DURHAM TECH

2023-2024 COLLEGE CATALOG & STUDENT HANDBOOK

Effective Fall Semester 2023

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Message from the President

Congratulations on making the decision to further your education, expand your options, and build essential skills for your future. We are proud you are part of Durham Tech and excited to welcome you to our College community.

You are joining an outstanding educational institution dedicated to building careers, growing lifelong skills, offering innovative programs, and ensuring an equitable open-door experience.

We are the community college of the City of Medicine, Durham and Orange counties, and workforce development within Research Triangle Park. Whether you're looking to obtain a bachelor's degree from one of our prestigious neighboring universities, an associate degree aligned with an in-demand occupation, or gain career experience with one of our high-impact certifications, Durham Tech has what you need.

Since 1961, Durham Tech has provided high-quality, affordable, and convenient technical and career education. We have offered higher education and a pathway toward success for thousands of Triangle residents and have helped power the economy by educating skilled workers for employers across the region.

Durham Tech provides a variety of quality programs that are designed to help you succeed. The College has more than 90 certificate, diploma, and associate degree programs and has guaranteed admissions pathways to eligible students wanting to attend institutions like the University of North Carolina at Chapel Hill, North Carolina State A&T University, North Carolina State University, East Carolina University, and University of North Carolina at Wilmington. We also have several program partnerships and university transfer options with nearby North Carolina Central University. In addition, the College offers non-credit courses and programs for students wanting to acquire new skills relevant to their current career, career aspirations, or personal interests.

Durham Tech is committed to serving and supporting all our students. It is a core value of our institution. We serve high school students looking to jump-start their college education; Deferred Action for Childhood Arrivals (DACA), undocumented, and international students; as well as adults wanting to earn a high school diploma. Our Center for the Global Learner and Office of Equity and Inclusion provide year-round resources and guidance for student support.

At Durham Tech, you are family. We offer clubs and student activities for you to engage with fellow students, explore your interests, and gain new leadership skills. Our Student Life department brings exciting experiences to campuses – and even provides off-campus opportunities – to bring your College experience to life.

The College Catalog and Student Handbook provides information about our services, resources available to students, and how Durham Tech can help you excel during your time with us. Please also explore our College website (www.durhamtech.edu) to find out more about our programs, courses, and student activities at Durham Tech.

We are dedicated to enhancing student learning and fostering community growth and development. Welcome to the next step in your educational journey. We are excited to have you join the Durham Tech community.

J.B. Buxton
President, Durham Technical Community College

About Durham Tech

Durham Technical Community College is a charter member of the North Carolina Community College System (NCCCS). With locations throughout Durham and Orange counties, Durham Tech is the community college of choice for more than 18,000 students annually. The College opened as the Durham Industrial Education Center in 1961 and officially became Durham Technical Community College 25 years later.

Mission

Durham Tech ensures that all students develop the knowledge, skills, and networks needed to be successful in college, work, and life.

Vision Statement

To be the leader in our community's educational, training, and economic development.

Core Values

The Standard for Excellence	The College commits to the highest professional standards of quality, integrity, and performance in our programs, services, and operations.
Student-Centered	The College provides high-quality, learner-centered, and affordable educational and training opportunities, within a welcoming and supportive environment, that supports students through goal achievement.
Data-Inspired	The College monitors and utilizes appropriate data, considers various sources of community input and developing trends, and implements changes to support continuous improvement.
A Champion for Equity	The College embraces the diversity, equality, equity, and uniqueness of students, employees, and the communities that we serve by committing to be an antiracist institution.
Communicative	The College commits to effective, open, and proactive communication. We take responsibility to listen and employ effective communication strategies to inform and foster collaboration.
A Good Steward of Resources	The College networks with community partners, targeting grant and resource development to address strategic priorities, and by allocating resources based on focused priorities that are sustainable.
A Collaborator	The College fosters economic development by leading, promoting, and creating educational opportunities through mutually respectful and beneficial partnerships with community organizations.

Accreditation

Durham Technical Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees. Durham Technical Community College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Durham Technical Community College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling 404-679-4500, or by using information available on SACSCOC's website (www.sacscoc.org). Certain College programs are also accredited by regional accreditation agencies.

Approbation

Durham Tech is approved by and a member of the North Carolina Community College System (NCCCS). The following programs are approved by state agencies: the Emergency Medical Sciences program is approved by the North Carolina Office of Emergency Medical Services; the Opticianry program is approved by the North Carolina State Board of Opticians; the Nurse Aide I program is approved by the North Carolina Division for Facilities Services; the Paralegal Technology program is approved by the North Carolina State Bar; and the Basic Law Enforcement Training program is approved by the North Carolina Department of Justice.

Governance

The statutes of the State of North Carolina provide for the organization and administration of a community college system under the direction of the State Board of Community Colleges (SBCC). The 21-member board has full authority to adopt all policies, regulations, and standards it deems necessary for the operation of the system. Members of the State Board are appointed by the Governor and the General Assembly. The State Board has three major functions: equitable distribution of funds and fiscal accountability; establishing and maintaining state priorities; and educational program approval and accountability.

Durham Tech is governed by a Board of Trustees. Four members of the Board are appointed by the Governor, four are appointed by the Durham County Board of Commissioners, four are appointed by the Durham Public Schools Board of Education, and two are appointed by the Orange County Board of County Commissioners. Trustees serve four-year terms and set local policy for the College. One trustee serves as an ex officio, non-voting member of the Board, by virtue of their election as the College's Student Government Association (SGA) President, pursuant to General Statutes 115D-12(a). The Board is governed by a set of bylaws.

Performance Outcomes

Durham Tech uses State Performance metrics to assess college performance and goal completion. These metrics help the College analyze data on key student outcomes in ways that provide both a big-picture goal for improvement and a starting point for rigorous, internal program-level assessment. The metrics provide an outline for collecting comparative student outcome information relevant to completion, transfer, and bachelor's degree attainment; equitable access and success; and learning.

Admissions Information

Admissions Policy

Effective Date (most recent revision): June 26, 2020

Durham Technical Community College follows an open-door with guided placement admissions policy as established by the North Carolina State Board of Community Colleges (SBCC) and consistent with SBCC code. Durham Technical Community College is an affirmative action, equal opportunity, American Disabilities Act, Section 504 institution and does not discriminate on the basis of race, sex or sexual orientation, color, age, religion, national origin, or disability in admitting students. The College reserves the right to refuse admission to any applicant during any period of time that the student is suspended or expelled from any other educational institution. The College also reserves the right to refuse admission to any applicant who poses an articulable, imminent, and significant threat to others.

Procedure

Please Note: This policy does not apply to courses mandated by law under Chapter 17C of the North Carolina General Statutes, North Carolina Justice Education and Training Standards Commission, or Chapter 17E of the North Carolina General Statutes, North Carolina Sheriffs' Education and Training Standards Commission.

Admission Requirements for AA, AS, AFA, AE, and AAS Degree Programs, Diplomas, and Certificates

Durham Technical Community College (Durham Tech) offers university transfer programs of study leading to the Associate in Arts (AA), Associate in Science (AS), Associate in Fine Arts (AFA), and the Associate in Engineering (AE) degree. In addition, the College offers career and technical programs of study leading to Associate in Applied Science (AAS) degrees, diplomas, and certificates in the following areas: Building and Skilled Trades; Business and Entrepreneurship; Creative and Liberal Arts; Health and Wellness; Human Services and Public Safety; Information Technology; and Science, Engineering, and Math. In some cases, AAS degrees will also transfer to senior institutions. For additional information, contact the Transfer Center.

Admission to any program listed above requires applicants to submit the initial enrollment application and provide one of the following official documents: proof of high school completion, proof of high school equivalency (HSE) completion, and/or verification of completion of a post-secondary credential. If the student received an associate's degree or higher from a regionally or nationally accredited institution, proof of high school completion is not required unless the applicant is also requesting veterans benefits. If the student completed an associate’s degree or higher from an institution outside the United States, the documentation must meet American Association of College Registrars and Admissions Officers (AACRAO) standards or NAFSA: Association of International Educators standards, or be professionally evaluated by an approved transcript evaluation agency. Documents submitted in a language other than English must also be accompanied by an official translation.

Admission Requirements for the Associate in General Education Degree Program

Durham Tech offers an Associate in General Education (AGE) degree program, which is designed for individuals wishing to broaden their education with an emphasis on personal interest, growth, and development. With the exception of the AGE-Nursing program, the AGE is not designed as a university transfer program. Admission to the Associate in General Education degree program is available to applicants who are high school graduates, high school equivalency graduates, or are at least 18 years of age.

Admission Requirements for Non-US Citizens

As part of the admissions and enrollment process, Durham Tech reviews the immigration and residency status of all non-US citizens. For information related to admissions requirements for non-US citizens, refer to the International Student (Non-US Citizen) Requirements page of the College's website.

Residency Determination

With the exception of high school students enrolled under Career and College Promise (CCP), all applicants and students who are not continuously enrolled or who have an expired Residency Certification Number are required to complete the North Carolina Residency Determination Service interview.

Admission Requirements for Limited-Enrollment Programs

Admission to certain Health and Wellness and Human Services and Public Safety programs is limited. These programs may require developmental or preparatory courses prior to admission. Students may obtain assistance in setting realistic academic and career goals by attending program-specific information sessions and advising conferences prior to applying to the program. Information session attendance is mandatory for certain limited-enrollment programs.

A criminal background check and the following documentation may also be required to participate in certain programs' clinical or practical training courses:

- Health insurance and health examination information;
- Immunization records;
- Medical history;
- Reference forms; and
- Drug screening records.

The Basic Law Enforcement Training program accepts candidates who are sponsored by an agency. The sponsoring agency must provide the results of a criminal background check for each sponsored individual.

High School Students Enrolled Under Career and College Promise

The Career and College Promise (CCP) program offers qualified high school students the opportunity to pursue a degree, diploma or certificate. Under CCP, 11th and 12th grade students who meet pathway eligibility criteria may enroll in one of the following pathways: College Transfer, Career and Technical Education, Workforce Continuing Education, or Cooperative Innovative High Schools.

High school students should review the CCP enrollment steps for further information. Interested students must attend an information session prior to applying to the program.

Provisional Early Acceptance of High School Students

Graduating high school seniors who submit an enrollment application (including a current, official US high school transcript) to a degree, diploma, or certificate program will be granted **provisional acceptance**. If granted provisional acceptance, graduating high school seniors may submit FAFSA applications to be reviewed for financial aid award eligibility. If eligible for an award, they will receive an award letter from Durham Tech with the stipulation that funds will be disbursed only after the College receives an official transcript or original high school diploma demonstrating high school completion or equivalency. A student will be moved from provisional acceptance to **admitted** status upon receipt and evaluation of an official US high school transcript or US high school diploma confirming graduation.

Admissions Support for Veterans

If a student is applying for veterans benefits, official transcripts for high school or college credentials completed are required. Veterans follow the College's general admissions procedures as outlined within this document. For support through the admission and enrollment processes, veterans who decide to use the military Tuitional Assistance (TA) program are directed to meet with the College's certifying official in Veterans Services and speak with their Educational Services Officer or counselor within their Military Service branch prior to completing their enrollment.

The College focuses on supporting students who are veterans and refrains from high-pressure recruitment tactics for the purpose of enrolling service members. The College does not provide any incentives to any person or entity involved in student recruiting, admissions activities, or decisions related to student financial assistance.

Visiting Student Applicants

Students currently enrolled at another college may take courses at Durham Tech for transfer credit at their original college. Visiting students are not eligible for course substitution, credit by examination, financial aid, or veterans benefits. Documentation of prior coursework or testing is required to enroll in courses with prerequisites. Refer to the Enrollment Steps for Visiting Students page of the College's website for additional information. Students also should review the Transcript Evaluation webpage.

Visiting students must meet all requirements for their intended coursework; however, the placement testing requirement may be waived if the applicant has previously completed college-level math or English courses. Students should consult an academic advisor during drop-in hours before taking placement tests or enrolling in courses.

Enrollment as a Post-Baccalaureate Student

Post-Baccalaureate students who wish to take courses to prepare for admission to a graduate or professional school may follow the standard enrollment process. Once the student has completed all enrollment steps, an advisor will assist with the registration process.

Admission of Minors

A minor sixteen (16) years of age or older may be admitted to the College under agreement with an education agency within the College service area; this agreement contingency may be waived if the student has been out of school for at least six (6) months and the application is supported by a notarized petition of the parent, legal guardian, or other person or agency having legal custody of the student. The petition shall certify the student's residence, date of birth, date of leaving school, and the petitioner's legal relationship to the student. An emancipated minor must submit court documentation to substantiate their status.

Continuous Enrollment

Students are encouraged to maintain **continuous enrollment**, which provides the following benefits:

- Allows students to work toward completion of their chosen credential under the academic plan of study in place at the time of enrollment, giving students the opportunity to build an individualized timeline for completion of their program;
- Gives students the opportunity to have completed prerequisites evaluated upon initial enrollment; and
- Qualifies students for priority registration status.

To be considered continuously enrolled, a student must attend classes in at least two (2) of three (3) consecutive semesters (this does not include summer terms). Continuous enrollment requires that students register for and attend courses (including prerequisites) creditable toward a degree, diploma, or certificate in a following semester after the initial enrollment semester. For example, if a student enrolls in the fall semester, the student must enroll in courses the following spring or fall semester to remain continuously enrolled. Enrollment is not required during the summer term to maintain continuous enrollment, although it may be required by the academic program of study. On

a case-by-case basis, noncredit courses or programs may be approved by the dean of the student's intended curriculum program to be considered towards continuous enrollment at the point of application to limited-enrollment programs. Students who do not meet the minimum definition of continuous enrollment will be required to reapply to the College and complete the North Carolina Residency Determination Service (RDS) interview.

Developmental Education and Course Placement

Developmental education course credit can be used to fulfill necessary prerequisites. Health and Wellness programs require that developmental education credits be less than five (5) years old. For these programs, grades older than five (5) years may be used only if the student has been continuously enrolled at the College. If course grades are older than five (5) years and the student has not been continuously enrolled, the student must be re-evaluated for placement. For all other academic programs, developmental education course credits do not expire.

Students' unweighted high school GPA and coursework can be used for course placement if the student graduated from a US high school. RISE placement test, NC DAP, SAT®, ACT®, GED®, HiSET®, COMPASS, ASSET, and ACCUPLACER scores may be used for placement within ten (10) years from the date taken. If students do not have an unweighted US high school GPA or test scores they can use r placement, they may be required to take an alternative placement test.

Program of Study Catalog Year

If a student does not complete their catalog year credit program of study within a period of five years despite continuous enrollment at the College, the College may administratively update the student's program catalog year to the most current year program of study. Students may also request to move to a more recent catalog year. This process will maintain the integrity of changes in standards, prerequisites, course content, regulatory guidelines, and procedures.

State Authorization for Distance Education

Online education is an integral part of Durham Tech's program offerings. To comply with US Department of Education regulation 34 CFR 600.9(c), Durham Tech has applied for membership in the National Council for State Authorization Reciprocity Agreements (NCSARA), which allows students in participating states and territories to enroll in online distance education courses. For more information, refer to the Online Learning State Authorization Information page of the College's website.

To determine whether an applicant's location makes them eligible for online education at Durham Tech, the College will review the demographic information provided on their application or registration form. Once enrolled, the home/permanent address listed in the student's official record will be used as their location.

Denial of Admission

In accordance with SBCC code, the College reserves the right to refuse admission to any applicant during any period of time that the student is suspended or expelled from any other educational institution. The College also reserves the right to refuse admission to any applicant who poses an **articulable**, **imminent**, and **significant** threat to others. Such applicants will be evaluated using the procedure outlined below.

An applicant who has been suspended or expelled for disciplinary reasons from another educational institution; who has an active court order or any other legal restrictions prohibiting contact or interaction with individuals under the age of eighteen (18), whether in person or online, pursuant

to N.C.G.S. 14-208.6 and the NC Division of Community Corrections Sex Offender Control Program (Special Conditions); or who poses an articulable, imminent, and significant threat to others shall be evaluated by the College's Threat Assessment Team. The Team will make a recommendation to the Vice President of Student Engagement, Development, and Support within five (5) **working days** of their convening and review of the case. The Vice President will make the final admissions decision and will notify the applicant in writing if admission is denied. This communication will outline the facts supporting the decision to deny admission, the length of time and justification for that determination, conditions under which the decision may be reconsidered, and the appeals process.

Appeals Process
Applicants who have been denied admission to the College may appeal the decision to the President. The appeal must be in writing and must be submitted within seven (7) working days of the date of the written denial of admission.

Eligibility to Possess Firearms
In accordance with SBCC code, any student desiring to enroll in a program that requires the student to possess a firearm shall provide proof of eligibility to possess firearms prior to enrollment in that program. The student shall provide proof by submitting to Admissions, Registration, and Records one of the following documents:

- Any current, valid state-issued permit to purchase a firearm;
- A current, valid state-issued concealed carry permit from the state of North Carolina;
- A current valid state-issued concealed carry permit from a state with a reciprocal concealed carry agreement with North Carolina;
- Proof of an exemption from permit requirements pursuant to N.C. G.S. 14-415.25; or
- A background check as determined by the College, the sole purpose of which shall be to determine whether the student can lawfully possess a firearm in North Carolina pursuant to N.C. G.S. 14-269.8, G.S. 14-404(c), N.C. G.S. 14-415.1, N.C. G.S. 14-415.3, and N.C. G.S. 14-415.25.

Records Maintenance
All admissions documentation and records become the property of the College and will not be copied, or otherwise made available, for release to students or third parties.

Program Information
On each academic program webpage, the College provides the following information:

- Credit hours required;
- Primary location of the program;
- Application deadline;
- Estimated time to completion;
- Cost (tuition and fees) of completing each certificate, diploma, or degree program; and
- Average salary for individuals employed in the closest-related career field.

Although potential students may apply at any time, applicants are encouraged to complete the admission process by the priority enrollment due dates. High school students may apply early during their senior year.

