and internal surveys created or administered by Wake Technical Community College ("Wake Tech" or "the College").

Effectiveness & Innovation (E&I) will serve as the College's survey coordinator. All surveys that require student, faculty, staff, alumni or community participation must be requested through the Information Technology Services (ITS) survey request system and coordinated through E&I. Procedures for survey requests can be found on the E&I webpage.

The following surveys are exempt from this policy:

- Student evaluations of course instruction
- Faculty-driven classroom surveys meant to assess teaching and learning
- Simple feedback surveys conducted immediately following an event or point of service
- Polling of faculty or staff in individual departments or divisions
- Faculty and staff organizations surveying their membership

Definitions

Term

Definition

Educational research

Educational research is the scientific field of study that examines education and learning processes and the human attributes, interactions, organizations, and institutions that shape educational outcomes. It is conducted by asking questions and/or identifying hypotheses to be tested, collecting data according to a formal design or protocol, and drawing generalizable conclusions based on the results.

FERPA

The Family Educational Rights and Privacy Act is a federal law that protects the privacy of student education records.

GLBA

The Gramm-Leach-Bliley Act requires the college to explain its information-sharing practices and to safeguard sensitive data.

HIPAA

The Health Insurance Portability and Accountability Act is a federal law that requires the creation of standards to protect sensitive patient health information from being disclosed without the patient's consent or knowledge.

Personal identifiable information

PII is any representation of information that permits the identity of an individual to whom the information applies to be reasonably inferred by either direct or indirect means.

Survey

Any means of collecting information from respondents through paper or electronic questionnaires or forms to make generalizable inferences regarding a population

Survey administrator

Wake Tech personnel with user permissions to create surveys in the College's web-based survey tool and provide survey links to survey requestors and third-party survey vendors.

Survey requestors

Individuals responsible for the survey design, analysis, data management and distribution

ITS will do the following:

- Provide a method for requesting surveys through the College's information technology systems
- Maintain and provide oversight of the web-based tool used to administer surveys

E&I will do the following:

- Coordinate and screen survey requests through the ITS system and among designated survey administrators
- Provide consultation on the development and administration of surveys and analysis of results
- Provide templates and standards for cover letters, introductory statements, survey types and questions
- Return surveys to requestors that meet the criteria of educational research and do not provide documentation of Institutional Review Board (IRB) approval in the survey request. Procedures for IRB submission can be found on the IRB webpage.
- Prioritize and schedule surveys based on the needs of the College, such that data collection is timely and conducted in a manner that minimizes survey fatigue, duplication of effort and disruption to the educational environment

Survey administrators will do the following:

- Use an ITS approved web-based survey tool to develop surveys, provide links to survey requestors and generate reports as needed
- Maintain an archive of surveys in the web-based survey tool
- Coordinate with IE&R when implementing surveys

Survey requestors will do the following:

- Follow the procedures for submitting survey requests
- Outline the intent of the proposed survey, define the target population and clearly define all parties who will receive results, as applicable
- Submit a draft of survey questions
- Agree to follow the data security requirements

All surveys administered at Wake Tech will adhere to the following:

- Confidentiality: Through informed consent, respondents must be informed that their responses will be confidential, but not anonymous, and that their participation is voluntary. Confidentiality indicates that the presented information will not be associated with a specific individual. If email addresses, login credentials or other PII is captured as part of the survey completion process, confidentiality of the data must be assured. All surveys must comply with the: Higher Education Opportunity Act – 2008, Privacy Act of 1974, FERPA, HIPAA, Belmont Report's Ethical Principles and Guidelines for the Protection of Human Subjects of Research, the American Association of Educational Research Code of Ethics [5] and the Association of Institutional Research Code of Ethics.
- Data security: The survey requestor is responsible for managing obtained survey data. Survey results will be presented only in aggregate form. Released data will not contain any identifiable respondent data. When presenting survey results, survey requestors are responsible for ensuring the confidentiality of respondents. Additionally, by accepting the authorization to deploy the survey, survey requestors understand and acknowledge that they will have an obligation to use data compiled responsibly, ensuring that data is not redistributed to parties inside or outside the College community, unless clearly detailed when submitting a survey request. No survey responses may be stored, hosted or collected on any technology platform that Wake Tech does not maintain as part of the College network.
- Compliance: Individuals found to be in violation of this policy or engaging in any conduct that violates applicable law shall be subject to disciplinary action, including restriction or possible loss of privileges, suspension, termination or referral to law enforcement.

Related policies, procedures, references, forms or terms

Name

Location

Survey procedures

Employee portal

Higher Education Opportunity Act - 2008

U.S. Department of Education website

Privacy Act of 1974

U.S. Department of Justice website

Family Educational Rights and Privacy Act (FERPA)

U.S. Department of Education website

Health Insurance Portability and Accountability Act (HIPAA)

U.S. Department of Health and Human Services website

Belmont Report's Ethical Principles and Guidelines for the Protection of Human Subjects of Research

U.S. Department of Health and Human Services website

American Association of Educational Research Code of Ethics

AERA website

AIR Statement of Ethical Principals

AIR website

Data and Retention Policy

Employee handbook

Acceptable Use Policy

919-866-5586 or cebartek@waketech.edu



Workforce Development Mission

Wake Tech's mission is to provide equitable access to education that transforms lives through economic mobility and personal fulfillment. The Workforce Development Division achieves this mission through the multitude of program offerings we provide.

Non-degree Admissions and Registration

Workforce Development Registrar
The Workforce Development registrar oversees all non-degree registration and reporting processes to ensure accuracy and quality and to comply with North Carolina General Statues, North Carolina State Board of Community Colleges Code, North Carolina Community College System numbered memoranda, the Wake Tech Accountability and Credibility Plan and Workforce Development guidelines.

Admissions
Any adult (18 years old or older) or any emancipated minor not enrolled in public school may be admitted to a Wake Tech adult education class. Minors (16 or 17 years old) may enroll in some Wake Tech classes; however, minors must register in person on a Wake Tech campus. Get more information about admissions and registration for minors.

An interactive course schedule is available at wcecatalog.waketech.edu. For more information about non-degree classes, call 919-866-5800.

Continuing Education Units (CEUs)

Wake Tech awards continuing education units (CEUs) for specific non-degree courses and special activities. A permanent transcript will be established for each non-degree student and updated each time the student completes a non-degree course. One CEU will be awarded for every 10 hours of non-degree instruction. For example, a 66-hour non-degree course earns 6.6 CEUs. CEUs are awarded to students upon satisfactorily completing a non-degree course.

The Southern Association of Colleges and Schools became the first regional accrediting agency to require that all member institutions use CEUs to document non-degree special activities.

Workforce Development transcripts
Students who have taken non-degree classes may request copies of their **official** transcripts.

Unofficial transcripts may be obtained by logging into Self-Service, entering a Wake Tech username and password and clicking on "Transcript" in the Academic Profile area. Students who do not have a Wake Tech username and password must submit an electronic Student Record Inquiry form.

Non-degree Grading Policy

All classes except Adult High School classes use the S-U system.

S = Satisfactory (attended at least 80% of scheduled class hours)*
U = Unsatisfactory
NG = No grade
W = Withdraw
SR = Senior citizen audit

*Individual courses may vary in attendance policy and requirements to attain "Satisfactory" status. Contact appropriate Workforce Development staff to determine specific requirements.

CEUs are awarded only for Satisfactory grades.

Adult High School

Adult High School classes use a 10-point scale for an A-F grading system.

A (90-100) = Excellent
B (80-89) = Above average

C (70-79) = Average
D (60-69) = Below average
F (0-69) = Failed/unsatisfactory
W = Withdraw
NG = No grade

Non-degree Class Locations

All Wake Tech campuses provide numerous Workforce Development courses and services. Other classes are conducted in surrounding communities or within a particular business or industry in Wake County. Almost any course can and will be organized in other areas of the county when a sufficient number of citizens indicate an interest in having a class brought to a particular location, provided that there's an instructor and suitable facility.

Site locations and abbreviations can be found at online.

Non-degree Course Descriptions

Although course descriptions for Workforce Development courses are not provided in this publication, examples of the types of courses that are offered are listed. Course descriptions are furnished upon request. Descriptions for classes currently open for registration are listed in the online schedule. Courses may be offered to meet expressed needs of the community when evidence of these needs is presented to the college.

Non-degree Registration, Testing and Other Fees

The following registration fees are required for community service and occupational extension Workforce Development courses:

1-24 hours = $70
25-50 hours = $125
51+ hours = $180

Other fees (facility, campus access, technology or lab fees) may also be required for certain courses.

Note: Fees are set by the state legislature and are subject to change without notice.

1D SBCCC 1000.2, senior citizens, age 65 or older, may audit courses with the following considerations:

- No charge for tuition or registration fees, although they may be charged local fees associated with course sections
- Enrollment into a course is dependent on space availability
- Self-support courses are not eligible

Registration fees are **not** required for Adult Basic Education programs, High School Equivalency Preparation, Adult High School or English as a Second Language programs.

Registration fees **may** be waived for certain classes for fire service, rescue and law enforcement personnel. Eligibility for fee waiver is contingent on authorized agency affiliation and authorized groups, dictated by North Carolina General Statutes and the State Board of Community College Code.

Self-supporting classes have a pro-rated cost per individual or group and are **not** eligible for fee waiver.

High School Equivalency testing fees

GED® and HiSET® are the high school equivalency tests offered at Wake Tech's Beltline Education Center. The GED®, a four-part, computer-based test, costs $80 total, or $20 per section. The HiSET®, a five-part, paper-based test, costs $75 total, or $15 per section.

Testing fees must be paid through the test vendor websites at the time of registration using a debit or credit card or voucher. All sections of either exam must be passed to earn the credential.

Non-degree Withdrawals and Refunds

Students enrolled in non-degree Workforce Training courses, including state-funded and self-supporting courses, may be eligible for refunds under specific conditions and requirements described herein.

Definitions

Term

Definition

Workforce Training courses

Non-degree courses offered for skill development or certification

State-funded courses

Courses that earn FTE and for which the college receives funding from the state

Self-supporting courses

Courses that do not contribute funds to the state treasury account and begin with the course prefix CSP or SEF

Refund request

Formal request for refund initiated by the student

Refunds must be requested online through the Self-Service portal. Students need to activate their accounts to begin this process. For assistance, students may contact the Workforce Development Registrar's Office at ceregistrar@waketech.edu or 919-866-5800.

- A 100% refund will be given if the student withdraws before the first class meeting.
- A 75% refund will be given if the student withdraws by the 10% date of scheduled hours.
- Refunds for self-supporting courses require students to officially withdraw at least 48 hours before the course start date/time.
- No refund is given for withdrawals after the 10% point for state-funded courses.
- Full refunds are automatically issued for courses canceled by the college.

Non-degree Transfer Policy

Students may transfer from one course to another during a given semester as long as neither course has passed the 10% point of total scheduled course hours. Students must request transfer **in writing** by completing a Course Transfer Request form (Wake Tech Form 980) or sending an email to the Workforce Development Registrar's Office at ceregistrar@waketech.edu.

Requests received after the 10% point will not be considered, and a refund will not be given.

Workforce Training

Training provided by Wake Tech can range from highly technical skill-building programs to broader professional development sessions and can be delivered in a variety of formats.

Apprenticeship training
Wake Tech has been designated by the North Carolina Community College System as a center for formal apprenticeship training. We assist companies' customized apprenticeship training programs by providing the instructional component of the apprenticeship experience.

Industry training
Wake Tech assists area industry with a range of courses to train and retrain employees so that they remain competitive and up to date on industry standards. These courses are available at Wake Tech's Advanced Manufacturing Center or on site at company locations.

Custom training program
Wake Tech's custom training programs support North Carolina's economic development initiatives by providing training assistance for eligible business and industries. The programs enhance the growth potential of these companies and increase retention of the existing industry base while equipping North Carolina's workforce with the skills for successful employment in emerging industries.

Skilled Trades Training

Wake Tech delivers continuous workforce training designed specifically for adults who are eager to advance their careers or embark on new professional journeys. Skilled workforce training enhances the lives of learners by equipping them with both the educational foundation and practical experience necessary to excel in an array of career paths.

Through a dynamic blend of classroom instruction and hands-on training, students gain insight from industry professionals that helps prepare them for real-world scenarios they may face on the job. Additionally, students can seize opportunities to earn valuable certifications and specialized training, propelling them onto the fast track toward rewarding employment.

Construction and Maintenance

For people who enjoy problem-solving, working with their hands or bringing drawings to life, careers in the skilled trades are available at all skill levels. Wake Tech provides the

knowledge and skills needed for a successful career in these construction and maintenance trades:

- Building Code Inspection
- Certified Apartment Maintenance Technician
- Carpentry and Construction
- Electrical Wiring
- Fiber-optics Technician
- HVAC
- OSHA Training
- Plumbing
- Welding

Opportunities exist in both residential and commercial construction.

Advanced Manufacturing and Robotics

Wake Tech's 3,000-square-foot advanced manufacturing training center helps students develop the technological and analytical skills needed for careers in the manufacturing industry working with sophisticated machinery, automation technology and artificial intelligence. Advanced technologies are shaping the future and are in high demand for skilled individuals who not only grasp how they function but also possess the creativity to innovate, develop and adapt them to ever-evolving needs.

- Collaborative Robotics
- Industrial Automation
- Manufacturing
- Mechatronics

Allied Health and Nursing Training

Wake Tech's Allied Health and Nursing workforce programs offer a range of non-degree courses to equip students with the essential skills needed for entry-level roles in the health care industry. These programs provide hands-on training and prepare students for industry-

recognized certifications, creating pathways to immediate employment and long-term career advancement in health care.

Non-degree offerings include the following:

- **Nurse Aide I** (NAI), **Nurse Aide II** (NAII) and **Nurse Aide Refresher**
  Approved by the North Carolina Division of Health Service Regulation, these courses prepare students for direct patient care roles.
- **Medical Billing & Coding**
  Develop essential skills in medical insurance processing, coding and documentation while preparing for industry-recognized credentials, including Certified Professional Biller (CPB), Certified Professional Coder (CPC) and dual CPB and CPC certification.
- **EKG Technician**
  Gain expertise in cardiac monitoring and rhythm analysis, with preparation for the Certified EKG Technician (CET) credential.
- **Phlebotomy**
  Train in specimen collection techniques, a critical function in medical diagnostics. The course prepares students for American Society for Clinical Pathology certification.
- **Massage Therapy**
  Learn therapeutic techniques to promote wellness, rehabilitation and patient care. Courses prepare students for the North Carolina Massage & Bodywork Licensing Exam.
- **Personal Trainer**
  Prepare for a nationally recognized certification in fitness and wellness training.

Wake Tech also offers courses in Dental Assisting, Medical Sonography, Mammography, Medical Scribe, Mental Health Technician, Neurodiagnostics and other specialized health care fields.

Programs offer accessible entry points into high-demand health care careers, whether students aim to enter the workforce quickly or build a foundation for continued professional growth.

Transportation Trades Training

Wake Tech's Transportation Technologies Division provides continuous workforce training for adults aspiring to advance or start new careers and trades in automotive systems, collision repair and green energy. The division's top priority is enriching the lives of adults by providing the education and practical experience necessary to excel in automotive- and transportation-related fields.

Classroom instruction is combined with practical experience to prepare students for ASE and SAE certifications. Students have opportunities to gain certifications and training that will put them on the fast track to employment.

Programs and courses include the following:

- Automotive
- Collision & Repair
- Painting & Refinishing
- Hybrid & EV Diagnostic and Repair
- Auto Body Restoration
- EVSE-Technician Certification

These Workforce Training programs can be completed in three months or less:

- The Switch – Building an Electric Vehicle
- Advanced Automotive Technician
- Small Engine Repair
- Automotive Electrical
- EVSE-Electric Vehicle supply equipment technician certification
- Forklift Certification
- OBD/NCSI State Inspection Certification
- Auto Dealer Certification
- Escort Vehicle Operator Certification

Wake Tech also provides additional training through these courses:

- Advanced Air Conditioning Diagnostics
- Oscilloscope Training

- Advanced Electrical
- Wheel Alignment with Hunter Certification
- Air Conditioning Diagnostics
- Motorcycle Safety

Public Safety Training

The following program areas provide training for public safety personnel and others who wish to increase competencies in specialized occupational areas.

Emergency Medical Services (EMS)
These courses are designed to meet the needs of local emergency services agencies, health care providers and the public, with an emphasis on emergency patient care in pre-clinical settings. EMS training also includes health education courses for those interested in health care and related institutions or retraining.

Fire service
Fire service training is delivered directly to local fire departments, allowing personnel to learn with the actual equipment they will use in controlling fires. Classes include those listed below, along with related classes in industrial brigade training, home fire safety and search and rescue:

- CPR & First Aid
- Ropes
- USAR
- Fire Hoses/Extinguishers
- Ladders
- Fire Officer I & II
- Instructor I & II
- Rescue Techniques
- EMR courses

Law enforcement
In-service training for law enforcement personnel is provided at the request of law

enforcement agencies. Training emphasizes legal and technological law enforcement advancements. Programs include Criminal Investigation and the Police Law Institute, as well as those listed below:

- Radar/SMI
- Simunitions/Force on Force
- General Instructor
- Personal Protective Services
- Criminal Investigation
- Police Law Institute
- Legal Update (Arrest, Search & Seizure)
- Narcotics Detection/Investigations
- Accident Reconstruction

Basic Law Enforcement Training (BLET)

This program is designed to give students essential skills required for entry-level employment as law enforcement officers with state, county or municipal governments or with private enterprise. The program covers topics and uses instructional methods mandated by the North Carolina Criminal Justice Education and Training Standards Commission. Topics include criminal, juvenile, civil, motor vehicle and alcoholic beverage laws; investigative, patrol, custody and court procedures; emergency responses; and community relations. The course is filled with practical exercises, and an extensive ethics section is woven throughout the training experience.

The Wake Tech BLET Academy offers the state commission-mandated 620-hour program, along with an additional 124 hours of training, for a total of 744 hours. The additional hours include officer survival, public speaking and other law enforcement-related training.

To qualify for the program, students must meet the minimum standards for the Certification of Law Enforcement Officers Administrative Code 12 NCAC 9B .0101/9B .0111 and Admission of Trainees 12 NCAC 09B .0203 ADMISSION OF TRAINEES.

Cadets completing the academy are eligible to take the state comprehensive written exam and skills testing. Upon successful completion of the BLET State Comprehensive Written Examination, the cadet has one year to be duly appointed and sworn as a law enforcement officer in North Carolina.

Corrections and detention
In-service corrections and detention training is provided for North Carolina Department of Public Safety personnel at the request of the department. Training emphasizes officer safety and inmate security and includes courses such as the following:

- Supervisory/Leadership and Mentoring
- Gang Awareness & Identification
- Teamwork
- Report Writing
- Promotional Examination Preparation
- Investigative & Interviewing Techniques
- Spanish For Corrections/Detention Personnel

Occupational Programs

The Occupational Programs Division offers a range of courses designed to equip individuals with the skills needed to achieve their goals. Courses provide comprehensive education, licensure preparation, practical experience and personal enrichment.

Barbering
Become part of an industry that's always in demand. Prepare for employment as an apprentice and as a registered barber. Learn theory and practice for cutting, coloring, styling and relaxing hair; shampooing and scalp treatments; shaving; and facials. Learn about barbering products, customer service and barber shop management. Instructors are licensed by the North Carolina Board of Barber and Electrolysis Examiners and stay current on new methods and services, seminars and conferences. On completion of this program, individuals will be eligible to take the state apprentice licensure exam.

Cosmetology
Learn the art of cosmetology at Wake Tech's streamlined, non-degree School of Cosmetology. Prepare to be workforce ready by focusing solely on hands-on training and preparing for the North Carolina Board of Cosmetic Art Examiners certification exam. Additionally, individuals interested in becoming a natural hair care specialist can train at Wake Tech's Beltline Education Center. The program prepares current and prospective natural hair care specialists for board requirements and licensure and also allows existing cosmetologists to earn continuing education units.

Real Estate
Take the first step toward real estate licensure. This pre-licensing real estate course meets North Carolina Real Estate Commission requirements for submitting a provisional broker application to the state.

Auctioneering
Become a licensed auctioneer in the state of North Carolina. This course provides a working knowledge of the auction business. Upon completion, students can take the license exam offered by the North Carolina Auctioneer Board.

Substitute Effective Teacher Training
Work every day or just one day a month – whatever fits your needs. Obtain the requirements to become a substitute teacher and gain time management and presentation skills, discipline strategies and hands-on activities for the classroom.

Test Prep
Test-prep classes can be a game-changer for students aiming to excel on high-stakes exams. Classes provide structured learning environments tailored to specific tests, such as the SAT, TEAS or FAA107. Instructors, who are often experts in the subject matter, guide students through the content, strategies and question formats they will encounter. The classes also offer practice exams, which help students become familiar with the test's timing and pressure, ultimately boosting their confidence and performance on the big day. For many, test-prep classes transform anxiety and uncertainty into preparedness and poise.

Communication and Languages
Wake Tech provides non-degree communication and language instruction for all levels, from beginner to advanced. Classes help students build language skills for personal enrichment and enhanced employment opportunities.

Personal Enrichment
The college offers a range of courses designed to meet your personal goals. Examples include Art, Acting, Investment and Basic Computer Training.

Professional Development and Corporate Training
Wake Tech offers a variety of courses to meet the supervisory and managerial needs of business and industry. Courses help professionals increase proficiency and gain new skills to enhance competency and marketability. Individuals can select from many program areas and build the knowledge and skills to become effective members of their organizations. Professional Development courses are available in the following areas:

- Leadership, management and supervision

- Writing and communication
- Organizational improvement and analysis
- Professional certifications

Online Programs
Wake Tech has a reputation for quality and the strength of its faculty, but the college also partners with leading educational organizations to deliver instruction online in an asynchronous environment. By providing relevant courses and quality instruction in a platform to meet the needs of even more students, Wake Tech is here to help people succeed.

Notary Public Education
Become a notary public in North Carolina. Students discuss the legal, ethical and procedural requirements for notaries according to state laws. The Office of the Secretary of State of North Carolina trains, tests, qualifies and commissions notaries. Also, Workforce Development offers an Electronic Notary course that allows a notary to affix an electronic signature and notary seal that are legally binding. Participants learn the electronic requirements to perform notary duties legally and ethically.

Animal Science
Wake Tech offers an array of animal-focused courses designed to cater to both aspiring professionals and passionate animal enthusiasts. Dog Grooming classes provide hands-on training in various grooming techniques, ensuring pets leave looking their best. For those interested in wildlife care, Raptor Rehabilitation and Small Mammal Rehabilitation courses offer unique opportunities to learn how to nurse injured birds of prey and small mammals back to health.

Biotechnology Workforce Training

BioWork
Students who complete the 128-hour BioWork certificate course are equipped with entry-level skills required to become a process technician for a biotechnology, pharmaceutical or chemical manufacturing company. BioWork is intended for high school graduates, for those in manufacturing industries who have lost their jobs and for those interested in starting new careers.

Wake Tech and the Wake County Public School System partner to offer BioWork as an approved high-school Career & College Promise dual-enrollment program in local participating high schools.

BioNetwork Capstone Center
The center provides affordable, high-quality, hands-on training in biotechnology, biomanufacturing and biopharmaceutical/pharmaceutical operations in a simulated industrial (cGMP) environment. Located in the Golden LEAF Biomanufacturing Training and Education Center on North Carolina State University's Centennial Campus, the center provides a training environment that mirrors a biomanufacturing plant facility with state-of-the-art classrooms, industrial-grade equipment laboratories and a certified cleanroom suite.

The BioNetwork Capstone Center serves:

- Incumbent workers
- New hires
- Workers in job transition
- Community college and college students enrolled in the life sciences, especially in biotechnology-related degree and certificate programs.
- College/university and community college faculty

Four certificates are offered by the center. Courses can be taken individually and focus on critical skill sets in areas important to biomanufacturing: good manufacturing practices (GMP), aseptic manufacturing, operations in biotechnology processes, industrial microbiology, good laboratory practices (GLP), HPLC and validation.

- BioNetwork Capstone Certificate in Biomanufacturing
- BioNetwork Capstone Certificate in Analytical Lab Skills
- BioNetwork Capstone Certificate for Instrumentation/Calibration Technicians in Support of Biomanufacturing
- BioNetwork Capstone Certificate in Computer Validation

Occupational Services

Occupational Services provides quality, short-term, educational and vocational training programs that enhance, improve and meet the workforce development needs of the community while also fulfilling the needs of service industries.

Correction Education
Courses are delivered to individuals confined in Wake County facilities operated by the North Carolina Department of Public Safety and the Wake County Sheriff's Office. The mission is to provide educational and vocational opportunities for immured and justice-involved individuals residing in Wake County. Wake Tech is committed to providing academic, technical and workplace skills training for justice-involved individuals to enhance their ability to acquire and maintain jobs upon release and reduce recidivism.

Entrepreneurship & Small Business Center
The center provides free help to Wake County residents wanting to start and build businesses. The center provides small-business owners with the information they need, including free training and one-on-one confidential business counseling, seminars and workshops. Wake Tech also offers Launch programs, in-depth, 30-hour training for small-business owners. The Launch programs are community-based cohort programs that take a 10-week course approach to teaching small, underserved businesses in the community about the skills and mindset necessary to start, build and sustain a business. These programs exist in the municipalities of Wake County and are designed as partnerships with stakeholders from each town, with Wake Tech as the educational partner handling the instruction and curriculum.

Hospitality Training
Individuals are trained in food service, lodging, craft beer brewing and travel. The primary objectives are to provide hospitality industry employers with well-trained personnel and to help individuals develop skills that will qualify them for greater employment opportunities. Hospitality training is arranged and scheduled according to the needs of the industry. Training is delivered through a combination of theory and practical learning, as well as innovative educational platforms that include online, hybrid and traditional methods of learning. The training provides opportunities for students to interact with hospitality leaders and industry professionals.

Workforce Development Financial Resources & Student Support
The program is designed for non-degree students to earn industry-recognized credentials through an accelerated training schedule by providing support services, such as scholarship opportunities and referrals. The services develop students' academic and technical skills to make them more employable. Workforce Development staff also help students obtain the financial assistance needed to overcome challenges that get in the

way of completing a course, gaining a credential and moving into or returning to the workforce. Wake Tech offers an array of academic support for students, from campus libraries for research to free tutoring.

College & Career Readiness Programs

College & Career Readiness includes Adult Basic Education (ABE), Pathfinder Career Exploration for adults with intellectual disabilities, High School Equivalency Preparation (HSEP), Adult High School (AHS), High School Equivalency Preparation (HEP) and English as a Second Language (ESL) programs. These programs are offered throughout Wake County for the primary purposes of helping adults:

- Improve math, reading, writing and technology skills for the purposes of pursuing post-secondary education, employment or advancement in the workplace
- Earn a high school equivalency diploma
- Learn English as a second language
- Explore career options

Ability to Benefit Policy
All participants must demonstrate the ability to benefit from the program by successfully completing one of the following pre-tests approved by the U.S. Department of Education: TABE, CASAS or BEST. Students unable to complete the pre-test may be admitted to the program at a future date once they are able to complete the pre-test.

Once enrolled, educational progress in the College & Career Readiness program is expected and defined by the Workforce Innovation and Opportunity Act of 2014, which indicates students will demonstrate improvement in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition and other literacy skills. Improvements must be sufficient enough to move students to higher placement/educational functioning levels.

Students who do not demonstrate movement to higher placement levels on College & Career Readiness tests (TABE, CASAS or BEST) after one year from the date of enrollment may be dropped from the Wake Tech program and referred to other agencies. For students with a diagnosed intellectual disability, a level improvement must be demonstrated within two program years, or they may be dropped from the Wake Tech program and referred to other agencies.

The Ability to Benefit Policy does not apply to HEP.

Adult Basic Education

Adult Basic Education (ABE) is designed to assist individuals who want to improve their skills to enter or advance in the workplace and/or prepare for enrollment in one of the college's high school equivalency completion programs.

There are no fees or charges of any kind. All materials have been especially prepared for adults. Students enrolled in ABE classes are taught from the following content standards using contextualized teaching practices:

- Reading
- Writing
- Math
- Technology
- Career exploration

High School Equivalency Preparation (HSEP)

The High School Equivalency Preparation (HSEP) program offers instruction for adults who are preparing for high school equivalency exams and for transition into post-secondary education and employment. Instruction covers high school-level reading, writing, mathematics, science and social studies skills. Students may prepare for the exam at various locations throughout Wake County or by enrolling in Wake Tech's online HSEP programs. Tuition is free, and course materials are provided for students.

Those achieving a passing score on all sections of the HSEP exams receive a high school equivalency diploma from the North Carolina State Board of Community Colleges. The high school equivalency diploma is generally recognized for college admission and employment.

Adult High School Diploma

The Adult High School diploma is offered through a cooperative agreement between Wake Tech and the Wake County Board of Education, with Wake Tech serving as administering agency.

Adult High School provides academic courses in a lab setting or online. Students are placed in English, mathematics, social studies, science and elective courses based on their high school transcripts. Students are awarded an Adult High School diploma upon completion of required North Carolina high school courses.

The Adult High School diploma is offered at the Beltline Education Center. While enrolled in this program, students may be dually enrolled in select curriculum pathway courses as they work on their high school completion diploma.

English as a Second Language (ESL)

English as a Second Language (ESL) classes are designed for adult, non-native-English speakers. The ESL program focuses on developing college and career readiness skills, including technology, civics and workplace experiences through contextualized speaking, listening, reading and writing instruction.

ESL classes prepare students to live, work and continue their post-secondary education in the United States. Instructors assist students with workplace skills, cultural enrichment and professional and academic advancement. A variety of teacher-led, interactive online and seated class options are available, as well as Saturday, citizenship and integrated career classes.

High School Equivalency Program (HEP)

The High School Equivalency Program (HEP) is a five-year grant from the U.S. Department of Education's Office of Migrant Education to Wake Tech. The purpose of the HEP grant is to provide migratory and seasonal farm workers and their immediate families the instruction and support services necessary to earn a high school equivalency credential and, subsequently, gain upgraded employment, be placed in an institution of higher education or other post-secondary education/training or enter the military.

HEP operates in partnership with other community organizations throughout the state of North Carolina.

Pathfinder Career Exploration

The Pathfinder Career Exploration program is designed for adults with disabilities and those who struggle academically. Students should have a high level of independence and be focused on transitioning to the workplace. Wake Tech offers six Employability Skills-Focused Cohorts and two Career Pathways.

Call 919-334-1545 for more information.



Wake Technical Community College awards degrees, diplomas and certificates in dozens of fields. In the list below, the highest credential given in each area is listed first.

1. Click on the program name to go to a specific program's page on the site.
2. Programs may be offered during the day, evening, online or a combination. Students should refer to Self-Service for the availability of classes.

Accounting & Finance

Credential	Program ID	CIP Code
Accounting & Finance AAS	A25800	52.0301
Accounting Core Certificate	C25800A	52.0301
Accounting Diploma	D25800	52.0301
Accounting Software Applications Certificate	C25800D	52.0301
Advanced Accounting Core Certificate	C25800G	52.0301
Bookkeeping Certificate	C25800S	52.0301
Fraud Examination Certificate	C25800J	52.0301
Income Tax Preparer Certificate	C25800B	52.0301
Management Accountant Certificate	C25800M	52.0301
Payroll Accounting Certificate	C25800C	52.0301

Agricultural Systems Technology

Credential	Program ID	CIP Code
Agricultural Systems Technology AAS	A60410	01.0205
Agricultural Systems Technology Diploma	D60410	01.0205

Air Conditioning, Heating & Refrigeration Technology

Credential	Program ID	CIP Code
AHR Evening Certificate	C35100B	47.0201
Air Conditioning, Heating & Refrigeration Technology Diploma	D35100A	47.0201
Building Automation Certificate	C35100E	47.0201
Building Automation Technology AAS	A35100C	47.0201
Commercial A/C AAS	A35100B	47.0201
Commercial A/C Certificate	C35100G	47.0201
Commercial Refrigeration AAS	A35100A	47.0201
Commercial Refrigeration Certificate	C35100F	47.0201
Residential Advanced AHR Certificate	C35100H	47.0201

Architectural Technology

Credential	Program ID	CIP Code
Architectural Building Design Certificate	C40100L	15.0101
Architectural CAD Certificate	C40100A	15.0101
Architectural Construction Technology Certificate	C40100K	15.0101
Architectural Graphics Certificate	C40100J	15.0101
Architectural Graphics Diploma	D40100J	15.0101
Architectural Technology AAS	A40100	15.0101

Architectural Technology

Credential	Program ID	CIP Code
Building Information Modeling Certificate	C40100B	15.0101
Building Information Modeling Diploma	D40100B	15.0101

Associate in Arts

Credential	Program ID	CIP Code
Associate in Arts Degree	A10100	24.0101

Associate in Engineering

Credential	Program ID	CIP Code
Associate in Engineering Degree	A10500	14.0102

Associate in Fine Arts: Visual Arts

Credential	Program ID	CIP Code
Associate in Fine Arts Degree	A10600	24.0101

Associate in Science

Credential	Program ID	CIP Code
Associate in Science Degree	A10400	24.0101

Automotive Systems Technology

Credential	Program ID	CIP Code
Automotive Brakes and Suspension Certificate	C60160C	47.0604
Automotive Powertrains Certificate	C60160B	47.0604
Automotive Systems Technology AAS	A60160	47.0604
Introduction to Automotive Certificate	C60160D	47.0604

Automotive Systems Technology

Credential	Program ID	CIP Code
Introduction to Light-Duty Diesel Certificate	C60160A	47.0604

Baking & Pastry Arts

Credential	Program ID	CIP Code
Baking & Pastry Arts AAS	A55130	12.0501
Baking & Pastry Arts Diploma	D55130	12.0501
Baking Fundamentals Certificate	C55130F	12.0501
Bread Baker Certificate	C55130B	12.0501
Cake Decorating Certificate	C55130D	12.0501
Confectioner Certificate	C55130C	12.0501

Biotechnology

Credential	Program ID	CIP Code
Biotechnician Level I Certificate	C20100A	26.1201
Agricultural Biotechnology Certificate	C20100C	26.1201
BioAutomation Certificate	C20100P	26.1201
BioMaintenance Certificate	C20100N	26.1201
BioManufacturing Certificate	C20100M	26.1201
BioQuality Certificate	C20100Q	26.1201
Biotechnology AAS: Bioanalytical Lab Technology	A20100L	26.1201
Biotechnology AAS: Bioprocess Manufacturing Technology	A20100M	26.1201

Business Administration

Credential	Program ID	CIP Code
Advertising and Digital Media Certificate	C25120DM	52.0201
Business Core Certificate	C25120D	52.0201
Business Leadership Certificate	C25120F	52.0201
Career Success Certificate	C25120G	52.0201
Entrepreneurship Certificate	C25120C	52.0201
General Business Administration AAS	A25120A	52.0201
Human Resources Administration Certificate	C25120HA	52.0201
Human Resources Management AAS	A25120H	52.0201
Human Resources Management Certificate	C25120HB	52.0201
Marketing AAS	A25120M	52.0201
Marketing and Sales Certificate	C25120MM	52.0201
Project Management AAS	A25120PM	52.0201
Project Management Certificate	C25120PM	52.0201

Business Analytics

Credential	Program ID	CIP Code
Business Analyst Certificate	C25350B	52.1301
Business Analytics AAS	A25350	52.1301
Business Intelligence Certificate	C25350A	52.1301
Finance Analytics Certificate	C25350F	52.1301
Logistics Analytics Certificate	C25350E	52.1301
Marketing Analytics Certificate	C25350C	52.1301

Civil Engineering Technology

Credential	Program ID	CIP Code
Civil Design Elements I Certificate	C40140E	15.0201
Civil Design Elements II Certificate	C40140F	15.0201
Civil Engineering Technology AAS	A40140	15.0201
Civil Engineering Technology Certificate	C40140G	15.0201
Civil Tech I Certificate	C40140D	15.0201

Cloud Infrastructure

Credential	Program ID	CIP Code
Cloud Infrastructure AAS	A25590CI	11.0103

Collision Repair & Refinishing Technology

Credential	Program ID	CIP Code
Collision Repair & Refinishing Technology AAS	A60130	47.0603
Collision Repair & Refinishing Technology Diploma	D60130	47.0603
Collision Repair & Refinishing Technology Fundamentals I Certificate	C60130A	47.0603
Collision Repair & Refinishing Technology Fundamentals II Certificate	C60130B	47.0603

Computed Tomography

Credential	Program ID	CIP Code
Computed Tomography Certificate	C45200	51.0999

Computer Programming & Development

Credential	Program ID	CIP Code
C++ Programming Certificate	C25590CC	11.0103
Computer Programming & Development AAS	A25590CP	11.0103
Java Programming Certificate	C25590JV	11.0103
Programming Fundamentals Certificate	C25590PF	11.0103

Construction Equipment Systems Technology

Credential	Program ID	CIP Code
Construction Equipment Systems Technology AAS	A60450	47.0302
Construction Equipment Systems Technology Diploma	D60450	47.0302
Fuel Injection, Electrical and Electronics Certificate	C60450BC	47.0302
Hydraulics, Engines and Transmissions Certificate	C60450BB	47.0302

Construction Management Technology

Credential	Program ID	CIP Code
Basic Construction Estimating Certificate	C35190D	46.0401
Basic Construction Management Certificate	C35190C	46.0401
Construction Management Technology AAS	A35190	46.0401
Construction Safety Management Certificate	C35190E	46.0401

Cosmetology

Credential	Program ID	CIP Code
Cosmetology AAS	A55140	12.0401
Cosmetology Diploma	D55140A	12.0401

Criminal Justice Technology

Credential	Program ID	CIP Code
Crime Scene Technician Certificate	C5518C	43.0104
Criminal Justice Technology AAS	A55180	43.0104
Financial Crimes Specialist Certificate	C55180F	43.0104
Forensic Science AAS	A5518C	43.0406
Introduction to Criminal Justice Technology Certificate	C55180P	43.0104
Police Records Specialist Certificate	C55180R	43.0104
Security & Intelligence Analysis Certificate	C55180S	43.0104

Culinary Arts

Credential	Program ID	CIP Code
Culinary Arts AAS	A55150	12.0503
Culinary Arts Certificate	C55150A	12.0503
Culinary Arts Diploma	D55150	12.0503

Cybersecurity

Credential	Program ID	CIP Code
Cyber Operations and Digital Forensics Certificate	C25590CF	11.0103
Cybersecurity AAS	A25590CS	11.0103
Penetration Testing & Ethical Hacking Certificate	C25590PE	11.0103

Data Science & Programming Support Services

Credential	Program ID	CIP Code
Data Science & Programming Support Services AAS	A25590DS	11.0103

Dental Assisting

Credential	Program ID	CIP Code
Dental Assisting Diploma	D45240	51.0601

Dental Hygiene

Credential	Program ID	CIP Code
Dental Hygiene AAS	A45260	51.0602

Diesel & Heavy Equipment Technology

Credential	Program ID	CIP Code
Diesel & Heavy Equipment Technology AAS	A60460	47.0613
Diesel & Heavy Equipment Technology Diploma	D60460	47.0613

Education

Credential	Program ID	CIP Code
Early Childhood Education Career Track AAS	A55220C	13.1210
Associate in Arts in Teacher Preparation	A1010T	24.0101
Associate in Science in Teacher Preparation	A1040T	24.0101
Birth-Kindergarten Licensure Transfer AAS	A55220B	13.1210
Early Childhood Education Certificate	C55220D	13.1210
Early Childhood Education Diploma	D55220A	13.1210
Early Childhood Education Non-Licensure Track AAS	A55220E	13.1210
Elementary Education Residency Licensure Certificate	C55490	24.0101
Infant and Toddler Care Certificate	C55290	19.0706
Preschool Foundations Certificate	C55220G	13.1210

Education

Credential	Program ID	CIP Code
School Age Certificate	C55220E	13.1210

Electrical Systems Technology

Credential	Program ID	CIP Code
Commercial Wiring Certificate	C35130B	46.0302
Electrical Systems Technology AAS	A35130	46.0302
Electrical Systems Technology Diploma	D35130	46.0302
Industrial Wiring Certificate	C35130C	46.0302
Renewable Energy Certificate	C35130E	46.0302
Residential Wiring Certificate	C35130A	46.0302
Wiring Methods Certificate	C35130D	46.0302

Electronics Engineering Technology

Credential	Program ID	CIP Code
Advanced PLC Programming Certificate	C40200I	15.0303
Basic Electronics Certificate	C40200A	15.0303
Electronics Engineering Technology AAS	A40200	15.0303
Electronics Engineering Technology Diploma	D40200	15.0303
Embedded Systems Certificate	C40200G	15.0303
PLC Programming Certificate	C40200B	15.0303
SCADA Systems Certificate	C40200E	15.0303

Emergency Medical Science

Credential	Program ID	CIP Code
Emergency Medical Science AAS	A45340A	51.0904
Emergency Medical Science Bridge AAS	A45340B	51.0904

Esthetics Technology

Credential	Program ID	CIP Code
Esthetics Technology Certificate	C55230	12.0409

Facility Maintenance Technology

Credential	Program ID	CIP Code
Basic Facilities Technology I Certificate	C50190D	46.0401
Basic Facilities Technology II Certificate	C50190E	46.0401
Electrical Systems Certificate	C50190A	46.0401
Facility Maintenance Technology AAS	A50190	46.0401
Facility Maintenance Technology Diploma	D50190	46.0401
HVACR Certificate	C50190B	46.0401

Geomatics Technology (Surveying)

Credential	Program ID	CIP Code
Geomatics Field Technician Certificate	C40420E	15.1102
Geomatics Tech I Certificate	C40420D	15.1102
Geomatics Technology AAS	A40420	15.1102
Geomatics Technology Diploma	D40420	15.1102
UAS Drone Tech Certificate	C40420H	15.1102

Graphic Design

Credential	Program ID	CIP Code
Graphic Design AAS	A30100	50.0402
Graphic Design Foundations Certificate	C30100G	50.0402
Web & Graphic Design Certificate	C30100B	50.0402

Health & Fitness Science

Credential	Program ID	CIP Code
Health & Fitness Science AAS	A45630	31.0599
Health & Fitness Science Certificate	C45630	31.0599

Hospitality Management

Credential	Program ID	CIP Code
Hospitality Event Coordinator Certificate	C25110G	52.0909
Hospitality Hotel Operations Certificate	C25110H	52.0909
Hospitality Management AAS	A25110	52.0909
Hospitality Management Diploma	D25110	52.0909
Hospitality Restaurant Management Certificate	C25110D	52.0909

Interior Design

Credential	Program ID	CIP Code
Commercial Interior Design Certificate	C30220C	50.0408
Décor Focus Interior Design Certificate	C30220B	50.0408
Interior Design AAS	A30220	50.0408
Interior Design Foundations Certificate	C30220F	50.0408

Interior Design

Credential	Program ID	CIP Code
Kitchen and Bath Interior Design Certificate	C30220D	50.0408
Residential Interior Design Certificate	C30220A	50.0408

IT Service & Support

Credential	Program ID	CIP Code
Hardware Support and Repair Certificate	C25590HW	11.0103
IT Foundations Certificate	C25590FA	11.0103
IT Project Management Certificate	C25590PM	11.0103
IT Service & Support AAS	A25590IS	11.0103
IT Service Technician Certificate	C25590IS	11.0103

Magnetic Resonance Imaging

Credential	Program ID	CIP Code
Magnetic Resonance Imaging Diploma	D45800	51.0920

Mammography

Credential	Program ID	CIP Code
Mammography Certificate	C45830	51.0919

Mechanical Engineering Technology

Credential	Program ID	CIP Code
Electromechanical Analysis Certificate	C40320J	15.0805
Mechanical Analysis and Design Certificate	C40320K	15.0805
Mechanical Analysis and Design II Certificate	C40320L	15.0805

Mechanical Engineering Technology

Credential	Program ID	CIP Code
Mechanical Design Certificate	C40320B	15.0805
Mechanical Engineering Technology AAS	A40320A	15.0805
Mechanical Engineering Technology Diploma	D40320A	15.0805
Mechanical Technologies Certificate	C40320M	15.0805
Mechatronics AAS	A40320B	15.0805
Mechatronics Certificate	C40320S	15.0805

Medical Assisting

Credential	Program ID	CIP Code
Medical Assisting AAS	A45400	51.0801
Medical Assisting Diploma	D45400	51.0801

Medical Laboratory Technology

Credential	Program ID	CIP Code
Medical Laboratory Technology AAS	A45420	51.1004

Medical Office Administration

Credential	Program ID	CIP Code
Healthcare Administration AAS	A25310H	51.0705
Medical Billing and Coding AAS	A25310B	51.0705
Medical Office Professional AAS	A25310P	51.0705
Medical Office Professional Certificate	C25310P	51.0705
Medical Office Professional Diploma	D25310P	51.0705

Network Management

Credential	Program ID	CIP Code
Cisco Network Associate Certificate	C25590CA	11.0103
Cisco Network Professional Certificate	C25590CP	11.0103
Network Management AAS	A25590NM	11.0103
Wireless Network Certificate	C25590WN	11.0103

Neurodiagnostic Technology

Credential	Program ID	CIP Code
Neurodiagnostic Technology AAS	A45320	51.0919

Nursing

Credential	Program ID	CIP Code
Associate Degree Nursing	A45110A	51.3801
Associate Degree Nursing Advanced Placement	A45110B	51.3801

Office Administration

Credential	Program ID	CIP Code
Office Administration Professional AAS	A25370P	52.0204
Office Professional Certificate	C25370P	52.0204
Office Professional Diploma	D25370P	52.0204
Office Software Certificate	C25370S	52.0204

Paralegal Technology

Credential	Program ID	CIP Code
Paralegal Technology AAS	A25380	22.0302

Paralegal Technology

Credential	Program ID	CIP Code
Paralegal Technology Post-Baccalaureate Diploma	D25380	22.0302

Pharmacy Technology

Credential	Program ID	CIP Code
Pharmacy Technology AAS	A45580A	51.0805
Pharmacy Technology Bridge AAS	A45580B	51.0805
Pharmacy Technology Diploma	D45580A	51.0805

Plumbing

Credential	Program ID	CIP Code
Plumbing AHR Certificate	C35300G	46.0503
Plumbing Applications Certificate	C35300F	46.0503
Plumbing Concepts Certificate	C35300D	46.0503
Plumbing Diploma	D35300	46.0503

Practical Nursing

Credential	Program ID	CIP Code
Practical Nursing Diploma	D45660	51.3901

Public Safety Administration

Credential	Program ID	CIP Code
911 Telecommunicator Services AAS	A55480D	43.9999
Correction/Detention Services AAS	A55480E	43.9999
Emergency/Fire Management Services AAS	A55480B	43.9999

Public Safety Administration

Credential	Program ID	CIP Code
Law Enforcement Services AAS	A55480C	43.9999
Public Safety Administration AAS	A55480A	43.999
Public Safety Leadership Certificate	C55480L	43.999

Radiography

Credential	Program ID	CIP Code
Radiography AAS	A45700	51.0911

Respiratory Therapy

Credential	Program ID	CIP Code
Respiratory Therapy AAS	A45720	51.0908

Simulation & Game Development

Credential	Program ID	CIP Code
Business for Simulation & Game Development Certificate	C25450G	50.0411
Level Design Certificate	C25450I	50.0411
Mobile Game Development Certificate	C25450C	50.0411
Modeling and Animation Certificate	C25450A	50.0411
Simulation & Game Development Art & Modeling AAS	A25450A	50.0411
Simulation & Game Development Fundamentals I Certificate	C25450D	50.0411
Simulation & Game Development Fundamentals II Certificate	C25450E	50.0411
Simulation & Game Development Production Certificate	C25450B	50.0411
Simulation & Game Development Programming AAS	A25450P	50.0411

Simulation & Game Development

Credential	Program ID	CIP Code
Simulation & Game Development Programming Certificate	C25450H	50.0411
Simulation & Game Development Quality Assurance Certificate	C25450F	50.0411
Tech Art Certificate	C25450J	50.0411
Technical Animation Certificate	C25450K	50.0411

Social & Human Services

Credential	Program ID	CIP Code
Addiction and Recovery Studies Counseling Certificate	C45380C	51.1501
Addiction and Recovery Studies Intervention Certificate	C45380I	51.1501
Gerontology Certificate	C45380G	19.0702
Human Services Generalist Certificate	C45380A	51.1599
Mental Health Intervention Certificate	C45380M	51.1599
Social & Human Services AAS	A45380	51.1599
Social Services Certificate	C45380S	51.1599

Sonography

Credential	Program ID	CIP Code
Medical Sonography AAS	A45440	51.0910

Supply Chain Management

Credential	Program ID	CIP Code
Distribution Management AAS	A25620D	52.0203
Distribution Management Core Certificate	C25620DA	52.0203

Supply Chain Management

Credential	Program ID	CIP Code
Distribution Management Diploma	D25620D	52.0203
Global Logistics Technology AAS	A25620G	52.0203
Global Logistics Technology Core Certificate	C25620GL	52.0203
Global Logistics Technology Diploma	D25620G	52.0203
International Logistics Certificate	C25620GB	52.0203
Logistics Core Certificate	C25620GA	52.0203
Supply Chain Certificate	C25620GC	52.0203
Transportation Management Certificate	C25620DB	52.0203

Web & UX Design

Credential	Program ID	CIP Code
Front-End Developer Certificate	C25590DV	11.0103
UX Design Certificate	C25590UX	11.0103
Web & UX Design AAS	A25590UX	11.0103
Web Designer Certificate	C25590DM	11.0103
Web Development Basics Certificate	C25590WB	11.0103

Web Developer

Credential	Program ID	CIP Code
Web Developer AAS	A25590WD	11.0103
Web Developer Certificate	C25590WD	11.0103

Welding Technology

Credential	Program ID	CIP Code
Advanced Welding Certificate	C50420F	48.0508
Pipe and Plate Certificate	C50420E	48.0508
Welding Technology AAS	A50420	48.0508
Welding Technology Certificate	C50420B	48.0508
Welding Technology Diploma	D50420	48.0508

Online, Hybrid and Blended Courses

Definitions

Traditional instruction – College curriculum or continuing education course in which 100% of the instruction is delivered face to face with the instructor in the physical presence of students.

Online instruction – College curriculum or continuing education course in which 100% of the instruction is delivered online.

Hybrid instruction – College curriculum or continuing education course in which greater than 50%, but less than 100%, of the instruction is delivered online.

Blended instruction – College curriculum or continuing education course in which 50% or less of the instruction is delivered online.

Hybrid Flexible (HyFlex) – A multi-modal instructional delivery method where the college has the option to deliver the online portion of a curriculum course synchronously, asynchronously or both as long as 100% of the instruction is offered face to face with the instructor in a physical classroom. Students may choose to attend the regularly scheduled in-person session or the online option on a session-by-session basis.

Students in degree programs taking online courses may be invited to an orientation session or other meetings on campus and may be required to take proctored exams, but all coursework is completed online through Wake Tech's Learning Management System, Blackboard. Students must have access to a personal computer with internet connection

and browser software and must know how to navigate the internet and perform basic computer functions, including the use of word processing software, if applicable for their course. Before enrolling in an online course for the first time, students must:

Review the information on the Online Learning webpage

Complete the online eLearning Intro, which includes modules designed to prepare students for the online learning environment

Students must complete the Course Entry Quiz during the first 10% of the course. The quiz is available on the first day of class on the course website in Blackboard. Students who fail to complete the Course Entry Quiz, and who are marked as "never attended" by the instructors, will be de-registered from the class rosters.

Hybrid/blended courses combine regular classroom meetings with internet instruction, reducing the number of hours a class meets on campus during the semester. The instructor determines the class schedule, which is published online. Students must have access to a personal computer with internet connection and browser software and must know how to navigate the internet and perform basic computer functions, including the use of word processing software, if applicable, for their course.

Before enrolling in a hybrid/blended course, students must review the information on the Online Learning webpage.

Students must complete the Course Entry Quiz or physically attend a seated class during the first 10% of the course. Students who fail to attend classes, and who are marked as "never attended" by the instructors, will be de-registered from the class rosters.

Special Notes About Degree Programs

Criminal background checks

Students should contact their advisors for updates to program offerings. Students admitted to programs that require a clinical or co-op component may be required to provide the college with an official criminal background check in order to meet the requirements of the clinical or co-op site. Convictions for certain crimes and/or evidence of drug use may disqualify students for participating in clinical or co-op experiences, which would limit their progress toward graduation.

Length of programs

The length of Wake Tech programs is set by the North Carolina Community College System and published in the NCCCS Curriculum Procedures Reference Manual. All Wake Tech degree, diploma and certificate programs are of the same quality and rigor and meet the same standards for student achievement, regardless of the mode of instruction or location (traditional seated, online or hybrid).

Professional licensure and certifications

Wake Technical Community College does not offer online academic programs (credit and non-credit) that lead to professional licensure. The college's licensure and certification programs are either tied to the State of North Carolina or are national certifications.

If you intend to pursue professional licenses outside the State of North Carolina once you have completed your academic program at Wake Technical Community College, please refer to the Professional Licensure section on the college's Distance Education Authorization web page for additional information.



ACA-090: Student Success Strategies

This course is intended to provide students with skills and strategies to promote success in college, career, and life. Topics include the College's physical, academic, and social environment, promotes personal development, and cultivates learning strategies essential for student success. Upon completion, students should be able to manage their learning experiences to meet educational and life goals.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ACA-115: Success & Study Skills

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.

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

ACA-122: College Transfer Success

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.

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

ACC-120: Principles of Financial Accounting

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.

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

ACC-121: Principles of Managerial Accounting

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.

Course Prerequisites: Take ACC-120

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

ACC-122: Principles of Financial Accounting II

This course provides additional instruction in the financial accounting concepts and procedures introduced in ACC 120. Emphasis is placed on the analysis of specific balance sheet accounts, with in-depth instruction of the accounting principles applied to these accounts. Upon completion, students should be able to analyze data, prepare journal entries, and prepare reports in compliance with generally accepted accounting principles.

Course Prerequisites: Take ACC-120

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ACC-129: Individual Income Taxes

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.

Course Prerequisites: Take ACC-120

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

ACC-130: Business Income Taxes

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.

Course Prerequisites: Take ACC-129

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

ACC-132: NC Business Taxes

This course introduces the relevant laws governing North Carolina taxes as they apply to business. Topics include sales taxes, income taxes for business entities, payroll taxes, unemployment taxes, and other taxes pertaining to the State of North Carolina. Upon completion, students should be able to maintain a company's records to comply with the laws governing North Carolina business taxes.

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

ACC-140: Payroll Accounting

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.

Course Prerequisites: Take One: ACC-115 or ACC-120

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

ACC-149: Introduction to Accounting Spreadsheets

This course provides a working knowledge of computer spreadsheets and their use in accounting. Topics include pre-programmed problems, model-building problems, beginning-level macros, graphics, and what-if analysis enhancements of template problems. Upon completion, students should be able to use a computer spreadsheet to complete many of the tasks required in accounting.

Course Prerequisites: Take One: ACC-115 or ACC-120

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

ACC-150: Accounting Software Applications

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.

Course Prerequisites: Take One: ACC-115 or ACC-120

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

ACC-151: Accounting Spreadsheet Applications

This course is designed to facilitate the use of spreadsheet technology as applied to accounting principles. Emphasis is placed on using spreadsheet software as a problem-solving and decision-making tool. 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.

Course Prerequisites: Take ACC-149

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

ACC-152: Advanced Software Applications

This course provides continued exposure to commercial accounting software and the opportunity to refine accounting software skills. Emphasis is placed on advanced applications of software packages. Upon completion, students should be able to use commercial software to complete complex accounting tasks.

Course Prerequisites: Take ACC-150

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

ACC-175: Hotel and Restaurant Accounting

This course covers generally accepted accounting principles and the uniform system of accounts for small hotels and motels of the American Hotel and Motel Association. Emphasis is placed on the accounting cycle, analysis of financial statements, and payroll procedures including treatment of tips. Upon completion, students should be able to demonstrate competence in the accounting principles and procedures used in hotels and restaurants.

Course Prerequisites: Take MAT-110

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

ACC-180: Practices in Bookkeeping

This course provides advanced instruction in bookkeeping and record-keeping functions. Emphasis is placed on mastering adjusting entries, correction of errors, depreciation, payroll, and inventory. Upon completion, students should be able to conduct all key bookkeeping functions for small businesses.

Course Prerequisites: Take ACC-120

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ACC-210: Enterprise Risk Management

This course introduces enterprise risk management as it applies to accounting and finance. Topics include risk recognition, assessment, risk analysis, internal controls, and risk management plans. Upon completion, students should be able to demonstrate the daily managerial and organizational requirements of enterprise risk management in written and oral format.

