

# Fayetteville Technical Community College ACADEMIC ADVISOR'S HANDBOOK

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# FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

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## ***VII-1 Introduction***

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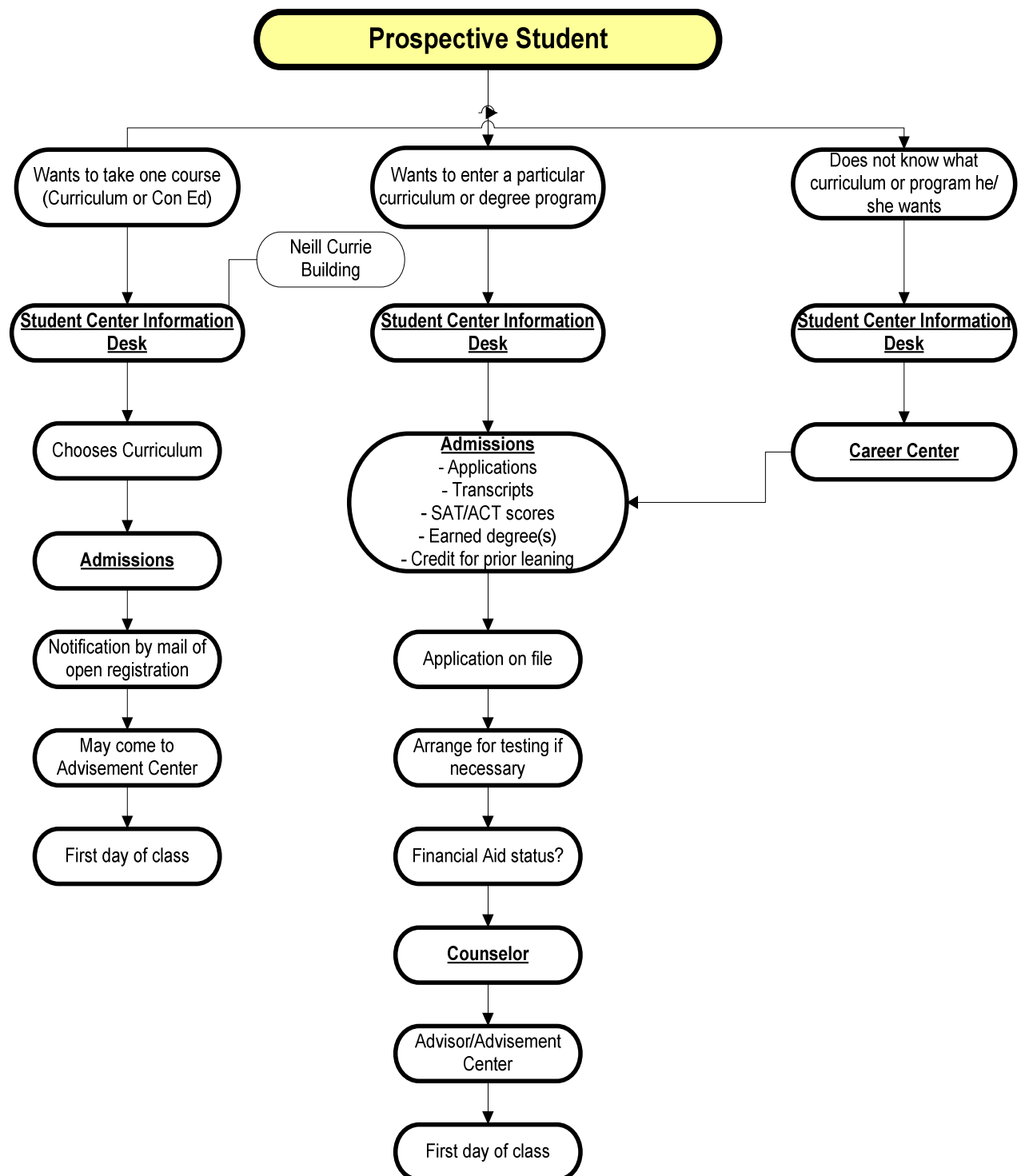
This **Academic Advisor's Handbook** has been designed to assist you in your role as an advisor. Although everyone at FTCC will, at one time or another, give students advice, formal advisement of assigned advisees is a faculty responsibility. Students in your classes, those you meet in the halls, former students, as well as those formally assigned to you will look to you for guidance on a wide variety of matters. By approaching your advising role with the same vigor, enthusiasm, and dedication you have for the classroom, students will greatly benefit.

Knowing every detail about our academic community here at FTCC would be next to impossible. You do not have to know *all* the answers to be an excellent advisor. There *are some* basic things you will need to know; however, there are many people on campus to assist you. Please do not hesitate to ask for information from your dean, from a counselor, from someone in the registrar's office, etc. A telephone referral list is included in **The Academic Advisor's Handbook**. One of the worst things advisors can do is to allow advisees to base their academic and career plans on incorrect information. If in advising a student you find yourself without an answer, pick up the phone and call someone who can help! (See VII-5.6: Referral Listings.)

**The Academic Advisor's Handbook** is the result of months of research, faculty and staff review, analysis of academic advising survey data, and numerous drafts. As you work as an advisor and use this handbook, please communicate suggested changes or improvements directly to your Dean. Our collective commitment to continuous improvement will benefit us all

## VII-1.1 Pathways to Becoming a Student

Your advisees have undergone a lengthy set of procedures to become students at FTCC. The chart below is designed to give an overview of their experience.



## **VII- 1.2**      What You Should Know About FTCC Curriculum Students

Student Profile from **2006-2007** Statistics:

Profile by Sex:	
Female	69%
Male	31%

Profile by Race:	
White	42%
African American	42%
Hispanic	7%
Other	5%
Native American	2%
Asian	2%

Profile by Age:	
Less than 18 years	5%
18 – 24 years	35%
25 – 44 years	49%
45 – 64 years	10%
Over 65 years	1%

Employment Status:	
Full-Time	36%
Not Employed	43%
Part-Time	21%

Enrollment Status:	
Associate Programs (% of annual unduplicated headcount)	67%
Transfer Programs (% of annual unduplicated headcount)	27%
Diploma Programs (% of annual unduplicated headcount)	5%
Certificate Programs (% of annual unduplicated headcount)	1%
Percent of college transfer students with a GPA of $\geq 2.0$ After two semesters at a UNC institution	86%
NC Residents	85%
Non-Traditional (out of High School at least one year)	93.6%
Financial Aid Assistance	TBA
Military (Active Duty)	8.4%
Veterans	9.6%

Sources: FTCC Fact Book 2008, FTCC Registrar's Office, FTCC Veteran's Services, FTCC Financial Aid Office, and NCCCS Critical Success Factors.

**VII-1.3**What Our Students Tell Us:Results of FTCC Graduates Survey May 2008

Would recommend FTCC to others	<b>95.1%</b>
Reached their goals ( <b>completely or partially</b> )	<b>99.5%</b>
Satisfied with the quality of Instruction in their Program Area	<b>96.1%</b>
Satisfied with the quality of Instruction in Courses Supporting their Program	<b>96.3%</b>
Satisfied with the overall quality of the College	<b>96.9%</b>
Satisfied with the quality of FTCC's Academic Programs	<b>95.4%</b>
Satisfied with the quality of the Library Services and Resources	<b>98.9%</b>
Satisfied with the quality of the Career Center Services	<b>96.4%</b>
Satisfied with the quality of the Registration Process	<b>90.2%</b>
Satisfied with the quality of the Admissions Process	<b>91.8%</b>
Satisfied with the quality of Campus Security	<b>94.4%</b>
Satisfied with the quality of Counseling Services	<b>89.2%</b>
Satisfied with the quality of Financial Aid Services	<b>76.5%</b>
Most frequently cited reasons for not accomplishing goals	<b>1. Financial Hardship</b> <b>1. Job Conflict</b> <b>2. Family Circumstances</b> <b>2. Child Care Problems</b>

Source: FTCC Graduate Survey (May 2008)



## ***VII-2 Role of the Advisor***

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### **VII-2.1      The Advisor/Advisee Relationship**

Effectively delivered, academic advising has a powerful influence on student growth and development. Research has demonstrated that one of the most significant influences on student retention in college is individual attention from faculty. Effective academic advising is a very potent retention force. The ultimate goal is to enable the advisees to clarify their educational objectives and to plan strategies for accomplishing them. **Advising is an extension of the teaching role.** It is critical in the success of FTCC's students.

### **VII-2.2      Faculty Advising**

There are two primary components of faculty advising, 1) developmental and 2) prescriptive advising. Effective advisors master both.

Developmental advising includes:

- Projecting enthusiasm.
- Responding to non-verbal communication (body language).
- Providing a caring and personal relationship by exhibiting a positive attitude toward advisees and their concerns.
- Helping advisees form positive attitudes toward the College and their academic plans.
- Assisting with academic problems, including study habits, appropriate course load, and career objectives.
- Referring advisees to special services and/or counseling as needed.
- Respecting diverse points of view by demonstrating sensitivity for differences in culture and gender.

Prescriptive advising includes:

- Possessing and effectively providing accurate information about FTCC's policies, procedures, resources, and academic programs.
- Placing emphasis on the students' academic development and their progress toward fulfilling the requirements of their Educational Plan.
- Assisting with student scheduling and registration.

- Reviewing with the advisee his or her Graduation Progress (See VII-6: Student Educational Plans, Graduation Progress, and Graduation Verification with Faculty Support.)
- Being familiar with relevant legal issues (See VII-9: Legal Issues and Academic Advising and VII-10: Legal Issues, Family Educational Rights, and Privacy Act (Ferpa.)
- Providing timely feedback.
- Utilizing appropriate institutional technology and software.

### **VII-2.3**      Limitations on Advising Responsibilities

Advisors should be aware of the following limitations on advising responsibilities:

- Be a good listener and offer alternatives for the student to consider. However, the student must make his/her own decisions.
- Assist an advisee in maximizing his or her abilities, but the advisee must take the initiative.
- Make recommendations concerning employment and course load. The final decision rests with the student.
- Avoid criticizing a fellow faculty member with a student.
- Make a friendly approach to any instructor who is involved in the student's problem.
- Value a student's confidence on matters of a confidential nature, but not necessarily preclude exchange of helpful information between advisor and other relevant school personnel. If the student is sharing confidential information which the advisor feels will have significant impact on the College, the advisor should inform the student that the information will be shared with the appropriate school official. The College will make every effort to protect the source of the information.
- Refer students to a counselor when complex problems arise concerning financial aid, mental or physical health, or personal-social counseling.

### **VII-2.4**      Giving Good Advice

Academic advisors need to base their advice on students' career and life goals, interests, and abilities to complete a proposed academic load. Gain an understanding of each student's interests and goals as you get acquainted. Listed below are some suggestions for

assessing student progress and helping individuals understand the options they have as FTCC students:

- Have students make a list of courses they expect to take in future semesters.
- Keep a copy of this list on file.
- Update and change the list at each advising session.
- Identify courses that may be offered only in fall or spring semester.
- Make it a practice to call or write your advisees at least once a year. (See VII-11: Resources for sample letters.)
- Reference **current** pick lists of humanities and social science electives. (See VII-11: Resources.)

***Encourage students to take a challenging, yet balanced, load.***

- Balance a term by using humanities or social science electives, physical education, etc.
- Avoid combining extremely challenging courses or too many labs in the same term.

***Compare current course load to past performance.***

- Determine if students have performed adequately in the past with this number of units.
- Look at courses to determine if load is balanced. For example, are any courses in the proposed load known to be especially difficult or easy?
- Look at past performance in similar subject areas to see if any of the proposed courses are in areas of known difficulty for this student.
- Suggest a different mix of courses, if necessary.

***Be aware of academic performance requirements for scholarships and veteran benefits.***

- Ask students about scholarships they may have.
- Adjust course load to an appropriate level if students are financially dependent on a scholarship to stay in school.

- Be aware that veterans cannot receive benefits for duplication of courses previously passed with a grade of “D” or better, with the exception of remedial/deficiency courses or program requirements as currently published.

**Estimate Total Student Load.** (See VII-3.6: Pre-registration and Registration Tips.)

- Balance the academic load around all activities that students may be involved with, including work-study or other commitments.
- Know that 12 or more semester credit hours (9 credit hours in the summer) is full-time.
- **Note:** Be aware that financial aid recipients need 12 semester credit hours for full Pell for summer semester.

***Be aware that students are very sensitive to comments from advisors about their academic ability.***

- Be tactful when providing potentially negative information.
- Encourage students to reach their potential. Early in their experiences at FTCC, students may be looking for shortcuts and the easy way—try to help them stay focused on their long-term goals.

## **VII-2.5**      Personal Relationships with Advisees

As students vary in the amount of information they are comfortable sharing with a faculty advisor, an effective guideline is to limit your questioning and discussion to academic and career issues. However, be prepared to deal with any personal questions that may arise and deal with them accordingly. (Section VII-5 has information on referring students to campus resources.) Some students may feel uncomfortable talking about their personal lives, but others will quickly volunteer unsolicited personal information.

## **VII-2.6**      Relating to Students

Speaking from personal real-life experience is a powerful way to enlighten students to the many possible paths their lives and careers can take. Whenever possible, relate in a professional manner, those experiences for making academic and career decisions. Such experiences can serve as examples to show students how choices made at the undergraduate level impact career development.

## **VII-2.7**      Advising Non-traditional (Older) Students

Currently, FTCC has many non-traditional students who are over the age of twenty-five. These students often have special requirements, concerns, and constraints on their time

that separate them from traditional students. Our goal is to provide a sense of community as well as provide help with specific concerns such as day care, career planning, and social networking.

Because these students are older, they often bring a different level of maturity and depth of exposure to their education than the more traditional student. Be aware that these students may often lack confidence in their ability as students and may need more encouragement. At the other extreme are some non-traditional students who have an unrealistic view of the challenges of FTCC. These students are overconfident regarding their abilities to handle both the rigors of FTCC and full-time employment or full-time childcare. Help them develop a realistic program.

#### **VII-2.8**      Students in Academic Difficulty

Students experiencing academic difficulty are often those most in need of careful advising. Paradoxically, these are students least likely to seek out their advisors or to follow through on the advice received. Advisors find that helping these students succeed can be the most rewarding advising experience.

Students experiencing academic difficulty often lack specific skills such as time management, proper study habits, or self-discipline. The **advisor** can play a critical role by offering assistance to these students. Additionally, the **Success Center** offers individual teaching at the level of need. You are encouraged to refer students to this service. When professional counseling is warranted, the Counseling and Student Development Center can provide a range of services.

In addition to career assessment and development, the **Counseling Staff** can provide academic support such as help with study skills, motivation and assessment. If a student's desire for assistance leaves you feeling uncomfortable, or if you find yourself unsure of how to respond, your own uneasiness is an important indicator in making a decision to refer the student to the Counseling Staff.

#### **VII-2.9**      Developmental Students

Like students in academic difficulty, developmental students require careful advising. A student is considered fully developmental when his or her assessment scores indicate the student should begin studies below 100 level course numbers in both ENG and RED. While students may require a developmental MAT, ENG, or RED course, only those testing into both developmental ENG and RED courses are coded fully developmental. (See VII-7: Entry Assessment.) A student who tests into a developmental course **may not take** the 100 level or above course for which the developmental course is the prerequisite until he or she successfully completes the developmental course. Even though many checks are in place to prevent developmental students from registering or being registered in courses for which they are not prepared, incorrect course selection does occur. Students who take curriculum level courses without meeting the developmental prerequisites have

very high failure and dropout rates. Approximately 75% of students on academic suspension failed to take their remedial courses before their curriculum courses.

A student who is coded developmental is given a Student Education Plan for his or her program. Any required developmental course work is added to the SEP. Even though the student may register for 100 level or above courses that do not have an ENG or RED prerequisite, he or she in many cases is ill-advised to do so, particularly those courses, such as history, sociology, psychology, etc., which carry heavy reading loads. Furthermore, while it is generally known that a student in a developmental MAT or ENG course may not enroll in MAT 161 or ENG 111, many are not aware that **a student enrolled in a developmental RED course may not take the first humanities course until successful completion of the developmental reading course.** According to the NCCCS Critical Success Factors, Measure G: Success Rate of Developmental Students in Subsequent College-Level Courses:

"The performance of developmental students in subsequent college level courses will be compared with the performance of non-developmental students in those courses. Specifically, performance of students in ENG 111 will be used to assess developmental English; performance in the first college-level Mathematics course will be used to assess developmental MAT; **and performance in the first humanities course after completion of developmental reading will be used to assess developmental reading.**"

Frequently, under-prepared developmental students enroll in 100 level or above courses in order to maintain 12 semester hours for financial aid. A student does not need to be registered full-time in order to receive a Pell Grant award for the classes in which he or she is enrolled. (See VII-3.7: Classification of Students.)

Developmental students may lack specific skills, such as time management, proper study habits, or self-discipline. The **advisor** can play a critical role by understanding the obstacles these students may face and by taking extra time to advise them. When registering developmental students, please remember the following:

- Developmental course work should be completed first. In Datatel, check for completion of Developmental Studies Courses by entering the mnemonic STAC. This will allow you to view the courses the student has taken, and the grades the student received. If the student has not started his or her developmental course work, you can view the student's test scores in Datatel by typing in the mnemonic TSUM. You should always verify previous developmental course work and student testing scores to ensure your advisee's placement in the proper course(s). The student **MUST** take his or her courses in the proper sequence.
- All students who have placed in Developmental ENG and/or RED must complete developmental courses prior to enrolling in ENG 111.
- If a student needs additional hours beyond the developmental course work,

the additional hours should be chosen from the **Developmental Pick List**.  
(See VII-11.4.)

- Developmental students should enroll in ACA 111 during their first semester.
- Developmental students should not take their first developmental courses online or during an eight week semester. While developmental students are not barred from these courses, a condensed semester or online course in which learning is self-directed is not advisable for many developmental students.
- Encourage developmental students to meet with you each semester to ensure appropriate course selection and load.
- Refer developmental students to the Success Center at the beginning of the semester.

#### **VII-2.10**      Counselor or Advisor?

Counselors and Academic Advisors share the same educational goals of guiding FTCC students through admissions to graduation. However, Counselors and Advisors have distinct roles in meeting this goal. Upon admission to the college, students should see a counselor when they need:

- To be approved into a program
- To change curriculums
- Assessment and/or a Retest Card
- Evaluation of transfer credit or test scores
- Probation or Suspension counseling
- A copy of the Student Educational Plan (SEP)

Students should see an Academic Advisor when they need:

- Academic Advisement
- Course Substitutions
- Assistance scheduling the next semester's courses
- Graduation Readiness information
- Drop/Add Policy information

#### **VII-2.11**      Advising Checklist

The following "Advising Checklist" can help insure a successful session.

- ✓ Be as accessible as possible.
- ✓ Be friendly. A smile helps reduce advisee anxiety.
- ✓ Make eye contact and listen.

- ✓ Give the advisee your undivided attention.
- ✓ Provide accurate information.
- ✓ Be positive in your actions and responses. Ask questions and then be prepared to go the extra mile.
- ✓ Direct an advisee to the appropriate assistance when a referral is needed. If necessary, make the phone call yourself.
- ✓ Be familiar with the student services FTCC provides.
- ✓ Be prepared to review your advisees' educational plans with them
- ✓ Know the counselors that work with the areas you advise.
- ✓ **Review the Advisee Guide Section VII-3 with each of your advisees.**
- ✓ **Complete an Advisee Conference Checklist Section VII-3.4 at each pre-scheduling advisee conference.**

### ***VII-3 Advisee Guide*** (Copy May Be Given To Advisees)

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#### **VII-3.1      Make It A Point**

#### **Before registering, meet with your Advisor For The Following Reasons:**

- Your advisor will give you essential information.
- Your advisor will help keep you on track for graduation.
- College transfer students receive supplements specifically designed for them.
- Your advisor is your best link to the latest information at FTCC.
- Your advisor can give you a copy of your unofficial transcript.
- Your advisor has information that will enhance your success.
- Your advisor will help you with the registration process.
- Your advisor is a registration problem solver.
- Your advisor will help resolve academic-related problems.



- Your advisor is your best guide to campus resources.

### **VII-3.2**      FTCC Website

**FTCC Website Address:** <http://www.faytechcc.edu>

This Website will provide you with very valuable information about FTCC. A sampling follows: Registration Schedule, Class Schedules, Distance Education Classes, College Catalog, Campus Phone and E-Mail Directories, Campus Events Calendar, and College Resources.

### **VII-3.3**      ACA 111-College Student Success

It is very important that you take ACA 111 during your first semester at FTCC. It will provide you with valuable information to help you throughout your FTCC experience. If a student already has a degree from an accredited institution, this requirement may be waived upon request.

### **VII-3.4**      Advisee Conference Checklist

**Advisee Conference Checklist (Reviewing the following list will help ensure a smooth and quick registration.)**

Registration Flags \_\_\_\_\_ (These flags may be the result of an outstanding parking fine, library fine, business office concerns, financial aid issues, a possible academic problem, etc.)

STAR Registration

Dates \_\_\_\_\_

STAR Registration Telephone Number: 486-3822

PIN \_\_\_\_\_

Payment (**Remember your class seat is not reserved until fees are paid.**)

Dates \_\_\_\_\_

Purge (**When pre-registered students are dropped due to non-payment of tuition by the payment deadline.**)

Dates \_\_\_\_\_

Open Registration

Dates \_\_\_\_\_

Drop/Add  
Dates \_\_\_\_\_

### **VII-3.5**      Advisement Process: Responsibilities of the Student

Students have the responsibility for planning their program of study and meeting graduation requirements. This responsibility involves:

- Learn the name, office location and office hours of assigned advisor. Advisor's names may be obtained from Student Services or the postings in the Applied Technology Center, Cumberland Hall, or Horace Sisk. It is a good idea to check each semester in case there has been any change in advisor assignments.
- Attend advising sessions with a folder that includes academic records and forms needed for registration COMPLETED, if possible.
- Keep up-to-date with curriculum requirements.
- Keep informed through the Fayetteville Technical Community College Catalog, FTCC Student Handbook, the FTCC Web Page, and "Technotes".
- Keep informed of academic deadlines and changes in academic policies.
- Consult with an academic advisor or an advisor in the Advising Center during each registration period.
- Complete an application for graduation **prior** to the last semester of your enrollment and pay graduation fees.

### **VII-3.6**      Pre-Registration and Registration Tips

- Become familiar with general education requirements, program requirements and graduation requirements for your selected program by reviewing the FTCC Catalog and your personal Student Educational Plan.
- Maintain a notebook or file folder where all of your academic information will be kept. Keep until graduation.