Definitions

Admitted – Status when official documentation verifying completion of high school, high school equivalency, or an associate's degree or higher has been provided to, evaluated by, and accepted by the College

Articulable – capable of being expressed, explained or justified

Continuous Enrollment – Students are considered continuously enrolled at the College if they register for and attend courses (including prerequisites) creditable toward a degree, diploma, or certificate. The student must attend credit coursework in a following semester after the initial enrollment semester (attendance is required in the following fall or spring semester or following spring or fall semester).

Imminent – impending, likely to occur at any moment

Provisional Acceptance – Acceptance that is temporary and reevaluated upon receipt of an official high school transcript confirming graduation status

Significant – considerable, of consequence. (The State Board of Community Colleges has granted community colleges the authority to determine what constitutes a significant safety threat.)

Working Days – Days the College is open and operating under a normal schedule. This excludes weekends, closings due to adverse conditions, and holidays.

Concurrent Enrollment

Durham Tech is supportive of concurrent enrollment for high school students. The College encourages interested high school students who have progressed beyond the normal high school curriculum to take college-level courses at Durham Tech.

Effective Date (most recent revision): April 2010

Procedure

Durham Tech is supportive of concurrent enrollment for high school students. The college encourages interested high school students who have progressed beyond the normal high school curriculum to take college-level courses at Durham Tech.

Credit Courses

High school students interested in credit courses have the following options:

- **Career and College Promise (CCP)**
  Career and College Promise (CCP) provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills.

- **Gateway to College**
  Gateway to College at Durham Tech Community College is an educational option for Durham Public Schools (DPS) students who have dropped out of high school but have a desire to get back on track and earn a diploma. What makes Gateway to College truly unique is that our students will not only have a second chance to earn a high school diploma, but Gateway participants will also be earning college credits.

- **Middle College High School (MCHS)**
  MCHS at Durham Tech is a Durham Public Schools high school for juniors and seniors. Located on Durham Tech's main campus, MCHS consists of students from three school districts: Durham Public Schools, Orange County Schools, and Chapel Hill-Carrboro City Schools. Students apply

for admission to MCHS, and once accepted, take both community college courses and honors level high school courses.

- **City of Medicine Academy (CMA)**
  The City of Medicine Academy is designed for highly motivated Durham high school students who are ready to undertake serious academic work and career-related internships. We provide a four-year health career curriculum for students interested in pursuing health care careers. It is expected that these students will be able to enter college with advanced credits and earn industry standard certification.

Noncredit Courses

To be eligible for dual enrollment in a non-credit college course(s), students must be:

- At least 16 years old by the start date of the Durham Tech course for which they will enroll;
- Making satisfactory progress toward high school graduation; and
- Enrolled in high school for at least the equivalent to half of a full-time schedule. Students attending high school on a block schedule must be enrolled in at least two high school classes.

Tuition and fees are not exempt for noncredit or self-support courses. High school students are responsible for book costs and/or other supplies for all courses.

Enrollment Due Dates

Enrollment due dates are provided to encourage students to complete the admissions process in time for general registration. If a student submits all required paperwork by the enrollment due date for each term, the student can expect the following: to be admitted to the College, to have their transcripts evaluated in time to meet with an advisor, and to have the option to charge tuition and books to financial aid (if eligible) at the beginning of the general registration period for new students.

Students who miss the enrollment due dates should be prepared to bring official transcripts (sealed in an envelope) to Admissions, Registration, and Records; and pay for tuition, fees, and books independently during registration.

Admissions Support for Veterans

Students applying for Veterans benefits must provide official transcripts for completed high school credentials and all college transcripts. Veterans follow the College's general admissions procedures as outlined within this document. Veterans participating in the military Tuition Assistance (TA) program are directed to meet with the College's certifying official in Veterans Services and to speak with their service branch's Educational Services Officer or counselor prior to completing the enrollment process.

International Admissions

As part of its enrollment process, Durham Tech reviews the immigration status of all non-US citizens and provides enrollment advising. Students should visit the Center for the Global Learner in the White Building (Building 1), room 1-148, to begin this process. Advisors are happy to discuss educational options with students in all immigration statuses, including undocumented students. To schedule an appointment, contact the Center for the Global Learner at cgl@durhamtech.edu or 919-536-7264, ext. 3228. View more information about admissions steps for non-US/international students in the Admissions section for Non-US/International Students.

Placement, Advising, and Registration

Course Placement

Durham Tech accepts students' college transcripts; unweighted high school GPA; and ACT, SAT, GED®, HiSET®, NCDAP, COMPASS, ASSET, and ACCUPLACER scores for college placement.

Students who have completed associate degrees or higher from a regionally accredited college or university are college-ready and can take any gateway 100-level course on their plan of study. Students with associate degrees or higher from other countries should contact the Center for the Global Learner for support.

Students who do not already hold an associate degree or higher from the United States must use their unweighted high school GPA for placement if they graduated from an accredited high school in the United States. ACT, SAT, GED, HiSET, NCDAP, COMPASS, ASSET, and ACCUPLACER scores can be used for placement within 10 years from the date taken.

Students who lack an unweighted high school GPA and who have ACT, SAT, GED, HiSET, NCDAP, COMPASS, ASSET, and ACCUPLACER scores from the past 10 years that do not place them into college-level courses (with or without corequisite support courses) will be required to take the RISE placement test.

Only the following students are allowed to take the RISE placement test:

- Students whose U.S. high school GPA is not unweighted;
- Students whose unweighted high school GPA is not from a U.S. high school, and they have been referred by the English for Academic Purposes (EAP) program after first taking ACCUPLACER ESL placement test;
- Students whose ACT, SAT, GED, HiSET, NCDAP, COMPASS, ASSET, or ACCUPLACER scores from the past 10 years do not place them into college-level courses (with or without corequisite support course);
- Students who lack Career and College Ready Graduate (CCRG) grades or DMA or DRE credits;
- Students who are referred via the English for Academic Purposes department; and
- Career and College Promise (CCP) students who lack qualifying high school GPA or test scores for college-level course work.

If high school records or test scores are older or unavailable, students must (re)take the placement test unless they have been continuously enrolled in classes. Students are considered continuously enrolled at the College if they register for and attend courses (including prerequisites) creditable toward a degree, diploma, or certificate in a following semester after the initial enrollment semester (attendance is required in the following fall or spring semester or the following spring or fall semester). Students who do not attend classes for two consecutive semesters (not including summer term), must reapply and retest if their scores are older than 10 years.

Read more about continuous enrollment in the Admissions policy and procedure.

Non-credit courses or programs may be approved by the dean of the student's intended curriculum program to be considered towards continuous enrollment at the point of application to limited-enrollment programs.

Students who visit the Testing Center are asked a series of questions regarding U.S. English as their first language. Based on their responses, students may be required to take the ACCUPLACER ESL (English as a Second Language) test to determine if English for Academic Purposes (EAP) placement is appropriate.

Read more about test preparation, requesting/submitting test scores, and placement test schedules in the Placement Testing policy and procedure (see below) and in the Placement Testing section of the website.

Placement Testing Policy and Procedure

Effective Date (most recent revision): September 23, 2022

Policy Statement

To facilitate student success in coursework, Durham Technical Community College establishes and follows procedures to assess students for placement into appropriate courses that match students' proficiency in reading, writing, and mathematics with academic requirements of the curriculum.

Procedure

Durham Tech's Testing Center offers a variety of in-person and online student assessment services. Students participating in online placement testing must have internet access and a personal computer (mobile devices should not be used for placement testing). Refer to the Placement Testing section of the website for additional information, including scheduling guidelines.

In accordance with the North Carolina State Board of Community Colleges Testing Policy regulations, Durham Tech uses the Reinforced Instruction for Student Excellence (RISE) test to assess students' college readiness in reading, writing, and mathematics.

Students who have completed associate degrees or higher from a regionally accredited college or university in the United States are college-ready and can take any gateway 100-level course on their plan of study. Students who do not already hold an associate degree or higher from the United States must use their unweighted high school GPA for placement if they graduated from an accredited high school in the United States. ACT, SAT, GED, HiSET, NCDAP, COMPASS, ASSET, and ACCUPLACER scores can be used for placement within ten years from the date taken. If college transcripts, high school records, or test scores are unavailable, students must take the placement test.

Students may request an exemption to the requirement to use their college transcripts, high school records, or previous test scores by contacting the Assistant Vice President, Academics and Guided Career Pathways (or their designee) to request permission to take the RISE placement test.

Determination of readiness for RISE will be based on students' responses to the questions below. With the exception of high school students testing to enroll in Career and College Promise (CCP), all students are required to answer the following questions:

1. Is U.S. English your first language?
2. Did you graduate from a U.S. high school?

Students who answer "Yes" to the questions above will take the RISE test. Students who answer "No" to one or both of the questions above will take the ACCUPLACER ESL test.

Students may contact the Assistant Vice President, Academics and Guided Career Pathways (or their designee) to appeal the requirement to take the ACCUPLACER ESL test and may request permission to take the RISE placement test instead.

RISE Test

RISE placement tests include:

- Two (2) English Tests – Students must pass the first English test with a score of seventy percent (70%) or higher to qualify to take the second English test; and
- Three (3) Math Tests – Students must pass the first math test with a score of seventy percent (70%) or higher to qualify to take the second math test. Students must pass the second math test with a score of seventy percent (70%) or higher to qualify to take the third math test.

All RISE placement tests are provided at no cost to the student and are multiple-choice, administered by computer, and untimed. Most students need forty-five (45) to sixty (60) minutes to complete each of the RISE tests. Scores are shared with the appropriate academic advisor, who will assist their assigned students with academic planning and course selection.

Students may retake the RISE placement test only once and may not retest on the same day as their original test.

ACCUPLACER ESL Test

Students taking the ACCUPLACER ESL test in the areas of reading skills, language use, and sentence meaning must meet with the Director of English for Academic Purposes (EAP) (or their designee), who will evaluate their placement test scores and conduct personal interviews. During the interviews, the Director (or their designee) may request a writing sample to accurately determine a student's skill level. Students will be placed into the appropriate EAP reading and writing course, with the possibility of an additional grammar or listening/speaking class based on their individual needs.

Students who place in Levels 3 and 4 will be directed to take the RISE math test. Students in Levels 1 and 2 of EFL courses in reading and writing should not take the RISE math test unless they have received permission from the Director of EAP (or their designee).

Students whose ACCUPLACER ESL placement test scores and interview results indicate that they meet the skill level criteria in language will be directed to take the RISE tests in reading, writing, and mathematics.

Students may not retest in any area of the ACCUPLACER ESL placement test unless they have met with and received permission from the Director of EAP (or their designee).

Testing Accommodations

In accordance with the Accommodations for Students with Disabilities policy, students may request testing accommodations by contacting Accessibility Services at 919-536-7208 or accessibilityservices@durhamtech.edu.

Advising

Academic advising is an interactive process that connects students with a knowledgeable faculty or staff member who can help them make informed educational decisions. Students who have received

effective academic advising will understand the courses required to complete a credential, develop a personal plan to be successful in these courses, and be prepared to register for courses appropriate to their skill levels and educational goals. Encouraged for all students, ConnectSessions (new student orientation) outline the advising process prior to registration. All students are required to meet with an advisor every semester/term in order to have their individualized academic plan approved prior to registration. Returning admitted students must meet with their assigned program advisor prior to registration. Visiting students are advised in Advising Services.

More information can be found in the Advising section of the website and in the Advising procedure below.

Advising Procedure

Effective Date (most recent revision): September 2016

New Students

New students learn about the advising process during ConnectSessions, Durham Tech's student orientation. New students should reserve a spot in a ConnectSession after submitting their enrollment application.

After attending a ConnectSession, students should meet with an academic advisor during walk-in hours. Beginning the enrollment process early helps students avoid long wait times during walk-in advising and gives them access to a wider selection of course options. Academic advisors are specially trained to assist students with their transition to Durham Tech and first semester course selection.

New students with 12 or more college-level credits who are exempt from a ConnectSession may schedule an online advising appointment or attend walk-in hours in Advising Services in the Phail Wynn, Jr. Student Services Center (Building 10), room 10-200, or at Orange County Campus.

Current Students

Students pursuing a degree, diploma, or certificate at Durham Tech will be assigned a permanent faculty advisor from their program area during the beginning of their first semester. Advisors' names will appear in the My Profile section of WebAdvisor and students may use the Employee Directory to find their contact information. Students should make an appointment prior to early registration to have access to a wider selection of courses.

Visiting Students

Advising services are available for visiting students through online advising or during walk-in hours in Advising Services in the Phail Wynn, Jr. Student Services Center (Building 10), room 10-200 or at Orange County Campus.

Timing

Students should plan to meet with their assigned advisor each semester prior to registration. Students bear the responsibility for scheduling this appointment or submitting a request for online advising.

Students should check the website for important dates and contact their advisor at least two weeks prior to their assigned registration time. During the summer, when faculty advisors are off contract, returning students may receive advising services in Advising Services or at Orange County Campus during walk-in hours or participate in online advising.

Students having trouble with their classes or experiencing difficulties adjusting to college are encouraged to speak with their advisor sooner. Advisors can also be a great resource as students explore career options or make plans to transfer to a four-year institution. Students should feel free to seek advice from their academic advisor as they face significant educational decisions.

Preparation

- Students should check their ConnectMail account regularly for updates from their advisor and other college departments.
- Students should schedule appointments with their advisor in a timely manner and arrive on time.
- Students should review their plan of study and think about which classes they would like to take prior to their meeting.
- Students should become familiar with the academic policies and procedures outlined in the College Catalog.
- Students should seek assistance as soon as a problem arises.

Purpose/Definitions

Connecting with faculty advisors is important for students' academic success. Advisors can help students accomplish the following:

- Assess their interests, abilities, and career goals.
- Select courses required to complete their degree.
- Make full use of the resources and facilities at Durham Tech.
- Understand college policies and procedures.
- Develop strategies to be successful in the college environment and beyond.

Registration

Upcoming course schedules are available in the Courses section of the website. Each term, returning admitted program students may register during priority registration using Self-Service, the College's student academic planning system. New and visiting students register during general registration. Prior to registering for courses via Self-Service, all students must meet prerequisite course requirements and have their advising hold removed by an academic advisor. Students may pay their tuition and fees through Self-Service or in person at the Orange County Campus; or on Main Campus in the Admissions, Registration, and Records office in the Wynn Center (Building 10); or at the Cashier's Window in the White Building (Building 1) entrance foyer. Students receiving Veterans educational benefits must notify Financial Aid and Veterans Services of their intent to utilize benefits each term prior to enrollment and registration. View the Registration section of the website.

Tuition and Fees

Tuition and fee costs for legal residents of North Carolina and out-of-state students can be found in the Tuition and Fees section of the website.

Tuition for Credit Courses

All tuition and fees are due and payable during the registration period. Students registering via Self-Service may pay by credit card or personal check (electronic transfer) or agree to a Nelnet Payment Plan during the registration transaction. Students may also pay by cash, check, money order, or credit card (VISA, MasterCard, Discover, and American Express). Payments may be made in person at the Orange

County Campus or at the Cashier's Window in the White Building (Building 1) entrance foyer. Students will not receive a bill and are responsible for paying by the established deadlines. Partial payments or credits are not accepted. No refund of a check made payable to Durham Tech will be given to a student except at the written request of the person making the remittance, and the written request must be mailed directly to Durham Tech Student Accounts at 1637 E. Lawson Street, Durham, NC, 27703.

Tuition for Non-credit Courses

Registration fees are listed in the non-credit course schedule under each course description. Additional fees and payment options are outlined on the Non-credit Registration webpage.

Tuition for Two Community Colleges

If a student who qualifies for Federal Student Aid enrolls at Durham Tech and another college in the North Carolina Community College System (NCCCS) during the same term, the total amount of tuition and fees may be paid to the student's home college, at the discretion of the home college. The home college is the college at which the student initially enrolls for the academic term. Federal regulations only allow students to receive Federal Student Aid at one institution at a time. Students will be responsible for paying any up-front charges at their host school. This arrangement will be made by an exchange of communication between the colleges involved.

Tuition Fee Basis

North Carolina General Statute 115D establishes the NCCCS's tuition and fees. Tuition charges are for credit hours enrolled. Credit hours are calculated as follows: one lecture hour, two or three laboratory hours, three clinical hours, or 10 work experience hours equal one credit hour. The tuition rate per credit hour applies to all regularly enrolled students. Tuition is subject to change by the North Carolina General Assembly.

Students are charged tuition based on the number of credit hours taken per term up to a maximum amount for students enrolled for 16 or more credit hours per term. Students are not charged for additional credit hours over 16 per term.

Tuition for non-credit courses that are not self-supporting, is based on the following formula: 0-24 contact hours = $70; 25-50 contact hours = $125; and 50+ contact hours = $180.

Tuition for Self-Support Courses

Tuition may vary for courses offered as "self-support," which means it is based on the number of students enrolled in each class. Students must pay for all hours taken in self-support courses. Students aged 65 and older and Durham Tech employees must also pay for self-support courses.

Auditing a Course as a Senior Citizen

Senior citizens (age 65 years or older on the first day of the course) may audit courses with the following guidelines as outlined in 1E SBCCC 1000.2:C:

- Tuition for all courses, except self-supporting courses, will be waived. Students will be responsible for local fees associated with the course.
- Auditing a course depends on the space available in the course. The auditing student cannot displace students enrolling or registering in the course to receive a grade, academic credit, continuing education unit, or certificate of completion.
- Students must complete the audit registration within the schedule adjustment period during a term. Schedule adjustment is generally the first two days of a term.
- Self-supporting courses are not eligible.

Email registration@durhamtech.edu to obtain an Audit Request form.

Student Fees

Please note that all fees are subject to change.

All students enrolled in a curriculum (credit-bearing) program, with the exception of Career and College Promise (CCP), are charged a student administrative fee to support student clubs and activities, computer and technology use, college parking and security, student ID cards, and accident insurance that provides coverage while they are participating in college classes and functions.

Adult High School students do not pay a parking fee or a student ID fee.