Course Prerequisites: Take ACC-120

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ACC-215: Ethics in Accounting

This course introduces students to professional codes of conduct and ethics adopted by professional associations and state licensing boards for accountants, auditors, and fraud examiners. Topics include research and discussion of selected historical and contemporary ethical cases and issues as they relate to accounting and business. Upon completion, students should be able to apply codes, interpret facts and circumstances, as they relate to accounting firms and business activities.

Course Prerequisites: Take ACC-121

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ACC-220: Intermediate Accounting I

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.

Course Prerequisites: Take ACC-120

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

ACC-221: Intermediate Accounting II

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.

Course Prerequisites: Take ACC-220

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

ACC-225: Cost Accounting

This course introduces the nature and purposes of cost accounting as an information system for planning and control. Topics include direct materials, direct labor, factory overhead, process, job order, and standard cost systems. 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.

Course Prerequisites: Take ACC-121

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ACC-226: Advanced Managerial Accounting

This course is designed to develop an appreciation for the uses of cost information in the administration and control of business organizations. Emphasis is placed on how accounting data can be interpreted and used by management in planning and controlling business activities. Upon completion, students should be able to analyze and interpret cost information and present this information in a form that is usable by management.

Course Prerequisites: Take ACC-121

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ACC-227: Practices in Accounting

This course provides an advanced in-depth study of selected topics in accounting using case studies and individual and group problem solving. Topics include cash flow, financial

statement analysis, individual and group problem solving, practical approaches to dealing with clients, ethics, and critical thinking. Upon completion, students should be able to demonstrate competent analytical skills and effective communication of their analysis in written and/or oral presentations.

Course Prerequisites: Take ACC-220

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ACC-240: Governmental and Not-For-Profit Accounting

This course introduces principles and procedures applicable to governmental and not-for-profit organizations. Emphasis is placed on various budgetary accounting procedures and fund accounting. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

Course Prerequisites: Take ACC-121

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ACC-249: Forensic Accounting & Cybersecurity

This course introduces students to theoretical and practical applications of investigative and analytical skills for the purpose of resolving cybersecurity and financial crimes in a manner that meets standards required by a court of law. Emphasis is placed on investigative procedures used to detect, prevent and control fraud, defalcation and

misrepresentation. Upon completion, students should be able to execute cybersecurity investigative procedures to assist businesses in detecting, investigating, documenting, and preventing fraud including the collection of evidence and preparation of documents for court proceedings.

Course Prerequisites: Take ACC-120

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ACC-267: Fraud Examination

This course is an introduction to the investigation techniques used to discover fraudulent activities. Emphasis is placed on the techniques for the detection, deterrence and prevention of the major types of occupational and management frauds. Upon completion, students should be able to examine relevant fraud cases and apply critical thinking and technology skills used in fraud examination.

Course Prerequisites: Take ACC-120

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ACC-268: Information Systems & Internal Controls

This course covers the design and operation of accounting information systems, with emphasis placed upon transaction cycles and the necessary controls for reliable data. Topics include accounting procedures; authorizing, documentation, and monitoring; flowcharting, data flow diagrams, and scheduling; and some auditing concepts. Upon

completion, students should be able to demonstrate an analytical problem-solving ability to communicate effectively their analysis in written and oral presentations.

Course Prerequisites: Take ACC-121

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ACC-269: Auditing & Assurance Services

This course introduces selected topics pertaining to the objectives, theory and practices in engagements providing auditing and other assurance services. Topics include planning, conducting and reporting, with emphasis on the related professional ethics and standards. Upon completion, students should be able to demonstrate an understanding of the types of professional services, the related professional standards, and engagement methodology.

Course Prerequisites: Take ACC-220

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ACC-270: International Accounting

This course includes identifying, recording, and interpreting financial information for accounting systems used in different countries. Topics include currency exchange rates, methods of setting and selecting transfer prices, practices used to account for rates of inflation, and major types of taxes. Upon completion, students should be able to describe

accounting systems and their impacts on different currencies and demonstrate a basic knowledge of international accounting.

Course Prerequisites: Take ACC-120

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

AGR-160: Plant Science

This course introduces the basic principles of botany that pertain to agricultural production. Emphasis is placed on the anatomy and physiology of flowering plants. Upon completion, students should be able to identify and explain plant systems.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

AHR-110: Introduction to Refrigeration

This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.

Total Credits:5

Class Credits:2

Lab Credits:6

Clinic Credits:0

AHR-111: HVACR Electricity

This course introduces electricity as it applies to HVACR equipment. Emphasis is placed on power sources, interaction of electrical components, wiring of simple circuits, and the use of electrical test equipment. Upon completion, students should be able to demonstrate good wiring practices and the ability to read simple wiring diagrams.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

AHR-112: Heating Technology

This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems and describe the major components of a heating system.

Total Credits:4

Class Credits:2

Lab Credits:4

Clinic Credits:0

AHR-113: Comfort Cooling

This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to control and produce assured comfort levels. Upon completion, students should be able to use psychrometrics, manufacturer specifications, and test instruments to determine proper system operation.

Total Credits:4

Class Credits:2

Lab Credits:4

Clinic Credits:0

AHR-114: Heat Pump Technology

This course covers the principles of air source and water source heat pumps. Emphasis is placed on safety, modes of operation, defrost systems, refrigerant charging, and system performance. Upon completion, students should be able to understand and analyze system performance and perform routine service procedures.

Course Prerequisites: Take One: AHR-110 or AHR-113

Total Credits:4

Class Credits:2

Lab Credits:4

Clinic Credits:0

AHR-115: Refrigeration Systems

This course introduces refrigeration systems and applications. Topics include defrost methods, safety and operational control, refrigerant piping, refrigerant recovery and charging, and leak testing. Upon completion, students should be able to assist in installing and testing refrigeration systems and perform simple repairs.

Course Prerequisites: Take AHR-110

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

AHR-120: HVACR Maintenance

This course introduces the basic principles of industrial air conditioning and heating systems. Emphasis is placed on preventive maintenance procedures for heating and cooling equipment and related components. Upon completion, students should be able to perform routine preventive maintenance tasks, maintain records, and assist in routine equipment repairs.

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

AHR-125: HVACR Electronics

This course introduces the common electronic control components in HVACR systems. Emphasis is placed on identifying electronic components and their functions in HVACR systems and motor-driven control circuits. Upon completion, students should be able to identify components, describe control circuitry and functions, and use test instruments to measure electronic circuit values and identify malfunctions.

Course Prerequisites: Take One: AHR-111, ELC-111, or ELC-112

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

AHR-133: HVAC Servicing

The course covers the maintenance and servicing of HVAC equipment. Topics include testing, adjusting, maintaining, and troubleshooting HVAC equipment and record keeping.

Upon completion, students should be able to adjust, maintain, and service HVAC equipment.

Course Prerequisites: Take One: AHR-112 OR AHR-113

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

AHR-140: All-Weather Systems

This course covers the principles of combination heating and cooling systems including gas-electric, all-electric, and oil-electric systems. Topics include PTAC's and package and split-system units. Upon completion, students should be able to understand systems performance and perform routine maintenance procedures.

Course Prerequisites: Take One: AHR-112 or AHR-113

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

AHR-160: Refrigerant Certification

This course covers the requirements for the EPA certification examinations. Topics include small appliances, high pressure systems, and low pressure systems. Upon completion, students should be able to demonstrate knowledge of refrigerants and be prepared for the EPA certification examinations.

Total Credits:1

Class Credits:1

Lab Credits:0

Clinic Credits:0

AHR-180: HVACR Customer Relations

This course introduces common business and customer relation practices that may be encountered in HVACR. Topics include business practices, appearance of self and vehicle, ways of handling customer complaints, invoices, telephone communications, and warranties. Upon completion, students should be able to present themselves to customers in a professional manner, understand how the business operates, complete invoices, and handle complaints.

Total Credits:1

Class Credits:1

Lab Credits:0

Clinic Credits:0

AHR-211: Residential System Design

This course introduces the principles and concepts of conventional residential heating and cooling system design. Topics include heating and cooling load estimating, basic psychrometrics, equipment selection, duct system selection, and system design. Upon completion, students should be able to design a basic residential heating and cooling system.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

AHR-212: Advanced Comfort Systems

This course covers water-cooled comfort systems, water-source/geothermal heat pumps, and high efficiency heat pump systems including variable speed drives and controls.

Emphasis is placed on the application, installation, and servicing of water-source systems and the mechanical and electronic control components of advanced comfort systems. Upon completion, students should be able to test, analyze, and troubleshoot water-cooled comfort systems, water-source/geothermal heat pumps, and high efficiency heat pumps.

Course Prerequisites: Take AHR-114

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

AHR-213: HVACR Building Code

This course covers the North Carolina codes that are applicable to the design and installation of HVACR systems. Topics include current North Carolina codes as applied to HVACR design, service, and installation. Upon completion, students should be able to demonstrate the correct usage of North Carolina codes that apply to specific areas of the HVACR trade.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

AHR-215: Commercial HVAC Controls

This course introduces HVAC control systems used in commercial applications. Topics include electric/electronic control systems, pneumatic control systems, DDC temperature sensors, humidity sensors, pressure sensors, wiring, controllers, actuators, and controlled devices. Upon completion, students should be able to verify or correct the performance of common control systems with regard to sequence of operation and safety.

Course Prerequisites: Take One: AHR-111, ELC-111, or ELC 112

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

AHR-235: Refrigeration Design

This course covers the principles of commercial refrigeration system operation and design. Topics include walk-in coolers, walk-in freezers, system components, load calculations, equipment selection, defrost systems, refrigerant line sizing, and electric controls. Upon completion, students should be able to design, adjust, and perform routine service procedures on a commercial refrigeration system.

Course Prerequisites: Take AHR-110

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

AHR-240: Hydronic Heating

This course covers the accepted procedures for proper design, installation, and balance of hydronic heating systems for residential or commercial buildings. Topics include heating equipment; pump, terminal unit, and accessory selection; piping system selection and design; and pipe sizing and troubleshooting. Upon completion, students should be able to assist with the proper design, installation, and balance of typical hydronic systems.

Course Prerequisites: Take AHR-112

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

AHR-245: Chiller Systems

This course introduces the fundamentals of liquid chilling equipment. Topics include characteristics of water, principles of water chilling, the chiller, the refrigerant, water and piping circuits, freeze prevention, purging, and equipment flexibility. Upon completion, students should be able to describe the components, controls, and overall operation of liquid chilling equipment and perform basic maintenance tasks.

Course Prerequisites: Take AHR-110

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

AHR-250: Heating, Ventilating, and Air Conditioning Diagnostics

This course is a comprehensive study of air conditioning, heating, and refrigeration system diagnostics and corrective measures. Topics include advanced system analysis, measurement of operating efficiency, and inspection and correction of all major system components. Upon completion, students should be able to restore a residential or commercial AHR system so that it operates at or near manufacturers' specifications. This course also includes variable air volume box set-up, test and balance air and water systems.

Course Prerequisites: Take AHR-133

Total Credits:2

Class Credits:0

Lab Credits:4

Clinic Credits:0

AHR-263: Energy Management

This course covers building automation computer programming as currently used in energy management. Topics include night setback, duty cycling, synchronization, schedule optimization, and anticipatory temperature control. Upon completion, students should be able to write programs utilizing the above topics and connect computer systems to HVAC systems.

Course Prerequisites: Take One: AHR-125 or AHR-215

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

ALT-120: Renewable Energy Technologies

This course provides an introduction to multiple technologies that allow for the production and conservation of energy from renewable sources. Topics include hydroelectric, wind power, passive and active solar energy, tidal energy, appropriate building techniques, and energy conservation methods. Upon completion, students should be able to demonstrate an understanding of renewable energy production and its impact on humans and their environment.

Course Prerequisites: Take ELC-112

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

ANT-210: General Anthropology

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher or place out of ENG-002; Complete ENG-025 or place out of ENG-025.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ANT-220: Cultural Anthropology

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.

Course Prerequisites: Complete one: ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ANT-230: Physical Anthropology

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ANT-240: Archaeology

This course introduces the scientific study of the unwritten record of the human past. Emphasis is placed on the process of human cultural evolution as revealed through archaeological methods of excavation and interpretation. Upon completion, students should be able to demonstrate an understanding of how archaeologists reconstruct the past and describe the variety of past human cultures.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ANT-245: World Prehistory

This course provides an introduction to the prehistory of the Old and New world. Emphasis is placed on archaeological evidence from origins of human culture to the beginning of recorded history. Upon completion, students should be able to demonstrate knowledge of the variability of ancient human societies and the development of agriculture and urbanism.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ARC-111: Introduction to Architectural Technology

This course introduces basic architectural drafting techniques, lettering, use of architectural and engineer scales, and sketching. Topics include orthographic, axonometric, and oblique drawing techniques using architectural plans, elevations, sections, and details; reprographic techniques; and other related topics. Upon completion, students should be able to prepare and print scaled drawings within minimum architectural standards.

Total Credits:3

Class Credits:1

Lab Credits:6

Clinic Credits:0

ARC-112: Construction Materials & Methods

This course introduces construction materials and methodologies. Topics include construction terminology, traditional and alternative materials and their properties, manufacturing processes, construction techniques, and other related topics. Upon

completion, students should be able to detail construction assemblies and identify construction materials and properties.

Course Prerequisites: Take ARC-111

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

ARC-113: Residential Architectural Technology

This course covers intermediate residential working drawings. Topics include residential plans, elevations, sections, details, schedules, and other related topics. Upon completion, students should be able to prepare a set of residential working drawings that are within accepted architectural standards.

Course Prerequisites: Take ARC-114 Take ARC-111 Take ARC-112

Total Credits:3

Class Credits:1

Lab Credits:6

Clinic Credits:0

ARC-114: Architectural CAD

This course introduces basic architectural CAD techniques. Topics include basic commands and system hardware and software. Upon completion, students should be able to prepare and plot architectural drawings to scale within accepted architectural standards. This course is introduction to CAD using AutoCAD software. Course has a required co-requisite for ARC-111 or LAR-111.

Course Prerequisites: Take ARC-114A

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

ARC-114A: Architectural CAD Lab

This course provides a laboratory setting to enhance architectural CAD skills. Emphasis is placed on further development of commands and system operation. Upon completion, students should be able to prepare and plot scaled architectural drawings.

Course Prerequisites: Take ARC-114

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

ARC-131: Building Codes

This course covers the methods of researching building codes for specific projects. Topics include residential and commercial building codes. Upon completion, students should be able to determine the code constraints governing construction projects.

Course Prerequisites: Take One: ARC-112 or CAR-111

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

ARC-132: Specifications & Contracts

This course covers the development of written specifications and the implications of different contractual arrangements. Topics include specification development, contracts, bidding material research, and agency responsibilities. Upon completion, students should be able to write a specification section and demonstrate the ability to interpret contractual responsibilities.

Course Prerequisites: Take ARC-112 Take ARC-113

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

ARC-141: Elementary Structures for Architecture

This course covers concepts of elementary structures in architecture. Topics include structural form, statics, strength of materials, structural behavior, and the relationship between structures and architectural form. Upon completion, students should be able to size simple structural elements.

Course Prerequisites: Take One Set: Set 1: ARC-111 and MAT-121 Set 2: ARC-111 and MAT-171

Total Credits:4

Class Credits:4

Lab Credits:0

Clinic Credits:0

ARC-211: Light Construction Technology

This course covers working drawings for light construction. Topics include plans, elevations, sections, and details; schedules; and other related topics. Upon completion, students should be able to prepare a set of working drawings which are within accepted architectural standards.

Course Prerequisites: Take ARC-113, ARC-114 and ARC-212 Take ARC-225 Take ARC-111 Take ARC-112

Total Credits:3

Class Credits:1

Lab Credits:6

Clinic Credits:0

ARC-212: Commercial Construction Techniques

This course introduces regional construction techniques for commercial plans, elevations, sections, and details. Topics include production of a set of commercial contract documents and other related topics. Upon completion, students should be able to prepare a set of working drawings in accordance with building codes.

Course Prerequisites: Take ARC-111 Take ARC-112

Total Credits:3

Class Credits:1

Lab Credits:6

Clinic Credits:0

ARC-213: Design Project

This course provides the opportunity to design and prepare a set of contract documents within an architectural setting. Topics include schematic design, design development, construction documents, and other related topics. Upon completion, students should be able to prepare a set of commercial contract documents.

Course Prerequisites: Take ARC-111, ARC-112, ARC-113, ARC-114 and ARC-211 Take ARC-264 Take All: ARC-111, ARC-112, and ARC-114

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

ARC-220: Advanced Architectural CAD

This course provides file management, productivity, and CAD customization skills. Emphasis is placed on developing advanced proficiency techniques. Upon completion, students should be able to create prototype drawings and symbol libraries, compose sheets with multiple details, and use advanced drawing and editing commands. This course is advanced CAD using AutoCAD software.

Course Prerequisites: Take ARC-114

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

ARC-225: Architectural Building Information Modeling I

This course is an introduction to the fundamentals of Building Information Modeling (BIM) as a construction documentation system. Topics include basic parametric modeling, creating new types and families of components, and using 3D models to create design drawings. Upon competition, students should be able to use BIM software to create, edit, and print rudimentary architectural 3D computer models.

Course Prerequisites: Take ARC-114 and ARC-114A or DFT-151 Take ARC-225A

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

ARC-225A: Architectural Building Information Modeling I Lab

This course provides a laboratory setting to enhance architectural BIM skills. Emphasis is placed on further development of basic parametric modeling, creating new types and families of components. Upon competition, students should be able to use BIM software to create, edit, and print rudimentary architectural 3D computer models.

Course Prerequisites: Take ARC-225 Take ARC-114 and ARC-114A or DFT-151

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

ARC-226: Architectural Building Information Modeling II

This course covers advanced concepts of Building Information Modeling (BIM) including complex drawing generation and inter-disciplinary collaboration. Topics include advanced parametric modeling and model analysis, inter-disciplinary coordination, design web format models, material take-off, schedules, and rendering. Upon completion, students should be able to apply BIM software to create full 3D project models and convert them to scaled working or presentation drawings.

Course Prerequisites: Take ARC-225 Take ARC-212 and ARC-225

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

ARC-226A: Architectural Building Information Modeling II Lab

This course provides a laboratory setting to enhance advanced architectural BIM skills. Emphasis is placed on further development of advanced parametric modeling and model analysis, inter-disciplinary coordination, design web format models, material take-off, schedules, and rendering. Upon completion, students should be able to apply BIM software to create full 3D project models and convert them to scaled working or presentation drawings.

Course Prerequisites: Take ARC-225 Take ARC-226 Take ARC-212 and ARC-225 Take ARC-226

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

ARC-230: Environmental Systems

This course introduces plumbing, mechanical (HVAC), and electrical systems for the architectural environment. Topics include basic plumbing, mechanical, and electrical systems for residential and/or commercial buildings with an introduction to selected code requirements. Upon completion, students should be able to develop schematic drawings for plumbing, mechanical, and electrical systems and perform related calculations.

Course Prerequisites: Take 1 group Take ARC-111 and MAT-121 Take ARC-111 and MAT-171 Take ARC-112 and ARC-114 Take ARC-113

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

ARC-231: Architectural Presentations

This course introduces architectural presentation techniques. Topics include perspective drawing, shadow projection, texturization, rendered plans, elevations, and other related topics. Upon completion, students should be able to present ideas graphically and do rendered presentation drawings.

Course Prerequisites: Take ARC-111 Take ARC-112 Take ARC-225 ARC-225A and ARC-264

Total Credits:4

Class Credits:2

Lab Credits:4

Clinic Credits:0

ARC-235: Architectural Portfolio

This course covers the methodology for the creation of an architectural portfolio. Topics include preparation of marketing materials and a presentation strategy using conventional and/or digital design media. Upon completion, students should be able to produce an architectural portfolio of selected projects.

Course Prerequisites: Take ARC-113 or LAR-113 or DES-230

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

ARC-240: Site Planning

This course introduces the principles of site planning, grading plans, and earthwork calculations. Topics include site analysis, site work, site utilities, cut and fill, soil erosion control, and other related topics. Upon completion, students should be able to prepare site development plans and details and perform cut and fill calculations.

Course Prerequisites: Take ARC-113 and ARC-114 Take One: ARC-111 or LAR-111

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

ARC-250: Survey of Architecture

This course introduces the historical trends in architectural form. Topics include historical and current trends in architecture. Upon completion, students should be able to demonstrate an understanding of significant historical and current architectural styles.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ARC-264: Digital Architecture

This course covers multiple digital architectural techniques. Topics include spreadsheets and word processing procedures, on-line resources, modems, e-mail, image capture, multimedia, and other related topics. Upon completion, students should be able to transmit/receive electronic data, create multimedia presentations, and produce a desktop publishing document.

Course Prerequisites: Take ARC-112 or DES-112 Take ARC-114 and ARC-114A

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

ART-111: Art Appreciation

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ART-114: Art History Survey I

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 an historical understanding of art as a product reflective of human social development.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ART-115: Art History Survey II

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 an historical understanding of art as a product reflective of human social development.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ART-116: Survey of American Art

This course covers the development of American art forms from colonial times to the present. Emphasis is placed on architecture, painting, sculpture, graphics, and the decorative arts. Upon completion, students should be able to demonstrate understanding of the history of the American creative experience.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ART-117: Non-Western Art History

This course introduces non-Western cultural perspectives. Emphasis is placed on, but not limited to, African, Oriental, and Oceanic art forms throughout history. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of non-Western social and cultural development.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ART-121: Two-Dimensional Design

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.

Total Credits:3

Class Credits:0

Lab Credits:6

Clinic Credits:0

ART-122: Three-Dimensional Design

This course introduces basic studio problems in three-dimensional visual design. Emphasis is placed on the structural elements and organizational principles as applied to mass and space. Upon completion, students should be able to apply three-dimensional design concepts.

Total Credits:3

Class Credits:0

Lab Credits:6

Clinic Credits:0

ART-131: Drawing I

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.

Total Credits:3

Class Credits:0

Lab Credits:6

Clinic Credits:0

ART-132: Drawing II

This course continues instruction in the language of drawing and the use of various materials. Emphasis is placed on experimentation in the use of drawing techniques, media, and graphic materials. Upon completion, students should be able to demonstrate increased competence in the expressive use of graphic form and techniques.

Course Prerequisites: Take ART-131 Take ART-131 with a minimum grade of C

Total Credits:3

Class Credits:0

Lab Credits:6

Clinic Credits:0

ART-135: Figure Drawing I

This course introduces rendering the human figure with various drawing materials. Emphasis is placed on the use of the visual elements, anatomy, and proportion in the representation of the draped and undraped figure. Upon completion, students should be able to demonstrate competence in drawing the human figure.

Course Prerequisites: Take ART-131 Take ART-131 with minimum grade of C

Total Credits:3

Class Credits:0

Lab Credits:6

Clinic Credits:0

ART-171: Digital Design I

This course is designed to introduce students to the elements and principles of design through the use of digital software. Emphasis is placed on developing composition and design skills using vector, raster, and time-based media. Upon completion, students should be able to identify and use tools in digital software, understand and utilize digital and artistic vocabulary, and employ the principles and elements of design to create artwork using digital means.

Total Credits:3

Class Credits:0

Lab Credits:6

Clinic Credits:0

ART-214: Portfolio and Resume

This course covers resume writing, interview skills, and the preparation and presentation of an art portfolio. Emphasis is placed on the preparation of a portfolio of original artwork, the preparation of a photographic portfolio, approaches to resume writing, and interview techniques. Upon completion, students should be able to photograph and present a digital portfolio and write an effective resume.

Course Prerequisites: Take 1 group Take ART-121 ART-122 Take ART-121 ART-131 Take ART-122 ART-121 Take ART-122 ART-131 Take ART-131 ART-121 Take ART-131 ART-122

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

ART-231: Printmaking I

This course introduces printmaking: its history, development techniques, and processes. Emphasis is placed on basic applications with investigation into image source and development. Upon completion, students should be able to produce printed images utilizing a variety of methods.

Total Credits:3

Class Credits:0

Lab Credits:6

Clinic Credits:0

ART-232: Printmaking II

This course includes additional methods and printmaking processes. Emphasis is placed on the printed image as related to method, source, and concept. Upon completion, students should be able to produce expressive images utilizing both traditional and innovative methods.

Course Prerequisites: Take ART-231 Take ART-231 with a minimum grade of C

Total Credits:3

Class Credits:0

Lab Credits:6

Clinic Credits:0

ART-240: Painting I

This course introduces the language of painting and the use of various painting materials. Emphasis is placed on the understanding and use of various painting techniques, media, and color principles. Upon completion, students should be able to demonstrate competence in the use of creative processes directed toward the development of expressive form.

Total Credits:3

Class Credits:0

Lab Credits:6

Clinic Credits:0

ART-241: Painting II

This course provides a continuing investigation of the materials, processes, and techniques of painting. Emphasis is placed on the exploration of expressive content using a variety of creative processes. Upon completion, students should be able to demonstrate competence in the expanded use of form and variety.

Course Prerequisites: Take ART-240 Take ART-240 with minimum grade of C

Total Credits:3

Class Credits:0

Lab Credits:6

Clinic Credits:0

ART-264: Digital Photography I

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.

Total Credits:3

Class Credits:0

Lab Credits:6

Clinic Credits:0

ART-271: Digital Design II

This course includes advanced digital techniques in raster, vector, and time based media. Emphasis is based on creative application and integration of digital technologies. Upon completion, students should be able to demonstrate command of various digital systems to express their personal vision.

Course Prerequisites: Take ART-171 Take ART-171 with a minimum grade of C

Total Credits:3

Class Credits:0

Lab Credits:6

Clinic Credits:0

ART-275: Introduction to Graphic Design

This course introduces students to the field of graphic design. Emphasis is placed on the basic concepts of visual communication, the design process and the ability to evaluate and discuss design issues in a critical manner. Upon completion, students should be able to use contemporary design software and visual language techniques as they apply to creative visual problem-solving involving typography, image manipulation, symbolic representation and page management while being responsive to the relationship between client, designer and audience.

Total Credits:3

Class Credits:0

Lab Credits:6

Clinic Credits:0

ART-281: Sculpture I

This course provides an exploration of the creative and technical methods of sculpture with focus on the traditional processes. Emphasis is placed on developing basic skills as they pertain to three-dimensional expression in various media. Upon completion, students should be able to show competence in variety of sculptural approaches.

Total Credits:3

Class Credits:0

Lab Credits:6

Clinic Credits:0

AST-151: General Astronomy I

This course introduces the science of modern astronomy with a concentration on the solar system. Emphasis is placed on the history and physics of astronomy and an introduction to the solar system, including the planets, comets, and meteors. Upon completion, students should be able to demonstrate a general understanding of the solar system.

Course Prerequisites: Currently enrolled in AST-151A or previously completedAST-151A Complete MAT-003 with a grade of P1 or higher; Place outof MAT-003; Complete MAT-025; Place out of MAT-025; CompleteMAT-035; Place out of MAT-035

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

AST-151A: General Astronomy I Lab

The course is a laboratory to accompany AST 151. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 151 and which provide

practical experience. Upon completion, students should be able to demonstrate a general understanding of the solar system.

Course Prerequisites: Take AST-151

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

ATR-115: Introduction to Mechatronics

This course introduces the synergistic application of mechanical, electrical, electronic, and computer engineering technologies that are used for the purpose of control and maintenance of high-tech devices and equipment. Topics include automation, advanced manufacturing, sensors, actuators, process control, circuits, robotics, electromechanical equipment, hydraulics, pneumatics, electrical drives, motors, and programmable logic controllers. Upon completion, students should be able to demonstrate an understanding of the function of the components of a mechatronic system, their controlling interactions, and the overall operation of the mechatronic control system.

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

ATR-214: Advanced PLCs

This course introduces the study of high-level programming languages and advanced I/O modules. Topics include advanced programming languages; system networking; computer interfacing; analog and other intelligent I/O modules; and system troubleshooting. Upon completion, students should be able to write and troubleshoot systems using high-level languages and complex I/O modules.

Course Prerequisites: Take ELC-128 or ELN-260

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

ATR-215: Sensors and Transducers

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.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

ATR-219: Automation Troubleshooting

This course introduces troubleshooting procedures used in automated systems. Topics include logical fault isolation, diagnostic software usage, component replacement techniques, and calibration; safety of equipment; and protection of equipment while troubleshooting. Upon completion, students should be able to analyze and troubleshoot an automated system. After completing this course, students should be prepared to take and pass the Siemens Mechatronic Systems Certification Program (SMSCP) Level 1 exam.

Course Prerequisites: Take ELC-131, ELN-260, HYD-180, HYD-191A and MEC-130

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

ATR-292A: Selected Topics in Mechatronics Systems

This course introduces a systems-based approach to mechatronics, which builds on the prerequisite courses in Mechanisms, Circuit Analysis, Fluid Power in Automation, and Programable Logic Controllers. Upon completion, students should be prepared to take and pass the Siemens Mechatronic Systems Certification Program (SMSCP) Level 1 exam.

Course Prerequisites: Take MEC-130 ELC-131 ELC-131A HYD-180 HYD-191A and ELN-260

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

ATT-115: Green Transportation Safety and Service

This course covers workplace safety, hazardous material and environmental regulation relevant to electric, hybrid and alternative fueled vehicles. Topics include safety of high voltage vehicle systems, gaseous fuel systems and alternative liquid fuels. Upon completion, students should be able to demonstrate safe work practices, utilize appropriate shop tools and explain government regulations associated with alternative transportation.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

ATT-125: Hybrid-Electric Transportation

This course covers the theory and operation of hybrid-electric drive vehicles. Topics include maintenance, diagnostics, repair and safety procedures for electrically propelled and

hybrid vehicles. Upon completion, students should be able to perform diagnostics, maintenance and repair hybrid-electric drive vehicles.

Course Prerequisites: Take TRN-120

Total Credits:4

Class Credits:2

Lab Credits:4

Clinic Credits:0

ATT-140: Emerging Transportation Technology

This course covers emerging technologies in the automotive industry and diagnostic procedures associated with those technologies. Topics include exploring new technologies, diagnostic tools, methods and repairs. Upon completion, students should be able to demonstrate practical skills applicable to emerging automotive technologies.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

AUB-111: Painting & Refinishing I

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.

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

AUB-112: Painting & Refinishing II

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.

Course Prerequisites: Take AUB-111

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

AUB-114: Special Finishes

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.

Course Prerequisites: Take AUB-111

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

AUB-121: Non-Structural Damage I

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.

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

AUB-122: Non-Structural Damage II

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.

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

AUB-131: Structural Damage I

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.

Total Credits:4

Class Credits:2

Lab Credits:4

Clinic Credits:0

AUB-132: Structural Damage II

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.

Course Prerequisites: Take AUB-131

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

AUB-136: Plastics & Adhesives

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.

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

AUB-141: Mechanical & Electrical Components I

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.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

AUB-150: Automotive Detailing

This course covers the methods and procedures used in automotive detailing facilities. Topics include safety, engine, interior and trunk compartment detailing, buffing/polishing exterior surfaces, and cleaning and reconditioning exterior trim, fabrics, and surfaces. Upon completion, students should be able to improve the overall appearance of a vehicle.

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

AUB-162: Autobody Estimating

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.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

AUT-114: Safety and Emissions

This course covers the laws, procedures, and specifications needed to perform a North Carolina State Safety and Emissions inspection. Topics include brake, steering and suspension, lighting, horn, windshield wiper, tire, mirrors, and emission control devices inspection. Upon completion, students should be able to perform complete and thorough North Carolina State Safety and Emissions inspections.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

AUT-116: Engine Repair

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.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

AUT-116A: Engine Repair Lab

This course is an optional lab to be used as an alternative to co-op placement in meeting the ASE 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.

Course Prerequisites: Take AUT-116

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

AUT-123: Powertrain Diagnosis & Service

This course covers the diagnosis, repair and service of the vehicle powertrain and related systems. Topics include fundamental operating principles of engines and transmissions and use of proper service procedures for diagnosis, service and removal and replacement of major components. Upon completion, students should be able to perform basic service and diagnosis of the powertrain and related systems, and to perform in vehicle repairs and remove and replace components.

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

AUT-141: Suspension & Steering Systems

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.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

AUT-141A: Suspension & Steering Lab

This course is an optional lab to be used as an alternative to co-op placement in meeting the ASE standards for total hours. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.

Course Prerequisites: Take AUT-141

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

AUT-151: Brake Systems

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.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

AUT-151A: Brakes Systems Lab

This course is an optional lab to be used as an alternative to co-op placement in meeting the ASE standards for total hours. Topics include drum and disc brakes involving hydraulic, vacuum-boost, hydra-boost, electrically powered boost, and anti-lock, parking brake systems and emerging brake systems technologies. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

Course Prerequisites: Take AUT-151

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

AUT-181: Engine Performance 1

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.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

AUT-181A: Engine Performance 1 Lab

This course is an optional lab to be used as an alternative to co-op placement in meeting the ASE standards for total hours. Topics include overviews of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices and emerging engine performance technologies. Upon completion,

students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related driveability problems using appropriate test equipment/service information.

Course Prerequisites: Take AUT-181

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

AUT-183: Engine Performance 2

This course covers study of the electronic engine control systems, the diagnostic process used to locate engine performance concerns, and procedures used to restore normal operation. Topics will include currently used fuels and fuel systems, exhaust gas analysis, emission control components and systems, OBD II (on-board diagnostics) and inter-related electrical/electronic systems. Upon completion, students should be able to diagnose and repair complex engine performance concerns using appropriate test equipment and service information.

Course Prerequisites: Take AUT-181

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

AUT-213: Automotive Servicing 2

This course is a lab used as an alternative to co-op placement. Emphasis is placed on shop operations, troubleshooting, testing, adjusting, repairing, and replacing components using appropriate test equipment and service information. Upon completion, students should be

able to perform a variety of automotive repairs using proper service procedures and to operate appropriate equipment.

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

AUT-221: Automatic Transmissions/Transaxles

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.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

AUT-221A: Automatic Transmissions/Transaxles Lab

This course is an optional lab to be used as an alternative to co-op placement in meeting the ASE standards for total hours. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to diagnose and repair automatic drive trains.

Course Prerequisites: Take AUT-221

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

AUT-231: Manual Transmissions/Transaxles/Drive Trains

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.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

AUT-281: Advanced Engine Performance

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.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

BAF-143: Financial Planning

This course covers the perspectives, principles, and practices of financial planning. Topics include investment, retirement, tax, and estate planning. Upon completion, students should be able to understand the process that looks at a customer's financial picture and recommend strategies to achieve the customer's objectives.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BAF-235: Analyzing Financial Statements

This course provides practice in constructing and analyzing long-range, multiple-year forecasts of income statements and balance sheets, and cash budgets. Topics include trend, ratio, common size, comparative analysis, programs, projections, and cash budgets. Upon completion, students should be able to analyze income statements, balance sheets, and pro forma statements.

Course Prerequisites: Take ACC-120

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BAS-120: Introduction to Analytics

This course introduces basic concepts and applications of analytics. Topics include an overview of the analytical process and the role of the analyst, applied descriptive statistics, and exploratory data analysis. Upon completion, students should be able to demonstrate a basic understanding of analytics for decision-making in business.

Course Prerequisites: Take ENG-002 or ENG-025 Take MAT-003 or MAT-025 or MAT-035 or MAT-110

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

BAS-121: Data Visualization

This course introduces key concepts in data visualization and reporting. Topics include concepts and methods used in graphical representation of data, exploration and reporting of data, and basic linear regression methods. Upon completion, students should be able to effectively use graphical tools to communicate insights about data.

Course Prerequisites: Take BAS-120

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

BAS-150: Introduction to Analytical Programming

This course introduces statistical software for analytics. Topics include utilization of analytical and statistical software packages for data management, data visualization, and exploratory data analysis. Upon completion, students should be able to use statistical programming tools to conduct descriptive analytics.

Course Prerequisites: Take ENG-002 or ENG-025 Take MAT-003 or MAT-025 or MAT-035 or MAT-110

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

BAS-220: Applied Analytical Programming

This course covers applications of statistical software for data management and reporting. Topics include data management, data preprocessing, and modeling including linear and logistic regression analysis using programming tools. Upon completion, students should be able to process data and generate reports that support business decision-making.

Course Prerequisites: Take BAS-150

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

BAS-221: Introduction to Predictive Analytics

This course introduces foundations of predictive analytics. Topics include basic predictive modeling methods for both classification and regression tasks. Upon completion, students should be able to build and validate predictive models.

Course Prerequisites: Take All: BAS-121 and BAS-220

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

BAS-230: Applied Predictive Modeling

This course covers advanced applications of predictive models. Topics include the advanced use of classification and regression models in real-world scenarios. Upon completion, students should be able to utilize their knowledge and skills in predictive analytics to independently guide decision makers.

Course Prerequisites: Take BAS-221

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

BAS-240: Data Structures for Analytics

This course is designed to enhance student proficiency in data management skills for analytics applications. Topics include techniques and methods for identification, extraction, and preparation of data for processing with analytical software. Upon completion, students should be able to demonstrate the skills necessary to effectively organize and combine different data sources for analytic applications.

Course Prerequisites: Take All: BAS-121 and BAS-220

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

BAS-250: Analytical Tools and Methods

This course covers advanced statistical and analytic tools for use in decision-making. Topics include an overview of data mining, unsupervised machine learning techniques, analysis of semi-structured and unstructured data, and text analytics. Upon completion, students should be able to analyze complex data with modern analytical tools and methods.

Course Prerequisites: Take BAS-240 Take BAS-230

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

BAS-270: Advanced Analytical Tools and Methods

This course covers the planning and execution of an analytics project that integrates the analytical knowledge and skills acquired through prior coursework. Students will define and carry out an analytics project from inception to final reporting. Upon completion, students should be able to demonstrate their ability to apply analytic methods and best practices in a simulated business setting.

Course Prerequisites: Take All: BAS-221 and BAS-240 Take BAS-250

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

BAT-111: Building Automation Systems

This course introduces the issues involved with building automation systems (BAS). Topics include digital direct control (DDC), field devices, human machine interface (HMI), BAS design and specification, energy conservation control strategies, and system maintenance. Upon completion, students should identify and describe the major components in a BAS, explain the basic functions of DDC systems and HMI basics, reference codes and standards applicable to BAS, and justify control components for project work.

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

BAT-212: Building Automation Technology Logic and Programming

This course covers the concepts of logic and programming as applied to building automation system technology. Topics include logic expressions, number systems, programming basics, program constructs, data types, programming languages, and programming principles. Upon completion, students should be able to modify and debug building automation system software at the introductory level.

Course Prerequisites: Take BAT-111

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

BAT-221: Building Automation Systems Networking

This course covers the fundamentals of common building automation system (BAS) networks. Topics include the fundamentals, standards, protocols, topologies, and benefits of various BAS networks. Upon completion, students should be able to install network hardware and software and diagnose common BAS network problems.

Course Prerequisites: Take BAT-111

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

BAT-231: Building Automation Systems Integration

This course introduces control system integration practices, open protocols, and integration platforms. Topics include TCP/IP, BACnet, Modbus, Lonworks, Tridium Niagara, fieldbus devices, and wireless devices. Upon completion, students should be able to assist in the installation and configuration of different standards-based technologies used in building automation systems.

Course Prerequisites: Take BAT-111

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

BAT-251: Building Automation Controls

This course covers building automation control programming as currently used for systems monitoring and management. Topics include resource optimization, energy management, scheduling, design, installation and maintenance of automatic environmental controls. Upon completion, students should be able to write programs to monitor and manage building automation systems and select, install, and maintain controls for environmental systems

Course Prerequisites: Take BAT-111

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

BIO-106: Introduction to Anatomy/Physiology/ Microbiology

This course covers the fundamental and principle concepts of human anatomy and physiology and microbiology. Topics include an introduction to the structure and function

of cells, tissues, and human organ systems, and an overview of microbiology, epidemiology, and control of microorganisms. Upon completion, students should be able to identify structures and functions of the human body and describe microorganisms and their significance in health and disease.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

BIO-110: Principles of Biology

This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. Laboratory exercises are designed to illustrate the basic principles presented in lecture. Students will also learn academic skills essential to learning in STEM-based courses.

Course Prerequisites: Complete one: Complete MAT-003 with a grade of P1 or higher; Place out of MAT-003; Complete MAT-025; Place out of MAT-025; Complete MAT-035; Place out of MAT-035 AND Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

BIO-111: General Biology I

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy

transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. This course is the first in a two-semester series intended for science majors. Students will also learn academic skills essential to learning in STEM-based courses.

Course Prerequisites: Complete one: Complete MAT-003 with a grade of P1 or higher; Place out of MAT-003; Complete MAT-025; Place out of MAT-025; Complete MAT-035; Place out of MAT-035 AND Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

BIO-112: General Biology II

This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. This course is the second in a two-semester series intended for science majors.

Course Prerequisites: Take BIO-111 Complete BIO-111 with a grade of C or higher

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

BIO-140: Environmental Biology

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. Individual actions as part of the solution to regional environmental problems is stressed. Students will also learn academic skills essential to learning in STEM-based courses.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BIO-140A: Environmental Biology Lab

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. Environmentally responsible behavior at the individual level is investigated.

Course Prerequisites: Take BIO-140

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

BIO-155: Nutrition

This course covers the biochemistry of foods and nutrients with consideration of the physiological effects of specialized diets for specific biological needs. Topics include cultural, religious, and economic factors that influence a person's acceptance of food, as well as nutrient requirements of the various life stages. Upon completion, students should

be able to identify the functions and sources of nutrients, the mechanisms of digestion, and the nutritional requirements of all age groups. Students will also learn academic skills essential to learning in STEM-based courses.

Course Prerequisites: Complete CHM-090 or place out of CHM-090 OR complete BIO-110 or BIO-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BIO-161: Introduction to Human Biology

This course provides a basic survey of human biology. Emphasis is placed on the basic structure and function of body systems and the medical terminology used to describe normal and pathological states. Upon completion, students should be able to demonstrate an understanding of normal anatomy and physiology and the appropriate use of medical terminology. Students will also learn academic skills essential to learning in STEM-based courses.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BIO-163: Basic Anatomy & Physiology

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. Students will also learn academic skills essential to learning in STEM-based courses.

Course Prerequisites: Complete one: Complete CHM-090; Place out of CHM-090, Complete BIO-110; Complete BIO-111 AND Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:5

Class Credits:4

Lab Credits:2

Clinic Credits:0

BIO-168: Anatomy and Physiology I

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. Laboratory exercises will include investigation of structural and functional aspects of the indicated organ systems. Students will also learn academic skills essential to learning in STEM-based courses.

Course Prerequisites: Complete one: Complete CHM-090; Place out of CHM-090; Complete BIO-110; Complete BIO-111 AND Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

BIO-169: Anatomy and Physiology II

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. Laboratory exercises will include investigation of structural and functional aspects of the indicated organ systems.

Course Prerequisites: Take BIO-168 Complete BIO-168 with a grade of C or higher.

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

BIO-175: General Microbiology

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.

Course Prerequisites: Take One: BIO-110, BIO-111, BIO-163, BIO-165, or BIO-168 Complete BIO-110, BIO-111, BIO-163, BIO-165, or BIO-168 with a grade of C or higher.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

BIO-250: Genetics

This course covers principles of prokaryotic and eukaryotic cell genetics. Emphasis is placed on the molecular basis of heredity, chromosome structure, patterns of Mendelian

and non-Mendelian inheritance, evolution, and biotechnological applications. Upon completion, students should be able to recognize and describe genetic phenomena and demonstrate knowledge of important genetic principles.

Course Prerequisites: Take BIO-112 Complete BIO-112 with a grade of C or higher.

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

BIO-275: Microbiology

This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms.

Course Prerequisites: Take One: BIO 111, BIO 163, BIO 165, or BIO 168 Complete BIO-111, BIO-163, BIO-165, or BIO-168 with a grade of C or higher.

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

BPA-110: Science of Baking & Pastry

This course covers the chemical reactions, essential ingredients, and techniques, that reveal how science applies to bread, pastries, and other baked goods. Topics include an introduction to major ingredient groups including sweeteners, fats, milk, and leavening

agents and how each affects finished baked goods. Upon completion, students should be able to identify traits of ingredients; better understand the effect ingredients have on finished products; increase awareness of all the tastes, textures and sights in the bakeshop; further develop basic bakeshop skills; compare and evaluate products.

Course Prerequisites: Take CUL-160 Take CUL-160

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

BPA-120: Petit Fours and Pastries

This course introduces the basic principles of the preparation and plating of a variety of petit fours and individual dessert pastries. Emphasis is placed on traditional and contemporary petit fours and pastries utilizing updated production methods. Upon completion, students should be able to produce individual pastries and petit fours for buffet and special event settings.

Course Prerequisites: Take All: CUL-110 and CUL-160 Take CUL-110 CUL-160

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

BPA-130: European Cakes and Tortes

This course introduces the production of a wide variety of classical and modern cakes suitable for restaurants, retail shops and large-scale production. Emphasis is placed on classic cakes using the methods of mixing, filling, glazing and icing. Upon completion,

students should be able to prepare, assemble, and decorate gelatin-based and layered tortes and cakes such as Bavarian, Dobos, and Sacher.

Course Prerequisites: Take All: CUL-110 and CUL-160 Take CUL-110 CUL-160 CUL-260

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

BPA-150: Artisan & Specialty Bread

This course provides an advanced study in the art and craft of bread making. Topics include pertinent formulas and techniques associated with naturally leavened loaves, hearth breads, focaccia, flat breads, and other breads utilizing a variety of grains. Upon completion, students should be able to prepare artisan and specialty breads that meet or exceed the expectations of restaurant and retail publics.

Course Prerequisites: Take All: CUL-110 and CUL-160 Take CUL-110 CUL-160

Total Credits:4

Class Credits:1

Lab Credits:6

Clinic Credits:0

BPA-197HD: Seminar in Baking & Pastry Arts

This course provides an opportunity to explore topics of current interest. Emphasis is placed on the development of critical listening skills and the presentation of seminar issues for Baking & Pastry Arts. Upon completion, students should be able to critically analyze issues and establish informed opinions.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

BPA-210: Cake Design and Decorating

This course covers advanced concepts in the design and decoration of wedding cakes and other specialty cakes. Topics include baking, filling, and assembling cakes; cake design; finishing techniques utilizing gum paste, fondant, and royal icing; and advanced piping skills. Upon completion, students should be able to design, create, finish and evaluate the quality of wedding and specialty cakes.

Course Prerequisites: Take CUL-110 CUL-160 Take All: CUL-110 and CUL-160

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

BPA-212: Advanced Cake Design & Decorating

This course is designed to build upon basic concepts introduced in BPA 210 to expand students' range of cake design and decorating skills. Topics include advanced fondant skills, overpiping, bridgework and string work, airbrushing and painting, carving and shaping cakes, and a broad range of gumpaste decorations for both classic and modern design themes. Upon completion, students should be able to conceive, plan, execute, and evaluate complex wedding and specialty cake designs with a focus on meeting both business objectives and client expectations.

Course Prerequisites: Take BPA-210

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

BPA-220: Confection Artistry

This course introduces the principles and techniques of decorative sugar work and confectionary candy. Topics include nougat, marzipan modeling, pastillage and cocoa painting, confection candy and a variety of sugar techniques including blown, spun, poured and pulled. Upon completion, students should be able to prepare edible centerpieces and confections to enhance dessert buffets and plate presentations.

Course Prerequisites: Take BPA-220A Take All: CUL-110 and CUL-160

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

BPA-220A: Confection Artistry Lab

This course provides a laboratory experience for enhancing student skills in confection artistry. Emphasis is placed on decorative sugar work and confectionary candy including nougat, marzipan modeling, pastillage, and cocoa painting. Upon completion, students should be able to prepare edible centerpieces and confections to enhance dessert buffets and plate presentations.

Course Prerequisites: Take BPA-220 Take CUL-110 and CUL-160

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

BPA-230: Chocolate Artistry

This course provides a study in the art and craft of chocolate. Topics include chocolate tempering, piping, and molding; decorative work associated with cakes and centerpieces; and the candy production techniques of filling, enrobing and dipping. Upon completion, students should be able to properly evaluate tempered chocolate and produce a variety of chocolate candies and decorative elements for garnishing desserts.

Course Prerequisites: Take CUL-110 and CUL-160 Take BPA-230A Take All: CUL-110 and CUL-160

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

BPA-230A: Chocolate Artistry Lab

This course provides a laboratory experience for enhancing student skills in the art and craft of chocolate. Emphasis is placed on chocolate tempering, piping, and molding; decorative work associated with cakes and centerpieces; and candy production techniques of filling, enrobing and dipping. Upon completion, students should be able to demonstrate a basic proficiency in the preparation of decorative chocolate centerpieces, garnishes and candies.

Course Prerequisites: Take All: CUL-110 and CUL-160 Take BPA-230 Take BPA-230 CUL-110 CUL-160

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

BPA-240: Plated Desserts

This course provides a study in the elements and principles of design as they relate to plated desserts. Topics include plate composition, portioning, flavor pairings, textures, temperatures, eye appeal, balance, color harmony and plate decorating/painting techniques such as stenciling and chocolate striping. Upon completion, students should be able to demonstrate competence in combining a variety of dessert components enhanced with plate decorating techniques.

Course Prerequisites: Take CUL-110 CUL-160 CUL-260 Take All: CUL-110 and CUL-160

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

BPA-250: Dessert and Bread Production

This course is designed to merge artistry and innovation with the practical baking and pastry techniques utilized in a production setting. Emphasis is placed on quantity bread and roll-in dough production, plated and platter presentations, seasonal/theme product utilization and cost effectiveness. Upon completion, students should be able to plan, prepare and evaluate breads and desserts within a commercial environment and determine production costs and selling prices.

Course Prerequisites: Take BPA-150 Take CUL-110 CUL-160 CUL-260 BPA-150 BPA-210 BPA-260

Total Credits:5

Class Credits:1

Lab Credits:8

Clinic Credits:0

BPA-260: Pastry and Baking Marketing

This course is designed to cover the marketing concepts and merchandising trends utilized in bakery and pastry operations. Emphasis is placed on menu planning, pricing products/strategies, resale and wholesale distribution methods, legal implications, and advertising techniques. Upon completion, students should be able to create a marketing plan that will serve as a basis for a capstone experience.

Course Prerequisites: Take BPA-250 CUL-260 Take All: BPA-150 and BPA-210 Take BPA-250

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

BPM-110: Bioprocess Practices

This course provides a study of plant operations including various plant utility systems and detailed study of the varied plant environments in a bioprocessing facility. Emphasis is placed on quality mindset and principles of validation through applications of monitoring procedures. Upon completion, students should be able to demonstrate the rigors of industry regulation and its necessity.

Total Credits:5

Class Credits:3

Lab Credits:4

Clinic Credits:0

BPM-111: Bioprocess Measurements

This course covers a variety of physical measurements. Emphasis is placed on pH, temperature, pressure and flow rates, as well as spectrophotometry, and biochemical and

chemical analysis methods. Upon completion, students should be able to demonstrate and perform many aspects of process monitoring.

Course Prerequisites: Take BPM-110

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

BPM-112: Upstream Processing

This course introduces techniques involved in cell growth and fractionation. Topics include fermentation theory and application, as well as cell harvesting, cell disruption and fractionation methods. Upon completion, students should be able to grow cells, as well as isolate and collect various fractions.

Course Prerequisites: Take BPM-111

Total Credits:5

Class Credits:3

Lab Credits:4

Clinic Credits:0

BPM-113: Downstream Bioprocessing

This course introduces a variety of techniques involved in separation procedures. Topics include extraction and precipitation, concentration and molecular filtration methods, as well as different types of chromatography. Upon completion, students should be able to perform separation procedures with an understanding of industrial scale procedures.

Course Prerequisites: Take BPM-111

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

BPR-130: Print Reading-Construction

This course covers the interpretation of prints and specifications that are associated with design and construction projects. Topics include interpretation of documents for foundations, floor plans, elevations, and related topics. Upon completion, students should be able to read and interpret construction prints and documents.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BPR-230: Commercial Blueprints

This course covers blueprints specific to commercial structures and requires basic blueprint reading skills and/or a commercial construction background. Topics include site, structural, mechanical, electrical, and plumbing blueprints and specifications. Upon completion, students should be able to interpret commercial blueprints and specifications.

Course Prerequisites: Take BPR-130

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

BTC-150: Bioethics

This course introduces the current ethics issues surrounding the biotechnology industries. Topics will include risk assessment, the relationships between science, technology, and society, and the effects of new biotechnology products upon the natural world. Upon completion, students should be able to demonstrate knowledge and critical thinking skills in decision-making related to bioethical issues.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BTC-181: Basic Laboratory Techniques

This course introduces the basic skills and knowledge necessary in a biological or chemical laboratory. Emphasis is placed on good manufacturing practices, safety, sustainable lab practices, solution preparation, and equipment operation and maintenance following standard operating procedures. Upon completion, students should be able to prepare and perform basic laboratory procedures using labware, solutions, and equipment according to prescribed protocols.

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

BTC-250: Principles of Genetics

This course covers the basic principles of genetics. Topics include Mendelian inheritance, gene mapping, molecular genetics, regulation of gene expression, population genetics, quantitative genetics, and the genetics of cancer. Upon completion, students should be able to demonstrate a broad understanding of genetics and the principles of heredity.

Course Prerequisites: Take One Set: Set 1: BIO-110; Set 2: BIO-111; Set 3: BIO-163; Set 4: BIO-168;

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BTC-270: Recombinant DNA Technology

This course covers basic methods in biotechnology for the manipulation of nucleic acids. Emphasis is placed on topics concerning techniques used in recombinant DNA technology, including PCR, restriction digests, mapping, cloning, and forensics. Upon completion, students should be able to demonstrate an understanding of the theory, practice, and application of recombinant DNA techniques.

Course Prerequisites: Take BTC-250 or BIO-250

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

BTC-275: Industrial Microbiology

This course covers principles of microbiology and the impact microorganisms have on man and the environment in industrial settings where controlled environments are commonplace. Topics include the structure and physiology of various classes of microorganisms, microbial pathogenicity, infectious diseases, identification schemes, and prevention or minimization of contamination in biomanufacturing industrial settings. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, identification of microorganisms, and performing environmental monitoring.

Course Prerequisites: Take One Set: Set 1: BIO-110 Set 2: BIO-111 Set 3: BIO-163 Set 4: BIO-168

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

BTC-281: Bioprocess Techniques

This course covers processes used in the production of biomolecules. Emphasis is placed on the production, characterization, and purification of biological products using fermentation, centrifugation, filtration, electrophoresis, chromatography, and other techniques used in industry. Upon completion, students should be able to produce biological products using the various methods of bioprocessing.

Course Prerequisites: Take BTC-181

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

BTC-285: Cell Culture

This course introduces the theory and practices required to successfully initiate and maintain plant or animal cell cultures. Topics include aseptic techniques, the growth environment, routine maintenance of cell cultures, specialized culture techniques, and various applications. Upon completion, students should be able to demonstrate the knowledge and skills required to grow, maintain, and manipulate cells in culture.

Course Prerequisites: Take BIO-110 or BIO-111

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

BUS-110: Introduction to Business

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BUS-115: Business Law I

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BUS-116: Business Law II

This course includes the study of the legal and ethical framework of business. Business Organizations, property law, intellectual property law, agency and employment law, consumer law, secured transactions, and bankruptcy 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.

Course Prerequisites: Take BUS-115

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BUS-121: Business Math

This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

BUS-125: Personal Finance

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BUS-137: Principles of Management

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BUS-139: Entrepreneurship I

This course provides an introduction to the principles of entrepreneurship. Topics include self-analysis of entrepreneurship readiness, the role of entrepreneur in economic development, legal problems, organizational structure, sources of financing, budgeting, and cash flow. Upon completion, students should have an understanding of the entrepreneurial process and issues faced by entrepreneurs.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BUS-151: People Skills

This course introduces the basic concepts of identity and communication in the business setting. Topics include self-concept, values, communication styles, feelings and emotions, roles versus relationships, and basic assertiveness, listening, and conflict resolution. Upon completion, students should be able to distinguish between unhealthy, self-destructive, communication patterns and healthy, non-destructive, positive communication patterns.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BUS-153: Human Resource Management

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BUS-173: Procurement Management

This course examines purchasing and materials management including function, organization, quality and quantity considerations, pricing policies, supplier selection, and ethical and legal implications. Topics include purchasing procedures, value analysis, inventory control, logistics, capital equipment, budgets, and institutional and governmental purchasing practices. Upon completion, students should be able to demonstrate an understanding of the concepts and techniques of purchasing and materials management.

