

Fayetteville Technical Community College COUNSELING SERVICES HANDBOOK

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Fayetteville Technical Community College
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(910) 678-8400

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FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

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VIII-1 ***INTRODUCTION***

The Counseling Services Handbook has been updated and reviewed by members of the Student Services Staff. This handbook outlines and describes the day-to-day work of Counselors as they guide students through the services and curriculums of Fayetteville Technical Community College. The intent of the handbook is to heighten understanding and awareness of the Counselor's role in various processes and procedures within the larger "Student Services" framework of services. For questions, comments, or suggestions about this handbook, contact Director of Counseling Services, Associate Vice President for Student Services.

VIII-1.1 **The Student Services Mission Statement**

To provide courteous, professional, and quality services to the College's diverse student population and the community by promoting and enhancing student satisfaction and success; improving community quality of life; providing learning-centered services; and enhancing communication with students, faculty, and staff.

VIII-1.2 **The Counseling Mission Statement**

To provide counseling services that facilitates students' global experiences, understanding, and actions toward entry to the world of work.

VIII-1.3 **Who is a Student?**

Students are the most important people in your colleges.
Students are not an interruption of our work; they are the purpose of it.
Students are a necessary part of our business; they are not outsiders.
Students are not cold statistics; they are flesh-and-blood human beings with feelings and emotions like yours and mine.
Students are people who bring us their needs; it is our privilege to fill those needs.
Students are deserving of our most courteous and attentive treatment.
Students are full partners in our effort to cultivate wisdom through knowledge.
Students are the lifeblood of this and every college.

(Author Unknown)

VIII-1.4 The Counseling Services Staff of Main Campus, Spring Lake and Ft. Bragg

Name and Position	Specialty	Email	Phone	Room
Director of Counseling				
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Career Center Supervisor				
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Spring Lake Center				
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Admissions Evaluator/Testing Administrator				
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Fort Bragg Center				
Admissions Evaluators				
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Cathy Richardson		richardc@faytechcc.edu	(910) 678-1054	FB 2-1728

VIII-2

THE COUNSELORS' ROLE IN ADMISSIONS EVALUATION

VIII-2.1

Admissions Evaluation

One of the primary duties of a Counselor is to evaluate the readiness of the student to begin curriculum studies at FTCC. In order to accomplish this, the Counselor must be familiar with many aspects of the admissions process as well as specific program criteria. With the information and data provided, a decision is made between the student and the Counselor of career path.

VIII-2.2

Classification of Students

A prospective student may enroll at FTCC under one of several classifications:

- **Huskins Student**: High School students who are enrolled in FTCC classes taken only with other High School students. These classes may be taught at FTCC or selected High School Campuses. Tuition is free, but textbook and supply costs are the student's responsibility. These students may not take developmental courses.
- **Concurrent Enrollment Students**: High School students who are enrolled in regular FTCC classes alongside the FTCC population. Tuition is free; however, an activity fee, textbooks and supplies are the student's responsibilities. These students may not take developmental courses.
- **Developmental Students**: These are students who are not qualified to enroll in entry level college courses.
- **CTAM**: A special program designed by the Army to allow students to use their tuition assistance (TA) benefits via an online portal.
- **Approved students**: Refers to students who have met the admissions standards of FTCC and have been issued a Student Educational Plan (SEP).
- **Special Credit students**: Students who have only completed an FTCC admissions application and desire to classes for academic enrichment, personal/job satisfaction, and transfer to another college or university. This student may meet the full admissions requirements, but is not eligible for an SEP.
- **Learn and Earn Online Students**: These are High School students who are enrolled in online courses through FTCC at their high school during regular school hours.

Services are rendered based upon the following classification chart:

Services Rendered	Approved Student	Huskins Student	Concurrent Student	Special Credit Student	Developmental Student	C-TAM Student	Learn & Earn Online Students
Student Educational Plan	X				X	X	
Financial Aid Certification	X				X	X	
VA Certification	X				X		
Special Populations Referral	X				X	X	
Parents for Higher Education	X				X	X	
Pre-Registration of Classes	X				X	X	
Co-Operative Education	X					X	
Assignment of an Advisor	X				X	X	
Career Assessment	X	X	X	X	X	X	X
Educational Guidance	X	X	X	X	X	X	X
Personal Counseling	X	X	X	X	X	X	X

VIII-2.2.1 Degree/Diploma Approval Program

Prior to degree/diploma program approval, the Counselor must validate that the prospective student's record contains the necessary documents that fulfill the admissions standards of FTCC.

Fayetteville Technical Community College adheres to an "Open Door" admissions policy for general admission to the College; however, various curricular programs have their own specific requirements for admissions beyond the regular requirements to enter FTCC:

1. Applicants must submit an application form, including a residency statement.
2. Applicants must be high school graduates as indicated on an official high school transcript. *A state equivalency certificate or GED test results, which meet North Carolina equivalency standards, are acceptable in lieu of a high school diploma.* Official transcripts (those bearing the sender's raised seal, verifying secondary school completion) must be sent to the Director of Admissions, FTCC, P.O. Box 35236, Fayetteville, NC 28303-0236. Students who have previously received an Associate's degree of higher level degree are not required to submit a high school transcript. *Exception applicants who are seeking admission into programs having prerequisites at the high school level and the prerequisite is not met with collegiate courses, an official high school transcript is required.*

3. Applicants who have previous course credits from a college or other post-secondary institution and is regionally accredited, are required to submit an official transcript if an applicant wishes to:
 - a. Apply for veteran's benefits
 - b. Apply for health programs
 - c. Have previous college/university credit(s) evaluated for transfer credits to Fayetteville Technical Community College
 - d. Be exempt from the College's mathematics, English and computer assessment requirement

4. Applicants must provide official transcripts from the following if seeking transferable course credits:
 - a. CLEP (College Level Examination Program)
 - b. DANTES (Defense Activity for Non-Traditional Education Support)
 - c. AARTS (Army/ACE Registry Transcript System)
 - d. DLPT (Defense Language Proficiency Test)
 - e. High School AP (Advanced Placement)
 - f. VoCATS (Vocational Competency Achievement Tracking System) test scores

5. Each applicant is scheduled for the FTCC placement test, unless exempt by program requirements or by test waiver. Currently those programs, which have testing waivers, are:

	Full Waiver	Math Only	Red and Eng Only
AC Heating, Refrig.Tech. Degree			X
Auto Body Repair Diploma		X	
Automotive Systems Tech. Degree			X
C++ Programming Certificate		X	
Carpentry Diploma	X		
Cobol Programming Certificate		X	
Cosmetology Diploma	X		
Electrical Electronics Tech Diploma	X		
Machining Technology			X
Plumbing Diploma	X		
Visual Basic Programming Certificate		X	
Welding Diploma	X		

The following depicts the cut scores of each scheduled program

<u>CURRICULUM</u>	<u>MATH</u>	<u>READING</u>	<u>WRITING</u>
ACCOUNTING	75 Alge	80	86
AIR CONDITIONING, HEATING AND REFRIGERATION TECHNOLOGY		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	75 Alge	80	86
ASSOCIATE IN FINE ARTS	75 Alge	80	86
ASSOCIATE IN GENERAL EDUCATION	75 Alge	80	86
ASSOCIATE IN SCIENCE	75 Alge	80	86
AUTOBODY REPAIR	55 Arth		
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/BUS.ADMIN	55 Alge	80	86
HUMAN RESOURCES MANAGEMENT / BUS.ADMIN	55 Alge	80	86
MARKETING AND RETAILING CONCENTRATION / BUS. ADMIN	55 Alge	80	86
OPERATIONS MANAGEMENT / BUS. ADMIN	55 Alge	80	86
PUBLIC ADMINISTRATION CONCENTRATION / BUS. ADMIN	55 Alge	80	86
CENTRAL STERILE PROCESSING	55 Arith	39	45
CIVIL ENGINEERING TECHNOLOGY	75 Alge	80	86
COMMUNITY SPANISH INTERPRETER	55Alge	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		
VISUAL BASIC PROGRAMMING CERTIFICATE	55 Alge		
CRIMINAL JUSTICE TECHNOLOGY	55 Alge	80	86
CRIMINAL JUSTICE / FINANCIAL CRIME/COMPUTER FRAUD CONCENTRATION	55 Alge	80	86
CRIMINAL JUSTICE/LATENT EVIDENCE	55 Alge	80	86
CULINARY TECHNOLOGY	55 Alge	80	86
DENTAL ASSISTING	34 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 TECHNOLOGY	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	55 Alge	80	86
OFFICE SYSTEMS TECHNOLOGY	55 Alge	80	86
PARALEGAL TECHNOLOGY	55 Alge	80	86
PHARMACY TECHNOLOGY	55 Alge	80	86
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

Previous school records and placement test results will be used in conjunction with the student's personal aspirations to help plan a workable educational program.

6. The placement test requirements may be waived by the Director of Admissions if the applicant:
 - a) has attended a regionally accredited institution (RAI) and completed with a grade of "C" or higher a transferable college-level English and/or mathematics course;
 - b) has taken the SAT with written, reading, and math scores at or above 500 on each section within the last five years;
 - c) has taken the ACT with English, mathematics and reading scores at or above 20 on each section within the last five years;
 - d) has earned an Associate Degree or higher from a regionally accredited college and has completed the required prerequisite courses (i.e., college level English and/or mathematics);
 - e) chooses to begin with the most basic college-preparatory courses: English 70, Math 50, and Reading 70. (**Exception:** VA will not pay for developmental courses in which students have refused to take the placement test);
 - f) is enrolled in another regionally accredited college or university and has applied to FTCC for "special student" status.

7. Disposition of Applications for Admission Files. Generally, the staff will destroy incomplete applications and applications for students not enrolling for one year.

VIII-2.2.2 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 verified 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.

The following chart identifies FTCC program pre-requisites.

	High school courses*				Department Interview	Medical Exam
	Alg. I	Alg. II	Biology	Chemistry		
Accounting	X	X				
Associate Degree Nursing	X		X	X	X	X
Architectural Technology	X	X				
Civil Engineering Technology	X	X				
College Transfer (Associate in Arts or Associate in Science)	X	X				
Computer Programming	X	X				
Dental Assisting			X		X	X
Dental Hygiene	X		X	X	X	X
Electronics Engineering Technology	X	X				
Emergency Medical Science	X		X		X	X
Funeral Service Education			X	X		X
General Education	X	X				
Networking Technologies	X	X				
Nuclear Medicine	X		X	X	X	X
Pharmacy Technology	X		X		X	X
Physical Therapist Assistant	X	X	X	X	X	X
Practical Nursing	X		X	X	X	X
Radiography	X	X	X	X	X	X
Respiratory Care	X		X	X	X	X
Speech-Language Pathology Assistant	X		X		X	X

Surgical Technology Associate Degree	X		X		X	X
Surgical Technology Diploma	X		X		X	X
Surveying Technology	X	X				
Web Technologies	X	X				

* Grade of "C" or better

Students requesting approval for certification of VA educational benefits must provide copies of Form DD214 or AARTS Military Transcript for evaluation of military experience. Once all pertinent documents are validated, the following steps occur:

- Counselor processes approval, including issuance of SEP, transfer of credits if applicable and assignment of an advisor.
- Counselor forwards approval to the Registration and Records Office for keying in of documented approval.

VIII-2.2.3 Certificate Program Approval

Certificate Program Approval follows the same steps as the Degree Program with the following exceptions:

- Assessment instruments (COMPASS, ASSET, CPT, SAT, and ACT) are not needed **except for COBOL Programming Certificate, C++ Programming Certificate, Small Business Startup, Small Business Management, and Visual BASIC Programming Certificate.**

VIII-2.2.4 Evaluation of Assessment Scores

In conjunction with previous High School and College transcripts, the Counselor will evaluate the student's ability to compete at the "College Level" by interpreting scores from the following tests. SAT, ACT, COMPASS, ASSET, ACCUPLACER.

1. SAT scores on the reading, writing, and/or math section of 500 exempt the student from similar sections on the placement test. (Test scores are valid for 5 years)
2. ACT scores on the English, mathematics and/or reading section of 20 exempts the student from similar sections on the placement test (Test scores are valid for 5 years)
3. Placement test scores, which follows indicate a suggested reading, writing, and math placement level for the student. (Scores are valid for 3 years).

ENTRY ASSESSMENT CUT SCORES
Effective 7/1/07

CPT/ACCUPLACER	COMPASS	ASSET	COURSE/COMMENTS
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)
Elementary Algebra	Algebra	Elementary Algebra	
0-21	none	none	Mat 050
22-33	none	none	Mat 060
34-54	0-45	23-40	Mat 070
55-74	46-66	41-55	Mat 080
55-74	46-66	none	Mat 090 (option for Mat 080)
55-74	46-66	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	Pre-Major Math, Math Ed & Biology
Elementary Algebra	Trigonometry	Intermediate Algebra	
118-120	23+	none	Mat 271 (A.S.-Pre-Major Programs)
118-120	23+	none	Pre-Major-Chemistry

VIII-2.2.5

FTCC Quarter to Semester Crosswalk

Fall 1997, FTCC changed from quarter to semester hours of credit. Students previously enrolled under the quarter system must have courses evaluated and/or approved in order to receive semester hours of credit. Major courses with technical/skill content have time limitations in terms of their relevance to the curriculum program and to the occupational field. Courses in the technical or major area taken more than seven years prior to the current semester may not be considered for credit.

Prior course work must be equivalent to current FTCC course requirements in the degree, diploma or certificate program being sought. A list of FTCC courses converted from quarter to semester hours is located in the “Quarter to Semester Crosswalk-Effective July 1, 2000” manual. If a student has previously taken a course at FTCC under the quarter system and it is not in the “Crosswalk” manual, the student is not eligible for credit. (Exception: Departmental Approval)

A record of the credit awarded is on the FTCC Student Educational Plan (SEP). A copy of the SEP is given to the student at time of approval. The quarter hour course is shown as a substitution of the semester hour course listed on the SEP.

VIII-2.2.6

Evaluation of Transfer Credit

Students who have attempted course work at other colleges and universities must submit official transcripts of all post-secondary work. Major courses with technical/skill content have time limitations in terms of their relevance to the curriculum program and to the occupational field. Some courses in the technical or major area taken more than seven years prior to the current semester, either at other institutions or at FTCC, may not be considered for transfer purposes. Some technology-based programs may have stricter limitations on the transfer of grades, depending on changes in technology and courses transfer credit awarded according to the following criteria:

1. Prior course work must correspond in instructional hours and content must be substantially similar to FTCC courses required in the degree or diploma program being sought.
2. Course work must have been completed at a regionally accredited college (i.e., Southern Association of Colleges and Schools or regional counterpart) OR the student may submit the following document to be evaluated and a recommendation made by the related department chair:
 - a. Official transcript from the institution attended
 - b. Statement from the institution regarding any professional accreditations or associations
 - c. Statement from the institution regarding scheduling system (i.e., semester or quarters)

- d. Statement from the institution indicating the faculty who taught the course and the academic/professional credentials of that faculty member
 - e. Course description to include number of class, lab, and/or clinical hours, and course content statement
 - f. Course syllabus
 - g. Reference statement indicating the textbook(s).
3. Course work must have been completed with a grade of "C" or better.
 4. Transfer students must complete a minimum of 25 percent of resident credit at FTCC to be eligible to receive an associate degree. Face to face and FTCC courses through Distance Learning count for residential credit.
 5. A record of transfer credit awarded is available on the FTCC student educational plan provided at the time of approval. Official FTCC transcripts will not be provided until the student has completed the first term of enrollment at the college

ACA 111 and 115 General Guidelines

Transfer Credit for ACA 111 or ACA 115 may be awarded if the student has completed the course or a similar course at a regionally accredited institution of higher learning. **Any student not meeting the criteria must take ACA 111 or ACA 115.**

Special Note:

All students should be encouraged to take ACA 111 or ACA 115 within their first semester.