Student Administrative Fees

Note: Graduation fees for diplomas, covers, caps and gowns are included in the student activity fee.

Fee	Semester/Term	5 Hours or Fewer	6-8 Hours or Fewer	9-11 Hours or Fewer	12 Hours or More
Computer Use and Technology Fee	Fall, Spring, and Summer	$16	$18	$20	$22
Student Activity Fee	Fall and Spring	$20	$23	$26	$29
Student Activity Fee	Summer	$12	$14	$16	$18
College Access, Parking, and Security Fee	Fall and Spring	$18	$22	$26	$30
College Access, Parking, and Security Fee	Summer	$12.50	$16	$20	$24

Non-credit (Continuing Education) Student Fees

Non-credit (Continuing Education) course costs include fees for College access, parking, and security (CAPS); computer use and technology; and accident insurance. Some non-credit courses have additional fees for exams and certifications or malpractice insurance. Students enrolled in classes for which tuition is waived are not required to pay the CAPS fee.

Computer Use and Technology Fee: $5.00 per course

College Access, Parking, and Security Fee: $5.00 per course

Student Accident Insurance: $1.25 per course on specific courses

Malpractice/Education Liability Insurance: $16.00 per course on specific courses

Specific Course Fees

A supply fee is charged for some credit and non-credit courses due to students' use of a higher-than-average number of supplies or a requirement for specific materials. A complete list of course fees is available in the Tuition and Fees section of the website.

Transcript Fee

A fee is charged for each official copy of a student's transcript. There is no charge for unofficial copies. Students can access and print an unofficial copy via Self-Service or request a copy stamped "issued to student" from Admissions, Registration, and Records. More information about transcripts can be found on the Order Transcripts webpage.

Books and Supplies

Students may purchase most textbooks, supplies, instruments, and other course materials from the campus bookstore. The cost of books and supplies varies with each program. View bookstore information on the website for store hours and information about ordering textbooks online.

Student Insurance

Durham Tech students may be eligible to purchase Community College Student Insurance (CCSI). Learn more about requirements, benefits, enrollment, and costs on the CCSI website. Durham Tech does not offer a student health insurance plan.

Malpractice and Health Insurance

Students enrolling in Nursing and other Health and Wellness programs that require clinical or patient care instruction are required to pay a fee for malpractice and health insurance. For more information, contact the appropriate program director.

Insurance for Study Abroad

The cost of insurance for students participating in Study/Travel Abroad is included in the study abroad program fees.

Additional Expenses

Students in certain programs may incur additional expenses, such as the cost of lab coats, miscellaneous supplies, and professional liability insurance. View a list of course supply and miscellaneous fees in the Tuition and Fees section of the website.

Course Cancellations and Refund Procedures

Tuition refunds for curriculum and Continuing Education classes are subject to specific requirements. For curriculum deadlines, including the 10 percent point of the semester, visit the Withdrawal and Refunds webpage.

Effective Date (most recent revision): January 2017

Purpose

The purpose of this procedure is to provide a clear and coherent process for applying for a course-related refund at Durham Technical Community College (Durham Tech). The College will systematically provide a refund for any class that is canceled by the College or dropped by the student prior to the census date. Refunds will be handled in accordance with North Carolina Community Colleges State Board Code (SBCCC) tuition refund requirements.

Procedure

Curriculum (Credit) Courses

Tuition and student fee refunds for curriculum (credit) courses are subject to the following requirements:

1. A 100 percent refund for tuition and fees is issued when a student officially drops a course prior to the first day of classes of the academic semester noted in the academic calendar. If a course is canceled by Durham Tech, that portion of tuition paid for the canceled course is refunded in full.
2. A 75 percent refund is issued when the student officially drops a course prior to or on the official 10 percent point of the semester. Requests for refunds are not considered after the 10 percent point of the semester.
3. Student fees, including administrative, laboratory, malpractice insurance (if required for a program of study), and graduation fees are not refunded when the student officially drops a course prior to or on the official 10 percent point of the semester except in the case of courses canceled by the college.

For specific deadlines, including the 10 percent point of the semester, please see the Withdrawal and Refund Deadlines.

To begin the refund process, a student must drop the course(s) using WebAdvisor. For a 100 percent refund, the course must be dropped by 11:59 p.m. on the day prior to the first day of the academic semester. For a 75 percent refund, the course must be dropped by 11:59 p.m. on the day designated as the official 10 percent point of the semester. Refund checks are automatically generated provided a student completes the drop process within the designated refund period. The tuition refund check is mailed to the student's address on record with the college after the end of the 75 percent refund period, typically about three weeks after the beginning of the semester. Contact the Business Office at 919-536-7201 for any questions or concerns about tuition refunds.

Printed copies of this procedure are available at the following locations:

- Main Campus: Cashier's Window (White Building)
- Northern Durham Center Information Desk
- The Chesterfield Information Desk
- Northgate Mall: Durham Tech Information Desk
- Orange County Campus Information Desk

The curriculum refund procedure is subject to change by action of the North Carolina Community College State Board.

Continuing Education (Non-credit) Courses

Registration fee refunds for continuing education (noncredit) classes are subject to the following requirements:

1. If a course is canceled, a complete refund is issued automatically within four to six weeks. A 100 percent refund of occupational extension registration fees is issued upon the request of the student if the student officially withdraws in writing from a course prior to the first class meeting.
2. A 75 percent refund of occupational extension registration fees is issued upon the student's request if the student officially withdraws and requests a refund prior to the 10 percent point in the course. For courses with 10 or fewer class meetings, refund requests must be submitted to the college no later than the first class meeting. No partial refunds are given for courses with one class meeting.
3. No refund is issued after the 10 percent point of the course.
4. Student fees, including administrative, supply, and insurance fees, are not refunded unless the college cancels the course for which the fee is collected. Fees for specific instructional materials collected at registration are refunded unless the student receives the materials.

To begin the refund process, a student must complete the Continuing Education Course Withdrawal/Request for Refund form. The college refunds only by check to students regardless of the payment option used. Students who withdraw from continuing education courses cannot withdraw using WebAdvisor, Self Service, or Instant Enrollment. The tuition refund check is mailed to the student's address on record with the college.

Printed copies of this procedure are available at the following locations:

- Main Campus: Cashier's Window (White Building)
- Northern Durham Center Information Desk
- The Chesterfield Information Desk
- Northgate Mall: Durham Tech Information Desk
- Orange County Campus Information Desk

The continuing education refund procedure is subject to change by action of the North Carolina Community College State Board.

Financial Aid

Eligibility

Students accepted for admission to the College may apply for federal financial assistance, including scholarships, student work-study employment, grants, and loans. Students approved to receive federal financial assistance must meet the following eligibility requirements:

- Demonstrate financial need;
- Be admitted to an eligible program;
- Have a high school diploma or high school equivalency diploma;
- Provide a valid Social Security number;
- Be a U.S. citizen or eligible non-citizen;

- Be registered with the Selective Service, if required;
- Not be in default on a federal student loan borrowed for attendance at any institution;
- Not have borrowed in excess of federal student loan limits;
- Not owe a repayment on a federal student grant or loan received for attendance at any institution;
- Maintain satisfactory academic progress; and
- Certify that the funds will be used for educational purposes only.

Students interested in applying for financial aid should complete the online Free Application for Federal Student Aid (FAFSA®) form and include the Durham Tech school code (005448). Applications or renewal applications for financial aid must be submitted for each academic year. The FAFSA form is available for the upcoming academic year after October 1. Students are encouraged to apply as early as possible for the next academic year, preferably no later than April 15.

Federal regulations require students receiving Title IV financial assistance to maintain satisfactory academic progress. In general, satisfactory academic progress includes maintaining a 67 percent completion rate and a 2.0 cumulative grade point average. Failure to maintain satisfactory academic progress will result in the suspension of aid. Students must maintain satisfactory academic progress regardless of enrollment status (full-time, part-time) or admitted program.

Additional information about enrollment due dates, the verification process, financial aid disbursement dates, academic progress standards, return of Title IV funds, and financial aid forms can be found in the Financial Aid section of the website.

Financial aid is also available for non-credit (Continuing Education). View the list of non-credit financial aid opportunities on the website.

Scholarships

Curriculum students apply for scholarships in the spring for use in the following academic year. Students are considered for all scholarships for which they qualify. The criteria for eligibility and the amount of the award are different for each scholarship. A listing of scholarships and their selection criteria can be found in the Scholarships section of the website.

Other Forms of Financial Assistance

Durham Tech Promise are designated for recent high school graduates in Durham County, recent graduates of Orange High School, East Chapel Hill High School, Chapel Hill High School, Cedar Ridge High School, Carrboro High School, Partnership Academy, Phoenix Academy, or recent high school equivalency completers within Durham and Orange counties. Students who enroll in at least six credit hours per term within the academic year immediately after high school may be eligible to receive up to $1,000 per year for two years. Students do not need to apply. The Financial Aid office will review student records and contact those who qualify. Recent high school graduates who pay out-of-state tuition may also be eligible and should contact their Financial Aid advisor for more information regarding eligibility for Durham Tech Promise and other sources of aid.

Veterans Information

Financial Aid and Veterans Services assists students who are eligible for Veterans educational benefits, including Veterans, active-duty personnel, and members of selected reserves and the National Guard.

To be eligible for educational benefits, students must be admitted to a curriculum program and have high school and college transcripts on file at Durham Tech.

Before paying tuition and fees each semester, students must first have their class schedules approved by their academic advisors and then by staff in the Veterans Services office. Students are required to notify the VA School Certifying Official (SCO) via email when registration is complete.

Students "visiting" from their home college who may be eligible for Veterans benefits must contact Financial Aid and Veterans Services to provide appropriate documentation.

Standards of Academic Progress for Veterans

Students receiving Veterans education benefits are expected to maintain satisfactory academic progress towards their degrees, which is defined as a minimum 2.0 cumulative GPA. Progress evaluations are made at the end of each term.

The following standards of academic progress are reviewed each semester for all students receiving Veterans education benefits:

1. **Satisfactory** – The student is currently maintaining a minimum 2.0 cumulative GPA and is eligible for certification of benefits.
2. **Probation** – Cumulative GPA is below 2.0. Students must report immediately to the Veterans Services office for counseling referral to be eligible for further certification of benefits.
3. **Suspension (termination to VA benefits)** – Cumulative GPA is below 2.0 for two consecutive semesters. Veterans are not eligible for certification of benefits for the next enrolled semester or until cumulative GPA is above 2.0; however, students may continue in college at their own expenses. Suspension status will be reported to the Department of Veterans Affairs.
4. **Reinstatement** – After one semester without certification of benefits, students may request reinstatement of benefits for the next term of enrollment. Students must have a minimum cumulative 2.0 GPA for reinstatement.

Attendance Requirements for Veterans

All students are expected to pursue good faith attendance by limiting absences to 15 percent or less of the total contact hours required in the course for the semester. If a student receiving Veterans education benefits must drop a course, the student must notify Durham Tech Veterans Services immediately. College officials are required to report the student's last day of attendance; this information is forwarded to the regional Veterans Administration office. Certification ceases to be in effect as of the last day of attendance for dropped courses.

Also see the Class Attendance Policy under the Student Rights and Responsibilities section for information about excused absences due to Military Service.

Conduct requirements are the same for Veteran and non-Veteran students. View the Student Code of Conduct under the Student Rights and Responsibilities section.

Information about work-study opportunities for students receiving Veterans educational benefits can be found on the Veterans Services webpage.

The Veterans Benefits and Transition Act of 2018

Consistent with the Veterans Benefits and Transition Act of 2018, Section 3679 of Title 38, United States Code, Section 103, Durham Technical Community College shall not impose any penalty, including the

assessment of late fees or the denial of access to classes, libraries, or other institutional facilities, or require a covered individual to borrow additional funds in order to meet financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

A c*overed individual* (entitled to education assistance under Chapter 31: Vocation Rehabilitation and Employment or Chapter 33: Post-9/11 GI Bill benefits), shall be permitted to attend or participate in the approved course of education during the period beginning on the date on which the individual provides to the College a Certificate of Eligibility for entitlement to educational assistance under Chapter 31 or 33 (a "Certificate of Eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' website – eBenefits, or a VA Form 28-1905 for Chapter 31) and ending on the earlier of the following dates:

- The date on which payment from VA is made to the institution; or
- Ninety (90) days after the date the institution certified tuition and fees following the receipt of the Certificate of Eligibility.

Department of Defense Voluntary Education Partnership

Effective Date (most recent revision): April 13, 2021

The Department of Defense Voluntary Education Partnership Memorandum of Understanding between Durham Technical Community College and the Department of Defense Office of the Under Secretary of Defense for Personnel and Readiness articulates the commitment and agreement the College provides to the Department of Defense by accepting funds via each Military Service's Tuition Assistance program in exchange for education services. To ensure compliance with the Memorandum of Understanding, Durham Technical Community College adheres to Department of Defense Voluntary Education program guidelines related to recruiting, marketing, and advertising; financial matters; accreditation and credentialing; and academic counseling and post-graduation employment opportunities.

Procedure

The Department of Defense (DoD) Voluntary Education (VolEd) program seeks to shape quality educational experiences that result in meaningful value for Military Service members, the Services, and society. Durham Technical Community College's (Durham Tech's) Veterans Services department assists students who are eligible for Veterans educational benefits, including Veterans, active-duty personnel, and members of selected reserves and the National Guard.

Recruiting, Marketing, and Advertising

In accordance with Department of Defense Instruction (DoDI) 1322.25, *Voluntary Education Programs*, paragraph 1.c.(1)(b), Durham Tech, as an institution providing education programs through the DoD Tuition Assistance (TA) Program, does not use unfair, deceptive, and abusive recruiting practices.

In accordance with DoD Memorandum of Understanding (MOU) paragraph 3.j.(2), Durham Tech refrains "from providing any commission, bonus, or other incentive payment based directly or indirectly on securing enrollments or federal financial aid (including TA funds) to any persons or entities engaged in any student recruiting, admission activities, or making decisions regarding the award of student financial assistance."

In accordance with DoD MOU paragraph 3.j.(3), Durham Tech refrains "from high-pressure recruitment tactics such as making multiple unsolicited contacts (three or more), including contacts

by phone, email, or in person, and engaging in same-day recruitment and registration for the purpose of securing Service member enrollments."

Per DoD MOU paragraph 4.e.(2)-(3), "DoD personnel are entitled to consideration for all forms of financial aid that educational institutions make available to students at their home campus." Durham Tech's financial aid officers provide information and application processes for Title IV student aid programs, scholarships, fellowships, grants, and loans to DoD TA recipients. Service members identified as eligible DoD TA recipients have their TA benefits applied to their Durham Tech account prior to the application of their Pell Grant funds.

Per DoD MOU paragraph 4.d.(1), "if an eligible Service member decides to use TA," Durham Tech "will enroll [them] only after the TA is approved by the individual's Service." Veterans are referred to School Certifying Officials (SCO) via the College's website and by staff during orientation sessions and advising inquiries. Veterans are asked to complete intake forms before being certified by an SCO.

In addition, per the College's Admissions policy, any student applying for Veterans benefits must provide all official transcripts (high school, high school equivalency, and college). Veterans follow the College's general admissions procedures as outlined within the policy. For support during the admission and enrollment processes, Veterans who decide to use the TA program are directed to meet with an SCO in the Veterans Services office and speak with their Educational Services Officer or counselor within their Military Service prior to completing their enrollment.

Durham Tech focuses on supporting students who are Veterans and refrains from high-pressure recruitment tactics for the purpose of enrolling Service members. The College refrains from providing any incentives based on securing enrollments to any person or entity involved in student recruiting or admissions activities or in making decisions regarding financial assistance for students.

Financial Matters

Per DoD MOU paragraph 3.h.(1) and (4), "before offering, recommending, arranging, signing-up, dispersing, or enrolling Service members for…student loans, [the College will] provide Service members access to an institutional financial aid advisor who will make available appropriate loan counseling, including…providing a clear and complete explanation of available financial aid, including Title IV of the Higher Education Act of 1965, as amended…[and] explaining that students have the ability to refuse all or borrow less than the maximum student loan amount allowed." Durham Tech students are assigned a financial aid advisor based on their last name.

Per Sec. 132 (h)(1) of the Higher Education Opportunity Act (HEOA) of 2008, "institutions must make available on their websites a net price calculator. The institution may use the template provided by the Department of Education or may develop a customized version that must include, at a minimum, the same elements as the Department's version." Durham Tech's net price calculator is available via the Financial Aid section of the College's website.

Per DoDI 1322.25, *Voluntary Education Programs*, paragraph 3.d.(1)(a), institutions will "provide meaningful information to students on the financial cost of attendance at an educational institution so Military students can make informed decisions on where to attend school." DoD MOU paragraph 3.n.(5) requires that institutions "disclose basic information about the educational institution's programs and costs, including tuition and other charges to the Service member. This information will be made readily accessible without requiring the Service member to disclose any personal or contact information." Durham Tech publishes this information on each program web page and provides additional information via the net price calculator.

Per DoD MOU paragraph 3.h.(3), "before offering, recommending, arranging, signing-up, dispersing, or enrolling Service members for…student loans, [the College will] provide Service members access to an institutional financial aid advisor who will make available appropriate loan counseling, including…disclosing the educational institution's student loan Cohort Default Rate (CDR), the percentage of its students who borrow, and how its CDR compares to the national average. If the educational institution's CDR is greater than the national average CDR, it must disclose that information and provide the student with loan repayment data." Veterans are directed to meet with an SCO as they enter the College; the SCO and financial aid advisors discuss all forms of financial aid with new students and disclose the CDR to students interested in discussing loans. Durham Tech's most recent official CDR is available via the College's website (refer to the Getting a Loan page and the Loan Awards section of the Financial Aid Frequently Asked Questions page).