Course Prerequisites: Take PMT-110

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BUS-217: Employment Law and Regulations

This course introduces the principle laws and regulations affecting public and private organizations and their employees or prospective employees. Topics include fair employment practices, EEO, affirmative action, and employee rights and protections. Upon completion, students should be able to evaluate organization policy for compliance and assure that decisions are not contrary to law.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BUS-225: Business Finance

This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management.

Course Prerequisites: Take ACC-120

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

BUS-230: Small Business Management

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BUS-234: Training and Development

This course covers developing, conducting, and evaluating employee training with attention to adult learning principles. Emphasis is placed on conducting a needs assessment, using various instructional approaches, designing the learning environment, and locating learning resources. Upon completion, students should be able to design, conduct, and evaluate a training program.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BUS-240: Business Ethics

This course introduces contemporary and controversial ethical issues that face the business community. Topics include moral reasoning, moral dilemmas, law and morality, equity, justice and fairness, ethical standards, and moral development. Upon completion, students should be able to demonstrate an understanding of their moral responsibilities and obligations as members of the workforce and society.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BUS-255: Organizational Behavior in Business

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BUS-256: Recruiting, Selection, & Personnel Planning

This course introduces the basic principles involved in managing the employment process. Topics include personnel planning, recruiting, interviewing and screening techniques, maintaining employee records; and voluntary and involuntary separations. Upon completion, students should be able to acquire and retain employees who match position requirements and fulfill organizational objectives.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BUS-258: Compensation and Benefits

This course is designed to study the basic concepts of pay and its role in rewarding performance. Topics include wage and salary surveys, job analysis, job evaluation techniques, benefits, and pay-for-performance programs. Upon completion, students should be able to develop and manage a basic compensation system to attract, motivate, and retain employees.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BUS-259: Human Resource Management Applications

This course provides students in the Human Resource Management concentration the opportunity to reinforce their learning experiences from preceding HRM courses. Emphasis is placed on application of day-to-day HRM functions by completing in-basket exercises and through simulations. Upon completion, students should be able to determine the appropriate actions called for by typical events that affect the status of people at work. This course is a unique concentration requirement of the Human Resources Management concentration in the Business Administration program.

Course Prerequisites: Take: BUS-217 or BUS-234

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BUS-260: Business Communication

This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place.

Course Prerequisites: Take One: ENG-110 or ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BUS-274: Contract Administration

This course covers the technical and fundamental procedures of contract management. Topics include contract oversight, quality assurance, compliance, financing, cost controls, documentation, terminations and disputes, subcontract management, and audit. Upon completion, students should be able to apply the principles of administering contracts.

Course Prerequisites: Take PMT-110

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

BUS-285: Business Management Issues

This course covers contemporary issues that affect successful businesses and their managers and employees. Emphasis is placed on using case studies and exercises to develop analytical and problem-solving skills, ethics, quality management concepts, team skills, and effective communication. Upon completion, students should be able to apply the specific knowledge and skills covered to become more effective managers and employees.

Course Prerequisites: Take BUS-137 Take BUS-110

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CAT-210: CT Physics & Equipment

This course covers the system operations and components, image processing and display, image quality, and artifacts in computed tomography. Emphasis is placed on the data acquisition components, tissue attenuation conversions, image manipulation, and factors controlling image resolution. Upon completion, students should be able to understand the physics and instrumentation used in computed tomography.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CAT-210A: CT Physics & Equipment Lab

This course provides the opportunity to apply knowledge gained from classroom instruction to the computed tomography clinical setting. Emphasis is placed on system components and operation, and exposes the student to the clinical applications of the equipment that comprise CT. Upon completion, students should be able to assume a variety of duties and responsibilities within the computed tomography clinical environment.

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

CAT-211: CT Procedures

This course is designed to cover specialized patient care, cross-sectional anatomy, contrast media, and scanning procedures in computed tomography. Emphasis is placed on patient assessment and monitoring, contrast agents' use, radiation safety, methods of data acquisition, and identification of cross-sectional anatomy. Upon completion, students should be able to integrate all facets of the imaging procedures in computed tomography.

Total Credits:4

Class Credits:4

Lab Credits:0

Clinic Credits:0

CAT-212: CT Sectional-Anatomy

This course is designed to cover aspects of cross-sectional anatomy as related to the CT imaging process. Emphasis is placed on the function and identification of anatomical structures within the head, neck, chest, abdomen, pelvis, and musculoskeletal system visualized on CT images. Upon completion, students should be able to integrate all knowledge of cross-sectional anatomy into the routine CT imaging process.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CAT-214: CT Pathology

This course is designed to provide a thorough understanding of common diseases diagnosable using CT. Emphasis is placed on the examination and demonstration of each disease or trauma process from its description, etiology, associated symptoms, and diagnosis with appearance on CT. Upon completion, students should be able to identify and define terms associated with pathologies on CT.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CAT-215: CT Procedures

This course designed to provide a thorough understanding of CT procedures that include patient care, patient assessment, basic pharmacology, medical ethics and law, and scanning procedures. Emphasis is placed on patient care and assessment as it relates to

CT, contrast reaction protocols, proper use, and administration of both oral and intravenous contrast agents as used in CT. Upon completion, students should be able to understand and demonstrate proper CT procedures, patient care and assessment and proper use of CT contrast agents.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CAT-223: CT Clinical Practicum

This course provides the opportunity to apply knowledge gained from classroom instruction to the computed tomography clinical setting. Emphasis is placed on patient care and positioning, scanning procedures, and image production in computed tomography. Upon completion, students should be able to assume a variety of duties and responsibilities within the computed tomography clinical environment.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:9

CAT-224: CT Clinical Practicum

This course provides the opportunity to apply knowledge gained from classroom instruction to the computed tomography clinical setting. Emphasis is placed on patient care and positioning, scanning procedures, and image production in computed tomography. Upon completion, students should be able to assume a variety of duties and responsibilities within the computed tomography clinical environment.

Total Credits:4

Class Credits:0

Lab Credits:0

Clinic Credits:12

CAT-225: CT Clinical Practicum

This course provides the opportunity to apply knowledge gained from classroom instruction to the computed tomography clinical setting. Emphasis is placed on patient care and positioning, scanning procedures, and image production in computed tomography. Upon completion, students should be able to assume a variety of duties and responsibilities within the computed tomography clinical environment.

Total Credits:5

Class Credits:0

Lab Credits:0

Clinic Credits:15

CAT-226: CT Clinical Practicum

This course provides the opportunity to apply knowledge gained from classroom instruction to the computed tomography clinical setting. Emphasis is placed on patient care and positioning, scanning procedures, and image production in computed tomography. Upon completion, students should be able to assume a variety of duties and responsibilities within the computed tomography clinical environment.

Total Credits:6

Class Credits:0

Lab Credits:0

Clinic Credits:18

CAT-227: CT Clinical Practicum

This course provides the opportunity to apply knowledge gained from classroom instruction to the computed tomography clinical setting. Emphasis is placed on patient care and positioning, scanning procedures, and image production in computed tomography. Upon completion, students should be able to assume a variety of duties and responsibilities within the computed tomography clinical environment.

Total Credits:7

Class Credits:0

Lab Credits:0

Clinic Credits:21

CAT-228: CT Clinical Practicum

This course provides the opportunity to apply knowledge gained from classroom instruction to the computed tomography clinical setting. Emphasis is placed on patient care and positioning, scanning procedures, and image production in computed tomography. Upon completion, students should be able to assume a variety of duties and responsibilities within the computed tomography clinical environment.

Total Credits:8

Class Credits:0

Lab Credits:0

Clinic Credits:24

CAT-231: CT Clinical Practicum

This course provides the opportunity to apply knowledge gained from classroom instruction to the computed tomography clinical setting. Emphasis is placed on patient care and positioning, scanning procedures, and image production in computed tomography. Upon completion, students should be able to assume a variety of duties and responsibilities within the computed tomography clinical environment.

Total Credits:11

Class Credits:0

Lab Credits:0

Clinic Credits:33

CAT-261: CT Exam Prep

This course is a review of the components specific to CT imaging technology as practiced in didactic and clinical settings. Emphasis is placed on content specifications of the ARRT post primary certification in CT. Upon completion, students should be able to demonstrate an understanding of the topics presented for successful completion of the ARRT post-primary certification exam.

Total Credits:1

Class Credits:1

Lab Credits:0

Clinic Credits:0

CCT-121: Computer Crime Investigation

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.

Course Prerequisites: Take NOS-110 and CTI-120

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

CCT-240: Data Recovery Techniques

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.

Course Prerequisites: Take CCT-121

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CCT-250: Network Vulnerabilities I

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.

Course Prerequisites: Take NOS-130 Take NOS-125

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CCT-251: Network Vulnerabilities II

This course advances students' knowledge of penetration testing, network vulnerabilities, and hacking. Topics include analyzing advanced techniques for circumventing network security hardware and software. Upon completion, students should be able to assemble test kits for multiple operating systems, scan and footprint networks, and perform advanced forensic investigation.

Course Prerequisites: Take CCT-250

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CCT-280: Cloud Penetration Testing

This course provides students the technical skills required to perform penetration tests in cloud environments. Topics include penetration testing commonly deployed in cloud

environments such as operating systems, web servers, databases, and virtual containers/networks, while ensuring the integrity of user access multiple levels. Upon completion, students should be able to perform penetration tests to evaluate the overall security of cloud environments.

Course Prerequisites: Take CSC-227 Take CCT-251 and CCT-240

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CEG-111: Introduction to GIS and GNSS

This course introduces the methods and techniques used in the Geographic Information Systems (GIS) and Global Navigation Satellite Systems (GNSS) professions. Emphasis is placed on data collection and mapping using GIS software. Upon completion, students should be able to use GNSS technologies to collect field data and create GIS maps.

Total Credits:4

Class Credits:2

Lab Credits:4

Clinic Credits:0

CEG-115: Introduction to Tech & Sustainability

This course introduces basic skills, sustainability concepts and career fields for technicians. Topics include career options, technical vocabulary, dimensional analysis, measurement systems, engineering graphics, professional ethics, and related topics. Upon completion, students should be able to identify drawing elements and create sketches, perform basic engineering computations and identify measures of sustainable development.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CEG-151: CAD for Engineering Technology

This course introduces computer-aided drafting (CAD) software. Topics include file and data management, drawing, editing, dimensioning commands, plotting, and related topics. Upon completion, students should be able to create and plot basic drawings and maps using CAD software.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CEG-210: Construction Materials & Methods

This course covers the behavior and properties of Portland cement, asphaltic concretes, and other construction materials, including construction methods and equipment. Topics include cementing agents, aggregates, water and admixture materials with their proportions, production, placement, consolidation, curing; and their inspection. Upon completion, students should be able to proportion Portland concrete mixes to attain predetermined strengths, perform standard control tests on Portland cement concrete, identify inspection criteria for concretes, identify construction equipment and applications.

Course Prerequisites: Take CEG-115 or EGR-115

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CEG-211: Hydrology & Erosion Control

This course introduces basic engineering principles and characteristics of hydrology, erosion and sediment control. Topics include stormwater runoff, gravity pipe flow, open channel flow, low impact development (LID), erosion control devices and practices. Upon completion, students should be able to analyze and design gravitational drainage structures, identify LID and erosion control elements, and prepare a stormwater drainage plan.

Course Prerequisites: Take 1 group Take MAT-121, CEG-115, EGR-115 CEG-151 or DFT-151 Take MAT-171, CEG-115 EGR-115 CEG-151 or DFT-151 Take DMA-060, DMA-070, DMA-080, CEG-115, EGR-115, CEG-151 or DFT-151

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CEG-212: Introduction to Environmental Technology

This course introduces basic engineering principles of hydraulics, and water and wastewater technologies. Topics include fluid statics, fluid dynamics, flow measurement, the collection, treatment, and distribution of water and wastewater. Upon completion, students should be able to identify water and wastewater system elements, describe water and wastewater system processes and perform basic hydraulics and treatment computations.

Course Prerequisites: Take One: EGR 250, EGR 251, or MEC 210 Take 1 group Take EGR-250 CEG-115 or EGR-115 Take EGR-251 CEG-115 or EGR-115 Take MEC-210 CEG-115 or EGR-115

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CEG-230: Subdivision Planning & Design

This course covers the planning and design concepts related to subdivisions including analysis of development standards, engineering, and the creation of CAD drawings. Topics include applicable codes, lot creation, roadway system layout, stormwater drainage, low impact development (LID) concepts, and related topics. Upon completion, students should be able to prepare a set of subdivision plans.

Course Prerequisites: Take One Course from Each Set:SET 1: CEG-151, DFT-151, or EGR-120SET 2: CEG-211SET 3: SRV-111 or CIV-215 Take 1 group Take CEG-151 CEG-211 CIV-125 SRV-111 CEG-115 or EGR-115 Take DFT-151 CEG-211 CIV-125 SRV-111 CEG-115 or EGR-115 Take EGR-120 CEG-211 CIV-125 SRV-111 CEG-115 or EGR-115 Take CEG-151 CEG-211 CIV-125 CIV-215 CEG-115 or EGR-115 Take DFT-151 CEG-211 CIV-125 CIV-215 CEG-115 or EGR-115 Take EGR-120 CEG-211 CIV-125 CIV-215 CEG-115 or EGR-115

Total Credits:3

Class Credits:1

Lab Credits:6

Clinic Credits:0

CEG-235: Project Management and Estimating

This course covers planning and estimating practices which are applicable to the civil engineering and related construction industries. Emphasis is placed on construction project planning and management, material take-offs labor and equipment requirements in accordance with industry formats, and other economic topics. Upon completion, students should be able to accurately complete material take-offs, prepare cost estimates, and prepare construction schedules.

Course Prerequisites: Take One: CEG-115, CIS-110, CIS-111, EGR-115, or EGR-125

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CET-245: Internet Servers

This course covers the setup and management of Internet server hardware and software. Topics include TCP/IP, FTP, SMTP, and HTTP; installation and configuration of server software for web, FTP, DNS, mail, and other services. Upon completion, students should be able to set up and maintain Internet servers.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CHM-090: Chemistry Concepts

This course provides a non-laboratory based introduction to basic concepts of chemistry. Topics include measurements, matter, energy, atomic theory, bonding, molecular structure, nomenclature, balancing equations, stoichiometry, solutions, acids and bases, gases, and basic organic chemistry. Upon completion, students should be able to understand and apply basic chemical concepts necessary for success in college-level science courses.

Course Prerequisites: Complete one: Complete MAT-003 with a grade of P1 or higher; Place out of MAT-003; Complete MAT-025; Place out of MAT-025; Complete MAT-035; Place out of MAT-035 AND Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:4

Class Credits:4

Lab Credits:0

Clinic Credits:0

CHM-130: General, Organic, & Biochemistry

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.

Course Prerequisites: Complete one: Complete MAT-003 with a grade of P1 or higher; Place out of MAT-003; Complete MAT-025; Place out of MAT-025; Complete MAT-035; Place out of MAT-035 AND Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CHM-131: Introduction to Chemistry

This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields.

Course Prerequisites: Complete one: Complete MAT-003 with a grade of P1 or higher; Place out of MAT-003; Complete MAT-025; Place out of MAT-025; Complete MAT-035; Place out of MAT-035 AND Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CHM-131A: Introduction to Chemistry Lab

This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131.

Course Prerequisites: Take CHM-131

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

CHM-132: Organic and Biochemistry

This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields.

Course Prerequisites: Take one set: Set 1: CHM-131 and CHM-131A Set 2: CHM-151

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

CHM-151: General Chemistry I

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. Students will develop laboratory technique and learn how to effectively communicate experimental results in written reports.

Course Prerequisites: Complete CHM-090 or place out of CHM-090 Complete ENG-002 with a grade of P1 or higher, place out of ENG-002, complete ENG-025, or place out of ENG-025 Complete MAT-171 with a grade of C or higher

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

CHM-152: General Chemistry II

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. Students will develop laboratory skills learned in CHM 151 and give an oral presentation on a chemically relevant subject.

Course Prerequisites: Take CHM-151 Complete CHM-151 with a grade of C or higher

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

CHM-251: Organic Chemistry I

This course provides a systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of hydrocarbons, alkyl halides, alcohols, and ethers; further topics include isomerization, stereochemistry, and spectroscopy. Upon completion, students should be able to demonstrate an understanding of the fundamental concepts of covered organic topics as needed in CHM 252. Students will perform basic synthetic and analytic techniques on organic compounds.

Course Prerequisites: Take CHM-152 Complete CHM-152 with a grade of C or higher

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

CHM-252: Organic Chemistry II

This course provides continuation of the systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of aromatics, aldehydes, ketones, carboxylic acids and derivatives, amines and heterocyclics; multi-step synthesis will be emphasized. Upon completion, students should be able to demonstrate an understanding of organic concepts as needed to pursue further study in chemistry and related professional fields. Students will conduct a multi-step synthetic scheme in the laboratory component.

Course Prerequisites: Take CHM-251 Complete CHM-251 with a grade of C or higher

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

CIS-110: Introduction to Computers

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.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CIS-115: Introduction to Programming and Logic

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.

Course Prerequisites: Take 1 group Take DMA-010 DMA-020 DMA-030 DMA-040 Take DMA-025 DMA-040 Take MAT-121 Take MAT-171 Take MAT-003 Take BSP-4003 Take MAT-025 or MAT-035 Take MAT-143

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CIV-111: Soils and Foundations

This course presents an overview of soil as a construction material using both analysis and testing procedures. Topics include index properties, classification, stress analysis, compressibility, compaction, dewatering, excavation, stabilization, settlement, and foundations. Upon completion, students should be able to perform basic soil tests and analyze engineering properties of soil.

Course Prerequisites: TAKE 1 COURSE; FROM EGR-250 EGR-251 MEC-210 Take 1 group Take EGR-250 CEG-115 Take EGR-250 EGR-115 Take EGR-251 CEG-115 Take EGR-251 EGR-115 Take MEC-210 CEG-115 Take MEC-210 EGR-115

Total Credits:4

Class Credits:2

Lab Credits:4

Clinic Credits:0

CIV-240: Project Management

This course introduces construction planning and scheduling techniques and project management software. Topics include construction safety, operation analysis, construction scheduling, construction control systems, claims and dispute resolutions, project records and documentation. Upon completion, students should be able to demonstrate an understanding of the roles of construction project participants, maintain construction records, and prepare construction schedules.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CJC-110: Basic Law Enforcement BLET

This course covers the basic skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Topics include those mandated by North

Carolina Administration Code as essential for functioning in law enforcement. Upon completion, the student should be able to demonstrate competence in the topics required for the state comprehensive certification examination.

Total Credits:20

Class Credits:10

Lab Credits:30

Clinic Credits:0

CJC-111: Introduction to Criminal Justice

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CJC-112: Criminology

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CJC-113: Juvenile Justice

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CJC-115: Crime Scene Photography

This course covers methodologies for photographing crime scenes including their application to forensic sciences, the legal system, and the proper use of digital cameras and accessories. Topics include digital cameras, operational functions required to properly photograph physical evidence and crime scenes, factors affecting admissibility of crime scene photographs, and methods and techniques specific to photographing crime scenes. Upon completion, students should be able to operate digital cameras using appropriate settings to control exposure and depth of field, properly compose various types of crime scene photographs, and use specialized techniques to properly photograph key items of evidence.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CJC-120: Interviews/Interrogations

This course covers basic and special techniques employed in criminal justice interviews and interrogations. Emphasis is placed on the interview/interrogation process, including

interpretation of verbal and physical behavior and legal perspectives. Upon completion, students should be able to conduct interviews/interrogations in a legal, efficient, and professional manner and obtain the truth from suspects, witnesses, and victims.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

CJC-121: Law Enforcement Operations

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CJC-122: Community Policing

This course covers the historical, philosophical, and practical dimensions of community policing. Emphasis is placed on the empowerment of police and the community to find solutions to problems by forming partnerships. Upon completion, students should be able to define community policing, describe how community policing strategies solve problems, and compare community policing to traditional policing.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CJC-131: Criminal Law

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CJC-132: Court Procedure & Evidence

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CJC-141: Corrections

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CJC-144: Crime Scene Processing

This course introduces the theories and practices of crime scene processing and investigating. Topics include legal considerations at the crime scene, processing indoor and outdoor scenes, recording, note taking, collection and preservation of evidence and submission to the crime laboratory. Upon completion, the student should be able to evaluate and search various crime scenes and demonstrate the appropriate techniques.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CJC-146: Trace Evidence

This course provides a study of trace evidence as it relates to forensic science. Topics include collection, packaging, and preservation of trace evidence from crime scenes such as bombings, fires and other scenes. Upon completion, students should be able to demonstrate the fundamental concepts of trace evidence collection, preservation and submission to the crime laboratory.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CJC-161: Introduction to Homeland Security

This course introduces the historical, organizational and practical aspects of Homeland Security. Topics include a historic overview, definitions and concepts, organizational

structure, communications, technology, mitigation, prevention and preparedness, response and recovery, and the future of Homeland Security. Upon completion, students should be able to explain essential characteristics of terrorism and Homeland Security, and define roles, functions and interdependency between agencies.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CJC-162: Intelligence Analysis and Security Management

This course examines intelligence analysis and its relationship to the security management of terrorist attacks and other threats to national security of the United States. Topics include a historic overview, definitions and concepts, intelligence evolution-politicization-operations-strategies, surveillance, analysis perspectives, covert action, and ethics. Upon completion, students should be able to outline intelligence policies, evaluate source information, implement intelligence techniques and analysis, identify threats, and apply ethical behaviors.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CJC-170: Critical Incident Management for Public Safety

This course prepares the student to specialize in the direct response, operations, and management of critical incidents. Emphasis is placed upon the theoretical and applied models to understand and manage disasters, terrorism, and school/work place violence. Upon completion, the student should be able to identify and discuss managerial techniques legal issues, and response procedures to critical incidents.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CJC-211: Counseling

This course introduces the basic elements of counseling and specific techniques applicable to the criminal justice setting. Topics include observation, listening, recording, interviewing, and problem exploration necessary to form effective helping relationships. Upon completion, students should be able to discuss and demonstrate the basic techniques of counseling.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CJC-212: Ethics & Community Relations

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CJC-213: Substance Abuse

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CJC-214: Victimology

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CJC-215: Organization & Administration

This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of control and discretion; and other related topics. Upon completion, students should be able to identify and discuss the basic components and functions of a criminal justice organization and its administrative operations.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CJC-221: Investigative Principles

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.

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

CJC-225: Crisis Intervention

This course introduces critical incident intervention and management techniques as they apply to operational criminal justice practitioners. Emphasis is placed on the victim/offender situation as well as job-related high stress, dangerous, or problem-solving citizen contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induced, and other critical and/or stressful incidents that require field analysis and/or resolution.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CJC-231: Constitutional Law

The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other

related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CJC-232: Civil Liability

This course covers liability issues for the criminal justice professional. Topics include civil rights violations, tort liability, employment issues, and other related topics. Upon completion, students should be able to explain civil trial procedures and discuss contemporary liability issues.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CJC-233: Correctional Law

This course introduces statutory/case law pertinent to correctional concepts, facilities, and related practices. Topics include examination of major legal issues encompassing incarceration, probation, parole, restitution, pardon, restoration of rights, and other related topics. Upon completion, students should be able to identify/discuss legal issues which directly affect correctional systems and personnel.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CJC-240: Law Enforcement Management & Supervision

This course provides a study of the best known methods and practices of police leadership and management. Topics include the role of the manager in law enforcement, communications, time-management in law enforcement, managing problems, training and law enforcement productivity. Upon completion, students should be able to identify and discuss methods and practices capable of moving law enforcement agencies forward into the twenty-first century.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CJC-244: Footwear and Tire Imprint

This course provides a study of the fundamental concepts of footwear and tire imprint evidence as related to forensic science. Topics include proper photographic recording, casting, recognition of wear patterns and imprint identification. Upon completion, the student should be able to recognize, record, photograph, and identify footwear and tire imprints.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CJC-245: Friction Ridge Analysis

This course introduces the basic elements of fingerprint technology and techniques applicable to the criminal justice field. Topics include the history and meaning of fingerprints, pattern types and classification filing sequence, searching and referencing. Upon completion, the students should be able to discuss and demonstrate the fundamental techniques of basic fingerprint technology.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CJC-246: Advanced Friction Ridge Analysis

This course introduces the theories and processes of advanced friction ridge analysis. Topics include evaluation of friction ridges, chart preparation, comparative analysis for values determination rendering proper identification, chemical enhancement and AFIS preparation and usage. Upon completion, students must show an understanding of proper procedures for friction ridge analysis through written testing and practical exercises.

Course Prerequisites: Take CJC-245

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CJC-250: Forensic Biology I

This course covers important biological principles that are applied in the crime laboratory. Topics include forensic toxicology, forensic serology, microscopy, and DNA typing analysis, with an overview of organic and inorganic analysis. Upon completion, students should be able to articulate how a crime laboratory processes physical evidence submitted by law enforcement agencies.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CJC-251: Forensic Chemistry I

This course provides a study of the fundamental concepts of chemistry as it relates to forensic science. Topics include physical and chemical properties of substances, metric measurements, chemical changes, elements, compounds, gases, and atomic structure. Upon completion, students should be able to demonstrate an understanding of the fundamental concepts of forensic chemistry.

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

CJC-255: Issues in Criminal Justice Application

This course provides an opportunity to exhibit interpersonal and technical skills required for application of criminal justice concepts in contemporary practical situations. Emphasis is placed on critical thinking and integration of theory and practical skills components. Upon completion, students should be able to demonstrate the knowledge required of any entry-level law enforcement officer.

Course Prerequisites: Take All: CJC-111, CJC-221, and CJC-231

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CMT-112: Construction Management I

This course introduces students to the field of construction management technology. Topics include job planning, work methods, materials, equipment, and other related topics. Upon completion, students should be able to demonstrate basic knowledge of methods, materials, equipment, and the logical sequence of a construction project.

Total Credits:6

Class Credits:4

Lab Credits:4

Clinic Credits:0

CMT-120: Codes and Inspections

This course covers building codes and the code inspections process used in the design and construction of residential and commercial buildings. Emphasis is placed on commercial, residential, and accessibility (ADA) building codes. Upon completion, students should understand the building code inspections process and apply building code principals and requirements to construction projects.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CMT-210: Construction Management Fundamentals

This course introduces the student to the fundamentals of effective supervision emphasizing professionalism through knowledge and applied skills. Topics include safety, planning and scheduling, contracts, problem-solving, communications, conflict resolution, recruitment, employment laws and regulations, leadership, motivation, teamwork, discipline, setting objectives, and training. Upon completion, students should be able to demonstrate the basic skills necessary to be successful as a supervisor in the construction industry.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CMT-212: Total Safety Performance

This course covers the importance of managing safety and productivity equally by encouraging people to take individual responsibility for safety and health in the workplace. Topics include safety management, controlling construction hazards, communicating and enforcing policies, OSHA compliance, personal responsibility and accountability, safety planning, training, and personal protective equipment. Upon completion, the student should be able to properly supervise safety at a construction jobsite and qualify for OSHA Training Certification.

Course Prerequisites: Take CMT-210

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CMT-214: Planning and Scheduling

This course covers the need for and the process of planning construction projects, as well as the mechanics and vocabulary of project scheduling. Topics include project preplanning, scheduling formats, planning for production, short interval planning, schedule updating and revising, and computer-based planning and scheduling. Upon completion, the student should be able to understand the need for planning and scheduling, the language and logic of scheduling, and use of planning skills.

Course Prerequisites: Take All: CMT-210 and BPR-130

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CMT-216: Costs and Productivity

This course covers the relationships between time, work completed, work-hours spent, schedule duration, equipment hours, and materials used. Topics include production rates, productivity unit rates, work method improvements, and overall total project cost control. Upon completion, the student should be able to demonstrate an understanding of how costs may be controlled and productivity improved on a construction project.

Course Prerequisites: Take CMT-210

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CMT-218: Human Relations Issues

This course provides instruction on human relations issues as they relate to construction project supervision. Topics include relationships, human behavior, project staffing issues, teamwork, effective communication networks, laws and regulations, and identifying and responding to conflict, crisis, and discipline. Upon completion, the student will demonstrate an understanding of the importance of human relations in the success of a construction project.

Course Prerequisites: Take CMT-210

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CMT-226: Applications Project

This course provides an individual and/or integrated team approach to a practical construction management project. Topics include project selection, research and planning, implementation, and a final presentation. Upon completion, students should be able to plan and implement an applications-oriented construction management project.

Course Prerequisites: Take BPR-130 BPR-230 CMT-210 CMT-112 CST-241 and CMT-214

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

COM-110: Introduction to Communication

This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

COM-120: Introduction to Interpersonal Communication

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

COM-140: Introduction to Intercultural Communication

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

COM-231: Public Speaking

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.

Course Prerequisites: Take ENG-111; Minimum grade C;

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

COS-111: Cosmetology Concepts I

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.

Course Prerequisites: Take COS-112

Total Credits:4

Class Credits:4

Lab Credits:0

Clinic Credits:0

COS-111AB: Cosmetology Concepts I

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.

Course Prerequisites: Take COS-112

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

COS-111BB: Cosmetology Concepts I

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.

Course Prerequisites: Take COS-112 Take COS-111AB

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

COS-112: Salon I

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.

Course Prerequisites: Take COS-111

Total Credits:8

Class Credits:0

Lab Credits:24

Clinic Credits:0

COS-112AB: Salon I

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.

Course Prerequisites: Take COS-111

Total Credits:4

Class Credits:0

Lab Credits:12

Clinic Credits:0

COS-112BB: Salon I

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.

Course Prerequisites: Take COS-111 Take COS-112AB

Total Credits:4

Class Credits:0

Lab Credits:12

Clinic Credits:0

COS-113: Cosmetology Concepts II

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.

Course Prerequisites: Take All: COS-111 and COS-112

Total Credits:4

Class Credits:4

Lab Credits:0

Clinic Credits:0

COS-113AB: Cosmetology Concepts II

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.

Course Prerequisites: Take All: COS-111 and COS-112

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

COS-113BB: Cosmetology Concepts II

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.

Course Prerequisites: Take All: COS-111 and COS-112 Take COS-113AB

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

COS-114: Salon II

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.

Course Prerequisites: Take All: COS-111 and COS-112

Total Credits:8

Class Credits:0

Lab Credits:24

Clinic Credits:0

COS-114AB: Salon II

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.

Course Prerequisites: Take All: COS-111 and COS-112

Total Credits:4

Class Credits:0

Lab Credits:12

Clinic Credits:0

COS-114BB: Salon II

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.

Course Prerequisites: Take All: COS-111 and COS-112 Take COS-114AB

Total Credits:4

Class Credits:0

Lab Credits:12

Clinic Credits:0

COS-115: Cosmetology Concepts III

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.

Course Prerequisites: Take All: COS-111 and COS-112

Total Credits:4

Class Credits:4

Lab Credits:0

Clinic Credits:0

COS-115AB: Cosmetology Concepts III

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.

Course Prerequisites: Take All: COS-111 and COS-112

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

COS-115BB: Cosmetology Concepts III

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.

Course Prerequisites: Take All: COS-111 and COS-112

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

COS-116: Salon III

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.

Course Prerequisites: Take All: COS-111 and COS-112

Total Credits:4

Class Credits:0

Lab Credits:12

Clinic Credits:0

COS-116AB: Salon III

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.

Course Prerequisites: Take All: COS-111 and COS-112

Total Credits:2

Class Credits:0

Lab Credits:6

Clinic Credits:0

COS-116BB: Salon III

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.

Course Prerequisites: Take All: COS-111 and COS-112

Total Credits:2

Class Credits:0

Lab Credits:6

Clinic Credits:0

COS-117: Cosmetology Concepts IV

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.

Course Prerequisites: Take All: COS-111 and COS-112

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

COS-118: Salon IV

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.

Course Prerequisites: Take All: COS-111 and COS-112

Total Credits:7

Class Credits:0

Lab Credits:21

Clinic Credits:0

COS-119: Esthetics Concepts I

This course covers the concepts of esthetics. Topics include orientation, anatomy, physiology, hygiene, sterilization, first aid, chemistry, basic dermatology, and professional ethics. Upon completion, students should be able to demonstrate an understanding of the concepts of esthetics and meet course requirements.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

COS-120: Esthetics Salon I

This course covers the techniques of esthetics in a comprehensive experience in a simulated salon setting. Topics include client consultation, facials, body treatments, hair removal, make-up applications, and color analysis. Upon completion, students should be able to safely and competently demonstrate esthetic services on clients in a salon setting.

Total Credits:6

Class Credits:0

Lab Credits:18

Clinic Credits:0

COS-125: Esthetics Concepts II

This course covers more comprehensive esthetics concepts. Topics include nutrition, business management, makeup, and color analysis. Upon completion students should be able to demonstrate an understanding of the advanced esthetics concepts and meet course requirements.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

COS-126: Esthetics Salon II

This course provides experience in a simulated esthetics setting. Topics include machine facials, aromatherapy, surface manipulation in relation to skin care, electricity, and apparatus. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology licensing examination for Estheticians.

Total Credits:6

Class Credits:0

Lab Credits:18

Clinic Credits:0

COS-223: Contemporary Hair Coloring

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 clients color needs and safely and competently perform color applications and correct problems.

Course Prerequisites: Take All: COS-111 and COS-112

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

COS-224: Trichology & Chemistry

This course is a study of hair and the interaction of applied chemicals. Emphasis is placed on pH actions and the reactions and effects of chemical ingredients. Upon completion, students should be able to demonstrate an understanding of chemical terminology, pH testing, and chemical reactions on hair.

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

COS-225: Advanced Contemporary Hair Coloring

This course covers advanced techniques in coloring applications and problem solving situations. Topics include removing unwanted color,replacing pigment and re-coloring, removing coatings, covering gray and white hair, avoiding color fading, and poor tint results. Upon completion, students should be able to apply problem solving techniques in hair coloring situations.

Course Prerequisites: Take COS-223

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

COS-240: Contemporary Design

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.

Course Prerequisites: Take All: COS-111 and COS-112

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

CSC-113: Artificial Intelligence Fundamentals

This course provides a survey of artificial intelligence and machine learning. Topics include the history, development, and current applications of artificial intelligence and machine learning. Upon completion, students should be able to demonstrate general artificial intelligence and machine learning concepts.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CSC-114: Artificial Intelligence I

This course covers the study of intelligent agent design and rational decision making. Topics include goal-driven agents, search techniques, optimization, basic problem-solving methods, logic, knowledge-based agents, statistical and probabilistic reasoning, and the basics of machine learning. Special consideration will be given to working with data structures and techniques required for basic model building in Python along with understanding how to work and interact with Large Language Models. Upon completion, students should be able to demonstrate artificial intelligence design concepts.

Course Prerequisites: Take CSC-121

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CSC-120: Computing Fundamentals I

This course provides the essential foundation for the discipline of computing and a program of study in computer science, including the role of the professional. Topics include algorithm design, data abstraction, searching and sorting algorithms, and procedural programming techniques. Upon completion, students should be able to solve problems, develop algorithms, specify data types, perform sorts and searches, and use an operating system.

Course Prerequisites: Take 1 group Take DMA-010 DMA-020 DMA-030 DMA-040 DMA-050 Take DMA-010 DMA-020 DMA-030 DMA-045 Take DMA-025 DMA-040 DMA-050 Take DMA-025 DMA-045 Take MAT-121 Take MAT-143 Take MAT-171 Take MAT-025 or MAT-035 Take MAT-003 Take BSP-4003

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

CSC-121: Python Programming

This course introduces computer programming using the Python programming language. Emphasis is placed on common algorithms and programming principles utilizing the standard library distributed with Python. Upon completion, students should be able to design, code, test, and debug Python language programs.

Course Prerequisites: Take CTI-110 or CSC-120

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CSC-122: Python Application Development

This course introduces the use of frameworks to build web-enabled applications. Emphasis is placed on URL routing, output format templating, database manipulation and security. Upon completion, students should be able to create simple web-enabled applications with a graphical user interface using the Python language.

Course Prerequisites: Take CSC-121

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CSC-124: Introduction to Data Science Programming

This course covers the key technologies used to manipulate, store and analyze big data. Topics include scripting languages, noSQL databases, database scalability, performance metrics and tuning. Upon completion, students should be able to use programming techniques to investigate data sets and algorithms.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CSC-130: Computing Fundamentals II

This course provides in-depth coverage of the discipline of computing and the role of the professional. Topics include software design methodologies, analysis of algorithm and data structures, searching and sorting algorithms, and file organization methods. Upon completion, students should be able to use software design methodologies and choice of data structures and understand social/ethical responsibilities of the computing professional.

Course Prerequisites: Take CSC-120

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

CSC-133: C Programming

This course introduces computer programming using the C programming language with structured programming principles. Topics include input/output operations, iteration, arithmetic operations, arrays, pointers, filters, and other related topics. Upon completion, students should be able to design, code, test and debug at a beginning level. The focus of this course is C programming for microcontrollers and embedded systems.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CSC-134: C++ Programming

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.

Course Prerequisites: Take MAT-121 or MAT-143 or MAT-152 or MAT-171 or MAT-271 or MAT-252

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CSC-151: JAVA Programming

This course introduces computer programming using the JAVA 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, debug JAVA language programs.

Course Prerequisites: Take 1 group DMA-010,DMA-020,DMA-030,DMA-040 and DMA-050 DMA-010,DMA-020,DMA-030,DMA-045 DMA-025,DMA-040 and DMA-050 DMA-025 and DMA-045 MAT-121 MAT-171 MAT-003 BSP-4003 MAT-025 MAT-035 Take MAT-121 or MAT-143 or MAT-152 or MAT-171 or MAT-271

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CSC-154: Software Development

This course covers the fundamentals of software development. Emphasis is placed on the full spectrum of team software development methodologies, software development

project management, version control, issue tracking, regression testing, automated build and deployment. Upon completion, students should be able to work in a team environment and apply software development methodologies and software quality assurance principles.

Course Prerequisites: Take DBA-120 Take CSC-134 or CSC-151 or CSC-121

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CSC-221: Advanced Python Programming

This course introduces advanced computer programming using the Python programming language. Emphasis is placed on the advanced programming concepts including advanced algorithms and programming principles utilizing standard and third party library tools. Upon completion, students should be able to design, code, test, and debug advanced Python language programs.

Course Prerequisites: Take CSC-121

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CSC-227: Cloud Application Development

This course introduces how to build, deploy, host, and manage applications using cloud technologies. Topics include building cloud applications using cloud tool sets, defining and managing service models, storage fundamentals, secure backup system and database programming. Upon completion, students should be able to develop and host cloud

applications, as well as design and develop services that access local and remote data from various data sources.

Course Prerequisites: Take CTI-110 and NOS-110 Take CSC-151 or CSC-121

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CSC-234: Advanced C++ Programming

This course is a continuation of CSC 134 using the C++ programming language with standard programming principles. Emphasis is placed on advanced arrays/tables, file management/processing techniques, data structures, sub-programs, interactive processing, sort/merge routines, and libraries. Upon completion, students should be able to design, code, test, debug and document programming solutions.

Course Prerequisites: Take CSC-134

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CSC-249: Data Structure & Algorithms

This course introduces the data structures and algorithms frequently used in programming applications. Topics include lists, stacks, queues, dequeues, heaps, sorting, searching, mathematical operations, recursion, encryption, random numbers, algorithm testing, and standards. Upon completion, students should be able to design data structures and implement algorithms to solve various problems. This course introduces the data structures and algorithms frequently used in programming applications. Topics include

lists, stacks, queues, dequeues, heaps, sorting, searching, mathematical operations, recursion, encryption, random numbers, algorithm testing, and standards. Upon completion, students should be able to design data structures and implement algorithms to solve various problems.

Course Prerequisites: Take CSC-121 or CSC-134 or CSC-151

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CSC-251: Advanced JAVA Programming

This course is a continuation of CSC 151 using the JAVA 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, debug, and implement objects using the appropriate environment.

Course Prerequisites: Take CSC-151

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CSC-256: Software Quality Assurance

This course covers the principles, concepts and processes of software testing. Topics include testing technologies, static techniques, test design techniques, and test management. Upon completion, students should be able to design and implement software testing plans and procedures throughout the software life cycle.

Course Prerequisites: Take CSC-121

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CSC-289: Programming Capstone Project

This course provides an opportunity to complete a significant programming project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, testing, presentation, and implementation. Upon completion, students should be able to complete a project from the definition phase through implementation.

Course Prerequisites: Take All: CTI-110, CTI-120, and CTS-115 Take CSC-154 Take CSC-121 or CSC-134 or CSC-151 Take CSC-256 or BAS-220 Take CSC-221 or CSC-234 or CSC-251

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

CST-131: OSHA/Safety/Certification

This course covers the concepts of work site safety. Topics include OSHA regulations, tool safety, and certifications which relate to the construction industry. Upon completion, students should be able to identify and maintain a safe working environment based on OSHA regulations and maintain proper records and certifications.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CST-150: Building Science

This course introduces concepts and techniques for the design and interaction of the mechanical systems of high performance buildings. Topics include building envelope, heating, ventilation and air conditioning (HVAC), indoor air quality, lighting, plumbing and electrical. Upon completion, students should be able to understand building systems interaction and performance.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CST-241: Planning/Estimating I

This course covers the procedures involved in planning and estimating a construction/building project. Topics include performing quantity take-offs of materials necessary for a building project. Upon completion, students should be able to accurately complete a take-off of materials and equipment needs involved in a construction project.

Course Prerequisites: Take One: BPR-130, MAT-121, or MAT-171

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CST-242: Planning/Estimating II

This course covers planning and estimating practices which are applicable to commercial construction. Emphasis is placed on planning and developing take-offs of materials, labor, and equipment in accordance with industry formats. Upon completion, students should be able to accurately complete take-offs and planning time lines necessary to complete a commercial structure.

Course Prerequisites: CST-241

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

CTI-110: Information Technology Foundations

This course provides an introduction to technology concepts and current trends in IT. Topics include foundational concepts across various IT domains such as, but not limited to, artificial intelligence, database fundamentals, programming principles, and web development. Upon completion, students should be able to demonstrate knowledge in core IT areas and apply skills critical for their academic and professional success.

Course Prerequisites: Take ENG-002 or ENG-025 Take MAT-003 or MAT-025 or MAT-035 or MAT-110

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CTI-120: Network and Security Foundations

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.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CTI-140: Virtualization Concepts

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.

Course Prerequisites: Take NOS-110

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

CTI-141: Cloud and Storage Concepts

This course introduces cloud computing and storage concepts. Emphasis is placed on cloud terminology, virtualization, storage networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of cloud storage systems.

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

CTI-240: Virtualization Administration I

This course covers datacenter virtualization concepts. Topics include data storage, virtual network configuration, virtual machine and virtual application deployment. Upon completion, students should be able to perform tasks related to virtual machine and hypervisor installation and configuration.

Course Prerequisites: Take CTI-140;

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

CTI-241: Virtualization Administration II

This course covers administration of datacenter virtualization infrastructure. Topics include access control, fault tolerance, scalability, resource management, virtual machine migration and troubleshooting. Upon completion, students should be able to perform tasks related to virtualization security, data protection and resource monitoring.

Course Prerequisites: Take CTI-240;

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

CTI-260: Data Center Troubleshooting

This course covers troubleshooting in a highly available, high performance, storage and computing system. Topics include provisioning, monitoring, diagnosing, and taking corrective actions in storage environments relating to Storage Area Network (SAN), Network Attached Storage (NAS), data protection and recovery. Upon completion, students should be able to demonstrate an understanding of SAN and NAS technologies, topologies, configuration, data protection, and fault triage and remediation.

Course Prerequisites: Take CTI-240 and NET-126

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CTI-270: Data Center Design and Problem Resolution

This course provides students an opportunity to complete a significant data center hardware and software design and configuration project, including disaster recovery planning. Emphasis is placed on adhering to optimal practices that can provide a highly available, stable, manageable, secure and scalable environment and maintaining it using a variety of utilities and system tools. Upon completion, students should be able to design, deploy and administer the hardware and software components of a highly available data center.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CTI-289: Computer Technology Integration Capstone Project

This course provides students an opportunity to complete a significant integrated technology project from the design phase through implementation with minimal instructor support. Emphasis is placed on technology policy, process planning, procedure definition,

systems architecture, and security issues to create projects for the many areas in which computer technology is integrated. Upon completion, students should be able to create, implement, and support a comprehensive technology integration project from the planning and design phase through implementation.

Course Prerequisites: Take All: CTI-110, CTI-120, and CTS-115

Total Credits:3

Class Credits:1

Lab Credits:6

Clinic Credits:0

CTS-115: Information Systems Business Concepts

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.

Course Prerequisites: Take ENG-025 or ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CTS-120: Hardware/Software Support

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.

Course Prerequisites: Take ENG-025 or ENG-111

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CTS-130: Spreadsheet

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.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CTS-155: Tech Support Functions

This course introduces a variety of diagnostic and instructional tools that are used to evaluate the performance of technical support technologies. Emphasis is placed on technical support management techniques and support technologies. Upon completion, students should be able to determine the best technologies to support and solve actual technical support problems.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CTS-220: Advanced Hardware/Software Support

This course provides advanced knowledge and competencies in hardware and operating system technologies for computer technicians to support personal computers. Emphasis is placed on: configuring and upgrading; diagnosis and troubleshooting; as well as preventive maintenance of hardware and system software. Upon completion, students should be able to install, configure, diagnose, perform preventive maintenance, and maintain basic networking on personal computers.

Course Prerequisites: Take CTS-120

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

CTS-225: Spreadsheet Data Analysis

This course presents basic and advanced techniques for data analysis and management using electronic spreadsheets. Topics include an overview of spreadsheet analytics, terminology, model preparation, and analytical techniques. Upon completion, students should be able to develop reliable and effective quantitative data models and reports to support analysis and decision-making for common business systems.

Course Prerequisites: Take BAS-120

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CTS-230: Advanced Spreadsheet

This course covers advanced spreadsheet design and development. Topics include advanced functions and statistics, charting, macros, databases, and linking. Upon completion, students should be able to demonstrate competence in designing complex spreadsheets.

Course Prerequisites: Take CTS-130

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CTS-255: Advanced Tech Support Functions

This course introduces a variety of diagnostic and instructional tools that are used to evaluate the performance of technical support technologies. Topics include technical support management techniques, evaluation, and methods of deployment for technical support technologies. Upon completion, students should be able to determine the best technologies to support and solve more complex technical support problems.

Course Prerequisites: Take CTS-155

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CTS-272: Desktop Support: Applications

This course is designed to prepare students for a foundation in Desktop Support certification in office productivity applications. Emphasis is placed on developing proficiency in the end-user support skills, processes, and procedures necessary to

correctly support office productivity products. Upon completion, students should be able to prepare for industry-level certification and utilize advanced support tools toward resolving office productivity end-user problems.

Course Prerequisites: Take NOS-130

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CTS-285: Systems Analysis & Design

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.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CTS-288: Professional Practices in IT

This course provides students with the business skills needed for success in the information technology field. Topics include portfolio development, resume design, interviewing techniques and professional practices. Upon completion, students should be able to prepare themselves and their work for a career in the information technology field.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

CTS-289: System Support Project

This course provides an opportunity to complete a significant support project with minimal instructor assistance. Emphasis is placed on written and oral communication skills, project definition, documentation, installation, testing, presentation, and user training. Upon completion, students should be able to complete a project from the definition phase through implementation.

Course Prerequisites: Take All: CTI-110, CTI-120, and CTS-115 Take NOS 110

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

CUL-110: Sanitation and Safety

This course introduces the basic principles of sanitation and safety relative to the hospitality industry. Topics include personal hygiene, sanitation and safety regulations, use and care of equipment, the principles of food-borne illness, and other related topics. Upon completion, students should be able to demonstrate an understanding of the content necessary for successful completion of a nationally recognized food/safety/sanitation exam.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

CUL-112: Nutrition for Foodservice

This course covers the principles of nutrition and its relationship to the foodservice industry. Topics include personal nutrition fundamentals, weight management, exercise, nutritional adaptation/analysis of recipes/menus, healthy cooking techniques and marketing nutrition in a foodservice operation. Upon completion, students should be able to apply basic nutritional concepts to food preparation and selection.

Course Prerequisites: Take CUL-110 and CUL-140 or CUL-142 Take CUL-112A

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

CUL-112A: Nutrition for Foodservice Lab

This course provides a laboratory experience for enhancing student skills in the principles of nutrition and its relationship to the foodservice industry. Emphasis is placed on personal nutrition fundamentals, weight management/exercise, nutritional adaptation/analysis of recipes/menus, healthy cooking techniques and marketing nutrition in a foodservice operation. Upon completion, students should be able to apply basic nutritional concepts to food preparation and selection.

Course Prerequisites: Take CUL-112 Take CUL-110 and CUL-140 or CUL-142 Take CUL-112

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

CUL-130: Menu Design

This course introduces menu design and its relationship to foodservice operations. Topics include layout, marketing, concept development, dietary concerns, product utilization,

target consumers and trends. Upon completion, students should be able to design, create and produce menus for a variety of foodservice settings.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

CUL-135: Food and Beverage Service

This course is designed to cover the practical skills and knowledge necessary for effective food and beverage service in a variety of settings. Topics include greeting/service of guests, dining room set-up, profitability, menu sales and merchandising, service styles and reservations. Upon completion, students should be able to demonstrate competence in human relations and the skills required in the service of foods and beverages. Concepts and skills studied in this course will be applied in CUL 135A, Food and Beverage Service Lab.

Course Prerequisites: Take CUL-110(S22835); Take CUL-135A

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

CUL-135A: Food and Beverage Service Lab

This course provides a laboratory experience for enhancing student skills in effective food and beverage service. Emphasis is placed on practical experiences including greeting/service of guests, dining room set-up, profitability, menu sales and merchandising, service styles and reservations. Upon completion, students should be able to demonstrate practical applications of human relations and the skills required in the service of foods and beverages.

Course Prerequisites: Take CUL-135

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

CUL-140: Culinary Skills I

This course introduces the fundamental concepts, skills and techniques in basic cookery, and moist, dry and combination heat. Emphasis is placed on recipe conversion, measurements, terminology, classical knife cuts, safe food/equipment handling, flavorings/seasonings, stocks/sauces/soups, and related topics. Upon completion, students should be able to exhibit the basic cooking skills used in the foodservice industry.

Course Prerequisites: Take CUL-110

Total Credits:5

Class Credits:2

Lab Credits:6

Clinic Credits:0

CUL-142: Fundamentals of Food

This course introduces the student to the basic principles of cooking, baking and kitchen operations. Topics include preparation methods for protein, starch, vegetable/fruit identification/selection, storage; breakfast cookery, breads, sweet dough/pastries, basic fabrication, knife skills, and mise en place. Upon completion, students should be able to execute efficiently a broad range of basic cooking/baking skills as they apply to different stations in foodservice operations.

Course Prerequisites: Take CUL-110

Total Credits:5

Class Credits:2

Lab Credits:6

Clinic Credits:0

CUL-160: Baking I

This course covers basic ingredients, techniques, weights and measures, baking terminology and formula calculations. Topics include yeast/chemically leavened products, laminated doughs, pastry dough batter, pies/tarts, meringue, custard, cakes and cookies, icings, glazes and basic sauces. Upon completion, students should be able to demonstrate proper scaling and measurement techniques, and prepare and evaluate a variety of bakery products.

Course Prerequisites: Take CUL-110 Take CUL-140 or CUL-142

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

CUL-170: Garde Manger I

This course introduces basic cold food preparation techniques and pantry production. Topics include salads, sandwiches, appetizers, dressings, basic garnishes, cheeses, cold sauces, and related food items. Upon completion, students should be able to present a cold food display and exhibit an understanding of the cold kitchen and its related terminology.

Course Prerequisites: Take CUL-110 Take CUL-140

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

CUL-214: Wine Appreciation

This course provides an introduction to information about wine from all the major wine producing regions. Emphasis is placed on the history of wine, production, characteristics, wine list development, laws, purchasing and storing requirements. Upon completion, students should be able to evaluate varietal wines and basic food pairings. Must be 21 years old or older to take this class.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

CUL-230: Global Cuisines

This course provides practical experience in the planning, preparation, and presentation of representative foods from a variety of world cuisines. Emphasis is placed on indigenous ingredients and customs, nutritional concerns, and cooking techniques. Upon completion, students should be able to research and execute a variety of international and domestic menus.

Course Prerequisites: Take All: CUL-110 and CUL-140 Take CUL-160 CUL-170 CUL-240 WBL-112

Total Credits:5

Class Credits:1

Lab Credits:8

Clinic Credits:0

CUL-240: Culinary Skills II

This course is designed to further students' knowledge of the fundamental concepts, skills, and techniques involved in basic cookery. Emphasis is placed on meat identification/fabrication, butchery and cooking techniques/methods; appropriate vegetable/starch accompaniments; compound sauces; plate presentation; breakfast cookery; and quantity food preparation. Upon completion, students should be able to plan, execute, and successfully serve entrees with complementary side items.

Course Prerequisites: Take one set:Set 1: CUL-110 and CUL-140Set 2: CUL-110, CUL-142, and CUL-170 Take CUL-110 CUL-140

Total Credits:5

Class Credits:1

Lab Credits:8

Clinic Credits:0

CUL-250: Classical Cuisine

This course is designed to reinforce the classical culinary kitchen. Topics include the working Grand Brigade of the kitchen, signature dishes and classical banquets. Upon completion, students should be able to demonstrate competence in food preparation in a classical/upscale restaurant or banquet setting.

Course Prerequisites: Take All: CUL-110, CUL-140, and CUL-240 WBL-112

Total Credits:5

Class Credits:1

Lab Credits:8

Clinic Credits:0

CUL-260: Baking II

This course is designed to further students' knowledge in ingredients, weights and measures, baking terminology and formula calculation. Topics include classical desserts,

frozen desserts, cake and torte production, decorating and icings/glazes, dessert plating and presentation. Upon completion, students should be able to demonstrate pastry preparation, plating, and dessert buffet production skills.

Course Prerequisites: Take All: CUL-110 and CUL-160 Take CUL-110 CUL-160

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

CUL-270: Garde Manger II

This course is designed to further students' knowledge in basic cold food preparation techniques and pantry production. Topics include pates, terrines, galantines, decorative garnishing skills, carving, charcuterie, smoking, canapes, hors d'oeuvres, and related food items. Upon completion, students should be able to design, set up, and evaluate a catering/event display to include a cold buffet with appropriate showpieces.

Course Prerequisites: Take All: CUL-110, CUL-140, and CUL-170 Take CUL-110 CUL-140 CUL-170

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

DBA-120: Database Programming I

This course is designed to develop SQL programming proficiency. Emphasis is placed on data definition, data manipulation, and data control statements as well as on report generation. Upon completion, students should be able to write programs which create, update, and produce reports.

Course Prerequisites: Take CTI-110 or CIS-115

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

DBA-130: Introduction to Nosql Databases

This course introduces large scale data oriented web solutions on noSQL Databases. Topics include the advantages of developing and implementing noSQL Database systems. Upon completion, students should be able to design, develop, implement, and administer noSQL Database structures on business environments.

Course Prerequisites: Take DBA-120 or BAS-240

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

DBA-240: Database Analysis and Design

This course is an exploration of the established and evolving methodologies for the analysis, design, and development of a database system. Emphasis is placed on business data characteristics and usage, managing database projects, prototyping and modeling, and CASE tools. Upon completion, students should be able to analyze, develop, and validate a database implementation plan.

Course Prerequisites: Take DBA-120

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

DDT-110: Intellectual & Developmental Disabilities

This course covers intellectual and developmental disabilities. Emphasis is placed on causes of intellectual/developmental disabilities, service provision and advocacy. Upon completion, students should be able to demonstrate a general knowledge of serving individuals with intellectual/developmental disabilities.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

DEN-100: Basic Orofacial Anatomy

This course provides a basic introduction to the structures of the head, neck, and oral cavity. Topics include tooth morphology, head and neck anatomy, histology, and embryology. Upon completion, students should be able to demonstrate knowledge of normal structures and development and how they relate to the practice of dental assisting.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

DEN-101: Preclinical Procedures

This course provides instruction in procedures for the clinical dental assistant as specified by the North Carolina Dental Practice Act. Emphasis is placed on orientation to the profession, infection control techniques, instruments, related expanded functions, and

diagnostic, operative, and specialty procedures. Upon completion, students should be able to demonstrate proficiency in clinical dental assisting procedures.

Total Credits:7

Class Credits:4

Lab Credits:6

Clinic Credits:0

DEN-102: Dental Materials

This course provides instruction in identification, properties, evaluation of quality, principles, and procedures related to manipulation and storage of operative and specialty dental materials. Emphasis is placed on the understanding and safe application of materials used in the dental office and laboratory. Upon completion, students should be able to demonstrate proficiency in the laboratory and clinical application of routinely used dental materials.