This folder should include:

1. Advisee Guide handout
2. All transcripts and/or college credits from other colleges
3. A copy of all of your grades
4. A current schedule

5. A copy of the catalog that is current to the year that you entered FTCC if major has not changed; otherwise a current FTCC catalog
  6. Syllabi and course outlines of the courses that you have taken and are currently taking
  7. Student Educational Plan that should be presented to the advisor as soon as possible so that the advisor can make a copy for his/her file.)
- Develop a tentative schedule and fill out the registration form that takes into consideration your social, academic, and career goals.
  - Make an appointment with your advisor. If you have not been assigned an advisor, go to the Advising Center during the appropriate registration time. If you have been assigned an advisor, you should meet with him or her. Bring with you the completed registration form (in pencil), your folder and materials as described above. BE FLEXIBLE. Many students are trying to take the same courses at the same time that you are. REGISTER EARLY.
  - Decide whether to plan your work schedule around your class schedule or vice versa.
  - The more hours a student works, the less time he/she has for classes and out-of-class assignments and work. The following is recommended for students who work:  
  
If you work 10 hours a week, take 16-19 credit hours/semester  
If you work 20 hours a week, take 12-13 credit hours/semester  
If you work 30 hours a week, take 6-10 credit hours/semester  
If you work 40 hours a week, take 5-8 credit hours/semester
  - If you are interested in Cooperative Education, contact the Cooperative Education coordinator whose office is located in the Student Center. Cooperative Education offers an extension and application of classroom instruction through a supervised work experience that is related to the student's educational goals

### **VII-3.7**      Classification of Students

**Full-time student:** A student enrolled for 12 or more semester hours. (Summer semester: 9 credit hours)

**Part-time student:** A student enrolled for fewer than 12 semester hours. (Summer semester: less than 9 credit hours)

**Freshman:** A student who has fewer than the number of semester hours required for the first two terms.

**Sophomore:** A student who has accumulated credits of 30 or more total credit hours.

**Note:** Financial aid recipients registered during the summer semester will need 12 semester credit hours for full Pell awards.

### **VII-3.8**                      Students with Disabilities

The college recognizes its responsibility to provide equal access to education for students with disabilities. Support services are available to the hearing impaired, visually impaired, orthopedically handicapped, learning disabled, and those with other health impairments.

- Students who feel that they need accommodations due to a disability or handicap must complete a “Special Populations Application” indicating the nature of their disability. Forms are available from the Special Populations Coordinator.
- Students who have identified themselves as having special needs may make a request for special accommodations to the Special Populations Coordinator or the Director of Counseling. This should be done at least 30 days prior to the first day of the term.
- Students must provide documentation upon request. Federal regulations obligate the student to provide information on identifying appropriate and effective auxiliary aids.
- Each request will be evaluated by the Special Populations Coordinator and/or the Director of Counseling, who will recommend any modifications to the educational plan that are essential to satisfactory completion of course requirements by the student.

The Special Populations Coordinator and/or the Director of Counseling will provide the student with an “Authorization for Special Services” form. This document is to be used to inform college faculty and staff of authorized accommodations.

For information and assistance, contact the Counselor for Students with Disabilities at extension 8479. The office is located in the Student Center, Room 145.

### **VII-3.9**                      Prerequisites and Corequisites

#### Course Prerequisite and Corequisite Guidelines

A prerequisite is a course that must be taken prior to another course. A corequisite is a course that must be taken at the same time as another course or prior to the course to be taken. The college may mandate prerequisites and corequisites to ensure students are prepared to meet the requirements of the course material. Students who do not have confirmed prior credit, equivalency via placement test scores, or transfer equivalency that satisfies the stated prerequisites and corequisites may be administratively dropped from the course. Course prerequisites and co-requisites may be found by using WebAdvisor. Academic Deans, Division Chairs, Department Chairs, and Program Coordinators have

the authority to waive a prerequisite or corequisite based upon objective evidence that the student has the necessary prerequisite or corequisite experience to meet the demands of the higher level course. A Prerequisite Waiver Approval Form will be completed for each waiver granted when the evidence of the prerequisite or corequisite is not identified in Datatel.

### **VII-3.10**      Learning Communities

Learning Communities pair two or more courses around an interdisciplinary theme or central question. This represents an intentional restructuring of students' time and learning experiences to foster more explicit intellectual connections between students, between students and their faculty, and between disciplines. Students must enroll in all classes and cannot withdraw from one class without also dropping the other(s). The course is offered in a block of time equivalent to that of all the classes, with each faculty member present for his or her assigned time and available for the time assigned to the partner instructor. This allows for activities that would have been prohibitive due to time in a traditional setting. Learning Communities are often built around a theme that provides relevant integrated learning experiences in a supportive, family-like environment. Students receive academic credit for all of the classes taken. Since all learning communities consist of courses that are part of the college's regular course offerings, the same care must be taken with degree requirements, financial aid criteria, and transferability as for any other course offered at FTCC.

#### **How are Learning Community courses identified?**

Learning Community courses are identified with 0L01 or 0L02 section numbers. A student must register for all courses within a community. No student may take a 0L01 or 0L02 section unless enrolled in the entire community. Advisors must register a student for both sections of the class.

#### **Where can information be found about current Learning Community course offerings?**

Prior to each semester, information can be found on flyers, posters, and in the registration tabloid. The following is an example of two learning community advertisements:

Picture Perfect Faith					Writing the Mind				
<i>Exploring our Spirituality and How we Visualize it.</i>					<i>Exploring Ourselves through Discussion and the Written Word</i>				
<i>Course</i>	<i>Section</i>	<i>Time/Days</i>	<i>Cr. Hrs.</i>		<i>Course</i>	<i>Section</i>	<i>Time/Days</i>	<i>Cr. Hrs.</i>	
REL 112	0L05	9:30-10:45 (TTH)	3.0		ENG 111	0L06	10:00-10:50(MWF)	3.0	
ART 111	0L05	11:00-12:15 (TTH)	3.0		PSY 150	0L06	11:00-11:50(MWF)	3.0	
(Instructors: Phil Pugh and Sean McDaniel)					(Instructors: Jan Donaldson and Jennifer Brown)				

### **VII-3.11**      SOC (Service Members Opportunity Colleges) and eArmyU

Fayetteville Technical Community College is a part of Service Members Opportunity Colleges (SOC) and supports the concept that military personnel should be encouraged to pursue post-secondary education while serving their country. FTCC also participates in the Service Members Opportunity Colleges Associate Degree Program (SOCAD) network with 19 degree programs available. All active duty and their family members are eligible for SOCAD.

Fayetteville Technical Community College was selected as one of the first sixteen colleges across the United States to be an educational provider to the Army for the eArmyU, offering three degrees: Associate of Arts, Associate of General Education, and Business Administration. eArmyU students may only complete the admissions form and register for classes by going through the Army portal website (<http://goarmyed.com>). eArmyU students are processed through the FTCC Fort Bragg office up until ten days prior to the beginning of the term.

Additionally, beginning on 1 April 2006 all soldier/students using tuition assistance (TA), including the eArmyU students, are required to do all their processing through the GoArmyEd portal.

Formal advisement of eArmyU/TA students takes place through the Fort Bragg Administrative Office. However, there are some **things every instructor should know about procedures that affect these students**. If for some reason an eArmyU/TA student needs to drop from a course, the instructor may initiate the process by filling out an electronic drop form, which will be sent to Assistant Registrar. The instructor **must** check the eArmyU/TA drop box on the form. The instructor may deactivate the eArmyU/TA student from the course, **but under no circumstances** should the instructor remove the student from the course. By removing an eArmyU/TA student, FTCC creates a financial obligation for the student that the college is not allowed to make. The drop will be completed through the Assistant Registrar and the GoArmyEd portal. (See VII-3.16: Attendance Policy and VII-11.9: Course Drop Form.)

### **VII-3.12**      FTCC Advising Center

Whenever possible students should consult their assigned advisors. A student who does not know the name of his or her advisor may get this information by going to the Registrar's office, Room 114 in the Student Center.

Advisors in the Advising Center are available for students who cannot meet with their assigned advisors. These faculty advisors provide customer service on a "walk-in" basis for any student who is seeking course or program-related information.

The number of students using our Advising Center as a convenient "one-stop shop" continues to grow. An Academic Advising Coordinator and full-time FTCC faculty are available at our Advising Center during the scheduled times. In an effort to continually

improve this customer service, periodic training sessions are planned to orient and update related faculty as needed.

Resources are available in the Advising Center to assist faculty in locating answers to students' questions. FTCC catalogs, student handbooks, Academic Advisor handbooks, program educational plans, sequencing sheets, program fact sheets, and sample schedules are to be found in the academic notebooks located on the bookshelf as resource materials. A telephone with campus directory is also available for contacting counselors, related curriculum faculty or other staff members.

We are here to assist all students to reach their educational goals. If you have suggestions on how we can better work together to provide additional assistance to students, please contact the Academic Advising Coordinator.

### **VII-3.13      Grading Procedures**

FTCC grades are based on a 4.0 grading system. Each grade is assigned a "grade point equivalent" in quality points for each term credit hour scheduled. The scholastic point average is determined by dividing the total of quality points earned by the number of term hours scheduled.

<b>Numerical Grade</b>	<b>Grade</b>	<b>Grade Point Equivalent</b>
93 – 100	A - Excellent	4 grade points for each credit hour
85 – 92	B - Good	3 grade points for each credit hour
77 – 84	C - Average	2 grade points for each credit hour
70 -76	D - Below Average	1 grade point for each credit hour
0 – 69	F - Failure	0 grade point
	I - Incomplete	After eight (8) weeks for 16 week classes and 4 weeks for 8-week classes, the grade becomes an "F"
	AU - Audit (No Credit)	No effect on grade point average
	NS - No Show	No effect on grade point average
	P - Proficiency	No effect on grade point average
	T - Transfer	No effect on grade point average
	W/P – Withdrew Passing	No effect on grade point average
	W/F - Withdrew Failing	0 grade point

I (Incomplete) may be given at the discretion of the instructor when all course requirements have not been met. After eight weeks from the

beginning of the next term, an incomplete grade in a sixteen-week class becomes an “F.” After four weeks from the beginning of the next term, an incomplete grade in an eight or nine-week class becomes an “F.”

AU (Audit) requests must be made at the first class session. The intent of the AU is to allow students to take courses for no credit. Forms must be obtained from the Registrar's Office and be signed by both student and instructor during the first two days of the sixteen-week course and the first day of an eight-week course.

Developmental classes may not be audited. To receive the AU, the student must meet all course requirements. This grade is permanent and can not be converted to a letter grade.

NS (No Show) is administered when a student registers, but fails to attend class(es) prior to the 10% point of the term.

P (Proficiency) by examination may be given after the student has registered for the course and after a preliminary screening test is given by the department chairperson. The grade equates to a “C” or better. This process must be completed within the first four class days of the term.

T (Transfer) credit is granted for courses completed at other regionally accredited community colleges, colleges, and universities.

W/P (Withdrew Passing) is the grade given when withdrawals or drops occur on or before the 90 percent date of the term and the student's average in the class is equivalent to a passing grade.

W/F (Withdrew Failing) is the grade given when withdrawals or drops occur before the 90 percent date of the term and the student's average in the class is equivalent to a failing grade.

### **Withdrawing from an eArmyU Course**

Before dropping a course, please note the following:

You must obtain military approval from an Army Continuing Education System Counselor in order to withdraw from a course without incurring financial penalties. This type of approval will only be granted if your line of work in the military prevents you from completing the course.

You can also withdraw from a course directly through the portal for personal reasons. This type of withdrawal should only be undertaken if you wish to drop a course after it has begun for non-military reasons. You will incur a financial



penalty for withdrawing from a course in this manner. The penalty incurred will be in accordance with the Army refund schedule.

If you drop a course 10 or fewer days before the course start date (14 days for OCONUS), you will be charged a flat cancellation fee as reimbursement for the cost of the course materials, which are shipped 10 days prior to the course start date.

If you withdraw from a course on or after the first day of class, you will be required to reimburse the Army the tuition amount based upon the eArmyU refund schedule and the cost of course materials. If you withdraw from a course after 19% of the course has elapsed, you will be required to reimburse the Army the full amount of eArmyU tuition and the cost of course Materials. (See VII-11.10: Tuition Assistance Recoupment Form.)

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**Students will receive their grades  
via Web Advisor.**

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All final course grades will be letter grades in accordance with the adopted grading system. Grade reports are posted via Web Advisor.

All students must have at least a 2.0 grade point average (major and cumulative GPA) and have passed all curricular subjects as listed in the course outline under which they entered to be eligible for graduation. They must also meet the grade level needed in major subjects required to take licensure examinations.

Health occupations curricula, Funeral Service Education, and Paralegal Technology require course grades of C or better in order to progress to the next course/term. Each department area will issue to the student in written form the necessary information to cover such grading policies. Students who request transfers to other degree curricula are expected to have maintained a 2.0 GPA on all courses completed including prerequisite courses.

### **Developmental Course Grading System**

Courses numbered below 100 are developmental courses. The following grades are assigned for developmental courses: A, B, C, or F. Students who receive a grade of "F" (Failure) will be required to re-take the course.

Developmental course grades are not counted as credit towards graduation, nor are they calculated into the student's cumulative Grade Point Average.

### VII-3.14

#### Course Repeat Policy and Procedure

A student may repeat for credit or audit any curriculum course one time in an effort to earn a higher grade and /or to add to his/her mastery of course content. If a student petitions for another attempt through the appropriate Dean, a third and final attempt may be granted based on documented major extenuating circumstances. When a course is repeated, the last grade earned (A, B, C., D, F, and WF) will be counted in determining the hours earned and in determining the grade point average at Fayetteville Technical Community College. However, all grades will be recorded on the student's official transcript. Grades of withdrawal passing (WP) and audit (AU) are not calculated in the GPA, but they will be considered as a repeat grade.

A student who earns a deficient grade ("D," "F" or "WF") in a required course two times must see a counselor. Specific program requirements for academic progress are outlined in the College catalog (i.e., Health occupations curriculums, Funeral Service Education, and Paralegal Technology).

The University of North Carolina System and other colleges or universities require that a student earn a grade of "C" or better in each transfer course completed. A student planning to transfer should realize that receiving institutions do not have consistent policies regarding grade forgiveness. Admissions personnel will review the transcripts of transfer applicants and may recompute grade point averages to include the grade originally assigned, or compute all grades assigned at Fayetteville Technical Community College.

**Note to students receiving VA assistance:** Two attempts will be the maximum allowed for counting a course as part of a student's credit hour load for determining eligibility. Veterans who wish to repeat courses, for which a passing grade (D or higher) has been earned, will not receive educational benefits for repeating those courses.

**Note to students receiving Title IV Financial Aid:** All attempted classes will be counted toward academic progress.

**Note to students interested in a health program:** Previously completed science courses must have been satisfactorily completed with a grade of "C" or better within five years of entry in a health program. These courses may be attempted only twice. The appropriate health department chairperson through the Dean of Health Programs may approve exceptions.

#### Course Repeat Procedures

These procedures apply to all students at FTCC.

1. The request for course repeat must be initiated by the student and directed to the Registrar.
2. All requests must be initiated prior to the end of the final term of enrollment (i.e., at the end of the fall term if graduating at the end of the spring term).
3. Students applying for health programs must make the request prior to the January 30 deadline. The "Course Repeat" form is available in the Registrar's office.
4. A student may petition in writing to the Associate Vice President for Curriculum Programs to have grades, which are at least seven years old forgiven. The Vice President for Academic and Student Services must approve exceptions to this policy.

### **VII-3.15**

#### **Schedule Adjustments and Withdrawals**

1. Students may add a class within the first three school days (one day for 8-week terms) of any term if the class has not met.
2. Once a student has duly enrolled in a class and paid the registration fee,

the student shall maintain membership in said class, until one of the following occurs:

- (a) Student Withdrawal – He or she officially withdraws and the action is effective as of that date.
- (b) Administrative Withdrawal
  - (1) He or she ceases attending class. Students who are absent for more than 20 percent of scheduled class sessions may be dropped from the class rolls.
  - (2) The responsible instructional personnel are reasonably assured that the student does not intend to pursue the learning activities of the class. (This constitutes administrative withdrawal and is effective as of that date.)
  - (3) He or she completes the minimum objectives stated for the class or transfers to another class.
3. A student may drop a class as late as the 30 percent date of the term without penalty. The transcript will indicate a "WP" or "WF." Students who drop between the 30 percent date of the term and the 90 percent date will receive a grade of "WP" or "WF", depending on the student's average in the class at the time of the withdrawal. For withdrawals after the 90 percent date of the term, a letter grade will be assigned based upon the student's average on all course requirements. Course requirements/tests missed in the remainder of the class will be averaged into the final grade as a zero.

4. A student who wishes to withdraw must complete a "Registration Change" form, have it initialed by the faculty member, and present it to the Registrar before an official withdrawal can be recorded. Failure to comply with this procedure will result in a grade of "WF".
5. Students who are dropped for excessive absences prior to the 30% point of the class will be assigned a grade of "WP" or "WF."
6. Failure to withdraw properly will jeopardize the student's right to re-enroll at a later date.
7. **Students receiving Financial Aid or VA Educational benefits should confer with personnel in those offices before dropping classes or withdrawing from the college.**

#### **VII-3.16**      Withdrawing from an eArmyU Course

Before dropping a course, please note the following:

You must obtain military approval from an Army Continuing Education System Counselor in order to withdraw from a course without incurring financial penalties. This type of approval will only be granted if your line of work in the military prevents you from completing the course.

You can also withdraw from a course directly through the portal for personal reasons. This type of withdrawal should only be undertaken if you wish to drop a course after it has begun for non-military reasons. You will incur a financial penalty for withdrawing from a course in this manner. The penalty incurred will be in accordance with the Army refund schedule.

If you drop a course 10 or fewer days before the course start date (14 days for OCONUS), you will be charged a flat cancellation fee as reimbursement for the cost of the course materials, which are shipped 10 days prior to the course start date.

If you withdraw from a course on or after the first day of class, you will be required to reimburse the Army the tuition amount based upon the eArmyU refund schedule and the cost of course materials. If you withdraw from a course after 19% of the course has elapsed, you will be required to reimburse the Army the full amount of eArmyU tuition and the cost of course Materials. (See VII-11.10: Tuition Assistance Recoupment Form.)

#### **VII-3.17**      Tuition Refunds

- a. A 100 percent refund shall be made if the student officially withdraws *prior to the first day of class(es) of the academic semester or term* as noted in the college calendar
- b. A 75 percent refund shall be made if the student officially withdraws from the class(es) prior to or on the official 10 percent point of the semester.

- c. For classes beginning at times other than the first week (seven calendar days) of the semester or term, a 100 percent refund shall be made if the student officially withdraws from the class prior to the first class meeting. A 75 percent refund shall be made if the student officially withdraws from the class prior to or on the 10 percent point of the class.
- d. To comply with applicable federal regulations regarding refunds, federal regulations supersede the state refund regulations stated in this rule.
- e. Military Students. A full refund of tuition and fees shall be granted to military reserve and National Guard personnel called to active duty or active duty personnel who have received temporary or permanent reassignments as a result of military operations then taking place outside the state of North Carolina that make it impossible for them to complete their course requirements.

### **VII-3.18**      Attendance Policy

Regular class attendance is an essential part of the education process; therefore absences must be kept to a minimum. While stressing regular attendance, FTCC simultaneously desires to allow students to develop a real sense of personal responsibility toward their studies. This policy has been established for the benefit of students who are forced, because of reasons beyond their control, to miss classes.

1. Students who add a course after the first day of the class are responsible for all materials covered from the beginning of the course.
2. Instructors are encouraged to refer students with excessive absences to the Counseling Office.
3. Each student is expected to attend class regularly at least 80 percent of all scheduled contact hours.
4. If absences exceed 20 percent of scheduled class meetings, the faculty member may drop the student from the course, or if the student is performing acceptably, he or she may be allowed to continue in the course under conditions set by the instructor.
5. Tardy students interrupt the beginning of a class meeting. If a student enters the class after the faculty member has started the class, the student shall be recorded as being tardy. 3 tardies shall be counted as one absence.
6. No absence, for any reason, shall excuse a student from an announced test or other assigned activity. Make-up of any tests or work missed shall be at the discretion of the faculty member.
7. The following programs and departments have special attendance policies which will be distributed to the students during the first week of classes: Associate Degree Nursing, BLET, Dental Assisting, Dental Hygiene, Emergency Medical Science, Emergency Medical

Technician (Continuing Education), Fire Academy (Continuing Education), Nursing Assistant (Continuing Education), Pharmacy Technology, Phlebotomy, Physical Therapist Assistant, Practical Nursing, Radiography, Respiratory Care, Speech-Language Pathology Assistant, and Surgical Technology.

### **VII-3.19**      Financial Aid and Satisfactory Academic Progress Standards

#### **Satisfactory Academic Progress Standards**

To remain eligible for state and federal financial aid programs, students need to make Satisfactory Academic Progress toward achieving a degree, diploma, or certificate. Standards of Satisfactory Academic Progress are applied to all students who wish to establish or maintain financial aid eligibility at FTCC, regardless if they have received financial aid funds in the past.

The standards are established to encourage students to progress toward an educational objective and complete a degree within a reasonable time frame and with the least amount of loan debt. If the standards are not met, students are not eligible for federal and state financial aid.

The minimum standard of Satisfactory Academic Progress includes the following:

1. Maintain a cumulative grade point average of at least a 2.0 as computed by the Financial Aid Office - this may be different than your transcript GPA.
2. Complete a minimum of 67% of cumulative credit hours attempted (including all transfer credits).
3. Complete less than 107 total cumulative credits for an Associates Degree, 66 for a Diploma, and 22 for a Certificate (including all transfer credits).

#### **Cumulative Credit Hours Attempted**

Cumulative credit hours attempted are defined as all credit hours attempted at FTCC, and all credit hours transferred from other institutions. Attempted credits include courses with grades of "A" through "F", "W", A\* B\* C\* U\* WP\* WF\* U, WF, C@, D@, WF, F@, I\* I, T, S WP, B@, U@, A@.

Repeated courses will be counted as hours attempted and also toward maximum credits allowable for each type of program for financial aid.

#### **Cumulative Credit Hours Completed**

Credit hours successfully completed are defined as grades "A" through "D", A\*, B\*, C\*, C@, D@, S, B@, A@. Credit hours not successfully completed are defined as "F," "W,"

"I," U\*, WP\*, WF\*, U\* WI\* I@, I\*.

### **Audit Grades**

Credit hours taken for a grade of "audit" (AU) do not apply toward an associate degree, diploma, or certificate program. Therefore, credit hours with this designation are not included in determining enrollment status for financial aid disbursements or Satisfactory Academic Progress.

Students with changes in grade type of an "audit" (AU) after the disbursement of financial aid will be reviewed for an enrollment status change. This change may result in a reduction of financial aid eligibility and a balance owed to the College.

### **Incomplete Grades**

Courses with grades of "I" (Incomplete) or I\* will be considered as credit hours attempted and not completed. Students who have made arrangements with the instructor to complete required course work are not required to re-register for the same class during a subsequent semester to complete the work. Any course carried forward to the next semester for completion will not be counted as part of the new semester enrollment status. If the "incomplete" grade was instrumental in placing a student on financial aid probation or suspension, once completed, the student may appeal for a re-evaluation of Satisfactory Academic Progress by submitting the Satisfactory Academic Progress Appeal form to the Financial Aid office at FTCC.