Per DoD MOU paragraph 4.f.(2)(d), institutions are required to "have an institutional policy that returns any unearned TA funds on a proportional basis through at least the sixty percent portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. In instances when a Service member stops attending due to a Military service obligation, the educational institution will work with the affected Service member to identify solutions that will not result in a student debt for the returned portion." Durham Tech's institutional policy on the return to the government of unearned TA funds is as follows: When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded. Durham Tech will return any unearned TA funds on a prorated basis through the sixty percent portion of the period for which the funds were awarded. These funds are returned to the government, not the student. When a student stops attending due to a Military service obligation, Durham Tech will work with the Service member to identify solutions that will not result in student debt for the returned portion. The refund guidelines for sixteen-week courses are as follows:

- If the course withdrawal is submitted before or during the first two weeks of the semester, 100% of the funds are returned.
- If the course withdrawal is submitted during the third or fourth week of the semester, 75% of the funds are returned.
- If the course withdrawal is submitted during the fifth, sixth, seventh, or eighth week of the semester, 50% of the funds are returned.

Accreditation and Credentialing Requirements

Per DoD MOU paragraph 3.b and 3.l, institutions are required to "be accredited by a national or regional accrediting agency recognized by [the Education Department]…[and to] obtain the approval of their accrediting agency for any new course or program offering, provided such approval is required under the substantive change requirements of the accrediting agency…before the enrollment of a Service member into the new course or program offering." Durham Tech is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate's degrees, diplomas, and certificates. The College provides written notification to SACSCOC of substantive changes in accordance with Commission policies and timetables.

Academic Counseling and Post-Graduation Employment Opportunities

Per DoD MOU paragraph 4.c.(1) and (4), institutions are required to "disclose general degree requirements for the Service member's educational program (evaluated educational plan) to the member and [their] Service before the enrollment of the Service member at the educational institution…[and] degree requirements in effect at the time of each Service member's enrollment will remain in effect for a period of at least one year beyond the program's standard length, provided the Service member is in good academic standing and has been **continuously enrolled** or received an approved academic leave of absence." Refer to the College Catalog for academic information and degree requirements.

Durham Tech's Curriculum Program Completion and Graduation policy offers clear guidance to students, and academic program pages (e.g., Automotive Systems Technology program page) detail the specific plans of study for each program. Students develop individual course plans, by semester, in the Self-Service advising system, with support from their assigned advisor and their SCO. The College's website lists all programs that have programmatic accreditation, and programs that require professional credentials and/or licensure are listed on the State Authorization, Complaints, and Professional Licensure page. Students who live outside the state of North Carolina are sent an email message with state licensure information when they apply to the College.

Per DoD MOU paragraph 3.n.(1), institutions are required to "disclose its transfer credit policies and articulated credit transfer agreements before a Service member's enrollment. Disclosure will explain acceptance of credits in transfer is determined by the educational institution to which the student wishes to transfer and [will] refrain from making unsubstantiated representations to students about acceptance of credits in transfer by another institution." Durham Tech evaluates transfer credit for equivalent courses with the grade of "C" or better from member institutions of the North Carolina Community College System (NCCCS) and other post-secondary institutions. Refer to the Transfer Credit Award policy for additional information.

Durham Tech currently grants Military credit for physical education under the Transfer Credit Award policy. The NCCCS Office will provide access to a database used by public institutions, allowing each college to expand credit for prior learning; updates to the Military Credit for Prior Learning policy will be implemented as they are approved.

Per DoD MOU paragraph 3.g, institutions are required to "designate a point of contact or office for academic and financial advising, including access to disability counseling, to assist Service members with completion of studies and with job search activities." Durham Tech's Counseling, Accessibility, and Resources staff, located in Wynn Center (Building 10), provide academic and financial advising and accessibility services. The Employee Credentialing procedure and Financial Aid and Veterans Services job descriptions have been developed and are periodically reviewed to ensure staff are highly qualified for their positions.

Per DoD MOU paragraph 3.i.(1), institutions are required to "have a readmission policy for Service members that allows Service members and reservists to be readmitted to a program if they are temporarily unable to attend class or have to suspend their studies due to Service requirements." Eligibility for readmission to Durham Tech depends on individual circumstances and the requirements of the specific curriculum program. Refer to the Readmission and Change of Program procedure for details.

The Class Absences policy provides the following additional attendance information and guidance specifically for active Service members: The State Board of Community Colleges (SBCC) requires each community college to adopt a policy to give an excused absence to any student who is in the United States Armed Forces and has received temporary or permanent re-assignment as a result of Military operations and to any student who is a National Guard service member placed onto State active duty status during an academic term for the period of time the student is on active duty. Upon notification, the College shall provide the student the following accommodations:

- The opportunity for the student to make up any test or other work missed during the excused absence;
- The option, when feasible, to continue classes and coursework during the academic term through online participation for the period of time the student is placed on active duty;
- The option of receiving a temporary grade of "Incomplete (I)" or "Grade Not Yet Reported (X)" for any course that the student was unable to complete as a result of being placed on State active duty status; however, the student must complete the course requirements within the period of time specified by the College to avoid receiving a failing grade for the course (consult the Grading System policy for more information);
- Permission to drop, with no penalty, any course that the student was unable to complete as a result of being placed on State active duty status; and permission to drop, with no financial penalty, any course that the student was unable to complete as a result of the excused absence as set forth in 1E SBCCC 900.4 (Military Refund).

Students receiving Veterans benefits, Pell Grants, or any other source of financial aid should meet with their financial aid advisor to discuss their particular situation related to any extended absence for Military service. Students called into active duty are referred directly to the College Registrar for assistance.

Definition

Continuous Enrollment – Students are considered continuously enrolled at the College if they register for and attend courses (including prerequisites) creditable toward a degree, diploma, or certificate. The student must attend credit coursework in a following semester after the initial enrollment semester (attendance is required in the following fall or spring semester or following spring or fall semester).

Student Information and Records

Transfer Credit Evaluation

Durham Tech evaluates transfer credit for equivalent courses with the grade of C or better from member institutions of the North Carolina Community College System (NCCCS) and other post-secondary institutions.

View the Transfer Credit Award Policy under the Academic Information section for more information.

Academic Credit for Professional Credentials

Effective Date (most recent revision): July 6, 2021

Procedure

Academic credit may be given for adequately documented and validated industry-recognized credentials.

Faculty who wish to consider a credential(s) for approved credit in the program must provide the following information to their dean:

- The course(s) to which the professional credential applies;
- The number of credit hours awarded;
- The name of the professional organization that validates the credential;
- Documentation that provides evidence that the competencies required for the credential also meet the learning outcomes or competencies of the course (e.g. comparison table)

The dean will submit the information to the Vice President, Chief Academic Officer for consideration.

These credits must be approved by the Vice President, Chief Academic Officer based on content and outcomes. Once approved by the Vice President, Chief Academic Officer, the information is then forwarded to Admissions, Registration, and Records. The information will also be posted to the College's website with the appropriate program plan of study.

Students who submit official documentation of a professional credential earned will be awarded credit for the approved course(s) associated with the program plan of study. Students must submit their documentation to Admissions, Registration, and Records (Phail Wynn, Jr. Student Services Center, Building 10, room 10-201). Once the documentation has been reviewed, Admissions, Registration, and Records will contact students via email to confirm the completion of the evaluation. Students will then be able to view any credit awarded in their student record.

Definitions

Academic Credit – Curriculum credit.

Approved Course(s) – A course that has been reviewed with regard to the professional credential competencies and is both comparable and meets the program and industry standards.

Credit by Examination

Qualified credit students with relevant prior training or experience may earn academic credit for certain courses by examination.

Read more about credit by examination in the Grading System policy and procedure and the Transfer Credit Award policy under the Academic Information section.

Transcripts

Durham Tech offers students the option of ordering Durham Tech transcripts electronically. Once students create an account, they may request an official, certified PDF of their transcript and track the

status of their order. Orders are usually processed within five business days (allow for additional processing time during high volume periods).

Students may also request a Durham Tech transcript in person by visiting Admissions, Registration, and Records located in the Phail Wynn, Jr. Student Services Center (Building 10), room 10-201. All students must provide photo identification to pick up a transcript. Student transcripts cannot be picked up by another person unless the student has provided written permission.

Students are charged a fee for each official transcript copy, with the exception of Adult High School transcripts. There is no charge for unofficial copies printed through Self-Service. Requests made by phone and fax are not accepted.

The College does not release, copy, or return transcripts or other documents from other schools.

Students are not eligible to receive an official transcript if they have an outstanding debt to Durham Tech.

Student Records

Durham Tech follows the guidelines for records retention and disposition outlined in the Records Retention and Disposition policy and procedure.

Records Retention and Disposition Policy

Effective Date (most recent revision): May 26, 2021

Durham Technical Community College follows sound records management practices to ensure compliance with North Carolina Community College System guidelines.

Purpose

The North Carolina Community College System (NCCCS) Records Retention and Disposition Schedule is a tool for community college employees to use when managing institutional records. The schedule lists records commonly found in college offices and gives an assessment of their value by indicating how long the records should be retained. The schedule is also an agreement between the North Carolina Community College System and the State Archives of North Carolina, and serves as the inventory and schedule that the State Archives of North Carolina is directed by G.S. § 121-5(c) and G.S. § 132-8 to provide. It supersedes all previous editions, including all amendments.

Procedure

The Office of the President assigns College employees record series based on their role at the College. Employees assigned one or more record series are required to comply with College and NCCCS records management guidelines; failure to do so will result in disciplinary action in accordance with the Disciplinary Actions, Suspension, and Termination of Employment policy.

The Office of the President will provide employees with information related to this policy during the fall semester of each academic year or more frequently if updates are required by NCCCS or State action.

A student's permanent record includes demographic information provided on the application to the College, a registration form, or through use of student information portals.

Student records are maintained, available for inspection and review, and disseminated in accordance with the Family Educational Rights and Privacy Act (FERPA). View the Family Educational Rights and Privacy Act (FERPA) policy and procedure.

Academic Information

The focus of Academics and Guided Career Pathways is effective student learning for career and personal growth. To this end, faculty and staff are available to work closely with students from the point of application for admission through the progression of courses to completion of studies at Durham Tech.

Academic Recognition

Honors

Curriculum students meeting the requirements listed below will have the designation reflected on their permanent record.

President's List – If a student is enrolled in a minimum of 12 curriculum credit hours and earns a 3.75 GPA or higher, the student will be placed on the President's List for that term. This designation will be reflected on the student's permanent record.

Dean's List – If a student is enrolled in a minimum of 12 curriculum credit hours and earns a 3.25 to 3.74 GPA, the student will be placed on the Dean's List for that term. This designation will be reflected on the student's permanent record.

Part-Time Honor Roll – If a student is enrolled in 6 to 11 curriculum credit hours and earns a 3.25 GPA or higher, the student will be placed on the Part-Time Honor Roll for that term. This designation will be reflected on the student's permanent record.

Latin Honors

Students who meet the requirements listed below will have the designation reflected on the student's permanent record and in the commencement program.

Cum Laude – If a graduating student has earned a cumulative GPA of 3.25 to 3.74, the student will graduate Cum Laude.

Magna Cum Laude – If a graduating student has earned a cumulative GPA of 3.75 to 3.99, the student will graduate Magna Cum Laude.

Summa Cum Laude - If a graduating student has earned a cumulative GPA of 4.0, the student will graduate Summa Cum Laude.

The Honors Program provides advanced opportunities for learning, leadership, and service within the arts and sciences curriculum. This program ensures that motivated students are offered leadership roles that will help enrich their academic pursuits with advanced scholarship. Students who present an acceptable Honors project and earn a final grade of A or B in the Honors course will receive an Honors designation on their transcript.

Academic achievement is also recognized through the Gamma Beta Phi Society and Phi Theta Kappa honor societies.

Academic Calendar for Credit Courses

The academic calendar lists class start dates, end dates, and holidays for the fall and spring semesters and the summer term for credit programs. The registration section of the website provides information about advising, registration, payment, and withdrawal and refund deadlines.

Students enrolled in Basic Law Enforcement Training (BLET), adult education, or continuing education courses should consult the syllabus for specific class meeting dates as these dates may vary from the academic calendar.

*9-month and 12-month Employee Work Day, College Open
**12-month Employee Work Day (only), College Open

Fall Semester 2023

Monday, August 14	Fall Semester Classes Begin
Saturday, August 19	Saturday Classes Begin
Monday, September 4	Labor Day Holiday, College Closed
Monday, October 9	First Mini-Session Ends
Tuesday – Friday, October 10 – 13	Inclement Weather Make-Up Days*
Saturday, October 14	No Saturday Classes Meet
Monday, October 16	Second Mini-Session Begins
Friday, November 10	Veterans Day Holiday (Observed), College Closed
Thursday – Sunday, November 23 – 26	Thanksgiving Holiday, College Closed
Monday, December 4	Last Monday Classes Meet
Tuesday, December 5	Last Tuesday Classes Meet
Wednesday, December 6	Last Wednesday Classes Meet
Friday, December 8	Last Friday Classes Meet
Saturday, December 9	Last Saturday Classes Meet
Monday, December 11	Last Thursday Classes Meet
Tuesday – Monday, December 12 – 18	College Open*
Tuesday, December 19	College Open**
Wednesday – Monday, December 20 – January 1	Winter Break, College Closed
Tuesday – Friday, January 2 – January 5	College Open*

Spring Semester 2024

Monday, January 8	Spring Semester Classes Begin
Saturday, January 13	Saturday Classes Begin
Monday, January 15	Martin Luther King, Jr. Holiday, College Closed
Monday, March 4	First Mini-Session Ends
Tuesday – Friday, March 5 – 8	Inclement Weather Make-Up Days*
Saturday, March 9	No Saturday Classes Meet
Monday, March 11	Second Mini-Session Begins
Friday, March 29	Spring Holiday, College Closed
Saturday, March 30	No Saturday Classes Meet, College Closed
Monday, April 29	Last Monday Classes Meet
Tuesday, April 30	Last Tuesday Classes Meet
Wednesday, May 1	Last Wednesday Classes Meet
Thursday, May 2	Last Thursday Classes Meet
Friday, May 3	Last Friday Classes Meet
Saturday, May 4	Last Saturday Classes Meet
Monday – Friday, May 6 - May 10	No Classes Meet*
Monday – Friday, May 13 – 17	College Open**

Summer Term 2024

Monday, May 20	Summer Term Classes Begin
Monday, May 27	Memorial Day Holiday, College Closed
Thursday, July 4	Independence Day Holiday, College Closed
Tuesday, July 9	Last 8-Week Session Tuesday Classes Meet
Wednesday, July 10	Last 8-Week Session Wednesday Classes Meet
Monday, July 15	Last 8-Week Session Monday Classes Meet
Tuesday, July 16	Last 8-Week Session Thursday Classes Meet
Wednesday – Friday, July 17 – August 2	College Open**
Monday – Friday, August 5 – 9	College Open*

Classification of Programs of Study

The College is authorized by the State Board of Community Colleges to award the Associate in Arts, Associate in Science, Associate in Arts in Teacher Preparation, Associate in Science in Teacher Preparation, Associate in Engineering, Associate in Fine Arts in Visual Arts, Associate in Applied Science, Associate in General Education, and Associate in General Education in Nursing degrees as well as diplomas and certificates. Several associate degrees allow students to complete up to two years of transferable course work toward a baccalaureate degree so the student will enter as a junior at a four-year college or university or have met the entrance requirements for a specialized degree. Other programs, ranging in length from one semester to two years, provide entry-level employment training.

The **Associate in Arts** (AA) and **Associate in Science** (AS) degrees are protected under the 2014 Comprehensive Articulation Agreement (CAA) and the 2015 Independent Comprehensive Articulation Agreement. Students who complete the AA or AS (totaling a minimum of 60 semester hours of credit)

with a grade point average of 2.0 or higher and with a grade of C or above in all courses, will have satisfied the lower-division general education requirements at all North Carolina (NC) public and most NC private four-year institutions and will transfer as a junior upon acceptance to a participating university. Students earning the AA are working toward degrees such as business, English, fine arts, history, nursing, psychology, and sociology, to name a few. Students in the AS program are working toward degrees that emphasize math and sciences such as biology, clinical lab science, geology, mathematics, physics, and radiology.

The **Associate in Arts in Teacher Preparation** (AATP) and **Associate in Science in Teacher Preparation** (ASTP) degrees are approved for transfer to all UNC System universities under the Uniform Articulation Agreement in Teacher Preparation and a parallel agreement with many NC Independent Colleges and Universities. The degrees consist of 60 semester hours of credit (SHC) of college transfer courses. A student who completes all 60 credits of an AATP/ASTP degree with a GPA of at least 2.7 and a grade of C or better, meets NC state educator testing requirements, and is accepted through competitive admissions will have met requirements for entry into the education program and the university's lower division general education requirements. Students in this program develop a broad liberal arts foundation in writing, math, science, humanities, and social sciences. They also complete field-specific training through a set of foundational education courses.

The **Associate in Engineering** (AE) degree is protected under the Uniform Articulation Agreement (Associate in Engineering) between the North Carolina Community College System (NCCCS) and the five UNC institutions that offer the Bachelor of Science in Engineering (BSE) degree. Students who complete the AE program of study (totaling a minimum of 60 semester hours of credit) with a grade point average of 2.5 or higher and with a grade of C or higher in all courses and are accepted through competitive admission to a public four-year BSE program are considered both to have met the entrance requirements to the university engineering programs and the receiving university's general education requirements.

The **Associate in Fine Arts in Visual Arts** (AFA) degree is protected under the Uniform Articulation Agreement (Associate for Fine Arts in in Visual Arts) between the University of North Carolina and its counterpart agreement with the NC Independent Colleges and Universities. It is designed for seamless transfer to one of the University of North Carolina Bachelor of Fine Arts/Visual Arts programs and many independent colleges in North Carolina. Students who complete this degree (totaling a minimum of 60 semester hours of credit) with a grade point average of 2.0 or higher and at least a C in all courses and are accepted through a competitive admissions process to a participating university will have met the entrance requirements for the Baccalaureate of Fine Arts program.