Total Credits:4

Class Credits:2

Lab Credits:4

Clinic Credits:0

DEN-103: Dental Sciences

This course is a study of oral pathology, pharmacology, and dental office emergencies. Topics include oral pathological conditions, dental therapeutics, and management of emergency situations. Upon completion, students should be able to recognize abnormal oral conditions, identify classifications, describe actions and effects of commonly prescribed drugs, and respond to medical emergencies.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

DEN-104: Dental Health Education

This course covers the study of preventive dentistry to prepare dental assisting students for the role of dental health educator. Topics include etiology of dental diseases, preventive procedures, and patient education theory and practice. Upon completion, students should be able to demonstrate proficiency in patient counseling and oral health instruction in private practice or public health settings.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

DEN-105: Practice Management

This course provides a study of principles and procedures related to management of the dental practice. Emphasis is placed on maintaining clinical and financial records, patient scheduling, and supply and inventory control. Upon completion, students should be able to demonstrate fundamental skills in dental practice management.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

DEN-106: Clinical Practice I

This course is designed to provide experience assisting in a clinical setting. Emphasis is placed on the application of principles and procedures of four-handed dentistry and laboratory and clinical support functions. Upon completion, students should be able to utilize classroom theory and laboratory and clinical skills in a dental setting.

Course Prerequisites: Take DEN-101

Total Credits:6

Class Credits:2

Lab Credits:0

Clinic Credits:12

DEN-107: Clinical Practice II

This course is designed to increase the level of proficiency in assisting in a clinical setting. Emphasis is placed on the application of principles and procedures of four-handed dentistry and laboratory and clinical support functions. Upon completion, students should be able to combine theoretical and ethical principles necessary to perform entry-level skills including functions delegable to a DA II.

Course Prerequisites: Take DEN-106

Total Credits:5

Class Credits:1

Lab Credits:0

Clinic Credits:12

DEN-110: Orofacial Anatomy

This course introduces the structures of the head, neck, and oral cavity. Topics include tooth morphology, head and neck anatomy, histology, and embryology. Upon completion, students should be able to relate the identification of normal structures and development to the practice of dental assisting and dental hygiene.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

DEN-111: Infection/Hazard Control

This course introduces the infection and hazard control procedures necessary for the safe practice of dentistry. Topics include microbiology, practical infection control, sterilization and monitoring, chemical disinfectants, aseptic technique, infectious diseases, OSHA standards, and applicable North Carolina laws. Upon completion, students should be able to understand infectious diseases, disease transmission, infection control procedures, biohazard management, OSHA standards, and applicable North Carolina laws.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

DEN-112: Dental Radiography

This course provides a comprehensive view of the principles and procedures of radiology as they apply to dentistry. Topics include techniques in exposing, processing, and evaluating radiographs, as well as radiation safety, quality assurance, and legal issues. Upon completion, students should be able to demonstrate proficiency in the production of diagnostically acceptable radiographs using appropriate safety precautions.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

DEN-120: Dental Hygiene Preclinic Lecture

This course introduces preoperative and clinical dental hygiene concepts. Emphasis is placed on the assessment phase of patient care as well as the theory of basic dental hygiene instrumentation. Upon completion, students should be able to collect and evaluate patient data at a basic level and demonstrate knowledge of dental hygiene instrumentation.

Course Prerequisites: Take DEN-121

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

DEN-121: Dental Hygiene Preclinical Lab

This course provides the opportunity to perform clinical dental hygiene procedures discussed in DEN 120. Emphasis is placed on clinical skills in patient assessment and instrumentation techniques. Upon completion, students should be able to demonstrate the ability to perform specific preclinical procedures.

Course Prerequisites: Take DEN-120

Total Credits:2

Class Credits:0

Lab Credits:6

Clinic Credits:0

DEN-123: Nutrition/Dental Health

This course introduces basic principles of nutrition with emphasis on nutritional requirements and their application to individual patient needs. Topics include the study of Federal Nutritional Guidelines, nutrient functions, Recommended Daily Allowances, Adequate Intake, Tolerable Upper Intake Level, Estimated Average Requirement, and related psychological principles. Upon completion, students should be able to recommend and counsel individuals on their food intake as related to their dental health.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

DEN-124: Periodontology

This course provides an in-depth study of the periodontium, periodontal pathology, periodontal monitoring, and the principles of periodontal therapy. Topics include periodontal anatomy and a study of the etiology, classification, and treatment modalities of periodontal diseases. Upon completion, students should be able to describe, compare, and contrast techniques involved in periodontal/maintenance therapy, as well as patient care management.

Course Prerequisites: Take DEN-110

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

DEN-125: Dental Office Emergencies

This course provides a study of the management of dental office emergencies. Topics include methods of prevention, necessary equipment/drugs, medicolegal considerations, recognition and effective initial management of a variety of emergencies. Upon completion, the student should be able to recognize, assess and manage various dental office emergencies and activate advanced medical support when indicated.

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

DEN-130: Dental Hygiene Theory I

This course is a continuation of the didactic dental hygiene concepts necessary for providing an oral prophylaxis. Topics include deposits/removal, instrument sharpening,

patient education, fluorides, planning for dental hygiene treatment, charting, and clinical records and procedures. Upon completion, students should be able to demonstrate knowledge needed to complete a thorough oral prophylaxis.

Course Prerequisites: Take DEN-120 Take DEN-131

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

DEN-131: Dental Hygiene Clinic I

This course continues skill development in providing an oral prophylaxis. Emphasis is placed on treatment of the recall patients with gingivitis or light deposits. Upon completion, students should be able to assess these patients' needs and complete the necessary dental hygiene treatment.

Course Prerequisites: Take DEN-121 Take DEN-130

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:9

DEN-140: Dental Hygiene Theory II

This course introduces principles in treatment modification. Topics include modification of treatment for pain management and advanced radiographic interpretation. Upon completion, students should be able to differentiate necessary treatment modifications, radiographic abnormalities, and be certified in the administration of local anesthesia.

Course Prerequisites: Take DEN-130 Take DEN-141

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

DEN-141: Dental Hygiene Clinic II

This course continues skill development in providing an oral prophylaxis. Emphasis is placed on treatment of patients with early periodontal disease and subgingival deposits. Upon completion, students should be able to assess these patients' needs and complete the necessary dental hygiene treatment.

Course Prerequisites: Take DEN-131 Take DEN-140

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:6

DEN-220: Dental Hygiene Theory III

This course introduces advanced principles of patient care. Topics include advanced periodontal debridement, subgingival irrigation, air polishing, special needs and case presentations. Upon completion, students should be able to demonstrate knowledge of methods of treatment and management of periodontally compromised and special needs patients.

Course Prerequisites: Take DEN-140 Take DEN-221

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

DEN-221: Dental Hygiene Clinic III

This course continues skill development in providing an oral prophylaxis. Emphasis is placed on treatment of patients with moderate to advanced periodontal involvement and moderate deposits. Upon completion, students should be able to assess these patients' needs and complete the necessary dental hygiene treatment.

Course Prerequisites: Take DEN-141 Take DEN-220

Total Credits:4

Class Credits:0

Lab Credits:0

Clinic Credits:12

DEN-222: General & Oral Pathology

This course provides a general knowledge of oral pathological manifestations associated with selected systemic and oral diseases. Topics include developmental and degenerative diseases, selected microbial diseases, specific and nonspecific immune and inflammatory responses with emphasis on recognizing abnormalities. Upon completion, students should be able to differentiate between normal and abnormal tissues and refer unusual findings to the dentist for diagnosis.

Course Prerequisites: Take One: BIO-163, BIO-165, or BIO-168

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

DEN-223: Dental Pharmacology

This course provides basic drug terminology, general principles of drug actions, dosages, routes of administration, adverse reactions, and basic principles of anesthesiology. Emphasis is placed on knowledge of drugs in overall understanding of patient histories and health status. Upon completion, students should be able to recognize that each patient's general health or drug usage may require modification of the treatment procedures.

Course Prerequisites: Take One: BIO-163, BIO-165, or BIO-168

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

DEN-224: Materials and Procedures

This course introduces the physical properties of materials and related procedures used in dentistry. Topics include restorative and preventive materials, fabrication of casts and appliances, and chairside functions of the dental hygienist. Upon completion, students should be able to demonstrate proficiency in the laboratory and/or clinical application of routinely used dental materials and chairside functions.

Course Prerequisites: Take DEN-111

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

DEN-230: Dental Hygiene Theory IV

This course provides an opportunity to increase knowledge of the profession. Emphasis is placed on dental specialties, technological advances, and completion of a case study presentation. Upon completion, students should be able to demonstrate knowledge of

various disciplines of dentistry, technological advances and principles of case presentations.

Course Prerequisites: Take DEN-220 Take DEN-231

Total Credits:1

Class Credits:1

Lab Credits:0

Clinic Credits:0

DEN-231: Dental Hygiene Clinic IV

This course continues skill development in providing an oral prophylaxis. Emphasis is placed on periodontal maintenance and on treating patients with moderate to advanced/refractory periodontal disease. Upon completion, students should be able to assess these patients' needs and complete the necessary dental hygiene treatment.

Course Prerequisites: Take DEN-221 Take DEN-230

Total Credits:4

Class Credits:0

Lab Credits:0

Clinic Credits:12

DEN-232: Community Dental Health

This course provides a study of the principles and methods used in assessing, planning, implementing, and evaluating community dental health programs. Topics include epidemiology, research methodology, biostatistics, preventive dental care, dental health education, program planning, and financing and utilization of dental services. Upon completion, students should be able to assess, plan, implement, and evaluate a community dental health program.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

DEN-233: Professional Development

This course includes professional development, ethics, and jurisprudence with applications to practice management. Topics include conflict management, state laws, resumes, interviews, and legal liabilities as health care professionals. Upon completion, students should be able to demonstrate the ability to practice dental hygiene within established ethical standards and state laws.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

DES-112: Building and Construction Systems

This course provides an overview of the residential construction process for the interior designer. Emphasis is placed on providing the fundamental knowledge needed by the designer in residential construction basics and methods, including electrical and lighting, plumbing, sustainability, mechanical and ventilation, and the building envelope. Upon completion, students should be able to demonstrate effective communication required for effective collaboration with architects, engineers, and building contractors.

Course Prerequisites: Take ARC-111 and ARC-114

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

DES-125: Visual Presentation I

This course introduces visual presentation techniques for communicating ideas. Topics include drawing, perspective drawing, rendering and mixed media. Upon completion, students should be able to present a design concept through graphic media.

Total Credits:2

Class Credits:0

Lab Credits:6

Clinic Credits:0

DES-130: Digital Applications and Interior Design

This course introduces digital applications using current appropriate software and emerging technologies. Emphasis is placed on the operation of computer software in interior design applications. Upon completion, students should be able to use digital media to prepare a design solution. This course focuses on the use of Chief Architect software.

Course Prerequisites: Take ARC-111, ARC-114 and ARC-114A

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

DES-135: Principles and Elements of Design I

This course introduces the basic concepts and terminology of design as they relate to the design profession. Topics include line, pattern, space, mass, shape, texture, color, unity, variety, rhythm, emphasis, balance, proportion, scale, and function. Upon completion, students should be able to demonstrate an understanding of the principles covered through 2D and 3D exploration.

Total Credits:4

Class Credits:2

Lab Credits:4

Clinic Credits:0

DES-138: Space Planning

This course covers the topics of space planning in both residential and commercial interiors. Emphasis placed on designing for the functionality of interiors through space planning. Upon completion, students should be able to graphically communicate space plans for a variety of interior types.

Course Prerequisites: Take ARC-111 and ARC-114

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

DES-210: Professional Practices for Interior Design

This course introduces contemporary business practices for interior design. Topics include employment skills, business formations, professional associations, preparation of professional contracts and correspondence, and means of compensation. Upon completion, students should be able to demonstrate an understanding of basic business practices as they relate to the interior design profession.

Course Prerequisites: Take DES-125 or DES-135 Take DES-220

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

DES-220: Interior Design Fundamentals

This course provides an introduction to the application of interior design principles. Emphasis is placed on spatial relationships, material selections, craftsmanship, and visual presentation techniques. Upon completion, students should be able to apply interior design principles and illustrate design solutions through visual communication.

Course Prerequisites: Take One Set:Set 1: DES-135 and ARC-111Set 2: DES-110Set 3: DFT-115 Take ARC-114

Total Credits:3

Class Credits:1

Lab Credits:6

Clinic Credits:0

DES-225: Textiles for Interiors

This course includes the study of textiles and their applications for a variety of interiors. Emphasis is placed on history, manufacturing processes, fiber characteristics, and residential and non-residential applications. Upon completion, students should be able to specify appropriate textiles.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

DES-230: Residential Design I

This course includes principles of interior design for various residential design solutions. Emphasis is placed on visual presentation and selection of appropriate styles to meet specifications. Upon completion, students should be able to present scaled floor plans, elevations, specifications, color schemes finishes and furniture selection.

Course Prerequisites: Take DES-220 Take DES-125 ARC-264 or GRD-151

Total Credits:3

Class Credits:1

Lab Credits:6

Clinic Credits:0

DES-235: Products

This course provides an overview of interior products. Topics include floor coverings; wall coverings and finishes; ceilings, moldings, and furniture construction techniques; and other interior components. Upon completion, students should be able to identify and select appropriate materials and furnishings for interior spaces based on application.

Course Prerequisites: Take DES-220

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

DES-240: Commercial and Contract Design I

This course is designed to focus on commercial/contract design including retail, office, institutional, healthcare and hospitality design. Emphasis is placed on ADA requirements, building codes and standards, space planning, and selection of appropriate materials for non-residential interiors. Upon completion, students should be able to analyze design and present non-residential projects.

Course Prerequisites: Take DES-220 Take DES-138 Take DES-280 or ARC-131

Total Credits:3

Class Credits:1

Lab Credits:6

Clinic Credits:0

DES-242: Kitchen and Bath Design

This course covers the fundamentals of kitchen and bath design. Emphasis is placed on the principles and elements of kitchen and bath design, analysis of client needs, specifying products, and drafting design solutions. Upon completion, students should be able to produce basic kitchen and bath design utilizing standards established by the National Kitchen and Bath Association (NKBA).

Course Prerequisites: Take One: ARC-111, DES-110, or DFT-115

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

DES-243: Advanced Kitchen and Bath Design

This course covers advanced kitchen and bath design. Emphasis will be placed on universal design solutions, producing professional working documents, and mastery of developing and presenting a design concept and theme. Upon completion, students should be able to execute complex kitchen and bath designs.

Course Prerequisites: Take DES-242

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

DES-255: History of Interiors and Furnishings I

This course introduces architecture, interiors, and furnishings in a variety of historic styles from prehistoric to Neoclassical. Emphasis is placed on vocabulary, chronology, and style recognition. Upon completion, students should be able to recognize, classify and describe major styles of furniture, interiors, and architecture.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

DES-256: History of Interiors and Furnishings II

This course continues the study of architecture, interiors, and furnishings from a variety of historic styles from Colonial to Contemporary. Emphasis is placed on style recognition, vocabulary, and chronology. Upon completion, students should be able to recognize, classify and describe major styles of furniture, interiors, and exteriors.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

DES-265: Lighting/Interior Design

This course introduces theory and contemporary concepts in lighting. Topics include light levels, light quality, lamps and fixtures, and their use and application in interior design. Upon completion, students should be able to visually communicate light concepts and requirements based on national standards and select solutions for specific lighting scenarios.

Course Prerequisites: Take DES-135 ARC-111 and ARC-114

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

DES-280: Codes and Standards/Interior Design

This course introduces standard building codes as they relate to interior design. Topics include state and federal codes and standards related to accessibility, fire codes, egress, occupancy, and plumbing requirements. Upon completion, students should be able to research and interpret and apply applicable codes.

Course Prerequisites: Take DES-220

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

DES-285: Capstone/Interior Design

This course provides additional studio time to investigate areas of special interest, upgrade weaknesses, and/or capitalize on strengths. Topics include a broad range of options, both residential and non-residential, combining individual research and instructional guidance. Upon completion, students should be able to complete the graphics, client folder, and all schedules for a professional project.

Course Prerequisites: Take All: DES-230 and DES-240 Take DES-210

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

DFT-121: Introduction to GD&T

This course introduces basic geometric dimensioning and tolerancing principles. Topics include symbols, annotation, theory, and applications. Upon completion, students should be able to interpret and apply basic geometric dimensioning and tolerancing principles to drawings.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

DFT-151: CAD I

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. This course uses AutoCAD software.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

DFT-152: CAD II

This course introduces extended CAD applications. Emphasis is placed upon intermediate applications of CAD skills. Upon completion, students should be able to use extended CAD applications to generate and manage drawings. This course uses AutoCAD software.

Course Prerequisites: Take DFT-151

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

DFT-153: CAD III

This course introduces advanced CAD applications. Emphasis is placed upon advanced applications of CAD skills. Upon completion, students should be able to use advanced CAD applications to generate and manage data. This course uses Creo software.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

DFT-154: Introduction to Solid Modeling

This course is an introduction to basic three-dimensional solid modeling and design software. Topics include basic design, creation, editing, rendering and analysis of solid models, and creation of multiview drawings. Upon completion, students should be able to use design techniques to create, edit, render and generate a multiview drawing. This course uses SolidWorks software.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

DFT-170: Engineering Graphics

This course introduces basic engineering graphics skills and applications. Topics include sketching, selection and use of current methods and tools, and the use of engineering graphics applications. Upon completion, students should be able to demonstrate an understanding of basic engineering graphics principles and practices. This course utilizes SolidWorks software.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

DFT-254: Intermediate Solid Modeling & Rendering

This course presents a continuation of basic three-dimensional solid modeling and design software. Topics include advanced study of parametric design, creation, editing, rendering and analysis of solid model assemblies, and multiview drawing generation. Upon completion, students should be able to use parametric design techniques to create and analyze the engineering design properties of a model assembly. This course uses SolidWorks software.

Course Prerequisites: Take DFT-154

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

DME-115: Digital Media Tools

This course provides students with an introduction to creative expression and art/design techniques in a digital environment. Emphasis is placed on designing, creating, editing and integrating visual components consisting of bit-mapped and vector-based images, drawings, banners, text, simple animations, and multiple layers. Upon completion, students should be able to design and produce a range of visual products using digital processing techniques.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

DME-125: User Experience Fundamentals

This course introduces the fundamentals of user experience design and design process. Topics include overall user experience design as well as facets of user experience design such as user interface, information architecture, usability, credibility, and accessibility. Upon completion, students should be able to discuss and strategize the overall user experience of a digital screen-based product.

Course Prerequisites: Take one: ENG-002, ENG-025 or ENG-111 Take one: MAT-003 or MAT-025 or MAT-035 or MAT-110

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

DME-140: Introduction to Audio/Video Media

This course is designed to teach students how to manipulate digital and audio content for multimedia applications. Topics include format conversion and a review of current technologies and digital formats. Upon completion, students should be able to modify existing audio and video content to meet a range of production requirements associated with digital media applications.

Course Prerequisites: Take GRD-152 or DME-115 or GRD-154

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

DME-211: User Experience Research & Testing

This course provides a foundation in user research methodologies and heuristic evaluation. Topics include choosing an appropriate research method, how to plan and execute a usability test, analyzing test results, and how to evaluate existing artifacts using heuristics. Upon completion, students should be able to identify how users think about technological solutions, and apply their analysis of test or evaluation results to make appropriate recommendations on how to improve the user experience across multiple platforms.

Course Prerequisites: Take DME-125

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

DME-216: Visual Artifacts in User Experience

This course is designed to focus on the visual design deliverables that User Experience Designers create and deliver to team members and clients. Topics include sketching for user experience, journey maps, flow diagrams, architecture diagrams, motion prototypes, and wireframes and presentation. Upon completion, students should be able to create visual artifacts which lead to compelling digital screen-based user experience.

Course Prerequisites: Take DME-115 and DME-125 or GRD-152 or GRD-154

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

DRA-111: Theatre Appreciation

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

DRA-112: Literature of the Theatre

This course provides a survey of dramatic works from the classical Greek through the present. Emphasis is placed on the language of drama, critical theory, and background as well as on play reading and analysis. Upon completion, students should be able to articulate, orally and in writing, their appreciation and understanding of dramatic works.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

DRA-126: Storytelling

This course introduces the art of storytelling and the oral traditions of folk literature. Topics include the history of storytelling, its value and purpose, techniques of the storyteller, and

methods of collecting verbal art. Upon completion, students should be able to present and discuss critically stories from the world's repertory of traditional lore.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

DRA-130: Acting I

This course provides an applied study of the actor's craft. Topics include role analysis, training the voice, and body concentration, discipline, and self-evaluation. Upon completion, students should be able to explore their creativity in an acting ensemble.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:0

Lab Credits:6

Clinic Credits:0

DRA-131: Acting II

This course provides additional hands-on practice in the actor's craft. Emphasis is placed on further analysis, characterization, growth, and training for acting competence. Upon completion, students should be able to explore their creativity in an acting ensemble.

Course Prerequisites: Take DRA-130

Total Credits:3

Class Credits:0

Lab Credits:6

Clinic Credits:0

DRA-145: Stage Make-Up

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.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

ECO-151: Survey of Economics

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ECO-251: Principles of Microeconomics

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ECO-252: Principles of Macroeconomics

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EDU-119: Introduction to Early Childhood Education

This course introduces the foundations of culturally responsive, equitable and inclusive early childhood education, planning intentional developmentally appropriate experiences, learning activities, and teaching strategies for indoor and outdoor environments for all young children, guidance techniques, and professionalism. 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, guidance techniques, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to implement developmentally appropriate environments, guidance techniques, schedules, and teaching strategies across developmental domains to support culturally, linguistically, and

ability diverse children and their families in inclusive settings, and design a personal career/professional development plan.

Total Credits:4

Class Credits:4

Lab Credits:0

Clinic Credits:0

EDU-131: Child, Family, and Community

This course covers the development of partnerships among culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing and supporting respectful relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct and the Code of Ethics for North Carolina Educators. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children birth through adolescence, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child. This course covers the development of partnerships between culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing, 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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EDU-144: Child Development I

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EDU-145: Child Development II

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EDU-146: Child Guidance

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 socioeconomic 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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EDU-151: Creative Activities

This course introduces developmentally supportive, diverse, equitable, and inclusive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials and activities that align with the NC Foundations for Early Learning and Development. Emphasis is placed on best practices providing process-driven culturally diverse, learning experiences in art, music, creative movement, dance, and dramatic play integrated across all domains and academic content in indoor/outdoor environments for every young child age birth through age eight. Upon completion, students should be able to observe, examine, create, adapt, and advocate for developmentally appropriate creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EDU-153: Health, Safety and Nutrition

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EDU-157: Active Play

This course introduces physical activities to promote the development of children with diverse abilities, birth through middle childhood. Topics include active play, outdoor learning, design of the environment, development of play skills, loose parts play, nature play, risk/benefit assessment, advocacy, and family/community connection. Upon completion, students should be able to discuss the stages of play, the role of teachers in play, active play environments, advocate for the child's right to play, and plan and assess culturally responsive, equitable and developmentally appropriate experiences using NC Foundations for Early Learning and Development.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

EDU-162: Observation and Assessment in Early Childhood Education

This course introduces the research, benefits, goals, and ethical considerations associated with observation and formative assessment in early childhood education. Emphasis is placed on the implementation of multiple observation/assessment strategies including anecdotal records, event samples, rating scales, and portfolios to identify specific needs of

individual children with diverse abilities and to create appropriate learning experiences. Upon completion, students should be able to practice responsible assessment and effectively use tools to assess the child, teacher practices and indoor and outdoor environments to enhance programming; and explain the importance of assessment partnerships with families and other professionals.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EDU-163: Classroom Management and Instruction

This course examines classroom management and evidence-based instructional strategies that create supportive learning environments to provide culturally, linguistically and developmentally appropriate guidance for school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, ongoing systematic observation, and developmentally appropriate classroom guidance techniques. Upon completion, student should be able to utilize developmentally appropriate behavior management, utilize high-quality instructional strategies that enhance the teaching/learning process and promote students' academic success.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EDU-187: Teaching and Learning for All

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.

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

EDU-216: Foundations of Education

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EDU-221: Children With Exceptionalities

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.

Course Prerequisites: Take one set: Set 1: EDU-144 and EDU-145 Set 2: PSY-244 and PSY-245

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EDU-234: Infants, Toddlers, and Twos

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.

Course Prerequisites: Take EDU-144

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EDU-235: School-Age Development and Programs

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EDU-250: Teacher Licensure Preparation

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.

Course 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

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EDU-251: Exploration Activities

This course covers fundamental concepts in the content areas of science, technology, engineering, math, and social studies through investigative experiences aligned with NC Foundations for Early Learning and Development. Emphasis is placed on exploring fundamental concepts, scope and sequence, and teaching strategies to engage each child through play and open-ended discovery in indoor/outdoor environments. Upon completion, students should be able to understand major concepts in each content area and implement developmentally appropriate, culturally responsive, equitable, and inclusive experiences for all young children.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EDU-261: Early Childhood Administration I

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.

Course Prerequisites: Take EDU-119

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EDU-262: Early Childhood Administration II

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.

Course Prerequisites: Take All: EDU-119 and EDU-261

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EDU-263: School-Age Program Administration

This course introduces the methods and procedures for development and administration of school-age programs in the public or proprietary setting. Emphasis is placed on the construction and organization of the physical environment. Upon completion, students should be able to plan, develop and administer a quality school-age program.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

EDU-270: Effective Instructional Environments

This course is designed to provide learners with the knowledge and skills to create, manage, and assess effective instructional environments, learning attitudes, and behaviors for today's diverse learning population. null Topics include organizing the learning environment, fostering positive learning attitudes, supporting healthy stakeholder partnerships, engaging students using effective differentiated instruction, guiding, and

managing student behaviors, and assessing student progress. null null Upon completion of this course, learners will demonstrate effective dispositions of the professional educator that include managing schedules, spaces, and resources, promoting supportive learning mindsets, engaging students with diverse instructional strategies, guiding student behaviors to maximize both the instructional and social climate, and analyzing and effectively responding to student progress.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

EDU-272: Technology, Data, and Assessment

This course is designed to provide students with the knowledge and skills to utilize digital instructional technologies and technology-based assessments to plan and implement appropriate educational experiences and interventions in the classroom. Topics include educational technology to enhance instruction, instructional technologies for teaching, technology-based assessment, formative and summative assessments, data to inform practice, and ethical practices for technology and assessment. Upon completion, students will be able to demonstrate effective integration of educational technology into classroom practice, appropriate use of technology-based assessments, and practical application of data to inform educational planning and interventions.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

EDU-277: Integrated Curriculum and Instructional Strategies: Math/Science

This course is designed to provide learners with the content knowledge, instructional methods/materials, and assessment techniques needed to provide research-based math and science K - 12 instruction. null Topics include essential math and science concepts and skills, developmentally appropriate pedagogy, culturally responsive instruction,

standards-based outcomes, technology enhanced lesson planning, formative/summative assessments, research-based interventions, authentic learning experiences, and reflective practice. null Upon completion, learners will be able to plan, implement, assess, and reflect on developmentally appropriate math and science instruction aligned to the NC Standard Course of Study, other professional and national standards.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

EDU-278: Integrated Curriculum and Instructional Strategies: Social Studies/ELA

This course is designed to provide learners with the content knowledge, instructional methods/materials, and assessment techniques needed to provide research-based social studies and ELA K -12 instruction. null Topics include essential social studies and ELA concepts and skills, developmentally appropriate pedagogy, culturally responsive instruction, standards-based outcomes, technology enhanced lesson planning, formative/summative assessments, research-based interventions, authentic learning experiences, and reflective practice. null Upon completion, learners will be able to plan, implement, assess, and reflect on developmentally appropriate social studies and ELA instruction aligned to the NC Standard Course of Study, other professional and national standards.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

EDU-279: Literacy Development and Instruction

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. null 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. null Upon completion, students should be able to plan, implement, assess, evaluate, and demonstrate developmentally appropriate literacy instruction aligned to the NC Standard Course of Study and other state and national standards.

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

EDU-280: Language and Literacy Experiences

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EDU-282: Early Childhood Literature

This course covers the history, selection, and integration of literature and language in the early childhood curriculum. Topics include the history and selection of developmentally appropriate children's literature and the use of books and other media to enhance language and literacy in the classroom. Upon completion, students should be able to

select appropriate books for storytelling, reading aloud, puppetry, flannel board use, and other techniques for children who are culturally, linguistically, and ability diverse.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EDU-283: Educator Preparation Practicum

This course is designed to allow learners to demonstrate acquired skills and competencies in a developmentally appropriate learning environment. Topics include dispositions of effective teachers, portfolio assessment development, reflective practice, teaching methods, assessment strategies, and professional practices based on state and national Teaching Standards. null Upon completion, learners should be able to provide a portfolio assessment with evidence of ethical/professional standards, respect for a diverse population in learning environments, content knowledge, appropriate guidance intervention, and grade-level technology enhanced lesson planning/assessments through practices in the classroom environment.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

EDU-284: Early Childhood Capstone Practicum

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.

Course 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

Total Credits:4

Class Credits:1

Lab Credits:9

Clinic Credits:0

EFL-055: English for Special Purposes

This course will provide instruction in academic and professional language for non-native speakers of English. Emphasis is placed on development of integrated language use for carrying out a specific academic task. Upon completion, students should be able to demonstrate improved language skills for participation and success within the particular topic area.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EFL-061: Listening/Speaking I

This course is designed to provide the basic oral/aural language skills needed for essential daily conversation on campus and in the community. Emphasis is placed on vocabulary building, communication in various social and academic situations, and various spoken grammatical skills. Upon completion, students should be able to produce and understand English dealing with routine topics using basic syntax and vocabulary skills.

Total Credits:5

Class Credits:5

Lab Credits:0

Clinic Credits:0

EFL-062: Listening/Speaking II

This course is designed to enhance intermediate listening and speaking skills of non-native speakers of English. Emphasis is placed on the ability to hold extended conversation and on the ability to understand extended spoken discourse. Upon completion, students should be able to demonstrate improved listening skills and strategies in a variety of settings.

Course Prerequisites: Take EFL-061

Total Credits:5

Class Credits:5

Lab Credits:0

Clinic Credits:0

EFL-063: Listening/Speaking III

This course is designed to increase the ability and confidence of high intermediate-level non-native speakers of English in verbal expression and listening comprehension. Emphasis is placed on listening/speaking skills which would be appropriate for group discussions, oral presentations, and note taking. Upon completion, students should be able to successfully participate in high intermediate-level listening and speaking activities.

Course Prerequisites: Take EFL-062

Total Credits:5

Class Credits:5

Lab Credits:0

Clinic Credits:0

EFL-064: Listening-Speaking IV

This course is designed to prepare advanced-level non-native speakers of English for academic and professional speaking and listening activities. Emphasis is placed on learning and practicing strategies of effective oral expression and comprehension of spoken discourse in informal and formal settings. Upon completion, students should be able to effectively participate in activities appropriate to academic and professional settings.

Course Prerequisites: Take EFL-063

Total Credits:5

Class Credits:5

Lab Credits:0

Clinic Credits:0

EFL-071: Reading I

This course is designed to help those literacy skills achieve reading fluency in English at the beginning level. Emphasis is placed on basic academic and cultural vocabulary and reading strategies which include self-monitoring, and recognizing organizational styles and context clues. Upon completion, students should be able to use these strategies to read and comprehend basic academic, narrative, and expository texts.

Total Credits:5

Class Credits:5

Lab Credits:0

Clinic Credits:0

EFL-072: Reading II

This course provides preparation in academic and general purpose reading in order to achieve reading fluency at the low-intermediate level. Emphasis is placed on expanding academic and cultural vocabulary and developing effective reading strategies to improve comprehension and speed. Upon completion, students should be able to read and comprehend narrative and expository texts at the low-intermediate instructional level.

Course Prerequisites: Take EFL-071

Total Credits:5

Class Credits:5

Lab Credits:0

Clinic Credits:0

EFL-073: Reading III

This course is designed to develop fundamental reading and study strategies at the intermediate level needed for curriculum programs. Emphasis is placed on building vocabulary and cultural knowledge, improving comprehension, and developing study strategies on basic-level college materials and literary works. Upon completion, students should be able to read and comprehend narrative and expository texts at the intermediate instructional level.

Course Prerequisites: Take EFL-072

Total Credits:5

Class Credits:5

Lab Credits:0

Clinic Credits:0

EFL-074: Reading IV

This course is designed to enhance the academic reading skills for successful reading ability as required in college-level courses. Emphasis is placed on strategies for effective

reading and the utilization of these strategies to improve comprehension, analytical skills, recall, and overall reading speed. Upon completion, students should be able to comprehend, synthesize, and critique multi-disciplinary college-level reading/textbook materials.

Course Prerequisites: Take EFL-073

Total Credits:5

Class Credits:5

Lab Credits:0

Clinic Credits:0

EFL-081: Grammar I

This course provides non-native speakers of English with a variety of fundamental grammatical concepts which enrich language skills and comprehension. Emphasis is on key basic grammatical structures and opportunities for practice which incorporate grammatical knowledge into various skills areas. Upon completion, students should be able to demonstrate comprehension and correct usage of specified grammatical concepts.

Course Prerequisites: Take EFL-091

Total Credits:5

Class Credits:5

Lab Credits:0

Clinic Credits:0

EFL-082: Grammar II

This course provides non-native speakers of English with a variety of basic grammatical concepts which enrich language skills and comprehension. Emphasis is on key low-intermediate grammatical structures and opportunities for practice which incorporate grammatical knowledge into various skills areas. Upon completion, students should be

able to demonstrate by written and oral means the comprehension and correct usage of specified grammatical concepts

Course Prerequisites: Take EFL-081

Total Credits:5

Class Credits:5

Lab Credits:0

Clinic Credits:0

EFL-083: Grammar III

This course is designed to provide high-intermediate non-native speakers of English with a knowledge of grammatical structures that improves academic communication. Emphasis is placed on using high-intermediate grammatical structures in meaningful contexts through exercises integrating the use of newly acquired structures with previously learned structures. Upon completion, students should be able to demonstrate improved proficiency, comprehension, and grammatical accuracy.

Course Prerequisites: Take EFL-082

Total Credits:5

Class Credits:5

Lab Credits:0

Clinic Credits:0

EFL-084: Grammar IV

This course is designed to give non-native speakers of English a full understanding of advanced grammatical structures and techniques. Emphasis is placed on oral and written communicative fluency through the study of advanced grammatical forms. Upon completion, students should be able to incorporate the structures covered in both spoken

and written form, demonstrating improved proficiency, comprehension, and grammatical accuracy.

Course Prerequisites: Take EFL-083

Total Credits:5

Class Credits:5

Lab Credits:0

Clinic Credits:0

EFL-091: Composition I

This course introduces basic sentence structure and writing paragraphs. Emphasis is placed on word order, verb tense-aspect system, auxiliaries, word forms, and simple organization and basic transitions in writing paragraphs. Upon completion, students should be able to demonstrate a basic understanding of grammar and ability to write English paragraphs using appropriate vocabulary, organization, and transitions.

Course Prerequisites: Take EFL-081

Total Credits:5

Class Credits:5

Lab Credits:0

Clinic Credits:0

EFL-092: Composition II

This course provides preparation in low-intermediate academic and general-purpose writing. Emphasis is placed on writing as a process, paragraph development, and basic essay organization. Upon completion, students should be able to write and independently edit and use the major elements of the writing process, sentence, paragraph, and essay.

Course Prerequisites: Take EFL-091

Total Credits:5

Class Credits:5

Lab Credits:0

Clinic Credits:0

EFL-093: Composition III

This course covers intermediate-level academic and general-purpose writing. Emphasis is placed on the writing process, content, organization, and language use in formal academic compositions in differing rhetorical modes. Upon completion, students should be able to effectively use the writing process in a variety of rhetorical modes.

Course Prerequisites: Take EFL-092

Total Credits:5

Class Credits:5

Lab Credits:0

Clinic Credits:0

EFL-094: Composition IV

This course prepares low-advanced non-native speakers of English to determine the purpose of their writing and to write paragraphs and essays to fulfill that purpose. Emphasis is placed on unity, coherence, completeness, audience, the writing process, and the grammatical forms and punctuation appropriate for each kind of writing. Upon completion, students should be able to write unified, coherent, and complete paragraphs and essays which are grammatical and appropriate for the intended audience.

Course Prerequisites: Take EFL-093

Total Credits:5

Class Credits:5

Lab Credits:0

Clinic Credits:0

EFL-095: Composition V

This course is designed to prepare advanced non-native speakers of English for college-level composition courses. Emphasis is placed on the study and process of writing formal essays and research papers and the analysis of literary, expository, and descriptive writings. Upon completion, students should be able to write and analyze professional and peer compositions and apply basic research principles.

Course Prerequisites: Take EFL-094

Total Credits:5

Class Credits:5

Lab Credits:0

Clinic Credits:0

EGR-115: Introduction to Technology

This course introduces the basic skills and career fields for technicians. Topics include career options, technical vocabulary, dimensional analysis, measurement systems, engineering graphics, calculator applications, professional ethics, safety practices, and other related topics. Upon completion, students should be able to demonstrate an understanding of the basic technologies, prepare drawings and sketches, and perform computations using a scientific calculator. This course is an introduction to CAD using AutoCAD software.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

EGR-115A: Introduction to Technology Laboratory

This course provides a laboratory setting for EGR 111. Emphasis is placed on developing skills in dimensional analysis, measurement systems, engineering graphics, and calculator applications. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in EGR 115.

Course Prerequisites: Take EGR-115

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

EGR-125: Applications Software for Tech

This course introduces personal computer software and teaches students how to customize the software for technical applications. Emphasis is placed on the use of common office applications software programs such as spreadsheets, word processing, graphics, and internet access. Upon completion, students should be able to demonstrate competency in using applications software to solve technical problems and communicate the results in text and graphical formats.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

EGR-150: Introduction to Engineering

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.

Course Prerequisites: Must complete MAT-171 or MAT-172 or MAT-271 prior to taking this course. Must take ENG-111 either prior to or at the same time of this course.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

EGR-212: Logic System Design I

This course provides an introduction to digital circuits and analysis. Topics include Boolean Algebra; mixed logic; design of combinational circuits; introduction to sequential systems; and MSI building blocks. Upon completion, students should be able to analyze and design digital circuits and systems.

Course Prerequisites: Take All: MAT-271 and PHY-251 Take PHY-251 MINIMUM GRADE C Take MAT-272 MINIMUM GRADE C

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EGR-220: Engineering Statics

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.

Course Prerequisites: Take PHY-251 Take MAT-272 Take PHY-251 Minimum grade C Take MAT-273 Take MAT-272 Minimum grade C

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EGR-225: Engineering Dynamics

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.

Course Prerequisites: Take EGR-220 Take MAT-273 Take EGR-220, Minimum grade C

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EGR-251: Statics

This course covers the concepts and principles of statics. Topics include systems of forces and moments on structures in two- and three-dimensions in equilibrium. Upon completion, students should be able to analyze forces and moments on structures.

Course Prerequisites: Take MAT-121 or MAT-171 or MAT-271

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

EGR-252: Strength of Materials

This course covers the principles and concepts of stress analysis. Topics include centroids, moments of inertia, shear/moment diagrams, and stress and strain. Upon completion, students should be able to perform a stress and strain analysis on structural components.

Course Prerequisites: Take EGR-251

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

EGR-285: Design Project

This course provides the opportunity to design an instructor-approved project using previously acquired skills. Emphasis is placed on selection, proposal, design, testing, and documentation of the approved project. Upon completion, students should be able to present and demonstrate projects.

Course Prerequisites: Take EGR-251 or ELN-260 or HYD-180

Total Credits:2

Class Credits:0

Lab Credits:4

Clinic Credits:0

ELC-111: Introduction to Electricity

This course introduces the fundamental concepts of electricity and test equipment to non-electrical/electronics majors. Topics include basic DC and AC principles (voltage, resistance, current, impedance); components (resistors, inductors, and capacitors); power; and operation of test equipment. Upon completion, students should be able to construct and analyze simple DC and AC circuits using electrical test equipment.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

ELC-112: DC/AC Electricity

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits.

Total Credits:5

Class Credits:3

Lab Credits:6

Clinic Credits:0

ELC-113: Residential Wiring

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.

Course Prerequisites: Take ELC-118

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

ELC-114: Commercial Wiring

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.

Course Prerequisites: Take ELC-118

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

ELC-115: Industrial Wiring

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.

Course Prerequisites: Take ELC-114 and ELC-119

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

ELC-117: Motors and Controls

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

Course Prerequisites: Take one course ELC-112 or ELC-131

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

ELC-118: National Electrical Code

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.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

ELC-119: NEC Calculations

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.

Course Prerequisites: Take ELC-118

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

ELC-121: Electrical Estimating

This course covers the principles involved in estimating electrical projects. Topics include take-offs of materials and equipment, labor, overhead, and profit. Upon completion, students should be able to estimate simple electrical projects.

Course Prerequisites: Take ELC-114 and BPR-130

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

ELC-125: Diagrams and Schematics

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.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

ELC-127: Software for Technicians

This course introduces computer software which can be used to solve electrical/electronics problems. Topics include electrical/electronics calculations and applications. Upon completion, students should be able to utilize a personal computer for electrical/electronics- related applications.

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

ELC-128: Introduction to Programmable Logic Controller

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.

Course Prerequisites: Take ELC-117 or ELN-231

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

ELC-131: Circuit Analysis I

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.

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

ELC-131A: Circuit Analysis I Lab

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.

Course Prerequisites: Take ELC-131

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

ELC-134: Transformer Applications

This course covers single- and three-phase transformer applications as found in industrial/commercial buildings and machinery. Topics include transformer principles, single- and three-phase calculations, and connections. Upon completion, students should be able to understand single-and three-phase transformers, make transformer connections, and make calculations.

Course Prerequisites: Take ELC-117

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

ELC-220: Photovoltaic System Technology

This course introduces the concepts, tools, techniques, and materials needed to understand systems that convert solar energy into electricity with photovoltaic (PV) technologies. Topics include site analysis for system integration, building codes, and advances in photovoltaic technology. Upon completion, students should be able to demonstrate an understanding of the principles of photovoltaic technology and current applications.

Course Prerequisites: Take ALT-120

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

ELC-221: Advanced Photovoltaic System Designs

This course introduces specific elements in photovoltaic (PV) systems technologies including efficiency, modules, inverters, charge controllers, batteries, and system installation. Topics include National Electrical Code (NEC), electrical specifications, photovoltaic system components, array design and power integration requirements that combine to form a unified structure. Upon completion, students should be able to demonstrate an understanding of various photovoltaic designs and proper installation of NEC compliant solar electric power systems.

Course Prerequisites: Take ELC-220

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

ELC-228: Programmable Logic Controllers Applications

This course covers programming and applications of programmable logic controllers. Emphasis is placed on programming techniques, networking, specialty I/O modules, and system troubleshooting. Upon completion, students should be able to specify, implement, and maintain complex PLC controlled systems.

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

ELC-229: Applications Project

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.

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

ELC-231: Electric Power Systems

This course covers the basic principles of electric power systems, including transmission lines, generator and transformer characteristics, and fault detection and correction.

Emphasis is placed on line diagrams and per unit calculations for circuit performance analysis in regards to voltage regulation, power factor, and protection devices. Upon completion, students should be able to analyze simple distribution subsystems, calculate fault current, and compare different types and sizes of circuit protection devices.

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

ELN-110: Survey of Electronics

This course introduces fundamental electrical and electronic concepts for non-electronic majors. Emphasis is placed on terminology and devices used in basic electronic and digital applications. Upon completion, students should be able to demonstrate a grasp of the fundamentals of modern electronic circuits.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

ELN-112: Diesel Electronics System

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.

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

ELN-131: Analog Electronics I

This course introduces the characteristics and applications of semiconductor devices and circuits. Emphasis is placed on analysis, selection, biasing, and applications. Upon completion, students should be able to construct, analyze, verify, and troubleshoot analog circuits using appropriate techniques and test equipment.

Course Prerequisites: Take ELC-131 or ELC-112

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

ELN-132: Analog Electronics II

This course covers additional applications of analog electronic circuits with an emphasis on analog and mixed signal integrated circuits (IC). Topics include amplification, filtering, oscillation, voltage regulation, and other analog circuits. Upon completion, students should be able to construct, analyze, verify, and troubleshoot analog electronic circuits using appropriate techniques and test equipment.

Course Prerequisites: Take ELN-131

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

ELN-133: Digital Electronics

This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, medium scale integration (MSI) and large scale integration (LSI) circuits, analog to digital (AD) and digital to analog (DA) conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment.

Course Prerequisites: Take one: DRE-098, ENG-002 or ENG-025 Take 1 group Take DMA-010 DMA-020 DMA-030 DMA-040 DMA-050 DMA-060;Take MAT-003;Take MAT-025;Take MAT-035;

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

ELN-137: Electronic Devices & Circuits

This course covers diodes, transistors, linear integrated circuits, and IC voltage regulators. Topics include power supplies, switching circuits, amplifiers, oscillators, active filters, and other related topics. Upon completion, students should be able to analyze and troubleshoot circuits using schematic diagrams, appropriate test equipment, and manufacturer's data sheets

Total Credits:5

Class Credits:4

Lab Credits:3

Clinic Credits:0

ELN-150: Computer-Aided Drafting for Electronics

This course introduces computer-aided drafting (CAD) with an emphasis on applications in the electronics field. Topics include electronics industry standards (symbols, schematic diagrams, layouts); drawing electronic circuit diagrams; and specialized electronic drafting

practices and components such as resistors, capacitors, and ICs. Upon completion, students should be able to prepare electronic drawings with CAD software.

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

ELN-215: Semiconductor Physics

This course introduces solid state physics and emphasizes semiconductors. Topics include quantum physics, the atom, solid state devices, and semiconductor and integrated circuit fabrication techniques. Upon completion, students should be able to apply these principles of physics to basic semiconductor fabrication.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ELN-231: Industrial Controls

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.

Course Prerequisites: Take ELC-131 or ELC-112

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

ELN-233: Microprocessor Systems

This course covers the application and design of microprocessor control systems. Topics include control and interfacing of systems using AD/DA, serial/parallel I/O, communication protocols, and other related applications. Upon completion, students should be able to design, construct, program, verify, analyze, and troubleshoot fundamental microprocessor interface and control circuits using related equipment.

Course Prerequisites: Take CSC-133 ELN-232

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

ELN-235: Data Communication Systems

This course covers data communication systems and the transmission of digital information from source to destination. Topics include data transmission systems, interfaces and modems, protocols, networks, and other related topics. Upon completion, students should be able to demonstrate knowledge of the concepts associated with data communication systems.

Course Prerequisites: Take ELC-112 or ELC-131

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

ELN-260: Programmable Logic Controllers

This course provides a detailed study of PLC applications, with a focus on design of industrial controls using the PLC. Topics include PLC components, memory organization, math instructions, documentation, input/output devices, and applying PLCs in industrial control systems. Upon completion, students should be able to select and program a PLC system to perform a wide variety of industrial control functions.

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

ELN-275: Troubleshooting

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.

Course Prerequisites: Take ELN-131

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

EMS-110: EMT

This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT certification.

Total Credits:9

Class Credits:6

Lab Credits:6

Clinic Credits:3

EMS-122: EMS Clinical Practicum I

This course provides the introductory hospital clinical experience for the paramedic student. Emphasis is placed on mastering fundamental paramedic skills. Upon completion, students should be able to demonstrate competency with fundamental paramedic level skills.

Course Prerequisites: Take EMS-110

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:3

EMS-125: EMS Instructor Methodology

This course covers the information needed to develop and instruct EMS courses. Topics include instructional methods, lesson plan development, time management skills, and theories of adult learning. Upon completion, students should be able to teach EMS courses and meet the North Carolina EMS requirements for instructor methodology. Students must be admitted into the Emergency Medical Science program to be able to register for this course.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

EMS-130: Pharmacology

This course introduces the fundamental principles of pharmacology and medication administration and is required for paramedic certification. Topics include medical terminology, pharmacological concepts, weights, measures, drug calculations, vascular access for fluids and medication administration and legislation. Upon completion, students should be able to accurately calculate drug dosages, properly administer medications, and demonstrate general knowledge of pharmacology.

Course Prerequisites: Take EMS-110

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

EMS-131: Advanced Airway Management

This course is designed to provide advanced airway management techniques and is required for paramedic certification. Topics must meet current guidelines for advanced airway management in the pre-hospital setting. Upon completion, students should be able to properly utilize all airway adjuncts and pharmacology associated with airway control and maintenance.

Course Prerequisites: Take EMS-110

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

EMS-140: Rescue Scene Management

This course introduces rescue scene management. Topics include response to hazardous material conditions, incident command, and extrication of patients from a variety of

situations. Upon completion, students should be able to recognize and manage rescue operations based upon initial and follow-up scene assessment. Students must be admitted into the Emergency Medical Science program to be able to register for this course.

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

EMS-140A: Rescue Scene Skills Lab

This course is designed to provide enhanced rescue scene skills for EMS providers. Emphasis is placed on advanced rescue scene evolutions including hazardous materials and major incident response. Upon completion, students should be able to demonstrate skills necessary to safely effect patients rescue in a variety of situations.

Course Prerequisites: Take EMS-140

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

EMS-160: Cardiology I

This course introduces the study of cardiovascular emergencies and is required for paramedic certification. Topics include anatomy and physiology, pathophysiology, electrophysiology, and rhythm interpretation. Upon completion, students should be able to recognize and interpret rhythms.

Course Prerequisites: Take EMS-110

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

EMS-210: Advanced Patient Assessment

This course covers advanced patient assessment techniques and is required for paramedic certification. Topics include initial assessment, medical-trauma history, field impression, complete physical exam process, on-going assessment, and documentation skills. Upon completion, students should be able to utilize basic communication skills and record and report collected patient data.

Course Prerequisites: Take EMS-110

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

EMS-220: Cardiology II

This course provides an in-depth study of cardiovascular emergencies and is required for paramedic certification. Topics include assessment and treatment of cardiac emergencies, cardiac pharmacology, and patient care. Upon completion, students should be able to manage the cardiac patient.

Course Prerequisites: Take All: EMS-122, EMS-130, and EMS-160

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

EMS-221: EMS Clinical Practicum II

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on increasing the proficiency of students' skills and abilities in patient assessments and the delivery of care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.

Course Prerequisites: Take One: EMS-121 or EMS-122

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:6

EMS-231: EMS Clinical Practicum III

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on enhancing the students' skills and abilities in providing advanced-level care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.

Course Prerequisites: Take EMS-221

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:9

EMS-235: EMS Management

This course stresses the principles of managing a modern emergency medical service system. Topics include structure and function of municipal governments, EMS grantsmanship, finance, regulatory agencies, system management, legal issues, and other

topics relevant to the EMS manager. Upon completion, students should be able to understand the principles of managing emergency medical service delivery systems.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

EMS-240: Patients With Special Challenges

This course includes concepts of crisis intervention and techniques of interacting with patients with special challenges and is required for paramedic certification. Topics include appropriate intervention and interaction for neglected, abused, terminally ill, chronically ill, technology assisted, bariatric, physically challenged, mentally challenged, or assaulted patients as well as behavioral emergencies. Upon completion, students should be able to recognize and manage the care of patients with special challenges.

Course Prerequisites: Take All: EMS-122 and EMS-130

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

EMS-241: EMS Clinical Practicum IV

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on mastering the skills/competencies required of the paramedic providing advanced-level care. Upon completion, students should be able to provide advanced-level patient care as an entry-level paramedic.

Course Prerequisites: Take EMS-231

Total Credits:4

Class Credits:0

Lab Credits:0

Clinic Credits:12

EMS-250: Medical Emergencies

This course provides an in-depth study of medical conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include appropriate interventions/treatments for disorders/diseases/injuries affecting the following systems: respiratory, neurological, abdominal/gastrointestinal, endocrine, genitourinary, musculoskeletal, and immunological as well as toxicology, infectious diseases and diseases of the eyes, ears, nose and throat. Upon completion, students should be able to recognize, assess and manage the care of frequently encountered medical conditions based upon initial patient assessment.

Course Prerequisites: Take All: EMS-122 and EMS-130

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

EMS-260: Trauma Emergencies

This course provides in-depth study of trauma including pharmacological interventions for conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include an overview of thoracic, abdominal, genitourinary, orthopedic, neurological, and multi-system trauma, soft tissue trauma of the head, neck, and face as well as environmental emergencies. Upon completion, students should be able to recognize and manage trauma situations based upon patient assessment and should adhere to standards of care.

Course Prerequisites: Take All: EMS-122 and EMS-130

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

EMS-270: Life Span Emergencies

This course covers medical/ethical/legal issues and the spectrum of age-specific emergencies from conception through death required for paramedic certification. Topics include gynecological, obstetrical, neonatal, pediatric, and geriatric emergencies and pharmacological therapeutics. Upon completion, students should be able to recognize and treat age-specific emergencies.

Course Prerequisites: Take All: EMS-122 and EMS-130

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

EMS-280: EMS Bridging Course

This course is designed to provide currently credentialed state or national Paramedic students with the most current education trends in Paramedic Practice. Emphasis is placed on transitions in healthcare. Upon completion, students should be able to integrate emerging trends in pre-hospital care.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

EMS-285: EMS Capstone

This course provides an opportunity to demonstrate problem-solving skills as a team leader in simulated patient scenarios and is required for paramedic certification. Emphasis is placed on critical thinking, integration of didactic and psychomotor skills, and effective performance in simulated emergency situations. Upon completion, students should be able to recognize and appropriately respond to a variety of EMS-related events.

Course Prerequisites: Take All: EMS-220, EMS-250, and EMS-260

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

ENG-025: College English Skills

This course provides the skills necessary for success in college English courses. Topics include reading and writing processes and strategies, such as critical thinking, text analysis, idea development, and application of writing conventions. Upon completion, students should be able to analyze readings and produce unified, coherent, well-developed paragraphs and essays using appropriate document design and standard written English while developing positive academic habits, learning strategies, and a growth mindset.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ENG-045: English Skills Support

ENG-045 is designated for students taking ENG-111. This course provides academic support for the successful completion of gateway English courses by supplementing and reinforcing classroom instruction. Emphasis is placed on developing a growth mindset, expanding skills in active reading and writing processes, applying editing and revision

strategies, exercising standard writing conventions through contextualized instruction, and ethically using appropriate technology when reading and writing. Upon completion, students should be able to apply active reading strategies to college-level texts and produce unified, well-developed essays using standard written English.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

ENG-110: Freshman Composition

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ENG-111: Writing and Inquiry

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course will also introduce students to the skills needed to produce a college-level research essay.

Course Prerequisites: Complete one: Complete ENG-002; Place out of ENG-002;Complete ENG-025; Place out of ENG-025; Complete ENG-011;Complete ENG-045; Place out of ENG-045; Currently enrolled in ENG-045 Complete one: Complete ENG-002; Place out of

ENG-002;Complete ENG-025; Place out of ENG-025; Complete ENG-011;Complete ENG-045; Place out of ENG-045; Currently enrolled in ENG-045

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ENG-112: Writing and Research in the Disciplines

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.

Course Prerequisites: Take ENG-111 Take ENG-111(S24022); Minimum grade C;

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ENG-114: Professional Research & Reporting

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations.

Course Prerequisites: Take ENG-111 Take ENG-111 Minimum grade C

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ENG-125: Creative Writing I

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.

Course Prerequisites: Take ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ENG-231: American Literature I

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.

Course Prerequisites: Take One: ENG-112, ENG 113, or ENG 114

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ENG-232: American Literature II

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.

Course Prerequisites: Take One: ENG-112, ENG-113, or ENG-114

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ENG-241: British Literature I

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.

Course Prerequisites: Take ENG-112, ENG-113, or ENG-114

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ENG-242: British Literature II

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.

Course Prerequisites: Take One: ENG-112, ENG-113, or ENG-114

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ENG-261: World Literature I

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. 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 selected works.

Course Prerequisites: Take One: ENG-112, ENG-113, or ENG-114

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ENG-262: World Literature II

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from the eighteenth century 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 selected works.

Course Prerequisites: Take One: ENG-112, ENG-113, or ENG-114

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ENG-273: African-American Literature

This course provides a survey of the development of African-American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and respond to selected texts.

Course Prerequisites: Take One: ENG-112, ENG-113, or ENG-114

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ENG-274: Literature by Women

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.