VIII-2.2.7 Credit for Prior Learning

FTCC will evaluate non-traditional educational records for the possible transfer of credits. Full documentation must be provided before an evaluation can be made. Detailed information can be found in the *Credit for Prior Learning Manual* located on the Institutional Effectiveness & Assessment website under Handbooks/Manuals.

Military Service Training: Military service school records may be submitted for transfer credit evaluations. The service member is encouraged to submit a Request for Evaluation of Military Experience (Form DD295) or the Army/ACE Registry Transcripts System (AARTS) for evaluation purposes. Service school diplomas and MOS (Military Occupational Specialty) Evaluation Score Reports are acceptable in lieu of the AARTS Transcript. Military service experiences are evaluated using ACE Guide recommendations with the approval of the appropriate Department Chairperson.

VIII-2.2.8 Military Schools, MOS and Civilian Law Enforcement Credit

The Ft. Bragg office should review each Military Occupation Specialty (MOS) and school on an individual basis. This office will serve as the primary entry point of any transcript evaluation that has military credit to be evaluated.

1. **Independent Study:** Independent Study may be conducted through (1) regularly scheduled TV transmissions/cable educational programming and/or (2) modem-based instruction.

A student who wishes to enroll in an approved Independent Study course(s) must: (1) be an approved curriculum student, (2) have a cumulative grade point average of 2.00 or higher, (3) need the requested course for graduation, and (4) submit a "Request for Independent Study" to the office of the appropriate Academic Area Dean. The assigned faculty in accordance with established grading policies will evaluate students participating in Independent Study course work. Students will be required to maintain satisfactory progress and to maintain regular contact with the instructor. Students who withdraw or otherwise fail to complete an independent study course within the scheduled term will be dropped as of the last date of contact with the instructor. A list of courses approved for independent study through television programming is printed in the current class schedule(s).

2. *Industrial and Professional Training:* Detailed information can be found in the *Credit for Prior Learning Manual* located on the Institutional Effectiveness & Assessment website under Handbooks/Manuals.
3. *Experiential Learning:* Detailed information can be found in the *Credit for Prior Learning Manual* located on the Institutional Effectiveness & Assessment website under Handbooks/Manuals.
4. *Proficiency Tests:* Detailed information can be found in the *Credit for Prior Learning Manual* subtitled **Proficiency Exam** located on the Institutional Effectiveness & Assessment website under Handbooks/Manuals.
5. *Tech Prep Advanced Placement:* Cumberland County high school graduates who participated in the Tech Prep Program may be awarded proficiency credit based upon the recommendations of the Cumberland County Tech Prep Curriculum Development Committee. Credit generally requires a grade of "B" in the appropriate high school course and a score

of 3+ on the appropriate VoCATS test. Award for FTCC credit can be found at www.ccs.k12.nc.us/techprep/default1.htm.

6. **SOCAD:** Service Members Opportunity College Associate Degree: is a Department of Defense (DOD) contract supporting education to active duty service members. The Defense Activity for Non-Traditional Education Support (DANTES) manages the SOC contract for the Department of Defense. Currently, SOC is a consortium of approximately 1700 colleges and universities. Active duty military and family members are eligible to use these services. A SOCAD contract is issued upon the student's request. The purpose of the signed contract is to give stability to the educational plans and to protect the students' interests in the event that he/she is transferred to different military installations around the world. The contract is valid for seven years from the date the SOCAD agreement is issued to the student.

VIII-2.3 Assignment of an Academic Advisor

Once a student has completed the admissions process and transfer credit has been evaluated, the student will select a curriculum of study. The counselor will then assign a faculty member who is familiar with the content of that curriculum to the student to serve as the student's Academic Advisor. The Academic Advisor will act as a mentor for the student to guide them through the process of participating in that curriculum. Academic Advisor responsibilities include:

1. Academic Advisement
2. Advisement on Course Substitution or Credit For Prior Learning
3. Semester updates
4. Graduation Readiness information
5. Drop/Add Policy information

VIII-2.4 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.

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.

Student Educational Plans Limitations

1. 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.
2. 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.
3. 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.
4. 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.

What are Developmental Courses?

Students may have certain developmental courses written on their SEP in one or more of the following areas: math, English, reading, or sciences. These developmental courses are for students whose ACCUPLACER results suggest that they would benefit from completing remedial courses before attempting college courses and/or evaluation of high school/college transcripts.

Students taking developmental courses in math, English or reading may request an opportunity to retest through a counselor. The testing office has some tips on how to study for the ACCUPLACER. The continuing education office (910-678-8488) also has programs available to help students who qualify. The Student Success Center (910-678-8266), located in the Harry Shaw Virtual College Center, can also help students improve their scores on the ACCUPLACER.

Developmental Course Procedure

Developmental Math

A student has several options to opt out of a developmental math course at FTCC.

1. The student has taken that course at a regionally accredited institution
2. He/she has taken a placement test and has placed out of the course
3. He/she has taken the SAT with a score of 500 or above on the math section of the test (within last 5 years)
4. He/she has taken the ACT with a score of 20 or above on the math section of the test (within the last 5 years)
5. He/she has CLEP or AP credit at a higher level math course which requires a developmental course as a pre-requisite
6. He/she has taken a higher level math course which lists the developmental course as a pre-requisite (see chart below)

The math waiver has an unlimited shelf life regardless of program area.

Math Placement Test Waiver Chart	
If a student transfers in	Student receives credit and does not have to take the placement test through
MAT 101	MAT 060
MAT 115	MAT 070
MAT 120	MAT 070
MAT 121	MAT 080
MAT 122	MAT 080
MAT 140	MAT 070
MAT 151 and higher	MAT 080
MAT 161 and higher	MAT 080

Developmental English

A student has several options to opt out of a developmental English course at FTCC.

1. He/she has taken that course at a regionally accredited institution
2. He/she has taken a placement test and has placed out of the course (within last 3 years)
3. He/she has taken the SAT with a score of 500 or above on the writing section of the test (within last 5 years)
4. He/she has taken the ACT with a score of 20 or above on the English section of the test (within last 5 years)
5. He/she has CLEP or AP credit for ENG 111

The English waiver has an unlimited shelf life regardless of program area.

Developmental Reading

A student has several options to opt out of a developmental Reading course at FTCC.

1. He/she has taken that course at a regionally accredited institution
2. He/she has taken a placement test and has placed out of the course (within last 3 years)
3. He/she has taken the SAT with a score of 500 or above on the reading section of the test (within last 5 years)
4. He/she has taken the ACT with a score of 20 or above on the reading section of the test (within last 5 years)
5. He/she has CLEP or AP credit for the course

How do Students Know What Classes to Take?

The first section of most SEPs list “General Education Courses”. These are courses such as English, speech, math, social science, and humanities/fine arts.

The second section of most SEPs lists “Major Courses”. This section may consist of “Required Core Courses” and “Other Major Courses”. These are important courses that directly pertain to designated curriculum. The third and typically final section of the SEP lists “Other Required Courses”. These are courses such as ACA 115 (Success and Study Skills) and possibly a blank line on which any course (numbered 110 or higher) may be listed. There may be a Co-op Option listed on the SEP. If so, after the completion of 12 credit hours of college (and other requirements are met), the student can visit the Co-op office (Cumberland Hall 365; 910-678-8453) to apply for Co-op. Cooperative Education consists of students working (paid and non-paid jobs) in their chosen field of study while also earning college credit.

Also, accompanying the SEP is a recommended sequence of classes. If a student chooses to digress from the plan recommended on the back of the SEP, they should discuss it with their advisor. Failure to take classes at designated times may cause students to fall far behind, and may risk loss of financial aid.

VIII-2.4.1 Title IV Financial Aid Certification

Once all admissions standards have been met, the counselor will issue a Student Educational Plan certifying that the standards are met and that the student qualifies to be considered for financial aid. All degree programs qualify for financial aid consideration. Check with advising or the Financial Aid office for eligible diploma and certificate programs.

VIII-2.4.2 Veterans Administration Certification

If the student is a veteran or military dependent, once all admissions standards have been met, the counselor signs the Student Educational Plan certifying that the standards are met and that the student qualifies to be considered for VA benefits.

VIII-2.5 Distance Learning

Distance Learning at FTCC is available in a number of delivery methods. These include courses offered via the Internet, Television Courses, Video Conference courses and courses that combine several methods of instruction. The College currently has associate degrees, diplomas and certificates that can be earned via distance learning at FTCC. Some examples are:

Degrees:

Accounting
Associate in Arts
Associate in General Education
Business Administration
Business Administration/Banking and Finance
Business Administration/Electronic Commerce
Business Administration/Human Resource Management
Business Administration/Public Administration
Business Administration/Operations Management
Criminal Justice Technology
Healthcare Management
Hotel and Restaurant Management
Fire Protection Technology

Diplomas:

Funeral Service Education

Certificates:

Business Administration/Human Resources Management /Equal Opportunity and Employee Relations Certificate
Business Administration/Entrepreneurship I
Business Administration/Human Resources Management/Payroll and Benefits Specialist Certificate
Business Administration/Marketing and Retailing/Marketing and Retailing Management Certificate

Business Administration/Marketing and Retailing/Sales and Customer Service Certificate
 Business Administration/Operations Management/Logistics Management Certificate
 Business Administration/Operations Management/Total Quality Management Certificate
 Business Administration/Small Business Management
 Business Administration/Small Business Startup
 Cisco Networking
 Early Childhood Associate/Child Care Administration
 Early Childhood Associate/Child Care Development
 Early Childhood Associate/Child Care Professional
 Early Childhood Associate/Infant Toddler
 Early Childhood Associate/Lateral Entry Teacher Certificate
 Hotel and Restaurant Management
 Microsoft Networking
 Networking Technology/Microsoft Networking Certificate
 Small Business Management
 Small Business Startup

North Carolina Information Highway (NCIH) is FTCC's two-way interactive North Carolina Information Highway classroom. Instructors re-create electronically the same types of interaction between students and faculty, and among students, found in traditional, face-to-face classrooms. Classes are taught on campus in one of the two NCIH classrooms, while connected to another location across the state using the statewide video conference network. Additionally instructors use e-mail and other Internet media to handle the demands of multiple audience/location instruction and to maintain communications with students.

Television Courses (Tele-courses) are college credit courses that are delivered over the Public Broadcast System channel (UNC TV). The students will follow the instructions of the assigned faculty member to progress through the courses using the TV broadcasts, textbook and assigned materials.

VIII-2.6 Special Admissions Procedures

This section focuses on programs that are the “exception” to the rule. Each program has its own nuance and has a different twist to its admission protocol.

VIII-2.6.1 College Connections

College Connections is a cooperative program that allows Fayetteville Technical Community College (FTCC) to provide high school elective and college credit in career-based, technical, and college-transfer courses for qualified high school students. Students are only allowed to take courses numbered 100 above. There are three ways a student can enroll in College Connections: Huskins, Concurrent, and Learn and Earn Online (LEO).

Huskins sections are available in career-based, technical, and college-transfer courses. Huskins sections are composed of only high school students. Classes are offered on FTCC's main campus, online, and at selected high schools. Tuition is free, but textbooks and supply costs are the student's responsibility. Huskins sections of courses are available to all Cumberland County Schools high school students, and select Cumberland County private school students. A current list of Huskins sections of FTCC courses is available at http://www.faytechcc.edu/newweb2/college_connections/default.asp

Concurrent (dual) sections are available in career-based or technical, courses. High school students enroll in concurrent sections of FTCC courses with other FTCC adult learners. Courses taken by Concurrent students are restricted to certain disciplines. See the College Connections Coordinator for a list of these disciplines. Classes are offered on FTCC's main campus, or online. Tuition is free, but the student is responsible for a \$14.00 activity fee, along with textbook and supply costs. Concurrent sections of courses are available to all high school students.

Learn and Earn Online (LEO) may categorize a high school student taking online Huskins and Concurrent sections of courses. LEO students may be juniors or seniors, with minimal exceptions. LEO students utilize the high school computer classroom or home computer; guidelines vary by high school. Tuition and textbooks are free for LEO students, but only the students' public high school may designate them as LEO.

Admissions Criteria for College Connections Students:

1. A completed College Connections enrollment form.
2. A completed FTCC online admissions application.
3. A high school transcript.
4. Appropriate placement tests are completed for certain courses.

Registration process for College Connections Students:

1. The College Connections enrollment form must be completed. A copy of the enrollment form is available at http://www.faytechcc.edu/newweb2/college_connections/default.asp This form must be signed by the high school counselor or principal, parent, student, and College Connections Coordinator.
2. The pre-requisites must be met for English, Psychology, Sociology, and Math before the student registers for these courses. (LEO students only)
3. Check to see if a Huskins section is available in the desired course first. An updated list of Huskins sections can be found at http://www.faytechcc.edu/newweb2/college_connections/default.asp Check the time, location, and start date of all Huskins sections.

4. If no Huskins sections are available, the student may take the course concurrently. All updated concurrent sections can be checked on Webadvisor. Inform the student of the \$14.00 activity fee, and the start date of the concurrent section.
5. If the class is online, only the designated public high school may deem the student LEO, not the student or parent. It is the student's responsibility to contact the instructor and the help desk if log-in problems occur. FTCC will send out log-in information only once, when the online application is first submitted. Blackboard tutorial and online instructor information can be found at www.faytechcc.edu.
6. Alternate courses should be chosen by the student.
7. The student should be made aware of the consequences if they drop, withdraw, or fail the class.
8. No course or time changes may be made to the student's enrollment form without prior approval from their high school counselor.

VIII-2.6.2 Funeral Service Education Program

In addition to regular classroom courses, the Funeral Service Education (FSE) Program is offered to students throughout the North Carolina Community College system via the Information Highway. Students who will be taking all their courses at FTCC will follow normal FTCC admissions procedures.

An out-of-area student who will be taking courses at a neighboring institution must apply and meet the admissions standards both at FTCC and the neighboring institution. Note: Students may complete the placement exam at an off-site location and have that location forward official score to the FTCC Testing Center. General academic coursework may be taken at the neighboring institution or through FTCC's Distance Learning Classes. (See section VIII- 2.5). Many of the FSE courses will be conducted through FTCC via the Information Highway. FTCC will be the official school of record and the degree will be awarded through FTCC.