The Early Childhood Education Uniform Articulation Agreement provides guidelines for transferring the **Associate in Applied Science (AAS) in Early Childhood Education Transfer** degree to a Bachelor in Science degree in Birth-to-Kindergarten Teacher Education at participating UNC System universities. Students who complete the degree (with a minimum of 71 semester hours of credit) and earn a C or higher and an overall 2.0 GPA and who gain admission through a competitive admissions process may transfer at least 60 credit hours to a participating university.

The **Associate in General Education in Nursing** degree (AGE-N), governed by the RN to BSN Uniform Articulation Agreement with the University of North Carolina and a similar agreement with NC Independent Colleges and Universities, provides a pathway for Registered Nurses to complete general education requirements before transferring to complete a Bachelor of Science in Nursing (BSN) at most UNC System schools of nursing and many private institutions. Students who complete the AGE-N (with a

minimum of 60 semester hours of credit) with a C or higher in all courses and an overall 2.0 GPA and who are accepted to a participating university through a competitive admissions process are considered to have met the nursing program entrance requirements and the receiving university's general education requirements. These students can transfer at least 58 credit hours towards a BSN. An additional 30-34 transfer credits (may vary by university) for nursing content taken as part of the AAS degree are awarded after an RN student has successfully completed university-level nursing courses. The AGE-N is also designed for students who wish to begin their studies toward the Associate Degree Nursing with the long-term goal of earning a BSN.

Other Degrees

The **Associate in General Education (AGE)** is a highly flexible degree program (with a minimum of 64 semester hours of credit) that is designed for students wishing to broaden their education with emphasis on personal interest, growth, and development. While not designed specifically for transfer, transferability of some courses is possible, depending on which specific courses are selected for the degree. Courses for the AGE degree may be selected from either the University Transfer programs or from technical programs, provided that a minimum of 18 credits in a general education core is included. Students should consult with their advisor about course selections based on their goals, and carefully review course descriptions for information about transferability. Additional information is available on the NCCCS College Transfer Articulation Agreements webpages.

The **Associate in Applied Science (AAS)** degree is awarded for two-year technical programs (with a minimum of 64 There are senior institutions that accept some of these degrees as the first two years of a four-year program through four-year partnerships, also referred to as bilateral agreements. Other senior institutions evaluate the Associate in Applied Science degree on a course-by-course basis. Students should consult with their advisor about course selections based on their goals, and carefully review course descriptions for information about transferability. Information about the colleges and universities that offer transfer credit for courses in the Associate in Applied Science degree programs completed at Durham Tech is available on the Four-Year College and University Partnerships webpage.

Diplomas

A Diploma (with a minimum of 36 semester hours of credit) prepares students who intend to enter the workforce immediately following graduation from their program or who are seeking career advancement.

Certificates

A Certificate (with a minimum of 12 semester hours of credit) prepares students who intend to enter the workforce immediately following graduation from their program or who are seeking career advancement.

Non-credit (Continuing Education)

Non-credit (Continuing Education) courses and programs provide education and training opportunities for targeted audiences. Courses are non-credit, short-term, and are offered in a variety of instructional delivery modes and locations. Non-credit options include programs that are designed to provide instructional opportunities for individuals seeking to gain new or upgrade current job-related skills. Programs can be delivered as a single course or bundled as a series of courses that provide instruction around skill competencies that lead to a recognized credential (licensure, certification, renewal, registry listing) or meet local workforce labor needs. Through Corporate Services, Durham Tech provides flexible,

dynamic, customized training for industries and our community partners. The Center for Global Learner (CGL) serves non-native English speakers with courses in English as a Second Language (ESL) and Beyond Basic English as a Second Language (BBESL).

Academic Programs

Durham Tech students can enter one of seven Guided Career Pathways with clear paths aligned to their career interests. Students can shift between short-term, long-term, and university transfer options within a Pathway with easier transitions.

Durham Tech offers classes in three "modes of delivery": **seated** (also called "traditional" or "face-to-face"), **online**, and **hybrid** (combination of seated and online).

Online classes can be **synchronous** (everyone is online at the same time) or **asynchronous** (students can go online when it is convenient for them).

If a student does not complete their catalog year credit program of study within a period of five (5) years despite continuous enrollment at the College, the College may administratively update the student's program catalog year to the most current year program of study. Students may also request to move to a more recent catalog year. This process will maintain the integrity of changes in standards, prerequisites, course content, regulatory guidelines, and procedures.

Academic advisors are available to help students learn more about programs that are aligned with their interests, work skills, and personal goals. For each academic program of study, students will find information online about entry requirements, required and elective courses, potential career and/or transfer opportunities, and graduation requirements.

Course loads for full-time students are established by using the list of courses on the student's academic plan of study.

Only courses included in the student's academic program and any officially approved substitute courses count toward graduation.

To graduate, students must successfully complete all required courses by meeting required credit hours for the program of study, receiving a passing grade in each course required for the program of study, earning at least a 2.0 overall grade point average (2.5 for Associate in Engineering and 2.7 for the Associate in Arts or Science in Teacher Preparation), and completing a minimum of 25 percent of the required coursework at the College. In addition, specified programs may require a grade of no less than C for some courses and no less than a grade of B in other courses as designated in the appropriate program handbook.

When changing the primary program or adding a secondary program, a student must follow the steps in the Readmission and Change of Program procedure.

Readmission and Change of Program Procedure

Effective Date (most recent revision): December 8, 2017

Readmission Requirements

Eligibility for readmission to Durham Technical Community College (Durham Tech) depends on individual circumstances and the requirements of the specific curriculum program. Readmission in

limited-enrollment programs is offered on a space-available basis. Certain programs may also require students to complete individual readmission plans. Readmitted students must complete the admission requirements and the program's graduation requirements in effect at the time of readmission.

Students who previously applied to or attended Durham Tech and have not maintained continuous enrollment must do the following:

1. Re-apply to the College using the CFNC enrollment application. The Student Information and Records office will require time to process the application so complete and submit it as early as possible, preferably before the priority enrollment due date (see Registration and Enrollment Important Dates).
2. Submit official transcripts from all institutions of higher education they have attended since your last semester at Durham Tech.

Change of Program

Students who wish to initiate the change of program process must complete the following steps:

1. Consult with their faculty or program advisor or visit the Admissions and Advising Services Center in the Phail Wynn, Jr. Student Services Center (Building 10, room 10-200, Main Campus) or at the Orange County Campus to receive assistance. This must be done prior to completing and submitting the Change of Academic Program form.

   Information regarding the advisory meeting will be documented in Self-Service. Students expecting to receive financial aid to cover the costs associated with the new program are encouraged to consult with a financial aid advisor to ensure that aid will be available prior to submitting the change of program form.

2. Complete and submit the Change of Academic Program form.

   Once the form is processed by Student Information and Records, the student will receive notification of the change, but program changes are not effective until the next academic term (e.g., If students consult with an advisor and submit a change of program form on or after the first day of class, the program change will be effective the following term.).

Students may contact the Student Information and Records office (Wynn Center (Building 10), room 10-201, Main Campus); 919-536-7200, ext. 1801) for assistance.

Definition

Continuous Enrollment – Students are considered continuously enrolled at the college if they register for and attend courses (including prerequisites) creditable toward a degree, diploma, or certificate. The student must attend credit coursework in a following semester after the initial enrollment semester (attendance is required in the following fall or spring semester or following spring or fall semester).

Academic Programs Offered at Durham Tech

Note: Non-credit programs are in *italicized type*. Programs that have both curriculum and non-credit options are in ***bold italicized type***.

Building, Engineering and Skilled Trades
Architectural Technology
Associate in Engineering
Automotive Systems Technology
Biomedical Equipment Technology
Carpentry
Construction Trades
Computer Integrated Machining
Electric Line Technician
Electrical Systems Technology
Electronics Engineering Technology
HVAC
Industrial Systems Technology (Advanced Manufacturing and Facilities Maintenance)
Plumbing
Welding Technology

Business and Entrepreneurship
Accounting and Finance
Business Administration
Cosmetology
Culinary Arts
Entrepreneurship
Esthetics Technology
Hospitality Management
Insurance
Manicuring
Massage Therapy
Medical Office Administration
Natural Hair Care Specialist
Paralegal Technology
Real Estate
Successful Project Management
Social Media Marketing

Health and Wellness
Anesthesia Technology
Cardiovascular Technician
Central Sterile Processing
Community Health Worker
Clinical Trials Research Associate
Dental Laboratory Technology
Dialysis Technician
EKG Technician
Health Information Technology
Medical Administrative Assistant
Medical Assisting
Medical Coding/Medical Billing
Medical Product Safety and Pharmacovigilance
Mental Health Technician
Nursing
- Associate Degree Nursing
- Associate in General Education — Nursing
- LPN to ADN Track
- ***Nurse Aide***
- Practical Nursing

Occupational Therapy Assistant
Opticianry
Peer Support Specialist
Phlebotomy
Respiratory Therapy
Surgical Technology
Substance Use Treatment

Creative and Liberal Arts
Associate in Arts
Associate in Arts in Teacher Preparation
Associate in Fine Arts
Associate in General Education
Community Spanish Interpreter
Early Childhood Education
Foreign Languages
Music Recording and Audio Engineering
Photography

Human Services and Public Safety
911 Academy
Basic Law Enforcement Training
Criminal Justice Technology
Emergency Management
Emergency Medical Science
Emergency Medical Technician
Public Safety Administration
Public Service Management

Information Technology
IT and Cloud Systems Administration
IT Service and Support
Network Security
Software Development
Web Development

Science and Math
Associate in Science
Associate in Science in Teacher Preparation
Biotechnology

View the alphabetical list of programs and the complete list of short-term, long-term, and university transfer options in the Programs and Pathways section of the website.

Building and Skilled Trades

Architectural Technology

The Architectural Technology curriculum is designed to prepare individuals to apply technical knowledge and skills to the fields of architecture, construction, construction management, and other associated professions. Course work includes instruction in sustainable building and design, print reading, building codes, estimating, construction materials and methods, and other topics related to design and construction occupations.

A40100 Associate Degree

Note: The course name is followed by the credit hours.

First Semester	
ACA 122 College Transfer Success	1
ARC 111 Intro to Architectural Technology	3
ARC 112 Construction Materials and Methods	4
ARC 114 Architectural CAD	2
ENG 111 Writing and Inquiry	3
Second Semester	
ARC 113 Residential Architectural Technology	3
ARC 211 Light Construction Technology	3
ARC 220 Advanced Architectural CAD	2
COM 231 Public Speaking	3
HUM 115 Critical Thinking	3
Third Semester	
ARC 131 Building Codes	3
ARC 132 Specifications & Contracts	2
CIS 110 Introduction to Computers	3
Fourth Semester	
ARC 212 Commercial Construction Technology	3
ARC 250 Survey of Architecture	3
MAT 121 Algebra/Trigonometry I	3
SOC 210 Introduction to Sociology	3
SST 140 Green Building & Design Concepts	3
Fifth Semester	
ARC 213 Design Project	4
ARC 230 Environmental Systems	4
ARC 235 Architectural Portfolio	3
PHY 110 Conceptual Physics	3
PHY 110A Conceptual Physics Lab	1

Minimum required credit hours 65

C40100C Architectural CAD Certificate

ARC 111 Intro to Architectural Technology (3), ARC 112 Construction Materials and Methods (4), ARC 113 Residential Architectural Technology (3), ARC 114 Architectural CAD (2), ARC 211 Light Construction Technology (3), ARC 220 Advanced Architectural CAD (2)

Minimum required credit hours 17

Automotive Systems Technology

The Automotive Systems Technology program, certified by the National Automotive Technicians Education Foundation (NATEF), prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. Includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air condition systems. Graduates of this pathway should be prepared to take professional licensure exams and to enter careers as entry-level technicians in the transportation industry.

A60160 Associate Degree

Note: The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
ENG 111 Writing and Inquiry	3
TRN 110 Intro to Transport Tech	2
TRN 120 Basic Transp Electricity	5
Natural Sciences/Mathematics Elective	3-4

Second Semester

AUT 113 Automotive Servicing I	2
AUT 141 Suspension & Steering Sys	3
AUT 151 Brake Systems	3
AUT 163 Adv Auto Electricity	3
AUT 181 Engine Performance I	3
COM 231 Public Speaking	3

Third Semester

CIS 110 Introduction to Computers	3
HUM 115 Critical Thinking	3
SOC 210 Introduction to Sociology	3

Fourth Semester

AUT 116 Engine Repair	3
AUT 183 Engine Performance II	4
AUT 213 Automotive Servicing II	2
AUT 221 Auto Transm/Transaxles	3
MAC 141 Machining Applications I	3-4
OR MEC 111 Machine Processes I	

Fifth Semester

AUT 114 Safety and Emissions	2
AUT 231 Man Trans/Axles/Drtrains	3
TRN 140 Transp Climate Control	2
TRN 140A Transp Climate Control Lab	2
WBL 110 World of Work	2
WBL 111 Work-Based Learning I	1

Minimum required credit hours 66

D60160 Diploma

Note: The course name is followed by the credit hours.

First Semester

AUT 113 Automotive Servicing I	2
ENG 111 Writing and Inquiry	3
TRN 110 Intro to Transport Tech	2
TRN 120 Basic Transp Electricity	5

Second Semester

AUT 114 Safety and Emissions	2
AUT 141 Suspension & Steering Sys	3
AUT 151 Brake Systems	3
AUT 181 Engine Performance I	3
COM 231 Public Speaking	3

Third Semester

AUT 116 Engine Repair	3
AUT 183 Engine Performance II	4
AUT 221 Auto Transm/Transaxles	3
WBL 110 World of Work	2
AND	
WBL 111 Work-Based Learning I	
OR AUT 213 Automotive Servicing II	

Minimum required credit hours 38

C60160D Drivetrain Certificate

AUT 114 Safety and Emissions (2), TRN 110 Intro to Transport Tech (2), TRN 120 Basic Transp Electricity (5), AUT 113 Automotive Servicing I (2), AUT 116 Engine Repair (3), AUT 231 Man Trans/Axles/Drtrains (3)

Minimum required credit hours 17

C60160E Electrical Certificate

TRN 110 Intro to Transport Tech (2), TRN 120 Basic Transp Electricity (5), AUT 113 Automotive Servicing I (2), AUT 163 Adv Auto Electricity (3), AUT 181 Engine Performance I (3)

Minimum required credit hours 15

C60160M Machining Certificate

AUT 116 Engine Repair (3), MAC 141 Machining Applications I or MEC 111 Machine Processes I (3-4), TRN 110 Intro to Transport Tech (2), TRN 120 Basic Transp Electricity (5)

Minimum required credit hours 13

C60160U Under Car Certificate

TRN 110 Intro to Transport Tech (2), TRN 120 Basic Transp Electricity (5), AUT 113 Automotive Servicing I (2), AUT 141 Suspension & Steering Sys (3), AUT 151 Brake Systems (3)

Minimum required credit hours 15

Biomedical Equipment Technology

Biomedical Equipment Technology prepares students to use basic engineering principles and technical skills to install, operate, troubleshoot, and repair sophisticated devices and instrumentation used in the health care delivery system. Includes instruction in instrument calibration, design and installation testing, system safety and maintenance procedures, procurement and installation procedures, and report preparation. AAS degree graduates with two years of experience are eligible to take the Biomedical Equipment Technician certification exam.

A50100 Associate Degree

Note: The course name is followed by the credit hours.

First Semester	
ACA 122 College Transfer Success	1
BMT 111 Intro to Biomedical Field	2
ELC 131 Circuit Analysis I	4
ELC 131A Circuit Analysis I Lab	1
ENG 111 Writing and Inquiry	3
MAT 121 Algebra/Trigonometry	3
Second Semester	
COM 231 Public Speaking	3
ELC 127 Software for Technicians	2
ELN 131 Analog Electronics I	4
MAT 122 Algebra/Trigonometry II	3
Third Semester	
BIO 163 Basic Anatomy and Physiology	5
ELN 132 Analog Electronics II	4
Fourth Semester	
BMT 211 Biomedical Measurements	3
CTS 120 Hardware/Software Support	3
ELN 133 Digital Electronics	4
SOC 210 Introduction to Sociology	3
Fifth Semester	
BMT 212 BMET Instrumentation I	6
CTI 120 Network and Security Foundation	3
ELN 232 Introduction to Microprocessors	4
Sixth Semester	
CTS 220 Advanced Hard/Software Support	3
HUM 115 Critical Thinking	3
WBL 110 World of Work	1
WBL 111 Work-Based Learning I	1

Minimum required credit hours 69

Computer Integrated Machining

The Computer-Integrated Machining curriculum prepares students with the analytical, creative and innovative skills necessary to take a production idea from an initial concept through design, development and production, resulting in a finished product. Coursework may include manual machining, computer applications, engineering design, computer-aided drafting (CAD), computer-aided machining (CAM), blueprint interpretation, advanced computerized numeric control (CNC) equipment, basic and advanced machining operations, precision measurement and high-speed multi-axis machining.

D50210 Diploma

Note: The course name is followed by the credit hours.

First Semester

DFT 119 Basic CAD	2
ENG 111 Writing and Inquiry	3
MAC 121 Introduction to CNC	2
MAC 131 Blueprint Reading Machinist I	2
MAC 141 Machining Applications I	4
MAT 110 Math Measurement & Literacy	3

Second Semester

ISC 112 Industrial Safety	2
MAC 122 CNC Turning	2
MAC 124 CNC Milling	2

Second Semester Continued

MAC 132 Blueprint Reading Machinist II	2
MAC 142 Machining Applications II	4
MAC 151 Machining Calculations	2

Third Semester

CIS 110 Introduction to Computers	3
MAC 222 Advanced CNC Turning	2
MAC 224 Advanced CNC Milling	2
WBL 110 World of Work	1
WBL 111 Work-Based Learning I	1

Minimum required credit hours 39

C50210M Basic Machining Certificate

DFT 119 Basic CAD (2), MAC 121 Introduction to CNC (2), MAC 131 Blueprint Reading Machining I (2), MAC 141 Machining Applications I (4), ISC 112 Industrial Safety (2), MAC 142 Machining Applications II (4)

Minimum required credit hours 16

C50210C CNC Certificate

DFT 119 Basic CAD (2), MAC 121 Introduction to CNC (2), MAC 131 Blueprint Reading Machining I (2), ISC 112 Industrial Safety (2), MAC 122 CNC Turning (2), MAC 124 CNC Milling (2), MAC 151 Machining Calculations (2)

Minimum required credit hours 14

Electrical Systems Technology

This curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities. Coursework, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, programmable logic controllers, industrial motor controls, applications of the National Electric Code, and other subjects as local needs require. Graduates should qualify for a variety of jobs in the electrical field as an on-the-job trainee or apprentice assisting in the layout, installation, and maintenance of electrical systems.