### **Cumulative Grade Point Average**

A student's cumulative grade point average must meet the minimum standards of the institution according to their degree intentions. The minimum cumulative grade point average for graduation at FTCC is 2.0.

### **Procedure for Review of Satisfactory Academic**

Once each year following the posting of summer grades to the official transcript, the Financial Aid office will review the student academic history and notify students who are being placed on financial aid probation or financial aid suspension. All students placed on probation or suspension will be mailed a Satisfactory Academic Progress Appeal form.

Students not meeting the minimum standards for the first time will be placed on financial aid probation. Students on probation are eligible to receive all aid except a William D. Ford Federal Direct Loan. Loans awarded for upcoming semesters will be cancelled. Students may appeal using the Satisfactory Academic Progress Appeal form.

Students not meeting the minimum standards the second year will be placed on financial aid suspension. Students on suspension are not eligible to receive any federal or state financial aid. Pending financial aid awards for upcoming semesters will be cancelled.

Students may appeal using the Satisfactory Academic Progress Appeal form.

### **Clearing GPA or Credit Hour Deficiencies**

Financial aid awards may be reinstated if the student completes 100% of credits attempted in the most recent semester with a minimum of 6 credits; with minimum grades of 2.0; and pays tuition and fees out of pocket. Once completed, the student may appeal for financial aid reinstatement with the Satisfactory Academic Progress Appeal form.

### **Satisfactory Academic Progress Appeal Process**

Students placed on financial aid probation for not meeting the minimum standards for the first time may appeal for eligibility for Federal Direct Loans by filing a Satisfactory Academic Progress Appeal form. If approved, the student will be eligible for all federal and state programs, including the William D. Ford Federal Direct Loan.

Students placed on financial aid suspension for not meeting the minimum standards for a second time may appeal for reinstatement of financial aid by filing a Satisfactory Academic Progress Appeal form.

Reinstatement of all aid is subject to professional judgment, submission of proper documentation of the students' circumstances and availability of funds.

The following special circumstances will be considered when processing an appeal:

1. A significant medical illness or injury that directly affected students' ability to meet the academic standards.
2. The death of a close relative during the time period that directly affected the students' ability to meet the academic standards.
3. The student attended school more than two years prior to the current year and experienced difficulties at that time that directly affected the students' ability to meet the academic standards.
4. The student received a change of grade from a previous semester and is requesting that Satisfactory Academic Progress be re-evaluated.
5. The student has completed the maximum credits allowable for financial aid for each type of program at FTCC, including transfer credits, and the current program of study requires additional credits for completion.
6. The student has completed all credits in the most recent semester, with a minimum of six credit hours, earned a minimum 2.0 for each course, paid out of pocket, and is requesting that Satisfactory Academic Progress be re-evaluated.



7. The student experienced a significant personal tragedy or event that affected the students' ability to meet the academic standards.
8. Other significant situation that affected the students' ability to meet academic standards.

### **Dropping or Withdrawing from Classes**

Reducing your enrollment during any semester can create serious consequences for financial aid recipients. Before dropping classes, you need to check with the Financial Aid office.

1. Satisfactory Academic Progress may be affected
2. In cases of complete withdrawals, students may be required to repay a percentage of financial aid received for that semester. Students who completely withdraw will be placed on Financial Aid Suspension for future semesters. A Financial Aid Appeal may be submitted requesting reinstatement of financial aid.
3. Students receiving William D. Ford Federal Direct Loans may go into repayment if current enrollment drops below six credit hours for a period of time greater than the six-month grace period (or you may lose your grace period). Future disbursements of loans will also be cancelled once enrollment drops below 6 credit hours.

For questions regarding the Financial Aid Satisfactory Academic Progress policy, call (910) 678-0040, email [Finaid@Faytechcc.edu](mailto:Finaid@Faytechcc.edu), or stop by the Financial Aid Office.

### **VII-3.20      Federal Pell Grants**

Maximum annual eligibility = \$4050

Minimum annual eligibility = \$400

Eligibility level depends on results of the FAFSA and the family's financial situation

To receive the full Pell Grant award per semester, 12 credit hours are required. If registration is less than 12 credits, the Pell grant is prorated for actual enrollment.

For example:

Maximum Pell Award = \$4050

Maximum Semester Award = \$2025 (for 12 credits for enrollment—considered “full Pell”)

Less than full time enrollment:

9 – 11 credits (3/4 time) = \$1519 per semester

6 – 8 credits (1/2 time) = \$1012 per semester

Less than 6 credits (less than 1/2 time) - \$250 per semester

Maximum Pell Award = \$2000

Maximum Semester Award = \$1,000 (for 12 credits of enrollment - considered “full Pell”)

Less than full time enrollment:

9 – 11 credits (3/4 time) = \$750 per semester

6 – 8 credits (1/2 time) = \$500 per semester

Less than 6 credits (less than ½ time) - \$250 per semester

At some of the lower eligibility levels, students must be full time (12credits) to qualify for any Pell Grant award.

During the summer semester students must have 12 credits to be considered full time for financial aid.

### **VII-3.21**      Web Advisor

Web Advisor is a valuable tool to help students manage their records; check on the status of financial aid; view and request transcripts; search course sections, and register and pay for courses.

### **VII- 3.22**      How to Log In to Web Advisor

1. Go to [www.faytechcc.edu](http://www.faytechcc.edu)
2. Locate the Web Advisor symbol on the left-hand side of the webpage and click on it.
3. On the Web Advisor main page **click on Log in** icon.
4. In the **User ID Box**, type in your user name. Your user name is the 1st 7 letters of your Last Name (use full last name if it is 7 or less characters); 1st letter of your First Name, and the Last 4 digits of your Student Identification number (your student ID# is on the back of your student ID card). **Example:** Mary Smith Student ID# 1234567 USER ID: smithm4567
5. In the **Password Box**, type in your birth date in mmddyy format. **Example:** January 7, 1965 Password: 010765
6. Click on **SUBMIT**
7. A message will appear telling you that your password has expired. At this point you must change your password. **Enter your new password.** You also have the option of entering a password hint to remind you of your password the next time that you log in.
8. Click on **OK**
9. Click on Current Student

## ***VII-4 Registration and Scheduling Procedures***

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### **VII-4.1**      Datatel Colleague

**Datatel Colleague** provides an array of tools for faculty and staff. Instead of multiple databases for individual areas, such as Student Services, Curriculum, Human Resources, Continuing Education, etc., the **Colleague** program is designed to use a single data source for all areas of the college. As of Fall 2005, registration of students is performed through **Colleague**. The following are instructions for getting started in Datatel **Colleague**. To open **Colleague**, click on the Datatel Icon on your desktop. Login in using your Datatel User ID and Password. If you do not know these, contact MIS. It is important to keep your Datatel account current. If you do not login to Datatel at least once every thirty days, your Password will need to be reset by MIS. If you do not login for 60 days, MIS will need to unlock your login, and after 90 days, you will have to submit new user paperwork. Every thirty days, Datatel will prompt you to change your password. Your password must be 6-8 characters long and include at least one number. The number cannot be character 1. In other words, your login must begin with a letter. When you login into Datatel, the program will allow you three attempts before it shuts down. For this reason, MIS suggests that instead of creating random passwords, create three passwords, and rotate them at the Change Password prompt every thirty days. This will ensure you are able to login to your account within the allotted attempts. **Passwords must vary by at least a total of three characters.**

#### **VII-4.1.2      Datatel Mnemonics**

Datatel Colleague functions through a series of Mnemonics or screen codes. When you enter a Mnemonic in the Colleague Toolbar, the corresponding screen will pull up. The following is a partial list of Mnemonics:

<b>CRUW</b>	<b>Classroom Usage Worksheet (room location, etc.)</b>
<b>CSAR</b>	<b>Section Availability Report (Tallies)</b>
<b>CSSC</b>	<b>Course Section Schedule</b>
<b>EXTS</b>	<b>External Transcript Summary (previous colleges attended)</b>
<b>FADV</b>	<b>Faculty Advisees</b>
<b>FASC</b>	<b>Faculty Section Assignment</b>
<b>FCSI</b>	<b>Faculty Schedule</b>
<b>PERC</b>	<b>Person Restrictions (lists fines)</b>
<b>RGAM</b>	<b>Determine Class Availability</b>
<b>RGN</b>	<b>Registration</b>
<b>RSTR</b>	<b>Roster</b>
<b>SASM</b>	<b>Student Academic Summary</b>

<b>SPRO</b>	<b>Student Profile (to see current active status – current programs)</b>
<b>SSUM</b>	<b>Section Summary (to see if section is full or canceled)</b>
<b>STAC</b>	<b>Student Academic Credits (to view transcripts and grades)</b>
<b>STAT</b>	<b>Student Academic Transcript (to view GPA)</b>
<b>STRK</b>	<b>Student Remarks (same as comment page)</b>
<b>STSC</b>	<b>Student Schedule</b>
<b>TRAN</b>	<b>Print a Transcript</b>
<b>TSUM</b>	<b>Test Summary (view student placement scores)</b>

#### **VII-4.2      Registering Students in Datatel Colleague**

The following are instructions for getting started in Datatel **Colleague**. The instructions provide steps for registering students, as well as printing rosters, reviewing transcripts and academic credits, etc.

After logging into Datatel, go to Toolbar, click on **APPS**, and click on **ST** in the drop down menu. You must make sure that you are registering the student in the correct semester. To do this, click on **RGN**. In the **Student Look Up Box**, type in the student's **Datatel ID**. In the **RGN Registration** screen, go to the first line under **Section Name and Title** and type in the semester year, followed by the semester abbreviations. For example, if you are registering a student for fall 2009, you would enter **2009FA**. After entering the correct year and semester, click **update** (the first little black box with the human silhouette). Look at the boxes that say **Date** and **Term** to ensure you have correctly updated to the current registration period.

#### **To Register A Student**

**Step 1** - In the Mnemonic box type **RGN**, and press enter.

**Step 2** - In the **Student Look Up Box**, type in student's Datatel ID, and press enter or OK. You can type in the student's name if you don't have a social security number, but be aware that this is the most time-consuming way to locate the student's record.

**Step 3** - Type in the class the student wants (Example ENG 111), or class and section number, and press enter.

#### **Step 4 - Use this step only if you do not have the section number**

Type in the course (Ex. ENG 111) and hit enter. A screen with the list of available classes with the section numbers will appear. Click on the checkbox of the class for which you wish to register student, and then click save.

You may also type the number of the class in the box on the bottom of the first **RGN** screen, and press enter.

**Step 5** - If you need to sign up a student for more than four classes, place your cursor on the #4 box, and press enter until you are taken to the next screen. You may also use the scrollbar on the right hand side to scroll down.

**Step 6** - Make sure when you are done registering the student for classes you click the save button, and then click **Update** to update the schedule.

**Note:** If you need to delete a course for which a student is already registered, click on the number to the left of the course and select **delete**. You may also click on the **Stat** box to the right of the course and choose **deleted** from the drop down menu. After deleting a course, you should see an **X** in the Stat box.

#### **VII-4.2.1**      To Print a Student's Schedule

**Step 1** - In the Mnemonic box, type in **STSC** and press enter.

**Step 2** - In the **Student Look Up Box**, type in student's social security number, and press enter or OK.

**Step 3** - In the **Term Look-up Box**, type in semester with no spaces.  
Ex. 2009FA (Fall) or 2009SU (Summer) or 2009SP (Spring) and then press enter.

**Step 4** - Press the **Print Screen** button on your keyboard.

**Step 5** - Open Microsoft Word, right click your mouse, and click paste, and then print out the schedule.

#### **VII-4.2.2**      To Check a Class for Seat Availability:

**Step 1** - In the Mnemonic box type in **SSUM**, and press enter.

**Step 2** - In the **Course Look Up Box** type in the class you want to check to see if it is full. Example ENG 090 (leave a space between ENG and 090) or you can type in 2005FA(Fall) for all classes.

**Step 3** - **If you typed in 2009FA, there are two ways to perform the next step:**

One way is to click on the checkbox of the class you want, and click save.

Or you can:

Type the number of the class in the box on the bottom of the screen and press enter.

#### **VII-4.2.3**      To Print a Roster with or without Telephone Phone Numbers

**Step 1** - In the Mnemonic box type **SROS** and press enter.

**Step 2** - If you want the student's phone numbers, click on the down arrow box by **Print Phone Type** and click Ex. Home if not leave blank

In **Section Date**, type in the Begin and End Dates Ex. 8/15/09 12/30/09 or click on the drill down button to put the dates you want. In the **Terms box**, type in semester Ex. 2009FA. In the **Sections box**, type in course and section number, Ex. ENG 111 0001.

**Step 3** - Click **Save** and then **Update**

When the next screen comes up, click save and update again. If the same screen Returns, click save and update again.

**Step 4** - In the **Output Device** box click the drop down arrow box and click **H – Hold/Browse File Output**, and then click save and update. When the next screen comes up, click save and update.

**Step 5** - Click Finish

**Step 6** - Click the import icon (2<sup>nd</sup> icon on the toolbar)

**Step 7** - Save roster in .txt form to the folder of your choice

**Step 8** - Go to the folder you saved it in and open it up.

**Step 9** - Click file, page setup, click on landscape.

**Step 10**-Click file, print.

#### **VII-4.2.4**      To Print a Transcript

**Step 1** - In the mnemonic box, enter TRAN

**Step 2** - Enter the student's Datatel ID number in the box next to "Students." Click Update.

**Step 3** - In the **Output Device** box click the drop down arrow box and click **H – Hold/Browse File Output**, and then click save and update. When the next screen comes up, click save and update.

**Step 4** - Click Finish and the transcript screen will appear.

#### **VII-4.3**            Registration and Scheduling Processes

##### **The following is an overview of the registration process:**

Faculty advisors can review a student's academic credits and transcripts through the STAC and STAT functions in Datatel. These programs will identify courses completed, transfer credit and courses needed for completion of degrees. Make sure that the student's Student Education Plan and the Datatel transcripts reflect the same information. Unapproved students will be assigned to the Student Development Office for academic advisement purposes. Faculty advisors should be prepared to deal with student questions and concerns relating to their programs and course selection. VA regulations, attendance requirements, career expectations, and the effort required for the student's academic success, is essential. The faculty advisor should be knowledgeable of the support services of the college and be able to refer students to the appropriate offices (e.g., Counseling, Career Center, Financial Aid, Success Center, Library, Registrar's Office, Veterans Services Office).

##### **VII-4.3.1**        Current Students

- Students who are currently enrolled will receive a letter or card informing them about Student Telephone Assisted Registration (STAR) 486-3822.
- They will then meet with their advisors and pre-schedule their classes.

- After pre-scheduling, current students may use the STAR system to register by telephone. Each student will also need to obtain his/her individual registration activation date.

#### **VII-4.3.2**      New Approvals

New-approved students will receive a letter informing them about orientation and registration.

After attending orientation, students will be able to meet with advisors, select classes, and complete the registration process.

#### **VII-4.3.**      Open Registration

All students not registering as previously described must register during open registration. Open registration occurs in the Multipurpose Room of the Student Center and is held during a ten-day period prior to the beginning of a semester.

### ***VII-5 Referrals***

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#### **VII-5.1**      Career Center

Assistance with the development of realistic career goals and plans is available through the Career Center. Through the Career Center an individual can talk with a trained counselor and work jointly in solving problems associated with career choices, daily choices, and educational planning. The Career Center offers information on career-related topics, including job descriptions, duties, work environments, earnings, minimum entry skills, and the education and training required for entry into the job market. Special testing, including aptitude and achievement tests, is utilized to aid the career development process. Career Center services are available to students, staff, faculty, and members of the community.

#### **VII-5.2**      Cooperative Education

Cooperative Education offers an extension and application of classroom instruction through a supervised work experience that is related to the student's educational goals. It is an educational plan designed to use the "laboratories of the community" in business, industry, and civic agencies to the best advantage of the students, the school, and the employers.

The principle of this concept is that the classroom instruction along with practical experience is the most effective way to obtain a balanced education. The program is

designed to provide the necessary tools to prepare the student for the transition from school to work. (See Sections VII-5.5 and 5.6 for contacts.)

### **VII-5.3      Job Placement**

The Placement Office is available year round to assist graduates entering the job market. The Placement Office maintains placement records on students, initiates contacts with prospective employers, arranges and coordinates job interviews between students and employer representatives, and maintains current information on employment opportunities including salaries. Follow-up studies of FTCC graduates are conducted yearly in order to provide current information on graduate placement, including type of employment, geographic location, and salary scale. (See VII-5.5: Classes and Registration.)

### **VII-5.4      Referring Students to Campus Resources**

Whether students are experiencing a problem or just simply have a question, it is helpful to be aware of what resources are available on campus. By referring students to the appropriate resources, you can provide them with more effective assistance in whatever comes up.

You should feel comfortable referring students to another campus resource that could better serve their needs. Assisting students in making appointments can be helpful and is recommended. A referral listing follows in Section VII-5.6.

### **VII-5.5      Off-Campus Classes and Registration**

In addition to the main campus, FTCC has two off-campus locations: Fort Bragg, and the Spring Lake Campus. FTCC has administrative offices at the Fort Bragg and Spring Lake Campus sites, where students may receive information, submit applications, and register for classes.

It is important when registering students at Fort Bragg Advisors inform students that classes at these locations begin earlier than classes on FTCC's main campus. Many students assume that all classes at all locations begin and end at the same time. This misconception can lead to missed classes and students being dropped as No Shows.

#### **Fort Bragg**

The administrative center for Fort Bragg is located in the Community Center on Randolph Street at Fort Bragg, Building # 1-3571, Room D-1. The goal of the center is "To provide full-service, one-stop, quality customer service to our military communities in a courteous and professional manner." The following services are available at the Fort Bragg site:



Admissions  
 Evaluation and Advising  
 Registration  
 Unit Classes  
 Business Office  
 Book Store  
 SOCAD/NAV/MAR/COAST  
 Tuition Assistance  
 EArmyU/AUAO

Classes on Fort Bragg are offered at three different locations:

**Irwin Middle School (IRMS)** is located on Knox Street.

**Albritton Junior High School (ABJHS)** is located at the corner of Normandy and the All-American Freeway.

**Fort Bragg University Center/Basic Soldier Development Center (FBSD/BSDC)** is located on Armstead Avenue.

Make sure you inform advisees of the correct location and start time for all Fort Bragg classes.

### **Spring Lake Campus**

The Spring Lake Campus is located at 171 Laketree Blvd in Spring Lake. The facility has 34 classrooms, including 12 laboratories, a North Carolina Information Highway classroom, and a 102-seat Lecture Hall. Services available for students are a one-stop registration process including a bookstore, business office, and a well-qualified staff for advising, counseling and testing needs. For more information, contact Reception Desk in the Commons Area at 678-1000, or the Secretary to the AVP at 678-1010, or the Associate V.P. for Off-Campus Programs, Dr. Denise Wyatt at 678-1009.

## **VII-5.6      Referral Listings**

<u>Staff Area</u>	<u>Staff Member</u>	<u>Extension</u>	<u>Location</u>
Academic Advising Center	TBA	8-8501	HO 610G
Admission Director	Kelley, James	8-8274	SC 118B
Career Center Supervisor	Nelson, Loutricia	8-8205	SC 113
College Tech Prep Coordinator	Gibson, Pamela	8-8505	HOS610H
Counseling Services Director	Washington, DeSamdra	8-0037	SC112
Dean of Enrollment Management	Shackelford, Harper	8-8413	SC 123
Financial Aid Director	Van Valkenburg, Eleanor	8-8448	SC 126A
College Connections Coordinator	Wellons, Lindsey	8-8542	HOS610I
Success Center Director	Dostall, Roger	8-8266/8-8273	LRC 203
Library Services Director	Rose, Susan	8-8382	LRC204A
Placement & Cooperative Education	Atkinson, Karen	8-8268	SC 136
Alumni Affairs	Michaels, Brent	8-8209	AD 115A
Registrar	Clarke, Linda	8-8474	SC 114C
Registrar (Assistant – eArmyU/CTAM)	Jones, Melissa Ann	8-0155	SC 111
Institutional Effectiveness	Mitchell, Carl	8-8322	HOS602B
Student Activities Director	Daniel, Gerald	8-8385	SC 25
Testing Coordinator	Washington, Desandra	8-8394	SC 120B
Veterans Services Officer	Sanchez, Charles	8-8296	SC 119C
AVP for Off-Campus Programs	Wyatt, Denise	8-1009	SLC 116

Horticulture Educational Center	Gause, Terry	678-8447	HEC 001
<b><u>Areas of Assignment</u></b>	<b><u>Staff Member</u></b>	<b><u>Extension</u></b>	<b><u>Location</u></b>
Director of Counseling	Wahsington, DeSandra	TBA	TBA
Career Center Supervisor	Nelson, Loutricia	8-8205	SC 113A
Special Populations Coordinator	Ray, Dorothy	8-8479	SC 143A
	<b><u>Counselors</u></b>		
Business Programs/General Occ. Tech/Special Credit	Jordan, Deborah	8-8412	SC 107
Business Programs/General Occ. Tech/Special Credit	Cole-Albinco, Elaine	8-8365	SC 108
Health Programs/High School Students	West, Charles	8-8284	SC 106
Health Programs/HS/Concurrent Enrollment	Carver, Lynn	8-8379	SC 142
Vocational Programs/Distance Learning or Spring Lake Campus/Ft Bragg	Castleman, Louanna (Wyatt)	8-1003	SC 101B
Vocational Programs/Distance Learning	Altamirano, Stephanie	8-8379	SC 104
Vocational Programs/Distance Learning	Steadman, James	8-8214	SC 103
College Transfer/Applied Technology	Lacy, Claretha	8-8436	SC 141
College Transfer/Applied Technology	Wheelous, John	8-8411	SC 105
	<b><u>Part-Time Counselors</u></b>		
College Transfer/Applied Technology		8-8559	SC 144
	<b><u>Admission Evaluators</u></b>		
	Murphy, Adrienne		
	Norman, Kelly	8-8582	SC 118C
	Smith, Charita	8-8414	SC 139
	Snipes, Larue (Spring Lake)	8-8258	SC 139
	Richardson, Cathy	8-1004	SLC 101C
	Curry, Barbara	497 -1112	Ft. Bragg
		497-1112	Ft. Bragg
	<b><u>Support Staff</u></b>		
Secretary, Director	Murray, Angela	8-0036	SC 112
Secretary, Counseling	Borgen, Elsie	8-8277	SC 109
Career Center Secretary II	Hye, Patricia	8-8422	SC 113
Secretary, Special Pops	Ray, LaTara	8-8349	SC 143
Receptionist	Gaddy, Pamela	8-8419	SC Lobby
Family Support Services Associate	Blue, Genell	8-8486	SC 102
Career Technician	Lovings, George (Wyatt)	497 – 1112	Ft. Bragg
	<b><u>Admissions Representatives/Recruiters</u></b>		
	Smith, Angela	8-8319	LRC 120
	Rizzolo, Reade	8-8579	LRC 119
<b><u>Program Area</u></b>	<b><u>Dean / Program Contact</u></b>	<b><u>Extension</u></b>	<b><u>Location</u></b>
<b>Business Programs</b>	Griffin, William (Bill) - Dean	8-8564	CUH 371A
Accounting	O'Brien, Ron	8-8512	CUH 377V
Advertising & Graphic Design	Fuller, Ricci	8-8231	VCC 230
Business Administration	Burns, Cindy	8-8541	CUH 377H
Business Administration/Banking & Finance	Foxx, Daisy	8-8598	CUH 377J
Business Administration/E-Commerce	Kirchman, Bill	8-8508	CUH 377O
Business Administration/Human Resources Management	Sanders, Linda	8-8235	CUH 377F
Business Administration/Marketing & Retailing	Seaford, Sharon	8-8208	CUH 377C
Business Administration/Operations Management	Petzold, Bridget	8-8444	CUH 377D
Business Admin./Public Admin.	Campbell, Cheryl	8-8410	CUH 377G
Computer Programming	TBA	TBA	TBA
Culinary Technology	Gilbert, Kay	8-8207	HOS 616D
General Occupational Technology	Black, Jim	8-8346	ATC 113F
Healthcare Management Technology	Myra Allen	88594	CUH 377K
Hotel & Restaurant Management	Michaels, Brent	8-8507	CUH 377B
Computer Information Technology	Thomas, Roseann	8-8323	ATC 113D
Networking Technology	Jarboe, Doug	8-7353	ATC 113B