VIII-2.6.3 Interpreter Education Program

The Interpreter Education Program is offered to students at FTCC through Blue Ridge Community College. Students may take general coursework at FTCC and receive their Interpreter Education courses via the Information Highway. Students will need to meet the Admissions procedures of both FTCC and Blue Ridge Community College. Blue Ridge Community College will be the official school of record and the degree will awarded through Blue Ridge.

VIII-2.6.4 Fire Protection Technology Program

The Fire Protection Technology Program is no longer offered to students at FTCC in conjunction with Wilson Technical Community College. The Fire Protection Program is now offered under the auspices of FTCC.

VIII-2.6.5 General Occupational Technology

The General Occupational Technology curriculum provides individuals with an opportunity to upgrade their skills and to earn an associate degree by taking courses suited for their occupational interests and/or needs. The curriculum content is individualized for students according to their occupational interests and needs. A program of study for each student is selected from the associate degree-level courses offered by the College. Graduates will become more effective workers, better qualified for advancements within their field of employment, and become qualified for a wide range of entry-level employment opportunities.

Students who are interested in obtaining a GOT degree should see a counselor, with a position or occupation in mind that is not otherwise offered by the college in current curriculums. The classes are offered, just not the curriculum. The counselor builds a curriculum that best suits the educational and career goals of the student by applying the credit the student already has that is appropriate and adding other suitable classes for the student to take in order to complete the degree program. This plan is then forwarded to the advisor for the GOT program, who analyzes the document and gives approval for the student to start taking classes towards graduation.

Students are required to take:

- 3 credit hours of Other Required courses
 - 15 credit hours of General Education courses
 - 49 credit hours of Major courses
- This equals 67 credit hours for the degree

Cooperative Education Requirements/Opportunities: Qualified students may elect to take up to eight (8) credit hours of Cooperative Education upon approval of the Department Chairperson and the Co-op Director.

VIII-2.6.6

Active Duty Military Student Enrollment Procedures

FTCC maintains offices at Fort Bragg to accommodate all military service members who need college course work for military advancement, professional preparation and/or personal satisfaction. The College offers a wide selection of college course work Post/Base under a **Memorandum of Understanding** with the Army (Fort Bragg). The College makes every effort to assist its transient military students with on-line courses, SOCAD agreements, and GoArmyEd.com information. AARTS transcript evaluations and career counseling are also made available to the military service member through the FTCC Fort Bragg offices. Most services are also available for family members.

VIII-2.6.6.1

Service members Opportunity College Associate Degree: SOCAD Process

SOC is a Department of Defense (DOD) contract supporting education to active duty service members. The Defense Activity for Non-Traditional Education Support (DANTES) manages the SOC contract for the Department of Defense. Currently, SOC is a consortium of approximately 1700 colleges and universities. Active duty military and family members are eligible to use these services. A SOCAD contract for one of the below-listed curricula is issued upon the student's request. The purpose of the signed contract is to give stability to the educational plans and to protect the students' interests in the event that he/she is transferred to different military installations around the world. The contract is valid for seven years from the date the SOCAD agreement is issued to the student. FTCC is a Service member Opportunity College (SOC) Institution.

1. Accounting
2. Associate in Arts
3. Associate in General Education
4. Associate in Science
5. Automotive Systems Technology
6. Business Administration
7. Business Administration/Marketing & Retailing
8. Business Administration/Operations Mgt.
9. Computer Programming
10. Criminal Justice Technology
11. Culinary Technology

SOCAD contracts are initiated with FTCC using the following procedure: Student must meet FTCC's admissions requirements:

1. Student must complete one curriculum class with FTCC.
2. Student must submit a DD214 or AARTS transcript for consideration of the conversion of their MOS education to college credit.

3. To complete a program with FTCC, 25% of the course work must be completed with FTCC to fulfill the residency requirements of the College (SACS).
4. Distance learning classes with FTCC apply to the residency requirements.
5. If a student returns to FTCC within the seven-year period they do not need a new SEP.
6. Courses taken at other schools with SOCAD agreements are acceptable as transfer credit.

The Director of Fort Bragg Operations, or designee, will sign each form. Content of the SOCAD contract will be based on the SEP prepared by a Counselor or an Evaluator. Distribution will be:

1. Upload SOCAD/Student Agreement via www.GoArmyEd.com portal
2. Copy sent to SOCAD Office in Washington, DC (paper version)
3. The student will be give a copy
4. A copy will be placed in the student's main campus permanent file

Copies of SOCAD contracts are forwarded to Washington, DC each month. A database has been established that contains the names of all SOCAD contracts issued.

VIII-2.6.6.2 Tuition Assistance (TA) Process (automated) (CTAM)

Tuition assistance is authorized for eligible active duty service members and reserve component personnel on active duty. TA is for off-duty, post-secondary credit courses at regionally accredited institutions of higher education. TA funds help with tuition costs as it pays up to 100% for college credit courses leading to a certificate, diploma, or degree. Effective October 1, 2002, the per semester hour "cap" is \$250.00, with an annual cap of \$4,500.

Students must have a completed application on file. The selection of a college major, and all courses completed via non-traditional means, must be reflected on the SEP.

Students planning to use TA should complete the following procedures:

1. Visit www.GoArmyEd.com to submit their common
2. Visit ACE Education Counselor to select degree map
3. Register for classes thru www.GoArmyEd.com
4. Registration is downloaded on a daily basis
5. Payments are approved once the student is registered.
6. Commanding Officer must sign the TA form
7. Signed TA form should be presented to ACE Counselor education counselor for upload to student's account

VIII-2.6.6.3 **Drop/Add Using TA**

1. All drops are done electronically via the portal.
2. Students can drop at any time. All drops received at the 19% point of the class will incur a financial penalty.
3. Students must drop classes 10 days prior to the start of class for non-financial penalty

VIII-3 ***EDUCATIONAL COUNSELING***

VIII-3.1 **Educational Counseling Process**

Through the use of assessment tools, student desires, and previous educational experience, the counselor's role is to assist the student in developing a strategy to secure his/her educational objective. The educational process can be daunting and it is the counselor's role to teach the student how to find the information he/she needs. The Counselor can only accomplish this by having a broad base of knowledge of careers, educational requirements, and resources to answer questions. FTCC provides a number of educational avenues that a student may choose to explore.

VIII-3.2 **College Transfer**

A college transfer program is a set of courses that has been designed to transfer to most four-year colleges and universities in North Carolina. The set of courses includes a 44-semester hour general education core and 20 additional semester hours of transfer credit. In the North Carolina Community College System, the A.A., A.F.A. and A.S. degree programs are included in the Comprehensive Articulation Agreement (CAA) as college transfer programs. A thorough understanding of the University Admissions process is necessary in order to give the student the best chance possible for being admitted from FTCC to a four-year college or university. Familiarity with undergraduate admission requirements as well as the Comprehensive Articulation Agreement between the Community Colleges and the University System is a necessity.

VIII-3.2.1 **Requirements for University Admission***

Requirements for admission vary among the 16 constituent institutions of the University of North Carolina System.

All 16 constituent institutions of the University of North Carolina System require high school graduation or a high school equivalency certificate, a transcript showing all courses taken and grades received, SAT (or ACT) scores, and an application fee. Most require a list of high school extracurricular activities and a recommendation from a counselor or teacher.

High school students should take the SAT (or ACT) either in their junior year or in the fall of their senior year. Scores are forwarded directly to the admissions officer of the campus applied to by the agency which administers the test. Students unable to pay the fee for the test may request a waiver through their high school counselor.

At its April 2000 meeting, the Board of Governors of the University of North Carolina acted to phase in two increases in its minimum course requirements for undergraduate admission. The *current requirements* continue until fall 2004, when the first increase is phased in: 2 course units of a *second language*. Then, in fall 2006, the second increase goes into effect: a 4th unit of *mathematics*. In addition to an institution's own requirements, the University-wide requirements are as follows:

Minimum Course Requirements for Implementation in 2004 and beyond

The following courses will be required for admission in 2004 and 2005, in addition to an institution's own specific requirements:

Six course units in language, including
-- four units** in English emphasizing grammar, composition, and literature, and
-- two units of a language other than English.

Three course units of mathematics, in any of the following combinations:
-- algebra I and II, and geometry,
-- algebra I and II, and one unit beyond algebra II, or
-- integrated math I, II, and III.

It is recommended that prospective students take a mathematics course unit in the twelfth grade.

Three course units in science, including
-- at least one unit in a life or biological science (for example, biology),
-- at least one unit in physical science (for example, physical science, chemistry, physics), and
-- at least one laboratory course.

Two course units in social studies, including one unit in U.S. history, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year.

Minimum Course Requirements for Implementation in 2006

The following courses will be required for admission in and beyond 2006, in addition to an institution's own specific requirements:

Six course units in language, including
-- four units in English emphasizing grammar, composition, and literature, and
-- two units of a language other than English.

Four course units of mathematics, in any of the following combinations
-- algebra I and II, geometry, and one unit beyond algebra II,

- algebra I and II, and two units beyond algebra II, or
- integrated math I, II, and III, and one unit beyond integrated math III.

(The fourth unit of math affects applicants to all institutions except the North Carolina School of the Arts.) It is recommended that prospective students take a mathematics course unit in the twelfth grade.

Three course units in science, including

- at least one unit in a life or biological science (for example, biology),
- at least one unit in physical science (for example, physical science, chemistry, physics), and
- at least one laboratory course.

Two course units in social studies, including one unit in U.S. history, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year.

**The information was copied from the University of North Carolina System Website:*

http://www.northcarolina.edu/content.php/student_info/mcr.htm

****"Course units" as defined in these requirements may include those high school-level courses taken and passed by an applicant after graduating from high school, as well as those taken while enrolled as a high school student. For some transfer students and students who graduated from high school prior to 1990, special considerations have been made.*

VIII-3.2.2

Requirements for College Transfer Admission*

What is the Comprehensive Articulation Agreement? The North Carolina Comprehensive Articulation Agreement (CAA) is a statewide agreement governing the transfer of credits between N.C. community colleges and public universities in North Carolina, and has as its objective the smooth transfer of students. This agreement has been approved by the Board of Governors of the University of North Carolina and the N.C. State Board of Community Colleges. The CAA provides certain assurances to the transferring student. For example, the CAA identifies community college courses that are appropriate for transfer as electives. It also specifies courses that will satisfy pre-major and general education requirements. The CAA defines a 44-semester credit hour general education core which, if completed at the community college, is fully transferable to UNC institutions and will satisfy general education requirements. This means that a transfer student who completes the general education core at a North Carolina community college will not be required to take other general education classes at a UNC institution even if his/her 44-semester credit hour core does not completely match the university's. Students should be aware that some universities have graduation requirements that transfer students must satisfy -- such as physical education or a foreign language. North

Carolina community college students who earn an associate's degree according to the guidelines of the CAA will be treated as juniors at any of the UNC institutions providing that they are admitted to the institution. Admission to any university or college is competitive. Students graduating from North Carolina community colleges under the guidelines of the CAA will have 64 semester hours of credit transferred to the UNC institution to which they are admitted. Because UNC institutions differ in their admission requirements, it is important that students intending to transfer contact the UNC institution(s) of their choice to learn of admissions requirements.

What is a community college transfer student? Transfer students are those who wish to transfer from community colleges to another community college or to a senior-level college or university.

What is a bachelor's degree? A bachelor's degree is a four-year degree granted by a college or university. Typically, the community college student does two of the four years of work at his or her community college and transfers that work to the senior level institution where he or she completes the last two years of work. Agreements that govern the transfer of coursework from community colleges to 4-year colleges and universities are called "articulations."

What makes up a bachelor's degree? There are three parts to a bachelor's degree. The first is "general education." This consists of courses in English, the humanities, social science, natural science and mathematics designed to give the student a broad academic foundation. General education classes are typically taken during the freshman and sophomore years. The second part of a bachelor's degree is a "major." This is a set of courses designed to make the student knowledgeable in a particular field of study. Typically, these courses account for one to two years of study and are usually taken in the junior and senior years. The third part of a bachelor's degree is "elective" coursework. Electives allow students to broaden their academic horizon and explore subjects of interest. These classes may be taken at any time.

What is the difference between the A.A. and A.S. degrees? The Associate in Arts (A.A.) degree is designed for students who want to pursue a four-year degree in one of the liberal arts disciplines or at a professional school that requires a strong liberal arts background. The mathematics and science requirements for the A.A. degree are usually fewer than for an Associate in Science (A.S.) degree. The Associate in Science degree is designed for students who want to pursue a four-year degree in areas of study such as mathematics, engineering, computer science, the sciences or professional programs that require strong math and science backgrounds.

What is the General Education Core?

The General Education core is a set of 44 semester hours (S.H.) of courses which when completed will meet the freshman/sophomore

general education requirements at all UNC institutions. The core specifically includes the following:

Associate of Arts	
English Composition	6 S.H.
Humanities & Fine Arts	12 S.H.
Social & Behavioral Sciences	12 S.H.
Mathematics	6 S.H.
Natural Sciences	8 S.H.
Total	44 S.H.

Associate of Science	
English Composition	6 S.H.
Humanities & Fine Arts	9 S.H.
Social & Behavioral Sciences	9 S.H.
Mathematics	6 S.H.
Natural Sciences-2 Course	8 S.H.
Sequence GEN.BIO, CHEM, or PHYS	
Natural Sciences/Mathematics	6 S.H.
Total	44 S.H.

Is it necessary to finish the general education core before transferring to a university? It is not necessary, but it is advisable. Students who do not complete the general education core as stated in the Comprehensive Articulation Agreement (CAA) will have to complete the general education requirements of the college or university to which they transfer.

Is it necessary to finish the associate's degree before transferring to a university? It is not necessary, but it is advisable. Students should talk to an admissions representative of the institution they are interested in attending to determine if they meet its admission requirements.

Is admission to a UNC institution guaranteed? No, the CAA does not guarantee admission to a UNC institution or to a particular major. Admission requirements may vary among UNC campuses.

What about the Minimum Course Requirements (MCR) that the UNC institutions require of students who apply to them? Students who complete an associate's degree under the guidelines of the CAA will have met MCR. Students attempting to transfer without an associate's degree must satisfy the MCR. Counselors at the community colleges and UNC institutions' admissions offices will gladly advise students about the MCR and what is necessary to satisfy them. Students who did not satisfy the MCR upon completion of high school must include a sequence of two courses in a foreign language in their A.A. or A.S. general education program of study in order to be considered for admission to a public university beginning Fall 2004.

What courses will transfer to UNC institutions? The North Carolina Community College common course library lists courses that have been approved for transfer to the constituent institutions of the University of North Carolina. Transferring students must have earned a grade of "C" (including '+' or '-' modifiers) or better in a course in order to get transfer credit for the course.

In the course catalogue at FTCC under "course descriptions", College transferable courses are denoted by one of these two statements:

1. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.
2. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core course requirement

Please note that a core course can be substituted for an elective, however, an elective may not be substituted for a core course.

Will "D" or "F" grades transfer? No, under the CAA, only courses in which a grade of "C" (including '+' or '-' modifiers) or higher is earned will transfer.

How many semester hours will transfer? If a student transfers to a University of North Carolina institution under the statewide Comprehensive Articulation Agreement (CAA), a maximum of 64 semester hours will transfer. The student should consult an academic advisor/counselor since special program articulations may exist between community colleges and 4-year colleges or universities in North Carolina or elsewhere that may permit the transfer of additional credit hours.