A35130 Associate Degree

Note: The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
ELC 112 DC/AC Electricity	5
ELC 113 Residential Wiring	4
ENG 111 Writing and Inquiry	3
MAT 121 Algebra/Trigonometry I	3

Second Semester

COM 231 Public Speaking	3
ELC 115 Industrial Wiring	4
ELC 117 Motors and Controls	4
ELC 118 National Electrical Code	2

Third Semester

CIS 110 Introduction to Computers	3
ELC 128 Intro to PLC	3
Concentration Elective I (Mechatronics Track)	3

Fourth Semester

BPR 111 Print Reading	2
ELC 228 PLC Applications	4
MNT 110 Intro to Maintenance Procedures	2
Concentration Elective I (Electrical Track)	4

Fifth Semester

ELC 213 Instrumentation	4
PHY 110 Conceptual Physics	3
PHY 110A Conceptual Physics Lab	1
SOC 210 Introduction to Sociology	3
WBL 110 World of Work AND WBL 111 Work-Based Learning I OR ISC 112 Industrial Safety	2

Sixth Semester

ELC 215 Electrical Maintenance	3
HUM 115 Critical Thinking	3
Concentration Elective II (Mechatronics Track)	3

Minimum required credit hours 66

Electrical Track

Elective I - ELN 133 Digital Electronics (4)
Elective II - None

Mechatronics Track

Elective I - HYD 110 Hydraulics/Pneumatics I (3)
Elective II - ATR 218 Work Cell Integration (3)

D35130 Diploma

Note: The course name is followed by the credit hours.

First Semester

BPR 111 Print Reading	2
ELC 112 DC/AC Electricity	5
ELC 113 Residential Wiring	4
ELC 118 National Electrical Code	2
MAT 121 Algebra/Trigonometry I	3

Second Semester

ELC 115 Industrial Wiring	4

Second Semester Continued

ELC 117 Motors and Controls	4
ELC 213 Instrumentation	4

Third Semester

ELC 128 Intro to PLC	3
ELC 215 Electrical Maintenance	3
ENG 111 Writing and Inquiry	3

Minimum required credit hours 37

C35130B Construction Electrician Certificate

ELC 112 DC/AC Electricity (5), ELC 113 Residential Wiring (4), ELC 115 Industrial Wiring (4), ELC 118 National Electrical Code (2)

Minimum required credit hours 15

C35130C Control Electrician Certificate

BPR 111 Print Reading (2), ELC 112 DC/AC Electricity (5), ELC 117 Motors and Controls (4), ELC 128 Intro to PLC (3), ELC 213 Instrumentation (4)

Minimum required credit hours 18

C35130M Maintenance Electrician Certificate

ELC 112 DC/AC Electricity (5), ELC 113 Residential Wiring (4), ELC 117 Motors and Controls (4), ELC 118 National Electrical Code (2), ELC 215 Electrical Maintenance (3)

Minimum required credit hours 18

Electronics Engineering Technology

The Electronics Engineering Technology program provides theory and hands-on practical training in repairing electronic equipment. Students are trained to use measurement tools such as digital multimeters and oscilloscopes. Circuit construction techniques include printed circuit board fabrication and both surface-mount and through-hole component soldering. Students learn to repair any type of electronic equipment including computers, stereos, and hand-held microprocessor equipment.

A40200 Associate Degree

Note: The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
ELC 131 Circuit Analysis I	4
ELC 131A Circuit Analysis I Lab	1
ENG 111 Writing and Inquiry	3
MAT 121 Algebra/Trigonometry I	3

Second Semester

COM 231 Public Speaking	3
ELC 127 Software for Technicians	2
ELN 131 Analog Electronics I	4
MAT 122 Algebra/Trigonometry II	3

Third Semester

ELC 128 Intro to PLC	3
ELN 132 Analog Electronics II	4

Fourth Semester

CTS 120 Hardware/Software Support	3
ELC 228 PLC Applications	4
ELN 133 Digital Electronic	4
SOC 210 Introduction to Sociology	3

Fifth Semester

CTI 120 Network and Security Foundation	3
ELN 232 Introduction to Microprocessors	4
HUM 115 Critical Thinking	3
PHY 110 Conceptual Physics	3
PHY 110A Conceptual Physics Lab	1

Sixth Semester

CTS 220 Advanced Hard/Software Support	3
WBL 110 World of Work	1
WBL 111 Work-Based Learning I	1

Minimum required credit hours 64

Industrial Systems Technology

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, and install equipment. Instruction includes theory and skills training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems. Upon completion of this curriculum, graduates should be able to individually, or with a team, safely install, inspect, diagnose, repair and maintain industrial process and support equipment.

A50240F Facilities Maintenance Technology Associate Degree

Note: The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
ELC 112 DC/AC Electricity	5
ENG 111 Writing and Inquiry	3
MAT 121 Algebra/Trigonometry I	3
MNT 110 Intro to Maintenance Procedures	2

Second Semester

CIS 110 Introduction to Computers	3
COM 231 Public Speaking	3
ELC 117 Motors and Controls	4
ISC 112 Industrial Safety	2

Third Semester

ELC 128 Intro to PLC	3
HUM 115 Critical Thinking	3
HYD 110 Hydraulics/Pneumatics I	3

Fourth Semester

AHR 110 Intro to Refrigeration	5
BPR 111 Print Reading	2
MEC 111 Machine Processes I	3
WLD 112 Basic Welding Processes	2

Fifth Semester

AHR 112 Heating Technology	4
MNT 230 Pumps and Piping Systems	2
MNT 240 Industrial Equip Troubleshooting	2
WLD 121 GMAW (MIG) FCAW/Plate	4

Sixth Semester

ELC 215 Electrical Maintenance	3
PLU 111 Intro to Basic Plumbing	2
SOC 210 Introduction to Sociology	3

Minimum required credit hours 67

A50240A Advanced Manufacturing Associate Degree

Note: The course name is followed by the credit hours.

First Semester		*Fourth Semester*	
ACA 122 College Transfer Success	1	BPR 111 Print Reading	2
ELC 112 DC/AC Electricity	5	ELC 228 PLC Applications	4
ENG 111 Writing and Inquiry	3	MAC 121 Introduction to CNC	2
MAT 121 Algebra/Trigonometry I	3	MEC 111 Machine Processes I	3
MNT 110 Intro to Maintenance Procedures	2	WLD 112 Basic Welding Processes	2
Second Semester		*Fifth Semester*	
CIS 110 Introduction to Computers	3	ELC 213 Instrumentation	4
COM 231 Public Speaking	3	MNT 230 Pumps and Piping Systems	2
ELC 117 Motors and Controls	4	MNT 240 Industrial Equip Troubleshooting	2
ISC 112 Industrial Safety	2	WLD 121 GMAW (MIG) FCAW/Plate	4
Third Semester		*Sixth Semester*	
ELC 128 Intro to PLC	3	ATR 218 Work Cell Integration	3
HUM 115 Critical Thinking	3	ELC 215 Electrical Maintenance	3
HYD 110 Hydraulics/Pneumatics I	3	SOC 210 Introduction to Sociology	3
		Minimum required credit hours 69	

C50240C HVAC Certificate

AHR 110 Introduction to Refrigeration (5), MNT 110 Intro to Maintenance Procedures (2), AHR 112 Heating Technology (4), ISC 112 Industrial Safety (2)

Minimum required credit hours 13

C50240M Maintenance Certificate

BPR 111 Print Reading (2), ISC 112 Industrial Safety (2), MEC 111 Machine Processes I (3), MNT 110 Intro to Maintenance Procedures (2), MNT 230 Pumps and Piping Systems (2), PLU 111 Intro to Basic Plumbing (2)

Minimum required credit hours 13

Welding Technology

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal industry. Successful graduates may be employed as entry-level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

C50420 Welding Technology Certificate

WLD 112 Basic Welding Processes (2), WLD 141 Symbols & Specifications (3), WLD 115 SMAW (Stick) Plate (5), WLD 121 GMAW (MIG) FCAW Plate (4), WLD 131 GTAW (TIG) Plate (4)

Minimum required credit hours 18

Business and Entrepreneurship

Accounting and Finance

The Accounting and Finance curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting and finance profession. Accountants and finance professionals assemble and analyze, process, and communicate essential information about financial

operations. Graduates should qualify for entry-level accounting and finance positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies.

A25800 Associate Degree

Note: The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
ACC 120 Principles of Financial Accounting	4
BUS 110 Introduction to Business	3
CIS 110 Introduction to Computers	3
ENG 111 Writing and Inquiry	3
MAT 143 Quantitative Literacy	3-4

Second Semester

ACC 121 Principles of Managerial Accounting	4
ACC 131 Federal Income Taxes	3
ACC 140 Payroll Accounting	2
ACC 149 Intro to Accounting Spreadsheets	2
BUS 115 Business Law I	3

Third Semester

ECO 251 Principles of Microeconomics	3
OR ECO 252 Principles of Macroeconomics	

Third Semester Continued

HUM 115 Critical Thinking	3
PSY 150 General Psychology	3

Fourth Semester

ACC 215 Ethics in Accounting	3
ACC 220 Intermediate Accounting I	4
ACC 240 Government and Not-for-Profit	3
BUS 225 Business Finance	3
COM 231 Public Speaking	3

Fifth Semester

ACC 150 Accounting Software Applications	2
ACC 221 Intermediate Accounting II	4
ACC 227 Practices in Accounting	3
WBL 110 World of Work	1
WBL 111 Work Based Learning I	1

Minimum required credit hours 67

Business Administration

A25120 Associate Degree

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy. Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making. Through these skills, students will have a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

Note: The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
BUS 110 Introduction to Business	3
CIS 110 Introduction to Computers	3
ENG 111 Writing and Inquiry	3
MAT 143 Quantitative Literacy	3-4

Second Semester

ACC 120 Principles of Financial Accounting	4
BUS 115 Business Law I	3
BUS 137 Principles of Management	3
HUM 115 Critical Thinking	3

Third Semester

COM 231 Public Speaking	3
ECO 251 Principles of Microeconomics	3
OR ECO 252 Principles of Macroeconomics	
PSY 150 General Psychology	3

Fourth Semester

BUS 217 Employment Law and Regulations	3
BUS 225 Business Finance	3
INT 110 International Business	3
MKT 120 Principles of Marketing	3
Major Elective	

Fifth Semester

BUS 153 Human Resource Management	3
BUS 239 Business Applications Seminar	2
BUS 255 Organizational Behavior in Business OR BUS 270 Professional Development	3
CTS 130 Spreadsheet OR DBA 110 Database Concepts	3
Major Elective	

Minimum required credit hours 64

C25120A Business Core Certificate

ACC 120 Principles of Financial Accounting (4), BUS 110 Introduction to Business (3), BUS 137 Principles of Management (3), BUS 115 Business Law I (3), ECO 251 Principles of Microeconomics or ECO 252 Principles of Macroeconomics (3)

Minimum required credit hours 16

C25120E Entrepreneurship Certificate

BUS 110 Introduction to Business (3), BUS 115 Business Law I (3), BUS 139 Entrepreneurship I (3), BUS 245 Entrepreneurship II (3), MKT 120 Principles of Marketing (3)

Minimum required credit hours 15

C25120H Human Resources Management

BUS 110 Introduction to Business (3)**,** BUS 217 Employment Law and Regulations (3), BUS 153 Human Resource Management (3), BUS 234 Training and Development (3), BUS 255 Organizational Behavior in Business (3)

Minimum required credit hours 15

C25120B Management Certificate

ACC 120 Principles of Financial Accounting (4), BUS 110 Introduction to Business (3), BUS 217 Employment Law and Regulations (3), BUS 137 Principles of Management (3), BUS 153 Human Resource Management (3)

Minimum required credit hours 16

C25120M Marketing Certificate

BUS 110 Introduction to Business (3)**,** MKT 120 Principles of Marketing (3), MKT 123 Fundamentals of Selling (3), BUS 137 Principles of Management (3)**,** MKT 220 Advertising and Sales Promotion (3)

Minimum required credit hours 15

Hospitality Management

This Hospitality Management program prepares students to understand and apply the administrative and practical skills needed for supervisory and managerial positions in hotels, motels, resorts, inns, restaurants, institutions, and clubs. Course work includes guest services, leadership, management, restaurant operations, lodging operations, marketing, sanitation, food preparation, food and beverage management and other critical areas.

A25110 Associate Degree

Note: The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
CIS 110 Introduction to Computers	3
ENG 111 Writing and Inquiry	3
HRM 110 Introduction to Hospitality & Tourism	3
HRM 120 Front Office Procedures	3
MAT 143 Quantitative Literacy	3

Second Semester

CUL 110 Sanitation and Safety	2
HRM 125 Etiquette for Hospitality	1
HRM 140 Legal Issues—Hospitality	3
HRM 275 Leadership—Hospitality	3
HUM 115 Critical Thinking	3

Third Semester

COM 231 Public Speaking	3
HRM 124 Guest Service Management	3
PSY 150 General Psychology	3

Fourth Semester

ACC 115 College Accounting	4
OR ACC 120 Principles of Financial Accounting	
CUL 120 Purchasing	2
HRM 240 Marketing for Hospitality	3
HRM 245 Human Resource Management – Hospitality	3

Fourth Semester Continued

WBL 110 World of Work	1
WBL 111 Work Based Learning I	1

Fifth Semester

HRM 210 Meetings and Event Planning	3
HRM 220 Cost Control – Food & Beverage	3
HRM 280 Management Problems – Hospitality	3
WBL 121 Work Based Learning II	1
Major Elective	3

Minimum required credit hours 64

C25110E Event and Meeting Planning Certificate

HRM 110 Introduction to Hospitality and Tourism (3), HRM 240 Marketing for Hospitality (3), HRM 125 Etiquette for Hospitality (1), HRM 140 Legal Issues—Hospitality (3), HRM 210 Meetings and Event Planning (3)

Minimum required credit hours 13

C25110H Hotel Management Certificate

CIS 110 Introduction to Computers (3), HRM 110 Introduction to Hospitality and Tourism (3), HRM 120 Front Office Procedures (3), HRM 275 Leadership—Hospitality (3), HRM 280 Management Problems – Hospitality (3), WBL 110 World of Work (1), WBL 111 Work Based Learning I (1)

Minimum required credit hours 17

Culinary Arts

The Culinary Arts curriculum provides training to prepare students to assume positions as culinary professionals in a variety of foodservice settings including full service restaurants, hotels, resorts, clubs, catering operations, contract foodservice and health care facilities. Courses include sanitation/safety, baking, garde manger, culinary fundamentals/production skills, nutrition, customer service, purchasing/cost control, and human resource management. Graduates should qualify for entry-level opportunities including prep cook, line cook, and station chef.

A55150 Associate Degree

Note: The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
CIS 110 Introduction to Computers	3
CUL 110 Sanitation and Safety	2
CUL 140 Culinary Skills I	5
ENG 111 Writing and Inquiry	3

Second Semester

CUL 120 Purchasing	2
CUL 170 Garde Manger I	3
HRM 245 Human Resource Management – Hospitality	3
MAT 143 Quantitative Literacy	3

Third Semester

CUL 130 Menu Design	2
COM 231 Public Speaking	3
PSY 150 General Psychology	3

Fourth Semester

CUL 112 Nutrition for Foodservice	3
CUL 135 Food & Beverage Service	2
CUL 160 Baking I	3
CUL 270 Garde Manger II	3
WBL 110 World of Work	1
WBL 111 Work Based Learning I	1

Fifth Semester

CUL 260 Baking II	3
CUL 275 Catering Cuisine	5
HRM 215 Restaurant Management	3
HUM 115 Critical Thinking	3
WBL 121 Work Based Learning II	1

Minimum required credit hours 66

D55150 Diploma

Note: The course name is followed by the credit hours.

First Semester

CUL 110 Sanitation and Safety	2
CUL 140 Culinary Skills I	5
CUL 160 Baking I	3
ENG 111 Writing and Inquiry	3

Second Semester

CUL 120 Purchasing	2
CUL 170 Garde Manger I	3
CUL 260 Baking II	3
HRM 245 Human Resource Management – Hospitality	3

Third Semester

COM 231 Public Speaking	3
CUL 112 Nutrition for Foodservice	3
CUL 135 Food & Beverage Service	2
CUL 270 Garde Manger II	3
WBL 110 World of Work	1
WBL 111 Work Based Learning I	1

Minimum required credit hours 37

C55150 Culinary Arts Certificate

CUL 110 Sanitation and Safety (2), CUL 140 Culinary Skills I (5), CUL 160 Baking I (3), CUL 170 Garde Manger I (3), CUL 240 Culinary Skills II (5)

Minimum required credit hours 18

C25110R Restaurant Management Certificate

CUL 110 Sanitation and Safety (2), CUL 112 Nutrition for Foodservice (3), CUL 135 Food and Beverage Service (2),

HRM 215 Restaurant Management (3), HRM 245 Human Resources Management – Hospitality (3), WBL 110 World of Work (1), WBL 111 Work-based Learning (1)

Minimum required credit hours 17

Paralegal Technology

The Paralegal Technology curriculum prepares individuals to work under the supervision of attorneys by performing routine legal tasks and assisting with substantive legal work. A paralegal/legal assistant may not practice law, give legal advice, or represent clients in a court of law. Graduates are trained to assist

attorneys in probate work, investigations, public records search, drafting and filing legal documents, research, and office management. Employment opportunities are available in private law firms, governmental agencies, banks, insurance agencies, and other business organizations.