Course Prerequisites: Take One: ENG-112, ENG-113, or ENG-114

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EPT-124: Emergency Management Services Law & Ethics

This course covers federal and state laws that affect emergency service personnel in the event of a natural disaster or terrorist incident. Topics include initial response and long-term management strategies, with an emphasis on legal and ethical considerations and coordination between local, state, and federal agencies. Upon completion, students should have an understanding of the role of private industry, government agencies, public policies, and federal/state declarations of disasters in emergency situations.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EPT-140: Emergency Management

This course covers the four phases of emergency management: mitigation, preparedness, response, and recovery. Topics include organizing for emergency management, coordinating for community resources, public sector liability, and the roles of government agencies at all levels. Upon completion, students should be able to demonstrate an understanding of comprehensive emergency management and the integrated emergency management system.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EPT-150: Incident Management

This course introduces the National Incident Management System (NIMS). Topics include integrating command and control systems, maintaining communication within command and control systems, and using NIMS procedures. Upon completion, students should be

able to demonstrate knowledge of key concepts necessary for operating within the National Incident Management System.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EPT-210: Response & Recovery

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

EPT-230: Emergency Planning

This course covers the rationale for and methods related to a comprehensive approach to emergency planning. Topics include the emergency planning process, command arrangement, coordination, budgetary issues, environmental contamination issues, and public policy concerns. Upon completion, students should be able to develop an emergency plan for a community.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

FIP-276: Managing Fire Services

This course provides an overview of fire department operative services referenced in NFPA standard 1021. Topics include finance, staffing, equipment, code enforcement,management information, specialized services, legal issues, planning, and other related topics. Upon completion, students should be able to understand concepts and apply fire department management and operations principles.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

FRE-111: Elementary French I

This course introduces the fundamental elements of the French 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 French and demonstrate cultural awareness.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher;Place out of ENG-002; Complete ENG-025; Place out of ENG-025 Take FRE-181-Must be taken either prior to or at the same time as this course.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

FRE-112: Elementary French II

This course is a continuation of FRE 111 focusing on the fundamental elements of the French 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 French and demonstrate further cultural awareness.

Course Prerequisites: Take FRE-111 Take FRE-111, Minimum grade C Take FRE-182

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

FRE-181: French Lab 1

This course provides an opportunity to enhance acquisition of the fundamental elements of the French language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher;Place out of ENG-002; Complete ENG-025; Place out of ENG-025 Take FRE-111- Must be taken either prior to or at the same time as this course.

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

FRE-182: French Lab 2

This course provides an opportunity to enhance acquisition of the fundamental elements of the French language. Emphasis is placed on the progressive development of basic

listening, speaking, reading, and writing skills through the use of supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate cultural awareness.

Course Prerequisites: Take FRE-181 Take FRE-181, Minimum grade C Take FRE-112

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

FRE-211: Intermediate French I

This course provides a review and expansion of the essential skills of the French 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.

Course Prerequisites: Take FRE-112 Take FRE-112 minimum grade of C. Take FRE-281

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

FRE-281: French Lab 3

This course provides an opportunity to enhance the review and expansion of the essential skills of the French language. Emphasis is placed on the study of authentic and representative literary and cultural texts through the use of supplementary learning media and materials. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future.

Course Prerequisites: Take FRE-182 Take FRE-182 minimum grade of C. Take FRE-211

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

GEL-111: Geology

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.

Course Prerequisites: Complete one: Complete MAT-003 with a grade of P1 or higher; Place out of MAT-003; Complete MAT-025; Place out of MAT-025; Complete MAT-035; Place out of MAT-035 AND Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

GEL-113: Historical Geology

This course covers the geological history of the earth and its life forms. Emphasis is placed on the study of rock strata, fossil groups, and geological time. Upon completion, students should be able to identify major fossil groups and associated rock strata and approximate ages of geological formations.

Course Prerequisites: Take One: GEL-111 or GEL-120 Complete GEL-111 or GEL-120 with a grade of C or higher

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

GEL-230: Environmental Geology

This course provides insights into geologic forces that cause environmental changes influencing man's activities. Emphasis is placed on natural hazards and disasters caused by geologic forces. Upon completion, students should be able to relate major hazards and disasters to the geologic forces responsible for their occurrence.

Course Prerequisites: Take One: GEL-111, GEL-120, or PHS-130 Completed GEL-111, GEL-120 or PHS-130 with a grade of C or higher

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

GIS-111: Introduction to GIS

This course introduces the hardware and software components of a Geographic Information System and reviews GIS applications. Topics include data structures and basic functions, methods of data capture and sources of data, and the nature and characteristics of spatial data and objects. Upon completion, students should be able to identify GIS hardware components, typical operations, products/applications, and differences between database models and between raster and vector systems.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

GIS-112: Introduction to GPS

This course provides an overview of Global Positioning Systems (GPS). Topics include the theory, implementation, and operations of GPS, as well as alternate data source remote sensing. Upon completion, students should be able to demonstrate an understanding of the fundamentals of GPS.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

GIS-121: Georeferencing & Mapping

This course introduces coordinate systems, fundamentals of surveying, and cartography. Topics include the theory, acquisition, and use of locational data using both continuous and discrete georeferencing methods. Upon completion, students should be able to identify appropriate coordinate systems for a situation and translate data into correct map form.

Course Prerequisites: Take GIS-111 or CEG-111

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

GRD-110: Typography I

This course introduces the history and mechanics of type and its application to layout and design. Topics include typographic fundamentals, anatomy, measurements, composition, identification, and terminology. Upon completion, students should be able to demonstrate proficiency in design application, analysis, specification, and creation of typographic elements.

Course Prerequisites: Take one: ENG-002, ENG-025 or ENG-111 Take one: MAT-003, MAT-025 or MAT-035

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

GRD-141: Graphic Design I

This course introduces the conceptualization process used in visual problem solving. Emphasis is placed on learning the principles of design and on the manipulation and organization of elements. Upon completion, students should be able to apply design principles to projects.

Course Prerequisites: Take one: ENG-002, ENG-025 or ENG-111

Total Credits:4

Class Credits:2

Lab Credits:4

Clinic Credits:0

GRD-142: Graphic Design II

This course covers the application of graphic design principles. Topics include creation of various designs, such as branding, advertisements, and publication design. Upon

completion, students should be able to apply design principles and develop design solutions.

Course Prerequisites: Take ART-121 or GRD-141 Take GRD-155 and GRD-154 or GRD-152 Take GRD-110

Total Credits:4

Class Credits:2

Lab Credits:4

Clinic Credits:0

GRD-145: Design Applications I

This course introduces visual problem solving. Emphasis is placed on application of design principles. Upon completion, students should be able to produce projects utilizing basic design concepts.

Course Prerequisites: Take GRD-141 Take GRD-155 Take GRD-152 or GRD-154

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

GRD-146: Design Applications II

This course is designed to provide additional hands-on training in graphic design. Emphasis is placed on producing comprehensive projects utilizing concepts and technologies covered in GRD 141 and GRD 142. Upon completion, students should be able to provide solutions to design problems.

Course Prerequisites: Take GRD-142 Take GRD-152 or GRD-154

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

GRD-151: Computer Design Basics

This course introduces software applications for graphic design. Emphasis is placed on utilizing digital tools to generate design solutions. Upon completion, students should be able to use industry-standard software as a creative tool.

Course Prerequisites: Take one: ENG-002, ENG-025 or ENG-111

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

GRD-154: Vector Imaging Software

This course is an introduction to the creation of vector imagery using industry-standard software. Topics include drawing illustrations, transforming objects, working with layers, generative AI, patterns, brushes, and filters, and using effects. Upon completion, students should be able to create vector-based illustrations and design solutions.

Course Prerequisites: Take one: ENG-002, ENG-025 or ENG-111

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

GRD-155: Publication Design

This course introduces students to the fundamental principles of publication layout and design in an industry-standard page layout software application. Topics include typography, digital assets, generative content, color, grid systems, paragraphs and character styles, parent pages, and pre-flighting. Upon completion, students should be able to create single and multiple-page print and digital publications.

Course Prerequisites: Take one: ENG-002, ENG-025 or ENG-111

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

GRD-182: Digital and Print Marketing

This course introduces the elements of marketing as it relates to digital and print media. Topics include promotion, placement, identifying a target audience, conducting research, analytics, selection of media, use of social media platforms, and search engine optimization as a marketing tool. Upon completion, students should be able to apply marketing concepts to digital and print design scenarios.

Course Prerequisites: Take GRD-141 and GRD-151 or GRD-154

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

GRD-183: Concept, Design, and Process

This course introduces students to the conceptual requirements of the design profession. Emphasis is placed on design thinking, research, brainstorming, ideation, analysis, and testing. Upon completion, students should be able to apply critical and design thinking skills necessary to conceive unique design solutions.

Course Prerequisites: Take GRD-142

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

GRD-240: User Interface and User Experience

This course introduces a design-centric approach to user interface and user experience design, and offers practical, skill-based instruction centered around a visual communications perspective. Emphasis is placed on demonstrating the stages of the UI/UX development process, including user research and analysis, choosing methodologies, defining a project's strategy, scope, and information architecture, developing sitemaps and wireframes, performing user testing, and producing prototypes. Upon completion, students should be able to demonstrate current best practices and conventions in UX design and apply them to create effective and compelling digital screen-based experiences.

Course Prerequisites: Take DME-125

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

GRD-241: Graphic Design III

This course is an advanced exploration of various techniques and media for graphic design. Emphasis is placed on advanced concepts and solutions to complex and challenging graphic design problems. Upon completion, students should be able to demonstrate competence and professionalism in visual problem solving.

Course Prerequisites: Take GRD-142; Take GRD-152 or GRD-154

Total Credits:4

Class Credits:2

Lab Credits:4

Clinic Credits:0

GRD-246: Design Applications III

This course is designed to provide additional hands-on training in graphic design. Emphasis is placed on producing complex design projects utilizing concepts and technologies taught in GRD 241. Upon completion, students should be able to produce complex design projects for reproduction.

Course Prerequisites: Take GRD-241

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

GRD-265: Digital Print Production

This course covers preparation of digital files for output and reproduction. Emphasis is placed on preflighting, output options, cost and design considerations. Upon completion, students should be able to prepare files and select appropriate output methods for design solutions. Topics include sustainable and eco-friendly printing solutions including Forest Stewardship Council certification.

Course Prerequisites: Take GRD-142

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

GRD-280: Portfolio Design

This course covers the organization and presentation of a design portfolio and appropriate related materials. Emphasis is placed on development and evaluation of the portfolio, resume and self-promotional materials, and interview techniques. Upon completion, students should be able to prepare and professionally present a portfolio and related self-promotional materials.

Course Prerequisites: Take GRD-142; Take GRD-146 and WEB-140

Total Credits:4

Class Credits:2

Lab Credits:4

Clinic Credits:0

GRD-281: Design of Advertising

This course covers the development of advertising. Emphasis is placed on the development and production of advertising structure campaigns and materials using design principles. Upon completion, students should be able to produce advertising for targeted audiences.

Course Prerequisites: Take GRD-142;

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

GRD-282: Advertising Copywriting

This course covers copywriting for print, online, and digital advertising and promotion.Topics include advertising strategies, proposals, headlines, slogans, and text copy for various types of advertising. Upon completion, students should be able to develop content used to market and promote goods and services and comprehend the ethical and regulatory environment for advertising.

Course Prerequisites: Take One: ENG-110 or ENG-111 Take GRD-142

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

GRD-285: Client/Media Relations

This course introduces media pricing, scheduling, and business ethics. Emphasis is placed on communication with clients and determination of clients' design, advertising, branding, or marketing needs. Upon completion, students should be able to use professional communication skills to effectively orchestrate client/media relationships. Additional topics include evaluation of career choices, resources, job search techniques and for students to consider an appropriate personal direction of career specialization.

Course Prerequisites: Take One Set: Set 1: GRD-142 and GRA-121 Set 2: GRD-142 and GRA-152 Set 3: GRD-142 and GRD-152

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

GRO-120: Intro to Gerontology

This course introduces the psychological, social, and biological aspects of aging. Emphasis is placed on common mental, social, and physical changes that occur during the aging process. Upon completion, students should be able to recognize the aging process and its psychological, social, and biological aspects.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

GRO-220: Social Aspects of Aging

This course provides an in-depth exploration of the social aspects of aging. Topics include family dynamics, employment and retirement, community involvement, grief and loss, and stereotypes. Upon completion, students should be able to advocate for the social needs of aging adults.

Course Prerequisites: Take ENG-002 or ENG-025 or ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

GRO-230: Aging, Health, & Wellness

This course covers basic concepts of health, wellness, and nutrition related to aging. Emphasis is placed on nutrition and diet, physical activity and exercise, and maintenance

of well-being. Upon completion, students should be able to identify health, wellness, and nutrition concepts related to aging.

Course Prerequisites: Take ENG-002 or ENG-025 or ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

GRO-250: Aging Policies Programs and Services

This course covers the development of state and federal policies, programs, and services for an aging population as a result of demographic shifts. Topics include federal programs addressing aging issues, emerging challenges and trends, the role of needs assessment and outcome measures that shape policies, and contemporary issues. Upon completion, students should be able to explain how state and federal policies and programs impact aging communities.

Course Prerequisites: Take ENG-002 or ENG-025 or ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HEA-110: Personal Health/Wellness

This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness. This course will include practical,

real-life applications to the material presented in the text that encourage students to apply the material to their own lives.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HEA-112: First Aid & CPR

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.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

HEO-192A: Selected Topics in Heavy Equipment

This course provides an opportunity to explore areas of current interest in the specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study. This course provides an opportunity to explore areas of current interest in the specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

HET-110: Diesel Engines

This course introduces theory, design, terminology, and operating adjustments for diesel engines. Emphasis is laced 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.

Total Credits:6

Class Credits:3

Lab Credits:9

Clinic Credits:0

HET-114: Power Trains

This course introduces power transmission devices. Topics include function and operation of gears, chains, clutches, planetary gears, drive lines, differentials, and transmissions. Upon completion, students should be able to identify, research specifications, repair, and adjust power train components.

Total Credits:5

Class Credits:3

Lab Credits:6

Clinic Credits:0

HET-125: Preventive Maintenance

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.

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

HET-134: Diesel Fuel and Power System

This course introduces the principles of fuel injection and other power systems used in the heavy equipment industry including newer and cleaner technology. Emphasis is placed on test equipment, component functions, safety, and theories of older conventional and newer and cleaner Tier III and Tier IV fuel systems. Upon completion, students should be able to diagnose and service fuel systems and explain proper safety procedures on alternative fuel systems used in heavy equipment industry.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

HET-233: Suspension and Steering

This course introduces the theory and principles of medium and heavy duty steering and suspension systems. Topics include wheel and tire problems, frame members, fifth wheel, bearings, and coupling systems. Upon completion, students should be able to troubleshoot, adjust, and repair suspension and steering components on medium and heavy duty vehicles.

Total Credits:4

Class Credits:2

Lab Credits:4

Clinic Credits:0

HFS-110: Exercise Science

This course is a survey of scientific principles, methodologies, and research as applied to exercise and physical adaptations to exercise. Topics include the basic elements of

kinesiology, biomechanics, and motor learning. Upon completion, students should be able to identify and describe physiological responses and adaptations to exercise.

Total Credits:4

Class Credits:4

Lab Credits:0

Clinic Credits:0

HFS-111: Fitness & Exercise Testing I

This course introduces the student to graded exercise testing. Topics include various exercise testing protocols with methods for prescribing exercise programs based on exercise tolerance tests and the use of various equipment and protocols. Upon completion, students should be able to conduct specific exercise tests and the use of various equipment.

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

HFS-116: Prevention & Care of Exercise Injuries

This course provides information about the care and prevention of exercise injuries. Topics include proper procedures, prevention techniques, and on-site care of injuries. Upon completion, students should be able to demonstrate the knowledge and skills necessary to prevent and care for exercise related injuries.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

HFS-118: Fitness Facility Management

This course provides information about the management and operation of health and fitness facilities and programs. Topics include human resources, sales and marketing, member retention, financial management, facility design and maintenance, and risk management. Upon completion, students should be able to demonstrate the knowledge and skills necessary to effectively manage a fitness facility.

Total Credits:4

Class Credits:4

Lab Credits:0

Clinic Credits:0

HFS-120: Group Exercise Instruction

This course introduces the concepts and guidelines of instructing exercise classes. Topics include program designs, working with special populations, and principles of teaching and monitoring physical activity. Upon completion, students should be able to demonstrate basic skills in instructing an exercise class and monitoring workout intensity.

Course Prerequisites: Take HFS-110

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

HFS-210: Personal Training

This course introduces the student to the aspects of personal (one-on-one) training. Topics include training systems, marketing, and program development. Upon completion, students should be able to demonstrate personal training techniques and competencies of same.

Course Prerequisites: Take All: HFS-110 and HFS-111

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

HFS-212: Exercise Programming

This course provides information about organizing, scheduling, and implementation of physical fitness programs. Topics include programming for various age groups, competitive activities and special events, and evaluating programs. Upon completion, students should be able to organize and implement exercise activities in a competent manner.

Course Prerequisites: Take HFS-110

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

HFS-218: Lifestyle Change & Wellness

This course introduces health risk appraisals and their application to lifestyle changes. Topics include nutrition, weight control, stress management, and the principles of exercise. Upon completion, students should be able to conduct health risk appraisals and apply behavior modification techniques in a fitness setting.

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

HIS-111: World Civilizations I

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HIS-112: World Civilizations II

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HIS-121: Western Civilization I

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HIS-122: Western Civilization II

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HIS-131: American History I

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HIS-132: American History II

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HIS-221: African-American History

This course covers African-American history from the Colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African Americans. Upon completion, students

should be able to analyze significant political, socioeconomic, and cultural developments in the history of African Americans.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HMT-110: Introduction to Healthcare Management

This course introduces the functions, practices, organizational structures, and professional issues in healthcare management. Emphasis is placed on planning, controlling, directing, and communicating within health and human services organizations. Upon completion, students should be able to apply the concepts of management within a healthcare service environment.

Course Prerequisites: Take one: DRE-097, ENG-002, ENG-025 or ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HMT-211: Long-Term Care Administration

This course introduces the administration of long-term care facilities and services. Emphasis is placed on nursing home care, home health care, hospice, skilled nursing facilities, and other long-term care services. Upon completion, students should be able to distinguish between the different long-term care offerings, criteria for use, and benefits of the patient, resident, and participant.

Course Prerequisites: Take HMT-110

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HMT-212: Management of Healthcare Organizations

This course examines current issues affecting the management of healthcare delivery systems. Topics include current problems, changes, and challenges in the healthcare environment. Upon completion, students should be able to identify current health care issues and their impact on healthcare management.

Course Prerequisites: Take HMT-110

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HOR-168: Plant Propagation

This course is a study of sexual and asexual reproduction of plants. Emphasis is placed on seed propagation, grafting, stem and root propagation, micro-propagation, and other propagation techniques. Upon completion, students should be able to successfully propagate ornamental plants.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

HRM-110: Introduction to Hospitality and Tourism

This course covers the growth and progress of the hospitality industry. Topics include tourism, lodging, resorts, gaming, restaurants, foodservice and clubs. Upon completion, students should be able to demonstrate an understanding of the background, context, and career opportunities that exist within the hospitality industry.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HRM-120: Front Office Procedures

This course introduces a systematic approach to lodging front office procedures. Topics include reservations, registration, guest satisfaction, occupancy and revenue management, security, interdepartmental communications, and related guest services. Upon completion, students should be able to demonstrate a basic understanding of current front office operating systems, including efficient and courteous guest services.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HRM-140: Legal Issues-Hospitality

This course covers the rights and responsibilities that the law grants to or imposes upon the hospitality industry. Topics include federal and state regulations, historical and current practices, safety and security, risk management, loss prevention, relevant torts, and contracts. Upon completion, students should be able to demonstrate an understanding of the legal system and the concepts necessary to prevent or minimize organizational liability.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HRM-210: Meetings and Event Planning

This course introduces concepts related to the planning and operation of conventions, trade shows, professional meetings, and foodservice events. Emphasis is placed on methods of marketing, selling, organizing, and producing conventions, events, and trade shows that will increase financial and environmental value. Upon completion, students should be able to demonstrate an understanding of management principles for multi-function, multi-day conferences and events.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HRM-220: Cost Control-Food and Beverage

This course introduces controls and accounting procedures as applied to costs in the hospitality industry. Topics include reports, cost control, planning and forecasting, control systems, financial statements, operational efficiencies, labor controls and scheduling. Upon completion, students should be able to demonstrate an understanding of food, beverage, and labor cost control systems for operational troubleshooting and problem solving.

Course Prerequisites: Take MAT-110

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HRM-225: Beverage Management

This course introduces the management of beverages served in hospitality operations. Topics include history and trends; service, procurement and storage; knowledge and control of wines and fermented/distilled beverages; and non-alcoholic beverages, coffees, and teas. Upon completion, students should be able to demonstrate an understanding of responsible alcohol service and the knowledge of beverages consumed in a hospitality operation.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HRM-240: Marketing for Hospitality

This course covers planning, organizing, directing, and analyzing the results of marketing programs for the hospitality industry. Emphasis is placed on target marketing, marketing mix, analysis, product and image development, use of current media, sales planning, advertising, public relations, and collateral materials. Upon completion, students should be able to apply the marketing process as it relates to the hospitality industry.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HRM-245: Human Resource Management-Hospitality

This course introduces a systematic approach to human resource management in the hospitality industry. Topics include training/development, staffing, selection, hiring, recruitment, evaluation, benefit administration, employee relations, labor regulations/laws, discipline, motivation, productivity, shift management, contract

employees and organizational culture. Upon completion, students should be able to apply human resource management skills for the hospitality industry.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HRM-260: Procurement for Hospitality

This course provides information for management decisions regarding needs analysis and fulfillment for hospitality operations. Emphasis is placed on supply chain sourcing, environmental impacts, procurement technologies, and packaging of products such as food, beverages, supplies, furniture, and equipment. Upon completion, students should be able to demonstrate competence in planning and executing the procurement function.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HRM-275: Leadership-Hospitality

This course introduces leadership traits, styles, and the roles and responsibilities of successful hospitality leaders while developing the student?s personal leadership skills. Topics include formal and informal hospitality leadership; defining effective and ineffective leadership behavior; and leadership organizational change and planning within the hospitality industry. Upon completion, students will be able to apply appropriate leadership actions in real-world situations ranging from local to global hospitality environments.

Course Prerequisites: Take ACC-175

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HRM-280: Management Problems-Hospitality

This course is designed to introduce students to timely issues within the hospitality industry and is intended to move students into a managerial mindset. Emphasis is placed on problem-solving skills using currently available resources. Upon completion, students should be able to demonstrate knowledge of how hospitality management principles may be applied to real challenges facing industry managers.

Course Prerequisites: Take HRM-110 Take HRM-110

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HSE-110: Introduction to Human Services

This course introduces the human services field, including the history, agencies, roles, and careers. Topics include personal/professional characteristics, diverse populations, community resources, disciplines in the field, systems, ethical standards, and major theoretical and treatment approaches. Upon completion, students should be able to identify the knowledge, skills, and roles of the human services worker.

Course Prerequisites: Take HSE-135

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

HSE-112: Group Process I

This course introduces interpersonal concepts and group dynamics. Emphasis is placed on self-awareness facilitated by experiential learning in small groups with analysis of personal experiences and the behavior of others. Upon completion, students should be able to show competence in identifying and explaining how people are influenced by their interactions in group settings.

Course Prerequisites: Take one: DRE-098, ENG-002 or ENG-025

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

HSE-123: Interviewing Techniques for Human Services

This course covers the purpose, structure, focus, and techniques utilized in effective interviewing. Emphasis is placed on observing, attending, listening, responding, summarizing, and documenting with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to facilitate the helping relationship.

Course Prerequisites: Take ENG-002 or ENG-025 or ENG-111

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

HSE-125: Counseling

This course covers the major approaches to psychotherapy and counseling, including theory, characteristics, and techniques. Emphasis is placed on facilitation of self-exploration, problem solving, decision making, and personal growth. Upon completion, students should be able to understand various theories of counseling and demonstrate counseling techniques.

Course Prerequisites: Take one: DRE-098, ENG-002 or ENG-025 Take HSE-110

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

HSE-127: Conflict Resolution

This course introduces conflict resolution and mediation theory and practice. Emphasis is placed on exploring, evaluating, and negotiating solutions to conflict. Upon completion, students should be able to define compromise and demonstrate competence in facilitating resolution.

Course Prerequisites: Take ENG-002 or ENG-025 or ENG-111

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

HSE-135: Orientation Lab I

This course is designed to promote professional, program, and personal identification with the human services field. Emphasis is placed on interpersonal communication, verbal and

non-verbal interactions, and team building. Upon completion, students should be able to identify with the human services profession and demonstrate basic team-building skills.

Course Prerequisites: Take HSE-110

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

HSE-160: HSE Clinical Supervision I

This course provides an opportunity to discuss clinical experiences with peers and faculty. Emphasis is placed on discussing application of concepts and principles from related course content to clinical placement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes required in human services clinical experiences.

Course Prerequisites: Take One: HSE-161, HSE-162, HSE-163, or HSE-164

Total Credits:1

Class Credits:1

Lab Credits:0

Clinic Credits:0

HSE-162: HSE Clinical Experience I

This course provides supervised clinical experience in human services delivery agencies. Emphasis is placed on the application and practice of concepts, principles, knowledge, and skills from related course work. Upon completion, students should be able to demonstrate and apply skills, knowledge, and values from human services classes.

Course Prerequisites: Take HSE-160

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:6

HSE-210: Diversity, Ethics, and Trends in Human Services

This course is designed to provide students with an in-depth understanding of the role of diversity and ethical considerations within the human services profession. Emphasis is placed on the knowledge and skills in the evolving landscape of human services. Upon completion, students should be able to apply ethical decision-making, demonstrate an understanding of diverse perspectives, and identify current trends in the human services field.

Course Prerequisites: Take ENG-002 or ENG-025 or ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HSE-212: Group Dynamics

This course introduces the concepts of group processes and group dynamics. Emphasis is placed on essential tools for understanding, participating in, and contributing to group processes. Upon completion, students should be able to identify and explain how people are influenced by their interactions in group settings and facilitate various groups.

Course Prerequisites: Take ENG-002 or ENG-025 or ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HSE-220: Case Management

This course covers a variety of tasks associated with professional case management. Topics include needs assessment, service planning, referral procedures, documentation, follow-up, and integration of services. Upon completion, students should be able to effectively manage the care of the whole person from initial contact through termination of services.

Course Prerequisites: Take ENG-002 or ENG-025 or ENG-111

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

HSE-223: Counseling Theories & Skills

This course provides an in-depth exploration of foundational theories and practical techniques essential for those working in diverse human services settings. Emphasis is placed on self-awareness, problem-solving, decision-making, and personal growth. Upon completion, students should be able to apply these theories to real-life scenarios, and develop professional skills crucial for fostering supportive relationships in various settings.

Course Prerequisites: Take ENG-002 or ENG-025 or ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HSE-225: Crisis and Intervention Principles

This course introduces the types of crises and the principles of intervention. Emphasis is placed on identifying culturally competent techniques for intervening in various crisis situations. Upon completion, students should be able to assess crisis situations and respond effectively.

Course Prerequisites: Take ENG-002 or ENG-025 or ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HSE-251: Activities Planning

This course introduces skills and techniques used in recreation and leisure activities to enhance the lives of special populations. Emphasis is placed on music, art, and recreational activities. Upon completion, students should be able to define, plan, and adapt recreational activities for selected groups and individuals to maintain quality of life.

Course Prerequisites: Take one: DRE-098, ENG-002 or ENG-025

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

HUM-110: Technology and Society

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HUM-115: Critical Thinking

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. Students will also explore the parameters of selected ethical issues.

Course Prerequisites: Take DRE-098, ENG-002, ENG-025, BSP-4002 or ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HUM-121: The Nature of America

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HUM-130: Myth in Human Culture

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HUM-160: Introduction to Film

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.

Course Prerequisites: Take ENG-111

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

HUM-161: Advanced Film Studies

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.

Course Prerequisites: Take HUM-160

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

HUM-212: Humanities II

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.

Course Prerequisites: Take ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

HYD-112: Hydraulics-Medium and Heavy Duty

This course introduces hydraulic theory and applications as applied to mobile equipment. Topics include component studies such as pumps, motors, valves, cylinders, filters, reservoirs, lines, and fittings. Upon completion, students should be able to identify, diagnose, test, and repair hydraulic systems using schematics and technical manuals.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

HYD-134: Hydraulic/Hydrostatic Construction

This course covers the hydraulic/hydrostatic components of construction equipment hydraulics and power trains. Topics include testing, adjusting, repair, and replacement of components that are applied to construction equipment hydraulics and transmissions along with other related topics. Upon completion, students should be able to use proper diagnostic procedures and identify, repair, and replace hydraulic and hydrostatic systems on construction equipment.

Total Credits:4

Class Credits:2

Lab Credits:4

Clinic Credits:0

HYD-180: Fluid Power in Automation

This course introduces the basic components and functions of hydraulic and pneumatic systems and their application to automated machinery. Topics include standard symbols, compressors, control valves, control circuits, actuators, maintenance procedures,

switching and control devices as applied to automated machinery. Upon completion, students should be able to demonstrate an understanding of the operation of hydraulic fluid and compressed air and vacuum systems including design, troubleshooting, and applications.

Course Prerequisites: Take MAT-121 or MAT-171 or MAT-271 Take HYD-191A

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

HYD-191A: Selected Topics in Fluid Power Lab

This course provides a hands-on component for HYD-180. Students will build and analyze pneumatic circuits. Upon completion, students should be able to demonstrate an understanding of the function of pneumatic components and pneumatic circuits.

Course Prerequisites: Take HYD-180

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

IMG-110: Fundamentals of Imaging I

This course provides an overview of the principles of imaging for radiography, nuclear medicine, ultrasound, and radiation therapy. Emphasis is placed on image production and anatomical relationships in radiography, nuclear medicine, ultrasound, and radiation therapy. Upon completion, students should be able to identify basic anatomy on, and differentiate between, radiography, nuclear medicine, radiation therapy, and ultrasound images.

Total Credits:4

Class Credits:2

Lab Credits:0

Clinic Credits:6

IMG-111: Fundamentals of Imaging II

This course provides an overview of the principles of imaging for CT, PET, CT/PET and MRI. Emphasis is placed on image production and anatomical relationships in CT, PET, CT/PET, and MRI. Upon completion, students should be able to identify basic anatomy on, and differentiate between, CT, PET, CT/PET, and MRI images.

Course Prerequisites: Take IMG-110

Total Credits:4

Class Credits:2

Lab Credits:0

Clinic Credits:6

IMG-120: Patient Care Medical Imaging

This course is designed to provide the basic concepts of patient care in a healthcare facility. Topics include routine and emergent patient care procedures, infection control procedures, and usage of universal precautions. Upon completion, students should be able to demonstrate competence in these areas.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

IMG-130: Imaging Ethics & Law

This course covers the legalities of relationships between health care workers and patients. Emphasis is placed on professional malpractice, patient rights, legal and professional standards, and ethical considerations. Upon completion, students should be able to demonstrate the legal and ethical responsibilities of a diagnostic imaging professional.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

INT-110: International Business

This course provides an overview of the environment, concepts, and basic differences involved in international business. Topics include forms of foreign involvement, international trade theory, governmental influences on trade and strategies, international organizations, multinational corporations, personnel management, and international marketing. Upon completion, students should be able to describe the foundation of international business.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

INT-210: International Trade

This course covers international business trade practices and foreign market research. Emphasis is placed on current trends of US trade practices in foreign countries and how to engage in international trade and acquire foreign marketing information. Upon completion, students should be able to formulate an overall product policy for the international marketplace.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

INT-220: International Economics

This course introduces the forces and criteria for the development of a new international economic order. Emphasis is placed on balance of payments, foreign exchange rates and their determination, International Monetary System, and arguments for and against free trade and protectionism. Upon completion, students should be able to describe economic principles and concepts of international trade.

Course Prerequisites: Take One: ECO-151, ECO-251, or ECO-252

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

INT-230: International Law

This course is designed to develop an understanding of the different theories on international law and their effect on international trade. Emphasis is placed on concepts of contracts, international transactions, major organizations in international trade, establishment of treaties, economic areas, and US laws affecting international trade. Upon completion, students should be able to apply theories and concepts to international trade and transactions.

Course Prerequisites: Take BUS-115

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ISC-112: Industrial Safety

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.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

ISC-121: Environmental Health & Safety

This course covers workplace environmental, health, and safety concepts. Emphasis is placed on managing the implementation and enforcement of environmental health and safety regulations and on preventing accidents, injuries, and illnesses. Upon completion, students should be able to demonstrate an understanding of basic concepts of environmental health and safety.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

ISC-278: cGMP Quality Systems

This course focuses on the development, implementation, and ongoing maintenance of a quality system in a cGMP environment. Topics include the cGMP standard, components of cGMP quality systems, quality function roles and training, development of documentation such as SOPs, and system review procedures. Upon completion, students should be able to identify the components of a quality system and develop a quality system manual utilizing the cGMP standard.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

ISC-280: Validation Fundamentals

This course covers the fundamental concepts of components of a validation program in a cGMP environment. Emphasis is placed on FDA requirements concerning validation, types of validation, documentation, procedures, and the QA role. Upon completion, students should be able to discuss the purpose of validation, identify the steps in the validation process, and effectively utilize sample documentation.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

LEX-110: Introduction to Paralegal Study

This course introduces the paralegal profession and the legal system, and an emphasis is placed on the role of professional and legal ethics. Topics include regulations, ethics, case analysis, legal reasoning, career opportunities, professional organizations, terminology and other related topics. Upon completion, students should be able to explain the role of a paralegal and identify the skills, knowledge, and ethics required of paralegals. This course introduces the paralegal profession and the legal system, and an emphasis is placed on the role of professional and legal ethics. Topics include regulations, ethics, case analysis, legal reasoning, career opportunities, professional organizations, terminology and other related topics. Upon completion, students should be able to explain the role of a paralegal and identify the skills, knowledge, and ethics required of paralegals.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

LEX-120: Legal Research/Writing I

This course introduces the techniques of legal research and writing. Emphasis is placed on locating, analyzing, applying, and updating sources of law; effective legal writing, including proper citation; and the use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course. This course introduces the techniques of legal research and writing. Emphasis is placed on locating, analyzing, applying, and updating sources of law; effective legal writing, including proper citation; and the use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

LEX-121: Legal Research/Writing II

This course covers advanced topics in legal research and writing. Topics include more complex legal issues and assignments involving preparation of legal memos, briefs, and other documents and the advanced use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course. This course covers advanced topics in legal research and writing. Topics include more complex legal issues and assignments involving preparation of legal memos, briefs, and other documents and the advanced use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course.

Course Prerequisites: Take LEX-120

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

LEX-130: Civil Injuries

This course covers traditional tort concepts and the evolving body of individual rights created by statute. Topics include intentional and non-intentional torts with emphasis on negligence, strict liability, civil rights, workplace and environmental liability, remedies, and damages. Upon completion, students should be able to recognize, explain, and evaluate elements of civil injuries and related defenses. This course covers traditional tort concepts and the evolving body of individual rights created by statute. Topics include intentional and non-intentional torts with emphasis on negligence, strict liability, civil rights, workplace and environmental liability, remedies, and damages. Upon completion, students should be able to recognize, explain, and evaluate elements of civil injuries and related defenses.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

LEX-140: Civil Litigation I

This course introduces the structure of the legal system and the rules governing civil litigation. Topics include jurisdiction state and federal rules of civil procedure and evidence. Upon completion, students should be able to assist an attorney in pre-litigation matters and preparation of pleadings and motions. This course introduces the structure of the legal system and the rules governing civil litigation. Topics include jurisdiction state and federal rules of civil procedure and evidence. Upon completion, students should be able to assist an attorney in pre-litigation matters and preparation of pleadings and motions.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

LEX-141: Civil Litigation II

This course covers advanced topics in the civil litigation process. Topics include motions, discovery, and trial and appellate procedures. Upon completion, students should be able to assist an attorney in preparing and organizing documents for trial, settlement and post-trial practice. This course covers advanced topics in the civil litigation process. Topics include motions, discovery, and trial and appellate procedures. Upon completion, students should be able to assist an attorney in preparing and organizing documents for trial, settlement and post-trial practice.

Course Prerequisites: Take LEX-140

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

LEX-150: Commercial Law I

This course covers legally enforceable agreements, forms of organization, and selected portions of the Uniform Commercial Code. Topics include drafting and enforcement of contracts, leases, and related documents and selection and implementation of business organization forms, sales, and commercial papers. Upon completion, students should be able to apply the elements of a contract, prepare various business documents, and understand the role of commercial paper. This course covers legally enforceable agreements, forms of organization, and selected portions of the Uniform Commercial Code. Topics include drafting and enforcement of contracts, leases, and related documents and selection and implementation of business organization forms, sales, and commercial papers. Upon completion, students should be able to apply the elements of a contract, prepare various business documents, and understand the role of commercial paper.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

LEX-170: Administrative Law

This course covers the scope, authority, and regulatory operations of various federal, state, and local administrative agencies. Topics include social security, worker's compensation, unemployment, zoning, and other related topics. Upon completion, students should be able to research sources of administrative law, investigate, and assist in representation of clients before administrative agencies. This course covers the scope, authority, and regulatory operations of various federal, state, and local administrative agencies. Topics include social security, worker's compensation, unemployment, zoning, and other related topics. Upon completion, students should be able to research sources of administrative law, investigate, and assist in representation of clients before administrative agencies.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

LEX-210: Real Property I

This course introduces the study of real property law. Topics include the distinction between real and personal property, various estates, mechanics of conveyance and encumbrance, recordation, special proceedings, and other related topics. Upon completion, students should be able to identify estates, forms of deeds, requirements for recording, and procedures to enforce rights to real property. This course introduces the study of real property law. Topics include the distinction between real and personal property, various estates, mechanics of conveyance and encumbrance, recordation, special proceedings, and other related topics. Upon completion, students should be able to identify estates, forms of deeds, requirements for recording, and procedures to enforce rights to real property.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

LEX-211: Real Property II

This course continues the study of real property law relating to title examination and preparation of closing documents. Topics include use of courthouse and other public records in title examination and preparation of documents required in real estate transactions and closings. Upon completion, students should be able to plot/draft a description, perform complete title examination, draft closing documents including title insurance forms, and prepare disbursement reconciliation. This course continues the study of real property law relating to title examination and preparation of closing documents. Topics include use of courthouse and other public records in title examination and preparation of documents required in real estate transactions and closings. Upon completion, students should be able to plot/draft a description, perform complete title examination, draft closing documents including title insurance forms, and prepare disbursement reconciliation.

Course Prerequisites: Take LEX-210

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

LEX-240: Family Law

This course covers laws governing domestic relations. Topics include marriage, separation, divorce, child custody, support, property division, adoption, domestic violence, and other related topics. Upon completion, students should be able to interview clients, gather information, and draft documents related to family law. This course covers laws governing domestic relations. Topics include marriage, separation, divorce, child custody, support, property division, adoption, domestic violence, and other related topics. Upon completion, students should be able to interview clients, gather information, and draft documents related to family law.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

LEX-250: Wills, Estates, & Trusts

This course covers various types of wills, trusts, probate, estate administration, and intestacy. Topics include types of wills and execution requirements, caveats and dissents, intestate succession, inventories and accountings, distribution and settlement, and other related topics. Upon completion, students should be able to draft simple wills, prepare estate forms, understand administration of estates including taxation, and explain terms regarding trusts. This course covers various types of wills, trusts, probate, estate administration, and intestacy. Topics include types of wills and execution requirements, caveats and dissents, intestate succession, inventories and accountings, distribution and settlement, and other related topics. Upon completion, students should be able to draft simple wills, prepare estate forms, understand administration of estates including taxation, and explain terms regarding trusts.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

LEX-270: Law Office Management/Technology

This course provides an overview of law office management and organization. Topics include office forms, filing systems, billing/time keeping, computer systems, calendar systems, library administration, case management, office/personnel procedures, ethics, and technology. Upon completion, students should be able to establish and maintain various law office systems, monitor case progress, and supervise non-lawyer personnel. This course provides an overview of law office management and organization. Topics include office forms, filing systems, billing/time keeping, computer systems, calendar systems, library administration, case management, office/personnel procedures, ethics, and technology. Upon completion, students should be able to establish and maintain various law office systems, monitor case progress, and supervise non-lawyer personnel.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

LEX-280: Ethics & Professionalism

This course reinforces legal ethics and the role of the paralegal in a professional work environment. Topics include a review of ethics, employment opportunities, and search techniques; paralegal certification and other related topics. Upon completion, students should be able to understand the paralegal's role in the ethical practice of law. This course reinforces legal ethics and the role of the paralegal in a professional work environment. Topics include a review of ethics, employment opportunities, and search techniques; paralegal certification and other related topics. Upon completion, students should be able to understand the paralegal's role in the ethical practice of law.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

LOG-110: Introduction to Logistics

This course provides an overview of logistics. Topics include traffic management, warehousing, inventory control, material handling, global logistics, and the movement and storage of goods from raw materials sources to end consumers. Upon completion, students should be able to identify the different segments of logistics and use the terminology of the industry.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

LOG-120: Global Logistics

This course examines logistics operations, processes, and modes of transportation in an interdependent world economy. Emphasis is placed on freight forwarding operations, analyzing and selecting transportation modes, and processing of import/export documentation. Upon completion, students should be able to arrange and coordinate the transportation of products globally.

Course Prerequisites: Take LOG-110

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

LOG-125: Transportation Logistics

This course covers the role and importance of the transportation industry. This is an overview of transportation emphasizing its environmental and sociological aspects, economic impact, services, regulatory guidelines, policies, and its future. Upon completion, students should be able to identify modes of transportation, interpret governing regulations, and describe the principles and terminology used in the transportation industry.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

LOG-210: Fleet Management

This course covers the management of transportation, fleet operations, and safety. Emphasis is placed on DOT safety regulations in the hiring, training, and supervision of drivers in transportation. Upon completion, students should be able to write a safety program for drivers involved in interstate commerce following DOT regulations.

Course Prerequisites: Take LOG-110

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

LOG-211: Distribution Management

This course covers the functions, techniques, and tools utilized in warehousing and distribution centers and their role in business and logistics. Emphasis is placed on warehouse and distribution center management, operations, productivity, software systems, picking, automation, cross docking, safety, security, material handling, benchmarking, and cost. Upon completion, students should be able to describe the role of warehouses and distribution centers, apply industry principles and terminology, and understand distribution productivity measures.

Course Prerequisites: Take LOG-110

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

LOG-215: Supply Chain Management

This course covers all activities involved in the flow of products and information between the suppliers, customers, producers, and service providers. Topics include acquiring, purchasing, manufacturing, assembling, and distributing goods and services throughout the supply chain organizations. Upon completion, students should be able to identify the supply chain units and describe the materials management processes.

Course Prerequisites: Take LOG-110

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

LOG-220: Logistics Management

This course covers the management of the movement and storage of goods and analysis of total costs involved. Emphasis is placed on the monitoring of inventory using automated systems, managing the storage function, warehousing, and distribution. Upon completion, students should be able to describe warehousing and facility layouts, identify material handling methods, and apply inventory control procedures.

Course Prerequisites: Take LOG-110

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

LOG-225: Logistics Systems

This course covers the design, implementation, and application of logistics software systems utilized by businesses to improve accountability, and capabilities of their logistics processes. Emphasis is placed on an in-depth understanding of logistical software applications, optimization models, automated data collection, electronic data interchange, and other logistics software tools. Upon completion, students should be able to identify the various logistics software applications and explain how they are utilized to improve business and logistics processes.

Course Prerequisites: Take LOG-215

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

LOG-230: Transportation Management

This course covers the function of shippers and carriers in the transportation industry. Emphasis is placed on negotiating price and service requirements in the movement of goods, identifying areas of carrier liability, and the methods for processing claims. Upon completion, students should be able to compare common carriers and company operated transportation for service and cost, interpret pricing structures, and determine carrier liability.

Course Prerequisites: Take LOG-110

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

LOG-235: Import/Export Management

This course introduces the elements of import and export operations, from transportation to documentation, finance, and security and the effects on the global supply chain. Emphasis is placed on existing import/export regulations, customs documentation, intermodal transportation, foreign freight forwarders, global technology, and homeland security initiatives. Upon completion, students should be able to perform import/export operations, channels of distribution, implemented technologies, and associate with operating a secure supply chain.

Course Prerequisites: Take LOG-125

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

LOG-240: Purchasing Logistics

This course introduces the various aspects of purchasing, and their impact on materials management, supply chain, transportation, and global logistics processes. Emphasis is placed on the different methods of electronic sourcing, negotiating and pricing principles, and on the internal and external considerations associated with international logistics. Upon completion, students should be able to describe and apply the principles and terminology used in procurement including electronic data interchange services, purchasing and logistics systems.

Course Prerequisites: Take LOG-110

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

LOG-250: Advanced Global Logistics

This course covers the advanced application of global operations and logistics strategies, planning, technology, risk, and management necessary to cope with the global business environment. Emphasis is placed on an in-depth understanding of global sourcing, shipping, tracking, and e-logistics systems necessary to operate inbound/outbound logistics in a global market. Upon completion, students should be able to identify the different global markets and logistics technology available to process international inbound/outbound logistics transactions.

Course Prerequisites: Take LOG-125

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

MAM-101: Mammography Procedures and Image Analysis

This course provides the fundamentals of mammography positioning, patient care, and image analysis. Topics include breast anatomy/physiology, pathology and treatment of breast disease, patient preparation/education, mammographic procedures, and interventional procedures. Upon completion, students should be able to demonstrate competence in these areas.

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

MAM-102: Mammography Instrumentation and Quality Assurance

This course is a comprehensive study of physics, instrumentation, quality assurance, and quality control for digital mammography imaging systems. Topics include system components, imaging principles, and guidelines for selecting exposure factors. Upon completion, students should be able to demonstrate an understanding of mammographic equipment, quality assurance, and quality control.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MAM-103: Digital Mammography

This course is a comprehensive study of digital mammography. Topics include producing digital mammograms, understanding image processing, display, archive, and communication techniques, and determining proper image quality, radiation dose, and quality control procedures. Upon completion, students should be able to demonstrate the concepts of digital imaging, the process to produce digital mammograms, and the establishment of QC procedures.

Total Credits:1

Class Credits:1

Lab Credits:0

Clinic Credits:0

MAM-104: Digital Breast Tomosynthesis

This course is a comprehensive study of digital breast tomosynthesis (DBT). Topics include the technology of DBT, application of DBT in the clinic setting, digital detector technology, the role of DBT in detecting breast cancer, and performing quality control procedures. Upon completion, students should be able to demonstrate the concepts of digital breast tomosynthesis, understand the application and role of DBT in the clinic setting, and perform quality control procedures.

Total Credits:1

Class Credits:1

Lab Credits:0

Clinic Credits:0

MAM-105: Mammography Clinical Education

This course provides the opportunity to apply knowledge gained from classroom instruction to the mammography clinical setting. Emphasis is placed on patient care and positioning, mammographic procedures, interventional/special examinations, image analysis, and quality control testing. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

Course Prerequisites: Take MAM-101, MAM-102, MAM-103, MAM-104

Total Credits:5

Class Credits:0

Lab Credits:0

Clinic Credits:15

MAM-109: Mammography Capstone

This course provides an overview of mammographic topics as practiced in the didactic and clinical settings. Emphasis is placed on critical thinking and integration of didactic and clinical components. Upon completion, students should be able to demonstrate the comprehensive knowledge required of an entry-level mammographer.

Course Prerequisites: Take MAM-101, MAM-102, MAM-103, MAM-104

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MAT-025: Concepts of Essential Math/Statistics

This course provides an opportunity to customize foundational math content and statistical concepts specific to real-world applications. Topics include decimals, percentages, ratios, proportions, solving basic equations, geometrical concepts, dimensional analysis, financial applications and elements of statistics and probability. Upon completion, students should be able to successfully demonstrate the use of mathematics, technology and statistical concepts to solve practical problems while developing positive academic habits, learning strategies and growth mindset.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MAT-035: Concepts of Algebra

This course covers algebraic concepts with an emphasis on application and analysis. Topics include rational/radical expressions and equations, solving equations and inequalities, concepts of functions, factoring, and exponents. Upon completion, students should be able to successfully demonstrate mastery of algebraic concepts through application and analysis while developing positive academic habits, learning strategies and growth mindset.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MAT-045: Math Skills Support

This course provides opportunities for students to build a stronger foundation for success in their gateway math course by obtaining skills through a variety of instructional strategies. Emphasis is placed on foundational skills as well as concepts, skills, vocabulary and definitions necessary to master student learning outcomes of the gateway math course. Upon completion, student should be able to apply mathematical concepts and critical thinking skills to solve problems relevant to the student's gateway math course.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

MAT-045A: Math Skills Support MAT 121

MAT-045A is designated for students taking MAT-121. This course provides opportunities for students to build a stronger foundation for success in their gateway math course by obtaining skills through a variety of instructional strategies. Emphasis is placed on foundational skills as well as concepts, skills, vocabulary and definitions necessary to

master student learning outcomes of the gateway math course. Upon completion, student should be able to apply mathematical concepts and critical thinking skills to solve problems relevant to the student's gateway math course.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

MAT-045M: Math Skills Support MAT 110

MAT-045M is designated for students taking MAT-110. This course provides opportunities for students to build a stronger foundation for success in their gateway math course by obtaining skills through a variety of instructional strategies. Emphasis is placed on foundational skills as well as concepts, skills, vocabulary and definitions necessary to master student learning outcomes of the gateway math course. Upon completion, student should be able to apply mathematical concepts and critical thinking skills to solve problems relevant to the student's gateway math course.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

MAT-045P: Math Skills Support MAT 171

MAT-045P is designated for students taking MAT-171. This course provides opportunities for students to build a stronger foundation for success in their gateway math course by obtaining skills through a variety of instructional strategies. Emphasis is placed on foundational skills as well as concepts, skills, vocabulary and definitions necessary to master student learning outcomes of the gateway math course. Upon completion, student should be able to apply mathematical concepts and critical thinking skills to solve problems relevant to the student's gateway math course.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

MAT-045Q: Math Skills Support MAT 143

MAT-045Q is designated for students taking MAT-143. This course provides opportunities for students to build a stronger foundation for success in their gateway math course by obtaining skills through a variety of instructional strategies. Emphasis is placed on foundational skills as well as concepts, skills, vocabulary and definitions necessary to master student learning outcomes of the gateway math course. Upon completion, student should be able to apply mathematical concepts and critical thinking skills to solve problems relevant to the student's gateway math course.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

MAT-045S: Math Skills Support MAT 152

MAT-045S is designated for students taking MAT-152. This course provides opportunities for students to build a stronger foundation for success in their gateway math course by obtaining skills through a variety of instructional strategies. Emphasis is placed on foundational skills as well as concepts, skills, vocabulary and definitions necessary to master student learning outcomes of the gateway math course. Upon completion, student should be able to apply mathematical concepts and critical thinking skills to solve problems relevant to the student's gateway math course.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

MAT-110: Mathematical Measurement and Literacy

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.

Course Prerequisites: Complete one: Complete MAT-045M, place out of MAT-045M or currently enrolled in MAT-045M; Complete MAT-003 with a grade of P1 or higher or place out of MAT-003; Complete MAT-010 or place out of MAT-010

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

MAT-121: Algebra/Trigonometry I

This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include the properties of plane and solid geometry, area and volume, and basic proportion applications; simplification, evaluation, and solving of algebraic equations and inequalities and radical functions; complex numbers; right triangle trigonometry; and systems of equations. Upon completion, students will be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results.

Course Prerequisites: Complete one: Complete MAT-003 with a grade of P3 or higher;Complete MAT-035; Complete MAT-021;Complete MAT-045A; Place out of MAT-045A; Currently enrolled in MAT-045A Complete one: Complete MAT-003 with a grade of P3 or higher;Complete MAT-035; Complete MAT-021;Complete MAT-045A; Place out of MAT-045A; Currently enrolled in MAT-045A

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

MAT-143: Quantitative Literacy

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.

Course Prerequisites: Complete one: Complete MAT-003 with a grade of P2 or higher;Complete MAT-025; Complete MAT-043;Complete MAT-045Q; Place out of MAT-045Q; Currently enrolled in MAT-045Q. Complete one: Complete ENG-002 with a grade of P1 or higher;Place out of ENG-002; Complete ENG-025; Place out of ENG-025 Complete one: Complete MAT-003 with a grade of P2 or higher;Complete MAT-025; Complete MAT-043;Complete MAT-045Q; Place out of MAT-045Q; Currently enrolled in MAT-045Q

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

MAT-152: Statistical Methods I

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.

Course Prerequisites: Complete one: Complete MAT-003 with a grade of P2 or higher;Complete MAT-025; Complete MAT-052;Complete MAT-045S; Place out of MAT-045S; Currently enrolled in MAT-045S. Complete one: Complete ENG-002 with a grade of P1 or higher;Place out of ENG-002; Complete ENG-025; Place out of ENG-025 Complete one: Complete MAT-003 with a grade of P2 or higher;Complete MAT-025; Complete MAT-052;Complete MAT-045S; Place out of MAT-045S; Currently enrolled in MAT-045S.

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

MAT-171: Precalculus Algebra

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.

Course Prerequisites: Complete one: Complete MAT-003 with a grade of P3 or higher;Place out of MAT-003; Complete MAT-035; Complete MAT-071;Complete MAT-045P; Place out of MAT-045P; Currently enrolled in MAT-045P Complete one: Complete ENG-002 with a grade of P1 or higher;Place out of ENG-002; Complete ENG-025; Place out of ENG-025 Complete one: Complete MAT-003 with a grade of P3 or higher;Place out of MAT-003; Complete MAT-035; Complete MAT-071;Complete MAT-045P; Place out of MAT-045P; Currently enrolled in MAT-045P

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

MAT-172: Precalculus Trigonometry

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.

Course Prerequisites: Take MAT-171 Complete MAT-171 with a grade of C or higher

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

MAT-252: Statistical Methods II

This course is designed to provide a technology-based treatment of multiple sample inferential statistics. Emphasis is placed on two sample hypothesis tests and confidence intervals, linear and multiple regression, analysis of variance, experimental design, and non-parametric techniques. Upon completion, students should be able to draw statistical inferences and communicate results on multiple sample data taken from business and health, social, natural, and applied sciences.

Course Prerequisites: Take MAT-152 Complete MAT-152 with a grade of C or higher

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

MAT-263: Brief Calculus

This course is designed to introduce concepts of differentiation and integration and their applications to solving problems. Topics include graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results.

Course Prerequisites: Take One: MAT-171 or MAT-175 Complete MAT-171 with a grade of C or higher

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

MAT-271: Calculus I

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.

Course Prerequisites: Take One: MAT-172 or MAT-175 Complete MAT-172 with a grade of C or higher

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

MAT-272: Calculus II

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.

Course Prerequisites: Take MAT-271 Complete MAT-271 with a grade of C or higher

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

MAT-273: Calculus III

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.

Course Prerequisites: Take MAT-272 Completed MAT-272 with a grade of C or higher

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

MAT-280: Linear Algebra

This course provides an introduction to linear algebra topics. Emphasis is placed on the development of abstract concepts and applications for vectors, systems of equations, matrices, determinants, vector spaces, multi-dimensional linear transformations, eigenvectors, eigenvalues, diagonalization and orthogonality. 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 linear algebra-related problems with and without technology.

Course Prerequisites: Take MAT-271 Complete MAT-271 with a grade of C or higher

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

MAT-285: Differential Equations

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.

Course Prerequisites: Take MAT-272 Complete MAT-272 with a grade of C or higher

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

MEC-130: Mechanisms

This course introduces the purpose and action of various mechanical devices. Topics include cams, cables, gear trains, differentials, screws, belts, pulleys, shafts, levers, lubricants, and other devices. Upon completion, students should be able to analyze, maintain, and troubleshoot the components of mechanical systems.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

MEC-161: Manufacturing Processes I

This course provides the fundamental principles of value-added processing of materials into usable forms for the customer. Topics include material properties and traditional and non-traditional manufacturing processes. Upon completion, students should be able to specify appropriate manufacturing processing for common engineering materials.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MEC-161A: Manufacturing Processes I Lab

This course is a laboratory for MEC 161. Emphasis is placed on experiences that enhance the materials presented in MEC 161. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in MEC 161.

Course Prerequisites: Take MEC-161

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

MEC-180: Engineering Materials

This course introduces the physical and mechanical properties of materials. Topics include materials testing, pre- and post-manufacturing processes, and material selection of ferrous and non-ferrous metals, plastics, composites, and non-conventional materials. Upon completion, students should be able to utilize basic material property tests and select appropriate materials for applications.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

MED-110: Orientation to Medical Assisting

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. This course is also available through the Virtual Learning Community (VLC).

Total Credits:1

Class Credits:1

Lab Credits:0

Clinic Credits:0

MED-116: Introduction to Anatomy & Physiology

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.

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

MED-118: Medical Law and Ethics

This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multi-skilled health professional.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

MED-121: Medical Terminology I

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MED-122: Medical Terminology II

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.