Web Technologies	Kleiner, Kenneth	8-8572	ATC 113A
Information Systems Security	Tenette Prevatte	8-7354	ATC 113H
Medical Office Administration	DeDeaux, Denise	8-8343	ATC 154A
Office Systems Technology	Joyce, Dwain	8-8361	ATC 154D
Paralegal Technology	Taylor, Ann	8-7379	CUH 346F
Postal Service Technology	Sheridan, Dennis	8-8573	CUH 377T
<b>Engineering, Public Service and Applied Technology Programs</b>	Cole, Lauren - Dean	8-8225	HOS 603A
A/C, Heating & Refrigeration Technology	Chavis, Don	8-8428	LA 146A
Architectural Technology	Bell, Phyllis	8-8539	ATC 244A
Autobody Repair	Hall, Arthur	8-8213	AUB 101
Automotive Systems Technology	Oldham, Brian	8-8260	ATC 15A
Carpentry	Carter, D. Keith	8-8475	CU 319
Civil Engineering Technology	Hayes, Tony	8-8249	ATC 244C
Electrical/Electronics Technology	Philligin, John	8-8357	CUH34
Electronics Engineering Technology	Bevill Jr., Beymer	8-8216	ATC 220D
Horticulture Technology/Management	Gause, Terry	8-8447	HLB 001
Machining Technology	Smith, Gary	8-8225	HOS 603A
Architectural Mech/Drafting (CADD)	Bell, Phyllis	8-8539	ATC 244H
Plumbing & Pipefitting	Ditch, Stewart	8-8522	CUH334C
Surveying Technology	Hayes, Tony	8-8249	ATC 244C
Welding Technology OR Industrial/Transportation Technologies	Bureau, Charles	8-1031	LAH149A
Cosmetology	Guions, Veronica	8-0159	TBA
Criminal Justice Technology	TBA	8-8506	HOS603A
Criminal Justice Technology/Latent Evidence/Computer Fraud & Financial Crime			
Emergency Preparedness/Fire Protection Technology	Zack, Jeffrey	8-0043	CJC 27C
Early Childhood Associate	DeMendoza, Belva	8-8506	ECC 202
Funeral Service Education	Hall, David	8-8301	CH 311B
Physical Education	Gardener, Heather	8-9836	HOSG 800B
<b>College Transfer and General Education Programs</b>	Walters, Ray- Dean	8-8244	HOS 600A
Associate in Arts	Kulich, Rose - English	8-8270	CH 378A
	Hogan, Larry -Social Science/Hum	8-8302	HOS 616A
Associate in Fine Arts	Sean McDaniel – Fine Arts	8-0042	HOL 001
Associate in General Education	Diorietes, Chris -Mathematics	8-8443	HOS 618G
Associate in Science	Hall, Calton -Science	8-8449	LAH120H
	Cunningham, Danny - Biology	8-8313	LAH20A
Biotechnology Program	Snead-McDaniel, Kim	8-8548	LAH 135
Community Spanish Interpreter Program	Cruz, Jose	8-8546	HOS 611C
<b>Health Programs</b>	Johnson, Mary	8-8372	HTC 204A
Associate Degree Nursing	Smith II, Jack R.	8-8482	HTC 253M
Central Sterile Processing	Herring, Terry	8-8358	HTC 201E
Dental Division Chair	Powers, William	8-8310	HTC 102B
Dental Assisting	Simmons, Angela	8-9858	HTC 101H
Dental Hygiene	Ellis, Susan	8-8575	HTC 101D
Emergency Medical Science	Criste, Richard	8-8515	HTC 169M
Nuclear Medicine Technology	Harris, Tony	8-0054	HTC 105
Pharmacy Technology	Adams, Dina	8-8229	HTC 253F
Phlebotomy	Starling, Linda	8-8538	HTC 201G
Physical Therapist Assistant	Eckel, Elaine	8-8259	HTC 169F
Practical Nursing	Monroe, Sandra	8-8355	HTC 169H
Radiography	McKnight, Anita	8-8303	HTC 201D
Respiratory Care	Holloman, John	8-8316	HTC 201H
Speech-Language Pathology Assistant	Holmes, Michelle	8-8492	HTC 169L
Surgical Technology	Herring, Terry	8-8358	HTC 201E
Huskins Nursing Assisting	Pate, Denise	8-9868	HTC 201A

## Building Abbreviations

ADM = Thomas R. McLean Administration Building

ATC = Applied Technology Center

AUB = Auto Body Shop Complex  
CBI = Center for Business and Industry  
CEC = Continuing Education Center  
CFBG = Cape Fear Botanical Garden  
CUH = Cumberland Hall  
CJC= Criminal Justice Center  
ECC= Early Childhood Educational Center  
FB = Fort Bragg  
HEC = Horticulture Educational Center  
ART = Fine Arts Area

HOS = Horace Sisk  
HOSG = Horace Sisk Gym  
HTC = Health Technologies Center  
LAH = Lafayette Hall  
LRC = Paul H. Thompson Learning Resource Center  
MBC = North Carolina Military Business Center  
NCB = Neill Currie Building  
PRD = Printing and duplicating (Print Shop)  
SDC = Tony Rand Student Center  
SLC = Spring Lake Campus  
SRD = Shipping and Receiving (Warehouse)  
VCC = Harry F. Shaw Virtual College Center

## ***VII-6 Student Educational Plans, Graduation Progress, and Graduation Verification with Faculty Support Package***

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### **VII-6.1      Student Educational Plans (SEP)**

#### **Issuance of a Student Education Plan (Certificate, Diploma, Degree)**

A Student Educational Plan (SEP) is an official guide directing students toward graduation or, in other words, an outline of all the classes they need to take in order to earn a certificate, diploma, or degree in a particular program. The SEP is a good source of information for students to consult when scheduling classes. The SEP includes a list of recommended classes to take each semester. With the curriculum and advisor assigned, the counselor will then issue an SEP. These plans are crucial for registration, Veterans Administration requirements, and financial aid approval. As long as the student remains enrolled continuously in the College, that SEP will remain in effect even if a new SEP is developed and/or changed for that program of study. An SEP is current and valid for one academic year. Attendance or non-attendance during a summer term has no effect on the student's SEP.

#### **Student Educational Plans Limitations**

- A student may be approved for two different SEPs at a time (major/first option and a minor/second option). The exceptions are students enrolled in developmental English and reading classes and VA students.
- The student may elect to change to a different SEP no more than twice within an academic year without the benefit of the Career Center.
- Thereafter, a student must make an appointment with the Career Center for a career assessment in order to receive one additional SEP within an academic year.
- During registration, a student may request to change to a different SEP after classes start and before the 10% point of the term in order for that SEP to be valid for the current semester. After the 10% point, the student's new SEP will be valid for the following semester. This is important for VA students, as they may be ineligible for benefits if they are not currently taking classes listed on the SEP for which they are currently approved.

Counselors complete the upper portion of the SEP. This includes conditions for entry into the program of study such as required developmental courses or prerequisites. Counselors also verify and record all "general studies" transfer credit and collaborate with departments to verify technical and major studies transfer credit to be recorded on the bottom portion of the SEP.

Counselors complete the upper portion of the Student Educational Plan. This includes conditions for entry into the program of study such as required developmental courses. Counselors also verify and record all "general studies" transfer credit and collaborate with departments to verify technical studies transfer credit to be recorded on the bottom portion of the Student Educational Plan.

Advisors ensure that the student completes all required developmental courses, if any.

Advisors and advisees should maintain and update their Plans every term. If you have questions concerning an advisee's educational plan, consult colleagues, the Advising Center Coordinator, appropriate counselor, department chairperson, division chairperson, or the dean of that program area.

The bottom portion of the Student Educational Plan is the student's program of study and **ALL** courses must be completed. Where prerequisites exist, they must be completed successfully before beginning the actual required course. Prerequisites are not shown on the Student Educational Plan but can be found in the FTCC catalog. The advisor should become familiar with the prerequisites necessary for the courses in his/her specific area of endeavor.

Time conflicts may occur between courses that a student needs in order to complete his/her graduation requirements or the college may not offer a course during the student's final semester at FTCC. When either of these situations occurs, the advisor may recommend that course substitutions be approved in order to allow the student to complete graduation requirements.

Because of the vast differences in Student Educational Plans across program areas, it is not considered appropriate for detailed instructions on course substitutions to be provided here. Each major program area should develop specific rules and procedures for course substitutions.

Substitution of courses for graduation purposes is limited to 10 percent of the total credit hours required to graduate and must be recommended for approved by the Department Chairperson and the program area dean. The Associate Vice President for Student Services has final approval for all course substitutions and any exception to the 10 percent limit.

Remind your advisees that within a specific curriculum a single course cannot be used to satisfy two separate requirements. For example, if SOC 210 is used to satisfy a Social Science requirement, it cannot also be used as a Social/Behavioral Science elective.

## **VII-6.2**      Graduation Progress

Discuss the advisee's progress toward graduation each term. Reviewing his or her Student Educational Plan with the advisee each term will help ensure expected progress toward graduation. The **Faculty Support Package** located under the **Faculty Support** icon on your desktop is a very useful tool in this process. (See VII-6.3: Graduation Verification with Faculty Support Package.) You may also verify grades and transcripts through Datatel, using the STAC and STAT mnemonics. (See VII-4.1: Datatel Colleague.) It is important to verify that the Student Educational Plan and the student's transcripts reflect the same information. All courses the student has completed should be both on the SEP and on the student's transcript in Datatel. Just as in the classroom, finding answers to questions and solving problems may take some legwork on your behalf. Here are a few hints you might find helpful.

1. Meet with your advisees and go over their educational plans. An hour's worth of early assistance can save many hours later.

2. Students will resist number one above. Try to persuade them to meet with you. "Let's double check your Educational Plan and transcript. We don't want anything to hold you back." Use the Datatel computer software to verify that the proper course work is being completed.
3. Pursue any course substitutions early.
4. When the student first brings you the graduation application, make a copy for your records. This will ensure that you know for certain who your graduating advisees are, and will enable you to get started early in the graduation verification process.

### **VII-6.3      Graduation Verification with Faculty Support Package**

Once an advisee applies for graduation, you, the advisor, will be required to verify that the prospective graduate has completed all of the requirements of his or her program. MIS has created a **Faculty Support Package** to facilitate the graduation verification process for you. To use the **Faculty Support Package** you must be logged into your Novell account. You cannot access the program if you have clicked the Work Station only box in the Novell sign on screen. Periodically, MIS will send e-mail notification that you need to add updates to your system. It is imperative that you download these updates. Without them, you will be unable to continue to use the **Faculty Support Package**. After updating your system, you will need to logout of Novell and log back in.

#### **Procedure for Completing Graduation Verification**

1. Have (in hand) a copy of the Student Educational Plan (SEP) for your potential graduate. You might have one that has been partially filled out by a counselor or you may need to use a blank one. Do not use the one dated Fall 2007!
2. Click on the **Faculty Support** icon on your desktop. You will need to **enter** your **Datatel login and password**.
3. In the top left-hand corner of the screen, click on **Applications**, and then **GPA**. This will bring up a two-column screen. On the left side of the screen, enter the Datatel Identification number for the student and click on "Select ID". On the right side of the screen, you will see a box for advisor and program. You may need to use the drop down arrow to select advisor name and program. **If you do not see "Associate in General Education" listed, contact the registrar's office to see if the student has officially registered for the program.**
4. The left side of the screen is labeled "Cumulative". This is a record of all the classes the student has taken or is currently registered for. Those that don't have semester dates are either transfer courses or NC (non-course credit). At the bottom on this screen, click on the "calculate cumulative" button. This will give you the cumulative GPA, the

cumulative hours earned, and a button that says “view/print cumulative”. Click on this button and then print out the record once it appears (it loads a bit slowly).

5. Using the SEP as a guide, highlight the courses on the cumulative list that will be used to satisfy the Gen Ed requirements. Make sure to fill in the SEP with the courses that are used. Also, highlight the cumulative GPA.
6. Exit the “Cumulative GPA” screen by clicking on the “X” in the top right-hand corner of the screen. This will return you to the split screen. The right side is labeled “major”. Using your highlighted list, click on the course you need from the left side and hit the > button to move it to the right side. (The >> moves all the courses over at one time.) If you need to remove a course from the right side, highlight and use the < button.
7. When all the needed courses have been moved to the right side, hit the “Calculate Major” button. This will give you the major GPA and major hours earned. You will also see the “view/print major” button and a “Save Major” button. Use the “Save Major” button to keep this list on file- it should save your work. Select the “view/print major” button and print out the Major GPA record.

If you use this procedure for verifying graduation (in lieu of GPA Spreadsheet), there are 4 items (**stapled, in the following order**) that will complete the packet:

1. The signed and dated application for graduation, which must include the major GPA (if the student is eligible) and whether or not summer courses are needed.
2. The SEP
3. The “Major GPA” print-out
4. The “Cumulative GPA” print-out with GPA and selected courses highlighted

#### **VII-6.4**      Requirements for Graduation

To be eligible for graduation, the student must:

- successfully complete the curriculum requirements in effect at the time the student entered the curriculum.
- have sufficient quality points to average 2.0 (cumulative and major GPA)
- have passing grades in all required courses
- have taken care of all financial indebtedness to Fayetteville Technical Community College, including a graduation fee.
- fill out an application to graduate at a time designated. Failure to do so may result in diplomas not being available at the time of graduation. The College assumes no responsibility for making special adjustments for students who fail to file applications by the designated time. A candidate who fails to file an application for graduation or meet graduation requirements by the designated date automatically voids his or her candidacy for that particular graduation.



**Note:** Substitution of courses for graduation purposes is limited to 10 percent of the total credit hours required to graduate and must be approved by the Department Chairperson and the Program Area Dean. The Associate Vice President for Student Services must approve all exceptions to the 10 percent limit.

**Note:** Electives taken by students under VA educational benefits may exceed the total required hours of a curriculum only by the hours of the last elective taken to fulfill those requirements.

## ***VII-7 Entry Assessment (ACCUPLACER Test Scores/ACT/SAT)***

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### **VII-7.1      Assessment and Evaluation of Students**

To evaluate the level of preparation and to place students in appropriate courses, the College requires entry assessment in the skill areas of English, reading, and Mathematics. To satisfy assessment requirements, the student needs to take the ACCUPLACER unless eligible for a waiver. (See ACCUPLACER Exemptions in Section VII-7.2.)

FTCC administers the ACCUPLACER from the College Board. The assessments are Sentence Skills, Reading Comprehension, Arithmetic, and Algebra. There is no charge for the ACCUPLACER. The assessment takes approximately two to two and one-half hours and is available days and evenings. Students required to take the ACCUPLACER may be scheduled for testing during the admission process.

Students who wish to take a retest of the ACCUPLACER should make the request through an FTCC counselor. There is a mandatory three-month waiting period between subsequent retests.

ACCUPLACER scores will be used for course level placement. Each of the three skill areas of English, reading, and Mathematics are independent of one another. A student may place at the College transfer level in one or more areas and at the developmental level in others. If skills are below the levels defined by the College as required for successful performance in a College-credit program, the College may limit the student to developmental courses.

### **VII-7.2      ACCUPLACER Exemptions**

Students will be exempt from taking the entry assessment for registration in courses for which they are qualified if they provide written documentation for one of the following exceptions:

1. The student has attended a regionally accredited institution (RAI) in which English was the language of instruction and successfully completed with a grade of "C" or higher a transferable college-level English (Composition) and/or Mathematics (Algebra) course.

2. The student holds an associate's or bachelor's degree from a RAI in which English was the language of instruction.
3. The student is enrolled in another college or university and has applied to FTCC for special credit status.
4. The student's official FTCC record indicates that he or she is enrolled for job improvement or in selected courses with no intention of pursuing a degree from FTCC.
5. The student has taken the SAT with verbal and math scores at or above 500 each or ACT composite score of 20 or higher within the last five years.
6. The student chooses to begin with the most basic developmental courses: English 70, Math 50, and Reading 70.

### **VII-7.3**                      Score Recommendations for the Tests Approved for Placement

Effective 7/1/07      ENTRY ASSESSMENT CUT SCORES

<b>CPT/ACCUPLACER</b>	<b>COMPASS</b>	<b>ASSET</b>	<b>COURSE/COMMENTS</b>
Reading Comp	Reading	Reading	
0-38	0-55	23-30	RED 070
39-59	56-72	31-33	RED 080
60-79	73-81	34-41	RED 090
80-120	81+	42-53	ENG 111 (writing score of 86-120 also required)
Sentence Skills	Writing	Writing Skills	
0-43	0-37	23-27	ENG 070
44-64	38-58	28-33	ENG 080
65-85	59-69	34-41	ENG 090/090A
86-120	70+	42-53	ENG 111 (reading score of 80-120 also required)
Arithmetic	Pre-Algebra	Numerical Skills	
0-36	0-30	23-34	MAT 050
37-54	31-46	35-40	MAT 060
55-120	47+	41-55	MAT 070
55-120	none	41-55	MAT 101 (Diploma Programs)

<b>CPT/ACCUPLACER</b>	<b>COMPASS</b>	<b>ASSET</b>	<b>COURSE/COMMENTS</b>
Elementary Algebra	Algebra	Elementary Algebra	
0-21	none	none	MAT 050
22-33	none	none	MAT 060
34-54	0-65	23-40	MAT 070
55-74	66	41-55	MAT 080
55-74	66	none	MAT 090 (option for MAT 080)
55-74	66	41-55	MAT 110, 115, 120, 121, 140
Elementary Algebra	Algebra	Intermediate Algebra	
75-120	67+	45-55	MAT 145, 151, 155, 161, 171
75-120	67+	45-55	PreMajor MAT, MAT ED, & BIO
Elementary Algebra	Trigonometry	Intermediate Algebra	
118-120	23+	none	MAT 271 (A.S.-PreMajor Programs)
118-120	23+	none	PreMajor-Chemistry

### Minimum Required COMPASS Scores for FTCC Curricula

**Arith = Arithmetic**

**Alge = Algebra**

<u>CURRICULUM</u>	<u>MATH</u>	<u>READING</u>	<u>WRITING</u>
AIR CONDITIONING, HEATING AND REFRIGERATION TECHNOLOGY		80	86
ACCOUNTING	75 Alge	80	86
ADVERTISING AND GRAPHIC DESIGN	55 Alge	80	86
ARCHITECTURAL TECHNOLOGY	75 Alge	80	86
ASSOCIATE DEGREE NURSING (ADN)	55 Alge	80	86
ASSOCIATE IN ARTS / COLLEGE TRANSFER	75 Alge	80	86
AA-PreMajor-Business Administration	75 Alge	80	86
AA-PreMajor-Business Ed & Marketing Ed.	75 Alge	80	86
AA-PreMajor-Criminal Justice	75 Alge	80	86
AA-PreMajor-Elem.,Middle & Special Ed.	75 Alge	80	86
AA-PreMajor-English	75 Alge	80	86
AA-PreMajor-English Education	75 Alge	80	86
AA-PreMajor-Health Education	75 Alge	80	86
AA-PreMajor-History	75 Alge	80	86
AA-PreMajor-Nursing	75 Alge	80	86
AA-PreMajor-Physical Education	75 Alge	80	86
AA-PreMajor-Political Science	75 Alge	80	86
AA-PreMajor-Psychology	75 Alge	80	86
AA-PreMajor-Social Science Secondary Ed.	75 Alge	80	86