Will courses not originated at North Carolina community colleges transfer? Transfer credit for courses that originate at a UNC institution or independent college or university that is part of the CAA is acceptable as part of a student's successfully completed general education core or associate in arts or associate in science program under the CAA.

Will an associate in applied science (A.A.S.), associate in general education (A.G.E.) or an associate in fine arts (A.F.A.) degree transfer? At present, the CAA does not articulate the A.A.S., A.G.E. or A.F.A. degree for college transfer. Individual universities and community colleges have very specific program articulations, which govern the transfer of credit earned in these degree programs. Information on these programs is available from the academic advisor/counselor or the college catalogue.

Is a placement test needed when transferring to a university? This will be up to the university to which the student transfers. Most senior-level institutions will use successful performance in English and mathematics at the community college as proof of skill level and will not require additional testing.

Does the CAA apply to private colleges and universities? Some private colleges and universities participate in the CAA: Barber-Scotia, Barton, Belmont Abbey, Bennett, Brevard, Campbell, Catawba, Chowan, Gardner-Webb, Johnson C. Smith, Livingstone, Louisburg,

Mars Hill, Mount Olive, Pfeiffer University, Queens, St. Andrews Presbyterian, Warren Wilson, and Wingate.

When should students apply for transfer? Admissions deadlines vary from institution to institution. Students should contact the admissions office or consult the catalogue of the particular institution to which they are applying to find out application deadlines. In general, students should begin the application process two semesters before they intend to transfer. Students applying for financial aid and/or scholarships are strongly encouraged to begin the application process as soon as applications are available.

***The above information was taken from the “North Carolina Transfer Guide for Students,” published by the North Carolina Community College System.

http://www.ga.unc.edu/student_info/caa/brochure.pdf

VIII-3.2.3 Current Articulation Agreements

The following Articulation agreements are in place between FTCC and the corresponding school as of August, 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
Warren Wilson College
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 System 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)

Franklin University

- 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

N.C. A&T State University

- Horticulture Technology

North Carolina State University

- Horticulture Technology

Northwest Missouri State University

- Business Management

Nova Southeastern University (Pending)

- 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

Touro University International

- 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

- 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

UNC-Greensboro – 2Plus

(The 2Plus transfers generally take longer than two years to complete a degree)

FTCC Programs

Accounting

Associate Degree

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: “The acceptance of transfer credit is ultimately up to the receiving institution. Where choices are available it is best to contact the institution you plan to attend to maximize your selection. Students may receive assistance identifying the gaining institutions point of contact through FTCC’s counseling services.”

VIII-3.2.4 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.

VIII-3.2.5 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.

VIII-3.2.6 College Transfer for Students Attempting to become Teachers

Students who plan to major in teaching will be required to take the PRAXIS exam prior to their junior year. It is to the student's benefit to complete their upper level English and College Algebra prior to taking this exam due to the test coverage.

VIII-3.3 The Health Admissions Process

Because of the popularity of health programs, FTCC has far more students interested in taking health curriculums than there are seats available. In order to enter one of these curriculums, the student becomes involved in a "Competitive Selection" process that allows students the opportunity to compete for a seat. Since the "Competitive Selection" process is so vital to the student's acceptance into the program, the Counselor must take time to educate the student about the steps that he/she must take in order to be selected. The procedure is:

1. The student must meet the Admissions Criteria of FTCC. It is the responsibility of the applicant to ensure the Admissions Office receives the transcripts before the deadline. (See VIII.2.2.1)
2. If the student fails the same pre-requisite twice within a 5-year period, he/she must wait until 5 years lapse from the

first failure before he/she is eligible to be considered for the program.

3. Complete all program pre-requisites. If student is enrolled in final pre-requisite course, will be considered as a Category II (See item # 6 below).

	Cut Scores			High School Pre-requisites				Dept. Inter.	Med. Exam
	Math	Eng	Red	Alg. I	Alg. II	Bio.	Chem.		
Associate Degree Nursing	55	87	80	X		X	X	X	X
Dental Assisting	34	87	80			X		X	X
Dental Hygiene	55	87	80	X		X	X	X	X
Emergency Medical Science	55	87	80	X		X		X	X
Pharmacy Technology	55	87	80	X		X		X	X
Physical Therapist Assistant	75	87	80	X	X	X	X	X	X
Practical Nursing	55	87	80	X		X	X	X	X
Nuclear Medicine	55	87	80	X		X	X	X	X
Radiography	75	87	80	X	X	X	X	X	X
Respiratory Care	55	87	80	X		X	X	X	X
Speech-Language Pathology Assistant	55	87	80	X		X		X	X
Surgical Technology	55	87	80	X		X		X	X
Surgical Technology Diploma	55	87	80			X		X	X

4. Complete the entrance assessment with the required minimum scores, or achieve a grade of “C” or better in all recommended developmental courses. Developmental courses may be attempted only twice to satisfy the pre-requisite requirements. Exceptions may be approved by the appropriate health program chairperson.
5. Courses taken after high school to satisfy pre-requisite requirements for health programs may be attempted only twice.
6. The student must make application for the program before January 30, to be considered as a Category I student. (Note: Category II is for students who apply after the January 30th deadline and/or are enrolled in their last semester of pre-requisite and/or developmental courses at time of application.)
7. All related science courses must have been taken within the last 5 years. Note: 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 may approve exceptions.
8. All students must meet the following GPA standards:
 - a. A minimum of 2.0 cumulative GPA for all programs **AND** A minimum of 2.5 Health Related GPA for degree programs

- b. A minimum of 2.0 Health Related GPA for diploma and certificate programs
- c. Required attendance at Departmental Information Sessions

For current high school seniors, grade points for Algebra, Biology, Chemistry, and Sociology or Psychology courses will be awarded based on their unweighted GPA at the end of the first semester of the senior year. A crosswalk or “GPA scale” based on the GPA range for each program will be used. Participation in a departmental information session is required. A maximum of 15 points may be awarded.

VIII-3.3.1 Calculation of Cumulative and Health GPA

In establishing a Cumulative GPA, use only work accomplished at FTCC. In calculating the Health GPA, use grades on applicable courses wherever they were taken.

<u>Grade</u>	<u>Quality Points (QP) for each hour</u>
A	4
B	3
C	2
D	1
F	0
WF	0

Note: Courses with the symbol “T”, “P”, “S”, “U”, “W”, W*” “NS” or “WP” are not counted in the GPA hours and thus do not affect the Cumulative or Health GPA.

Sample GPA calculation:

Course	Semester Hours	Grade	SH X QP	Grade Points
BIO 111C	3	B	3x3	9
BIO 111L	1	C	1x2	2
ENG 111	3	A	3x4	12
PSY 150	3	WF	3x0	0
MAT 161	3	A	3x4	12
ACA 115	1	S	-----	-----
Total	14			35

35 grade points divided by 13 semester hours = 2.69 Health GPA

Note: 13 of the 14 semester hours earned were used in the calculation. The credit hour earned for the grade of “S” was excluded.

VIII-3.3.2

Associate Degree Nursing Advanced Placement Option

Licensed Practical Nurses may be granted advanced placement into the Associate Degree Nursing under the conditions set forth below. Candidates will be admitted based on space availability. The criteria for advanced placement include the following:

1. Have a current unrestricted LPN license.
2. Meet the requirements for admission into the FTCC's ADN Program.
3. Complete all first year related courses for the degree with an overall GPA of 2.5 or better. A grade of "C" or better is required in related courses.
4. Pass the National League of Nursing Exam within two opportunities. Failure to pass automatically excludes the applicant from advanced placement into the second year of the Nursing program.
5. Applicants who pass the Foundations of Nursing and Pediatrics but not Nursing Care During Childbearing, may start the program during NUR 120 if space is available.
6. Attend an interview with the chairperson of the nursing department.
7. The score on the NLN and the overall GPA will be used for selection.
8. Prior to beginning the second year courses, candidates must successfully complete NUR 189, Nursing Transition. NUR 189 will facilitate the LPN's transition of the role of the registered nurse and will focus on professional issues, role of the registered nurse, application of the nursing process, and evaluation of nursing skills, in the nursing lab.

VIII-3.4

Class Repeat Policy and Procedures

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 FTCC. 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 may 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 twice. The appropriate health department chairperson through the Dean of Health Programs may approve exceptions.

Effective: Fall term 2001

Revised: February 2003

Course Repeat Procedures.

These procedures apply to all students at FTCC.

The request for course repeat must be initiated by the student and directed to the Registrar. 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). 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.

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.

VIII-3.5 The Student Record

Due to the nature of their jobs, Counselors will on occasion be asked of the student to share certain parts of their records with others. Counselors should follow the guidelines listed below:

The Registrar's Office is responsible for maintaining student records. All students are provided rights under the Family Education Rights and Privacy Act (FERPA).

1. A student may receive or have a copy of his or her transcript after submitting a written request. No fee will be charged for records forwarded to another school where the student intends to enroll.
 2. State of Rights – Operating under the premise that the educational process is a cooperative venture between the student and FTCC, this policy emphasizes the following rights of students:
 - a. to inspect and review their educational records
 - b. to exercise limited control over other people's access to their educational records
 - c. to seek to correct their educational records in a hearing if necessary
 - d. to report violations of FERPA to the Family Education Rights and Privacy Act Office, Department of Education
 - e. to be informed about their FERPA rights
- FTCC designates the following personally identifiable information contained in student records as Directory Information:
 - name
 - curriculum
 - enrollment status
 - dates of enrollment
 - degree received
 - mailing address-mail address
 - Students who object to the release of directory information must notify the Registrar/Curriculum in writing within five (5) school days from the first day of the term of the items that the student does not want disclosed. If no objection is received by that date, the information will be classified as

directory information until the beginning of the next school year.

- Students may petition the Registrar to amend or correct any part of the educational record which the student believes is inaccurate, misleading, or in violation of student rights. This includes the right to a hearing to present evidence that the record should be changed if FTCC decides not to alter it according to the student's requests.
- Students may file a complaint with the FERPA Office, Department of Education, 330 Independence Avenue, SW, Washington, DC 20201, if they believe FTCC has violated the FERPA or this policy.
- Students may obtain copies of the FERPA Laws by making a request to the U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605, or by accessing the following websites:
 - www.soconline.org/publicpolicy/laws/ferpa.html;
 - cfco.ed.gov/fedreg.htm; www.ed.gov/news.html; or
- FTCC reserves the right to deny transcripts or copies of records not required by FERPA in any of the following situations:

The student has any unpaid financial or other obligations to the College, including without limitation, unresolved parking violations, overdue books, and fines. There is unresolved disciplinary action against the student or unresolved litigation between the student and FTCC.

Note: When a student has a name change, the student is responsible for contacting the Registrar's Office in person, with the necessary documentation, to revise the information (i.e. a court document). Out-of-town and/or distance learning students may fax or send a copy of the document to the Registrar's Office.

For Financial Aid recipients, students may change their name on the Free Application for Federal Student Aid (FAFSA) website with the necessary document provided to the Financial Aid office. Or, students may bring the necessary document to the Financial Aid Office for a staff member to change the information.

VIII-3.6

The Counselor's Role in Readmission of Former Students

Any student who withdraws from the College and wishes to return must contact the Admissions Office to reactivate his/her application for admission.

1. A student who withdrew for unavoidable reasons may be eligible for re-admission at the beginning of the next term. The student will see a counselor to activate an SEP.
2. A student who was suspended for unsatisfactory academic progress is required to re-apply for re-entrance through the Director of Admissions. The Counselor will assist the student in appealing for re-admission by filling out the Academic Suspension Appeal form. The Counselor will recommend to the Admissions Director whether the student should or should not be re-admitted and if there should be any disciplinary action. In cases where the probable causes of unsatisfactory progress, while previously enrolled have not been removed, re-entry to curricular studies may be denied or re-entry approved under specific conditions, which can include change of curriculum, remedial course work, and probationary status.
3. A student who was dismissed from the College by disciplinary action may re-enter only upon approval by the Program Area Dean. The Counselor has no role in this scenario.
4. A student who withdraws from the institution and re-enters at a later term, including students who have completed at least one or more terms, will be subject to curricular requirements in effect at the time of re-entry. The Counselor will work with the student to develop an SEP.
5. Any student indebted to the College is ineligible to re-enter until all financial obligations to the institution have been satisfied.

VIII-3.7

Learning Communities

What is a Learning community?

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.

What are the benefits to students?

Learning Communities enable students to work more closely with faculty. Because faculty members meet with the class for the entire class time students receive more individualized instruction from the faculty members. This fosters a closer working relationship between the faculty and students. Learning community's instructors are more likely to know the students by not only their names but by their personalities.

Learning Communities enable students to work more closely with each other. Because the same cohort of students are together for a minimum of six hours each week they get to know each other better. Students can work more closely with each other on academic projects both inside and outside of class. By the end of the semester, a "sense of community" should exist among the students and between the students and their instructors.

Learning Communities give students the responsibility for their own learning. Assignments and projects are student centered. Students are often required to conduct research to develop creative presentations, and lead class discussions on assigned topics.

Learning Communities allow students to engage in "experiential learning." Students have the time and flexibility to engage in a broader array of experiences. These can include oral histories, political commercials, and historical and sociological research projects. The expanded block of class time allows the cohorts to conduct field research, visit historical sites, explore careers in specialized areas, and utilize the community as a classroom.

How are Learning Community courses identified?

Learning Community courses are identified with 901 or 902 section numbers. A student must register for all courses within a community. No student may take a 901 or 902 section unless enrolled in the entire community.

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 a learning community advertisement:

Compose & Compute			
<i>A refreshing approach to math and writing</i>			
Course	Section	Time Days	Cr. Hrs.
MAT 060	901	9:00-9:50 M-F	4.0
ENG 080	901	10:00-10:50 M-F	4.0
<i>Prerequisites: MAT 050 and ENG 070 or appropriate test scores</i>			

VIII-3.8

Developmental Course Pick-lists

From time to time, students who are finishing their developmental courses desire to take enough hours to be a full-time student. Each division has submitted a pick list of courses that a student can take along side his/her developmental courses.