Course Prerequisites: Take MED-121

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MED-130: Administrative Office Procedures I

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.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

MED-131: Administrative Office Procedures II

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.

Course Prerequisites: Take MED-130

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

MED-138: Infection/Hazard Control

This course introduces the student to infection and hazard control procedures necessary for the healthcare worker. Topics include introduction to Microbiology, Practical Infection Control, Sterilization and Monitoring, Chemical Disinfectants, Aseptic Technique, Infectious diseases, and applicable North Carolina laws. Upon completion, students should be able to demonstrate an understanding of infectious diseases, disease transmission, infection control procedures, biohazard management, OSH standards, and applicable North Carolina laws.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

MED-140: Examining Room Procedures I

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.

Course Prerequisites: Take MED-110, MED-130 and MED-138 Take MED-150

Total Credits:5

Class Credits:3

Lab Credits:4

Clinic Credits:0

MED-150: Laboratory Procedures I

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.

Course Prerequisites: Take MED-110 MED-130 and MED-138 Take MED-140

Total Credits:5

Class Credits:3

Lab Credits:4

Clinic Credits:0

MED-232: Medical Insurance Coding

This course is designed to develop coding skills. Emphasis is placed on advanced diagnostic and procedural coding in the outpatient facility. Upon completion, students should be able to demonstrate proficiency in coding for reimbursement.

Course Prerequisites: Take MED-131

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

MED-260: MED Clinical Practicum

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.

Course Prerequisites: Take MED-140 and MED-150 Take MED-264

Total Credits:5

Class Credits:0

Lab Credits:0

Clinic Credits:15

MED-264: Medical Assisting Overview

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.

Course Prerequisites: Take MED-140 and MED-150 Take MED-260

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

MED-270: Symptomatology

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.

Course Prerequisites: Take BIO-161 or MED-116

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

MED-272: Drug Therapy

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.

Course Prerequisites: Take MED-140 MED-150

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MED-274: Diet Therapy/Nutrition

This course introduces the basic principles of nutrition as they relate to health and disease. Topics include basic nutrients, physiology, dietary deficiencies, weight management, and therapeutic nutrition in wellness and disease. Upon completion, students should be able to interpret clinical and dietary data and provide patient counseling and education.

Course Prerequisites: Take MED-122

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MHA-140: Introduction to Mental Health

This course provides a comprehensive overview of mental health and wellness and the roles, duties, and ethical aspects of providing mental health services. Topics include the history of mental health services, common mental health challenges, professional qualifications, and current trends. Upon completion, students should be able to discuss the impact of mental health, examine various treatment settings, and analyze the requirements for providing mental health services in public, private, nonprofit, and community environments.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MHA-150: Mental Health Interventions

This course provides exposure to different mental health treatment and intervention modalities. Topics include professional and self-help forms of intervention. Upon completion, students should be able to apply culturally competent mental health intervention principles to individuals and groups in a variety of treatment settings.

Course Prerequisites: Take ENG-002 or ENG-025 or ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MHA-238: Psychopathology

This course examines the development and use of DSM/ICD in the mental health setting to establish a common language. Emphasis is placed on history, terminology, and assessment practices associated with the DSM/ICD in the treatment of psychological disorders. Upon completion, students should be able to explain the core vocabulary of treatment approaches and their applications.

Course Prerequisites: Take ENG-002 or ENG-025 or ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MHA-240: Advocacy

This course covers the roles and duties of the individual and community advocate. Topics include treatment planning, needs assessment, referral procedures, and follow-up and integration of services. Upon completion, students should be able to effectively advocate for the care of the whole person and community.

Course Prerequisites: Take ENG-002 or ENG-025 or ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MKT-120: Principles of Marketing

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MKT-123: Fundamentals of Selling

This course is designed to emphasize the necessity of selling skills in a modern business environment. Emphasis is placed on sales techniques involved in various types of selling situations. Upon completion, students should be able to demonstrate an understanding of the techniques covered.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MKT-220: Advertising and Sales Promotion

This course covers the elements of advertising and sales promotion in the business environment. Topics include advertising and sales promotion appeals, selection of media, use of advertising and sales promotion as a marketing tool, and means of testing effectiveness. Upon completion, students should be able to demonstrate an understanding of the concepts covered through application.

Course Prerequisites: Take MKT-120

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MKT-221: Consumer Behavior

This course is designed to describe consumer behavior as applied to the exchange processes involved in acquiring, consuming, and disposing of goods and services. Topics include an analysis of basic and environmental determinants of consumer behavior with emphasis on the decision-making process. Upon completion, students should be able to analyze concepts related to the study of the individual consumer.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MKT-223: Customer Experience

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.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MKT-225: Marketing Research

This course provides information for decision making by providing guidance in developing, analyzing, and using data. Emphasis is placed on marketing research as a tool in decision making. Upon completion, students should be able to design and conduct a marketing research project and interpret the results.

Course Prerequisites: Take MKT-120

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MKT-227: Marketing Applications

This course extends the study of diverse marketing strategies. Emphasis is placed on case studies and small-group projects involving research or planning. Upon completion, students should be able to effectively participate in the formulation of a marketing strategy.

Course Prerequisites: Take MKT-120 Take MKT-225

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MKT-228: Service Marketing

This course is designed to define service marketing, demonstrate its importance, and note its special characteristics. Topics include basic building blocks of service marketing, distinctive aspects of services, and applications of service marketing mix. Upon completion, students should be able to demonstrate a basic understanding of the marketing mix as it applies to the service industry.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MKT-232: Social Media Marketing

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.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

MLT-110: Introduction to MLT

This course introduces all aspects of the medical laboratory profession. Topics include health care/laboratory organization, professional ethics, basic laboratory techniques, safety, quality assurance, and specimen collection. Upon completion, students should be able to demonstrate a basic understanding of laboratory operations and be able to perform basic laboratory skills.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

MLT-111: Urinalysis & Body Fluids

This course introduces the laboratory analysis of urine and body fluids. Topics include physical, chemical, and microscopic examination of the urine and body fluids. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting urinalysis and body fluid tests.

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

MLT-115: Laboratory Calculations

This course is designed to present mathematical operations used in the medical laboratory. Topics include use of basic math processes, systems of measurement, conversion factors, solutions, and dilutions. Upon completion, students should be able to solve practical problems in the context of the medical laboratory.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

MLT-118: Medical Lab Chemistry

This course introduces the basic medical laboratory chemical principles. Emphasis is placed on selected topics from inorganic, organic, and biological chemistry. Upon completion, students should be able to demonstrate an understanding of the relationship between basic chemical principles and the medical laboratory function.

Course Prerequisites: Take CHM-090

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MLT-120: Hematology/Hemostasis I

This course introduces the theory and technology used in analyzing blood cells and the study of hemostasis. Topics include hematology, hemostasis, and related laboratory

testing. Upon completion, students should be able to demonstrate theoretical comprehension of hematology/hemostasis, perform diagnostic techniques, and correlate laboratory findings with disorders.

Course Prerequisites: Take BIO-163 MLT-110 MLT-111 MLT-115 MLT-118 MLT-140

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

MLT-125: Immunohematology I

This course introduces the immune system and response; basic concepts of antigens, antibodies, and their reactions; and applications in transfusion medicine and serodiagnostic testing. Emphasis is placed on immunological and blood banking techniques including concepts of cellular and humoral immunity and pretransfusion testing. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting routine immunological and blood bank procedures.

Course Prerequisites: Take BIO-163 MLT-110 MLT-111 MLT-115 MLT-118 MLT-140

Total Credits:5

Class Credits:4

Lab Credits:3

Clinic Credits:0

MLT-130: Clinical Chemistry I

This course introduces the quantitative analysis of blood and body fluids and their variations in health and disease. Topics include clinical biochemistry, methodologies, instrumentation, and quality control. Upon completion, students should be able to

demonstrate theoretical comprehension of clinical chemistry, perform diagnostic techniques, and correlate laboratory findings with disorders.

Course Prerequisites: Take BIO-163 MLT-110 MLT-111 MLT-115 MLT-118 MLT-140

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

MLT-140: Introduction to Microbiology

This course introduces basic techniques and safety procedures in clinical microbiology. Emphasis is placed on the morphology and identification of common pathogenic organisms, aseptic technique, staining techniques, and usage of common media. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting basic clinical microbiology procedures.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

MLT-217: Professional Issues

This course surveys professional issues in preparation for career entry. Emphasis is placed on work readiness and theoretical concepts in microbiology, immunohematology, hematology, and clinical chemistry. Upon completion, students should be able to demonstrate competence in career entry-level areas and be prepared for the national certification examination.

Course Prerequisites: Take MLT-230 MLT-266 MLT-280

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

MLT-220: Hematology/Hemostasis II

This course covers the theories and techniques used in the advanced analysis of human blood cells and hemostasis. Emphasis is placed on the study of hematologic disorders, abnormal cell development and morphology, and related testing. Upon completion, students should be able to demonstrate a theoretical comprehension and application of abnormal hematology and normal and abnormal hemostasis.

Course Prerequisites: Take MLT-120 MLT-125 MLT-130 MLT-240

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

MLT-230: Clinical Chemistry II

This course is designed to supplement the biochemical and physiologic theory presented in MLT 130. Emphasis is placed on special chemistry techniques and methodologies. Upon completion, students should be able to recognize and differentiate technical and physiological causes of unexpected test results.

Course Prerequisites: Take MLT-130

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

MLT-240: Special Clinical Microbiology

This course is designed to introduce special techniques in clinical microbiology. Emphasis is placed on advanced areas in microbiology. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting specialized clinical microbiology procedures.

Course Prerequisites: Take MLT-140

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

MLT-254: MLT Practicum I

This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.

Course Prerequisites: Take MLT-120 MLT-125 MLT-130 MLT-240

Total Credits:4

Class Credits:0

Lab Credits:0

Clinic Credits:12

MLT-266: MLT Practicum II

This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.

Course Prerequisites: Take MLT-220 MLT-254

Total Credits:6

Class Credits:0

Lab Credits:0

Clinic Credits:18

MLT-276: MLT Practicum III

This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.

Course Prerequisites: Take MLT-230 MLT-266 MLT-280

Total Credits:6

Class Credits:0

Lab Credits:0

Clinic Credits:18

MLT-280: Special Practice Lab

This course provides additional medical laboratory experience. Emphasis is placed on laboratory skills and techniques. Upon completion, students should be able to demonstrate proficiency in laboratory skills and techniques.

Course Prerequisites: Take MLT-220 MLT-254

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

MNT-110: Introduction to Maintenance Procedures

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.

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

MNT-270: Bioprocess Equipment Maintenance

This course covers the equipment used in a bioprocess manufacturing facility and the techniques used to maintain and troubleshoot it. Topics include types of equipment, the role of equipment in the bioprocess manufacturing facility, troubleshooting bioprocess equipment, and the role of a bioprocess maintenance technician. Upon completion, students should be able to maintain and troubleshoot bioprocess equipment in a biotechnology manufacturing facility using work techniques appropriate for the biotechnology industry.

Course Prerequisites: Take MNT-110

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

MRI-210: MRI Physics and Equipment

This course covers the physical principles of image formation, data acquisition, and image processing in magnetic resonance imaging. Emphasis is placed on instrumentation, fundamentals, pulse sequences, data manipulation, imaging parameters, options, and their effects on image quality. Upon completion, students should be able to understand

the principles behind image formation, data acquisition, and image processing in magnetic resonance imaging.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MRI-211: MRI Procedures

This course covers patient care, magnetic field safety, cross-sectional anatomy, contrast media, and scanning procedures in magnetic resonance imaging. Emphasis is placed on patient assessment and monitoring, safety precautions, contrast agents' use, methods of data acquisition, and identification of cross-sectional anatomy. Upon completion, students should be able to integrate all facets of imaging procedures in magnetic resonance imaging.

Total Credits:4

Class Credits:4

Lab Credits:0

Clinic Credits:0

MRI-213: MR Patient Care & Safety

This course covers magnetic field safety issues concerning patients and other healthcare personnel. Emphasis is placed on screening skills, biological magnetic field effects, and the management of an MR facility. Upon completion, the student should be able to demonstrate a safe MR environment for patients and all personnel.

Course Prerequisites: Take MRI-216 and MRI-250

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

MRI-214: MRI Procedures I

This course introduces scan procedures for the central nervous and musculoskeletal systems with MRI imaging. Emphasis is placed on patient set-up, scan parameters, methods of data acquisition, and contrast administration with each of these types of procedures. Upon completion, students should be able to demonstrate all aspects of MR imaging to successfully scan the central nervous and musculoskeletal systems.

Course Prerequisites: Take MRI-217, MRI-241 and MRI-260

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

MRI-215: MRI Procedures II

This course provides advanced scan procedures for the neck, chest, abdomen, and pelvic systems with MR imaging. Emphasis is placed on patient set-up, scan parameters, methods of data acquisition, and contrast administration with each of these types of procedures. Upon completion, students should be able to demonstrate all aspects of MR imaging to successfully scan the chest, abdomen, and pelvic systems.

Course Prerequisites: Take MRI-214 Take MRI-218, MRI-242 and MRI-270

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

MRI-216: MRI Instrumentation

This course covers instrumentation utilized to produce the magnetic fields allowing MRI imaging to take place. Emphasis will be placed on equipment operations and use, inclusive of the static field, gradient fields, and the radiofrequency fields. Upon completion, the student should be able to demonstrate an understanding of the utilization of all MRI equipment in an MRI facility.

Course Prerequisites: Take MRI-213 and MRI-250

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

MRI-217: MRI Physics I

This course is designed to cover the basic physics fundamentals of magnetic resonance imaging. Emphasis is placed on the historical development, basic imaging principles, and use of basic scan parameters and pulse sequences. Upon completion, the student should be able to demonstrate an understanding of the basic fundamentals of magnetic resonance.

Course Prerequisites: Take MRI-216 Take MRI-214, MRI-241 and MRI-260

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

MRI-218: MRI Physics II

This course is designed to cover the advanced physics concepts of magnetic resonance imaging. Emphasis is placed on advanced imaging parameters and techniques,

angiography methods, image artifacts, and quality control. Upon completion, the student should be able to demonstrate an understanding of the advanced physics concepts of magnetic resonance imaging.

Course Prerequisites: Take MRI-217 Take MRI-215, MRI-242 and MRI-270

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

MRI-223: MRI Clinical Practicum

This course provides experience in the computed tomography clinical setting. Emphasis is placed on patient care and positioning, scanning procedures, and image production in magnetic resonance imaging. Upon completion, students should be able to assume a variety of duties and responsibilities within the magnetic resonance clinical environment.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:9

MRI-224: MRI Clinical Practicum

This course provides experience in the computed tomography clinical setting. Emphasis is placed on patient care and positioning, scanning procedures, and image production in magnetic resonance imaging. Upon completion, students should be able to assume a variety of duties and responsibilities within the magnetic resonance clinical environment.

Total Credits:4

Class Credits:0

Lab Credits:0

Clinic Credits:12

MRI-225: MRI Clinical Practicum

This course provides experience in the computed tomography clinical setting. Emphasis is placed on patient care and positioning, scanning procedures, and image production in magnetic resonance imaging. Upon completion, students should be able to assume a variety of duties and responsibilities within the magnetic resonance clinical environment.

Total Credits:5

Class Credits:0

Lab Credits:0

Clinic Credits:15

MRI-226: MRI Clinical Practicum

This course provides experience in the computed tomography clinical setting. Emphasis is placed on patient care and positioning, scanning procedures, and image production in magnetic resonance imaging. Upon completion, students should be able to assume a variety of duties and responsibilities within the magnetic resonance clinical environment.

Total Credits:6

Class Credits:0

Lab Credits:0

Clinic Credits:18

MRI-227: MRI Clinical Practicum

This course provides experience in the computed tomography clinical setting. Emphasis is placed on patient care and positioning, scanning procedures, and image production in magnetic resonance imaging. Upon completion, students should be able to assume a variety of duties and responsibilities within the magnetic resonance clinical environment.

Total Credits:7

Class Credits:0

Lab Credits:0

Clinic Credits:21

MRI-228: MRI Clinical Practicum

This course provides experience in the computed tomography clinical setting. Emphasis is placed on patient care and positioning, scanning procedures, and image production in magnetic resonance imaging. Upon completion, students should be able to assume a variety of duties and responsibilities within the magnetic resonance clinical environment.

Total Credits:8

Class Credits:0

Lab Credits:0

Clinic Credits:24

MRI-231: MRI Clinical Practicum

This course provides experience in the computed tomography clinical setting. Emphasis is placed on patient care and positioning, scanning procedures, and image production in magnetic resonance imaging. Upon completion, students should be able to assume a variety of duties and responsibilities within the magnetic resonance clinical environment.

Total Credits:11

Class Credits:0

Lab Credits:0

Clinic Credits:33

MRI-241: MRI Anatomy & Pathology I

This course covers anatomical and pathological information about the components of the central nervous and musculoskeletal system. Emphasis is placed upon identification of anatomy and pathology on MRI images of the central nervous and musculoskeletal systems. Upon completion, the student should be able to identify anatomy and pathology of the central nervous and musculoskeletal systems.

Course Prerequisites: Take MRI-214, MRI-217 and MRI-260

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

MRI-242: MRI Anatomy & Pathology II

This course covers anatomical and pathological information about the components of the neck, chest, abdomen, and pelvic systems. Emphasis is placed upon identification of anatomy and pathology on MRI images of the neck, chest, abdomen, and pelvic systems. Upon completion, the student should be able to identify anatomy and pathology of the neck, chest, abdomen, and pelvic systems.

Course Prerequisites: Take MRI-241 Take MRI-215, MRI-218 and MRI-270

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

MRI-250: MRI Clinical Ed I

This course provides experience in the MR clinical setting with attention to basic MR scan procedures. Emphasis is placed on patient care, screening, contrast administration, and manipulation of MR equipment. Upon completion, students should be able to demonstrate selected MR procedures/techniques in the areas of patient screening, contrast administration, and manipulation of MR equipment.

Course Prerequisites: Take MRI-213 and MRI-216

Total Credits:4

Class Credits:0

Lab Credits:0

Clinic Credits:12

MRI-260: MRI Clinical Ed II

This course provides advanced experience in the MR clinical setting with attention to central nervous and musculoskeletal system imaging. Emphasis is placed on

demonstration of methods of data acquisition with respect to central nervous and musculoskeletal system imaging. Upon completion, students should be able to demonstrate selected MR procedures/techniques as they relate to the central nervous system and musculoskeletal imaging.

Course Prerequisites: Take MRI-250 Take MRI-214, MRI-217 and MRI-241

Total Credits:7

Class Credits:0

Lab Credits:0

Clinic Credits:21

MRI-270: MRI Clinical Ed III

This course provides additional advanced experience in the MR clinical setting with attention to neck, chest, abdomen, and pelvic system imaging. Emphasis is placed on demonstration of methods of data acquisition with respect to neck, chest, abdomen, and pelvic system imaging. Upon completion, students should be able to selected MR procedures/techniques that are used in neck, chest, abdomen, and pelvic system imaging.

Course Prerequisites: Take MRI-260 Take MRI-215, MRI-218 and MRI-242

Total Credits:8

Class Credits:0

Lab Credits:0

Clinic Credits:24

MRI-271: MRI Capstone

This course provides experience using problem solving skills required for certification. Emphasis is placed on critical thinking and integration of didactic and clinical components. Upon completion, students should be able to demonstrate knowledge required of any entry level MR technologist.

Total Credits:1

Class Credits:1

Lab Credits:0

Clinic Credits:0

MUS-110: Music Appreciation

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MUS-111: Fundamentals of Music

This course is an introductory course for students with little or no music background. Emphasis is placed on music notation, rhythmic patterns, scales, key signatures, intervals, and chords. Upon completion, students should be able to demonstrate an understanding of the rudiments of music.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MUS-112: Introduction to Jazz

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MUS-131: Chorus I

This course provides an opportunity to gain experience singing in a chorus. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance.

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

MUS-132: Chorus II

This course provides a continuation of studies begun in MUS 131. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral

literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance.

Course Prerequisites: Take MUS-131

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

MUS-210: History of Rock Music

This course is a survey of Rock music from the early 1950's to the present. Emphasis is placed on musical groups, soloists, and styles related to the evolution of this idiom and on related historical and social events. Upon completion, students should be able to identify specific styles and to explain the influence of selected performers within their respective eras.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

MUS-231: Chorus III

This course is a continuation of MUS 132. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance.

Course Prerequisites: Take MUS-132

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

MUS-232: Chorus IV

This course is a continuation of MUS 231. Emphasis is placed on vocal techniques and the study of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance.

Course Prerequisites: Take MUS-231

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

NAS-101: Nurse Aide I

This course includes basic nursing skills required to provide safe, competent personal care for individuals. Emphasis is placed on person-centered care, the aging process, communication, safety/emergencies, infection prevention, legal and ethical issues, vital signs, height and weight measurements, elimination, nutrition, basic restorative care/rehabilitation, dementia, mental health and end-of-life care. Upon completion, students should be able to demonstrate knowledge and skills and be eligible to test for listing on the North Carolina Nurse Aide I Registry.

Total Credits:6

Class Credits:3

Lab Credits:4

Clinic Credits:3

NAS-102: Nurse Aide II

This course provides training in Nurse Aide II tasks. Emphasis is placed on the role of the Nurse Aide II, sterile technique and specific tasks such as urinary catheterization, wound care, respiratory procedures, ostomy care, peripheral IV assistive activities, and alternative feeding methods. Upon completion, students should be able to demonstrate knowledge and skills and safe performance of skills necessary to be eligible for listing on the North Carolina Nurse Aide II Registry.

Course Prerequisites: Take NAS-101

Total Credits:6

Class Credits:3

Lab Credits:2

Clinic Credits:6

NDT-110: Neuroscience/Pathological Conditions

This course covers the anatomy and physiology of the nervous system as well as those disease processes which affect nervous system components. Topics include anatomy, physiology, and pathology of the neuron, brain, spinal cord, peripheral nerves, and the special senses. Upon completion, students should be able to understand the structure and function of the nervous system and how this structure/function is affected by specific diseases.

Total Credits:4

Class Credits:4

Lab Credits:0

Clinic Credits:0

NDT-111: Laboratory Management

This course provides the skills and knowledge necessary to effectively manage and/or function as a team player in an electroneurodiagnostics department. Topics include the role of an effective manager, the role of a team player, techniques for scheduling, record keeping/storage, and creation/implementation of department policies. Upon completion, students should be able to understand those skills necessary to manage an electroneurodiagnostics department, both independently and as a team worker.

Total Credits:1

Class Credits:1

Lab Credits:0

Clinic Credits:0

NDT-111A: NDT Laboratory Basics

This course is designed to be offered as a supplemental lab for the EDT 111 course. Emphasis is placed on interview skills, system of electrode placement, and the role of effective communication in the EDT department. Upon completion, student should be able to demonstrate basic competencies in preparation for performing electroneurodiagnostic testing.

Course Prerequisites: Take NDT-111;

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

NDT-112: Instrument/Record Methods

This course covers theories of electrode placement, various instrumentation components used in neurological testing, and optimal recording techniques based on patient status. Topics include the International 10-20 System of electrode placement, electrode types/applications, electronics applicable to neurological testing, instrument controls, montages, and polarity/localization. Upon completion, students should be able to

understand the theories underlying optimal utilization of electrodes and instrumentation for neurological testing.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

NDT-113: Clinical Correlates

This course covers normal and abnormal neurological test findings associated with the anatomy/physiology/pathology covered in NDT 110. Topics include normal and abnormal neurological test results, artifacts, and activation procedures utilizing teaching records from affiliated laboratories. Upon completion, students should be able to identify patterns and artifacts on neurological tests in order that optimal recording strategies may be utilized.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

NDT-114: Special Procedures

This course provides a basic understanding of special testing procedures used in neurological diagnosis. Topics include foundations of evoked potentials, nerve conduction studies, operating room monitoring, ambulatory EEGs, long-term video monitoring, polysomnography, and various radiological procedures. Upon completion, students should be able to demonstrate an understanding of the principles of various special procedures used in neurological diagnosis.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

NDT-115: NDT Laboratory Practice

This course provides a practical application of theories covered in previous EDT courses. Emphasis is placed on practical skill development in neurological testing, appropriate patient rapport, infection control, and electrical safety guidelines, using mock situations. Upon completion, students should be able to conduct optimal neurological testing in mock situations.

Total Credits:2

Class Credits:0

Lab Credits:6

Clinic Credits:0

NDT-117: EEG Clinical Experience

This course provides beginning clinical experience in a hospital, outpatient clinic, or physician's office setting, under the supervision of a qualified technologist or qualified physician. Emphasis is placed on quality interaction between patients/family and medical personnel and beginning sill level development in EEG studies. Upon completion, students should be able to conduct themselves professionally and demonstrate basic EEG skills as ordered by physicians.

Course Prerequisites: Take One Set: Set 1: NDT-111A Set2: NDT-112 Set 3: NDT-115

Total Credits:4

Class Credits:0

Lab Credits:0

Clinic Credits:12

NDT-118: NDT Laboratory Practicum II

This course is a continuation of NDT 115. Emphasis is placed on practical skills developed in neurological testing, to include the basic EEG along with special testing procedures.

Upon completion, students should be able to conduct neurological testing in mock situations.

Course Prerequisites: Take NDT-115

Total Credits:3

Class Credits:0

Lab Credits:9

Clinic Credits:0

NDT-218: NDT Clinical Experience

This course provides clinical experience in a hospital, outpatient clinic, or physician's office setting, under the supervision of a qualified technologist or qualified physician. Emphasis is placed on quality interaction between patients/family and medical personnel and optimal skill level development in a variety of neurodiagnostic procedures. Upon completion, students should be able to conduct themselves professionally in a clinical setting and conduct optimal neurodiagnostic procedures as ordered by physicians.

Course Prerequisites: Take NDT-118

Total Credits:8

Class Credits:0

Lab Credits:0

Clinic Credits:24

NDT-220: IONM and EP

This course provides additional knowledge and skills in the special testing procedure of Intra-Operative Neuro-Monitoring (IONM). Emphasis is placed on the application of skills associated with neurological testing procedures with special focus on Intra-Operative Neuro Monitoring and Evoked Potentials (EP). Upon completion, students should be able to conduct themselves professionally in a clinical setting and conduct optimal IONM and EP procedures as ordered by physicians.

Course Prerequisites: Take NDT-114

Total Credits:7

Class Credits:2

Lab Credits:6

Clinic Credits:9

NET-115: Telecommunication for Information Technology Professionals

This course introduces telecommunications technologies and topics for Information Technology students. Topics include introduction to telecommunications, wide area networking technologies, voice telephony, wireless telephony and telecommunications network management. Upon completion, students should be able to design, implement and test key telecommunications technologies.

Course Prerequisites: Take CTI-120

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

NET-125: Introduction to Networks

This course offers a detailed exploration of the architecture, structure, functions, components, and operating models of the Internet and other computer networks. Topics include the essentials of IP addressing, Ethernet basics, various media types, and network operations. Upon completion, students should be able to build/troubleshoot simple Local Area Networks (LANs), develop effective IP addressing schemes, and configure routers and switches. This course introduces the networking field. Emphasis is placed on network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols. The emphasis of this

course will be on Cisco Networking Academy CCNA Routing and Switching curriculum-Introduction to Networks.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

NET-126: Switching and Routing

This course covers the architecture, components, and operations of routers and switches in small networks and introduces wireless local area networks (WLAN) and security concepts. Emphasis is placed on configuring and troubleshooting routers and switches for advanced functionality using security best practices and resolving common network issues utilizing both IPv4 and IPv6 protocols. Upon completion, students should be able to configure VLANs and Inter-VLAN routing applying security best practices, troubleshoot inter-VLAN routing on Layer 3 devices, configure redundancy on a switched network using STP and EtherChannel, configure WLANs using a WLC and L2 security best practices and configure IPv4 and IPv6 static routing on routers.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

NET-135: Data Center Networking

This course introduces the field of data center network administration. Emphasis is placed on foundational data center concepts such as designing, implementing and troubleshooting data center technologies. Upon completion, students will be able to enter the field of data center network administration.

Course Prerequisites: Take NET-126

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

NET-175: Wireless Technology

This course introduces the student to wireless technology and interoperability with different communication protocols. Topics include Wireless Application Protocol (WAP), Wireless Mark-up language (WML), link manager, service discovery protocol, transport layer and frequency band. Upon completion, students should be able to discuss in written and oral form protocols and procedures required for different wireless applications.

Course Prerequisites: Take CTI 120

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

NET-225: Enterprise Networking

This course is designed to cover the architecture, components, operations, and security to scale for large, complex networks, including wide area network (WAN) technologies. Emphasis is placed on configuring, troubleshooting, and securing enterprise network devices and understanding how application programming interfaces (API) and configuration management tools enable network automation. Upon completion, students should be able to configure link state routing protocols, implement ACLs to filter traffic and secure administrative access, configure NAT services on the router to provide address scalability, explain techniques to provide address scalability and secure remote access for WAN, and explain how automation affects evolving networks.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

NET-226: Network Programmability

This course covers the methodologies and tools of modern software development, applied to IT and Network operations. Emphasis is placed on network programming in current network scripting languages, using GIT and common data formats, deploying applications as containers, using Continuous Integration/Continuous Deployment (CI/CD) pipelines and automating infrastructure using code. Upon completion, students should be able to use basic Python programming and Linux skills, implement a development environment, use software development and design best practices, create a secure API, use current technologies to deploy and secure applications and compare software testing and deployment methods in automation and simulation environments.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

NET-270: Building Scalable Networks

This course covers principles and techniques of scalable networks. Topics include building multi-layer networks, controlling overhead traffic in growing routed networks, and router capabilities used to control traffic over LANs and WANs. Upon completion, students should be able to design; implement; and improve traffic flow, reliability, redundancy, and performance in enterprise networks. This course covers principles and techniques of scalable networks. Topics include building multi-layer networks, controlling overhead traffic in growing routed networks, and router capabilities used to control traffic over LANs and WANs. Upon completion, students should be able to design; implement; and improve traffic flow, reliability, redundancy, and performance in enterprise networks. The emphasis of this course will be on Cisco Networking Academy CCNP Routing and Switching curriculum (ROUTE).

Total Credits:4

Class Credits:1

Lab Credits:6

Clinic Credits:0

NET-272: Multi-Layer Networks

This course covers building campus networks using multi-layer switching technologies over a high-speed Ethernet. Topics include improving IP routing performance with multi-layer switching, implementing fault tolerance routing, and managing high bandwidth broadcast while controlling IP multi-cast access to networks. Upon completion, students should be able to install and configure multi-layer enterprise networks and determine the required router configurations to support new services and applications.

Course Prerequisites: Take NET-270

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

NET-273: Internetworking Support

This course covers establishing baselines and using troubleshooting techniques in an internetworking environment using routers, switches, multi-protocol clients, hosts, and servers. Topics include troubleshooting processes, routing and routed protocols, campus switching, firewall placement, and WAN troubleshooting. Upon completion, students should be able to troubleshoot both LAN and WAN connection systems, addressing protocols, authentication and encryption methods.

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

NET-289: Networking Capstone Project

This course allows students an opportunity to complete a significant networking project from the planning phase through the implementation phase. Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, students should be able to complete a project from planning through implementation including multiple OS clients, servers, and networking equipment.

Course Prerequisites: Take All: CTI-110, CTI-120, and CTS-115

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

NOS-110: Operating Systems Concepts

This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is place on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

NOS-120: Linux Single User

This course provides students with GUI and command line skills for using a Linux machine. Topics include Linux file system and access permissions, desktop or shell environments, command line editors, display servers, expression pattern matching, I/O redirection, and networking. Upon completion, students should be able to demonstrate competency in customizing a Linux system.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

NOS-125: Linux and Unix Scripting

This course covers the concepts and features of shell scripting. Topics include process control, shell scripting, advanced search techniques and power user utilities. Upon completion, students should be able to successfully perform various shell scripting tasks.

Course Prerequisites: Take NOS-120

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

NOS-130: Windows Single User

This course introduces operating system concepts for single-user Microsoft Windows-based 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. This course is currently taught using an interactive learning environment and is structured to align with the Microsoft MD-100 certification exam objectives.

Course Prerequisites: Take NOS-110

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

NOS-220: Linux Administration I

This course covers advanced skills needed to successfully administer a Linux system. Topics include installation, file system creation/maintenance, storage, network configuration, user interface configuration, and security. Upon completion, students should be able to perform administrative tasks on a Linux system in a network environment.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

NOS-221: Linux Administration II

This course includes skill building in configuring common network services and security administration using Linux. Topics include server-side setup, configuration, basic administration of common networking services, and security administration using Linux. Upon completion, students should be able to setup a Linux server and configure common network services including security requirements.

Course Prerequisites: Take NOS-220

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

NOS-222: Linux Administration III

This course includes technical topics in preparing an enterprise Linux system for common uses. Topics include advanced study of hardware, installation, boot process, file system administration, software administration, user administration, system administration,

kernel services, configuration, securing services, and troubleshooting. Upon completion, students should be able to administer an enterprise Linux system.

Course Prerequisites: Take NOS-221

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

NOS-230: Windows Administration I

This course covers the installation and configuration of a Windows Server operating system. Emphasis is placed on the basic configuration of core network services, Active Directory and group policies. Upon completion, students should be able to install and configure a Windows Server operating system. This course covers the installation and configuration of a Windows Server operating system. Emphasis is placed on the basic configuration of core network services, Active Directory and group policies. Upon completion, students should be able to install and configure a Windows Server operating system. This course is taught within the Microsoft IT Academy as a Microsoft Official Academic Course (MOAC).

Course Prerequisites: Take NOS-130

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

NOS-231: Windows Administration II

This course covers the management of a Windows Server operating system. Emphasis is placed on the deployment of print services, network services, Active Directory, group

policies and access controls. Upon completion, students should be able to deploy and manage services on a Windows Server operating system.

Course Prerequisites: Take NOS-230

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

NOS-232: Windows Administration III

This course covers management and configuration of a highly available Windows Server operating system. Emphasis is placed on the implementation of business continuity and disaster recovery procedures for network services and access controls. Upon completion, students should be able to manage and configure a highly available Windows Server operating system.

Course Prerequisites: Take NOS-230

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

NUR-101: Practical Nursing I

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including assessment, clinical decision making, professional behaviors, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching/learning, safety, ethical principles, legal issues, informatics, and evidence-based practice. Upon

completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

Total Credits:11

Class Credits:7

Lab Credits:6

Clinic Credits:6

NUR-102: Practical Nursing II

This course is designed to further develop the concepts within the three domains of the individual, nursing, and healthcare. Emphasis is placed on the concepts within each domain including clinical decision making, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching and learning, accountability, safety, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

Course Prerequisites: Take NUR-101

Total Credits:10

Class Credits:7

Lab Credits:0

Clinic Credits:9

NUR-103: Practical Nursing III

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on biophysical and psychosocial concepts, professional behaviors, healthcare systems, health policy, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide safe, quality, and individualized entry level nursing care.

Course Prerequisites: Take NUR-101 Take NUR-102

Total Credits:9

Class Credits:6

Lab Credits:0

Clinic Credits:9

NUR-111: Introduction to Health Concepts

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.

Total Credits:8

Class Credits:4

Lab Credits:6

Clinic Credits:6

NUR-112: Health-Illness Concepts

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.

Course Prerequisites: Take NUR-111

Total Credits:5

Class Credits:3

Lab Credits:0

Clinic Credits:6

NUR-113: Family Health Concepts

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.

Course Prerequisites: Take NUR-111

Total Credits:5

Class Credits:3

Lab Credits:0

Clinic Credits:6

NUR-114: Holistic Health Concepts

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.

Course Prerequisites: Take NUR-111

Total Credits:5

Class Credits:3

Lab Credits:0

Clinic Credits:6

NUR-211: Health Care Concepts

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.

Course Prerequisites: Take NUR-111

Total Credits:5

Class Credits:3

Lab Credits:0

Clinic Credits:6

NUR-212: Health System Concepts

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

Course Prerequisites: Take NUR-111

Total Credits:5

Class Credits:3

Lab Credits:0

Clinic Credits:6

NUR-213: Complex Health Concepts

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.

Course Prerequisites: Take NUR-111 Take NUR-112, NUR-113, NUR-114, NUR-211 and NUR-212

Total Credits:10

Class Credits:4

Lab Credits:3

Clinic Credits:15

NUR-214: Nursing Transition Concepts

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.

Course Prerequisites: Take ENG-111, PSY-150, PSY-241, BIO-168, BIO-169

Total Credits:4

Class Credits:3

Lab Credits:0

Clinic Credits:3

OMT-181: Industry Reporting Skills

This course is designed to develop skills in technical writing and oral presentations with emphasis on business reports and professional presentations. Topics include

documenting procedures, writing work instructions, information security, preparing business reports and developing and presenting proposals. Upon completion, students should be able to communicate effectively in a manufacturing or industry setting.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

OMT-222: Project Management

This course covers fundamental concepts associated with multi-task management and coordination. Topics include flow diagrams, process and operations charts, network scheduling, Gantt charts, and PERT and Critical Path Methods as tools in project management. Upon completion, students should be able to understand and apply project management tools and methods.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

OST-080: Keyboarding Literacy

This course is designed to develop elementary keyboarding skills. Emphasis is placed on mastery of the keyboard. Upon completion, students should be able to demonstrate basic proficiency in keyboarding.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

OST-122: Office Computations

This course introduces fundamental mathematical and computational skills necessary for success in an office environment. Emphasis will be placed on practical applications of mathematics in office-related tasks such as payroll calculations, inventory calculations, discounts, and markups, as well as financial calculations. Upon completion, students should be able to solve a wide variety of mathematical problems encountered in an office.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

OST-134: Text Entry & Formatting

This course is designed to provide skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce documents and key timed writings at speeds commensurate with employability.

Course Prerequisites: Take OST-080 or OST-130 or OST-131 or OST-132

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

OST-135: Advanced Text Entry and Formatting

This course is designed to incorporate computer application skills in the generation of office documents. Emphasis is placed on advanced document production with increased speed and accuracy. Upon completion, students should be able to make independent decisions regarding planning, style, and method of presentation.

Course Prerequisites: Take OST-134

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

OST-136: Word Processing

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 prepared to take a nationally accredited certification exam.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

OST-138: Office Applications II

This course is designed to improve utilization and proficiency of software applications used in offices through a hands-on approach. Topics include mastery of the skills required to design documents that can be customized using the latest software applications. Upon completion, students should be prepared to take a nationally accredited certification exam.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

OST-141: Medical Office Terms I

This course uses a language-structure approach to present the terminology and vocabulary that will be encountered in medical office settings. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in approximately one-half of the systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

Course Prerequisites: Take 1 group Take DRE-097 Take ENG-002 Take ENG-025 Take ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

OST-142: Medical Office Terms II

This course is a continuation of OST 141 and continues the study, using a language-structure approach, of medical office terminology and vocabulary. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in the remaining systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

Course Prerequisites: Take One: MED-121 or OST-141

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

OST-145: Social Media for Office Professionals

This course is designed to introduce the office professional to the concepts of social media. Topics include goal setting and strategies, identifying target audiences, rules of engagement, blogs, podcasts and webinars, sharing videos, pictures, and images, social networks, mobile computing, and social media monitoring. Upon completion, students should be able to create and utilize social media tools in the workplace setting.

Course Prerequisites: Take One: CIS-110, CIS-111, or OST-137

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

OST-148: Medical Insurance and Billing

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.

Course Prerequisites: Take 1 group Take DRE-097 Take ENG-002 Take ENG-025 Take ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

OST-149: Medical Legal Issues

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.

Course Prerequisites: Take 1 group Take DRE-097 Take ENG-002 Take ENG-025 Take ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

OST-153: Office Finance Solutions

This course introduces basic bookkeeping concepts. Topics include entering data in accounts payable and receivable, keeping petty cash records, maintaining inventory, reconciling bank statements, running payroll, and generating simple financial reports. Upon completion, students should be able to demonstrate competence in the entry and manipulation of data to provide financial solutions for the office.

Course Prerequisites: Take One: CIS-110, CIS-111 or OST-137

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

OST-155: Legal Terminology

This course covers the terminology appropriate to the legal profession. Topics include legal research, court systems, litigation, civil and criminal law, probate, real and personal property, contracts and leases, domestic relations, equity, and corporations. Upon completion, students should be able to spell, pronounce, define, and accurately use legal terms.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

OST-156: Legal Office Procedures

This course covers legal office functions involved in the operation of a law office. Emphasis is placed on procedures in the law office involving the court system, legal research, litigation, probate, and real estate, personal injury, criminal, and civil law. Upon completion, students should be able to demonstrate a high level of competence in performing legal office duties. This course focuses on document preparation for legal documents and pleadings in many different fields of law.

Course Prerequisites: Take OST-134 Take OST-155

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

OST-164: Office Editing

This course provides an in-depth exploration of editing skills essential for the office. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to proficiently compose and edit text and documents for the workplace.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

OST-165: Advanced Office Editing

This course is designed to develop proficiency in advanced editing skills needed in the office environment. Emphasis is placed on the application of creating effective electronic office documents. Upon completion, students should be able to apply advanced editing skills to compose text.

Course Prerequisites: Take OST-164

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

OST-171: Introduction to Virtual Office

This course introduces the skills and abilities needed to conduct a variety of office administration activities using the latest technology. Students will learn the proper etiquette of communicating electronically as well as the unique procedures and logistics for conducting business in the virtual office. Upon completion, students will know the vocabulary of the virtual office and will have a basic understanding of modern technical communication tools.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

OST-181: Office Procedures

This course introduces the skills and procedures needed in today's office. Topics include effectively interacting with co-workers and the public, processing simple financial and informational documents, and performing functions typical of today's offices. Upon

completion, students should be able to display skills and decision-making abilities essential for functioning in the total office context.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

OST-236: Advanced Word Processing

This course focuses on enhancing students' proficiency in utilizing advanced features of word processing software. Emphasis is placed on the mastery of advanced functions to create a range of complex business documents. Upon completion, students should be able to produce a variety of complex business documents effectively and be prepared to take a nationally accredited certified exam.

Course Prerequisites: Take OST-136

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

OST-243: Medical Office Simulation

This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, managing health information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections. This course is a unique concentration requirement in the Medical Office Administration program.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

OST-247: Procedure Coding

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.

Course Prerequisites: Take One: MED-121 or OST-141 Take 1 group OST-141 and OST-148 MED-121 and OST-148 OST-141 and HMT-210 MED-121 and HMT-210

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

OST-248: Diagnostic Coding

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.

Course Prerequisites: Take One: MED-121 or OST-141 Take 1 group OST-141 and OST-148 MED-121 and OST-148 OST-141 and HMT-210 MED-121 and HMT-210

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

OST-249: Medical Coding Certification Preparation

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.

Course Prerequisites: Take All: OST-247 and OST-248

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

OST-260: Advanced Coding Methodologies

This course provides advanced instruction in a variety of emergent methodologies in medical coding. Topics include advanced outpatient coding, inpatient coding, risk adjustment coding, online encoder software, Correct Coding Initiatives (CCI), and advanced record abstraction. Upon completion, students should be able to perform advanced coding in a healthcare facility.

Course Prerequisites: Take All: OST-247 and OST-248 Take OST-247 and OST-248

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

OST-263: Healthcare Customer Relations

This course provides the soft skills necessary for effective communication and maintaining customer satisfaction in healthcare. Emphasis is placed on the importance of positive attitudes, techniques for handling difficult/angry customers, rephrasing blunt communication for better results, and the communication skills required to discuss topics

with the patient and other medical personnel. Upon completion, students should be able to communicate information in a professional manner.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

OST-286: Professional Development

This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society.

Course Prerequisites: Take OST-134 or OST-136

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

OST-288: Medical Office Administration Capstone

This course is designed to be a capstone course for the medical office professional and provides a working knowledge of medical office procedures. Emphasis is placed on written and oral communication skills, practice management, electronic health records, medical office procedures, ethics, and professional development. Upon completion, students should be able to demonstrate the skills necessary to manage a medical office.

Course Prerequisites: Take One: OST-148 or HMT-210 Take OST-137 and OST-164 or CIS-110

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

OST-289: Office Administration Capstone

This course is designed to be a capstone course for the office professional and provides a working knowledge of administrative office procedures. Emphasis is placed on written and oral communication skills, office software applications, office procedures, ethics, and professional development. Upon completion, students should be able to adapt in an office environment.

Course Prerequisites: Take OST-164

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

PAD-151: Introduction to Public Administration

This course includes an overview of the role of the public administrator in government and an examination of the development and implementation of public policy. Topics include public personnel administration and management, decision making, public affairs, ethics, organizational theories, budgetary functions within governmental agencies, and other governmental issues. Upon completion, students should be able to explain the functions of government in society and in the lives of people composing that society.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PAD-152: Ethics in Government

This course introduces the ethical issues and problems within the public administration field. Emphasis is placed on building analytical skills, stimulating moral imagination, and recognizing the discretionary power of the administrator's role. Upon completion, students should be able to understand the moral dimensions of public administrative decision making.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PAD-251: Public Finance & Budgeting

This course provides an overview of the public finance and budgeting processes used in the allocation of public resources to meet differing public interests. Topics include the political environment, government expenditures, revenues, taxation, budgetary process theories and techniques, and the relation of government finance to the economy. Upon completion, students should be able to recognize impacts of government revenue and expenditure policies and understand the role of budgeting in executing governmental policy.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PAD-252: Public Policy Analysis

This course is a study of methods and techniques used to determine the effectiveness of public programs. Emphasis is placed on the concept of ecology and environmental impact, informal groups and information networks, and the relationship between public and private sectors. Upon completion, students should be able to analyze case studies with the use of political analysis techniques.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PAD-254: Grant Writing

This course covers the basic techniques of successful grant writing. Topics include concept development, funding sources research, and writing skills relevant to the grants process. Upon completion, students should be able to demonstrate a basic understanding of the grants process.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PCI-170: DAQ and Control

This course is a survey of data acquisition and control applications in an industrial setting. Topics include remote I/O systems, PC-based data acquisition, real-time monitoring, and other related topics. Upon completion, students should be able to demonstrate an understanding of data acquisition circuits. The LabVIEW programming package is the vehicle used to teach these concepts.

Course Prerequisites: Take ELN-112 or ELC-131

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

PCI-172: SCADA Systems

This course is a survey of SCADA systems found in the industrial setting. Topics include single and/or multiple machine operator interfaces utilizing hardware and software systems running SCADA or HMI software for system monitoring and control. Upon completion, students should be able to demonstrate an understanding of the utilization and implementation of custom and commercial SCADA or HMI software.

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

PCI-173: Programmable Systems

The course is a survey of various programmable systems used in industry. Topics include PLC systems, PAC systems, DCS systems, and embedded systems and other types of control systems implementation. Upon completion, students should be able to demonstrate an understanding of the programming, troubleshooting, maintenance and planning involved in control systems.

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

PCI-262: Introduction to Process Control

This course introduces process control and related instrumentation devices. Topics include basic process control theory, P&ID diagrams, and calibration methods associated with transducers, transmitters, control valves, and related process devices. Upon completion, students should be able to understand and troubleshoot basic process control devices and systems.

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

PED-110: Fit and Well for Life

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. Classes will be individually structured to accommodate and enhance various levels of fitness.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

PED-111: Physical Fitness I

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.

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

PED-113: Aerobics I

This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is placed on developing cardiovascular efficiency, strength, and flexibility and on safety precautions. Upon completion, students should be able to select and implement a rhythmic aerobic exercise program.

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

PED-117: Weight Training I

This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program.

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

PED-118: Weight Training II

This course covers advanced levels of weight training. Emphasis is placed on meeting individual training goals and addressing weight training needs and interests. Upon completion, students should be able to establish and implement an individualized advanced weight training program.

Course Prerequisites: Take PED-117

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

PED-119: Circuit Training

This course covers the skills necessary to participate in a developmental fitness program. Emphasis is placed on the circuit training method which involves a series of conditioning timed stations arranged for maximum benefit and variety. Upon completion, students should be able to understand and appreciate the role of circuit training as a means to develop fitness.

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

PED-121: Walk, Jog, Run

This course covers the basic concepts involved in safely and effectively improving cardiovascular fitness. Emphasis is placed on walking, jogging, or running as a means of achieving fitness. Upon completion, students should be able to understand and appreciate the benefits derived from these activities.

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

PED-122: Yoga I

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.

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

PED-128: Golf-Beginning

This course emphasizes the fundamentals of golf. Topics include the proper grips, stance, alignment, swings for the short and long game, putting, and the rules and etiquette of golf. Upon completion, students should be able to perform the basic golf shots and demonstrate a knowledge of the rules and etiquette of golf. Individualized corrections of fundamental skills is stressed along with their use during course play.

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

PED-130: Tennis-Beginning

This course emphasizes the fundamentals of tennis. Topics include basic strokes, rules, etiquette, and court play. Upon completion, students should be able to play recreational tennis. Individualized instruction along with group drills promote stroke development and basic strategy for in class play.

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

PED-143: Volleyball-Beginning

This course covers the fundamentals of volleyball. Emphasis is placed on the basics of serving, passing, setting, spiking, blocking, and the rules and etiquette of volleyball. Upon completion, students should be able to participate in recreational volleyball. Individualized instruction enhances fundamental skills along with their use in drills and class play.

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

PED-145: Basketball-Beginning

This course covers the fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in recreational basketball.

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

PED-157: Pickleball

This course covers the fundamentals of pickleball. Emphasis is placed on the basics of serving, ground strokes (drives, drops, dinks, punches, and lobs), overhead strokes (smashes and slams), and the rules and strategies of singles and doubles play. Upon completion, students should be able to apply these skills in pickleball playing situations.
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Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

PED-186: Dancing for Fitness

This course is designed to develop movement and recreational dance skills, safety, fitness, coordination, and techniques used to teach various groups. Emphasis is placed on participation and practice with adapting dances for ages and ability levels. Upon completion, students should be able to demonstrate knowledge of fitness through social, folk, and square dance participation and instruction.

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

PED-217: Pilates I

This course provides an introduction to the Pilates method of body conditioning exercise. Topics include instruction in beginning and intermediate Pilates exercises using a mat or equipment, history of Pilates method, and relevant anatomy and physiology. Upon completion, students should be able to perform beginning and intermediate exercises, and possess an understanding of the benefits of conditioning the body's core muscles.

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

PHI-215: Philosophical Issues

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.

Course Prerequisites: Take ENG-111 Take ENG-111(S24022) Minimum grade C

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PHI-240: Introduction to Ethics

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.

Course Prerequisites: Take ENG-111 Take ENG-111(S24022); Minimum grade C;

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PHM-110: Introduction to Pharmacy

This course introduces pharmacy practice and the technician's role in a variety of pharmacy settings. Topics include medical terminology and abbreviations, drug delivery systems, law and ethics, prescription and medication orders, and the health care system. Upon completion, students should be able to explain the role of pharmacy technicians, read and interpret drug orders, describe quality assurance, and utilize pharmacy references.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PHM-111: Pharmacy Practice I

This course provides instruction in the technical procedures for preparing and dispensing drugs in the hospital and retail settings under supervision of a registered pharmacist. Topics include drug packaging and labeling, out-patient dispensing, hospital dispensing

procedures, controlled substance procedures, inventory control, and non-sterile compounding. Upon completion, students should be able to perform basic supervised dispensing techniques in a variety of pharmacy settings.

Course Prerequisites: Take PHM-110 and PHM-115

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

PHM-115: Pharmacy Calculations

This course provides an introduction to the metric, avoirdupois, and apothecary systems of measurement and the calculations used in pharmacy practice. Topics include ratio and proportion, dosage determinations, percentage preparations, reducing and enlarging formulas, dilution and concentration, aliquots, specific gravity and density, and flow rates. Upon completion, students should be able to correctly perform calculations required to properly prepare a medication order.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PHM-115A: Pharmacy Calculations Lab

This course provides an opportunity to practice and perform calculations encountered in pharmacy practice. Emphasis is placed on ratio and proportion, dosage calculations, percentage, reduction/enlargement formulas, aliquots, flow rates, and specific gravity/density. Upon completion, students should be able to perform the calculations required to properly prepare a medication order.

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

PHM-118: Sterile Products

This course provides an introduction to intravenous admixture preparation and other sterile products, including total parenteral nutrition and chemotherapy. Topics include aseptic techniques; facilities, equipment, and supplies utilized in admixture preparation; incompatibility and stability; laminar flow hoods; immunizations and irrigation solutions; and quality assurance. Upon completion, students should be able to describe and demonstrate the steps involved in preparation of intermittent and continuous infusions, total parenteral nutrition, and chemotherapy.

Course Prerequisites: Take PHM-110 and PHM-111

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

PHM-120: Pharmacology I

This course introduces the study of the properties, effects, and therapeutic value of the primary agents in the major drug categories. Topics include nutritional products, blood modifiers, hormones, diuretics, cardiovascular agents, respiratory drugs, and gastrointestinal agents. Upon completion, students should be able to place major drugs into correct therapeutic categories and identify indications, side effects, and trade and generic names.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PHM-125: Pharmacology II

This course provides a continuation of the study of the properties, effects, and therapeutic value of the primary agents in the major drug categories. Topics include autonomic and central nervous system agents, anti-inflammatory agents, and anti-infective drugs. Upon completion, students should be able to place major drugs into correct therapeutic categories and identify indications, side effects, and trade and generic names.

Course Prerequisites: Take PHM-120

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PHM-133: Pharmacy Clinical

This course provides an opportunity to work in pharmacy settings under a pharmacist's supervision. Emphasis is placed on effective communication with personnel, developing proper employee attitude, and dispensing of medications. Upon completion, students should be able to demonstrate an understanding of pharmacy operations, utilize references, dispense medications, prepare patient charges, and efficiently operate computers.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:9

PHM-135: Pharmacy Clinical

This course provides an opportunity to work in pharmacy settings under a pharmacist's supervision. Emphasis is placed on effective communication with personnel, developing

proper employee attitude, and dispensing of medications. Upon completion, students should be able to demonstrate an understanding of pharmacy operations, utilize references, dispense medications, prepare patient charges, and efficiently operate computers.

Total Credits:5

Class Credits:0

Lab Credits:0

Clinic Credits:15

PHM-140: Trends in Pharmacy

This course covers the major issues, trends, and concepts in contemporary pharmacy practice. Topics include professional ethics, continuing education, job placement, and the latest developments in pharmacy technician practice. Upon completion, students should be able to demonstrate a basic knowledge of the topics discussed.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

PHM-150: Hospital Pharmacy

This course provides an in-depth study of hospital pharmacy practice. Topics include hospital organizational structure, committee functions, utilization of reference works, purchasing and inventory control, drug delivery systems, and intravenous admixture preparation. Upon completion, students should be able to explain hospital organization/committee functions, interpret and enter patient orders, fill unit-dose cassettes, and prepare intravenous admixtures.

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

PHM-155: Community Pharmacy

This course covers the operational procedures relating to retail pharmacy. Emphasis is placed on a general knowledge of over-the-counter products, prescription processing, business/inventory management, and specialty patient services. Upon completion, students should be able to provide technical assistance and support to the retail pharmacist.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

PHM-160: Pharmaceutical Dosage Forms

This course is a study of pharmaceutical dosage forms and considerations in their manufacture. Topics include bioavailability, routes of administration, tablets, capsules, solutions, syrups, suspensions, elixirs, aerosols, transdermals, topicals, ophthalmics, otics, and other dosage forms. Upon completion, students should be able to describe the characteristics of the major dosage forms and explain how these characteristics affect the action of the drug.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PHM-165: Pharmacy Professional Practice

This course provides a general overview of all aspects of pharmacy technician practice. Emphasis is placed on pharmacy law, calculations, compounding, pharmacology, and pharmacy operations. Upon completion, students should be able to demonstrate competence in the areas required for the Pharmacy Technician Certification Examination.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

PHY-110: Conceptual Physics

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.

Course Prerequisites: Currently enrolled in PHY-110A or previously completed PHY-110A

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PHY-110A: Conceptual Physics Lab

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.

Course Prerequisites: Take PHY-110

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

PHY-131: Physics-Mechanics

This algebra/trigonometry-based course introduces fundamental physical concepts as applied to engineering technology fields. Topics include systems of units, problem-solving methods, graphical analysis, vectors, motion, forces, Newton's laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to apply the principles studied to applications in engineering technology fields.

Course Prerequisites: Take One: MAT-121 or MAT-171 Complete MAT-121 with a grade of C or higher

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

PHY-151: College Physics I

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.

Course Prerequisites: Take One: MAT-171 or MAT-271 Complete MAT-171 with a grade of C or higher

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

PHY-152: College Physics II

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.