AA-PreMajor-Social Work	75 Alge	80	86
AA-PreMajor-Sociology	75 Alge	80	86
ASSOCIATE IN FINE ARTS	75 Alge	80	86
ASSOCIATE IN GENERAL EDUCATION	75 Alge	80	86
ASSOCIATE IN SCIENCE / COLLEGE TRANSFER	75 Alge	80	86
AS-Premajor-Biology & Biology Education	75 Alge	80	86
AS-PreMajor- Chemistry & Chemistry Ed.	118 Alge	80	86
AS-PreMajor- Mathematics	75 Alge	80	86
AS-PreMajor-Mathematics Education	75 Alge	80	86
AUTOBODY REPAIR	55 Arith		
AUTOMOTIVE SYSTEMS TECHNOLOGY		80	86
BIOTECHNOLOGY	75 Alge	80	86
BUILDING CONSTRUCTION TECHNOLOGY	55 Alge	80	86
BUSINESS ADMINISTRATION	55 Alge	80	86
BANKING AND FINANCE / BUSINESS ADMINISTRATION	55 Alge	80	86
ELECTRONIC COMMERCE / BUSINESS ADMINISTRATION	55 Alge	80	86
HUMAN RESOURCES MANAGEMENT / BUSINESS ADMINISTRATION	55 Alge	80	86
MARKETING AND RETAILING CONCENTRATION / BUSINESS ADMINISTRATION	55 Alge	80	86
PUBLIC ADMINISTRATION CONCENTRATION / BUSINESS ADMINISTRATION	55 Alge	80	86
OPERATIONS MANAGEMENT/ BUSINESS ADMINISTRATION	55 Alge	80	86
CIVIL ENGINEERING TECHNOLOGY	75 Alge	80	86
COMMUNITY SPANISH INTERPRETER	55 Alge	80	86
COMPUTER INFORMATION TECHNOLOGY	75 Alge	80	86
COMPUTER PROGRAMMING	75 Alge	80	86
C++ PROGRAMMING CERTIFICATE	55 Alge		
COBOL PROGRAMMING CERTIFICATE	55 Alge		
RPG PROGRAMMING CERTIFICATE	55 Alge		
VISUAL BASIC PROGRAMMING CERTIFICATE	55 Alge		
CRIMINAL JUSTICE TECHNOLOGY	55 Alge	80	86
CRIMINAL JUSTICE/LATENT EVIDENCE	55 Alge	80	86
CRIMINAL JUSTICE/FINANCIAL CRIME/COMPUTER FRAUD CONCENTRATION	55 Alge	80	86
CULINARY TECHNOLOGY	55 Alge	80	86
DENTAL ASSISTING	38 Alge	80	86
DENTAL HYGIENE	55 Alge	80	86
EARLY CHILDHOOD ASSOCIATE	55 Alge	80	86
EARLY CHILDHOOD ASSOCIATE/ SPECIAL EDUCATION	55 Alge	80	86
EARLY CHILDHOOD ASSOCIATE/ TEACHER ASSOCIATE	55 Alge	80	86
ELECTRICAL/ELECTRONICS TECHNOLOGY ASSOCIATE	75 Alge	80	86
ELECTRICAL/ELECTRONICS TECHNOLOGY DIPLOMA (ENG 111 OPTIONAL)		80	86
ELECTRONICS ENGINEERING TECHNOLOGY	75 Alge	80	86
EMERGENCY MEDICAL SCIENCE	55 Alge	80	86
EMERGENCY MEDICAL SCIENCE (BRIDGING Program)	55 Alge	80	86
EMERGENCY PREPAREDNESS TECHNOLOGY	55 Alge	80	86
FIRE PROTECTION TECH. CONSORTIUM W/ WILSON TECH. COMM. COLLEGE	55 Alge	80	86
FUNERAL SERVICE EDUCATION	55 Alge	80	86
GENERAL OCCUPATIONAL TECHNOLOGY	75 Alge	80	86
HEALTHCARE MANAGEMENT TECHNOLOGY	55 Alge	80	86
HORTICULTURE TECHNOLOGY / MANAGEMENT	55 Alge	80	86
HOTEL & RESTAURANT MANAGEMENT	55 Alge	80	86
INFORMATION SYSTEMS SECURITY	75 Alge	80	86
MACHINING TECHNOLOGY		80	86
MEDICAL OFFICE ADMINISTRATION	55 Alge	80	86
NETWORKING TECHNOLOGY	75 Alge	80	86
NORTH CAROLINA FUNERAL DIRECTOR	55 Alge	80	86
NUCLEAR MEDICINE TECHNOLOGY	75 Alge	80	86
OFFICE SYSTEMS TECHNOLOGY	55 Alge	80	86
PARALEGAL TECHNOLOGY	55 Alge	80	86

PHARMACY TECHNOLOGY	55 Alge	80	86
PHLEBOTOMY	55 Arith	39	45
PHYSICAL THERAPIST ASSISTANT	75 Alge	80	86
POSTAL SERVICE TECHNOLOGY	55 Alge	80	86
PRACTICAL NURSING (LPN)	55 Alge	80	86
RADIOGRAPHY	75 Alge	80	86
RESPIRATORY CARE	55 Alge	80	86
SPEECH-LANGUAGE PATHOLOGY ASSISTANT	55 Alge	80	86
SURGICAL TECHNOLOGY ASSOCIATE	55 Alge	80	86
SURGICAL TECHNOLOGY DIPLOMA	55 Alge	80	86
SURVEYING TECHNOLOGY	75 Alge	80	86
WEB TECHNOLOGIES	75 Alge	80	86

## ***VII-8 College Transfer Information***

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### **VII-8.1      University and College Websites**

The E-mail addresses of some of the most common transfer schools for our students are listed below:

Appalachian State	<a href="http://www.appstate.edu/">http://www.appstate.edu/</a>
North Carolina AT & T State	<a href="http://www.ncat.edu/">http://www.ncat.edu/</a>
Barton College	<a href="http://www.barton.edu/">http://www.barton.edu/</a>
Campbell University	<a href="http://www.campbell.edu/">http://www.campbell.edu/</a>
East Carolina University	<a href="http://www.ecu.edu/">http://www.ecu.edu/</a>
Elon University	<a href="http://www.elon.edu/">http://www.elon.edu/</a>
Fayetteville State University	<a href="http://www.uncfsu.edu/">http://www.uncfsu.edu/</a>
Methodist College	<a href="http://www.methodist.edu/">http://www.methodist.edu/</a>
Mount Olive College	<a href="http://www.mountolivecollege.edu/">http://www.mountolivecollege.edu/</a>
NC State	<a href="http://www.ncsu.edu/">http://www.ncsu.edu/</a>
Shaw University	<a href="http://www.shawuniversity.edu/">http://www.shawuniversity.edu/</a>
UNC-Asheville	<a href="http://www.unca.edu/">http://www.unca.edu/</a>
UNC-Chapel Hill	<a href="http://www.unc.edu/">http://www.unc.edu/</a>
UNC-Charlotte	<a href="http://www.uncc.edu/">http://www.uncc.edu/</a>
UNC-Greensboro	<a href="http://www.uncg.edu/">http://www.uncg.edu/</a>
UNC-Pembroke	<a href="http://www.uncp.edu/">http://www.uncp.edu/</a>
UNC-Wilmington	<a href="http://www.uncwil.edu/">http://www.uncwil.edu/</a>
Western Carolina University	<a href="http://www.wcu.edu/">http://www.wcu.edu/</a>

If you need assistance accessing the college website, contact the Career Center (Ext. 8-8422) in the Student Center.

### **VII-8.2      Frequently Asked Questions About College Transfer** Associate of Arts/Associate of Science

## **TWO IMPORTANT FACTS TO REMEMBER ABOUT TRANSFERRING**

1. **Select your transfer school early in your FTCC career. This will help prevent problems when transferring.**
2. **Make contact with the four-year transfer school; know and follow the requirements of that institution.**

### **Transferring to the University System**

#### **What is the "Comprehensive Articulation Agreement?"**

A group of courses common to all 58 community colleges in the state has been developed. The college/university transfer courses in this group have been approved for transfer by all public four-year institutions in the North Carolina University System, resulting in a "Comprehensive Articulation Agreement" (CAA) between the University and Community College Systems in our state. Advisors may obtain a copy of the CAA upon request from Student Services. It is also available online:

[http://www.ncccs.cc.nc.us/Programs/common\\_course\\_library.htm](http://www.ncccs.cc.nc.us/Programs/common_course_library.htm)

#### **Since the University and Community College Systems now have this comprehensive agreement, how will that affect me?**

The comprehensive agreement affects you in several ways: 1) explains what courses you must take in order to transfer, 2) explains when you should transfer and 3) provides the opportunity to transfer directly into a major as a junior if all parts of the agreement for your particular four-year school have been completed.

#### **Does that mean that I can automatically transfer to the University of my choice?**

No. You must still apply and be accepted. Getting into a university is competitive and certain programs within the university are highly competitive. It is imperative that you follow your program of study carefully and maintain an acceptable GPA.

#### **How soon can I transfer?**

Many universities prefer that transfer students have completed their two-year degree. Often times the receiving institution will accept credits included in a degree that might otherwise not if evaluated on a course-by-course review. Thus, it is usually to your advantage to finish your A.A. or A.S. degree at FTCC. If you follow one of the Plans of Study (Associate of Science or Associate of Arts) and are accepted into a particular program, you will enter as a junior.

If you plan to transfer prior to the completion of your A.A. or A.S. degree, do so after the completion of the 44 credit General Education core, (see A.A. and A.S. Student Educational Plans) including elective courses. Upon completion of these General Education core courses, the entire 44 credits will be accepted as a package **provided that you have a C or better in each course.**

Transferring prior to either completing the degree or the core courses will mean that each course will be evaluated individually as to its acceptability at the four-year school. The acceptance of transfer credit is ultimately up to the receiving institution.

#### **Is it okay to go to another school and take courses?**

That depends on the courses you take and school you attend. If you attend another North Carolina Community College, the CAA will still cover you if you take the appropriate courses for your degree. If you take a course at a school other than a North Carolina Community College and plan to use those toward your A.A. or A.S., you will no longer be covered under the CAA. **So, be sure to discuss your plans to take courses outside the Community College System with an advisor.**

**How do I know whether to take an A.A. or A.S. program?**

Choose the A.A. or A.S. according to your planned major at the four-year institution. The following chart should be helpful:

**A.A. MAJORS**

Business Administration  
Business Education and  
Marketing Education  
Criminal Justice  
English  
English Education  
Health Education  
History  
Nursing  
Physical Education  
Political Science  
Psychology  
Social Science Secondary Education  
Sociology  
Elementary Education, Middle Grades  
Education and Special Education  
Social Work

**A.S. MAJORS**

Biology and Biology Education  
Chemistry and Chemistry Education  
Mathematics  
Mathematics Education

**What if I don't know what I want to major in at the university?**

That's okay, especially for the first year. However, it is really helpful to have some direction so that you can choose between the A.A. and A.S. (see the chart above). By not choosing a direction fairly early, you may select the wrong courses for your major, thus lengthening the time to completion.

**I'm planning to attend a private school. Does this apply to the private schools?**

Fourteen of the private schools have signed the CAA. The principles regarding course selections are the same regardless of whether a private school signs the agreement or not. You must select courses at FTCC based on your major at the senior institution. Additionally, FTCC does have transfer agreements with some North Carolina private schools. Contact a college transfer counselor for a current list.

**Now that I have decided on my program, what does "pre-major" mean?**

"Pre-major" means that you will follow a specific plan of study designed for your major at the four-year school. You will still receive an A.A. or A.S. degree from Fayetteville Technical Community College. If you follow this plan exactly, complete it, and are accepted into your chosen college, you will enter as a junior in your major. **EXCEPTION:** The credits for the A.A. or A.S. degree will transfer, but they may not count in your major. Check with the receiving institution.

**Why do I have to take so many courses for a bachelor's degree, which have nothing to do with my major?**

Perhaps it would be helpful to understand what makes up the bachelor's degree. There are three parts to a bachelor's degree.

The first part includes general education classes: mathematics, English, humanities, social studies and natural science courses. When you complete your general education coursework, the university knows you are a broadly educated person.

The second part of a bachelor's degree includes the major courses. This is a group of 10 to 12 courses designed to make you an expert in your field of study.

The last part includes elective courses of your choice. They allow you to broaden your academic horizon and expose you to fields of study you may never have investigated.

In order for transfer to the university to be smooth, you need to complete the general education courses at your community college. You may then take an introductory course or two toward the major you intend to pursue.

**What happens if I change majors?**

Anytime you make a change, you can expect new obstacles. That's why it is best, when possible, to select a major and stay with it. Pre-major (also called pre-professional) classes can be used as electives if you decide to change majors, but if your elective requirement is complete when you decide on a new major, there may be no place to use old major courses. In that instance, the coursework would not be usable toward your degree.

**Will grades of D and F transfer to the four-year school?**

No! D's and F's will **NOT** transfer, so you must repeat these classes. A transferred degree that contains a D may transfer, but credit will not be given for the D if it is for a course required by the transfer institution.

**If I take the class over, will the D or F still affect my Grade Point Average (GPA)?**

No! When a course is repeated, the higher grade will be counted in determining the hours earned and in determining the grade point average at FTCC. However, all grades will be recorded on the student's official transcript.

**Are transfer requirements the same at all four-year schools in North Carolina?**

No! It is very important to check the catalog for each school regarding:



- Application deadline dates.
- Minimum number of credits needed to transfer.
- Minimum GPA required for regular admissions and/or competitive majors. (See Section VII-8.3: Graduation Requirements Beyond the CAA.)

**Is there any advantage to applying before the deadline date?**

Yes! Transfer students should begin the planning process one year before transferring. Applications, along with high school transcripts and transcripts from all colleges attended, should be mailed one to six months before enrolling at the four-year school.

**Will all my courses taken at FTCC transfer?**

The Comprehensive Articulation Agreement lists the courses that will transfer. See your academic advisor for degree-appropriate CAA courses.

**What are the Minimum Admission Requirements (MAR) set forth by the University of North Carolina Board of Governors?**

- A high school diploma or equivalent.
- English - four course units of English, emphasizing grammar, composition and literature.
- Mathematics - three course units in Math, including algebra I, algebra II, and geometry or a higher level Math course for which algebra II is a prerequisite.
- Social Studies - two course units in social studies, including one unit in United States History.
- Science - three course units in science, including at least one unit in life or biological science; at least one unit in physical science (for example, physical science, chemistry, or physics); and, at least, one laboratory course.

If a student has **NOT MET ALL OF THESE REQUIREMENTS**, then he or she **MUST** complete one of the following to be considered for admission into a four-year North Carolina college or university.

A. An Associate in Arts (A.A.) or Associate in Science (A.S.) 64-65 semester hours degree program.

**or**

- B. Semester hours in each of the following areas:
1. English - 6 semester hours
  2. Humanities/Fine Arts – 12 semester hours
  3. Social Science - 12 semester hours
  4. Natural Sciences/Mathematics – 14 semester hours

**This requirement is especially important to students who may wish to transfer prior to completion of their degree program.**

### **VII-8.3      Articulation Agreements Four-Year Institutions**

As of June, 2007

#### **Associate in Arts or Associate in Science**

- Comprehensive Articulation Agreement between the North Carolina Community College Systems and the 16 Universities of North Carolina
- Fayetteville State University – transfer into Elementary Education (K-6)
- UNC-Wilmington
- Private Colleges
  - Barber-Scotia College
  - Barton College
  - Belmont Abbey College
  - Bennett College
  - Brevard College
  - Campbell University
  - Catawba College
  - Chowan College
  - Gardner-Webb University
  - Johnston C. Smith University
  - Livingston College
  - Louisburg College
  - Mars Hill College
  - Mount Olive College
  - Pfeiffer University
  - Queens College
  - St. Andrews Presbyterian College
  - Warren Wilson College
  - Western Carolina University
  - Wingate University

#### **East Carolina University**

- Biotechnology - Industrial Technology concentration in Bioprocess Manufacturing
- East Carolina University for Bachelor of Science in Industrial Technology-FTCC's programs = Operations Management, Computer Information Technology, Information Systems Security, Networking Technology, and Web Technologies.

#### **Fayetteville State University (Dual Enrollment Agreement)**

- Criminal Justice Technology
- Early Childhood Associate (Birth-Kindergarten)
- Fire Protection Technology (pending)
- Biotechnology (pending)

#### **N.C. A&T State University**

- Horticulture Technology

#### **North Carolina State University**

- Horticulture Technology

#### **Northwest Missouri State University**

- Business Management

### **Nova Southeastern University**

- Business & Professional Management
- Computer Information Systems

### **Ohio Dominican University**

- Associate Degree in General Education – transfer into
  - BA in Criminal Justice or BA in Criminal Justice with a Concentration in Homeland Security
- Criminal Justice Technology
  - BA in Criminal Justice or BA in Criminal Justice with a Concentration in Homeland Security

### **Strayer University**

- Business Administration
- AA/AS and AA/AAS

### **UNC-Greensboro**

- Business Administration
- Early Childhood Associate – transfer into
  - Elementary Education
  - Human Development & Family Studies
- Marketing

### **UNC-Pembroke**

- Biology/Biomedical Emphasis
- Business Administration
- Chemistry/Biotechnology
- Criminal Justice Technology
- Early Childhood Associate – transfer into B-K Education

### **Western Carolina University**

- Emergency Medical Science – transfer to Emergency Medical Care

## **VII-8.3.1     Other Transfer Agreements Four Year Institutions**

### **Franklin University (Memorandum of Understanding)**

- AC, Heating & Refrigeration
- Accounting
- Advertising & Graphic Design
- Architectural Technology
- Automotive Systems Technology
- Business Administration
- Business Administration/Electronic Commerce
- Civil Engineering Technology
- Computer Programming
- Criminal Justice Technology
- Dental Hygiene

- Early Childhood Associate
- Electronic Engineering Technology
- Emergency Medical Science
- Fire Protection Technology
- Healthcare Management Technology
- Horticulture Technology/Management
- Information Systems
- Internet Technologies
- Machining Technology
- Media Integration Technology
- Medical Office Administration
- Nursing
- Paralegal Technology
- Physical Therapist Assistant
- Radiography
- Respiratory Care
- Surgical Technology
- Surveying Technology

#### **Touro University International (Memorandum of Understanding)**

- Accounting
- Biotechnology
- Business Administration
- Criminal Justice Technology
- Computer Programming
- Dental Assisting
- Emergency Medical Science
- Healthcare Management Technology
- Hotel / Restaurant Management
- Information Systems
- Information Systems Security
- Medical Office Administration
- Networking Technology
- Nuclear Medical Technology
- Nursing
- Practical Nursing
- Radiography
- Respiratory Care
- Surgical Technology
- Web Technologies

#### **UNC-Greensboro – 2Plus**

(The 2Plus transfers general take long than two years to complete a degree)

#### *FTCC Programs*

Accounting

Associate Degree Nursing

Early Childhood  
Criminal Justice  
Dental Hygiene  
Early Childhood  
EMS  
Fire Protection  
Nursing  
Physical Therapist Assistant  
Radiography  
Respiratory Therapy  
Speech-Language Pathology  
Assistant  
Surgical Technology

**UNC-Greensboro**

BS in any major offered by the Bryan School  
of Business and Economics

BSN in Nursing or BS in Public Health

BS in B-K, Early Care and Education,  
Elementary Education, Special Education,  
Auditory Oral B-K or Public Health

BS in Public Health



**East Carolina University**

The School of Industry and Technology provides an opportunity for students who have an AAS degree from an approved technical degree program (see list below) to complete the BS in Industry and Technology.

Architectural Technology  
Civil Engineering Technology  
Electrical/Electronics Technology  
Electronics Engineering Technology  
Information Systems – Network  
Machining Technology

**Note:** “It is the responsibility of the student to contact the gaining institution and discuss all courses they plan to articulate to that institution from Fayetteville Technical Community College. Students may receive assistance identifying the gaining institutions point of contact through FTCC’s counseling services.”

**VII-8.4      Graduation Requirements Beyond The Comprehensive Articulation Agreement (CAA)****Appalachian State University**

No additional courses are required provided the student has completed the 44-hour core or A.A. or A.S. since 1997 providing all requirements of the CAA are met.

**East Carolina University**

HEA 110 or 120, PED 110 or an activity course if not taken at the community college.

**Elizabeth City State University**

No additional courses are required provided the student has completed 44-hour core or A.A. or A.S. since 1997 providing all requirements of the CAA are met.

**Fayetteville State University**

No additional courses are required provided the student has completed 44-hour core or A.A. or A.S. since 1997 providing all requirements of the CAA are met.

**North Carolina A&T State University**

No additional courses are required provided the student has completed 44-hour core or A.A. or A.S. since 1997 providing all requirements of the CAA are met.

**North Carolina Central University**

No additional courses are required provided the student has completed 44-hour core or A.A. or A.S. since 1997 providing all requirements of the CAA are met.

**North Carolina School of Art**

No additional courses are required provided the student has completed 44-hour core or A.A. or A.S. since 1997 providing all requirements of the CAA are met.

**North Carolina State University**

Foreign language proficiency at the 102 level and 2 hours of PE if not taken at the community college.

**University of North Carolina at Asheville**

ART 310, HUM 324 and HUM 414

**University of North Carolina at Chapel Hill**

One 200 level foreign language course for a B.A., two 200 level foreign language courses for B.S., two PE activity courses if not taken at the community college and a swim test. Swim test will be waived with the taking of two PE activity courses.

**University of North Carolina at Charlotte**

Foreign language proficiency through the 1102 level if not taken at the community college and an upper level, 300 or 400 level, writing intensive course.

**University of North Carolina at Greensboro**

Six additional hours of a foreign language, intermediate level 211 and 212 for Art and Sciences and Business majors, if not taken at the community college.

**University of North Carolina at Pembroke**

No additional courses are required provided the student has completed 44-hour core or A.A. or A.S. since 1997 providing all requirements of the CAA are met.

**University of North Carolina at Wilmington**

PED 110, 111, or 112 if not taken at the community college.

**Western Carolina University**

No additional courses are required provided the student has completed 44-hour core or A.A. or A.S. since 1997 providing all requirements of the CAA are met.

**Winston-Salem State University**

No additional courses are required provided the student has completed 44-hour core or A.A. or A.S. since 1997 providing all requirements of the CAA are met.

**VII-8.5      Foreign Language Requirements For A Baccalaureate Degree****Appalachian State University**

Foreign language: 6-12 semester hours (of second year or above for B.A.); none for B.S./college of Business/Education/Fine Arts.



**East Carolina University**

Twelve semester hours (required for all Bachelor of Arts degree programs); none for B.S.

**Fayetteville State University**

Six credits at 100 or 200 level may be required to fulfill core curriculum requirements; must see individual degree programs.

**Meredith College**

Six credit hours (B.A./B.S.).

**North Carolina A&T State University**

Six semester hours required for College of Arts and Sciences; none for College of Education/Business and Economics/Nursing.

**North Carolina Central University**

College of Arts and Sciences - 6 credit hours as part of general education requirements for B.A./B.S.

**North Carolina State University**

Six semester hours or demonstrated proficiency as part of general education requirements for both B.A./B.S. Departmental requirements may vary depending on major and foreign language background.

**University of North Carolina at Asheville**

Six credit hours as part of general education requirements for B.A./B.S.

**University of North Carolina at Chapel Hill**

Nine to twelve hours depending on placements. Most B.S. programs, including Chemistry, Biology, Physics, Math, and Science require completion through level 4 of placement. When placement is required to level 3 and foreign language is the same as high school language, no credit is given for level 1. If language is different from high school foreign language then all three levels are accepted.

**University of North Carolina at Charlotte**

Six to eight hours as part of general education requirements for B.A./B.S.

**University of North Carolina at Greensboro**

College of Arts and Sciences - 6 credits (intermediate proficiency)

None for School of Health and Human Performance, Business and Economics, Nursing, Education, Human Environmental Sciences.

**University of North Carolina at Wilmington**

Basic studies humanities credit - at least 3 must be in a Foreign Language.

### **Western Carolina University**

Through intermediate level for B.A. and B.F.A. Three credit hours are required as part of general education requirements for all other degrees, including B.S.

### **Winston-Salem State University**

None.

## ***VII-9 Legal Issues and Academic Advising***

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The academic advisor is on the "front line" of the college or university in dealing with students. It is a critical position, and the success or failure of the student's education and growth is influenced greatly by the advising function. In today's litigious atmosphere, the advising function is more critical than ever.

Academic advising occurs under the umbrella of academic affairs. The courts have always hesitated to enter the academic arena and substitute their judgment for that of the academician. In doing so, they have recognized the academic freedom which protects academic decisions, including advising decisions. They have recognized also that their repeated presence in the academic community could possibly cause deterioration in the otherwise beneficial student-faculty relationship. Thus, if academicians do not abuse their discretion in dealing with students, they need not fear judicial intervention. The courts will intervene, however, if evidence exists of arbitrary or negligent treatment of students or a denial of the students protected rights. The increasing number of court decisions dealing with classroom and academic Matters attest to the growing judicial sensitivity to students' rights in academic affairs. The advisor's job falls within this academic affairs area and advisors must understand the legal issues involving four major areas: the contractual relationship between the student and the institution, guidelines governing privacy of student records, the concept of privileged communications, and academic due process and the need for grievance procedures.