A25380 Associate Degree

Graduates are eligible to sit for the North Carolina Certified Paralegal Examination. Please note that in order to meet eligibility requirements for the certification exam, at least ten (10) credit hours of all completed legal specialty classes must be completed through traditional classroom instruction.

Note: The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
CIS 110 Introduction to Computers	3
ENG 111 Writing and Inquiry	3
LEX 110 Introduction to Paralegal Study	2
LEX 140 Civil Litigation I	3
MAT 143 Quantitative Literacy	3

Second Semester

ENG 112 Writing/Research in the Disciplines	3
LEX 141 Civil Litigation II	3
LEX 150 Commercial Law I	3
LEX 160 Criminal Law & Procedure	3
LEX 220 Corporate Law	2
LEX 270 Law Office Mgmt/Technology	2

Third Semester

HUM 115 Critical Thinking	3
LEX 240 Family Law	3
LEX 280 Ethics and Professionalism	2

Fourth Semester

ACC 115 College Accounting	4
OR ACC 120 Principles of Financial Accounting	
LEX 120 Legal Research/Writing I	3
LEX 130 Civil Injuries	3
LEX 210 Real Property I	3
LEX 250 Wills, Estates, & Trusts	3

Fifth Semester

COM 231 Public Speaking	3
LEX 121 Legal Research/Writing II	3
LEX 180 Case Analysis & Reasoning	2
LEX 287 CLA Review Seminar	2
PSY 150 General Psychology	3
WBL 110 World of Work	1
WBL 111 Work Based Learning I	1

Minimum required credit hours 70

D25380 Diploma

Note: The course name is followed by the credit hours.

First Semester

ENG 111 Writing and Inquiry	3
LEX 110 Introduction to Paralegal Study	2
LEX 120 Legal Research/Writing I	3
LEX 140 Civil Litigation I	3

Second Semester

LEX 121 Legal Research/Writing II	3
LEX 141 Civil Litigation II	3

Second Semester Continued

LEX 150 Commercial Law I	3
LEX 210 Real Property I	3
LEX 250 Wills, Estates, and Trusts	3
LEX 160 Criminal Law & Procedure	3
LEX 220 Corporate Law	2

Third Semester

ENG 112 Writing/Research in the Disciplines	3
LEX 240 Family Law	3
LEX 280 Ethics and Professionalism	2

Fourth Semester

ACC 115 College Accounting	4
OR ACC 120 Principles of Financial Accounting	
LEX 130 Civil Injuries	3

Minimum required credit hours 46

Creative and Liberal Arts

Community Spanish Interpreter - Medical Interpreting

Medical Interpreting programs assume that students know how to interpret well, and are familiar with the various codes of ethics for interpreters. Students are presented with medical terminology, examine Latin and Greek roots, review body systems and explore cultural and ethical issues that are unique to the medical interpreting encounter. The certificate or diploma is designed to prepare graduates to work in clinics and hospitals. Graduates have also found employment as bilingual benefits evaluation specialists or may find themselves interpreting for Workers' Compensation investigations.

Upon completion of a Medical Interpreting program, interpreters may be eligible to apply to take the National Certification Exam for Medical Interpreters with the National Board of Certification for Medical Interpreters (NBCMI) or the Certification Commission for Healthcare Interpreters (CCHI).

D55370M Medical Diploma

***Note**: The course name is followed by the credit hours.*

First Semester	
COM 231 Public Speaking	3
SPA 111 Elementary Spanish I	3
SPA 181 Spanish Lab I	1
Second Semester	
ENG 111 Writing and Inquiry	3
SPA 112 Elementary Spanish II	3
SPA 182 Spanish Lab II	1
Third Semester	
MED 121 Medical Terminology I	3
SPA 211 Intermediate Spanish I	3
Fourth Semester	
MED 122 Medical Terminology II	3
SPA 212 Intermediate Spanish II	3
Fifth Semester	
SPI 111 Cultural and Ethical Issues	3
SPI 213 Review of Grammar	3
SPI 243 Medical Interpreting I	3
Sixth Semester	
SPA 231 Reading and Composition OR SPA 221 Spanish Conversation	3
SPI 221 Consecutive Interpretation I	2
SPI 222 Consecutive Interpretation II	3
SPI 245 Community Interpreting I	3

Minimum required credit hours 47

C255370M Medical Certificate

A prerequisite of the program is showing proficiency at the Intermediate Spanish II level as determined by the program director or by completion of SPA 212, and completion of the Community Spanish Interpreter Public Service Certificate (C55370F), Diploma (D55370F), or successful completion of a translation/interpretation skills assessment.

MED 121 Medical Terminology I (3), MED 122 Medical Terminology II (3), SPI 111 Cultural and Ethical Issues (3), SPI 221 Consecutive Interpretation I (3), SPI 222 Consecutive Interpretation II (3), SPI 243 Medical Interpreting I (3)

Minimum required credit hours 18

Community Spanish Interpreter - Public Service Interpreting

Public Service programs train interpreters to work in educational, outreach, social justice, refugee resettlement, and faith-based settings as well as legal interactions that take place outside of the courtroom, such as interpreting during a school suspension hearing or during an appeals process if a client's application for services has been denied.

D55370F Public Service Diploma

***Note**: The course name is followed by the credit hours.*

First Semester

COM 231 Public Speaking	3
SPA 111 Elementary Spanish I	3
SPA 181 Spanish Lab I	1

Second Semester

ENG 111 Writing and Inquiry	3
SPA 112 Elementary Spanish II	3
SPA 182 Spanish Lab II	1

Third Semester

SPA 211 Intermediate Spanish I	3
Major Elective	3

Fourth Semester

SPA 212 Intermediate Spanish II	3
Major Elective	3

Fifth Semester

SPI 113 Intro to Spanish Interpreting	3
SPI 114 Analytical Skills Span. Inter.	3
SPI 213 Review of Grammar	3
SPI 214 Intro to Translation	3

Sixth Semester

SPA 231 Reading and Composition OR SPA 221 Spanish Conversation	3

Sixth Semester Continued

SPI 241 Legal Interpreting I	3
SPI 245 Community Interpreting I	3

Minimum required credit hours 47

C55370F Public Service Certificate

A prerequisite of the program is showing proficiency at the Intermediate Spanish II level as determined by the program director, or by completion of SPA 212.

SPI 113 Intro to Spanish Interpreting (3), SPI 114 Analytical Skills Span. Inter. (3), SPI 213 Review of Grammar (3), SPI 214 Intro to Translation (3), SPI 241 Legal Interpreting I (3), SPI 245 Community Interpreting I (3)

Minimum required credit hours 18

Early Childhood Education

Durham Tech's Early Childhood Education Associate Degree program prepares individuals to work with children from birth through eight in diverse learning. Students enrolled in the associate degree program, must complete practicum experiences in approved early childhood settings. Prior to enrolling in any course that requires direct contact with children students must complete a criminal background check, a tuberculin skin test, and a health assessment.

Enrollment in EDU 184 and EDU 284 requires students to work directly with young children in a pre-approved child care program, and requires a criminal background check. Students may not enroll in these classes or finish the degree without the criminal background check.

A55220NT Non-Transfer Associate Degree

Note: The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
EDU 119 Intro to Early Child Education	4
EDU 144 Child Development I	3
EDU 153 Health, Safety & Nutrition	3
ENG 111 Writing and Inquiry	3

Second Semester

EDU 131 Child, Family, and Community	3
EDU 145 Child Development II	3
EDU 146 Child Guidance	3
EDU 184 Early Child Intro Practicum	2
ENG 112 Writing/Research in the Disciplines OR COM 231 Public Speaking	3

Third Semester

EDU 221 Children with Exceptionalities	3
PSY 150 General Psychology	3
Natural Sciences/Mathematics Elective	3-4

Fourth Semester

EDU 151 Creative Activities	3
EDU 261 Early Childhood Administration I	3
EDU 271 Educational Technology	3
Humanities/Fine Arts Elective	3
Social/Behavioral Sciences Elective	3

Fifth Semester

EDU 234 Infants, Toddlers, and Twos	3
EDU 262 Early Childhood Administration II	3
EDU 280 Language and Literacy Experiences	3
EDU 284 Early Child Capstone Practicum	4

Minimum required credit hours 65

A55220TR Transfer Associate Degree

Note: The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
EDU 119 Intro to Early Child Education	4
EDU 144 Child Development I	3
EDU 153 Health, Safety and Nutrition	3
ENG 111 Writing and Inquiry	3

Second Semester

BIO 110 Principles of Biology	4
EDU 131 Child, Family, and Community	3
EDU 145 Child Development II	3
EDU 146 Child Guidance	3
ENG 112 Writing/Research in the Disciplines	3

Third Semester

EDU 221 Children with Exceptionalities	3
MAT 143 Quantitative Literacy	3

Third Semester Continued

PSY 150 General Psychology	3
Humanities/Fine Arts Elective	3

Fourth Semester

COM 231 Public Speaking	3
EDU 151 Creative Activities	3
Natural Science Transfer Specialty Elective	4
Social/Behavioral Sciences Transfer Specialty Elective	3
Transfer Specialty I	3

Fifth Semester

EDU 234 Infants, Toddlers, and Twos	3
EDU 280 Language and Literacy Experiences	3
EDU 284 Early Child Capstone Practicum	4
Transfer Specialty II	3

Minimum required credit hours 71

Transfer Specialty I: EDU 250 Teacher Licensure Preparation (3) OR EDU 261 Early Childhood Administration I (3)

Transfer Specialty II: EDU 216 Foundations of Education (3) OR EDU 262 Early Childhood Administration II (3)

C55220A Administration Certificate

EDU 119 Intro to Early Childhood Education (4), EDU 153 Health, Safety and Nutrition (3), EDU 261 Early Childhood Administration I (3), EDU 131 Child, Family, and Community (3), EDU 262 Early Childhood Administration II (3)

Minimum required credit hours 16

C55220C Child Development Certificate

EDU 119 Intro to Early Childhood Education (4), EDU 153 Health, Safety and Nutrition (3), EDU 131 Child, Family, and Community (3), EDU 145 Child Development II (3), EDU 146 Child Guidance (3)

Minimum required credit hours 16

C55290 Infant/Toddler Care Certificate

EDU 119 Intro to Early Childhood Education (4), EDU 144 Child Development I (3), EDU 153 Health, Safety and Nutrition (3), EDU 131 Child, Family, and Community (3), EDU 234 Infants, Toddlers, and Twos (3)

Minimum required credit hours 16

Health and Wellness

Anesthesia Technology

The Anesthesia Technology program prepares students to work as a vital member of the Anesthesia Care Team. The anesthesia technologist provides safe care at the direction of the anesthesia provider in the care of patients undergoing anesthesia. Students will become proficient in fundamentals and advanced skills in the acquisition, preparation, and application of various types of equipment required for the delivery of anesthesia care. Graduates are eligible to complete the Certified Anesthesia Technologists credentialing process through the American Society of Anesthesia Technologists and Technicians (ASATT). Employment opportunities are available in hospitals, surgical centers, imaging, emergency departments, dental suites, and ambulatory care centers.

A45330 Associate Degree

Note: The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
ATC 110 Intro to Anesthesia Technology	3
ATC 112 Anesthesia Pharmacology	3
BIO 168 Anatomy and Physiology I	4
ENG 111 Writing and Inquiry	3
MED 121 Medical Terminology I	3

Second Semester

ATC 115 The Anesthesia Machine	4
ATC 210 Anesthesia Monitoring Equipment	5
BIO 169 Anatomy and Physiology II	4

Third Semester

ATC 150 ATC Clinical Practice I	3
ATC 215 Anesthesia Airway Equipment	5
MED 122 Medical Terminology II	3

Fourth Semester

ATC 155 ATC Clinical Practice II	4
BIO 271 Pathophysiology	4
ENG 112 Writing/Research in the Disciplines	3
PSY 150 General Psychology	3

Fifth Semester

ATC 250 ATC Clinical Practice III	8
ATC 280 ATC Professional Practice	3
PHI 240 Introduction to Ethics	3

Minimum required credit hours 68

Clinical Trials Research Associate

The Clinical Trials Research Associate curriculum prepares individuals to assist physicians and clinical researchers in the initiation, administration, coordination, and management of clinical research studies for the development of new drugs, clinical products, and treatment regimens. Course work includes in-depth study of drug development, Federal regulations, and clinical research processes. Supervised fieldwork provides skill application in subject recruitment, regulatory compliance, accountability for drugs/devices, and documentation of subject involvement in clinical research studies. Graduates may be eligible to sit for national certification examinations. Research employment opportunities may include medical centers, hospitals, pharmaceutical industries, clinics, research facilities, biotechnology or device companies, and physicians' offices.

Please note that the program includes daytime fieldwork rotations.

A45190 Associate Degree

The Associate Degree has a fall or a spring start with the same courses sequenced differently. The sequence listed below is for the fall start.

Note: The course name is followed by the credit hours.

First Semester	
ACA 122 College Transfer Success	1
BIO 168 Anatomy and Physiology I	4
CTR 110 Introduction to Clinical Research	3
CTR 112 Clinical Research Terminology	3
ENG 111 Writing and Inquiry	3
Second Semester	
BIO 169 Anatomy and Physiology II	4
CTR 115 Clinical Research Regulations	3
PHI 240 Introduction to Ethics	3
Major Elective	2-4
Third Semester	
ENG 112 Writing/Research in the Disciplines	3
CTR 210 Introduction to Clinical Data	3
Fourth Semester	
BIO 271 Pathophysiology	3-4
OR BIO 275 Microbiology	
CTR 130 Clinical Research Management	4
CTR 220 Research Site Management	4
Fifth Semester	
CTR 120 Research Protocol Design	3
CTR 150 Research Fieldwork I	5
CTR 281 Professional Practice	3
PHM 120 Pharmacology I	3
Sixth Semester	
CTR 250 Research Fieldwork II	8
PHM 125 Pharmacology II	3
PSY 150 General Psychology	3

Minimum required credit hours 71

C45190I Core Competencies Certificate

Students who have completed a baccalaureate or graduate degree in biological science, chemistry, or an allied health area, or who have completed one year of employment in the clinical research field within the last five years, are eligible to enroll in the Clinical Research – Core Competencies Certificate. The certificate has a fall or a spring start with the same courses sequenced differently.

CTR 110 Introduction to Clinical Research (3), CTR 115 Clinical Research Regulations (3), CTR 210 Introduction to Clinical Data (3), CTR 220 Research Site Management OR CTR 130 Clinical Research Management (4)

Minimum required credit hours 13

C45190MC Data Management Certificate

Students are eligible to enroll in the Clinical Trials Research Associate – Data Management Certificate if they have completed either CTRA AAS degree, or any CTRA certificate, a baccalaureate or graduate degree in computer information systems, biological science, chemistry, or an allied health area, or have at least one year of pharmaceutical, biotechnological, or medical device industry experience in clinical data management.

CTR 110 Introduction to Clinical Research (3), CTR 210 Introduction to Clinical Data (3), CTR 215 Data Management Concepts (2), CTR 217 EDC Application Development (3), CTR 225 Data Collection (2), CTR 230 Data Trends and Reporting (2)

Minimum required credit hours 15

Dental Laboratory Technology

The Dental Laboratory Technology curriculum prepares individuals in the art and science of fabricating dental restorations. The dental technician fabricates dentures, partials, metal or porcelain crowns, and bridges. Technicians use specialized hand instruments and equipment and also work with various dental materials. Course work includes in-depth studies of fabrication techniques for both fixed and removable dental prostheses. The dental laboratory technology student will be exposed to classroom, laboratory, and clinical rotation training. Graduates may qualify to take the Recognized Graduate Examination

administered by the National Board for Certification and may be employed by commercial laboratories, dental office laboratories, dental manufacturers, or as the owner of a dental laboratory.

A45280 Associate Degree

Note: The course name is followed by the credit hours.

First Semester	
ACA 122 College Transfer Success	1
DLT 111 Dental Anatomy/Physiology	5
DLT 114 Dental Materials	3
DLT 116 Complete Dentures	4
ENG 111 Writing and Inquiry	3
Second Semester	
DLT 123 Crown & Bridge	4
DLT 211 Advanced Complete Dentures	4
MAT 110 Math Measurement and Literacy	3
PHS 121 Applied Physical Science I	4
Third Semester	
DLT 119 Wrought-Ortho Appliances	4
Third Semester Continued	
DLT 126 Advanced Crown & Bridge	4
Humanities/Fine Arts Elective	3
Fourth Semester	
DLT 118 Cast Partial Dentures	6
DLT 217 Ceramic Techniques	5
DLT 219 Jurisprudence & Ethics	1
ENG 112 Writing/Research in the Disciplines	3
PSY 150 General Psychology	3
Fifth Semester	
DLT 215 Advanced Partial Dentures	3
DLT 222 Advanced Ceramic Techniques	4
DLT 224 Dental Lab Practice	2

Minimum required credit hours 69

C45280P Cast Partial Denture Certificate

DLT 114 Dental Materials (3), DLT 118 Cast Partial Dentures (6), DLT 215 Advanced Partial Dentures (3)

Minimum required credit hours 12

C45280T Complete Denture Techniques Certificate

DLT 114 Dental Materials (3), DLT 116 Complete Dentures (4), DLT 211 Advanced Complete Dentures (6)

Minimum required credit hours 13

C45280B Crown and Bridge Techniques Certificate

DLT 111 Dental Anatomy/Physiology (5), DLT 114 Dental Materials (3), DLT 123 Crown & Bridge (4), DLT 126 Advanced Crown & Bridge (4)

Minimum required credit hours 16

C45280C Dental Ceramic Techniques Certificate

Students must complete Crown and Bridge Certificate before enrolling in the Dental Ceramic Techniques Certificate.