Course Prerequisites: Take PHY-151 Complete PHY-151 with a grade of C or higher

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

PHY-251: General Physics I

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.

Course Prerequisites: Take MAT-271

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

PHY-252: General Physics II

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.

Course Prerequisites: Take All: MAT-272 and PHY-251 Complete PHY-251 with a grade of C or higher AND completeMAT-272 with a grade of C or higher

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

PLU-110: Modern Plumbing

This course introduces the tools, equipment, and materials associated with the plumbing industry. Topics include safety, use and care of tools, recognition and assembly of fittings and pipes, and other related topics. Upon completion, students should be able to safely assemble various pipes and fittings in accordance with state code requirements.

Total Credits:9

Class Credits:4

Lab Credits:15

Clinic Credits:0

PLU-110AB: Modern Plumbing

This course introduces the tools, equipment, and materials associated with the plumbing industry. Topics include safety, use and care of tools, recognition and assembly of fittings and pipes, and other related topics. Upon completion, students should be able to safely assemble various pipes and fittings in accordance with state code requirements.

Total Credits:5

Class Credits:2

Lab Credits:8

Clinic Credits:0

PLU-110BB: Modern Plumbing

This course introduces the tools, equipment, and materials associated with the plumbing industry. Topics include safety, use and care of tools, recognition and assembly of fittings and pipes, and other related topics. Upon completion, students should be able to safely assemble various pipes and fittings in accordance with state code requirements.

Course Prerequisites: Take PLU-110AB

Total Credits:4

Class Credits:2

Lab Credits:7

Clinic Credits:0

PLU-120: Plumbing Applications

This course covers general plumbing layout, fixtures, and water heaters. Topics include drainage, waste and vent pipes, water service and distribution, fixture installation, water heaters, and other related topics. Upon completion, students should be able to safely install common fixtures and systems in compliance with state and local building codes.

Total Credits:9

Class Credits:4

Lab Credits:15

Clinic Credits:0

PLU-120AB: Plumbing Applications

This course covers general plumbing layout, fixtures, and water heaters. Topics include drainage, waste and vent pipes, water service and distribution, fixture installation, water heaters, and other related topics. Upon completion, students should be able to safely install common fixtures and systems in compliance with state and local building codes.

Total Credits:5

Class Credits:2

Lab Credits:8

Clinic Credits:0

PLU-120BB: Plumbing Applications

This course covers general plumbing layout, fixtures, and water heaters. Topics include drainage, waste and vent pipes, water service and distribution, fixture installation, water heaters, and other related topics. Upon completion, students should be able to safely install common fixtures and systems in compliance with state and local building codes.

Course Prerequisites: Take PLU-120AB

Total Credits:4

Class Credits:2

Lab Credits:7

Clinic Credits:0

PLU-124: Plumbing Business Operations

This course introduces plumbing contractor and plumbing business regulations and success strategies. Topics include plumbing business organization, structure, operations, bonds and insurance, municipal and state licensure requirements, state examinations, ethical and legal issues, and best practices for ensuring successful plumbing business operations. Upon completion, students should be able to demonstrate how to develop and sustain a successful plumbing business. null

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

PLU-130: Plumbing Systems

This course covers the maintenance and repair of plumbing lines and fixtures. Emphasis is placed on identifying and diagnosing problems related to water, drain and vent lines, water heaters, and plumbing fixtures. Upon completion, students should be able to identify and diagnose needed repairs to the plumbing system.

Course Prerequisites: Take 1 group: Take PLU-110 Take PLU-110AB Take PLU-110BB Take PLU-120 Take PLU-120AB Take PLU-120BB

Total Credits:6

Class Credits:3

Lab Credits:9

Clinic Credits:0

PLU-130AB: Plumbing Systems

This course covers the maintenance and repair of plumbing lines and fixtures. Emphasis is placed on identifying and diagnosing problems related to water, drain and vent lines, water heaters, and plumbing fixtures. Upon completion, students should be able to identify and diagnose needed repairs to the plumbing system.

Course Prerequisites: Take 1 group; Take PLU-110 Take PLU-110AB Take PLU-110BB Take PLU-120 Take PLU-120AB Take PLU-120BB

Total Credits:3

Class Credits:2

Lab Credits:4

Clinic Credits:0

PLU-130BB: Plumbing Systems

This course covers the maintenance and repair of plumbing lines and fixtures. Emphasis is placed on identifying and diagnosing problems related to water, drain and vent lines, water heaters, and plumbing fixtures. Upon completion, students should be able to identify and diagnose needed repairs to the plumbing system.

Course Prerequisites: Take PLU-130AB Take 1 group; Take PLU-110 Take PLU-110AB Take PLU-110BB Take PLU-120 Take PLU-120AB Take PLU-120BB

Total Credits:3

Class Credits:1

Lab Credits:5

Clinic Credits:0

PME-111: Harvest and Spraying Equipment

This course covers the theory, design principles of operation, adjustments, troubleshooting and repair of harvesting and spraying equipment. Emphasis is placed on set-up, troubleshooting and repair of systems. Upon completion, students should be able to diagnose, adjust or repair new and used harvesters and sprayers in accordance with manufacturer's specifications.

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

PME-112: Consumer Products

This course introduces compact utility, lawn and garden tractors, and other related equipment and attachments. Topics include set-up, adjustments and general servicing of

equipment. Upon completion, students should be able to set-up, adjust, service and repair equipment.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

PME-117: Equipment Braking Systems

This course covers fundamental theory, adjustments, and repair of hydraulic and pneumatic braking systems used primarily in mobile construction equipment. Emphasis is placed on braking systems used in construction equipment including pneumatic, hydraulic, dynamic, and inboard brakes. Upon completion, students should be able to use proper diagnostic procedures to identify, repair, or replace components.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

PME-118: Undercarriage Components

This course covers the fundamentals, function, repair, adjustments, and safety requirements of undercarriage components on track-equipped machines. Topics include identification, measurement, wear points, adjustments, and operation of components on track-equipped machines. Upon completion, students should be able to properly measure, adjust, rebuild or replace undercarriage components.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

PME-121: Component Controls

This course covers specific operating controls used on modern equipment. Emphasis is placed on the mechanical, hydraulic, and electronic controls in powertrains, guidance controls, and implements used on agricultural equipment. Upon completion, students should be able to identify, diagnose, adjust, and repair control systems used on modern equipment.

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

PME-122: Agricultural Telematics

This course covers the set-up, activation, and programming for computerized and guidance controls for agricultural harvesting and planting equipment. Emphasis is placed on set-up, troubleshooting and repair of system. Upon completion, students should be able to install, program, and troubleshoot the system.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

PME-211: Advanced Equipment Repair

This course provides advanced training in equipment repair through hands-on training along with additional training aids. Emphasis is placed on systems and components found on construction equipment. Upon completion, students should be able to adjust, troubleshoot, and repair most construction equipment systems.

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

PME-221: Construction Equipment Servicing

This course covers the servicing requirements for construction equipment. Topics include pre-delivery, after-sales check, routine servicing, and thousand-hour service. Upon completion, students should be able to locate service points, make minor service adjustments, and perform other routine servicing.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

PMT-110: Introduction to Project Management

This course introduces project management fundamentals and principles for organizing, planning, implementing, and controlling nonroutine activities to achieve schedule, budget and performance objectives. Topics include project life cycles; work breakdown structures; responsibility matrixes; as well as planning and control methods such as PERT/CPM and Gantt charts. Upon completion, students should be able to demonstrate knowledge, strategies, and techniques needed to create and execute plans for project development and management.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PMT-111: Project Management Assessing Risk

This course provides various ways to identify, analyze, and mitigate the full range of project risks. Topics include risk management planning, risk identification, qualitative risk analysis, quantitative risk analysis, risk response planning, as well as risk monitoring and control.

Upon completion, students should be able to demonstrate knowledge of risk management processes and application of risk management techniques to case study problems.

Course Prerequisites: Take PMT-110

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PMT-210: Project Management Issues

This course is designed to explore various development and management techniques and tools of integrated project schedules and plans. Emphasis is placed on project control methods from a scheduling perspective, including critical path networking, float analysis, and schedule performance predictability and accomplishment. Upon completion, students should have a clear understanding of accepted techniques for schedule development and management.

Course Prerequisites: Take PMT-110 Take PMT-111, PMT-215, BUS-173 and BUS-274

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

PMT-215: Project Management Leadership

This course provides an overview of the importance of project teams and human resource management in the planning, scheduling, and controlling of multi-project programs. Topics include the role of projects in organizations; alternative organizational systems; program management methodologies; team management and leadership; legal/ethical issues; and

conflict identification/resolution. Upon completion, students should be able to identify and exhibit the behaviors needed for effective project management and team leadership.

Course Prerequisites: Take PMT-110

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

POL-120: American Government

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

POL-130: State & Local Government

This course includes state and local political institutions and practices in the context of American federalism. Emphasis is placed on procedural and policy differences as well as political issues in state, regional, and local governments of North Carolina. Upon

completion, students should be able to identify and discuss various problems associated with intergovernmental politics and their effect on the community and the individual.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

POL-220: International Relations

This course provides a study of the effects of ideologies, trade, armaments, and alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, non-governmental organizations, and international institutions such as the World Court and UN. Upon completion, students should be able to identify and discuss major international relationships, institutions, and problems.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PST-125: NC Basic Juvenile Justice Officer

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. This prior learning source is the 160-hour Basic Juvenile Justice Officer training course regulated by the NC Criminal Justice Education and Training

Standards Commission and required for certification as a state juvenile justice officer with the NC Department of Public Safety. Official documentation of successful completion of the state-mandated training must be provided and retained on file. null *160 Hours Minimum Documented Training Required.

Total Credits:7

Class Credits:4

Lab Credits:6

Clinic Credits:0

PST-126: NC Basic Juvenile Justice Counselor Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. This prior learning source is the 162-hour Basic Juvenile Court Counselor training course regulated by the NC Criminal Justice Education and Training Standards Commission and required for certification as a state juvenile court counselor with the NC Department of Public Safety. Official documentation of successful completion of the state-mandated training must be provided and retained on file. null *162 Hours Minimum Documented Training Required.

Total Credits:7

Class Credits:4

Lab Credits:6

Clinic Credits:0

PST-127: NC Basic Probation Officer Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 216-hour Basic Probation Officer training course regulated by the NC Criminal Justice Education and Training Standards Commission and required for certification as a state correctional officer with the NC Department of Public Safety. Official documentation of successful completion of the state-mandated training must be provided and retained on file. null *216 Hours Minimum Documented Training Required.

Total Credits:9

Class Credits:6

Lab Credits:6

Clinic Credits:0

PST-151: NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. null *16 Hours Minimum Documented Training Required.

Total Credits:1

Class Credits:1

Lab Credits:0

Clinic Credits:0

PST-152: NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. null *48 Hours Minimum Documented Training Required.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

PST-153: NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. null *80 Hours Minimum Documented Training Required.

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

PST-154: NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. null *128 Hours Minimum Documented Training Required.

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

PST-155: NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law

enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. null *176 Hours Minimum Documented Training Required.

Total Credits:5

Class Credits:2

Lab Credits:9

Clinic Credits:0

PST-156: NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. null *224 Hours Minimum Documented Training Required.

Total Credits:6

Class Credits:2

Lab Credits:12

Clinic Credits:0

PST-157: NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. null *272 Hours Minimum Documented Training Required.

Total Credits:7

Class Credits:2

Lab Credits:15

Clinic Credits:0

PST-158: NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. null *320 Hours Minimum Documented Training Required.

Total Credits:8

Class Credits:2

Lab Credits:18

Clinic Credits:0

PST-159: NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. null *368 Hours Minimum Documented Training Required.

Total Credits:9

Class Credits:2

Lab Credits:21

Clinic Credits:0

PST-161: NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. null *16 Hours Minimum Documented Training Required.

Total Credits:1

Class Credits:1

Lab Credits:0

Clinic Credits:0

PST-162: NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. null *48 Hours Minimum Documented Training Required.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

PST-163: NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. null *80 Hours Minimum Documented Training Required.

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

PST-164: NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. null *128 Hours Minimum Documented Training Required.

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

PST-165: NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. null *176 Hours Minimum Documented Training Required.

Total Credits:5

Class Credits:2

Lab Credits:9

Clinic Credits:0

PST-166: NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. null *224 Hours Minimum Documented Training Required.

Total Credits:6

Class Credits:2

Lab Credits:12

Clinic Credits:0

PST-167: NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. null *272 Hours Minimum Documented Training Required.

Total Credits:7

Class Credits:2

Lab Credits:15

Clinic Credits:0

PST-168: NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. null *320 Hours Minimum Documented Training Required.

Total Credits:8

Class Credits:2

Lab Credits:18

Clinic Credits:0

PST-169: NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. null *368 Hours Minimum Documented Training Required.

Total Credits:9

Class Credits:2

Lab Credits:21

Clinic Credits:0

PST-171: NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. null *16 Hours Minimum Documented Training Required.

Total Credits:1

Class Credits:1

Lab Credits:0

Clinic Credits:0

PST-172: NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. null *48 Hours Minimum Documented Training Required.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

PST-173: NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. null *80 Hours Minimum Documented Training Required.

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

PST-174: NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System

(NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. null *128 Hours Minimum Documented Training Required.

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

PST-175: NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. null *176 Hours Minimum Documented Training Required.

Total Credits:5

Class Credits:2

Lab Credits:9

Clinic Credits:0

PST-176: NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. null *224 Hours Minimum Documented Training Required.

Total Credits:6

Class Credits:2

Lab Credits:12

Clinic Credits:0

PST-177: NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. null *272 Hours Minimum Documented Training Required.

Total Credits:7

Class Credits:2

Lab Credits:15

Clinic Credits:0

PST-178: NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. *320 Hours Minimum Documented Training Required.

Total Credits:8

Class Credits:2

Lab Credits:18

Clinic Credits:0

PST-179: NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. null *368 Hours Minimum Documented Training Required.

Total Credits:9

Class Credits:2

Lab Credits:21

Clinic Credits:0

PST-189: NCDOJ Professional Certification Program

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the Professional Certificate program regulated by NCDOJ. A certificate of completion and associated transcript for the program must be provided and retained on file.

Total Credits:9

Class Credits:9

Lab Credits:0

Clinic Credits:0

PSY-118: Interpersonal Psychology

This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to

demonstrate an understanding of these principles of psychology as they apply to personal and professional development.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PSY-150: General Psychology

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PSY-237: Social Psychology

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.

Course Prerequisites: Take One: PSY-150 or SOC-210 Take PSY-150 or SOC-210, Minimum grade C

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PSY-239: Psychology of Personality

This course covers major personality theories and personality research methods. Topics include psychoanalytic, behavioristic, social learning, cognitive, humanistic, and trait theories including supporting research. Upon completion, students should be able to compare and contrast traditional and contemporary approaches to the understanding of individual differences in human behavior.

Course Prerequisites: Take PSY-150 Take PSY-150 Minimum grade C

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PSY-241: Developmental Psychology

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.

Course Prerequisites: Take PSY-150 Take PSY-150 Minimum grade C

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PSY-259: Human Sexuality

This course provides the biological, psychological, and sociocultural aspects of human sexuality and related research. Topics include reproductive biology, sexual and psychosexual development, sexual orientation, contraception, sexually transmitted diseases, sexual disorders, theories of sexuality, and related issues. Upon completion, students should be able to demonstrate an overall knowledge and understanding of human sexuality.

Course Prerequisites: Take PSY-150 Take PSY-150 Minimum grade C

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PSY-263: Educational Psychology

This course examines the application of psychological theories and principles to the educational process and setting. Topics include learning and cognitive theories, achievement motivation, teaching and learning styles, teacher and learner roles, assessment, and developmental issues. Upon completion, students should be able to demonstrate an understanding of the application of psychological theory to educational practice.

Course Prerequisites: Take PSY-150 Take PSY-150 Minimum grade C

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PSY-265: Behavioral Modification

This course is an applied study of factors influencing human behavior and strategies for behavioral change. Emphasis is placed on cognitive-behavioral theory, behavioral assessment, practical applications of conditioning techniques, and maintenance of adaptive behavior patterns. Upon completion, students should be able to implement basic learning principles to effect behavioral changes in self and others.

Course Prerequisites: Take PSY-150 Take PSY-150 Minimum grade C

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PSY-281: Abnormal Psychology

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.

Course Prerequisites: Take PSY-150 Take PSY-150 Minimum grade C

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PTC-110: Industrial Environment

This course introduces the pharmaceutical industry, including a broad overview of work in this field. Emphasis is placed on good manufacturing practices (GMP), work conduct, company organization, job expectations, personal safety, hygiene, and company rules and regulations. Upon completion, students should be able to follow good manufacturing practice regulations and inspect a pharmaceutical manufacturing facility for compliance with GMP.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

PTC-210: Pharmaceutical Industrial Processes

This course examines the manufacturing processes for selected pharmaceutical dosage forms. Emphasis is placed on manufacturing and testing of tablets, capsules, sustained release drugs, solutions, emulsions, suspensions, creams, ointments, aerosols, and sterile products. Upon completion, students should be able to demonstrate the processing steps and test procedures for these dosage forms.

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

PTC-212: Applied Microbiology

This course covers microbiology as it applies to the pharmaceutical industry. Emphasis is placed on types of microorganisms and identification, culture, sterilization, and contamination control. Upon completion, students should be able to explain how microbiology and microbiological control are important to the pharmaceutical industry.

Course Prerequisites: Take One: BIO-110 or BIO-111

Total Credits:4

Class Credits:3

Lab Credits:2

Clinic Credits:0

PTC-226: Validation

This course covers the methods used in pharmaceutical process and product validation. Emphasis is placed on manufacturing processes, specific dosage forms, FDA rationale, and documentation requirements. Upon completion, students should be able to write a validation protocol and perform validation studies for a variety of pharmaceutical applications.

Course Prerequisites: Take BPM-110 or BTC-181

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

RAD-110: Radiography Introduction & Patient Care

This course provides an overview of the radiography profession and student responsibilities. Emphasis is placed on basic principles of patient care, radiation protection, technical factors, and medical terminology. Upon completion, students should be able to demonstrate basic skills in these areas.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

RAD-111: RAD Procedures I

This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the chest, abdomen, extremities, bony thorax and pelvis. Upon completion, students should be able to demonstrate competence in these areas.

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

RAD-112: RAD Procedures II

This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the skull, spine, and gastrointestinal, biliary, and urinary systems. Upon completion, students should be able to demonstrate competence in these areas.

Course Prerequisites: Take RAD-110, RAD-111 and RAD-151

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

RAD-121: Image Production I

This course provides the basic principles of radiographic image production. Emphasis is placed on image production, x-ray equipment, receptor exposure, and basic imaging quality factors. Upon completion, students should be able to demonstrate an understanding of basic principles of radiographic image production.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

RAD-122: Image Production II

This course is designed to continue to develop the concepts and principles in the field of radiologic technology. Emphasis is placed on advanced digital principles and production. Upon completion, students should be able to demonstrate an understanding of advanced principles of digital imaging production.

Course Prerequisites: Take RAD-121

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

RAD-141: Radiation Safety

This course covers the principles of radiation protection and radiobiology. Topics include the effects of ionizing radiation on body tissues, protective measures for limiting exposure to the patient and personnel, and radiation monitoring devices. Upon completion, students should be able to demonstrate an understanding of the effects and uses of radiation in diagnostic radiology.

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

RAD-151: RAD Clinical Ed I

This course introduces patient management and basic radiographic procedures in the clinical setting. Emphasis is placed on mastering positioning of the chest and extremities, manipulating equipment, and applying principles of ALARA. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:6

RAD-161: RAD Clinical Ed II

This course provides additional experience in patient management and in more complex radiographic procedures. Emphasis is placed on mastering positioning of the spine, pelvis, head and neck, and thorax and adapting procedures to meet patient variations. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

Total Credits:5

Class Credits:0

Lab Credits:0

Clinic Credits:15

RAD-171: RAD Clinical Ed III

This course provides experience in patient management specific to advanced radiographic procedures. Emphasis is placed on applying appropriate technical factors to all studies and transitioning to mastering positioning of advanced studies. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:9

RAD-181: RAD Clinical Elective

This course provides advanced knowledge of clinical applications. Emphasis is placed on enhancing clinical skills. Upon completion, students should be able to successfully complete the clinical course objectives.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:3

RAD-211: Radiographic Procedures III

This course provides the knowledge and skills necessary to perform standard and specialty radiographic procedures. Emphasis is placed on radiographic specialty procedures, advanced imaging, radiographic pathology and image analysis. Upon completion, students should be able to demonstrate an understanding of these areas.

Course Prerequisites: Take RAD-111 and RAD-112

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

RAD-231: Image Production III

This course is designed to continue to develop the concepts and principles in the field of radiologic technology. Emphasis is placed on complex imaging production and principles, quality control and quality assurance in the imaging sciences. Upon completion, students should be able to demonstrate an understanding of advanced radiographic equipment and quality control programs.

Course Prerequisites: Take RAD-121 and RAD-122

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

RAD-251: RAD Clinical Ed IV

This course provides the opportunity to continue mastering all basic radiographic procedures and to attain experience in advanced areas. Emphasis is placed on equipment operation, pathological recognition, pediatric and geriatric variations, and further awareness of radiation protection requirements. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

Total Credits:7

Class Credits:0

Lab Credits:0

Clinic Credits:21

RAD-261: Radiographic Clinical Education V

This course is designed to enhance expertise in all radiographic procedures, patient management, radiation protection, and image production and evaluation. Emphasis is placed on developing an autonomous approach to the diversity of clinical situations and successfully adapting to those procedures. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

Total Credits:7

Class Credits:0

Lab Credits:0

Clinic Credits:21

RAD-271: Radiography Capstone

This course provides an opportunity to exhibit problem-solving skills required for certification. Emphasis is placed on critical thinking and integration of didactic and clinical components. Upon completion, students should be able to demonstrate the knowledge required of an entry-level radiographer.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

RCP-110: Introduction to Respiratory Care

This course introduces the role of the respiratory care practitioner within interprofessional teams and interacting with diverse populations. Topics include medical gas administration, basic patient assessment, infection control, and medical terminology using proper written and oral communication methods to prepare students for clinical practice. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written and laboratory evaluations.

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

RCP-111: Therapeutics/Diagnostics

This course provides emphasis on therapeutic and diagnostic procedures. Topics include applying problem solving strategies in the patient care setting, applying ethical principles in decision making, and practicing professional responsibilities, which will prepare students for clinical practice. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written and laboratory evaluations.

Course Prerequisites: Take RCP-110

Total Credits:5

Class Credits:4

Lab Credits:3

Clinic Credits:0

RCP-112: Patient Management

This course provides entry-level skills in respiratory care procedures in acute and non-acute care settings. Emphasis is placed on therapeutic modalities and physiological effects, monitoring mechanical ventilation, and problem-solving strategies based on evidence-based medicine protocols and clinical practice guidelines. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written and laboratory evaluations.

Course Prerequisites: Take RCP-111

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

RCP-113: RCP Pharmacology

This course covers the drugs used in the treatment of cardiopulmonary diseases. Emphasis is placed on the uses, actions, indications, administration, and hazards of pharmacological agents. Upon completion, students should be able to demonstrate competence though written evaluations.

Course Prerequisites: Take RCP-132

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

RCP-114: C-P Anatomy & Physiology

This course provides a concentrated study of cardiopulmonary anatomy and physiology essential to the practice of respiratory care. Emphasis is placed on cardiovascular and pulmonary physiology, acid/base balance, and blood gas interpretation. Upon completion, students should be able to demonstrate competence in these concepts through written evaluation.

Course Prerequisites: Take RCP-110 Take RCP-115

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

RCP-115: C-P Pathophysiology

This course introduces the etiology, pathophysiology, clinical signs and symptoms, diagnoses, prognoses, complications, and management of cardiopulmonary diseases. Emphasis is placed on developing, evaluating, and modifying respiratory care plans based on evidence-based medicine protocols and clinical practice guidelines. Upon completion, students should be able to demonstrate competence in cardio-pulmonary disease concepts through written evaluations.

Course Prerequisites: Take RCP-110 Take RCP-114

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

RCP-123: Special Practice Lab

This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon

completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.

Course Prerequisites: Take RCP-132

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

RCP-132: RCP Clinical Practice I

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

Course Prerequisites: Take RCP-110 Take RCP-113

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:6

RCP-143: RCP Clinical Practice II

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

Course Prerequisites: Take RCP-110 Take RCP-111 Take RCP-132

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:9

RCP-153: RCP Clinical Practice III

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

Course Prerequisites: Take RCP-111 Take RCP-143

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:9

RCP-210: Critical Care Concepts

This course provides further refinement of acute patient care and underlying pathophysiology. Topics include a continuation in the application and management of mechanical ventilation, assessment underlying pathophysiology, and introduction of critical care monitoring. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written, laboratory and/or clinical simulation evaluations.

Course Prerequisites: Take RCP-112

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

RCP-211: Advanced Monitoring/Procedures

This course includes advanced information gathering and decision making for the respiratory care professional using evidence-based respiratory care protocols. Topics include advanced cardiac monitoring, special procedures, respiratory care protocols, and disease management. Upon completion, students should be able to assess, recommend, and independently modify respiratory care protocols through written, laboratory and/or clinical simulation evaluations.

Course Prerequisites: Take RCP-210

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

RCP-214: Neonatal and Pediatric Respiratory Care

This course provides comprehensive coverage of the concepts of neonatal and pediatric respiratory care. Emphasis is placed on pathophysiology, patient assessment and special therapeutic needs of neonates and children based on evidence-based medicine protocols and clinical practice guidelines. Upon completion, students should be able to demonstrate competence in the neonatal and pediatric respiratory care concepts through written, laboratory and/or clinical simulation evaluations.

Course Prerequisites: Take RCP-111

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

RCP-215: Career Preparation

This course provides an overview of respiratory therapy concepts in preparation for credentialing exam. Emphasis is placed on registry preparation. Upon completion, students should be able to demonstrate a comprehensive knowledge of respiratory therapy and be prepared for successful completion of the credentialing process.

Course Prerequisites: Take RCP-210

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

RCP-222: Special Practice Lab

This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.

Course Prerequisites: Take RCP-123

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

RCP-223: Special Practice Lab

This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.

Course Prerequisites: Take RCP-222

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

RCP-235: RCP Clinical Practice IV

This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

Course Prerequisites: Take RCP-111 Take RCP-210 Take RCP-153

Total Credits:5

Class Credits:0

Lab Credits:0

Clinic Credits:15

RCP-245: RCP Clinical Practice V

This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

Course Prerequisites: Take RCP-210 Take RCP-211 Take RCP-235

Total Credits:5

Class Credits:0

Lab Credits:0

Clinic Credits:15

REF-116: Commercial Systems I

This course introduces and compares various commercial refrigeration systems. Topics include service, repair, and diagnostic procedures for commercial systems and components, as well as evacuation, charging, startup, and evaluation. Upon completion, students should be able to use appropriate tools, instruments, and procedures to service and install basic refrigeration systems or components.

Course Prerequisites: Take AHR-115

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

REF-117: Refrigeration Controls

This course covers the design, operation, function, and schematics of basic control systems used in the refrigeration industry. Topics include proper control application, selection, and use of test instruments; simple control wiring; and the use of schematics as a troubleshooting tool. Upon completion, students should be able to identify, diagnose, and repair electrical and mechanical malfunctioning components.

Course Prerequisites: Take One: AHR-110, AHR-111, or ELC-111

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

REL-110: World Religions

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

REL-211: Introduction to Old Testament

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

REL-212: Introduction to New Testament

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SAB-110: Intro to Addiction & Recovery Studies

This course provides an overview of the core concepts in addiction and recovery. Topics include the history of substance use, effects on society members, treatment of addiction, and preventive measures. Upon completion, students should be able to demonstrate knowledge of the origins of substance use, addiction, prevention, treatment, and recovery.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SAB-120: Intake and Assessment

This course covers processes for rapport building and procedures used to identify and evaluate individuals' strengths and weaknesses. Topics include diagnostic evaluation and placement, effective interviewing and communication techniques, and use of assessment tools. Upon completion, students should be able to establish rapport with individuals, recognize disorders, and obtain information for referrals and placement.

Course Prerequisites: Take ENG-002 or ENG-025 or ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SAB-135: Addictive Process

This course covers the physical, emotional, psychological, and cultural aspects of the addictive process. Emphasis is placed on disorders related to addictions to alcohol, drugs, food, sex, work, gambling, internet, and relationships. Upon completion, students should be able to identify the effects, prevention strategies, and treatment methods associated with addictive disorders.

Course Prerequisites: Take ENG-002 or ENG-025 or ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SAB-210: Addiction & Recovery Counseling

This course provides theory and skills acquisition by utilizing intervention strategies designed to obtain therapeutic information, support recovery, and prevent relapse. Topics include counseling individuals and dysfunctional families, screening instruments, counseling techniques and approaches, recovery and relapse, and special populations. Upon completion, students should be able to discuss issues critical to recovery, identify intervention models, and initiate a procedure culminating in cognitive/behavioral change.

Course Prerequisites: Take ENG-002 or ENG-025 or ENG-111

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

SAB-240: Diversity, Ethics, & Trends in Addiction & Recovery

This course introduces systems of diversity, ethics, and trends in addiction and recovery. Topics include confidentiality, assessment of personal values, professional responsibilities, competencies, and ethics relative to multicultural service provision. Upon completion, students should be able to apply and discuss multiple diversity and ethical scenarios applicable to addiction and recovery services.

Course Prerequisites: Take ENG-002 or ENG-025 or ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SEC-110: Security Concepts

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.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SEC-160: Security Administration I

This course provides an overview of security administration with an emphasis on designing secure network architectures. Topics include networking technologies, TCP/IP

fundamentals, network protocols, traffic analysis, monitoring strategies, and established security best practices. Upon completion, students should be able to use advanced network analysis tools to monitor network traffic and develop security measures to safeguard against various threats.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

SEC-193A: Selected Topics in Security Concepts

This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

SEC-285: Systems Security Project

This course provides students with the opportunity to apply their knowledge and skills from the systems security program. Topics include crafting and implementing effective security policies, planning processes, defining procedures, ensuring business continuity, achieving compliance, conducting audits, performing security tests, and designing secure system architectures. Upon completion, students should be able to design and implement comprehensive security solutions.

Course Prerequisites: Take All: CTI-110, CTI-120, and CTS-115

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

SEL-191: Selected Topics in _____

This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

Total Credits:1

Class Credits:1

Lab Credits:3

Clinic Credits:0

SEL-192: Selected Topics in _____

This course provides an opportunity to explore areas of current interest in the specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

Total Credits:2

Class Credits:2

Lab Credits:6

Clinic Credits:0

SEL-193: Selected Topics in _____

This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

Total Credits:3

Class Credits:3

Lab Credits:9

Clinic Credits:0

SEL-291: Selected Topics in _____

This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon Completion, students should be able to demonstrate an understanding of the specific area of study.

Total Credits:1

Class Credits:1

Lab Credits:3

Clinic Credits:0

SEL-292: Selected Topics in _____

This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

Total Credits:2

Class Credits:2

Lab Credits:6

Clinic Credits:0

SEL-293: Selected Topics in _____

This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on the subject matter appropriate to the program or

discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

Total Credits:3

Class Credits:3

Lab Credits:9

Clinic Credits:0

SEM-196: Seminar in _____

This course provides an opportunity to explore topics of current interest. Emphasis is placed on the developmental of critical listening skills and the presentation of seminar issues. Upon completion, students should be able to critically analyze issues and establish informed opinions.

Total Credits:1

Class Credits:1

Lab Credits:3

Clinic Credits:0

SEM-197: Seminar in _____

This course provides an opportunity to explore topics of current interest. Emphasis is placed on the development of critical listening skills and the presentation of seminar issues. Upon completion, students should be able to critically analyze issues and establish informed opinions.

Total Credits:2

Class Credits:2

Lab Credits:6

Clinic Credits:0

SEM-198: Seminar in _____

This course provides an opportunity to explore topics of current interest. Emphasis is placed on the development of critical listening skills and the presentation of seminar issues. Upon completion, students should be able to critically analyze issues and establish informed opinions.

Total Credits:3

Class Credits:3

Lab Credits:9

Clinic Credits:0

SEM-296: Seminar in _____

This course provides an opportunity to explore topics of current interest. Emphasis is placed on the development of critical listening skills and the presentation of seminar issues. Upon completion, student should be able to analyze issues and establish informed opinions.

Total Credits:1

Class Credits:1

Lab Credits:3

Clinic Credits:0

SEM-297: Seminar in _____

This course provides an opportunity to explore topics of current interest. Emphasis is placed on the development of critical listening skills and the presentation of seminar issues. Upon completion, students should be able to critically analyze issues and establish informed opinions.

Total Credits:2

Class Credits:2

Lab Credits:6

Clinic Credits:0

SEM-298: Seminar in _____

This course provides an opportunity to explore topics of current interest. Emphasis is placed on the development of critical listening skills and the presentation of seminar issues. Upon completion, students should be able to critically analyze issues and establish informed opinions.

Total Credits:3

Class Credits:3

Lab Credits:9

Clinic Credits:0

SGD-111: Introduction to Simulation and Game Development

This course provides students with an introduction to simulation and game development. Topics include setting, storytelling, narrative, character design, interface design, game play, internal economy, core mechanics, game genres, AI, the psychology of game design and professionalism. Upon completion, students should be able to demonstrate knowledge of the major aspects of simulation and game design and development.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-112: SGD Design I

This course introduces the fundamentals of simulation and game design. Topics include industry standards and design elements for simulation and games. Upon completion, students should be able to design simple simulations and/or games.

Course Prerequisites: Take SGD-113

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-113: SGD Programming I

This course introduces the fundamentals of programming languages and tools employed in simulation and game development. Emphasis is placed on programming concepts used to create simulations and games. Upon completion, students should be able to program simple games and/or simulations.

Course Prerequisites: Take MAT-003 or MAT-035 or MAT-025

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-114: SGD 3D Modeling I

This course introduces the tools required to create three-dimensional (3D) models. Emphasis is placed on exploring tools used to create 3D models. Upon completion, students should be able to create and animate 3D models using 3D modeling tools.

Course Prerequisites: Take SGD-116

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-116: SGD Graphic Design Tools

This course introduces students to computer-based graphic design tools and their use within the context of simulation and game design. Topics include texture creation, map creation, and introduction to advanced level graphic design techniques. Upon completion, students should be able to competently use and explain industry-standard graphic design software.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-117: Art for Games

This course introduces students to the basic principles of art and how they apply to simulations and games. Emphasis is placed on learning to develop industry quality concept art for characters and other assets, as well as techniques needed to create such art. Upon completion, students should be able to create their own industry standard concept art for use in SGD projects.

Course Prerequisites: Take SGD-116

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-134: SGD Quality Assurance

This course provides an introduction to software quality assurance as it relates to simulation and game development. Emphasis is placed on designing testing tools, bug databases, and on learning methodologies required for systematic, detail-oriented testing procedures for the simulation and game industry. Upon completion, students should be able to demonstrate the proper skills to obtain a job as a quality assurance tester in the simulation/game industry.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-135: Serious Games

This course provides students with an overview of serious games and their applications in immersive learning and education. Emphasis is placed on developing games for education, corporate training, and medical/military simulations. Upon completion, students should be able to design their own serious games.

Course Prerequisites: Take ENG-111 SGD-112 SGD-116

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SGD-158: SGD Business Management

This course introduces the business side of the interactive game industry. Emphasis will be placed on licenses, serious games, psychological profiling, publisher/developer relations, and contract negotiation skills. Upon completion, students should be able to understand how a game evolves from concept to the customer.

Course Prerequisites: Take ENG-111, SGD-111 and SGD-163

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SGD-159: SGD Production Management

This course introduces the techniques and methods used in interactive game production and how to manage a project. Emphasis is placed on scheduling, production plans, marketing and budgeting. Upon completion, students should be able to manage a team, track production, and understand the process of project management.

Course Prerequisites: Take SGD-111 and SGD-112

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SGD-162: SGD 3D Animation I

This course introduces the fundamental principles of 3D animation used in simulation and game development. Emphasis is placed on a historical survey of 3D animation, aspects of the 3D animation techniques. Upon completion, students should be able to produce 3D character sketches, morph simple objects, create walk and run cycles and develop professional storyboards.

Course Prerequisites: Take SGD-114

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-163: SGD Documentation

This course introduces the techniques and methods used to create simulation and game production and design documents. Emphasis is placed on the design document to include scheduling, production plans, marketing, and budgeting. Upon completion, students should be able to create, design, and produce documents for any simulation or game.

Course Prerequisites: Take 1 group: SGD-111 and ENG-002 SGD-111 and ENG-025 SGD-111 and ENG-111

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-165: SGD Character Development

This course introduces the concepts needed to create fictional personalities for use in digital videos, animations, simulations, and games. Topics include aspects of character, developing backgrounds, mannerisms, and voice. Upon completion, students should be able to develop characters and backgrounds for simulations and games.

Course Prerequisites: Take SGD-114 and SGD-117

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-166: SGD Physiology & Kinesis Kinesiology

This course introduces the principles of simulation and game development. Topics include analysis of the human form and other living organisms. Upon completion, students should be able to demonstrate an understanding of the physiology and kinesiology concepts related to simulation and game development.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SGD-167: SGD Ethics

This course introduces principles of philosophy and ethics as they relate to simulation and game development. Topics include moral philosophy and ethics. Upon completion, students should be able to discuss philosophical and ethical issues related to simulation and game development.

Course Prerequisites: Take SGD-111 and SGD-112

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SGD-168: SGD Mobile Programming I

This course introduces the mobile simulation and game programming process. Topics include mobile simulation/game programming, performance tuning, animation, sound effects, music, and mobile networks. Upon completion, students should be able to apply simulation/game programming concepts to the creation of mobile simulations and games.

Course Prerequisites: Take SGD-113

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-172: SGD Virtual Environments

This course covers the use of virtual reality tools and techniques in simulation and game development. Emphasis is placed on acquiring the skills necessary to create scalable virtual characters and environments for use in simulations and games. Upon completion, students should be able to create a simple game or simulation in a virtual environment.

Course Prerequisites: Take SGD-114

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-174: SGD Level Design I

This course introduces the tools used to create levels for real-time simulation and games. Topics include level design, architecture theory, modeling for 3D engines, and texturing methods. Upon completion, students should be able to design simple levels using industry-standard tools.

Course Prerequisites: Take SGD-114

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-180: Simulation and Game Development Hypertext Markup Language Programming I

This course provides an introduction to using HTML based technologies as it relates to simulation and game development presented in a browser context. Emphasis is placed on

creating webpages that use HTML, CSS and Javascript to create game content that is usable in a variety of platforms. Upon completion, students should be able to design and create an HTML based games or simulations.

Course Prerequisites: Take SGD-113

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-210: 3D Data Capture

This course introduces students to the tools used to capture data in a 3D environment. Emphasis is placed on capturing data from motion capture and/or 3D scanning devices for use in 3D models and animations. Upon completion, students should be able to capture data from a 3D environment and import for use in 3D models, simulations, and animations.

Course Prerequisites: Take SGD-114 Take SGD-162

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-212: Simulation and Game Development Design II

This course covers the advanced principles of simulation and game design. Topics include advanced design concepts in simulation and game development. Upon completion, students should be able to design an advanced simulation or game.

Course Prerequisites: Take SGD-112 Take one group:Art Track: SGD-112, SGD-114, SGD-117Programming Track: SGD-112, SGD-114, SGD-213

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-213: Simulation Game Development Programming II

This course covers advanced programming concepts used to create simulations and games. Emphasis is placed on acquiring advanced programming skills for use in creating simulations and games. Upon completion, students should be able to program an advanced simulation or game.

Course Prerequisites: Take One: SGD-113, CSC-134, CSC-151 or CSC-153 Take SGD-113

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-214: SGD 3D Modeling II

This course introduces the tools used to create and animate advanced 3-dimensional models. Emphasis is placed on identifying and utilizing the tools required to create and animate advanced 3D models. Upon completion, students should be able to create and animate advanced 3D models using 3D modeling tools.

Course Prerequisites: Take SGD-114

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-235: SGD Game Console Programming

This course introduces the game console programming process. Emphasis is placed on developing simulations and games to be deployed on game consoles using industry-standard game engine platforms and associated languages. Upon completion, students should be able to apply simulation and game programming concepts to the creation of game console simulations and games.

Course Prerequisites: Take SGD-174 Take SGD-113;

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-237: Rigging 3D Models

This course covers the fundamentals of rigging 3D models for animation. Emphasis is placed on learning how to properly weight a model, rig it with a skeleton, and create fluid movement. Upon completion, students should be able to demonstrate the ability to properly rig 3D models.

Course Prerequisites: Take SGD-114 Take SGD-162

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-239: Simulation and Game Development Tech Art

This course is designed to connect the disciplines of art and programming in Simulation and Game Development. Emphasis is placed on the creation and integration of game assets into the simulation or game development pipeline. Upon completion, students should be able to create art and customize art tools using scripting languages for development of simulations and video games.

Course Prerequisites: Take All: SGD-113 and SGD-114

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-242: Simulation and Game Development Photogrammetry

This course introduces the use of photogrammetry for simulations and game development. Emphasis is placed on the process of pulling visual data from an array of photographs to generate fully textured, high-poly models. Upon completion, students should be able to translate photogrammetry creations into industry-standard game and simulation models for use in real-time engines and surfaces in physics-based materials.

Course Prerequisites: Take SGD-114

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-262: Simulation and Game Development 3D Animation II

This course is designed to further a student's knowledge of 3D animation used in simulation and game development. Emphasis is placed on advanced character, weapons,

vehicles, prop and effects animations for video game design. Upon completion, students should be able to develop industry caliber animations for simulation or video game integration.

Course Prerequisites: Take SGD-162

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-268: SGD Mobile Programming II

This course introduces advanced mobile simulation and game programming processes. Topics include advanced mobile simulation/game platforms, performance tuning, animation, sound effects, music, and mobile networks. Upon completion, students should be able to apply advanced simulation/game programming concepts to the creation of mobile simulations and games.

Course Prerequisites: Take SGD-168

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-274: SGD Level Design II

This course introduces the advanced tools used to create levels for real-time simulations and games. Topics include advanced-level guide and architecture theory, concepts related to "critical path" and "flow," game balancing, playtesting, and storytelling. Upon completion, students should be able to design complex levels using industry-standard tools.

Course Prerequisites: Take SGD-174

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-285: SGD Software Engineering

This course introduces object-oriented software engineering concepts related to simulation and game development. Topics include systematic approaches to the development, operation and maintenance of simulations and games. Upon completion, students should be able to apply software engineering techniques to the development of simulations and games.

Course Prerequisites: Take One: SGD-212, SGD-213, or SGD-214 Take SGD-212 and SGD-213

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SGD-288: Simulation and Game Development Portfolio Design

This course covers the organization and presentation of a simulation and game design portfolio and appropriate related materials. Emphasis is placed on development and evaluation of the portfolio, design and production of a resume and self-promotional materials, and interview techniques. Upon completion, students should be able to prepare and professionally present an effective portfolio and related self-promotional materials.

Course Prerequisites: Take One SGD-212 SGD-213 OR SGD-214 Take SGD-214 or SGD-285

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

SGD-289: Simulation and Game Development Capstone Project

This course provides students with the opportunity to create a functional simulation or game with minimal instructor support. Emphasis is placed upon verbal and written communication, skill documentation, professional presentation and user training. Upon completion, students should be able to create and professionally present a fully functional simulation or game.

Course Prerequisites: Take One: SGD-212, SGD-213, SGD-214, or SGD-285

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SOC-210: Introduction to Sociology

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SOC-213: Sociology of the Family

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SOC-220: Social Problems

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SOC-225: Social Diversity

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SOC-230: Race and Ethnic Relations

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SOC-242: Sociology of Deviance

This course provides an overview of deviant behavior and the processes involved in its definition, causation, prevention, control, and treatment. Topics include theories of causation, social control, delinquency, victimization, criminality, the criminal justice system, punishment, rehabilitation, and restitution. Upon completion, students should be able to identify and analyze issues surrounding the nature and development of social responses to deviance.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SON-110: Introduction to Sonography

This course provides an introduction to medical sonography. Topics include applications, sonographic terminology, history, patient care, ethics, and basic skills. Upon completion, students should be able to define professionalism and sonographic applications and perform basic patient care skills and preliminary scanning techniques.

Total Credits:3

Class Credits:1

Lab Credits:3

Clinic Credits:3

SON-111: Sonographic Physics

This course introduces ultrasound physical principles, bioeffects, and sonographic instrumentation. Topics include sound wave mechanics, transducers, sonographic equipment, Doppler physics, bioeffects, and safety. Upon completion, students should be able to demonstrate knowledge of sound wave mechanics, transducers, sonography equipment, the Doppler effect, bioeffects, and safety.

Total Credits:4

Class Credits:3

Lab Credits:3

Clinic Credits:0

SON-120: Sonography Clinical Education I

This course provides active participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations.

Course Prerequisites: Take SON-110

Total Credits:5

Class Credits:0

Lab Credits:0

Clinic Credits:15

SON-121: Sonography Clinical Education II

This course provides continued active participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations.

Course Prerequisites: Take SON-120

Total Credits:5

Class Credits:0

Lab Credits:0

Clinic Credits:15

SON-130: Abdominal Sonography I

This course introduces abdominal and small parts sonography. Emphasis is placed on the sonographic anatomy of the abdomen and small parts with correlated laboratory exercises. Upon completion, students should be able to recognize and acquire basic abdominal and small parts images.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

SON-131: Abdominal Sonography II

This course covers abdominal and small parts pathology recognizable on sonograms. Emphasis is placed on abnormal sonograms of the abdomen and small parts with correlated sonographic cases. Upon completion, students should be able to recognize abnormal pathological processes in the abdomen and on small parts sonographic examinations.

Course Prerequisites: Take SON-130

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

SON-140: Gynecological Sonography

This course is designed to relate gynecological anatomy and pathology to sonography. Emphasis is placed on gynecological relational anatomy, endovaginal anatomy, and gynecological pathology. Upon completion, students should be able to recognize normal and abnormal gynecological sonograms.

Course Prerequisites: Take SON-110

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

SON-220: Sonography Clinical Education III

This course provides continued active participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations.

Course Prerequisites: Take SON-121

Total Credits:8

Class Credits:0

Lab Credits:0

Clinic Credits:24

SON-221: Sonography Clinical Education IV

This course provides continued active participation off campus in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations.

Course Prerequisites: Take SON-220

Total Credits:8

Class Credits:0

Lab Credits:0

Clinic Credits:24

SON-225: Case Studies

This course offers the opportunity to present interesting cases found during clinical education. Emphasis is placed on presentation methods which integrate patient history, laboratory results, and sonographic findings with reference to current literature. Upon completion, students should be able to correlate information necessary for complete presentation of case studies.

Course Prerequisites: Take One: SON-110 or CVS-163

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

SON-241: Obstetrical Sonography I

This course covers normal obstetrical sonography techniques, the normal fetal environment, and abnormal first trimester pregnancy states. Topics include gestational dating, fetal anatomy, uterine environment, and first trimester complications. Upon completion, students should be able to produce gestational sonograms which document age, evaluate the uterine environment, and recognize first trimester complications.

Course Prerequisites: Take SON-110

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

SON-242: Obstetrical Sonography II

This course covers second and third trimester obstetrical complications and fetal anomalies. Topics include abnormal fetal anatomy and physiology and complications in

the uterine environment. Upon completion, students should be able to identify fetal anomalies, fetal distress states, and uterine pathologies.

Course Prerequisites: Take SON-241

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

SON-250: Vascular Sonography

This course provides an in-depth study of the anatomy and pathology of the vascular system. Topics include peripheral arterial, peripheral venous, and cerebrovascular disease testing. Upon completion, students should be able to identify normal vascular anatomy and recognize pathology of the vascular system.

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

SON-271: Doppler Sonography Topics

This course covers Doppler principles and instrumentation. Topics include basic Doppler principles, CW Doppler, pulsed-wave Doppler, color Doppler, and power Doppler. Upon completion, students be able to demonstrate knowledge of Doppler principles and instrumentation.

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

SON-289: Sonographic Topics

This course provides an overview of sonographic topics in preparation for certification examinations. Emphasis is placed on registry preparation. Upon completion, students should be able to demonstrate a comprehensive knowledge of sonography and be prepared for the registry examinations.

Course Prerequisites: Take SON-110

Total Credits:2

Class Credits:2

Lab Credits:0

Clinic Credits:0

SPA-111: Elementary Spanish I

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.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher;Place out of ENG-002; Complete ENG-025; Place out of ENG-025 Take SPA-181-Must be taken either prior to or at the same time as this course.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SPA-112: Elementary Spanish II

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.

Course Prerequisites: Take SPA-111 Take SPA-111, Minimum grade C Take SPA-182

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SPA-120: Spanish for the Workplace

This course offers applied Spanish for the workplace to facilitate basic communication with people whose native language is Spanish. Emphasis is placed on oral communication and career-specific vocabulary that targets health, business, and/or public service professions. Upon completion, students should be able to communicate at a functional level with native speakers and demonstrate cultural sensitivity. Emphasis will be on cultural awareness and cultural context issues.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher; Place out of ENG-002; Complete ENG-025; Place out of ENG-025

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SPA-181: Spanish Lab 1

This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness.

Course Prerequisites: Complete one: Complete ENG-002 with a grade of P1 or higher;Place out of ENG-002; Complete ENG-025; Place out of ENG-025 Take SPA-111-Must be taken either prior to or at the same time as this course.

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

SPA-182: Spanish Lab 2

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.

Course Prerequisites: Take SPA-111 Take SPA-181 Minimum grade C Take SPA-112

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

SPA-211: Intermediate Spanish I

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.

Course Prerequisites: Take SPA-112 Take SPA-112, Minimum grade C; Take SPA-281

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SPA-281: Spanish Lab 3

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.

Course Prerequisites: Take SPA-182, minimum grade C Take SPA-211

Total Credits:1

Class Credits:0

Lab Credits:2

Clinic Credits:0

SRV-110: Surveying I

This course introduces the theory and practice of plane surveying. Topics include the precise measurement of distances, angles, and elevations; bearing, azimuth and traverse computations; topography and mapping. Upon completion, students should be able to

use/care for surveying equipment, collect field survey data, perform traverse computations and create a contour map.

Course Prerequisites: Take 1 group Take MAT-121 Take MAT-171 Take DMA-060, DMA-070, DMA-080 Take DMA-065 Take MAT-003 Take BSP-4003 Take MAT-025 Take MAT-035

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

SRV-111: Surveying II

This course introduces route surveying and roadway planning and layout. Topics include simple, compound, reverse, spiral, and vertical curves; geometric design and layout; planning of cross-section and grade line; drainage; earthwork calculations; and mass diagrams. Upon completion, students should be able to calculate and lay out highway curves; prepare roadway plans, profiles, and sections; and perform slope staking.

Course Prerequisites: Take SRV-110 Take SRV-110 and CEG-151

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

SRV-210: Surveying III

This course introduces boundary surveying, land partitioning, and calculations of areas. Topics include advanced traverses and adjustments, preparation of survey documents, and other related topics. Upon completion, students should be able to research, survey, and map a boundary.

Course Prerequisites: Take SRV-110 Take CEG-151

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

SRV-220: Surveying Law

This course introduces the law as related to the practice of surveying. Topics include surveyors' responsibilities, deed descriptions, title searches, eminent domain, easements, weight of evidence, riparian rights, and other related topics. Upon completion, students should be able to identify and apply the basic legal aspects associated with the practice of land surveying.

Course Prerequisites: Take SRV-110 Take CEG-151

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

SRV-240: Topo/Site Surveying

This course covers topographic, site, and construction surveying. Topics include topographic mapping, earthwork, site planning, construction staking, and other related topics. Upon completion, students should be able to prepare topographic maps and site plans and locate and stake out construction projects.

Course Prerequisites: Take SRV-110 Take CEG-151

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

SRV-250: Advanced Surveying

This course covers advanced topics in surveying. Topics include photogrammetry, astronomical observations, coordinate systems, error theory, GPS, GIS, Public Land System, and other related topics. Upon completion, students should be able to apply advanced techniques to the solution of complex surveying problems.

Course Prerequisites: Take SRV-111

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

SST-140: Green Building and Design Concepts

This course is designed to introduce the student to sustainable building design and construction principles and practices. Topics include sustainable building rating systems and certifications, energy efficiency, indoor environmental quality, sustainable building materials and water use. Upon completion, students should be able to identify the principles and practices of sustainable building design and construction.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SWK-110: Intro to Social Work

This course examines the historical development, values, orientation, and professional standards of social work and focuses on the terminology and broader systems of social welfare. Emphasis is placed on the various fields of practice including those agencies whose primary function is financial assistance, corrections, mental and behavioral health, and protective services. Upon completion, students should be able to demonstrate an understanding of the knowledge, values, and skills of the social work professional.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SWK-113: Cultural Competency & Diversity

This course examines and promotes understanding, sensitivity, awareness, and knowledge of various cultures and diversity. Emphasis is placed on professional responsibilities, duties, and skills critical to multicultural social services practice. Upon completion, students should be able to integrate and expand knowledge, skills, and cultural awareness relevant to diverse populations.

Course Prerequisites: Take ENG-002 or ENG-025 or ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

SWK-115: Community Resources

This course introduces community resources essential to social work practice. Emphasis is placed on awareness of and interaction with community service personnel and stakeholders. Upon completion, students should be able to demonstrate the ability to assess critical community needs, identify resources and follow through with a plan of action for resolution.

Course Prerequisites: Take ENG-002 or ENG-025 or ENG-111

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

SWK-220: Ethical Considerations in Social Work

This course introduces the professional standards, values, and issues in social services. Topics include confidentiality, assessment of personal values, professional responsibilities, competencies, and ethics. Upon completion, students should be able to understand and discuss multiple ethical issues applicable to social work and apply various decision-making models to current issues.

Course Prerequisites: Take ENG-002 or ENG-025 or ENG-111

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

TDP-110: Introduction to Three Dimensional Printing

This course covers the historical, social and ethical issues, as well as the basic techniques surrounding 3D Printing. Topics include current and historical events, social impact of the technology and basic model creation and manipulation techniques. Upon completion, students should be able to demonstrate an understanding of the major advantages and disadvantages of 3D Printing technology as well as demonstrate an ability to create and print a simple project.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

TRN-110: Introduction to Transport Technology

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.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

TRN-120: Basic Transportation Electricity

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.

Total Credits:5

Class Credits:4

Lab Credits:3

Clinic Credits:0

TRN-120A: Basic Transportation Electrical Lab

This course provides a lab that allows students to enhance their understanding of electrical components and circuits used in the transportation industry. Topics include inspection, diagnosis, and repair of electrical components and circuits using appropriate service information for specific transportation systems. Upon completion, students should be able to diagnose and service electrical components and circuits used in transportation systems.

Course Prerequisites: Take TRN-120

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

TRN-130: Introduction to Sustainable Transportation

This course provides an overview of alternative fuels and alternative fuel vehicles. Topics include composition and use of alternative fuels including compressed natural gas, biodiesel, ethanol, hydrogen, and synthetic fuels, hybrid/electric, and vehicles using alternative fuels. Upon completion, students should be able to identify alternative fuel vehicles, explain how each alternative fuel delivery system operates, and perform minor repairs.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

TRN-140: Transportation Climate Control

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.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

TRN-140A: Transportation Climate Control Lab

This course provides experiences for enhancing student skills in the diagnosis and repair of transportation climate control systems. Emphasis is placed on reclaiming, recovery, recharging, leak detection, climate control components, diagnosis, air conditioning equipment, tools and safety. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information.

Course Prerequisites: Take TRN-140

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

TRN-170: PC Skills for Transportation

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.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

TRN-180: Basic Welding for Transportation

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 standard

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

TRN-180A: Basic Welding for Transportation Lab

This course provides a laboratory experience for enhancing student skills in welding and cutting procedures associated with the transportation industry. Emphasis is placed on safety and precautionary measures, setup/operation of MIG equipment, metal identification, welds/joints, techniques, inspection of welds/joints, cutting processes and other related topics. Upon completion, students should be able to demonstrate a basic knowledge of welding operations and safety procedures according to industry standards.

Course Prerequisites: Take TRN-180

Total Credits:1

Class Credits:0

Lab Credits:3

Clinic Credits:0

UAS-111: Unmanned Aircraft Systems

This course provides students with the various products and technologies commonly associated with unmanned aircraft systems utilized by hobbyists, government, industry, and the military. Topics include data acquisition, operations and the various technologies associated with unmanned flight. Upon completion, students should be able to demonstrate an understanding of flight control operations including programming telemetry and data acquisition.