### **VII-9.1 Contractual Relationship**

In academic affairs, a contractual relationship exists between the student and the institution. The basic provisions of the college catalog, recruiting brochures, various bulletins, and the student handbook become part of the contract. The institution sets forth certain requirements for passing courses and for successful completion of programs and subsequent graduation. If students fail to meet the required standards, they can be penalized through such actions as dismissal, suspension, or failure to graduate on schedule. If the institution fails to respect its own regulations, then the student may seek judicial relief.

An institution may create certain contractual obligations through statements in its publications. Advisors' obligations and responsibilities usually appear in an advisor's handbook and often in publications readily available to the student. An increasing emphasis on quality advising to enhance retention brings added responsibilities to the advisor. More and more advisors are expected not only to understand such things as scheduling and registration procedures and degree and program requirements, but also to function as a

referral service or possibly as career counselors. Thus, if institutions promise such services from their advising system, they should ensure that their advisors can deliver these services. Where an advisor did not, or could not, perform his/her contractual obligation, then liability could be present. Thus, institutions should be conscious of an advisor's obligations that might be created by unequivocal statements regarding advisors' responsibilities.

Most institutions' catalogs state that the ultimate responsibility for knowledge of degree requirements rests with the student. This type of statement normally would protect advisors if they commit an advising error. Generally, the advisor is not going to be held personally liable for erroneous advising in the absence of gross negligence, irresponsible behavior, or arbitrary or capricious treatment of the student. Advisors should keep notes of their discussions with students during advising sessions. An accurate record of advising sessions would help solve any disputes over the content of previous advising and also serves as a legitimate protection against claims of erroneous advising.

## **VII-9.2      The Buckley Amendment: Advisor's Responsibilities and Student's Right to Privacy**

Since advisors maintain educational records -- records of advisees' grades and other academic information -- they must understand the provisions of the Family Educational Rights and Privacy Act of 1974 (commonly referred to as The Buckley Amendment). Basically, this act provides students with access to information placed in their advising files. Furthermore, it ensures that only school officials with a legitimate educational interest may see the student's file. The student's permission must be obtained before any other party may have access to the student's file. Advisors, upon request, must allow students access to their advising file. However, it excludes a student's right of access to personal notes that the advisor may have made during the advising sessions. Under this Act, these notes constitute records made by educational personnel and kept solely in their possession. Advisors may allow someone who temporarily performs his/her advising duties to see the notes; however if the advisor is to be replaced permanently, he/she should remove any personal notes from the student's file before transferring the file to the replacement.

Under legislation, the student has the right to an informal hearing regarding material in his record. If at this hearing the student does not receive satisfaction, then he/she may insert explanatory material in the file. The Act specifically denies students the right to a hearing regarding grades received. The student, however, may challenge the accuracy of transferring grades to the student's record.

Information in the file may be sent to parents of financially dependent students without the student's written consent. The registrar's office usually maintains information regarding a student's status as a financial dependent. Institutional policy, however, will determine whether or not information must be sent to parents without the student's consent.

According to the Buckley Amendment, a record also must be kept of requests received from school officials to obtain information from the student's file. The record should identify the

official making the request and the official's educational reason for requesting the information. The record should remain in the student's file. Each institution is individually responsible for determining which parties qualify as "school officials" and what constitutes a "legitimate educational interest." Advisors should familiarize themselves with their institution's policy governing these matters as well as other institutional policies regarding implementation of the Buckley Amendment.

### **VII-9.3      Privileged Communications**

Although the law recognizes the student's right to privacy of his/her educational records, it also recognizes the advisors right to privileged communications. Thus, in an effort to help a student, advisors can discuss confidential information regarding that student with other appropriate individuals. The courts generally will respect the right to such communications and will not hold the advisor liable for statements considered as privileged communications. This right, however, is not an absolute one, and advisors must exercise good judgment in making all confidential statements. To determine the appropriateness of confidential discussions, an advisor should simply ask if such a discussion would serve the student's best interest.

At times, students will come to advisors with personal problems; normally these problems should remain confidential. In some instances, however, a student may tell the advisor of certain intentions that would prove harmful to the student or possibly to others, such as the intention to commit suicide or the desire to harm another person. Although the statements are made in confidence, an obligation rests with the advisor to disclose such information to an appropriate party, such as parents, an intended victim, a school psychologist, or police.

### **VII-9.4      Academic Due Process**

The courts have mandated that students in disciplinary cases receive due process guarantees of notice and hearing, but students with grievances concerning academic affairs, such as situations involving erroneous advising, disputed grades, or alleged arbitrary course requirements, generally find themselves without due process guarantees. The courts, to this date, have not mandated legally what constitutes due process in academic affairs. Courts generally will respect the institution's procedures for handling academic affairs cases, as well as their decisions resolving these cases. As previously indicated, the courts will intervene in cases involving seemingly arbitrary or capricious treatment of a student. The voluntary application, however, of the spirit and principles of due process to academic affairs can reduce the incentives for legalism and reliance upon the courts by students when they feel aggrieved. With clearly defined grievance procedures in place, courts will decline to intervene until a student exhausts this administrative remedy. Thus individual departments or divisions of the institution should outline procedures that students will follow in registering any grievances resulting from erroneous advising or any other action taken by the advisor. The following suggested procedures should not be construed as specific prescriptions to cover every case, but rather as a guideline:

1. Institutions should define clearly and publish the responsibilities of advisors and students in the advisor-advisee relationship.
2. Information the student is expected to know, such as academic requirements for continuance and graduation, should be clearly specified and publicized.
3. A well-documented and orderly procedure of appeal should be established and promulgated. A committee should be appointed in each department or division or one committee for the entire institution, if that is deemed appropriate, which would hear complaints by students against advisors for alleged advising errors or negligent and irresponsible advising. The advisor against whom the allegations have been made should receive all due process rights in defending his/her actions.

Implementation and promulgation of these recommendations would not open a Pandora's box with a proliferation of student complaints against advisors. Rather, advisors would maintain a responsible attitude toward students, and students would understand more clearly their responsibilities in the advising process. The channeling of complaints through an appointed committee would formalize a fair and reasonable procedure that does not exist on many campuses today.

Two elements have combined to cause an increase in the number of academic affairs cases: arrival of consumerism to the campus and the lowered age of majority. Consumerism on campus today considers whether or not an institution delivers to the student the product it claims in its various publications, as well as in oral presentations. As legal adults, by virtue of the lowered age of majority, students must accept more responsibility for their actions on campus and thus also may have a great inclination to press charges against the institution when they believe they have received arbitrary or capricious treatment. This does not mean that all students might file a court suit when they reach the age of majority, but since they must accept the responsibilities of that status they will most likely be more zealous of their rights. With these prevailing conditions and the fact that quality advising is fast becoming a criterion for performance reviews, advisors should seek to understand the legal issues related to advising. This understanding will ensure a responsible attitude toward students and protect their rights as well as those of the advisor.

By knowing the current legal parameters and by practicing the "golden rule," advisors will create and maintain those policies and practices that respect the worth and dignity of each student. By doing so, they will help create a better climate for reducing the incentives for legalism and respecting the rights, freedoms, and responsibilities of all (Young, 1982, pp. 41-45).

## ***VII-10 Legal Issues, Family Educational Rights and Privacy Act***

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### **VII-10.1      Background**

FERPA, 20 USC 1232g, also known as the Buckley Amendment, was enacted on August 21, 1974, and took effect on November 19, 1974. It was enacted in response to a growing public awareness regarding government record keeping and the dissemination of information commonly considered private in nature. It provides rights of inspection and prohibitions against unauthorized dissemination of educational information and applies to elementary, secondary, and post-secondary educational agencies. The Department of Health, Education, and Welfare (now Health and Human Services) were charged with implementing the act and maintain oversight of complaints under the act today.

### **VII-10.2      Applicability**

The act applies to all public and private institutions of higher education that receive funds made available under programs administered by the Secretary of Education, including federal grant monies, Pell grants, Guaranteed Student Loan Programs, and other such funds. If an institution receives monies under one or more such programs, the regulations apply to the recipient as a whole, including each component or department within the institution. In other words, most institutions of higher education, whether public or private, fall under FERPA regulations.

### **VII-10.3      Definitions**

Student—any individual who is or has been in attendance at an institution and about whom the institution maintains education records. Eligible students are those who are 18 years of age or older.

Parent—parent of a student, including natural parent, guardian, or an individual legally acting as a parent in the absence of a parent or guardian.

Attendance—attendance in person or by correspondence. This definition also includes that period of time during which a student might be working under a work-study program. Note that it is not enough to be enrolled; the student must be physically present at the institution except in cases involving a distance learning offering.

Disclosure—to permit access to education records or the personally identifiable information in the records by any means, including oral, written, or electronic means.

Personally identifiable information—student's name, parent and family member names, address of student and parent or family members, a personal identifier such as social security number or student number, a list of personal characteristics or other information which would make the student's identity easily traceable.

Directory information—information contained in education records which would not generally be considered harmful or an invasion of privacy if released. Specific examples include student name, address, telephone number, date and place of birth, major field of study, participation in recognized activities and sports, weight and height of athletes, dates of attendance, degrees and awards received, and the most recent previous educational institution attended.

Education records—those records that are directly related to a student and are maintained by an educational institution. Education records do **not** include:

- records of instructional, supervisory, and administrative personnel that are kept in the sole possession of the maker of the record and are not revealed to anyone except a substitute.
- records of a law enforcement unit of an educational institution if the records are maintained separately from education records, maintained solely for enforcement purposes, and disclosed only to law enforcement officials of the same jurisdiction.
- records relating to an individual who is employed by an educational institution that are maintained in the normal course of business, related solely to the individual as an employee, and are not available for any other purpose. Exception: records of an individual who is employed by the educational institution as a result of his or her status as a student are educational records and are not excepted from coverage under this section. Examples include employment records of research and teaching assistants.
- records that contained information about an individual after he or she is no longer a student at the institution.
- records of a student that are made or maintained by a physician, psychologist, psychiatrist, or other recognized professional or paraprofessional acting in such capacity which are made or used only in connection with treatment of the student and are disclosed only to persons providing the treatment. Treatment does not include developmental studies activities or activities that are part of the program of instruction.

#### **VII-10.4**      Rights of Inspection and Review

FERPA provides that an institution must allow an eligible student to inspect and review his or her educational records. The educational agency must provide the records no later than 45 days after requested. The institution must respond to reasonable requests for explanations and interpretations of the records. And records may not be destroyed if there is an outstanding request for inspection. Records **not** subject to review include:

- financial records of the parents;
- confidential letters and statements of recommendation if the student has waived the right to review and inspect these documents and the letters are related to the student's

admission, application for employment, or receipt of an honor or honorary recognition. The waiver is valid only if it is not a condition of admission to the institution or of receipt of a benefit or service from the institution and if it is in writing and signed by the student. If the student provides such a waiver, the student shall receive, upon request, the names of the persons providing the recommendations, and the institution shall not use the letters for any purpose other than that for which they were originally intended. The student may revoke the waiver in writing; however, revocation affects actions only after it is received. In other words, student may not revoke the waiver in order to see documents already received.

If a student believes that the records contain inaccurate or misleading information or information that violates the student's right to privacy, the student may request that the institution amend the records. If the institution does not agree, it shall inform the student in writing and advise the student of the right to a hearing. If, as a result of the hearing, the institution agrees with the student, it shall amend the record and notify the student in writing. If the institution does not agree, it shall advise the student that he or she may place a written statement in the file contesting the information. If the student chooses this option, the statement must be maintained with the contested information and disclosed in conjunction with any release of the contested information. Minimum hearing requirements include:

1. the hearing must be held within a reasonable time after the request;
2. the student will be provided reasonable notice of the date, place, and time;
3. the individual conducting the hearing must not have a direct interest in the outcome;
4. the student must have a fair opportunity to present his/her case and may be assisted by an attorney;
5. the decision must be in writing and rendered within a reasonable time after the hearing. It must be based solely on the evidence presented at the hearing and must include a summary of the evidence and the reasons for the decision.

The courts have ruled that FERPA does not provide a means by which a student may obtain information on how a particular grade was assigned. "At most, a student is only entitled to know whether or not the assigned grade was recorded accurately in the student's record." Tarka v. Cunningham, 741 F. Supp. 1281 (W.D. Tex. 1990).

## **VII-10.5**      Disclosure

In general, an eligible student's consent must be obtained to disclose personally identifiable information from the student's educational records. The consent form must be in writing, stating the date, the records to be released, and the purpose of the disclosure. Exceptions to this rule include:



1. directory information unless the student has requested in writing that all or any portion of those items designated as directory information not be disclosed;
2. disclosures to internal officials who have a legitimate educational interest in the information;
3. disclosures to another educational institution where the student seeks or intends to enroll;
4. disclosure is to be made to authorized representatives of the Comptroller General of the U.S., the Secretary of Education, or state and local educational authorities;
5. financial aid which the student has applied for or received if the disclosure is for the purpose of determining eligibility, amount or conditions of aid, or to enforce the terms and conditions of the aid;
6. disclosures to organizations conducting studies for or on behalf of educational agencies to develop, validate, or administer predictive tests or student aid programs or to improve instruction;
7. disclosures to accrediting agencies to carry out accrediting functions;
8. parents of a dependant student, as defined by the Internal Revenue Code;
9. disclosure is to comply with a lawfully issued subpoena or court order if the institution makes a reasonable effort to inform the student in advance of compliance;
10. emergencies if knowledge of the information is necessary to protect the health or safety of the student or other individuals;
11. disclosures of the results of disciplinary proceedings conducted by the institution against the alleged perpetrator of any crime to the alleged victims of any crime of violence.

An educational institution has a duty to record and maintain each request and release of personally identifiable information from a student's educational records except when the request is received from an institution official, a parent or eligible student, or a person with written consent or when the request is for directory information.

A student's privacy rights under FERPA and the Open Records Act terminate upon death. See Open Records Decision 524, May 18, 1989.

#### **VII-10.6**      Policy Requirements

FERPA requires each institution to develop a policy spelling out the manner in which the institution advises parents and students of their rights under the act; the procedure to inspect and review records, including legitimate reasons to deny a request, and a schedule of fees for

copying; a list of the types and location of educational records, including the title of the individual responsible for those records; a statement that personally identifiable information will not be released without written consent except under the exceptions listed above; if the institution releases information to internal officials, specify the criteria for defining a legitimate educational interest; a list of the items which constitute directory information; a statement regarding the right to a hearing and an opportunity to correct or protest the record. The policy shall be in writing and available upon request.

#### **VII-10.7      Enforcement**

The Family Policy and Regulations Office of the Department of Education is authorized to investigate and review potential violations and to provide technical assistance regarding compliance issues.

In the event that the office determines that a complaint is meritorious, the office shall recommend steps necessary to insure compliance with the act and provide a reasonable time for an institution to come into compliance.

If an institution does not come into compliance, the department is authorized to terminate all or any portion of the institution's federal funds.

There is no private right of action under FERPA; in others words, an aggrieved student may not bring suit in state or federal court for an alleged violation under the act. Tarka v. Franklin, 891 F.2d 102 (5th Cir. 1987) (Footer, 1992).

Additional information concerning student records and student rights can be found in the 2007 FTCC Catalog, pages 50-51. If you have any questions, please check with the Associate Vice President of Student Services.

## ***VII-11 Resources***

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### **VII-11.1      Sample Advisee Letter Associate Applied Science**

**(Date)**

**Name**

**Address**

**City, State, Zip**

**Dear (Name of Student):**

**Congratulations on becoming a student at Fayetteville Technical Community College majoring in (Name of Curriculum), I would like to share some information about our exciting curriculum. This opportunity can lead you toward a rewarding career in the (Name of Industry) industry. The (Name of Curriculum) curriculum is designed to provide training and education for persons that are interested and motivated toward becoming an (Examples of Positions).**

**Courses are offered in (Examples of Courses), and Cooperative Education. Upon successful completion of the program, you will receive an Associate in Applied Science degree.**

**Our next semester begins (Date), for our eight-week accelerated session, and on (Date), for our full sixteen-week session.**

**I would like to help you select and register for the courses that best suit your needs and meet the program requirements. Please contact me per the listings below my signature, so we may begin planning your future.**

**Sincerely,**

**(Instructor)**

**(Title)**

**(Phone Number)**

**(E-Mail)**

**VII-11.2      Sample Advisee Letter Transfer Programs**

**(Date)**

**Name**

**Address**

**City, State, Zip**

**Dear (Name of Student):**

**As your faculty advisor, I would like to share some information about our exciting opportunities in the (Name of Curriculum) College Transfer Program. The College Transfer Program is designed for students who intend to transfer to a four- year college or university. The (Name of Curriculum) curriculum is designed to provide training and education for people who are interested and motivated toward becoming (Examples of Positions).**

**College Transfer Associate of Arts courses concentrate heavily in (Examples of Courses). Upon successful completion of the program, you will receive an Associate in Arts degree.**

**Our next semester begins (Date), for our eight-week accelerated session, and on (Date), for our full sixteen-week session.**

**I would like to help you select and register for the courses that best suit your needs and meet the requirements of your program, please contact me per the listings below my signature, so we may begin planning your future.**

**Sincerely,**

**(Instructor)**

**(Title)**

**(Phone Number)**

**(E-Mail)**

## VII-11.3 Humanities and Social Science Electives Pick List

### HUMANITIES PICK LIST

#### For Associate in Arts, Associate in General Education, and Associate in Science Degree Programs

The following list of courses can be used for the Associate in Arts, Associate in General Education, and Associate in Science Humanities **electives**. Some courses require a pre-requisite and are so noted in the catalog.

ART	111	Art Appreciation	3.0	0.0	0.0	3.0
ART	114	Art History Survey I	3.0	0.0	0.0	3.0
ART	115	Art History Survey II	3.0	0.0	0.0	3.0
ART	116	Survey of American Art	3.0	0.0	0.0	3.0
ART	117	Non-Western Art History	3.0	0.0	0.0	3.0
ART	121	Design I	0.0	6.0	0.0	3.0
ART	131	Drawing I	0.0	6.0	0.0	3.0
ART	135	Figure Drawing I	0.0	6.0	0.0	3.0
ART	171	Computer Art I	0.0	6.0	0.0	3.0
ART	240	Painting I	0.0	6.0	0.0	3.0
ART	241	Painting II	0.0	6.0	0.0	3.0
ART	244	Watercolor	0.0	6.0	0.0	3.0
ART	281	Sculpture I	0.0	6.0	0.0	3.0
ART	283	Ceramics I	0.0	6.0	0.0	3.0
ART	284	Ceramics II	0.0	6.0	0.0	3.0
ART	288	Studio	0.0	6.0	0.0	3.0
DAN	110	Dance Appreciation	3.0	0.0	0.0	3.0
DAN	211	Dance History I	3.0	0.0	0.0	3.0
DAN	212	Dance History II	3.0	0.0	0.0	3.0
DRA	111	Theatre Appreciation	3.0	0.0	0.0	3.0
DRA	112	Literature of the Theatre	3.0	0.0	0.0	3.0
DRA	115	Theatre Criticism	3.0	0.0	0.0	3.0
DRA	122	Oral Interpretation	3.0	0.0	0.0	3.0
DRA	126	Storytelling	3.0	0.0	0.0	3.0
DRA	211	Theatre History I	3.0	0.0	0.0	3.0
DRA	212	Theatre History II	3.0	0.0	0.0	3.0
ENG	131	Introduction to Literature	3.0	0.0	0.0	3.0
ENG	231	American Literature I	3.0	0.0	0.0	3.0
ENG	232	American Literature II	3.0	0.0	0.0	3.0
ENG	233	Major American Writers	3.0	0.0	0.0	3.0
ENG	241	British Literature I	3.0	0.0	0.0	3.0
ENG	242	British Literature II	3.0	0.0	0.0	3.0
ENG	243	Major British Writers	3.0	0.0	0.0	3.0
ENG	251	Western World Literature I	3.0	0.0	0.0	3.0
ENG	252	Western World Literature II	3.0	0.0	0.0	3.0
ENG	261	World Literature I	3.0	0.0	0.0	3.0
ENG	262	World Literature II	3.0	0.0	0.0	3.0
FRE	111	Elementary French I	3.0	0.0	0.0	3.0
GER	111	Elementary German I	3.0	0.0	0.0	3.0
HUM	110	Technology and Society	3.0	0.0	0.0	3.0
HUM	115	Critical Thinking	3.0	0.0	0.0	3.0
HUM	120	Cultural Studies	3.0	0.0	0.0	3.0
HUM	121	The Nature of America	3.0	0.0	0.0	3.0
HUM	122	Southern Culture	3.0	0.0	0.0	3.0
HUM	130	Myth in Human Culture	3.0	0.0	0.0	3.0
HUM	150	American Women's Studies	3.0	0.0	0.0	3.0
HUM	160	Introduction to Film	2.0	2.0	0.0	3.0
HUM	170	The Holocaust	3.0	0.0	0.0	3.0
HUM	211	Humanities I	3.0	0.0	0.0	3.0
HUM	212	Humanities II	3.0	0.0	0.0	3.0
HUM	220	Human Values and Meaning	3.0	0.0	0.0	3.0
ITA	111	Elementary Italian I	3.0	0.0	0.0	3.0
MUS	110	Music Appreciation	3.0	0.0	0.0	3.0
MUS	112	Introduction to Jazz	3.0	0.0	0.0	3.0
MUS	113	American Music	3.0	0.0	0.0	3.0
MUS	114	Non-Western Music	3.0	0.0	0.0	3.0
MUS	213	Opera and Musical Theatre	3.0	0.0	0.0	3.0
PHI	210	History of Philosophy	3.0	0.0	0.0	3.0
PHI	215	Philosophical Issues	3.0	0.0	0.0	3.0
PHI	220	Western Philosophy I	3.0	0.0	0.0	3.0

PHI	221	Western Philosophy II	3.0	0.0	0.0	3.0
PHI	230	Introduction to Logic	3.0	0.0	0.0	3.0
PHI	240	Introduction to Ethics	3.0	0.0	0.0	3.0
REL	110	World Religions	3.0	0.0	0.0	3.0
REL	111	Eastern Religions	3.0	0.0	0.0	3.0
REL	112	Western Religions	3.0	0.0	0.0	3.0
REL	211	Intro to Old Testament	3.0	0.0	0.0	3.0
REL	212	Intro to New Testament	3.0	0.0	0.0	3.0
REL	221	Religion in America	3.0	0.0	0.0	3.0
RUS	111	Elementary Russian I	3.0	0.0	0.0	3.0
SPA	111	Elementary Spanish I	3.0	0.0	0.0	3.0

## SOCIAL SCIENCE PICK LIST

### For Associate in Arts, Associate in General Education, and Associate in Science Degree Programs

The following list of courses can be used for the Associate in Arts, Associate in General Education and Associate in Science Social Science **electives**. Some courses require a pre-requisite and are so noted in the catalog.