Developmental Pick List (College Transfer and General Education June 06)**AA and AS College Transfer Program Area:**

ACA 111
PED Courses
CIS 110 C and L
ART 283 (elective choice)
ART 284 (elective choice)
ART 111-901 and REL 112-901 (only if taken as part of this Learning Community combination - not as single, stand alone courses)
DRA 111 (elective choice)
FRE 111 (elective choice)
HUM 122 (elective choice)
SPA 111 (elective choice)
RUS 111 (elective choice)

AGE Program

ASL Courses (elective choice)
ACA 111
CIS 110 C and L
ART 283 (elective choice)
ART 284 (elective choice)
ART 111-901 and REL 112-901 (only if taken as part of this Learning Community combination - not as single, stand alone courses)
DRA 111 (elective choice)
FRE 111 (elective choice)
HUM 122 (elective choice)
Any PED Course (elective choice)
SPA 111 (elective choice)
RUS 111 (elective choice)

Biotechnology Program

ACA 111
CIS 110 C and L
DRA 111 (elective choice)
FRE 111 (elective choice)
HUM 122 (elective choice)
SPA 111 (elective choice)
RUS 111 (elective choice)

Community Spanish Interpreter Program

ACA 111
DRA 111 (elective choice)
FRE 111 (elective choice)
SPA 111
HUM 122 (elective choice)
RUS 111 (elective choice)

AFA College Transfer Program Area

ACA 111
ART 111 (elective choice)
ASL 111 (elective choice)
DRA 111 (elective choice)
DRA 126 (elective choice)
FRE 111 (elective choice)
GER 111 (elective choice)
HUM 122 (elective choice)
HUM 160 (elective choice)
MUS 110 (elective choice)
SPA 111 (elective choice)
RUS 111 (elective choice)

VIII-3.8.2 Developmental Pick list (Business Programs June 06)

Accounting - A25100

ACA 111 Success in Study Skills
CIS*111 Basic PC Literary
ART *131 Drawing I
DRA*126 Storytelling

Advertising & Graphic Design - A30100

ACA*111 College Student
GRD*121 Drawing Fundamentals I
GRD*151 Computer Design Basics
GRD*160 Photo Fundamentals I
GRD*220 Calligraphy
ART*240 Painting I

Business Administration Series (ALL) - A25120 and Hotel Restaurant Management - A25240

ACA*111 College Student
CIS*111 Basic PC Literary
BUS*135 Principles of Supervision
MKT*120 Principles of Marketing
ART*111 Art Appreciation

Computer Programming - A25130

ACA*111 College Student
ART*131 Drawing I

ART*283 Ceramics I

Information Systems (all) - A25260

ACA*111 College Student

ART*131 Drawing I

ART*283 Ceramics I

DRA*126 Storytelling

Information Systems Security - A25270

ACA*111 College Student

ART*131 Drawing I

ART*283 Ceramics I

DRA*126 Storytelling

Internet Technologies - A25290

ACA*111 College Student

CIS*172 Introduction to the Internet

ITN*110 Introduction to Web

ART*131 Drawing I

ART*283 Ceramics I

DRA*126 Storytelling

Culinary Technology - A55200

ACA*111 College Student

CIS*111 Basic PC Literary

CUL*135 Food & Beverage Service

CUL*135A Food & Bev. Ser Lab

CUL*170 Garde-Manger I

Medical Office Administration - A25310

ACA*111 College Student

OST*080 Keyboarding Literacy

OST*131 Keyboarding

OST*137 Office Software App. I

OST*181 Introduction to Office

Office Systems Technology - A25360

ACA*111 College Student

OST*080 Keyboarding Literacy

OST*131 Keyboarding

OST*137 Office Software App. I

OST*181 Introduction to Office

Paralegal Technology - A25380

ACA*111 College Student

CIS*111 Basic PC Literary

LEX*110 Introduction to Paralegal

OST*136 Word Processing

OST*236 Advanced Word/Information

Postal Service Technology - A55340

ACA*111 College Student
CIS*111 Basic PC Literary
BUS*135 Principles of Supervision
ART*131 Drawing I
DRA*126 Storytelling

VIII-3.8.3 Developmental Pick list (Engineering, Public Service and Vocational Programs June 06)

A/C, Heating & Refrigeration

AHR 151 HVAC Duct Systems I
AHR-180 HVACR Customer Relations

Developmental Pick list (Public Service and Vocational Programs June 06) continued

Architectural Technology

ARC-111 Introduction to Architectural Technology
ARC-112 Construction Materials & Methods
ARC-113 Residential Architectural Tech
ARC-114 Architectural CAD
ARC-114A Architectural CAD Lab
ARC-131 Building Codes
ARC-220 Advanced Architect CAD
ARC-240 Site Planning

Engineering Technology

EGR-115 Introduction to Technology

Criminal Justice Technology Latent Evidence & Financial Crime

CJC 111 Introduction to Criminal Justice
CJC-114 Investigative Photography
CJC-121 Law Enforcement Operations
CJC-122 Community Policing
CJC-132 Court Procedure & Evidence
CJC-144 Crime Scene Processing
CJC-146 Trace Evidence
CJC-151 Introduction to Loss Prevention
CJC-193 Selected Topics in Criminal Justice
CJC-211 Counseling
CJC-212 Ethics & Comm Relations
CJC-213 Substance Abuse
CJC-214 Victimology
CJC-215 Organization & Administration
CJC-221 Investigative Principles
CJC-222 Criminalistics

CJC-223 Organized Crime
CJC-225 Crisis Intervention
CJC-232 Civil Liability
CJC-233 Correctional Law
CJC-241 Community-Based Correction
CJC-244 Footwear and tire Imprints
CJC-245 Friction Ridge Analysis
EPT-120 Sociology of Disaster

Early Childhood Assoc

EDU 111 Early Childhood Credentials I
EDU-112 Early Childhood Credentials II
EDU-119 Early Childhood Education
EDU-144 Child Development I
EDU 146 Child Guidance

Electrical/Electronics

ELC-114 Basic Wiring II
ELC-115 Industrial Wiring
ELC-117 Motors and Controls
ELC-121 Electrical Estimating
ELC-128 Introduction to PLC

Electronics Eng Technology

****No courses available****

Funeral Service Education

FSE-112 Principles of Funeral Service

Horticulture

HOR-118 Equipment Opt & Maint
HOR-134 Greenhouse Operations
HOR-152 Horticultural Practices
HOR-160 Plant Materials I
HOR-162 Applied Plant Science
HOR-164 Hort Pest Management
HOR-166 Soils & Fertilizers
HOR-168 Plant Propagation
HOR-170 Hort Computer Apps
HOR-253 Horticulture Turfgrass
HOR-260 Plant Materials II

Surveying Technology

EGR-115 Introduction to Technology

Additional Health & P.E. Courses for Developmental Students

HEA-112 First Aid & CPR
PED-113 Aerobics I
PED-117 Weight Training I

PED-120 Walking for Fitness
 PED-121 Walk, Jog, Run
 PED-122 Yoga I
 PED-125 Self-Defense-Beginning
 PED-128 Golf-Beginning
 PED-130 Tennis-Beginning
 PED-132 Racquetball-Beginning
 PED-137 Badminton
 PED-139 Bowling-Beginning
 PED-143 Volleyball-Beginning
 PED-152 Swimming-Beginning
 PED-155 Water Aerobics
 PED-173 Rock Climbing

VIII-3.9 Elective Pick Lists

The following courses may be used for electives in their perspective degrees.

VIII-3.9.1 Humanities Pick List for A.A.S. 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. (Revised April 30, 2007)

			Lec	Lab	Clin	Crd
ART	111	Art Appreciation	3	0	0	3
ART	114	Art History Survey I	3	0	0	3
ART	115	Art History Survey II	3	0	0	3
ART	116	Survey of American Art	3	0	0	3
ART	117	Non-Western Art History	3	0	0	3
ART	121	Design I	0	6	0	3
ART	131	Drawing I	0	6	0	3
ART	135	Figure Drawing I	0	6	0	3
ART	171	Computer Art I	0	6	0	3
ART	240	Painting I	0	6	0	3
ART	241	Painting II	0	6	0	3
ART	244	Watercolor	0	6	0	3
ART	281	Sculpture I	0	6	0	3
ART	283	Ceramics I	0	6	0	3
ART	284	Ceramics II	0	6	0	3
ART	288	Studio	0	6	0	3
DAN	110	Dance Appreciation	3	0	0	3
DAN	211	Dance History I	3	0	0	3
DAN	212	Dance History II	3	0	0	3
DRA	111	Theatre Appreciation	3	0	0	3
DRA	112	Literature of the Theatre	3	0	0	3
DRA	115	Theatre Criticism	3	0	0	3
DRA	122	Oral Interpretation	3	0	0	3
DRA	126	Storytelling	3	0	0	3
DRA	211	Theatre History I	3	0	0	3
DRA	212	Theatre History II	3	0	0	3
ENG	131	Introduction to Literature	3	0	0	3

ENG	231	American Literature I	3	0	0	3
ENG	232	American Literature II	3	0	0	3
ENG	233	Major American Writers	3	0	0	3
ENG	241	British Literature I	3	0	0	3
ENG	242	British Literature II	3	0	0	3
ENG	243	Major British Writers	3	0	0	3
ENG	251	Western World Literature I	3	0	0	3
ENG	252	Western World Literature II	3	0	0	3
ENG	261	World Literature I	3	0	0	3
ENG	262	World Literature II	3	0	0	3
HUM	110	Technology and Society	3	0	0	3
HUM	115	Critical Thinking	3	0	0	3
HUM	120	Cultural Studies	3	0	0	3
HUM	121	The Nature of America	3	0	0	3
HUM	122	Southern Culture	3	0	0	3
HUM	130	Myth in Human Culture	3	0	0	3
HUM	150	American Women's Studies	3	0	0	3
HUM	160	Introduction to Film	2	2	0	3
HUM	170	The Holocaust	3	0	0	3
HUM	211	Humanities I	3	0	0	3
HUM	212	Humanities II	3	0	0	3
HUM	220	Human Values and Meaning	3	0	0	3
HUM	230	Leadership Development	3	0	0	3
MUS	110	Music Appreciation	3	0	0	3
MUS	112	Introduction to Jazz	3	0	0	3
MUS	113	American Music	3	0	0	3
MUS	114	Non-Western Music	3	0	0	3
MUS	213	Opera and Musical Theatre	3	0	0	3
PHI	210	History of Philosophy	3	0	0	3
PHI	215	Philosophical Issues	3	0	0	3
PHI	220	Western Philosophy I	3	0	0	3
PHI	221	Western Philosophy II	3	0	0	3
PHI	230	Introduction to Logic	3	0	0	3
PHI	240	Introduction to Ethics	3	0	0	3
REL	110	World Religions	3	0	0	3
REL	111	Eastern Religions	3	0	0	3
REL	112	Western Religions	3	0	0	3
REL	211	Intro to Old Testament	3	0	0	3
REL	212	Intro to New Testament	3	0	0	3
REL	221	Religion in America	3	0	0	3

VIII-3.9.2 SOCIAL SCIENCE Pick List for A.A.S. 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. (Revised April 30, 2007)

			Lec	Lab	Clin	Crd
ANT	210	General Anthropology	3	0	0	3
ANT	220	Cultural Anthropology	3	0	0	3
ANT	221	Comparative Cultures	3	0	0	3
ANT	230	Physical Anthropology	3	0	0	3
ANT	240	Archaeology	3	0	0	3

ECO	151	Survey of Economics	3	0	0	3
ECO	251	Prin of Microeconomics	3	0	0	3
ECO	252	Prin of Macroeconomics	3	0	0	3
GEO	110	Introduction to Geography	3	0	0	3
GEO	111	World Regional Geography	3	0	0	3
GEO	112	Cultural Geography	3	0	0	3
GEO	113	Economic Geography	3	0	0	3
GEO	121	North Carolina Geography	3	0	0	3
GEO	130	General Physical Geography	3	0	0	3
GEO	131	Physical Geography I	3	2	0	4
GEO	132	Physical Geography II	3	2	0	4
HIS	111	World Civilizations I	3	0	0	3
HIS	112	World Civilizations II	3	0	0	3
HIS	114	Comparative World History	3	0	0	3
HIS	115	Intro to Global History	3	0	0	3
HIS	116	Current World Problems	3	0	0	3
HIS	121	Western Civilization I	3	0	0	3
HIS	122	Western Civilization II	3	0	0	3
HIS	131	American History I	3	0	0	3
HIS	132	American History II	3	0	0	3
HIS	162	Women and History	3	0	0	3
HIS	167	The Vietnam War	3	0	0	3
HIS	221	African-American History	3	0	0	3
HIS	222	African-American Hist I	3	0	0	3
HIS	223	African-American Hist II	3	0	0	3
HIS	224	US Diplomatic History	3	0	0	3
HIS	226	The Civil War	3	0	0	3
HIS	236	North Carolina History	3	0	0	3
HIS	271	The French Revolution Era	3	0	0	3
POL	110	Intro Political Science	3	0	0	3
POL	120	American Government	3	0	0	3
POL	130	State & Local Government	3	0	0	3
POL	210	Comparative Government	3	0	0	3
POL	220	International Relations	3	0	0	3
PSY	110	Life Span Development	3	0	0	3
PSY	118	Interpersonal Psychology	3	0	0	3
PSY	141	Psych of Death and Dying	3	0	0	3
PSY	150	General Psychology	3	0	0	3
PSY	211	Psychology of Adjustment	3	0	0	3
PSY	237	Social Psychology	3	0	0	3
PSY	239	Psychology of Personality	3	0	0	3
PSY	241	Developmental Psych	3	0	0	3
PSY	243	Child Psychology	3	0	0	3
PSY	246	Adolescent Psychology	3	0	0	3
PSY	247	Psychology of Adulthood	3	0	0	3
PSY	249	Psychology of Aging	3	0	0	3
PSY	255	Intro to Exceptionality	3	0	0	3
PSY	259	Human Sexuality	3	0	0	3
PSY	263	Educational Psychology	3	0	0	3
PSY	265	Behavioral Modification	3	0	0	3
PSY	271	Sports Psychology	3	0	0	3
PSY	275	Health Psychology	3	0	0	3
PSY	281	Abnormal Psychology	3	0	0	3

SOC	210	Introduction to Sociology	3	0	0	3
SOC	213	Sociology of the Family	3	0	0	3
SOC	220	Social Problems	3	0	0	3
SOC	225	Social Diversity	3	0	0	3
SOC	230	Race and Ethnic Relations	3	0	0	3
SOC	232	Social Context of Aging	3	0	0	3
SOC	240	Social Psychology	3	0	0	3
SOC	244	Soc of Death & Dying	3	0	0	3
SOC	250	Sociology of Religion	3	0	0	3
SOC	252	Sociology of Work	3	0	0	3

VIII-3.9.3 Humanities Pick List for AGE, AA, and AS 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. (Revised March 23, 2006)

			Lec	Lab	Clin	Crd
ART	111	Art Appreciation	3	0	0	3
ART	114	Art History Survey I	3	0	0	3
ART	115	Art History Survey II	3	0	0	3
ART	116	Survey of American Art	3	0	0	3
ART	117	Non-Western Art History	3	0	0	3
DAN	110	Dance Appreciation	3	0	0	3
DAN	211	Dance History I	3	0	0	3
DAN	212	Dance History II	3	0	0	3
DRA	111	Theatre Appreciation	3	0	0	3
DRA	112	Literature of the Theatre	3	0	0	3
DRA	115	Theatre Criticism	3	0	0	3
DRA	122	Oral Interpretation	3	0	0	3
DRA	126	Storytelling	3	0	0	3
DRA	211	Theatre History I	3	0	0	3
DRA	212	Theatre History II	3	0	0	3
ENG	131	Introduction to Literature	3	0	0	3
ENG	231	American Literature I	3	0	0	3
ENG	232	American Literature II	3	0	0	3
ENG	233	Major American Writers	3	0	0	3
ENG	241	British Literature I	3	0	0	3
ENG	242	British Literature II	3	0	0	3
ENG	243	Major British Writers	3	0	0	3
ENG	251	Western World Literature I	3	0	0	3
ENG	252	Western World Literature II	3	0	0	3
ENG	261	World Literature I	3	0	0	3
ENG	262	World Literature II	3	0	0	3
FRE	111	Elementary French I	3	0	0	3
GER	111	Elementary German I	3	0	0	3
HUM	110	Technology and Society	3	0	0	3
HUM	115	Critical Thinking	3	0	0	3
HUM	120	Cultural Studies	3	0	0	3
HUM	121	The Nature of America	3	0	0	3

HUM	122	Southern Culture	3	0	0	3
HUM	130	Myth in Human Culture	3	0	0	3
HUM	150	American Women's Studies	3	0	0	3
HUM	160	Introduction to Film	2	2	0	3
HUM	211	Humanities I	3	0	0	3
HUM	212	Humanities II	3	0	0	3
HUM	220	Human Values and Meaning	3	0	0	3
ITA	111	Elementary Italian I	3	0	0	3
MUS	110	Music Appreciation	3	0	0	3
MUS	112	Introduction to Jazz	3	0	0	3
MUS	113	American Music	3	0	0	3
MUS	114	Non-Western Music	3	0	0	3
MUS	213	Opera and Musical Theatre	3	0	0	3
PHI	210	History of Philosophy	3	0	0	3
PHI	215	Philosophical Issues	3	0	0	3
PHI	220	Western Philosophy I	3	0	0	3
PHI	221	Western Philosophy II	3	0	0	3
PHI	230	Introduction to Logic	3	0	0	3
PHI	240	Introduction to Ethics	3	0	0	3
REL	110	World Religions	3	0	0	3
REL	111	Eastern Religions	3	0	0	3
REL	112	Western Religions	3	0	0	3
REL	211	Intro to Old Testament	3	0	0	3
REL	212	Intro to New Testament	3	0	0	3
REL	221	Religion in America	3	0	0	3
RUS	111	Elementary Russian I	3	0	0	3
SPA	111	Elementary Spanish I	3	0	0	3

Note: Students may not take an introductory foreign language to fulfill the Humanities/Fine Arts requirement, unless the Humanities/Fine Arts requirement, requires six (6) or more hours, (one introductory and one higher level language), with no prefix/discipline specification.