Total Credits:3

Class Credits:3

Lab Credits:0

Clinic Credits:0

UAS-150: Unmanned Aircraft Systems Flight Simulation

This course introduces learners to a flight simulator to help them build and develop knowledge in flight dynamics, the proper manipulation of aircraft controls, and the ability to accurately monitor sensor functions. Emphasis is placed on developing the learner's flight and control skills that will be utilized to operate an unmanned ground control station which is dependent upon piloting and control skills. Upon completion, students should be able to demonstrate the proper use of flight controls required to maintain a non-eventful simulated or actual UAS flight as well as one requiring emergency corrections.

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

UAS-230: Unmanned Aircraft Systems Aerial Photography and Surveys

This course introduces students to some of the popular unmanned aerial photographic applications commonly utilized in commercial unmanned aircraft systems (UAS) operations involving aerial surveys and photography. Topics include aerial photography and

equipment, aerial vehicles, examples of successful UAS survey and photographic business models, and Federal Aviation Regulations governing airspace applications. Upon completion, students should be able to plan, implement and conduct a successful photo aerial survey mission.

Course Prerequisites: Take UAS-111, UAS-150 and CEG-111

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

WBL-110: World of Work

This course covers basic knowledge necessary for gaining and maintaining employment. Topics include job search skills, work ethic, meeting employer expectations, workplace safety, and human relations. Upon completion, students should be able to successfully make the transition from school to work.

Total Credits:1

Class Credits:1

Lab Credits:0

Clinic Credits:0

WBL-111: Work-Based Learning I

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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111DC: Work-Based Learning I-DES

This course provides a work-based learning experience with a college-approved employer in an area related to Interior Design. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111DD: Work-Based Learning I-AHR

This course provides a work-based learning experience with a college-approved employer in an area related to Air Conditioning, Heating and Refrigeration Technology. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111DE: Work-Based Learning I-EST

This course provides a work-based learning experience with a college-approved employer in an area related to Electrical Systems Technology. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111DF: Work-Based Learning I-CMT

This course provides a work-based learning experience with a college-approved employer in an area related to Construction Management Technology. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111DG: Work-Based Learning I-ARC

This course provides a work-based learning experience with a college-approved employer in an area related to Architectural Technology. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111DI: Work-Based Learning I-EET

This course provides a work-based learning experience with a college-approved employer in an area related to Electronics Engineering Technology. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111DJ: Work-Based Learning I-MET

This course provides a work-based learning experience with a college-approved employer in an area related to Mechanical Engineering Technology. null 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111DL: Work-Based Learning I-FMT

This course provides a work-based learning experience with a college-approved employer in an area related to Facility Maintenance Technology. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111DM: Work-Based Learning I-WLD

This course provides a work-based learning experience with a college-approved employer in an area related to Welding Technology. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111DN: Work-Based Learning I-PLU

This course provides a work-based learning experience with a college-approved employer in an area related to Plumbing. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111HA: Work-Based Learning I-ACC

This course provides a work-based learning experience with a college-approved employer in an area related to Accounting. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111HB: Work-Based Learning I-BA

This course provides a work-based learning experience with a college-approved employer in an area related to Business Administration. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111HC: Work-Based Learning I-LEX

This course provides a work-based learning experience with a college-approved employer in an area related to Paralegal Technology. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111HD: Work-Based Learning I-BPA

This course provides a work-based learning experience with a college-approved employer in an area related to Baking and Pastry Arts. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111HL: Work-Based Learning I-SCM

This course provides a work-based learning experience with a college-approved employer in an area related to Supply Chain Management. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111HM: Work-Based Learning I-MKT

This course provides a work-based learning experience with a college-approved employer in an area related to Marketing. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111HP: Work-Based Learning I-PM

This course provides a work-based learning experience with a college-approved employer in an area related to Project Management. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111HR: Work-Based Learning I-HUM

This course provides a work-based learning experience with a college-approved employer in an area related to Human Resources. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111MA: Work-Based Learning I-MBC

This course provides a work-based learning experience with a college-approved employer in an area related to Medical Billing & Coding. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111MB: Work-Based Learning I-HA

This course provides a work-based learning experience with a college-approved employer in an area related to Healthcare Admin. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111MC: Work-Based Learning I-MOP

This course provides a work-based learning experience with a college-approved employer in an area related to Medical Office Professional. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111MD: Work-Based Learning I-BAS

This course provides a work-based learning experience with a college-approved employer in an area related to Business Analytics. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111ME: Work-Based Learning I-OL

This course provides a work-based learning experience with a college-approved employer in an area related to Legal Office. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111MF: Work-Based Learning I-OP

This course provides a work-based learning experience with a college-approved employer in an area related to Office Professional. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111MG: Work-Based Learning I-SGD

This course provides a work-based learning experience with a college-approved employer in an area related to Simulation and Game Development. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111MH: Work-Based Learning I-CL

This course provides a work-based learning experience with a college-approved employer in an area related to Cloud Infrastructure. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111MI: Work-Based Learning I-CSC

This course provides a work-based learning experience with a college-approved employer in an area related to Computer Programming. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111MJ: Work-Based Learning I-CS

This course provides a work-based learning experience with a college-approved employer in an area related to Cyber Security. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111MK: Work-Based Learning I-DBA

This course provides a work-based learning experience with a college-approved employer in an area related to Data Science. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111ML: Work-Based Learning I-ISS

This course provides a work-based learning experience with a college-approved employer in an area related to IT-Service & Support. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111MM: Work-Based Learning I-NM

This course provides a work-based learning experience with a college-approved employer in an area related to Network Management. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111MN: Work-Based Learning I-WEB

This course provides a work-based learning experience with a college-approved employer in an area related to Web/UX Design & Web Developer. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111MO: Work-Based Learning I-GRD

This course provides a work-based learning experience with a college-approved employer in an area related to Advertising & Graphic Design. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111PA: Work-Based Learning I-CJC

This course provides a work-based learning experience with a college-approved employer in Criminal Justice Technology. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111R: Work-Based Learning I: Human Services

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. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111RA: Work-Based Learning I-HSA

This course provides a work-based learning experience with a college-approved employer in an area related to Human Services Technology. 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.

Course Prerequisites: Take WBL-115

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111RB: Work-Based Learning I-GRO

This course provides a work-based learning experience with a college-approved employer in an area related to Human Services Technology-Gerontology. 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.

Course Prerequisites: Take WBL-115

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111RC: Work-Based Learning I-MHA

This course provides a work-based learning experience with a college-approved employer in an area related to Human Services Technology-Mental Health. 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.

Course Prerequisites: Take WBL-115

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111RD: Work-Based Learning I-SAB

This course provides a work-based learning experience with a college-approved employer in an area related to Human Services Technology-Addiction and Recovery Studies. 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.

Course Prerequisites: Take WBL-115

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111RE: Work-Based Learning I-HFS

This course provides a work-based learning experience with a college-approved employer in an area related to Health and Fitness Science. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111TA: Work-Based Learning I-AUB

This course provides a work-based learning experience with a college-approved employer in an area related to Collision Repair. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-111TC: Work-Based Learning I-HET

This course provides a work-based learning experience with a college-approved employer in an area related to Heavy Equipment Repair. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112: Work-Based Learning I

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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112DA: Work-Based Learning I-BTC

This course provides a work-based learning experience with a college-approved employer in an area related to Biotechnology. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112DB: Work-Based Learning I-BPM

This course provides a work-based learning experience with a college-approved employer in an area related to Biopharmaceutical Technology. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112DC: Work-Based Learning I-DES

This course provides a work-based learning experience with a college-approved employer in an area related to Interior Design. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112DD: Work-Based Learning I-AHR

This course provides a work-based learning experience with a college-approved employer in an area related to Air Conditioning, Heating, and Refrigeration Technology. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112DE: Work-Based Learning I-EST

This course provides a work-based learning experience with a college-approved employer in an area related to Electrical Systems Technology. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112DF: Work-Based Learning I-CMT

This course provides a work-based learning experience with a college-approved employer in an area related to Construction Management Technology. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112DG: Work-Based Learning I-ARC

This course provides a work-based learning experience with a college-approved employer in an area related to Architectural Technology. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112DH: Work-Based Learning I-CIV

This course provides a work-based learning experience with a college-approved employer in an area related to Civil Engineering Technology. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112DI: Work-Based Learning I-EET

This course provides a work-based learning experience with a college-approved employer in an area related to Electronics Engineering Technology. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112DJ: Work-Based Learning I-MET

This course provides a work-based learning experience with a college-approved employer in an area related to Mechanical Engineering Technology. null 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112DK: Work-Based Learning I-GMT

This course provides a work-based learning experience with a college-approved employer in an area related to Geomatics Technology. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112DL: Work-Based Learning I-FMT

This course provides a work-based learning experience with a college-approved employer in an area related to Facility Maintenance Technology. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112DM: Work-Based Learning I-WLD

This course provides a work-based learning experience with a college-approved employer in an area related to Welding Technology. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112DN: Work-Based Learning I-PLU

This course provides a work-based learning experience with a college-approved employer in an area related to Plumbing. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112HA: Work-Based Learning I-ACC

This course provides a work-based learning experience with a college-approved employer in an area related to Accounting. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112HB: Work-Based Learning I-BA

This course provides a work-based learning experience with a college-approved employer in an area related to Business Administration. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112HE: Work-Based Learning I-CUL

This course provides a work-based learning experience with a college-approved employer in an area related to Culinary Arts. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112HH: Work-Based Learning I-HRM

This course provides a work-based learning experience with a college-approved employer in an area related to Hospitality Management. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112HL: Work-Based Learning I-SCM

This course provides a work-based learning experience with a college-approved employer in an area related to Supply Chain Management. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112HM: Work-Based Learning I-MKT

This course provides a work-based learning experience with a college-approved employer in an area related to Marketing. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112HP: Work-Based Learning I-PM

This course provides a work-based learning experience with a college-approved employer in an area related to Project Management. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112HR: Work-Based Learning II-HUM

This course provides a work-based learning experience with a college-approved employer in an area related to Human Resources. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112MA: Work-Based Learning I-MBC

This course provides a work-based learning experience with a college-approved employer in an area related to Medical Billing & Coding. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112MB: Work-Based Learning I-HA

This course provides a work-based learning experience with a college-approved employer in an area related to Healthcare Admin. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112MC: Work-Based Learning I-MOP

This course provides a work-based learning experience with a college-approved employer in an area related to Medical Office Professional. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112MD: Work-Based Learning I-BAS

This course provides a work-based learning experience with a college-approved employer in an area related to Business Analytics. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112ME: Work-Based Learning I-OL

This course provides a work-based learning experience with a college-approved employer in an area related to Legal Office. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112MF: Work-Based Learning I-OP

This course provides a work-based learning experience with a college-approved employer in an area related to Office Professional. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112MG: Work-Based Learning I-SGD

This course provides a work-based learning experience with a college-approved employer in an area related to Simulation and Game Development. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112MH: Work-Based Learning I-CL

This course provides a work-based learning experience with a college-approved employer in an area related to Cloud Infrastructure. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112MI: Work-Based Learning I-CSC

This course provides a work-based learning experience with a college-approved employer in an area related to Computer Programming. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112MJ: Work-Based Learning I-CS

This course provides a work-based learning experience with a college-approved employer in an area related to Cyber Security. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112MK: Work-Based Learning I-DBA

This course provides a work-based learning experience with a college-approved employer in an area related to Data Science. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112ML: Work-Based Learning I-ISS

This course provides a work-based learning experience with a college-approved employer in an area related to IT-Service & Support. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112MM: Work-Based Learning I-NM

This course provides a work-based learning experience with a college-approved employer in an area related to Network Management. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112RA: Work-Based Learning I-Social and Human

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.

Course Prerequisites: Take WBL-115RA

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112TA: Work-Based Learning I-AUB

This course provides a work-based learning experience with a college-approved employer in an area related to Collision Repair. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112TB: Work-Based Learning I-AUT

This course provides a work-based learning experience with a college-approved employer in an area related to Automotive Repair. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-112TC: Work-Based Learning I-HET

This course provides a work-based learning experience with a college-approved employer in an area related to Heavy Equipment. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-113: Work-Based Learning I

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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-113DG: Work-Based Learning I-ARC

This course provides a work-based learning experience with a college-approved employer in an area related to Architectural Technology. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-113DJ: Work-Based Learning I-MET

This course provides a work-based learning experience with a college-approved employer in an area related to Mechanical Engineering Technology. null 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-113HA: Work-Based Learning I-ACC

This course provides a work-based learning experience with a college-approved employer in an area related to Accounting. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-113HB: Work-Based Learning I-BA

This course provides a work-based learning experience with a college-approved employer in an area related to Business Administration. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-113HL: Work-Based Learning I-SCM

This course provides a work-based learning experience with a college-approved employer in an area related to Supply Chain Management. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-113HM: Work-Based Learning I-MKT

This course provides a work-based learning experience with a college-approved employer in an area related to Marketing. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-113HP: Work-Based Learning I-PM

This course provides a work-based learning experience with a college-approved employer in an area related to Project Management. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-113HR: Work-Based Learning III-HUM

This course provides a work-based learning experience with a college-approved employer in an area related to Human Resources. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-113MA: Work-Based Learning I-MBC

This course provides a work-based learning experience with a college-approved employer in an area related to Medical Billing & Coding. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-113MB: Work-Based Learning I-HA

This course provides a work-based learning experience with a college-approved employer in an area related to Healthcare Admin. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-113MC: Work-Based Learning I-MOP

This course provides a work-based learning experience with a college-approved employer in an area related to Medical Office Professional. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-113MD: Work-Based Learning I-BAS

This course provides a work-based learning experience with a college-approved employer in an area related to Business Analytics. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-113ME: Work-Based Learning I-OL

This course provides a work-based learning experience with a college-approved employer in an area related to Legal Office. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-113MF: Work-Based Learning I-OP

This course provides a work-based learning experience with a college-approved employer in an area related to Office Professional. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-113MH: Work-Based Learning I-CL

This course provides a work-based learning experience with a college-approved employer in an area related to Cloud Infrastructure. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-113MI: Work-Based Learning I-CSC

This course provides a work-based learning experience with a college-approved employer in an area related to Computer Programming. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-113MJ: Work-Based Learning I-CS

This course provides a work-based learning experience with a college-approved employer in an area related to Cyber Security. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-113MK: Work-Based Learning I-DBA

This course provides a work-based learning experience with a college-approved employer in an area related to Data Science. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-113ML: Work-Based Learning I-ISS

This course provides a work-based learning experience with a college-approved employer in an area related to IT Service & Support. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-113MM: Work-Based Learning I-NM

This course provides a work-based learning experience with a college-approved employer in an area related to Network Management. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-115: Work-Based Learning Seminar I

This course description may be written by the individual colleges.

Course Prerequisites: Take One: WBL-111, WBL-112, WBL-113 or WBL-114

Total Credits:1

Class Credits:1

Lab Credits:0

Clinic Credits:0

WBL-115RA: Work-Based Learning Seminar I-HST

This course provides oversight and supervision to students completing WBL-111RA. Students will discuss fieldwork experiences with peers and faculty with emphasis placed on the discussion and application of related coursework to the fieldwork placement. Upon completion, students should be able to demonstrate the knowledge, skills and attitudes required for working in human services settings.

Course Prerequisites: Take One: WBL-111, WBL-112, WBL-113 or WBL-114 Take WBL-111RA or WBL-112RA

Total Credits:1

Class Credits:1

Lab Credits:0

Clinic Credits:0

WBL-115RB: Work-Based Learning Seminar I-GRO

This course provides oversight and supervision to students completing WBL-111RB. Students will discuss fieldwork experiences with peers and faculty with emphasis placed on the discussion and application of related coursework to the fieldwork placement. Upon completion, students should be able to demonstrate the knowledge, skills and attitudes required for working in human services settings.

Course Prerequisites: Take One: WBL-111, WBL-112, WBL-113 or WBL-114 Take WBL-111RB

Total Credits:1

Class Credits:1

Lab Credits:0

Clinic Credits:0

WBL-115RC: Work-Based Learning Seminar I-MHA

This course provides oversight and supervision to students completing WBL-111RC. Students will discuss fieldwork experiences with peers and faculty with emphasis placed on the discussion and application of related coursework to the fieldwork placement. Upon completion, students should be able to demonstrate the knowledge, skills and attitudes required for working in human services settings.

Course Prerequisites: Take One: WBL-111, WBL-112, WBL-113 or WBL-114 Take WBL-111RC

Total Credits:1

Class Credits:1

Lab Credits:0

Clinic Credits:0

WBL-115RD: Work-Based Learning Seminar I-SAB

This course provides oversight and supervision to students completing WBL-111RD. Students will discuss fieldwork experiences with peers and faculty with emphasis placed on the discussion and application of related coursework to the fieldwork placement. Upon completion, students should be able to demonstrate the knowledge, skills and attitudes required for working in human services settings.

Course Prerequisites: Take One: WBL-111, WBL-112, WBL-113 or WBL-114 Take WBL-111RD

Total Credits:1

Class Credits:1

Lab Credits:0

Clinic Credits:0

WBL-120: Career Readiness, Exploration, and Employability

This course is designed to familiarize individuals with fundamental skill sets that are critical for successful employment including locating and using workplace information, conveying professionalism, communicating effectively, promoting teamwork, thinking critically, and providing individuals with career exploration experiences. Topics include career readiness credential preparation, career exploration, and employability skillsets. Upon completion, students should be able to demonstrate the ability to locate and use information, interpret graphic information, apply mathematics to work-related situations, use key employability skills, and match education with careers in business and industry. null null

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

WBL-121: Work-Based Learning II

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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-121DC: Work-Based Learning II-DES

This course provides a work-based learning experience with a college-approved employer in an area related to Interior Design. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-121DE: Work-Based Learning II-EST

This course provides a work-based learning experience with a college-approved employer in an area related to Electrical Systems Technology. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-121DF: Work-Based Learning II-CMT

This course provides a work-based learning experience with a college-approved employer in an area related to Construction Management Technology. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-121DJ: Work-Based Learning II-MET

This course provides a work-based learning experience with a college-approved employer in an area related to Mechanical Engineering Technology. null 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-121DN: Work-Based Learning II-PLU

This course provides a work-based learning experience with a college-approved employer in an area related to Plumbing. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-121HA: Work-Based Learning II-ACC

This course provides a work-based learning experience with a college-approved employer in an area related to Accounting. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-121HD: Work-Based Learning II-BPA

This course provides a work-based learning experience with a college-approved employer in an area related to Baking and Pastry Arts. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-121HL: Work-Based Learning II-SCM

This course provides a work-based learning experience with a college-approved employer in an area related to Supply Chain Management. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-121MA: Work-Based Learning II-MBC

This course provides a work-based learning experience with a college-approved employer in an area related to Medical Billing & Coding. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-121MB: Work-Based Learning II-HA

This course provides a work-based learning experience with a college-approved employer in an area related to Healthcare Admin. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-121MC: Work-Based Learning II-MOP

This course provides a work-based learning experience with a college-approved employer in an area related to Medical Office Professional. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-121MD: Work-Based Learning II-BAS

This course provides a work-based learning experience with a college-approved employer in an area related to Business Analytics. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-121ME: Work-Based Learning II-OL

This course provides a work-based learning experience with a college-approved employer in an area related to Legal Office. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-121MF: Work-Based Learning II-OP

This course provides a work-based learning experience with a college-approved employer in an area related to Office Professional. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-121MH: Work-Based Learning II-CL

This course provides a work-based learning experience with a college-approved employer in an area related to Cloud Infrastructure. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-121MI: Work-Based Learning II-CSC

This course provides a work-based learning experience with a college-approved employer in an area related to Computer Programming. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-121MJ: Work-Based Learning II-CS

This course provides a work-based learning experience with a college-approved employer in an area related to Cyber Security. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-121MK: Work-Based Learning II-DBA

This course provides a work-based learning experience with a college-approved employer in an area related to Data Science. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-121ML: Work-Based Learning II-ISS

This course provides a work-based learning experience with a college-approved employer in an area related to IT-Service & Support. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-121MM: Work-Based Learning II-NM

This course provides a work-based learning experience with a college-approved employer in an area related to Network Management. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-121TA: Work-Based Learning II-AUB

This course provides a work-based learning experience with a college-approved employer in an area related to Collision Repair. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-121TC: Work-Based Learning II-HET

This course provides a work-based learning experience with a college-approved employer in an area related to Heavy Equipment Repair. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-122: Work-Based Learning II

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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-122DJ: Work-Based Learning II-MET

This course provides a work-based learning experience with a college-approved employer in an area related to Mechanical Engineering Technology. null 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-122HE: Work-Based Learning II-CUL

This course provides a work-based learning experience with a college-approved employer in an area related to Culinary Arts. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-122MA: Work-Based Learning II-MBC

This course provides a work-based learning experience with a college-approved employer in Medical Billing and Coding. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-122MB: Work-Based Learning II-HA

This course provides a work-based learning experience with a college-approved employer in an area related to Healthcare Admin. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-122MC: Work-Based Learning II-MOP

This course provides a work-based learning experience with a college-approved employer in an area related to Medical Office Professional. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-122MD: Work-Based Learning II-BAS

This course provides a work-based learning experience with a college-approved employer in an area related to Business Analytics. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-122ME: Work-Based Learning II-OL

This course provides a work-based learning experience with a college-approved employer in an area related to Legal Office. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-122MF: Work-Based Learning II-OP

This course provides a work-based learning experience with a college-approved employer in an area related to Office Professional. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-122MH: Work-Based Learning II-CL

This course provides a work-based learning experience with a college-approved employer in an area related to Cloud Infrastructure. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-122MI: Work-Based Learning II-CSC

This course provides a work-based learning experience with a college-approved employer in an area related to Computer Programming. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-122MJ: Work-Based Learning II-CS

This course provides a work-based learning experience with a college-approved employer in an area related to Cyber Security. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-122MK: Work-Based Learning II-DBA

This course provides a work-based learning experience with a college-approved employer in an area related to Data Science. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-122ML: Work-Based Learning II-ISS

This course provides a work-based learning experience with a college-approved employer in an area related to IT-Service & Support. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-122MM: Work-Based Learning II-NM

This course provides a work-based learning experience with a college-approved employer in an area related to Network Management. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-122TB: Work-Based Learning II-AUT

This course provides a work-based learning experience with a college-approved employer in an area related to Automotive Repair. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-122TC: Work-Based Learning II-HET

This course provides a work-based learning experience with a college-approved employer in an area related to Heavy Equipment Repair. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-123: Work-Based Learning II

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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-123DJ: Work-Based Learning II-MET

This course provides a work-based learning experience with a college-approved employer in an area related to Mechanical Engineering Technology. null 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-123MD: Work-Based Learning II-BAS

This course provides a work-based learning experience with a college-approved employer in an area related to Business Analytics. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-123MH: Work-Based Learning II-CL

This course provides a work-based learning experience with a college-approved employer in an area related to Cloud Infrastructure. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-123MJ: Work-Based Learning II-CS

This course provides a work-based learning experience with a college-approved employer in an area related to Cyber Security. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-123ML: Work-Based Learning II-ISS

This course provides a work-based learning experience with a college-approved employer in an area related to IT- Service & Support. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-123MM: Work-Based Learning II-NM

This course provides a work-based learning experience with a college-approved employer in an area related to Network Management. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-131: Work-Based Learning III

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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-131MA: Work-Based Learning III-MBC

This course provides a work-based learning experience with a college-approved employer in an area related to Medical Billing & Coding. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-131MB: Work-Based Learning III-HA

This course provides a work-based learning experience with a college-approved employer in an area related to Healthcare Admin. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-131MC: Work-Based Learning III-MOP

This course provides a work-based learning experience with a college-approved employer in an area related to Medical Office Professional. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-131MD: Work-Based Learning III-BAS

This course provides a work-based learning experience with a college-approved employer in an area related to Business Analytics. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-131ME: Work-Based Learning III-OL

This course provides a work-based learning experience with a college-approved employer in an area related to Legal Office. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-131MF: Work-Based Learning III-OP

This course provides a work-based learning experience with a college-approved employer in an area related to Office Professional. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-131MH: Work-Based Learning III-CL

This course provides a work-based learning experience with a college-approved employer in an area related to Cloud Infrastructure. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-131MI: Work-Based Learning III-CSC

This course provides a work-based learning experience with a college-approved employer in an area related to Computer Programming. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-131MJ: Work-Based Learning III-CS

This course provides a work-based learning experience with a college-approved employer in an area related to Cyber Security. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-131MK: Work-Based Learning III-DBA

This course provides a work-based learning experience with a college-approved employer in an area related to Data Science. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-131ML: Work-Based Learning III-ISS

This course provides a work-based learning experience with a college-approved employer in an area related to IT Service & Support. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-131MM: Work-Based Learning III-NM

This course provides a work-based learning experience with a college-approved employer in an area related to Network Management. 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.

Total Credits:1

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-132: Work-Based Learning III

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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-132HD: Work-Based Learning III-BPA

This course provides a work-based learning experience with a college-approved employer in an area related to Baking and Pastry Arts. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-132MH: Work-Based Learning III-CL

This course provides a work-based learning experience with a college-approved employer in an area related to Cloud Infrastructure. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-132MJ: Work-Based Learning III-CS

This course provides a work-based learning experience with a college-approved employer in an area related to Cyber Security. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-132ML: Work-Based Learning III-ISS

This course provides a work-based learning experience with a college-approved employer in an area related to IT Service & Support. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-132MM: Work-Based Learning III-NM

This course provides a work-based learning experience with a college-approved employer in an area related to Network Management. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-133: Work-Based Learning III

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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-133MH: Work-Based Learning III-CL

This course provides a work-based learning experience with a college-approved employer in an area related to Cloud Infrastructure. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-133MJ: Work-Based Learning III-CS

This course provides a work-based learning experience with a college-approved employer in an area related to Cyber Security. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-133ML: Work-Based Learning III-ISS

This course provides a work-based learning experience with a college-approved employer in an area related to IT Service & Support. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-133MM: Work-Based Learning III-NM Work-Based Learning III-NM

This course provides a work-based learning experience with a college-approved employer in an area related to Network Management. 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.

Total Credits:3

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-212: Work-Based Learning IV

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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-212TA: Work-Based Learning IV-AUB

This course provides a work-based learning experience with a college-approved employer in an area related to Collision Repair. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-212TB: Work-Based Learning IV-AUT

This course provides a work-based learning experience with a college-approved employer in an area related to Automotive Repair. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-212TC: Work-Based Learning IV-HET

This course provides a work-based learning experience with a college-approved employer in an area related to Heavy Equipment Repair. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-222: Work-Based Learning V

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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-222TA: Work-Based Learning V-AUB

This course provides a work-based learning experience with a college-approved employer in an area related to Collision Repair. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-222TB: Work-Based Learning V-AUT

This course provides a work-based learning experience with a college-approved employer in an area related to Automotive Repair. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WBL-222TC: Work-Based Learning V-HET

This course provides a work-based learning experience with a college-approved employer in an area related to Heavy Equipment Repair. 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.

Total Credits:2

Class Credits:0

Lab Credits:0

Clinic Credits:0

WEB-110: Web Development Fundamentals

This course introduces World Wide Web Consortium (W3C) standard markup language. Topics include creating web pages, responsive design, file transfer, deployment, accessibility, and other related W3C topics. Upon completion, students should be able to deploy a hand-coded website created using the HyperText Markup Language (HTML) and Cascading Style Sheet (CSS) standards. Topics include HTML, XHMTL.

Course Prerequisites: Take ENG-002, ENG-025 or ENG-111 Take MAT-003, MAT-025, MAT-035 or MAT-110

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

WEB-115: Web Markup and Scripting

This course introduces Worldwide Web Consortium (W3C) Internet programming using JavaScript. Topics include basic syntax, object-oriented programming, functions, variables, events, arrays, validation, accessibility, and web standards. Upon completion, students should be able to write, debug, maintain well-formed and well documented interactive web content using JavaScript code. Students will also be exposed to industry standard development tools and practices with these technologies.

Course Prerequisites: Take WEB-110 or CTI-110

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

WEB-125: Responsive Web Frameworks

This course introduces students to responsive web frameworks. Topics include planning effective responsive websites, industry standard Markup Language, Cascading Style Sheets (CSS), testing, and web publishing. Upon completion, students should be able to plan, develop, test, and publish responsive web content.

Course Prerequisites: Take WEB-115

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

WEB-140: Web Development Tools

This course provides an introduction to web development tools.Topics include creating websites using web development tools and web standards. Upon completion, students should be able to create small web sites and upload files to a web server.

Course Prerequisites: Take ENG-002, ENG-025 or ENG-111 Take MAT-003 or MAT-025 or MAT-035 or MAT-110

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

WEB-180: Active Server Pages

This course introduces active server programming. Topics include HTML forms processing and other issues related to developing active web applications. Upon completion, students should be able to create and maintain a dynamic website. Current trends in ASP, to include ASP.Net will be taught.

Course Prerequisites: Take CIS-115

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

WEB-182: PHP Programming

This course introduces students to the server-side, HTML-embedded scripting language PHP. Emphasis is placed on programming techniques required to create dynamic web

pages using PHP scripting language features. Upon completion, students should be able to design, code, test, debug, and create a dynamic web site using the PHP scripting language.

Course Prerequisites: Take WEB-110 or CTI-110

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

WEB-210: Web Design

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. Students will develop a working knowledge of using CSS and employing within a website.

Course Prerequisites: Take WEB-140

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

WEB-213: Internet Marketing and Analytics

This course introduces students to Search Engine Optimization (SEO), Search Engine Marketing (SEM)and web analytics. Topics include Search Engine Optimization (SEO), Pay Per Click advertising (PPC), Search Engine Marketing (SEM), web analytics, eye-tracking software and email marketing. Upon completion, students should be able to set up,

monitor and maintain SEO optimized websites; and develop strategies for online marketing and advertising plans.

Course Prerequisites: Take WEB-140

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

WEB-214: Social Media

This course introduces students to social media for organizations. Topics include social media, marketing strategy, brand presence, blogging, social media analytics and technical writing. Upon completion, students should be able to utilize popular social media platforms as part of a marketing strategy, and work with social media analytics tools.

Course Prerequisites: Take ENG-111

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

WEB-215: Advanced Markup and Scripting

This course covers the advanced programming skills required to design Internet applications and interactive web content.Emphasis is placed on the programming techniques required to develop Internet applications, interactive web content, frameworks, and using libraries. Upon completion, students should be able to design, code, debug, and document Internet-based programming solutions to various real-world problems.

Course Prerequisites: Take WEB-115 Take WEB-125

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

WEB-225: Content Management Systems

This course introduces students to Content Management Systems (CMS) designed for the publication of Web content to Web sites. Topics include individual user accounts, administration menus, RSS-feeds, customizable layout, flexible account privileges, logging, blogging systems, creating online forums, and modules. Upon completion, students should be able to register and maintain individual user accounts and create a business website and/or an interactive community website.

Course Prerequisites: Take WEB-140

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

WEB-250: Database Driven Websites

This course introduces dynamic (database-driven) website development. Topics include the use of basic database CRUD statements (create, read, update and delete) incorporated into web applications, as well as in software architecture principles. Upon completion, students should be able to design and develop database driven web applications according to industry standards.

Course Prerequisites: Take WEB-110 and DBA-120

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

WEB-260: E-Commerce Programming

This course introduces the concepts and tools to implement electronic commerce via the Internet. Topics include application and server software selection, securing transactions, use and verification of credit cards, publishing of catalogs, documentation, and site administration. Upon completion, students should be able to setup a working e-commerce Internet web site.

Course Prerequisites: Take WEB-250

Total Credits:3

Class Credits:2

Lab Credits:3

Clinic Credits:0

WEB-287: Web E-Portfolio

This course covers the creation and organization of a web-based e-portfolio that includes a resume, references, and comprehensive academic and work samples. Emphasis is placed on creating an e-portfolio with solid design and demonstrable content, the production of a resume and self-promotional materials, and interview techniques. Upon completion, students should be able to present their own domain with included professional e-portfolio elements of resume, sample work, and related self-promotional materials.

Course Prerequisites: Take WEB-210 and WEB-125

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

WEB-289: Web Development Capstone Project

This course provides an opportunity to complete a significant Web technologies project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, students should be able to complete an Internet project from the definition phase through implementation.

Total Credits:3

Class Credits:1

Lab Credits:4

Clinic Credits:0

WLD-110: Cutting Processes

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.

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

WLD-112: Basic Welding Processes

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.

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

WLD-115: SMAW (Stick) Plate

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.

Course Prerequisites: Take WLD-110

Total Credits:5

Class Credits:2

Lab Credits:9

Clinic Credits:0

WLD-116: SMAW (stick) Plate/Pipe

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.

Course Prerequisites: Take WLD-110 and WLD-141 Take WLD-115

Total Credits:4

Class Credits:1

Lab Credits:9

Clinic Credits:0

WLD-121: GMAW (MIG) FCAW/Plate

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment set up and fillet and groove welds with emphasis on the application of proper GMAW and FCAW consumables on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed filler materials in the flat, horizontal, and overhead positions.

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

WLD-122: GMAW (MIG) Plate/Pipe

This course is designed to enhance skills with the gas metal arc (MIG) welding process. Emphasis is placed on advancing skills with the GMAW process making groove welds on carbon steel plate and pipe in various positions. Upon completion, students should be able to perform groove welds with prescribed electrodes on various joint geometry.

Course Prerequisites: Take WLD-110, WLD-115, and WLD-141 Take WLD-121

Total Credits:3

Class Credits:1

Lab Credits:6

Clinic Credits:0

WLD-131: GTAW (TIG) Plate

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.

Course Prerequisites: Take WLD-110 WLD-115 WLD-121 and WLD-141

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

WLD-132: GTAW (TIG) Plate/Pipe

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. Orbital welding fundamentals will be introduced during this course.

Course Prerequisites: Take WLD-131 Take WLD-110

Total Credits:3

Class Credits:1

Lab Credits:6

Clinic Credits:0

WLD-141: Symbols and Specifications

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.

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

WLD-143: Welding Metallurgy

This course introduces the concepts of welding metallurgy. Emphasis is placed on basic metallurgy, effects of welding on various metals, and metal classification and identification. Upon completion, students should be able to understand basic metallurgy, materials designation, and classification systems used in welding.

Total Credits:2

Class Credits:1

Lab Credits:2

Clinic Credits:0

WLD-151: Fabrication I

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.

Course Prerequisites: Take WLD-115 WLD-141 WLD-110 and WLD-121

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0

WLD-215: SMAW (stick) Pipe

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.

Course Prerequisites: Take WLD-110 and WLD-116 Take One: WLD-115 or WLD-116

Total Credits:4

Class Credits:1

Lab Credits:9

Clinic Credits:0

WLD-231: GTAW (TIG) Pipe

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.

Course Prerequisites: Take WLD-132 Take WLD-110

Total Credits:3

Class Credits:1

Lab Credits:6

Clinic Credits:0

WLD-261: Certification Practices

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.

Course Prerequisites: Take All: WLD-115, WLD-121, and WLD-131

Total Credits:2

Class Credits:1

Lab Credits:3

Clinic Credits:0

WLD-262: Inspection & Testing

This course introduces destructive and non-destructive testing methods. Emphasis is placed on safety, types and methods of testing, and the use of testing equipment and materials. Upon completion, students should be able to understand and/or perform a variety of destructive and non-destructive testing processes.

Course Prerequisites: Take WLD-110, WLD-141, WLD-115 and WLD-121

Total Credits:3

Class Credits:2

Lab Credits:2

Clinic Credits:0

WLD-265: Automated Welding/Cutting

This course introduces automated welding equipment and processes. Topics include setup, programming, and operation of automated welding and cutting equipment. Upon completion, students should be able to set up, program, and operate automated welding and cutting equipment.

Course Prerequisites: Take All: WLD-110 and WLD-121

Total Credits:4

Class Credits:2

Lab Credits:6

Clinic Credits:0



Campuses and Centers

Courses are offered at Wake Tech locations throughout Wake County.

All college policies – academic, student services and administrative – apply to all students, regardless of campus and center locations or mode of instructional delivery, unless expressly defined by the college.

Southern Wake Campus
9101 Fayetteville Road
Raleigh, NC 27603
919-866-5000

The 139-acre Southern Wake Campus is where the college first opened its doors in 1963. It offers Associate in Arts, Associate in Science and Associate in Engineering degrees for university transfer, as well as Associate in Applied Science degrees in construction and skilled technologies, business and public services technologies and information technology. The campus also offers short-term, non-degree courses for workforce licensures and certifications. It is home to college administration, including the President's Office and the Wake Tech Foundation. It houses a gymnasium and specialized training labs for culinary arts, cosmetology, heavy equipment and skilled trades.

Scott Northern Wake Campus
6600 Louisburg Road
Raleigh, NC 27616
919-866-5000

The 125-acre Scott Northern Wake Campus offers Associate in Arts, Associate in Science and Associate in Fine Arts degrees for university transfer. It also includes programs in automotive, baking, business, information technology and skilled trades, as well as a

variety of short-term, non-degree courses for workforce licensures and certifications. It is home to the Hendrick Center for Automotive Excellence, a state-of-the-art STEM lab, a Lecture and Performance Hall and a gymnasium. It also houses classes for students in the Wake Early College of Health and Sciences. Scott Northern Wake Campus has the distinction of being the first college campus in the nation to have all buildings LEED© certified by the U.S. Green Building Council.

RTP Campus
10908 Chapel Hill Road
Morrisville, NC 27560
919-866-5000

The RTP Campus is a next-generation learning environment dedicated to the needs of individuals and corporations in Western Wake County and Research Triangle Park. It offers Associate in Arts and Associate in Science degrees for university transfer and a robust array of Associate in Applied Science degrees in information technology and biotechnology. The RTP Campus is home to the Lilly Center for Science and Technology; RTP Bio, a collaboration with Durham Tech; and the Wake Early College of Information and Biotechnologies, a partnership with the Wake County Public School System. This campus also offers short-term, non-degree courses for workforce licensures and certifications, including BioWork.

Eastern Wake Campus
5401 Rolesville Road
Wendell, NC 27591
919-866-5000

Wake Tech's newest site offers university transfer degrees and specialized programs in engineering, public safety and aviation. Future programs include biotechnology, additive manufacturing, mechatronics, robotics and automation.

Western Wake Campus
Millpond Village
3434 Kildaire Farm Road
Cary, NC 27518
919-335-1000

The Western Wake Campus offers the Associate in Arts degree for university transfer. It is home to Wake Tech's Entrepreneurship & Small Business Center, providing seminars, workshops and other resources for entrepreneurs and small-business owners. This

campus also offers short-term, non-degree courses for workforce licensures and certifications.

Perry Health Sciences Campus
2901 Holston Lane
Raleigh, NC 27610
919-747-0400

Wake Tech's Perry Health Sciences Campus, adjacent to WakeMed, prepares students for careers in nursing, radiography, dental hygiene, emergency medical science and other high-demand health care professions. Wake Tech partners with WakeMed and other local health care institutions to provide hands-on clinical training and work-based learning experiences. The campus features a state-of-the-art nursing simulation suite, a dental hygiene clinic and an EMS ambulance bay. It is also home to the Wake Early College of Health and Sciences, a partnership with the Wake County Public School System.

Public Safety Education Campus
321 Chapanoke Road
Raleigh, NC 27603
919-866-7986

Wake Tech's Public Safety Education Campus is a CALEA® Accredited Training Academy offering a state-of-the-art forensics lab, an incident command center, simulation and defensive tactics rooms and a mock courtroom and jail. The campus offers Associate in Applied Science degrees in Criminal Justice and Public Safety Administration, plus Basic Law Enforcement Training and in-service training for law enforcement and corrections officers, fire and rescue personnel, EMS technicians and State Bureau of Investigations and U.S. Department of Homeland Security personnel. This campus also offers short-term, non-degree courses for workforce licensures and certifications.

Beltline Education Center
3200 Bush St.
Raleigh, NC 27609
919-866-5421

The Beltline Education Center is the hub of operations for Wake Tech's non-degree Workforce Development Division. It houses Wake Tech's College & Career Readiness programs: High School Equivalency Preparation (HSEP), Adult High School (AHS), English as a Second Language (ESL) and Adult Basic Education (ABE). It is home to the WakeWorks® Apprenticeship Center and the WakeWorks® Mechatronics and Robotics Lab.

A School of Cosmetology offers a streamlined non-degree alternative for cosmetology training and certification and an on-site salon staffed by students and open to the public.

Wake Early College of Health and Sciences
2901 Holston Lane
Raleigh, NC 27610
919-212-5800

Wake Early College of Health and Sciences is a partnership with the Wake County Public School System. It offers students the opportunity to earn a high school diploma while pursuing an associate degree. Students take rigorous honors classes for two years on the Perry Health Sciences Campus and then take their remaining classes on the Scott Northern Wake Campus.

Wake Early College of Information and Biotechnologies
10908 Chapel Hill Road
Morrisville, NC 27560
919-335-1350

Wake Early College of Information and Biotechnologies is a partnership with the Wake County Public School System. It offers students the opportunity to earn a high school diploma while pursuing an associate degree. The high school is located in the Lilly Science and Technology Center on the RTP Campus and focuses on four program areas: Network Management, Computer Programming, Cybersecurity and Biotechnology.

Vernon Malone College and Career Academy
2200 S. Wilmington St.
Raleigh, NC 27603
919-856-8119

Vernon Malone College and Career Academy is a Career and Technical Education (CTE) High School – a collaboration between Wake Tech, the Wake County Public School System and Wake County Government. The academy provides a strong academic foundation and training in six career programs: Biopharmaceutical Technology, Cosmetology, Facility Maintenance Technology, Nurse Aide, Simulation & Game Development and Welding Technology. Students complete the requirements for high school graduation while earning college credits that can be applied toward an associate degree, diploma or certificate at Wake Tech.

North Wake College and Career Academy
931 Durham Road

Wake Forest, NC 27587
919-694-8650

The North Wake College and Career Academy is a Career and Technical Education (CTE) High School – a collaboration between Wake Tech, the Wake County Public School System and Wake County Government. The academy provides a strong academic foundation and education and training in five career programs: Business Administration, Culinary Arts, Early Childhood Education, Emergency Medical Science and Information Technology - Tech Support. Students complete the requirements for high school graduation while earning college credits that can be applied toward an associate degree, diploma or certificate at Wake Tech.

BioNetwork Capstone Center
NC State University
850 Oval Drive
Raleigh, NC 27695
919-515-0232

Wake Tech provides hands-on training in a simulated biomanufacturing facility with state-of-the-art classrooms, industrial grade equipment laboratories and a certified cleanroom suite. Courses taught by industry experts focus on biomanufacturing skills sets, including good manufacturing practices (GMP), aseptic manufacturing, operations in biotechnology processes, industrial microbiology, good laboratory practices (GLP), HPLC and validation. The BioNetwork Capstone Center is part of the statewide BioNetwork program.

College Services Contact Information

Service

Phone

Calendars/deadlines

919-866-5500

Admissions

919-866-5000

Advising

919-866-5000

College Police

919-866-5911 (emergency)
919-866-5943 (non-emergency)

College & Career Readiness
(ESL, high school equivalency, etc.)

919-866-5280 or 919-334-1500

Workforce Development
(non-credit programs)

919-866-5800

Credit programs

919-866-5000

Online learning

919-866-5618

Career Services

919-866-5695

Wake Tech Foundation

919-866-5924

ITS support
(email, Self-Service, portal, etc.)

919-866-7000

Southern Wake Campus

Service

Location

Phone

Admissions

Building L, Room 121

919-866-5420

Advising

Building L, Room 121

919-866-5474

College Police

Building A, Room 148

919-866-5911 (emergency)
919-866-5943 (non emergency)

Career Services

Building A, Suite 150

919-866-5695

Cashier's Office

Building M, first floor

919-866-5900

College bookstore

Building K

919-341-5560

Open computer labs
(student ID required)

Building J, Room 124
(Additional computer resources available in library)

919-866-5119

Workforce Development
(non-credit registration)

Building L

919-866-5800

Work-Based Learning

Building A, Room 108C

919-866-5693

Disability Support Services

Building A, Room 124

919-866-5670

Financial Aid

Building L, Room 15

919-866-5417

Tutoring and Learning Center (TLC)
(reading, writing, math, science, foreign languages, computer skills and study skills tutoring)

Building J
(student ID required)

919-866-5276

Library
(computers available)

Building D
(student ID required)

919-866-5644

Photo IDs and
parking decals

Building A, Room 102

919-866-5943

Registration and Student Records

Building L, Room 254

919-866-5700

Student Government Association
Student Activities

Building L, Room 128

919-866-5407

Veterans Services

Building L, Room 143

919-866-5417

Scott Northern Wake Campus

Service

Location

Phone

Admissions

Building B, Room 225

919-532-5502

Advising

Building B, Room 239

919-532-5502

College Police

Building B, Room 234

919-866-5911 (emergency)
919-866-5943 (non emergency)

Career Services

Building B, Room 137B

919-866-5695

Cashier's Office

Building C, Room 236D

919-532-5507

College bookstore

Building B, Room 225

919-341-7525

Open computer labs
(student ID required)

Building B, Room 216
(Additional computer resources available in library)

919-532-5584

Workforce Development
(non-credit registration)

Building C, Lobby and Room 315

919-532-5502

eLearning Testing Center

Building E, Room 250

919-532-5830

Disability Support Services

Building A, Room 218D

919-532-5505

Financial Aid

Building C, Room 218

919-532-5504

Tutoring and Learning Center (TLC)
(reading, writing, math, science, foreign languages, computer and study skills tutoring)

Building B, Room 213
(student ID required)

919-532-5548

Library
(computers available)

Building B, Room 239
(student ID required)

919-532-5550

Photo IDs and
parking decals

Building D, Room 103

919-866-5943

Registration and Student Records

Building B, Room 216

919-532-5574

Student Government Association
Student Activities

Building B, Room 156

919-532-5654

Veterans Services

Building C, Room 217

919-866-5099

Online classes

Building B, Room 417

919-532-5581

RTP Campus

Service

Location

Phone

Admissions

Building 1, Room 105

919-866-5416

Advising

Building 1, Room 105

919-335-1212

College Police

Building 1, Room 109

919-866-5911 (emergency)
919-866-5943 (non emergency)

Career Services

Building 1, Room 103

919-335-1333

Cashier's Office

Building 1, Room 113

919-335-1200

College bookstore

919-341-5560

Open computer labs
(student ID required)

Building 1, Room 131
(Additional computer resources available in library)

919-866-5119

Disability Support Services

Building 1, Room 211

919-866-5665

Financial Aid

Building 1, Room 105

919-335-1245

Tutoring and Learning Center (TLC)
(reading, writing, math, science and study skills tutoring)

Building 1, Room 209
(student ID required)

919-866-6880

Library
(computers available)

Building 1, Room 206
(student ID required)

919-335-1270

Photo IDs and
parking decals

Building 1, Room 109

919-866-5943

Registration and Student Records

Building 1, Room105

919-335-1400

Student Activities

Building 1, Room 105

919-335-1400

Veterans Services

Building 1, Room 326S
First and third Tuesdays
9 a.m.-1 p.m.

919-866-5099

eLearning Testing Center

Building 2, Room 103

919-335-1231

Wake Tech East

Service

Location

Phone

Admissions

Building C, Room 136

919-866-5420

Advising

Building C, Room 136

919-866-5474

Care Center

Building C, Room 135

919-866-6111

Career Services

Building C, Room 142

919-866-6526

Cashier's Office

Building C, Room 138

919-866-5460

College bookstore

919-341-5560

College Police

Building C, Room 134

919-866-5911 (emergency)
919-866-6537 (non emergency)

Disability Support Services

Building C, Room 136

919-747-0045

Financial Aid

Building C, Room 136D

919-866-5484

ITS Helpdesk

Building C, Room 116

919-866-7000

Library
(computers available)

Building C, Room 270
(student ID required)

919-866-6538

Lost and Found

Building C, Room 136

919-866-6506

Photo IDs and
parking decals

Building C, Room 132

919-866-5943

Testing Center

Building C, Room 137

The Nest Food Pantry

Building C, Room 135

919-866-6111

Tutoring and Learning Center (TLC)
(reading, writing, math, science, foreign languages, computer skills and study skills tutoring)

Building C, Room 273A
(student ID required)

919-866-7575

Veterans Services

Building C, Room 136

919-866-6517

Wellness Services

Building C, Room 135E

919-866-6511

Perry Health Sciences Campus

Service

Location

Phone

Advising and Admissions

Building B, Room 225

919-866-5420

Career Services

Building A, Room 347

919-866-6160

Cashier's Office

Building A, Room 131

919-747-0010

College bookstore

Building A, Room 2

919-341-6848

College Police

Building A, Room 135

919-866-5911 (emergency)
919-866-5943 (non emergency)

Open computer labs
(student ID required)

Building E, Room 14
(Additional computer resources available in library)

919-747-0042

Disability Support Services

Building A, Room 111

919-334-1510

eLearning Testing Center

Building B, Room 428

919-747-0100

Financial Aid

Building A, Room 104

919-747-0047

Library
(computers available)

Building C, Room 123
(student ID required)

919-747-0002

Photo IDs and
parking decals

Building D, Room 303/304

919-866-5943

Registration and Student Records

Building A, Room 102
(limited services)

919-747-0402

Student Government Association
Student Activities

Building A, Room 157

919-747-0092

Tutoring and Learning Center (TLC)
(reading, writing, math, science and study skills tutoring)

Building E
(student ID required)

919-747-0233

Workforce Continuing Education
(non-credit registration)

Building D, Room 312

919-747-0077

Western Wake Campus

Service

Location

Phone

Admissions/Advising/Student Success Counseling

Room 255

919-335-1059

College Police

Room 135

919-866-5911 (emergency)
919-866-5943 (non emergency)

Career Services

Suite 255, Office A

919-866-5695

Cashier's Office

Room 100A

919-335-1049

Financial Aid

Room 255

919-335-1040

Tutoring and Learning Center (TLC)
(reading, writing, math, science and study skills tutoring)

Suite 200
(student ID required)

919-335-1028

Library
(computers available)

Suite 200
(student ID required)

919-335-1029

Photo IDs and
parking decals

Room 254

919-335-1045

Open computer labs
(student ID required)

Room 254
(Additional computer resources available in library)

919-335-1045

Workforce Development
(non-credit registration)

Suites 100 and 200

919-335-1000
919-335-1001

Entrepreneurship & Small Business Center

Suite 200

919-335-1019

Public Safety Education Campus

Service

Location

Phone

Admissions/Advising/Student Success Counseling

Room 1716
Wednesday and Thursday,
8 a.m.-5 p.m.

919-866-5468

College Police

Room 1428

919-866-5911 (emergency)
919-866-5943 (non emergency)

Cashier's Office

Room 1718

919-866-6108

Disability Support Services

Room 1714

919-866-5670

Financial Aid

Room 1714
Monday, 1-3 p.m.

919-866-6137

Tutoring and Learning Center (TLC)
(reading, writing, math, science and study skills tutoring)

Room 1611
(student ID required)

919-866-6123

Library
(computers available)

Room 1615
Monday-Friday, 9 a.m.-3 p.m.
(student ID required)

919-866-6107

Photo IDs and
parking decals

Front desk
Monday-Friday, 8 a.m.-4:30 p.m.

919-866-6100

\Information.subject.to.change

All Wake Tech policies – academic, student services and administrative – apply to all students, regardless of campus and center locations or mode of instructional delivery, unless expressly defined by the college.



The Wake Tech Catalog is available in PDF format. You will need the latest version of Adobe Acrobat Reader to view and print the catalog.

YEAR

VOLUME

2024 - 2025

Catalog, Vol. 46

2023 - 2024

Catalog, Vol. 45

2022 - 2023

Catalog, Vol. 44

2021 - 2022

Catalog, Vol. 43

2020 - 2021

Catalog, Vol. 42

2019 - 2020

Catalog, Vol. 41

2018 - 2019

Catalog Vol. 40

2017 - 2018

Catalog Vol. 39

2016 - 2017

Catalog Vol. 38.1

2016 - 2017

Catalog Vol. 38

2015 - 2016

Catalog Vol. 37.1

2015 - 2016

Catalog Vol. 37

2014 - 2015

Catalog Vol. 36

2013 - 2014

Catalog Vol. 35

2012 - 2013

Catalog Vol. 34

If you have academic program questions for catalogs prior to 2012-2013, email registrar@waketech.edu. Additional hard copies of past catalogs are available to the public in the reserved archives section of the Stephen C. Scott Northern Wake Campus Library.



About the Foundation

Absences for Religious Observances

Academic Advising

Academic Foundations Courses

Academic Integrity Policy

Academic Recognition

Academic Standing

Acceptable Use Policy

Accreditation

Add, Audit and Withdrawal Policies

Adult Basic Education

Adult High School Diploma

Advanced Placement (AP) Credit

Allied Health and Nursing Training

Alumni

Athletics

Attendance Policy for Degree Courses

Attorney Involvement in Proceedings

Biotechnology Workforce Training

Bookstore

Campus Use by Students

Campuses and Centers

Care Center

Career Services

Cellphones

Changes in Student Data for Curriculum Students (name, address, email)

Changes to Curriculum, Fees and Other College Policies

Clubs and Organizations

College & Career Readiness Programs

College Goals

College ID

College Level Examination Program (CLEP) Credit

College Police and Safety

College Services Contact Information

College Vision

Conducting Surveys

Contact Admissions

Contact Registration and Records

Continuing Education Units (CEUs)

Copyright Infringement and Intellectual Property

Core Values

Course Registration

Credit for Courses

Curriculum Programs of Study

DANTES Standardized Subject Tests

Degree Program Class Schedules

Degree Program Registration Dates

Department and Special Course Challenge Exams

Disability Discrimination

Disability Support Services (DSS)

Drug and Alcohol Policy

Emergency Closings

Emergency Exit Procedures

English as a Foreign Language (EFL) Students

English as a Second Language (ESL)

Enrollment Requirements

Enrollment Status

Enrollment Verification for Military and Veteran Students

Equal Access

Federal and State Grant Programs

Final Student Conduct Appeals Process

Financial Aid Application

Financial Aid for Students with Disabilities

Financial Aid for Transfer Students

Financial Aid Mission

Food and Drink

Foreign Language Placement Testing

General Education Competencies

Generative Artificial Intelligence

Grade Appeal Policy

Grade Forgiveness

Grade Posting by Faculty

Grade Requirements to Graduate

Grades

Graduation

High School Articulation Agreement

High School Equivalency Preparation (HSEP)

High School Equivalency Program (HEP)

Housing

Institutional Research

International Baccalaureate (IB) Credit

International Students

Joint Services Transcript (JST)

Learning Management System Records Retention Schedule

Library Services

Limited-Enrollment Programs

Lost and Found

Media Coverage of College Activities

Merit- and Need-based Scholarships

Military and Veterans Services

Mission Statement

Non-degree Admissions and Registration

Non-degree Class Locations

Non-degree Course Descriptions

Non-degree Grading Policy

Non-degree Registration, Testing and Other Fees

Non-degree Transfer Policy

Non-degree Withdrawals and Refunds

Nondiscrimination Policy

Occupational Programs

Occupational Services

Off-campus Instructional Sites and Distance Education

Online Learning

Online, Hybrid and Blended Courses

Open-Door Policy

Other Complaints

Pathfinder Career Exploration

Performance Measures

Pets on Campus

Placement Testing

Prerequisites

Prior Learning

Program Approvals

Program of Study Changes

Program Placement Requirements

Programs and Services

Prohibition Against Misrepresentation

Public Safety Training

Publications Policy

Readmitted Students

Refund Policy

Remote Proctoring Policy

Repeating a Course

Residency Classification

Return of Title IV Funds Calculation

Satisfactory Academic Progress

Satisfactory Academic Progress for Financial Aid Recipients

Security of Student Records (FERPA)

Sex Crimes Prevention Act

Skateboarding/Rollerblading/Scooters

Skilled Trades Training

Smoking/Use of Tobacco Products

Solicitation Policy (Campus Presentations and Material Distribution)

Special Notes About Degree Programs

Steps to Enrollment

Student Centers

Student Code of Conduct

Student Conduct Expectations

Student Disability Discrimination Complaint

Student Dress and Hygiene

Student Email Accounts

Student Email Policy

Student Government Association

Student Insurance and Accidents

Student Loan Programs

Student Responsibilities Regarding Financial Aid

Student Rights and Responsibilities

Submitting Transcripts

Threat Assessment and Violence Prevention

Title IX Policy (Sexual Discrimination, Harassment and Misconduct)

Traffic Rules and Regulations

Transcript Requests

Transfer Credits

Transportation

Transportation Trades Training

Tuition and Fees

Tutoring and Learning Centers (TLC)

Unmanned Aircraft Systems

Vaccination Policy

Visitors and Children on Campus

Wake Tech History

Work-Based Learning

Workforce Development Mission

Workforce Training