ECO	151	Survey of Economics	3.0	0.0	0.0	3.0
ECO	251	Prin of Microeconomics	3.0	0.0	0.0	3.0
ECO	252	Prin of Macroeconomics	3.0	0.0	0.0	3.0
GEO	110	Introduction to Geography	3.0	0.0	0.0	3.0
GEO	111	World Regional Geography	3.0	0.0	0.0	3.0
GEO	112	Cultural Geography	3.0	0.0	0.0	3.0
GEO	113	Economic Geography	3.0	0.0	0.0	3.0
GEO	121	North Carolina Geography	3.0	0.0	0.0	3.0
GEO	130	General Physical Geography	3.0	0.0	0.0	3.0
GEO	131	Physical Geography I	3.0	2.0	0.0	4.0
GEO	132	Physical Geography II	3.0	2.0	0.0	4.0
HIS	111	World Civilizations I	3.0	0.0	0.0	3.0
HIS	112	World Civilizations II	3.0	0.0	0.0	3.0
HIS	114	Comparative World History	3.0	0.0	0.0	3.0
HIS	115	Intro to Global History	3.0	0.0	0.0	3.0
HIS	116	Current World Problems	3.0	0.0	0.0	3.0
HIS	121	Western Civilization I	3.0	0.0	0.0	3.0
HIS	122	Western Civilization II	3.0	0.0	0.0	3.0
HIS	131	American History I	3.0	0.0	0.0	3.0
HIS	132	American History II	3.0	0.0	0.0	3.0
HIS	162	Women and History	3.0	0.0	0.0	3.0
HIS	167	The Vietnam War	3.0	0.0	0.0	3.0
HIS	221	African-American History	3.0	0.0	0.0	3.0
HIS	222	African-American Hist I	3.0	0.0	0.0	3.0
HIS	223	African-American Hist II	3.0	0.0	0.0	3.0
HIS	224	US Diplomatic History	3.0	0.0	0.0	3.0
HIS	226	The Civil War	3.0	0.0	0.0	3.0
HIS	236	North Carolina History	3.0	0.0	0.0	3.0
HIS	271	The French Revolution Era	3.0	0.0	0.0	3.0
POL	110	Intro Political Science	3.0	0.0	0.0	3.0
POL	120	American Government	3.0	0.0	0.0	3.0
POL	130	State & Local Government	3.0	0.0	0.0	3.0
POL	210	Comparative Government	3.0	0.0	0.0	3.0
POL	220	International Relations	3.0	0.0	0.0	3.0
PSY	110	Life Span Development	3.0	0.0	0.0	3.0
PSY	118	Interpersonal Psychology	3.0	0.0	0.0	3.0
PSY	141	Psych of Death and Dying	3.0	0.0	0.0	3.0
PSY	150	General Psychology	3.0	0.0	0.0	3.0
PSY	211	Psychology of Adjustment	3.0	0.0	0.0	3.0
PSY	246	Adolescent Psychology	3.0	0.0	0.0	3.0
PSY	247	Psychology of Adulthood	3.0	0.0	0.0	3.0
PSY	249	Psychology of Aging	3.0	0.0	0.0	3.0
PSY	255	Intro to Exceptionality	3.0	0.0	0.0	3.0
PSY	259	Human Sexuality	3.0	0.0	0.0	3.0
PSY	263	Educational Psychology	3.0	0.0	0.0	3.0
PSY	265	Behavioral Modification	3.0	0.0	0.0	3.0
PSY	271	Sports Psychology	3.0	0.0	0.0	3.0
PSY	275	Health Psychology	3.0	0.0	0.0	3.0
SOC	210	Introduction to Sociology	3.0	0.0	0.0	3.0
SOC	213	Sociology of the Family	3.0	0.0	0.0	3.0
SOC	220	Social Problems	3.0	0.0	0.0	3.0
SOC	225	Social Diversity	3.0	0.0	0.0	3.0

SOC	230	Race and Ethnic Relations	3.0	0.0	0.0	3.0
SOC	232	Social Context of Aging	3.0	0.0	0.0	3.0
SOC	240	Social Psychology	3.0	0.0	0.0	3.0
SOC	244	Soc of Death & Dying	3.0	0.0	0.0	3.0
SOC	250	Sociology of Religion	3.0	0.0	0.0	3.0
SOC	252	Sociology of Work	3.0	0.0	0.0	3.0

## HUMANITIES PICK LIST

### For Associate of Applied Science Degree Programs

The following list of courses can be used for the Associate of Applied Science Humanities **electives**. Some courses require a pre-requisite and are so noted in the catalog.

ART	111	Art Appreciation	3.0	0.0	0.0	3.0
ART	114	Art History Survey I	3.0	0.0	0.0	3.0
ART	115	Art History Survey II	3.0	0.0	0.0	3.0
ART	116	Survey of American Art	3.0	0.0	0.0	3.0
ART	117	Non-Western Art History	3.0	0.0	0.0	3.0
ART	121	Design I	0.0	6.0	0.0	3.0
ART	131	Drawing I	0.0	6.0	0.0	3.0
ART	135	Figure Drawing I	0.0	6.0	0.0	3.0
ART	171	Computer Art I	0.0	6.0	0.0	3.0
ART	240	Painting I	0.0	6.0	0.0	3.0
ART	241	Painting II	0.0	6.0	0.0	3.0
ART	244	Watercolor	0.0	6.0	0.0	3.0
ART	281	Sculpture I	0.0	6.0	0.0	3.0
ART	283	Ceramics I	0.0	6.0	0.0	3.0
ART	284	Ceramics II	0.0	6.0	0.0	3.0
ART	288	Studio	0.0	6.0	0.0	3.0
DAN	110	Dance Appreciation	3.0	0.0	0.0	3.0
DAN	211	Dance History I	3.0	0.0	0.0	3.0
DAN	212	Dance History II	3.0	0.0	0.0	3.0
DRA	111	Theatre Appreciation	3.0	0.0	0.0	3.0
DRA	112	Literature of the Theatre	3.0	0.0	0.0	3.0
DRA	115	Theatre Criticism	3.0	0.0	0.0	3.0
DRA	122	Oral Interpretation	3.0	0.0	0.0	3.0
DRA	126	Storytelling	3.0	0.0	0.0	3.0
DRA	211	Theatre History I	3.0	0.0	0.0	3.0
DRA	212	Theatre History II	3.0	0.0	0.0	3.0
ENG	131	Introduction to Literature	3.0	0.0	0.0	3.0
ENG	231	American Literature I	3.0	0.0	0.0	3.0
ENG	232	American Literature II	3.0	0.0	0.0	3.0
ENG	233	Major American Writers	3.0	0.0	0.0	3.0
ENG	241	British Literature I	3.0	0.0	0.0	3.0
ENG	242	British Literature II	3.0	0.0	0.0	3.0
ENG	243	Major British Writers	3.0	0.0	0.0	3.0
ENG	251	Western World Literature I	3.0	0.0	0.0	3.0
ENG	252	Western World Literature II	3.0	0.0	0.0	3.0
ENG	261	World Literature I	3.0	0.0	0.0	3.0
ENG	262	World Literature II	3.0	0.0	0.0	3.0
FRE	111	Elementary French I	3.0	0.0	0.0	3.0
FRE	112	Elementary French II	3.0	0.0	0.0	3.0
GER	111	Elementary German I	3.0	0.0	0.0	3.0
GER	112	Elementary German II	3.0	0.0	0.0	3.0
HUM	110	Technology and Society	3.0	0.0	0.0	3.0
HUM	115	Critical Thinking	3.0	0.0	0.0	3.0
HUM	120	Cultural Studies	3.0	0.0	0.0	3.0
HUM	121	The Nature of America	3.0	0.0	0.0	3.0
HUM	122	Southern Culture	3.0	0.0	0.0	3.0
HUM	130	Myth in Human Culture	3.0	0.0	0.0	3.0
HUM	150	American Womens Studies	3.0	0.0	0.0	3.0
HUM	160	Introduction to Film	2.0	2.0	0.0	3.0
HUM	170	The Holocaust	3.0	0.0	0.0	3.0
HUM	211	Humanities I	3.0	0.0	0.0	3.0
HUM	212	Humanities II	3.0	0.0	0.0	3.0
HUM	220	Human Values and Meaning	3.0	0.0	0.0	3.0
HUM	230	Leadership Development	3.0	0.0	0.0	3.0
ITA	111	Elementary Italian I	3.0	0.0	0.0	3.0
ITA	112	Elementary Italian II	3.0	0.0	0.0	3.0
MUS	110	Music Appreciation	3.0	0.0	0.0	3.0
MUS	112	Introduction to Jazz	3.0	0.0	0.0	3.0
MUS	113	American Music	3.0	0.0	0.0	3.0

MUS	114	Non-Western Music	3.0	0.0	0.0	3.0
MUS	213	Opera and Musical Theatre	3.0	0.0	0.0	3.0
PHI	210	History of Philosophy	3.0	0.0	0.0	3.0
PHI	215	Philosophical Issues	3.0	0.0	0.0	3.0
PHI	220	Western Philosophy I	3.0	0.0	0.0	3.0
PHI	221	Western Philosophy II	3.0	0.0	0.0	3.0
PHI	230	Introduction to Logic	3.0	0.0	0.0	3.0
PHI	240	Introduction to Ethics	3.0	0.0	0.0	3.0
REL	110	World Religions	3.0	0.0	0.0	3.0
REL	111	Eastern Religions	3.0	0.0	0.0	3.0
REL	112	Western Religions	3.0	0.0	0.0	3.0
REL	211	Intro to Old Testament	3.0	0.0	0.0	3.0
REL	212	Intro to New Testament	3.0	0.0	0.0	3.0
REL	221	Religion in America	3.0	0.0	0.0	3.0
RUS	111	Elementary Russian I	3.0	0.0	0.0	3.0
RUS	112	Elementary Russian II	3.0	0.0	0.0	3.0
SPA	111	Elementary Spanish I	3.0	0.0	0.0	3.0
SPA	112	Elementary Spanish II	3.0	0.0	0.0	3.0

## SOCIAL SCIENCE PICK LIST

### For Associate of Applied Science Degree Programs

The following list of courses can be used for the Associate of Applied Science Social Science **electives**. Some courses require a pre-requisite and are so noted in the catalog.

ANT	210	General Anthropology	3.0	0.0	0.0	3.0
ANT	220	Cultural Anthropology	3.0	0.0	0.0	3.0
ANT	221	Comparative Cultures	3.0	0.0	0.0	3.0
ANT	230	Physical Anthropology	3.0	0.0	0.0	3.0
ANT	240	Archaeology	3.0	0.0	0.0	3.0
ECO	151	Survey of Economics	3.0	0.0	0.0	3.0
ECO	251	Prin of Microeconomics	3.0	0.0	0.0	3.0
ECO	252	Prin of Macroeconomics	3.0	0.0	0.0	3.0
GEO	110	Introduction to Geography	3.0	0.0	0.0	3.0
GEO	111	World Regional Geography	3.0	0.0	0.0	3.0
GEO	112	Cultural Geography	3.0	0.0	0.0	3.0
GEO	113	Economic Geography	3.0	0.0	0.0	3.0
GEO	121	North Carolina Geography	3.0	0.0	0.0	3.0
GEO	130	General Physical Geography	3.0	0.0	0.0	3.0
GEO	131	Physical Geography I	3.0	2.0	0.0	4.0
GEO	132	Physical Geography II	3.0	2.0	0.0	4.0
HIS	111	World Civilizations I	3.0	0.0	0.0	3.0
HIS	112	World Civilizations II	3.0	0.0	0.0	3.0
HIS	114	Comparative World History	3.0	0.0	0.0	3.0
HIS	115	Intro to Global History	3.0	0.0	0.0	3.0
HIS	116	Current World Problems	3.0	0.0	0.0	3.0
HIS	121	Western Civilization I	3.0	0.0	0.0	3.0
HIS	122	Western Civilization II	3.0	0.0	0.0	3.0
HIS	131	American History I	3.0	0.0	0.0	3.0
HIS	132	American History II	3.0	0.0	0.0	3.0
HIS	162	Women and History	3.0	0.0	0.0	3.0
HIS	167	The Vietnam War	3.0	0.0	0.0	3.0
HIS	221	African-American History	3.0	0.0	0.0	3.0
HIS	222	African-American Hist I	3.0	0.0	0.0	3.0
HIS	223	African-American Hist II	3.0	0.0	0.0	3.0
HIS	224	US Diplomatic History	3.0	0.0	0.0	3.0
HIS	226	The Civil War	3.0	0.0	0.0	3.0
HIS	236	North Carolina History	3.0	0.0	0.0	3.0
HIS	271	The French Revolution Era	3.0	0.0	0.0	3.0
POL	110	Intro Political Science	3.0	0.0	0.0	3.0
POL	120	American Government	3.0	0.0	0.0	3.0
POL	130	State & Local Government	3.0	0.0	0.0	3.0
POL	210	Comparative Government	3.0	0.0	0.0	3.0
POL	220	International Relations	3.0	0.0	0.0	3.0
PSY	110	Life Span Development	3.0	0.0	0.0	3.0
PSY	118	Interpersonal Psychology	3.0	0.0	0.0	3.0
PSY	141	Psych of Death and Dying	3.0	0.0	0.0	3.0
PSY	150	General Psychology	3.0	0.0	0.0	3.0
PSY	211	Psychology of Adjustment	3.0	0.0	0.0	3.0
PSY	237	Social Psychology	3.0	0.0	0.0	3.0
PSY	239	Psychology of Personality	3.0	0.0	0.0	3.0
PSY	241	Developmental Psych	3.0	0.0	0.0	3.0



PSY	243	Child Psychology	3.0	0.0	0.0	3.0
PSY	246	Adolescent Psychology	3.0	0.0	0.0	3.0
PSY	247	Psychology of Adulthood	3.0	0.0	0.0	3.0
PSY	249	Psychology of Aging	3.0	0.0	0.0	3.0
PSY	255	Intro to Exceptionality	3.0	0.0	0.0	3.0
PSY	259	Human Sexuality	3.0	0.0	0.0	3.0
PSY	263	Educational Psychology	3.0	0.0	0.0	3.0
PSY	265	Behavioral Modification	3.0	0.0	0.0	3.0
PSY	271	Sports Psychology	3.0	0.0	0.0	3.0
PSY	275	Health Psychology	3.0	0.0	0.0	3.0
PSY	281	Abnormal Psychology	3.0	0.0	0.0	3.0
SOC	210	Introduction to Sociology	3.0	0.0	0.0	3.0
SOC	213	Sociology of the Family	3.0	0.0	0.0	3.0
SOC	220	Social Problems	3.0	0.0	0.0	3.0
SOC	225	Social Diversity	3.0	0.0	0.0	3.0
SOC	230	Race and Ethnic Relations	3.0	0.0	0.0	3.0
SOC	232	Social Context of Aging	3.0	0.0	0.0	3.0
SOC	240	Social Psychology	3.0	0.0	0.0	3.0
SOC	244	Soc of Death & Dying	3.0	0.0	0.0	3.0
SOC	250	Sociology of Religion	3.0	0.0	0.0	3.0
SOC	252	Sociology of Work	3.0	0.0	0.0	3.0

## Associate in General Education Computer Science, Math, and Science Pick List

The following list of courses can be used for the Associate in General Education computer science, Math and science **electives**. Some courses require a pre-requisite and are so noted in the catalog. (Revised September 18, 2002)

BIO	110	Principles of Biology	03	03	00	04
BIO	111	General Biology I	03	03	00	04
BIO	112	General Biology II	03	03	00	04
BIO	120	Introductory Botany	03	03	00	04
BIO	130	Introductory Zoology	03	03	00	04
BIO	140	Environmental Biology	03	00	00	03
BIO	140A	Environmental Biology Lab	00	03	00	01
BIO	161	Intro to Human Biology	03	00	00	03
BIO	163	Basic Anatomy and Physiology	04	02	00	05
BIO	165	Anatomy and Physiology I	03	03	00	04
BIO	166	Anatomy and Physiology II	03	03	00	04
BIO	168	Anatomy and Physiology I	03	03	00	04
BIO	169	Anatomy and Physiology II	03	03	00	04
BIO	175	General Microbiology	02	02	00	03
BIO	180	Biological Chemistry	02	02	00	03
BIO	221	Botany I	03	03	00	04
BIO	222	Botany II	03	03	00	04
BIO	223	Field Botany	02	03	00	03
BIO	230	Entomology	03	03	00	04
BIO	232	Vertebrate Zoology	03	03	00	04
BIO	240	Waste Management	03	00	00	03
BIO	275	Microbiology	03	03	00	04
BIO	280	Biotechnology	02	03	00	03
BIO	285	Research & Measurement	02	03	00	03
CHM	115	Concepts in Chemistry	03	00	00	03
CHM	115A	Concepts in Chemistry Lab	00	02	00	01
CHM	130	General, Organic, & Biochemistry	03	00	00	03
CHM	130A	General, Organic, & Biochemistry Lab	00	02	00	01
CHM	131	Introduction to Chemistry	03	00	00	03
CHM	131A	Introduction to Chemistry Lab	00	03	00	01
CHM	132	Organic and Biochemistry	03	03	00	04
CHM	135	Survey of Chemistry I	03	02	00	04
CHM	136	Survey of Chemistry II	03	02	00	04
CHM	151	General Chemistry I	03	03	00	04
CHM	152	General Chemistry II	03	03	00	04
CHM	251	Organic Chemistry I	03	03	00	04
CHM	252	Organic Chemistry II	03	03	00	04
CIS	110	Introduction to Computers	02	02	00	03

CIS	115	Introduction to Programming & Logic	02	02	00	03
MAT	151	Statistics I	03	00	00	03
MAT	161	College Algebra	03	00	00	03
MAT	171	Precalculus Algebra	03	00	00	03
PHS	110	Basic Physical Science	03	02	00	04
PHS	111	Physical Science I	03	02	00	04
PHS	112	Physical Science II	03	02	00	04
PHS	121	Applied Physical Science I	03	02	00	04
PHS	122	Applied Physical Science II	03	02	00	04
PHS	130	Earth Science	03	02	00	04
PHS	140	Weather and Climate	03	00	00	03
PHY	151	College Physics I	03	02	00	04
PHY	152	College Physics II	03	02	00	04
PHY	153	Modern Topics in Physics	03	02	00	04
PHY	251	General Physics I	03	03	00	04
PHY	252	General Physics II	03	03	00	04
PHY	253	Modern Physics	03	03	00	04

**VII-11.4      Developmental Student Pick List****ENGINEERING, PUBLIC SERVICE AND APPLIED TECHNOLOGY PROGRAMS**

Listing of courses that students can take in conjunction with developmental courses

	Course	Course Title	Lecture Hrs	Lab Hrs	Credit
A/C, Heating & Refrigeration	AHR 151	HVAC Duct Systems I	1	3	2
	AHR 180	HVACR Customer Relations	1	0	1
Architectural Technology	ARC 111	Introduction to Architectural Technology	1	0	3
	ARC 112	Construction Materials & Methods	3	2	4
	ARC 113	Residential Architectural Tech			
	ARC 114	Architectural CAD	1	3	2
	ARC 114A	Architectural CAD Lab	0	3	1
	ARC 131	Building Codes	2	2	3
	ARC 220	Advanced Architect CAD	1	3	2
	ARC 240	Site Planning	2	2	3
Civil Engineering Technology	EGR 115	Introduction to Technology	2	6	4

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	Course	Course Title	Lecture Hrs	Lab Hrs	Credit
<b>Criminal Justice Technology</b>	CJC 121	Law Enforcement Operations	3	0	3
	CJC 122	Community Policing	3	0	3
	CJC 132	Court Procedure & Evidence	3	0	3
	CJC 193	Selected Topics in Criminal Justice	3	0	3
	CJC 211	Counseling	3	0	3
	CJC 212	Ethics & Comm Relations	3	0	3
	CJC 214	Victimology	3	0	3
	CJC 221	Investigative Principles	3	2	4
	CJC 225	Crisis Intervention	3	0	3
	CJC 241	Community-Based Correction	3	0	3
<b>Early Childhood Assoc</b>	EDU 111	Early Childhood Credentials I	2	0	2
	EDU 112	Early Childhood Credentials II	2	0	2
	EDU 119	Early Childhood Education	3	2	4
	EDU 144	Child Development I	3	0	3
	EDU 146	Child Guidance	3	0	3

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	Course	Course Title	Lecture Hrs	Lab Hrs	Credit
<b>Electrical/Electronics</b>	ELC 114	Basic Wiring II	2	6	4
	ELC 115	Industrial Wiring	2	6	4
	ELC 117	Motors and Controls	2	6	4
	ELC 121	Electrical Estimating	1	2	2
	ELC 128	Introduction to PLC	2	3	3
<b>Electronics ENG Technology</b>		<b>**No courses available**</b>			

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<b>Funeral Service Education</b>	FSE 112	Principles of Funeral Service	3	0	3
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<b>Horticulture</b>	HOR 118	Equipment Opt & Maint	1	3	2
	HOR 134	Greenhouse Operations	2	2	3
	HOR 152	Horticultural Practices	0	3	1
	HOR 160	Plant Materials I	2	2	3
	HOR 162	Applied Plant Science	2	2	3
	HOR 164	Hort Pest Management	2	2	3
	HOR 166	Soils & Fertilizers	2	2	3
	HOR 168	Plant Propagation	2	2	3

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	Course	Course Title	Lecture Hrs	Lab Hrs	Credit
	HOR 170	Hort Computer Apps	1	3	2
	HOR 253	Horticulture Turfgrass	2	2	3

HOR-260 Plant Materials II

2 2 3

**Developmental Student Pick List College Transfer and General Education  
(June 2006)**

**AA and AS College Transfer Program Area:**

Course	Course Title	Lecture Hrs	Lab Hrs	Credit
ACA 111	College Student Success	1		1
PED Courses		0	3	1
CIS-110 C and L	Introduction to Computers (Class and lab)	2	2	3
ART 283	Ceramics I	0	6	3
ART 284	Ceramics II	0	6	3
DRA 111	Theatre Appreciation	3		3

Course	Course Title	Lecture Hrs	Lab Hrs	Credit
FRE 111	Elementary French I	3	0	3
*HUM 122	Southern Culture	3	0	3
SPA 111	Elementary Spanish I	3	0	3
RUS 111	Elementary Russian I	3	0	3

**AGE Program**

ASL Courses		3	0	3
ACA 111	College Student Success	1	0	1

(only if taken as part of this Learning Community combination - not as single, stand alone courses)	CIS 110 C and L	Introduction to Computers (Class and lab)	2	2	3
	ART 283	Ceramics I	0	6	3
	ART 284	Ceramics II	0	6	3
	ART 111-0L05 and REL 112-0L05	Art Appreciation Western Religions	6	0	6
	DRA 111	Theatre Appreciation	3	0	3
	FRE 111	Elementary French I	3	0	3
	*HUM 122	Southern Culture	3	0	3
	Any PED Course			3	1

Course	Course Title	Lecture Hrs	Lab Hrs	Credit
SPA 111	Elementary Spanish I	3	0	3
RUS 111	Elementary Russian I	3	0	3

### **Biotechnology Program**

ACA 111	College Student Success	1	0	1
CIS 110 C AND L	Introduction to Computers (Class and lab)	2	2	3
DRA 111	Theatre Appreciation	3	0	3
FRE 111	Elementary French I	3	0	3
*HUM 122	Southern Culture	3	0	3

SPA 111	Elementary Spanish I	3	0	3
RUS 111	Elementary Russian I	3	0	3

**Community Spanish Interpreter Program**

ACA 111	College Student Success	1	0	1
DRA 111	Theatre Appreciation	3	0	3
FRE 111	Elementary French I	3	0	3
SPA 111	Elementary Spanish I	3	0	3

Course	Course Title	Lecture Hrs	Lab Hrs	Credit
*HUM 122	Southern Culture	3	0	3
RUS 111	Elementary Russian I	3	0	3

\*Students should complete developmental reading prerequisite before registering for humanities courses and **MUST** complete developmental reading prerequisite before registering for HUM 115.