VIII-3.9.4 SOCIAL Science Pick List for AGE, AA, and AS 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. (Revised March 23, 2006)

			Lec	Lab	Clin	Crd
ANT	210	General Anthropology	3	0	0	3
ANT	220	Cultural Anthropology	3	0	0	3
ANT	221	Comparative Cultures	3	0	0	3
ANT	230	Physical Anthropology	3	0	0	3
ANT	230A	Physical Anthropology Lab	0	2	2	3
ANT	240	Archaeology	3	0	0	3
ECO	151	Survey of Economics	3	0	0	3
ECO	251	Prin of Microeconomics	3	0	0	3
ECO	252	Prin of Macroeconomics	3	0	0	3
GEO	111	World Regional Geography	3	0	0	3
GEO	112	Cultural Geography	3	0	0	3
GEO	113	Economic Geography	3	0	0	3

GEO	130	General Physical Geography	3	0	0	3
HIS	111	World Civilizations I	3	0	0	3
HIS	112	World Civilizations II	3	0	0	3
HIS	114	Comparative World History	3	0	0	3
HIS	115	Intro to Global History	3	0	0	3
HIS	121	Western Civilization I	3	0	0	3
HIS	122	Western Civilization II	3	0	0	3
HIS	131	American History I	3	0	0	3
HIS	132	American History II	3	0	0	3
POL	110	Intro Political Science	3	0	0	3
POL	120	American Government	3	0	0	3
POL	210	Comparative Government	3	0	0	3
POL	220	International Relations	3	0	0	3
PSY	150	General Psychology	3	0	0	3
PSY	237	Social Psychology	3	0	0	3
PSY	239	Psychology of Personality	3	0	0	3
PSY	241	Developmental Psychology	3	0	0	3
PSY	275	Health Psychology	3	0	0	3
PSY	281	Abnormal Psychology	3	0	0	3
SOC	210	Introduction to Sociology	3	0	0	3
SOC	213	Sociology of the Family	3	0	0	3
SOC	220	Social Problems	3	0	0	3
SOC	225	Social Diversity	3	0	0	3
SOC	230	Race and Ethnic Relations	3	0	0	3
SOC	240	Social Psychology	3	0	0	3

VII-3.9.5 Computer Science, Math and Science Pick List for AGE Degree Programs

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 March 23, 2006)

			Lec	Lab	Clin	Crd
BIO	110	Principles of Biology	3	3	0	4
BIO	111	General Biology I	3	3	0	4
BIO	112	General Biology II	3	3	0	4
BIO	120	Introductory Botany	3	3	0	4
BIO	130	Introductory Zoology	3	3	0	4
BIO	140	Environmental Biology	3	0	0	4
BIO	140A	Environmental Biology Lab	0	3	0	4
BIO	161	Into to Human Biology	3	0	0	3
BIO	163	Basic Anatomy and Physiology	4	2	0	5
BIO	165	Anatomy and Physiology I	3	3	0	4
BIO	166	Anatomy and Physiology II	3	3	0	4
BIO	168	Anatomy and Physiology I	3	3	0	4
BIO	169	Anatomy and Physiology II	3	3	0	4
BIO	175	General Microbiology	2	2	0	3
BIO	180	Biological Chemistry	2	2	0	3
BIO	221	Botany I	3	3	0	4
BIO	222	Botany II	2	3	0	3
BIO	223	Field Botany	2	3	0	3
BIO	230	Entomology	3	3	0	4

BIO	232	Vertebrate Zoology	3	3	0	4
BIO	240	Waste Management	3	0	0	3
BIO	275	Microbiology	3	3	0	4
BIO	280	Biotechnology	2	3	0	3
BIO	285	Research & Measurement	2	4	0	4
CHM	115	Concepts in Chemistry	3	0	0	3
CHM	115A	Concepts in Chemistry Lab	0	2	0	1
CHM	130	General, Organic, & Biochemistry	3	0	0	3
		General, Organic, & Biochemistry				
CHM	130A	Lab	0	2	0	1
CHM	131	Introduction to Chemistry	3	0	0	3
CHM	131A	Introduction to Chemistry Lab	0	3	0	1
CHM	132	Organic and Biochemistry	3	3	0	4
CHM	135	Survey of Chemistry I	3	2	0	4
CHM	136	Survey of Chemistry II	3	2	0	4
CHM	151	General Chemistry I	3	3	0	4
CHM	152	General Chemistry II	3	3	0	4
CHM	251	Organic Chemistry I	3	3	0	4
CHM	252	Organic Chemistry II	3	3	0	4
CIS	110	Introduction to Computers	2	2	0	3
CIS	115	Intro to Prog & Logic	2	3	0	3
MAT	151	Statistics I	3	0	0	3
MAT	161	College Algebra	3	0	0	3
MAT	171	Precalculus Algebra	3	0	0	3
PHS	110	Survey of Phys. Science	3	2	0	4
PHS	111	Physical Science I	3	2	0	4
PHS	112	Physical Science II	3	2	0	4
PHS	121	Applied Physical Science I	3	2	0	4
PHS	122	Applied Physical Science II	3	2	0	4
PHS	130	Earth Science	3	2	0	4
PHS	140	Weather and Climate	3	0	0	3
PHY	151	College Physics I	3	2	0	4
PHY	152	College Physics II	3	2	0	4
PHY	153	Modern Topics in Physics	3	2	0	4
PHY	251	General Physics I	3	3	0	4
PHY	252	General Physics II	3	3	0	4
PHY	253	Modern Physics	3	3	0	4

VIII-4 ***PERSONAL COUNSELING***

Many students have personal concerns, which may interfere with their academic success. If a student has issues with:

- ...becoming motivated
- ...building relationships
- ...communicating with family
- ...relating with peers

then, the student may choose to see a Counselor for personal coping strategies. The counseling staff provides an atmosphere in which students may discuss problems with the assurance that all counseling information is confidential and would be released only with the student's written consent. A student's feelings and well-being are given primary consideration. If the student's needs are greater than what the Counselor feels he/she can address, a referral is made to the Student Assistance Program (SAP).

VIII-4.1 **Student, Faculty, and Staff Assistance Program**

FTCC has implemented the Student, Faculty and Staff Assistance Program as a service to Student, employees, and their family members. This program can help you detect and find help for problems such as: mental or emotional distress, alcohol abuse or alcoholism, drug use or addiction, work-related stress, family stress, financial or legal problems, grief and mourning. The initial evaluation and consultation is free. This program is strictly confidential and may be accessed by faculty and staff by calling John Sutton, Director of Cape Fear Valley Employee Assistance Program at 910-829-1733. Students are only referred by Director of Counseling Services.

What does it cost?

There is no cost to FTCC students, employees or their immediate family members for evaluation by an assistance program consultant. Expenses for further treatment after the evaluation and referral will be provided according to the terms of the group health insurance program, or on a sliding scale.

Confidentiality

Confidentiality is a vital part of this program. The Assistance Program consultants are trained professionals who can meet with you at your convenience, at their office or yours. Your conversations will be kept private, and you will be treated with care and compassion.

VIII-4.2

Student Grievance Policy and Procedure

Please refer to the Student Handbook section titled “**Student Rights, Responsibilities, and Due Process**” on the process to resolve student complaints against faculty, staff, or other students against alleged concerns.

VIII-5 ***CAREER COUNSELING***

Career Counseling is a service used to assist students with the development of realistic career goals and to help them define their career interests and abilities. Whether they desire career information, career assessment, or related training and schooling, *Career Counseling* can help them solve some of the crucial problems they are likely to face as they turn their plans into a reality.

VIII-5.1 **Career Center Services**

At the Career Center students can talk with a professionally trained counselor and work jointly in solving problems associated with career choices, daily living, and educational planning. If a student is undecided about their career choice, the Career Center offers inventories to help them define their interests, values, and a self-assessment of their abilities. After completion of these inventories, students will receive a personal list of careers. The staff will then assist with exploring those careers and to find the demand, salaries, work tasks, physical characteristics needed to perform the work tasks, related to careers.

The range of activities and services offered at the Career Center include intensive personal counseling and career assessment inventories that are utilized to aid in the career development process. Some of the evaluation procedures are:

1. Myers Briggs Type Indicator (scan)
2. Holland's Self Directed Search (hard copy)
3. CAREER EXPLORER
4. On-line Assessment Inventories
5. DISCOVER (a career guidance and information software system, updated annually)
6. ZOOMTEX (installed so that visually-impaired students may take the assessment)

Students are encouraged to "follow through" with extensive career research of their favorite occupations using career resource materials and Internet websites. The Career Counselor and the Career Secretary can assist in finding appropriate information, including growth trends, salary potential and educational requirements. Located in the Career Center are hard copies of most of the NC Community College catalogs and

some of the 4 year institutions. Also, web-based catalogs may be downloaded through an Internet subscription site for accredited colleges throughout the United States. Career Center services are offered to:

1. ACA 111/115 classes
2. English and Psychology classes
3. Marketing and other business classes
4. ACCUPLACER preparatory classes
5. Tour groups - orientation
6. Public and Private Elementary, middle school, high school and home school students, career days and interest inventories
7. Group homes for troubled teens
8. Cumberland County Day Reporting Center for Probation and Parole
9. Individuals on a walk-in or appointment basis
10. Displaced workers/homemakers, etc...

VIII-5.2 Who Can Use the Career Center?

Students: walk-ins and referrals from counselors, staff, and faculty.

Special groups: GED, public and private middle and high school students, home school students, graduates, displaced homemakers, disadvantaged and/or handicapped, veterans, vocational rehabilitation clients, adults in mid-life transition, counseling staff, instructors, mental health personnel, members of the community and the Employment Security Commission

VIII-5.3 Career Center Resources

1. General information
2. Career assessment
3. Curriculum handouts and notebooks compiled by the Career Center staff to include occupational descriptions related to FTCC's programs
4. The Dictionary of Occupational Titles
5. The Occupational Outlook Handbook
6. College catalogs:
7. Hard copies of many North Carolina community college catalogs are housed in the Career Center
8. Hard copies of many four-year North Carolina college and university catalogs (and a few out-of-state catalogs) are located in the Career Center
9. College Source: The National College Catalog Collection is an Internet subscription to the catalogs of most of the accredited colleges and universities in the U.S.

10. Career Explorer, an internet subscription which gives detailed information on many careers; this program also has a “Daily News” page which highlights several careers each weekday and special topics such as the economic outlook, trends, profitable hobbies, study aids, etc.
11. Career Choices, a tabloid published annually by NCSOIC, giving valuable information on North Carolina occupations such as demand, entry-level and average salaries, training needed, etc.
12. Chat and Chew, an informative series which highlights a different career choice bi-monthly. Initially designed to provide career options for our college transfer students, the series has expanded to generate interest in the varied occupational fields of study that students can pursue at FTCC and beyond. The series are sent out to our area middle and high school students to expose them to the various career fields within the world of work.
13. Chronicle Guidance Occupational Library, annual subscription of occupational briefs
14. Videos on health, technical/vocational, business, computer, and service occupations; videos dealing with personal issues as well as videos geared to special populations
15. FTCC's Job Placement Report (for students' in-house use to help them gain a local outlook of their curriculum choice)
16. The College Blue Book
17. Higher Education Directory
18. Website lists (desk flip chart, as well as handouts the students may take with them) for personal career exploration
19. Cumberland County Personnel job vacancies
20. City of Fayetteville job vacancies
21. FTCC employment opportunities
22. Employment Security Commission computer job listings
23. Resume writing books, workbooks, and videos
24. Interview skills books and videos
25. Other information is also available through articles and books.

Where is the Career Center?

Location:

Tony Rand Student Center, Room 113

Hours of operation:

8:00 a.m. to 5:00 p.m., Monday through Friday.

Evening Hours:

Thursday 5:30 p.m. to 7:00 p.m. (by appointment)

If you have specific questions or require additional information regarding Career Counseling, please contact the Supervisor of the Career Center or the Career Secretary at (910) 678-8422. You can visit the website at <http://www.faytechcc.edu/stuserv/careerctr/>.

The Special Populations Office focuses on support services to students with a documented disability. The college recognizes its responsibility under The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 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 other health impaired individuals.

Fayetteville Technical Community College makes every effort to provide reasonable accommodations to students with disabilities. The student has the responsibility of visiting the Coordinator of Special Populations in order to appropriately request the proper accommodations.

Reasonable accommodations do not include personal services, such as tutors and personal care attendants. The College does offer individual instruction to students in a wide range of subjects through the Learning Lab for any student enrolled in a course at FTCC. Students who have identified themselves as having special needs may make a request for special accommodations to the Special Populations Counselor or the Director of Counseling. This must be done at least 30 days prior to the first day of the term. Each request will be evaluated by the Special Populations Counselor and/or the Director of Counseling, who will recommend any modifications to the education plan that are essential to satisfactory completion of course requirements by the student according to the ADA guidelines.

The Special Populations Counselor and/or the Director of Counseling will provide the student with a "Disabled Student Enrollment" form, which lists recommended services and/or accommodations. This document is to be used to inform college faculty and staff of authorized accommodations.

VIII-6.1

Functions of the Special Populations Office

1. Establish and supervise Special Populations procedures, programs, and facilities
2. Advise students concerning career choices and goals
3. Work in close coordination with the faculty and Student Services staff to ensure student success
4. Assess special cases through appropriate methods and utilize the resources of the College and community to assist these individuals
5. Conduct group sessions and make class presentations as needed to single parents/disabled students

VIII-6.2

Services Available to Students With Disabilities

The Coordinator for Special Populations is available to counsel students who may be experiencing personal or academic problems that may interfere with their ability to be successful in the classroom.

Services for Students with Disabilities include, but are not limited to:

1. Extended time on assignments and major exams
2. Note takers
3. Interpreter
4. Preferential seating
5. Testing in separate room
6. Tape lectures
7. Extra minutes to class arrival

Documentation must include the following elements:

1. A diagnostic statement identifying the disability, date of the most current diagnostic evaluation, and the date of the original diagnosis.
2. A description of the diagnostic tests, methods, and/or criteria used.
3. A description of the current functional impact of the disability which includes specific test results and the examiner's narrative interpretation.
4. Treatment, medications, and/or assistive devices/services currently prescribed or in use.
5. A description of the expected progression or stability of the impact of the disability over time, particularly the next few years.
6. The credentials of the diagnosing professionals if not clear from the letterhead or other forms.

Documentation accepted from the following:

1. Audiologist Reports
2. Division of Services for the Blind Counselor
3. Mental Health Professional
4. Physician
5. Psychologist/Therapist
6. Vocational Rehabilitation Counselor
7. School Records
8. Other Referral Agencies
9. Department of Veterans Affairs
10. **(Documentation needs to be current, within the last three (3) years)**

Confidentiality of Student Information

- Information obtained for the purpose of documenting a student's disability will NOT be distributed to a third party. If the student wishes to share the information with a faculty or staff member, that student may do so, but he/she is under no obligation to disclose the information to anyone. The student can sign a release of information statement that will allow the Counselor of Special Populations to discuss information on the student's behalf.
- The Special Populations' records are maintained for five years. The records are subsequently destroyed after the five-year period. If a student withdraws from FTCC with the intent of transferring to another educational institution, the student can sign a release that would permit the Special Populations Office to release the information to the receiving college. As a rule, it is important for students to keep a copy of the information documenting their disability for their records.

In order for students to receive support services through the Special Populations office, they must:

1. Meet the admissions requirements of the College
2. Make an appointment with the Counselor of Special Populations
3. Complete an application with Special Populations
4. Students who feel that they need accommodations due to a disability or handicap must complete a "Special Populations Student Intake" form indicating the nature of their disability.
5. Sign a release of information form so that documentation of the disability can be obtained from necessary medical or educational facilities (students should bring the necessary documentation with them to the initial visit)
6. Make a second appointment 30 days prior to the start of the semester to discuss needs.
7. Provide a copy of his/her registration form
8. Based on the above information, it is the student's responsibility to ensure that the Special Populations Office receives all information documenting their disability.

VIII-6.3

Responsibility of Students With Disabilities

1. Students have the responsibility of notifying the Special Populations Office that support services are needed
2. Students must make sure that they have met all admissions requirements with the College before support services are provided

Assistance with Registration

The Special Populations Office will assist any student, who because of a documented disability, cannot participate in the registration process in the usual manner. To expedite the registration process, the student must ensure all steps in the admissions process have been completed prior to registering for classes.

VIII-6.4

Where is Special Populations

Location:

Tony Rand Student Center, Room 143

Hours of operation:

8:00 a.m. to 5:00 p.m., Monday through Friday.

Evening Hours:

Monday to 7:00 p.m.

Counselors conduct regular small group meetings to include the following:

Myers-Briggs Type Indicator (MBTI) Personality Type and Learning Style

This instrument is used to help students understand themselves and others. The MBTI is administered by a certified counselor and takes about 45 minutes to complete. The counselor scores the MBTI instrument and the data is shared with the students. At the end of the session, students will have a better understanding of their personality type and learning style.

ACA 111 or ACA 115 class presentations

ACA is a course designed to provide an orientation to the campus resources and academic skills necessary to achieve educational objectives. Each semester counselors present workshops in these classes to assist students with self-assessment, wellness and goal setting.

Examples of Classroom presentations are:

Stress Management – This workshop covers the physical effects of stress, how to minimize the effects, how self-talk affects stress, and the mind/body connection. Various techniques to reduce stress are also demonstrated in the workshop.

Time Management – A workshop to assist students in learning how to gain time in their day by planning their daily activities and plan more effective and efficient study time.

Probationary sessions/seminars – This workshop covers topics such as: how to get off probation; how to compute GPA; study skills; financial aid; reduced semester hours; childcare and other issues that may be effecting the student's success.

Student Success Sessions/Workshops such as: "What's Hot and What's Not In Careers" and "ABC's of College Transfer".

VIII-8

ONLINE COUNSELING

Counselors also provide on-line counseling services. On-line counseling provides students with virtually “anywhere, anytime” limited counseling services; on-line services can begin with students completing an on-line application. Access on-line counseling services at: <http://www.faytechcc.edu/stuserv/counseling/online/default2.htm>. Students may access this web page through our homepage at <http://www.faytechcc.edu>. From this web page, students may:

1. Ask a question
2. Meet the Counselors (e.g. phone numbers, e-mail addresses)
3. Complete a request for services (program approval, curriculum change, retest card, probation/suspension)
4. Report on-line harassment
5. Learn about counseling services (i.e. the Student, Faculty, and Staff Assistance Program)
6. Receive counseling services with feedback

Faculty may refer a student for counseling through the above-listed web address as well. For faculty wishing to refer students through more traditional methods, a Student Services Referral Form may be used.

In summary, on-line counseling provides students with:

1. Information exchange
2. Academic counseling
3. Referrals
4. Explanation of the admissions process
5. Recruitment
6. Consultations with Counselors

On-line requests for counseling services are made by various forms on the web page and sent via e-mail to the counseling Secretary, who then sends the e-mail to a Counselor to complete the work. Students and faculty (by forms on the web and e-mail) may evaluate on-line counseling services to ensure quality services.

Distance Learning Counseling

The FTCC Counseling Staff supports the various distance-learning programs available at FTCC. Online counseling functions, telephone contact and e-mail correspondence are

utilized to assist students who may not be able to visit the FTCC campus because of distance, work schedules, or personal circumstances.

Program Approval

Students taking courses through distance learning options must apply to the College and meet all admissions criteria related to their curriculum program of choice. Counselors are available to advise students concerning career options, curriculum choice and admissions requirements. Students may contact a Counselor through on campus visits, telephone or e-mail. Information is available via the FTCC website:

<http://www.faytechcc.edu/stuserv/counseling/online/default2.htm>

VIII-9 ***IN-HOUSE SERVICES NETWORK***

VIII-9.1 **Parents for Higher Education (PFHE) Child Care Grant Program**

The Parents for Higher Education (PFHE) Child Care Grant program assists qualified students, based on need, with the cost of child care for the time that the student is in class. The grant is funded through two funding systems: the North Carolina State Subsidy Child Care Grant, and the Cumberland County Partnership for Children (Smart Start).

In addition to financial assistance, PFHE provides many enrichment activities for students during the annual orientation and weekly support group meetings. PFHE is also a recognized club on campus. Recipients of the grant are active participants in the club and are involved in community activities.

Applications for child care assistance are available annually during the months of April through June. Qualifying applicants will be eligible for assistance beginning with the start of fall semester. However, if funds are available, new applicants may be considered in the spring. To qualify for PFHE:

1. Applicants must apply for the PELL grant prior to applying for the child care grant
2. Applicants must complete the admissions process.
3. Applicants must have an SEP with an assigned Advisor
4. Applicants cannot be receiving assistance for the cost of child care from the Department of Social Services.
5. Applicants must be available to attend a weekly hour-long support group meeting. If applicants are cosmetology, vocational or clinical students on rotation they must be able to complete volunteer work if attendance at weekly meeting isn't possible.

VIII.9.1.1 **Eligibility Requirements**

1. A parent with custody or joint custody of dependent children.
2. A pregnant woman.
3. An unemployed or underemployed homemaker whose primary responsibility is the care of the family, but now needs marketable job skills.

4. A displaced homemaker due to death, divorce, separation, or disability of a spouse, and need job training.

VIII-9.1.2 **Responsibility of Recipient**

The Parents for Higher Education Grant recipient is required to:

1. Attend a special orientation
2. Attend all classes
3. Maintain an average grade of “C” or above in each class
4. Attend weekly one-hour support group sessions
5. Be responsible for child’s transportation (if applicable)
6. Apply for the Pell Grant through the Financial Aid Office
7. Schedule an exit interview when dropping a course and/or withdrawing from school
8. Report the following changes within five days: name, address, telephone number, and any change in income.
9. Notify the Family Child Care Associate of child’s absence from child care
10. Submit documents according to the deadlines set forth
11. Recipient must select a Child Care Provider (CCP) with a 3-Star License or higher (some church child care facilities are exempt from licensure).
12. Recipient is responsible for registration, late pick-up and activity fees.

VIII-9.1.3 **Required Documents:**

1. Birth Certificates of each child in the home
2. Social Security Card of each child in the home
3. Marriage License
4. Divorce Decree or Separation Agreement
5. Death Certificate (Spouse)
6. Student Educational Plan (SEP)
7. Letter of child care ineligibility from the Department of Social Services

VIII-9.1.4 **Required Statement(s) to Verify Receipt of Income:**

1. TANF – Food Stamps, Transportation, Educational Assistance
2. Vocational Rehabilitation
3. Workforce Development
4. Social Security Income
5. Pay Statement (most recent)
6. Current Pell Award Letter
7. Child Support/Alimony
8. Assistance from Parents

For additional information or questions, please contact the Family Child Care Associate at (910) 678-8486 in the Student Center Room 102 or the Senior Secretary for the Director of Counseling at (910) 678-0036.

VIII- 9.1.5 Other Available Childcare Resources

Cumberland County Department of Social Services WFFA

1225 Ramsey Street
Fayetteville, NC 28302
(910) 677-2392

By Appointment Only

Monday – Friday, 7:30 a.m. – 5:00 p.m.

Provides education and training to secure employment for TANF recipients.

Child Care Solutions

351 Wagoner Drive, Suite 200
Fayetteville, NC 28303
(910) 678-9700

Contact: Parent Referral Specialist

A Child Care Resource & Referral Service

Applicants must be Cumberland County Residents, a full-time student and children age 5 and under.

Head Start

5135 Morganton Road
Fayetteville, NC 28314
(910) 487-9800

VIII-9.2 Cooperative Education (Co-op)

Co-op is an educational option that provides students an opportunity to apply classroom learning in paid and non-paid work experiences. Students are placed in jobs related to their major and career goals in area businesses, industries, and public agencies.

Students who are already employed may participate in the program to enhance their professional growth and earn course credit. The job must be curriculum-related and approved by the Co-op Coordinator.

VIII-9.2.1 **Eligibility**

1. Must be officially enrolled in a program that offers the Co-op option.
2. Must have completed a minimum of 12 credit hours in major curriculum courses.
3. Must have and maintain a 2.0 GPA
4. Must need a course(s) listed for substitution under the Co-op option.

VIII-9.2.2 **Course Credit for Employment**

Course credit is based upon the number of hours worked per week each semester.

- 10 hours per week = 1 credit
- 20+ hours per week = 2 credits

VIII-9.2.3 **Advantages for Co-op Students**

1. Gain a working knowledge in their field of study
2. Earn money for meaningful work
3. Gain experience in their field
4. Test or explore jobs in their field to clarify career goals
5. Network with professionals in their field and make contacts for the future
6. Earn course credit while learning in a realistic situation
7. Improve their GPA
8. Secure full-time employment, often, upon graduation
9. Establish solid references for the job search
10. Develop job search skills such as resume preparation

Location:

Cumberland Hall, Room 138

For more information you may contact the Co-op Coordinator, at (910) 678-8268 or the Co-op Secretary, at (910) 678-8453.

FTCC Veterans Services Office

The FTCC Veterans Services Office (VSO) serves as the interface for veterans and eligible family members seeking access to educational benefits provided by the Veterans Administration. As such, it is the responsibility of the VSO to provide counseling, clarification of VA regulations, and certification for pay to the appropriate Department of Veterans Administration office.

Veterans and eligible family members should consider the following points:

1. Both FTCC and VA regulations for admissions and eligibility must be met.
2. VA certifications for pay cannot be submitted to the VA until all FTCC admissions requirements have been met.
3. FTCC cannot guarantee full-time status for benefit purposes due to limited night classes, starting programs out of cycle, and/or transferred credit.
4. VA regulations are more stringent and may not allow total freedom in working out educational goals.

Application for VA Education Benefits

Application forms for VA Educational Benefits are available in the VSO. It takes approximately 90 days from the date an application is submitted before benefits payments are made. Consequently, newly enrolled students should be prepared to pay “out-of-pocket” to start school. Veterans and eligible family members are strongly encouraged to begin the application process as soon as possible. Students who use the VA website to request benefits on-line are also required to fill out necessary paperwork at the FTCC VSO.

All students (with the exception of Vocational Rehabilitation students) are responsible for all tuition, books, and fees. Students cannot charge any costs to the VA. VA benefits are paid at the end of each month.

Student Educational Plans (SEP)

Students completing all admission requirements and approved for a curriculum will receive a Student Education Plan (SEP). This SEP will show all transfer credit granted and indicate those courses needed for graduation. VA limits students to only those courses needed for graduation. Electives may be specified or open, and taking excessive electives is not permitted. Any changes to the SEP (e.g. course substitutions) must be in writing

and documented in both the school and the VSO file. Students should update their respective SEP each term and take a copy of the SEP to registration and/or advisor sessions.

The VA will not pay benefits for courses:

1. for which transfer credit has been granted
2. previously passed with a 'D' or better grade (excluding required remedial/deficiency courses or program requirements for graduation)
3. that have been passed by proficiency exam
4. not listed on the SEP.

Course Substitutions

FTCC policy allows course substitutions for all courses except Core courses. The FTCC Substitution Form must be signed by the Advisor and Curriculum Program Dean. FTCC limits substitutions to a maximum of 10% of the course requirements in a program. Course substitutions must be submitted not later than the first week of class in the term in which the class is taken. A copy of the letter of substitutions must be submitted to the VSO. Failure to provide proper documentation of course substitutions can result in reduced or delayed pay from the VA.

Withdrawal/Dropping/Adding Classes

Withdrawal, adding, and dropping procedures are listed in the FTCC Student Handbook. Students are required to notify the VSO within 24 hours of initiating such an action. Failure to comply with these procedures may result in pay problems with VA.

Program Changes

Current VA regulations allow changes of educational goals. Students using VA benefits should contact a Student Development counselor in order to initiate a curriculum change. Once completed, a new SEP will be issued. The student is required to submit a copy of the SEP to the VSO within 24 hours of such a change.