- NOTE: Since these curriculum programs are all college transfer areas, the Program Area Dean and various Division/Department Chairs, managing the programs, only feel comfortable with the students enrolling in the above course offerings simultaneously with concurrent developmental coursework. It is very hard to pick courses, within the college transfer area in which a person with difficulty in reading, writing and Math can perform successfully, as most of the courses within the College Transfer Program area require at least excellent reading and analytical skills to successfully read/comprehend the Material. Courses from this list taken in conjunction with developmental course work should promote "Student Success".

Course	Course Title	Lecture Hrs	Lab Hrs	Credit
--------	--------------	-------------	---------	--------



## Business Programs

ACA 111	College Student	1	0	1
CIS 111	Basic PC Literary	1	2	2
ART 131	Drawing I	0	6	3
DRA 126	Storytelling	3	0	3

ACA 111	College Student	1	0	1
GRD 121	Drawing Fundamentals I	1	3	2
GRD 151	Computer Design Basics	1	4	3

Course	Course Title	Lecture Hrs	Lab Hrs	Credit
GRD 160	Photo Fundamentals I	1	4	3
GRD 220	Calligraphy	0	2	1
ART 240	Painting I	0	6	3

ACA 111	College Student	1	0	1
CIS 111	Basic PC Literary	1	2	2
BUS 135	Principles of Supervision	3	0	3
MKT 120	Principles of Marketing	3	0	3
ART 111	Art Appreciation	3	0	3

ACA 111	College Student	1	0	1
ART 131	Drawing I	0	6	3
ART 283	Ceramics I	0	6	3

ACA 111	College Student	1	0	1
ART 131	Drawing I	0	6	3
ART 283	Ceramics I	0	6	3
DRA 126	Storytelling	3	0	3

ACA 111	College Student	1	0	1
ART 131	Drawing I	0	6	3
ART 283	Ceramics I	0	6	3
DRA 126	Storytelling	3	0	3

Course	Course Title	Lecture Hrs	Lab Hrs	Credit
--------	--------------	-------------	---------	--------

ACA 111	College Student	1	0	1
CIS 172	Introduction to the Internet	2	3	3
ITN 110	Introduction to Web	2	2	3
ART 131	Drawing I	0	6	3
ART 283	Ceramics I	0	6	3
DRA 126	Storytelling	3	0	3

ACA 111	College Student	1	0	1
CIS 111	Basic PC Literary	1	2	2
CUL 135	Food & Beverage Service	2	0	2
CUL 135A	Food & Bev. Ser Lab	0	2	1
CUL 170	Garde-Manger I	1	4	3

ACA 111	College Student	1	0	1
OST 080	Keyboarding Literacy	1	2	2
OST 131	Keyboarding	1	2	2
OST 137	Office Software App. I	1	2	2
OST 181	Introduction to Office	2	2	3

ACA 111	College Student	1	0	1
OST 080	Keyboarding Literacy	1	2	2

Course	Course Title	Lecture Hrs	Lab Hrs	Credit
OST 131	Keyboarding	1	2	2
OST 137	Office Software App. I	1	2	2
OST 181	Introduction to Office	2	2	3

ACA 111	College Student	1	0	1
CIS 111	Basic PC Literary	1	2	2
LEX 110	Introduction to Paralegal	2	0	2
OST 136	Word Processing	1	2	2
OST 236	Advanced Word/Information	2	2	3

ACA 111	College Student	1	0	1
CIS 111	Basic PC Literary	1	2	2
BUS 135	Principles of Supervision	3	0	3
ART 131	Drawing I	0	6	3
DRA 126	Storytelling	3	0	3



## VII-11.5 Star Registration Instructions



### **Instructions**

Registering for classes at Fayetteville Technical Community College is now easy and convenient using your touch-tone telephone.

By completing this worksheet and following the instructions given over the telephone, you may register for classes or make changes to your class schedule from any touch-tone telephone anywhere.

A voice will guide you after each entry.  
Enter an entire sequence of keys when told to do so.

You must press "6" to accept your schedule. If you hang up before the call is complete, all entries made during the call will be erased.

**Who can use the Star System?** Students who have a PIN (Personal Identification Number).

### **Help!**

If you encounter any problems using the STAR system, please call 910-678-8476 for assistance during times and dates listed on back of this form.



## Student Telephone Assisted Registration

1. Call the STAR system number: (910) 486-3822
2. Enter your social security number \_\_\_\_ - \_\_\_\_ - \_\_\_\_
3. Enter your 6-digit Personal Identification Number (PIN) \_\_\_\_
4. Enter your one-digit action code:
  1. To register or add
  2. To drop
  3. To review schedule
  4. To delete schedule
  5. Cancel changes
  6. Accept your schedule and receive AR balance



---

**★ ★ (Your registration will not be complete until you press 6) ★ ★**

---

5. Complete this section entirely. This form will serve as your class schedule.

Synonym Number	Course	Sec	Cr	Time	Days	Room
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

6. Fee Payment: Please follow the instructions given over the phone to make your payment or follow payment options on the back of this form. If you do not pay telephonically with your credit card number, you must pay fees according to the schedule on the back of this form. Your canceled check will serve as your receipt.

**VII-11.6      Academic Probation and Suspension Status Form**

**ACADEMIC PROBATION OR SUSPENSION STATUS**

**TO:** Registrar

**FROM:** Advisor/Department Chairperson/Counselor  
Signature/E-mail Address \_\_\_\_\_

**DATE:** \_\_\_\_\_

**SUBJECT:** Student's Name \_\_\_\_\_  
Datatel ID# \_\_\_\_\_

The above named student was placed on: (choose one)

\_\_\_\_\_ **Academic Probation** \_\_\_\_\_ **Academic Suspension** for the \_\_\_\_\_ **Spring** \_\_\_\_\_ **Summer**  
\_\_\_\_\_ **Fall** semester 20\_\_\_\_ and has appealed.

The following decision was made and student was notified on

\_\_\_\_\_

\_\_\_\_\_ Appeal denied by Advisor/Department Chairperson/Counselor

\_\_\_\_\_ Appeal approved by Advisor/Department Chairperson/Counselor

---

**Condition(s):**

1. \_\_\_\_\_ Student must maintain a grade of "C" or better in all courses while on probation
2. \_\_\_\_\_ Student may enroll in only \_\_\_\_\_ hours this semester
3. \_\_\_\_\_ Student has changed majors and must maintain a grade of "C" or better in all courses while on probation.
4. \_\_\_\_\_ Grade change. Remove student from probation/suspension

cc: Student

*Revised 08/23/06*

## VII-11.7

**Reinstatement Request Form***Fayetteville Technical Community College*

Date of Request / /				REINSTATEMENT REQUEST FORM				Semester & Year (Fall 06) /	
Social Security or Student ID - -				Program Code 				Veteran's Benefits: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Course Prefix	Course Number	Section Number	Credit Hours	Advisor's Name					
				LAST: FIRST: MI:					
				Student's Name					
				LAST: FIRST: MI:					
Total Credits									
<p>I am requesting reinstatement because: _____</p> <p>_____</p> <p>I understand that I am not currently officially enrolled in this class even though the instructor allows me to continue to participate in class, in order to stay current with course work. I further understand that reinstatement is contingent on approval of this request and payment of all outstanding debt to Fayetteville Technical Community College.</p> <p style="text-align: right;">Student Signature: _____</p>									
APPROVED / DISAPPROVED (PLEASE CIRCLE ONE)									
Comments: _____									
Instructor Printed Name			Instructor Signature			Date			
APPROVED / DISAPPROVED (PLEASE CIRCLE ONE)									
Comments: _____									
Dept. Chair Printed Name			Dept. Chair Signature			Date			
APPROVED / DISAPPROVED (PLEASE CIRCLE ONE)									
Comments: _____									
Dean Printed Name			Dean Signature			Date			
APPROVED / DISAPPROVED (PLEASE CIRCLE ONE)									
Comments: _____									
Associate VP - Curriculum Printed Name			Associate VP - Curriculum Signature			Date			
APPROVED / DISAPPROVED (PLEASE CIRCLE ONE)									
Comments: _____									
Associate VP - Student Services Printed Name			Associate VP - Student Services Signature			Date			
Student Owes: \$ _____ Date Paid: _____									
Comments: _____									
Financial Services Printed Name			Financial Services Signature			Date			
Received: _____ Action Taken: _____									
Registrar's Signature			Date						

VII.11.8

Course Drop Form**Course Drop Form****Please enter student's Course Drop information below.****Student's Information:**

<b>Last Name:</b> <input type="text"/>		<b>First Name:</b> <input type="text"/>		<b>MI:</b> <input type="text"/>
<b>SSN:</b> <input type="text"/>		<b>Major:</b> <input type="text"/>		<b>Semester:</b> <input type="text" value="Please Select"/>
<b>Veteran's Benefits:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Financial Aid:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		<b>eArmyU:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Nature of Change:</b> <input type="checkbox"/> Drop <input type="checkbox"/> Withdrawal From School				

**Drop Information:**

Terminationfaculty Code	Course Id	Section	Credits	Instructor's eMail Address	Last Attendance Month Day Year	Withdrawal Grade	Today's Date Month Day Year
<input type="text" value="Please Select"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>
<input type="text" value="Please Select"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>
<input type="text" value="Please Select"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>
<input type="text" value="Please Select"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>
<input type="text" value="Please Select"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>
<input type="text" value="Please Select"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> / <input type="text"/>



**VII-11.9      Tuition Assistance Recoupment Form**

**SAMPLE**

Unit Letterhead

Unit Office Code

Date

MEMORANDUM FOR: Education Services Officer, Mrs. Brenda L. Taylor-Brooks, eARMYU, Bldg. 2-1105, Wing A, Room 104, Macomb Street, Fort Bragg, North Carolina 28310-5000

SUBJECT: Request for Relief from Tuition Assistance Recoupment

1. Request SSG John D. Doe, 222-33-4567, be relieved of tuition assistance recoupment for the following courses:

<u>School</u>	<u>Course Title</u>	<u>Course Number</u>	<u>Begin/End Date</u>	<u>Time/Days</u>
J.C. Univ	ENG	101	1-15-00/3-18-00	1730-1930 M-W
J.C. Univ	HIS	103	1-15-00/3-18-00	1800-2000 T-TH

2. State specific reason(s) why soldier did not complete course(s):
- a. The specific date or inclusive time period that classes were missed due to extra duty/mission.
  - b. State that the duty or mission was unanticipated at the time of enrollment. Extra duty due to punitive punishment is not an acceptable reason to be excused from TA recoupment.
  - c. Identify a point of contact with telephone number, in case the Education Services Officer or Tuition Assistance Office may contact for additional information.
  - d. Identify a point of contact with telephone number, in case the Education Services Officer or Tuition Assistance Office may contact for additional information.

*(Signature)*

JOE W. SMITH  
LTC, AR  
Position Title

\*Signature MUST be by an LTC or above.

**VII – 11.10    Substitution Form**

**FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE**

**COURSE SUBSTITUTION**

TO:                Linda Clarke, Registrar

FROM:

DATE:

SUBJECT:    Course Substitution(s)

I recommend that (student name, SSN), be permitted to make the following course substitutions:

- |    |     |
|----|-----|
| 1) | for |
| 2) | for |
| 3) | for |
| 4) | for |

Justification/Comments: Change of major and need to use Marketing courses

\_\_\_\_\_Approved                \_\_\_\_\_ Not Approved

Advisor:

Curriculum Program Dean:

Distribution:

\_\_\_VA Office

\_\_\_Student Folder

\_\_\_Adviser

\_\_\_Department Chair

## VII-11.11 Sample Student Educational Plan (SEP)

### STUDENT EDUCATIONAL PLAN

(Needed for Each Registration, VA, and Financial Aid Approval)

Date Initial Date Initial Date Initial Counselor's Initials \_\_\_\_\_  
 Semester of Entry \_\_\_\_\_  
 DATE \_\_\_\_\_ UPDATED \_\_\_\_\_

NAME \_\_\_\_\_ SSN \_\_\_\_\_ ADVISOR \_\_\_\_\_ ROOM/

EXT \_\_\_\_\_ / \_\_\_\_\_  
 (Last) (First) (MI)

The following developmental courses are required as a part of your program and must be completed prior to attempting courses from the same area in the curriculum.

MATH \_\_\_\_\_ ENGLISH \_\_\_\_\_ READING(RED) \_\_\_\_\_  
 SCIENCES \_\_\_\_\_

OTHER \_\_\_\_\_ CONDITIONS: \_\_\_\_\_

\_\_\_\_\_ COLLEGE/MAJOR \_\_\_\_\_ / \_\_\_\_\_

*You must follow this curriculum outline! Failure to do so may result in loss of VA, Financial Aid, or other benefits.*

### Criminal Justice Technology/Latent Evidence Concentration (A5518A) EFFECTIVE DATE: Spring 2003

#### GENERAL EDUCATION COURSES:

___ ENG-111	Expository Writing	3
___ COM-231	Public Speaking	3
___ BIO-111	General Biology	4
___ MAT-140	Survey of Mathematics	3
___ PSY-150	General Psychology	3
___ _____	_____	3
	Humanities/Fine Arts Elective	<b>19</b>

#### MAJOR COURSES:

##### Core Required Courses

___ CJC-111	Intro to Criminal Justice	3
___ CJC-112	Criminology	3
___ CJC-113	Juvenile Justice	3
___ CJC-131	Criminal Law	3
___ CJC-212	Ethics & Comm.Relations	3

___ CJC-221	Investigative Principles	4
___ CJC-231	Constitutional Law	3

#### CONCENTRATION COURSES:

##### Required Courses:

___ CJC-114	Investigative Photography	2
___ CJC-144	Crime Scene Processing	3
___ CJC-146	Trace Evidence	3
___ CJC-222	Criminalistics	3
___ CJC-244	Footwear & Tire Imprints	3
___ CJC-245	Friction Ridge Analysis	3
___ CJC-246	Adv. Friction Ridge Analysis	3
___ CJC-251	Forensic Chemistry	4
		<b>24</b>

#### Required Subject Areas:

___ CJC-132	Court Proc & Evidence	3
___ CJC-250	Forensic Biology	2

#### Select one course from the following

___ CJC-145	Crime Scene CAD	3
___ CJC-252	Forensic Chemistry II	4

#### THER REQUIRED COURSES:

___ ACA-111	College Student Success	1
or		
___ ACA-115	Success & Study Skills	1
___ CIS-113	Computer Basics	1
___ COE-111J	Co-op Work Experience	1
		<b>3</b>

**TOTAL SEMESTER HOURS:** 76

Revised: 05/

Figure 1 shows a control embryo at 100x magnification. The embryo is well-developed and shows normal morphology.

**To be completed by the Advisor before your payment can be accepted:**

The prospective graduate listed below has verified their intended graduation status with me on \_\_\_\_\_ and expects to complete all required course work  
Fall 2002 \_\_\_\_ Spring 2003 \_\_\_\_ Summer 2003 \_\_\_\_ (Date)

Print Name: \_\_\_\_\_ Signature: \_\_\_\_\_

SECTION I. To be completed by the prospective graduate. (THE ADVISOR MUST COMPLETE THE BOX ABOVE BEFORE YOU TURN IN THE GRADUATION APPLICATION WITH YOUR \$25\* FEE PAYMENT TO THE CASHIER'S OFFICE IN THE MCLEAN ADMINISTRATION BUILDING.)

**INSTRUCTIONS:** Please PRINT clearly, LISTING YOUR NAME EXACTLY AS IT APPEARS ON YOUR GRADE MAILER. This is the name that will appear on your degree, diploma, or certificate. DO NOT complete sections III and IV. If you are graduating from more than one program, PLEASE COMPLETE A GRADUATION APPLICATION FOR EACH ADDITIONAL DEGREE, DIPLOMA, OR CERTIFICATE. \*There is a \$10 fee for each secondary degree, diploma, or certificate if you pay for all your degrees at the same time.

Exact name of curriculum \_\_\_\_\_

Is this a degree, diploma, or certificate \_\_\_\_\_ Who is/was your advisor? \_\_\_\_\_

Please print your name below **EXACTLY AS IT APPEARS ON YOUR GRADE MAILER:**

[illegible]

SSN \_\_\_\_\_ Telephone Number \_\_\_\_\_  
Mailing Address \_\_\_\_\_

(Include city, state, and zip)

E-mail Address \_\_\_\_\_

Will you be receiving a degree, diploma, or certificate from another program this academic year? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please complete an application for that program.

If you plan to attend graduation, please list your height and weight so that your cap and gown may be ordered—

Height \_\_\_\_\_ Weight \_\_\_\_\_

**SECTION II. To be completed by the prospective graduate.**

The following information is needed for reporting purposes; however, it is voluntary:

Are you employed? Yes \_\_\_\_\_ No \_\_\_\_\_ Job Title \_\_\_\_\_

Name of Employer \_\_\_\_\_ City, State \_\_\_\_\_

Are you active duty military \_\_\_\_ active duty military family member \_\_\_\_ military retiree \_\_\_\_ civil service \_\_\_\_?

Which branch of service Army \_\_\_\_\_ Air Force \_\_\_\_\_ Marine \_\_\_\_\_ National Guard \_\_\_\_\_ Reserves \_\_\_\_\_ ?

**SECTION III. To be completed by the Advisor upon receipt of the Graduation Readiness Summary.**

The above-named student is eligible to graduate with the degree, diploma, or certificate listed in the

Fall \_\_\_ Spring \_\_\_ Summer \_\_\_ Major GPA \_\_\_\_\_ Highest Honors \_\_\_\_\_ Honors \_\_\_\_\_

If not eligible to graduate, please check reason(s): **Low GPA** \_\_\_\_\_ **Insufficient Credits** \_\_\_\_\_ (List courses needed below:)

Has the student been notified of ineligibility? \_\_\_\_ Yes \_\_\_\_ No  
How?

Signature of the Advisor \_\_\_\_\_ Date \_\_\_\_\_

**SECTION IV. To be completed by the Department Chairperson**

Signature of the Department Chairperson \_\_\_\_\_

Signature of the Department Chairperson \_\_\_\_\_

Confirmed \_\_\_\_\_ Date \_\_\_\_\_

## FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

## FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

## Fall 2008 Registration Schedule

Main Campus • Spring Lake Campus • Ft. Bragg

Fall 16-week classes begin August 18 (Mon); end Dec 13 (Sat)

Fall 8-week classes begin August 18 (Mon); end Oct 13 (Mon)

Labor Day – September 1    Thanksgiving – November 27 - 29

August 14 is the **FINAL** Day to Register or Make Schedule Changes

Method		Dates	Times	Location
<b>STAR - Telephone# 910.486.3822</b> All Current Students enrolled SP08/SU08		Jun 16 – Aug 14	Opens 8AM on Jun 16; Closes 4PM Aug 14	May call 24 hours a day, 7 days a week. Registration dates and pin numbers will be mailed.
<b>WEB ADVISOR ON-LINE REGISTRATION</b>		Jun 16 – Aug 14	Opens 5AM on June 16 Closes 11PM on August 14	Registration Priority dates will be mailed and e-mailed to students
<b>Advisor Assisted</b> All Current Students enrolled SP08/SU08  New Students		Jun 16 – Jul 11 Aug 4-7/Aug 11-14  Jun 23 – Jul 11 Aug 4-7/Aug 11-14	Call your advisor for an appointment	Advisor's Office
All Students	New Student Orientation New Student Registration	Jun 23 / Jul 14 / Aug 4	8AM – 10AM 10AM – 12PM	CUH 360 SC9 / SLC
	Open Registration	Jun 24 Tues Jul 15 Tues Aug 5 Tues	9AM – 6PM	SC9 SLC FBSDC
		Aug 9 Saturday	9AM – 12PM	SC9 SLC
	Late Registration/ Schedule Correction	Aug 13-14 Wed-Thurs	9AM – 6PM	SC9 SLC FBSDC
PAYMENT SCHEDULE				
Fees must be paid by 1:00PM on Aug 1, 2008 or classes will be cancelled. Fees must be paid daily thereafter or classes will be cancelled.				
Method		Dates	Times	Location
MAIL-IN Payments		July 21 – Aug 1	Must be received by Aug 1, 2008.	FTCC Financial Services PO Box 35236 Fay NC 28303
DROP BOX Payments		July 21 – Aug 1	7AM - 10PM (Close 1pm Aug 1)	Advanced Technology Center, Spring Lake Campus
			8AM - 5PM (Close 1pm Aug 1)	Tony Rand Student Center, McLean Administration Bldg.
STAR Telephone Payments		July 21 – Aug 14	Opens 8AM July 21 – Closes 6PM Aug 14	910.486.3822
WEB Online Payments		July 21 – Aug 14	Opens 8AM July 21 – Closes 6PM Aug 14	<a href="https://www.faytechcc.edu/">https://www.faytechcc.edu/</a>
CASHIER Payments		July 21 – Aug 4	8AM - 4PM Mon-Thu & 8AM - 1PM Fri	ADM107 SLC
		Aug 5	9AM - 6PM Tuesday	SC9 SLC FBSDC
		Aug 6 – Aug 7	9AM - 4PM Wednesday - Thursday	ADM107 SLC
		Aug 9	9AM - 12PM Saturday	SC9 SLC
		Aug 11 – Aug 12	9AM - 4PM Monday - Tuesday	ADM107 SLC FBSDC
		Aug 13 – Aug 14	9AM - 6PM Wednesday - Thursday	SC9 SLC FBSDC

ADM107=Admin Bldg Rm107 CU360=Cumberland Hall Rm360 FBSDC=Ft Bragg Soldier Development Ctr SC9=Student Center Rm9 SLC = Spring Lake Campus

Students using Army Tuition Assistance (CTAM) must register through the GoArmyEd web portal.

Portal Opens: June 16, 2008

Portal Closes: Aug 14, 2008