1. Current Students

If a currently enrolled student requests a change of program, and they are taking classes that would apply to the new program, the change can not be done until the grades are posted for that semester.

2. New Students

A New student requesting approval into a program may obtain a SEP for VA approval when all transcripts and DD214 have been evaluated. If the request is made after the 10% point, the SEP will be effective the following term. If this is the case, "currently enrolled" is written on the top of the SEP.

Remedial/Deficiency Course

Students entering FTCC and required to take pre-requisite remedial/deficiency courses must take only those courses specifically identified on their respective SEP. These courses must be passed with a "C" grade or better. Anyone receiving a "D" or "F" grade may repeat that remedial/deficiency course once.

**VA will pay for a student to take remedial courses if a demonstrated need can be shown through testing. If a student does not take the entry assessment, VA will not pay for remedial course work. Please note on the SEP that the student did test and therefore is required to take the full series of developmental courses. If a student fails a remedial course the VA will only pay for the student to re-take the course one time.

If a student takes a remedial course out of sequence, he/she will be certified for that course after it has been completed with a passing grade. Example – if a student is required to take Math 50 and 60 and the student decides to take Math 60 without taking Math 50 they will only be paid for Math 60 after the course is completed with a passing grade. If the student does not pass the course with a C or better, they will not be paid for the course. If the student passes Math 60, they will not be paid to take Math 50.

Unsatisfactory Progress

Students whose cumulative major GPA falls below 2.0 will be placed on probation. Failure to achieve a 2.0 GPA while on probation will result in suspension of VA educational benefits for unsatisfactory progress. Students may be re-certified for benefits once the 2.0 GPA is obtained. Students may not be certified beyond two semesters without showing defined marked improvement.

Tutoring

Tutorial assistance is available for all categories of VA educational benefits. The program allows for the student to be

reimbursed for the cost of the tutorial assistance. Visit the VSO for more details and applications for this benefit.

Work Study

Students using VA educational benefits and attending school at a 3/4 time rate or more can apply for part-time employment under VA Work-Study. Work-Study pays minimum federal wage and is limited to positions available. Visit the VSO for an application and more details.

Veterans Requiring Special Assistance

Students with disability ratings from the military, VA or any medical problems which require frequent appointments, treatments or medication may need assistance addressing academically related situations. Contact on campus is the Special Populations Coordinator, located in Room 145, Student Center, (678-8479). Students requiring this assistance should not wait until problems occur. They should contact the Special Populations Office as soon as possible to receive information on services available. FTCC complies with American Disabilities Act of 1974.

Financial Aid

Students receiving VA educational benefits are encouraged to apply for other forms of financial aid. Each type of aid has its own eligibility criteria. Veterans and eligible family members should be aware of the following financial aid assistance:

1. Pell Grant
2. Student Loans
3. Work Force Investment Act formerly Job Training Service Center (JTSC)
4. VA Work-Study
5. Scholarships (through FTCC)
6. Restored Entitlement Program for Survivors (REPS)
7. North Carolina Veterans Administration (NCVA) Scholarships
8. Active Guard & Reserve Loans

Special Accelerated Courses

VA will not pay for courses that are offered on special accelerated (i.e. less than eight weeks) terms such as the ACA 111 and ACA 115.

LEVEL OF VA EDUCATIONAL BENEFITS			
HOURS ATTEMPTED	TERM LENGTH		
	16 WEEKS	12 WEEKS	8 WEEKS
12	FULL TIME		
11	3/4 TIME		
10	3/4 TIME		
9	3/4 TIME		
8	1/2 TIME		
7	1/2 TIME		
6	1/2 TIME	FULL TIME	FULL TIME
5	*	3/4 TIME	3/4 TIME
4	*	1/2 TIME	3/4 TIME
3	*	1/2 TIME	1/2 TIME
2	*	*	*
1	*	*	*

Important Phone Numbers

FTCC VSO	910-678-8395
FTCC Financial Aid Office	910-678-8242
VA Regional Office	1-800-827-1000
VA Pay Inquiries	1-888-442-4551
Spring Lake Voc Rehab Office	910-396-4747
Fayetteville Veterans Center	910-323-4908

VIII-9.4

Financial Aid

Financial aid at Fayetteville Technical Community College is offered to all students enrolled in eligible curricula who meet eligibility requirements. Most aid is granted on the basis of need rather than scholastic ability. The Financial Aid Office utilizes the Free Application for Federal Student Aid (FAFSA) to analyze applicant data and determine student eligibility for financial aid. The FAFSA application package is available in the FTCC Financial Aid Office and should be completed as early as possible. The FAFSA form covers all forms of financial aid offered at the college with the exception of scholarships. Various resources are available through the Financial Aid Office located in Room 130 of the Student Center or on their website at <http://www.faytechcc.edu/stuserv/finaid/>.

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

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:

1. 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.
2. 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.
3. 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.
4. records that contained information about an individual after he or she is no longer a student at the institution.

5. 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:

1. financial records of the parents;
2. 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 dependent 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.

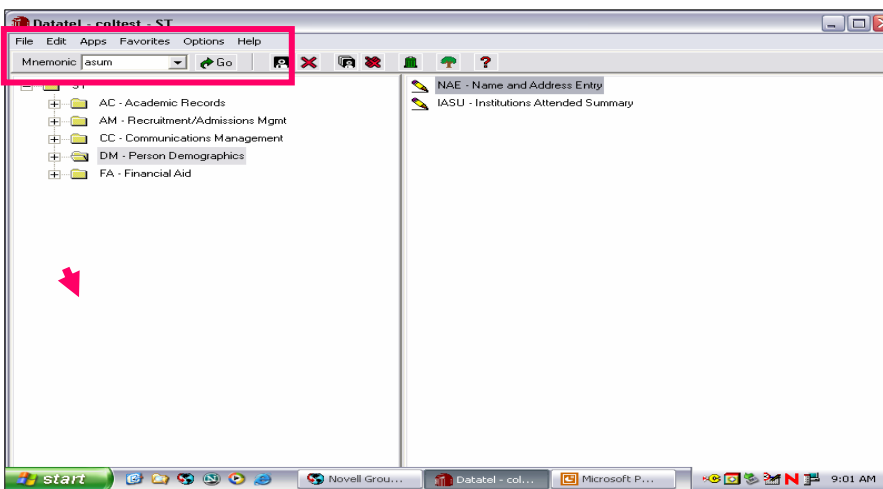
There is no private right of action under FERPA; in others words, an aggrieved student may not bring suit in state or federal court for an alleged violation under the act. Tarka v. Franklin, 891 F.2d 102 (5th Cir. 1987) (Footer, 1992).

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.

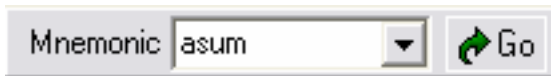
VIII-11 *Miscellaneous*

VIII-11.1 **Navigating the Datatel Screens**

Navigating the Datatel screens can be quite useful when researching information about the student. The following slide provides an information key that will be useful in learning the navigation process. When you log in to Datatel, you will be looking at a screen somewhat like this depending on your security clearance. Let's examine the information on this screen. This block indicates whether you are in test which is the training version of Datatel or Production which is the active live database of information.



Below you find a description of the function buttons.



Mnemonics will help you navigate to the screen that you want to use. For example, if you want to navigate to the asum screen, you would type in asum in this block and hit enter or mouse over and click go.



Saves all information on an individual screen. For example if you have keyed information into the asum screen and wish to save it, you may press this button.



Closes out the individual screen that you are currently in.



When entering data into one screen, you may find that you are directed to another mnemonic to enter data into that screen also. In so doing you may have more than one mnemonic screen open on your desktop. This button allows you to save all data in every screen open on your desktop.



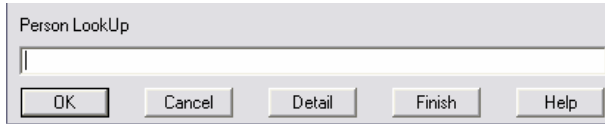
This is the Delete button. Only authorized personnel may use it.

This is the mnemonic tree button. You may look at datatel screens on the right while keeping up with where they are on the left or you may turn the tree off and view just the mnemonic screen. Viewing just the mnemonic screen is recommended.

Other navigational aids you need to know...

Once you enter a mnemonic screen this pop up will allow you to find the person that you are looking. You may access a person 4 ways:

(1)The person's name. **(2)** The person's ID number. **(3)** If it is the last person that you were looking at in another mnemonic, you may enter @. **(4)** Datatel ID number.



A dialog box titled "Person LookUp" with a text input field and five buttons: OK, Cancel, Detail, Finish, and Help.



This is a drill down menu. Anytime that you see one of these, the information that you are looking at is expanded into more detail.



A horizontal menu bar with various options, each with a small icon. The options are: Demographics, Transcripts, Tests, Noncourses, Ref/Appts, Spec Int Recruiting, Honors/Activities, Comm Mgmt, Remarks, Comments, Misc/Spec Serv, and Fin Aid.

This box will be found in some mnemonic screens. The X mark indicates where more information about the student might be found and may be accessed by clicking on the drill down.

Kelley, Mr. Caleb ID: 0139142 SSN: 4987
Roanoke VA 34822 Home: 888-999-4444

This box will be found at the top of most mnemonic pages once you have found the student you are looking. It contains brief demographic information about the student.

VIII-11.2 Counselor Mnemonic Information Sheet

Mnemonic	Title	Description
SASM	Student Academic Summary	Apps, Academic level, Programs, Institutions Attended, Terms, Tests, FTCC transcript
TCEQ	Transfer Credit	FTCC course equivalencies
RSTR	Roster	Class Rosters
TRAN	Transcripts	Transcripts that can be printed
SSUM	Section Summary	Open and Closed Class Sections
ASUM	Application Summary	Applications, Many detail button options
NAE	Name and Address Entry	Demographic Info
IASU	Institutions Attended Summary	High School and College Information
TSUM	Testing Summary	Entrance Assessment, Waivers, and Tests for Credit
NCWS	Non-Course Work Summary	Military and Professional Certifications Credit
IHS	Individual History Summary	History of Datatel Correspondence
IPC	Individual Pending Correspond.	Pending Datatel Correspondence
SHAP	Short Application	Application Data
STAC	Student Academic Credits	FTCC Transcript
PERC	Person Restrictions	Flags and holds
XNCA	Additional NC Demographics	Extra demographic information
STDT	Student Term Detail	Student's schedule

SROS	Section Roster	
STAT	Student Academic Transcript	
EXTS	External Transcript Summary	
STSC	Student Schedule	
AREM	Prospects/Applicant Remarks	
RGPE	Registration Person Entry	

VIII-11.3 Web Advisor

Web Advisor, a product of Datatel Inc., is a powerful tool that provides students real-time, up-to-date information online. Students can use Web Advisor to:

1. Register for Classes
2. View Class schedules
3. Check program approval status
4. View grades
5. View unofficial transcripts
6. Check financial aid status
7. Check demographic data
8. Check application status
9. Check if all transcripts received
10. Check placement test scores

It is the way students can keep FTCC at their fingertips. To utilize Web Advisor, a student can log in at:

FTCC WebAdvisor – <https://webadvisor.faytechcc.edu>

FTCC Main Page - www.faytechcc.edu (click on web advisor icon)

Blackboard - www.blackboard.faytechcc.edu (click on web advisor icon)

VIII-12 *Resources*

VIII-12.1 **SAMPLE INTRODUCTORY LETTER**

Hello and thank you for choosing Fayetteville Technical Community College for your educational needs. Please allow me to introduce myself. I am _____, a Counselor for Fayetteville Technical Community College. Educational and career counseling is offered on a wide array of topics and concerns. In addition, Counseling Services offers personal, group counseling and student workshops. Currently, we offer the same services online at our website. The exception is personal counseling, which is offered online minimally. You may access us at: <http://www.faytechcc.edu/stuserv/counseling/>.

The following action has been executed to approve you as an official student at FTCC:

Enclosed you will find your Student Education Plan (SEP) outlining the courses needed to meet the requirements for a _____ in _____. Included in this document are the name, phone number, and office location of your faculty advisor. This knowledgeable individual is a full-time Instructor from your desired program who has designated office hours to assist you with issues relating to academic advising. You should plan to contact your advisor at the end of EVERY academic semester or when problems or questions arise to discuss issues relating to your specific program area.

Please contact me, because crucial information is needed before I can complete your SEP.

If you received an SEP, please know that it has been my pleasure to serve you by formulating your SEP. I wish you continued success in all your academic endeavors. If I can be of further service to you, please feel free to contact me at _____ or e-mail me at _____.

Sincerely,

Counselors Name
Enclosures

VIII-12.2 SAMPLE CHANGE STUDENT EDUCATIONAL FROM
**CHANGE STUDENT EDUCATIONAL PLAN
REQUEST FORM**

DATE: _____

STUDENT NAME: _____
LAST FIRST

STUDENT I.D.: _____

CONTACT NUMBER: _____

(Please check one box)

Electronic Mail

*Provide **Student Email** Address _____

Pick up from Information Desk

From (current program) _____

To (new program) _____

Reason for change _____

What do you hope to accomplish with new plan? _____

Are you receiving veteran benefits? YES NO

OFFICE USE ONLY DO NOT WRITE BELOW THIS LINE:



Doc-E-View

Pick Up Deadline: _____

Staff Member Processed: _____

Counselor Assigned: _____

Completed By: _____

Date: _____

Comments: _____

Fayetteville Technical Community College

STUDENT ASSISTANCE PROGRAM REFERRAL

TO: _____, Cape Fear Valley Hospital Counselor

FROM: _____ Counselor,

DATE:

REFERENCE: Student, _____ Datatel ID,

REASON(S) FOR REFERRAL

- | | |
|--|--|
| <input type="checkbox"/> Adolescence | <input type="checkbox"/> Financial Questions |
| <input type="checkbox"/> Public Health | <input type="checkbox"/> Information Requests |
| <input type="checkbox"/> Domestic Abuse | <input type="checkbox"/> Legal Issues |
| <input type="checkbox"/> Alcohol Abuse | <input type="checkbox"/> Mental Health |
| <input type="checkbox"/> Marital Problems | |

Please provide a brief synopsis of concern for referral:

Fayetteville Technical Community College

STUDENT SERVICES REFERRAL FORM

TO: _____, Director of Counseling Services

FROM: _____
Staff/Faculty: _____
Department: _____

DATE: _____

REFERENCE: **Student:** _____ **Datatel ID:** _____

REASON(S) FOR REFERRAL

- Absences – provide dates

- Academic Counseling (i.e. low grades, etc.)

- Vocational Counseling (i.e. curriculum or career alternatives, etc.)

- Personal Counseling

- Other – Please specify

FTCC CAREER CENTER REFERRAL CARD

To be completed by Counselor only

Counselor: _____ Student: _____

Date: ____/____/____ ID/SS#: _____

Presenting issue for referral:

What areas of counseling/career options have you explored with the student? Please explain.

Please have the student bring this form to Room 113 of the Tony Rand Student Center.

FTCC CAREER CENTER REFERRAL CARD

To be completed by Career Center staff only

To: _____ Date: _____

From: The Career Center

Name of the referral: _____

How he/she was assisted:

THANK YOU