DLT 114 Dental Materials (3), DLT 217 Ceramic Techniques (5), DLT 222 Advanced Ceramic Techniques (4), PHS 121 Applied Physical Science I (4)

Minimum required credit hours 16

Medical Assisting

The Medical Assisting curriculum prepares multi-skilled health care professionals qualified to perform administrative, clinical, and laboratory procedures. Course work includes instruction in scheduling appointments, coding and processing insurance accounts, billing, collections, computer operations; assisting with examinations/treatments, performing routine laboratory procedures, electrocardiography, supervised medication administration; and ethical/legal issues associated with patient care. Graduates of CAAHEP-accredited medical assisting programs may be eligible to sit for the American Association of

Medical Assistants' Certification Examination to become Certified Medical Assistants. Employment opportunities include physicians' offices, health maintenance organizations, health departments, and hospitals.

A45400 Associate Degree

Note: The program starts in the summer term and may be completed using evening classes. The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
CIS 110 Introduction to Computers	3
COM 231 Public Speaking	3
ENG 111 Writing and Inquiry	3

Second Semester

BIO 163 Basic Anatomy & Physiology	5
MAT 110 Math Measurement and Literacy	3
MED 110 Orientation to Med Assist	1
MED 118 Medical Law and Ethics	2
MED 121 Medical Terminology I	3
MED 130 Admin Office Proc I	2

Third Semester

MED 122 Medical Terminology II	3
MED 131 Admin Office Proc II	2
MED 140 Exam Room Procedures I	5
MED 150 Laboratory Procedures I	5

Fourth Semester

MED 260 Medical Clinical Practicum	5
MED 264 Medical Assisting Overview	2

Fifth Semester

BIO 155 Nutrition	3
ENG 112 Writing/Research in the Disciplines	3
MED 138 Infection/Hazard Control	2
MED 232 Medical Insurance Coding	2

Sixth Semester

MED 270 Symptomatology	3
MED 272 Drug Therapy	3
PSY 150 General Psychology	3
Humanities/Fine Arts Elective	3

Minimum required credit hours 70

D45400 Diploma

Note: The program starts in the summer term. The course name is followed by the credit hours.

First Semester

CIS 110 Introduction to Computers	3
ENG 111 Writing and Inquiry	3

Second Semester

BIO 163 Basic Anatomy & Physiology	5
MAT 110 Math Measurement and Literacy	3
MED 110 Orientation to Med Assist	1
MED 118 Medical Law and Ethics	2
MED 121 Medical Terminology I	3
MED 130 Admin Office Proc I	2

Third Semester

MED 122 Medical Terminology II	3
MED 131 Admin Office Proc II	2
MED 140 Exam Room Procedures I	5
MED 150 Laboratory Procedures I	5

Fourth Semester

MED 260 Medical Clinical Practicum	5
MED 264 Medical Assisting Overview	2

Minimum required credit hours 44

Medical Product Safety and Pharmacovigilance

The Medical Product Safety and Pharmacovigilance curriculum prepares individuals to work with pharmaceutical, biologic, and medical device companies to monitor, track, and report product safety data during ongoing clinical trials, as well as after a product has been approved and marketed. Course work includes in-depth study of federal regulations, components of a safety monitoring program, and procedures for reporting safety data. Supervised fieldwork focuses on reviewing adverse reports, writing safety case narratives, and creating safety reports in accordance with U.S. and international regulations. Graduates of this program may be eligible to sit for national certification examinations. Employment opportunities may include medical centers, hospitals, pharmaceutical, medical device, biotechnology companies, and contract research organizations.

C45810 Certificate

MSP 110 Intro. to Medical Product Safety (3), MSP 115 Medical Product Safety Regulations (3), MSP 120 Safety Reporting (3), MSP 130 Safety Systems & Processes (4), MSP 220 Signal Detection & Risk Assess. (4)

Minimum required credit hours 17

Nursing

The Associate Degree Nursing, LPN to Associate Degree Nursing Track, and Practical Nursing programs are approved by the North Carolina Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN).

A45110 Associate Degree Nursing

The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential. Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics. Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include positions within acute, chronic, extended, industrial, and community health care facilities.

Note: The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
BIO 168 Anatomy & Physiology I	4
ENG 111 Writing and Inquiry	3
NUR 111 Introduction to Health Concepts	8
PSY 150 General Psychology	3

Second Semester

BIO 169 Anatomy & Physiology II	4
NUR 112 Health-Illness Concepts	5

Second Semester Continued

NUR 114 Holistic Health Concepts	5
PSY 241 Development	3

Third Semester

BIO 271 Pathophysiology	3
NUR 212 Health System Concepts	5

Fourth Semester

ENG 112 Writing/Research in the Disciplines	3

Second Semester Continued

NUR 113 Family Health Concepts	5

Fourth Semester Continued

NUR 211 Health Care Concepts	5

Fifth Semester

NUR 213 Complex Health Concepts	10
Humanities/Fine Arts Elective	3

Minimum required credit hours 70

A45110N LPN to ADN Track

The LPN to Associate Degree Nursing Track curriculum is designed for students that have already met the requirements to be a Licensed Practical Nurse and wish to further their education to include an Associate Degree. Graduates of the program are eligible to apply for the National Council Licensure Examination for the Registered Nurse (NCLEX-RN). It is an evening program with a summer start.

Note: Upon successful completion of NUR 214 the student will receive block credit for NUR 111, NUR 112, NUR 114, and NUR 212. Students who complete this program will graduate with 73 credit hours.

The course name is followed by the credit hours.

First Semester

BIO 168 Anatomy & Physiology I	4
ENG 111 Writing and Inquiry	3
NUR 214 Nursing Transition Concepts	4
PSY 150 General Psychology	3

Second Semester

BIO 169 Anatomy & Physiology II	4
ENG 112 Writing/Research in the Disciplines	3

Second Semester Continued

NUR 113 Family Health Concepts	5
NUR 211 Health Care Concepts	5
PSY 241 Developmental Psychology	3

Third Semester

BIO 271 Pathophysiology	3
NUR 213 Complex Health Conc	10
Humanities/Fine Arts Elective	3

Minimum required credit hours 50

A45660 Practical Nursing Diploma

The Practical Nursing curriculum provides knowledge and skills to integrate safety and quality into nursing care to meet the needs of the holistic individual which impact health, quality of life, and achievement of potential. Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes safe, individualized nursing care and participation in the interdisciplinary team while employing evidence-based practice, quality improvement, and informatics. Graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-PN), which is required for practice as a practical nurse.

Note: Students must pass all Nursing courses and BIO 163 with a B (80% or better). The course name is followed by the credit hours.

First Semester

BIO 163 Basic Anatomy & Physiology	4-5
OR BIO 168 Anatomy & Physiology I	
ENG 111 Writing and Inquiry	3
MAT 110 Math Measurement & Literacy	3
NUR 101 Practical Nursing I	11

Second Semester

NUR 102 Practical Nursing II	10

Second Semester Continued

PSY 150 General Psychology	3
BIO 169 Anatomy & Physiology II (only required with BIO 168 option)	*4*

Third Semester

NUR 103 Practical Nursing III	9

Minimum required credit hours 44

C45970 Nurse Aide Certificate

HSC 110 Orientation to Health Careers (1), MED 121 Medical Terminology I (3), NAS 101 Nurse Aide I (6), MED 122 Medical Terminology II (3)

Minimum required credit hours 13

Occupational Therapy Assistant

The curriculum prepares graduates to work under the guidance and supervision of a registered occupational therapist (OTR/L). Certified Occupational Therapy Assistants (COTAs) help registered therapists in all aspects of occupational therapy from screening and assessment to treatment and documentation.

The OTA program has a limited number of spaces for admission each year and there are additional admission steps that must be completed after applying to the college. Acceptance for admission is conducted on a first-come, first-served basis after admission requirements are met. Courses are offered in a sequential order, starting once each year. All eligible students may take non-OTA prefix courses as soon as they complete college admission requirements for curriculum students. Students may elect to complete the program on an extended part-time basis, with faculty consultation; however, full-time

clinical internships are a critical part of the OTA training program and must be completed within 18 months of other class work to successfully complete the program. Clinical sites are spread throughout the region, and reliable transportation is essential.

Students must achieve a minimum grade of C in all courses on the plan of study in order to progress in the OTA program. Students who fail to make the required grade of C in any curriculum course will need to meet with the program director for academic counseling and advising before continuing in the program. Students may take OTA courses a maximum of two times; if they are unable to achieve a C on the second attempt in the same course, they will not be able to complete the program.

After completing the curriculum plan of study, the student is awarded an Associate in Applied Science degree in Occupational Therapy Assistant. The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

A45500 Associate Degree

Note: This is a day program that starts in the summer term. OTA 260 and OTA 261 must be completed within 18 months of other coursework. Students must demonstrate computer competency by a satisfactory score on the computer competency test, by credit by exam, by transfer credit, or by completing CIS 110 by end of the first semester of the program.

The course name is followed by the credit hours.

First Semester	
ACA 122 College Transfer Success	1
BIO 168 Anatomy & Physiology I	4
ENG 111 Writing and Inquiry	3
OTA 110 Fundamentals of OT	3
PSY 150 General Psychology	3
Second Semester	
BIO 169 Anatomy & Physiology II	4
ENG 112 Writing/Research in the Disciplines	3
OTA 120 OT Media I	2
OTA 140 Professional Skills I	1
PSY 281 Abnormal Psychology	3
Third Semester	
OTA 130 Assessment Skills	3
OTA 161 Fieldwork I - Placement 1	1
OTA 170 Physical Conditions	3
OTA 180 Psychosocial Conditions	3
Fourth Semester	
OTA 162 Fieldwork II - Placement 2	1
OTA 240 Professional Skills II	1
OTA 250 Adult Concepts & Interventions	3
PSY 241 Developmental Psychology	3
Fifth Semester	
OTA 150 Peds Concepts & Interventions	3
OTA 163 Fieldwork I - Placement 3	1
OTA 220 OT Media II	3
OTA 245 Professional Skills III	1
Humanities/Fine Arts Elective	3
Sixth Semester	
OTA 260 Level II Fieldwork- Placement 1	6
OTA 261 Level II Fieldwork- Placement 2	6
OTA 280 Professional Transitions	1
Minimum required credit hours 69	

Opticianry

The Opticianry curriculum is designed to prepare graduates to adapt and fit corrective eyewear or ophthalmic devices as prescribed by the ophthalmologist or optometrist. Students will acquire competencies in all phases of opticianry, including analysis and interpretation of prescriptions; surfacing, benchwork, dispensing, and fitting of eyewear and ophthalmic devices; maintenance of consumer records; effective communication with consumers; and business management skills. Graduates will qualify to take certification examinations given by the American Board of Opticianry, the National Contact Lens Examiners, and the North Carolina State Board of Opticians, as well as other state licensing

boards. The Opticianry program is accredited by the Commission on Opticianry Accreditation and approved by the North Carolina State Board of Opticians.

A45560 Associate Degree

Note: The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
ENG 111 Writing and Inquiry	3
MAT 121 Algebra /Trigonometry I	3
OPH 131 Optical Dispensing I	3
OPH 141 Optical Theory I	3
PSY 150 General Psychology	3

Second Semester

ACC 115 College Accounting	4
OPH 111 Ophthalmic Lab I	3
OPH 121 Anatomy & Physiology-Eye	3
OPH 132 Optical Dispensing II	4
OPH 142 Optical Theory II	3

Third Semester

BIO 111 General Biology I	
OR BIO 163 Basic Anatomy & Physiology	4-5

Third Semester Continued

ENG 112 Writing/Research in the Disciplines	3

Fourth Semester

OPH 112 Ophthalmic Lab II	3
OPH 222 Optical Business Management	3
OPH 233 Advanced Optical Procedures	4
OPH 251 Optical Internship I	1
OPH 261 Contact Lenses I	4

Fifth Semester

OPH 215 Laboratory Proficiency	2
OPH 243 Technical Proficiency	3
OPH 262 Contact Lenses II	4
OPH 282 Optical Externship II	2
Humanities/Fine Arts Elective	3

Minimum required credit hours 69

C45520 Optical Apprentice Certificate

Note: The program starts in the spring semester.

OPH 101 Math for Opticians (3), OPH 121 Anatomy & Physiology-Eye (3), OPH 131 Optical Dispensing I (3), OPH 141 Optical Theory I (3), OPH 102 Ophthalmic Lab Concepts (2), OPH 260 Basic Contact Lens Concepts (3)

Minimum required credit hours 17

Respiratory Therapy

The Respiratory Therapy curriculum prepares individuals to function as respiratory therapists through demonstrated competence in the cognitive, psychomotor, and affective learning domains of respiratory care practice. Graduates perform diagnostic and therapeutic procedures with exposure to current and emerging practice settings. Graduates are eligible to complete the credentialing process through the National Board for Respiratory Care, which will qualify them for a license to practice in a variety of healthcare settings with responsibilities for assessment, treatment, management and education of patients with cardiopulmonary diseases.

The Durham Tech Respiratory Therapy program is accredited by the Commission on Accreditation for Respiratory Care (CoARC).

A45720 Associate Degree

The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
BIO 168 Anatomy & Physiology I	4
ENG 111 Writing and Inquiry	3
RCP 110 Intro to Respiratory Care	4
RCP 113 RCP Pharmacology	2
RCP 114 C-P Anatomy & Physiology	3
RCP 132 RCP Clinical Practice I	2

Second Semester

BIO 169 Anatomy & Physiology II	4

RCP 111 Therapeutics/Diagnostics	5
RCP 115 C-P Pathophysiology	2
RCP 123 Special Practice Lab	1
RCP 145 RCP Clinical Practice II	5
Third Semester	
RCP 112 Patient Management	4
RCP 153 RCP Clinical Practice III	3
RCP 222 Special Practice Lab	1
Fourth Semester	
ENG 112 Writing/Research in the Disciplines	3
PSY 150 General Psychology	3
RCP 210 Critical Care Concepts	4
RCP 214 Neonatal/Peds RC	2
RCP 223 Special Practice Lab	1
RCP 235 RCP Clinical Practice IV	5
Fifth Semester	
RCP 211 Adv Monitoring/Procedures	4
RCP 215 Career Preparation	1
RCP 245 RCP Clinical Preparation V	5
Humanities/Fine Arts Elective	3

Minimum required credit hours 75

Surgical Technology

The Surgical Technology Associate in Applied Science (AAS) curriculum prepares individuals to assist in the care of the surgical patient in the operating room and to function as a member of the surgical team. Students will apply theoretical knowledge to the care of patients undergoing surgery and develop skills necessary to prepare supplies, equipment, and instruments; maintain aseptic conditions; prepare patients for surgery; and assist surgeons during operations.

Students of Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited programs are required to take the national certification exam administered by the National Board on Certification in Surgical Technology and Surgical Assisting (NBSTSA) within a four week period prior to or after graduation.

A45740 Associate Degree

Note: It is a day program with a summer start. The course name is followed by the credit hours.

First Semester	
ACA 122 College Transfer Success	1
BIO 168 Anatomy & Physiology I	4
MED 121 Medical Terminology I	3
SUR 110 Intro to Surgical Technology	3
SUR 111 Perioperative Patient Care	7
Second Semester	
BIO 169 Anatomy & Physiology II	4
MED 122 Medical Terminology II	3
SUR 122 Surgical Procedures I	6
SUR 123 Surgical Clinical Practice I	7
Third Semester	
ENG 111 Writing and Inquiry	3
SUR 134 Surgical Procedures II	5
SUR 135 Surgical Clinical Practice II	4
Fifth Semester	
COM 231 Public Speaking	3
PSY 150 General Psychology	3
SUR 211 Advanced Theoretical Concepts	2
SUR 212 Surgical Clinical Supplement	4
Sixth Semester	
PHI 240 Introduction to Ethics	3
SUR 137 Prof Success Preparation	1
SUR 210 Advanced Surgical Clinical Practice	2

Minimum required credit hours 68

Human Services and Public Safety

Basic Law Enforcement Training

Basic Law Enforcement Training (BLET) is designed to give students essential skills required for entry-level employment as law enforcement officers with state, county, or municipal governments, or with private enterprise. This program utilizes State commission-mandated topics and methods of instruction.

General subjects include, but are not limited to, criminal, juvenile, civil, traffic, and alcohol beverage laws; investigative, patrol, custody, and court procedures; emergency responses; and ethics and community relations.

Students must successfully complete and pass all units of study mandated by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission to receive a certificate. Enrollment in the Basic Law Enforcement Training (BLET) course requires agency sponsorship.

C55120 Certificate

CJC 100 Basic Law Enforcement Training or or LET 110 Basic Law Enforcement Training (20)

Minimum required credit hours 20

Criminal Justice Technology

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections, and security services. The criminal justice system's role within society will be explored. Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics, and community relations. Additional study may include issues and concepts of government, counseling, communications, computers, and technology.

Employment opportunities exist in a variety of local, state, and federal law enforcement, corrections, and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, intensive probation/parole surveillance officer, correctional officer, and loss prevention specialist.

A55180 Associate Degree

Note: The course name is followed by the credit hours.

First Semester

CJC 111 Introduction to Criminal Justice	3
ENG 111 Writing and Inquiry	3
EPT 150 Incident Management	3
PAD 251 Public Finance & Budgeting	3

Second Semester

CJC 131 Criminal Law	3
CJC 132 Court Procedure and Evidence	3
CJC 141 Corrections	3
ENG 112 Writing/Research in the Disciplines	3
MAT 110 Math Measurement & Literacy	3

Third Semester

PSY 150 General Psychology	3
PHI 215 Philosophical Issues	3
Major Elective	

Fourth Semester

CJC 112 Criminology	3
CJC 121 Law Enforcement Operations	3
CJC 212 Ethics & Community Relations	3
Major Elective	
Major Elective	

Fifth Semester

CJC 113 Juvenile Justice	3
CJC 132 Court Procedure & Evidence	3
CJC 221 Investigative Principles	4
CJC 231 Constitutional Law	3
Major Elective	

Minimum required credit hours 64

Emergency Medical Science

The Emergency Medical Science curriculum provides individuals with the knowledge, skills and attributes to provide advanced emergency medical care as a paramedic for critical and emergent patients who access the emergency medical system and prepares graduates to enter the workforce. Students will gain

complex knowledge, competency, and experience while employing evidence based practice under medical oversight, and serve as a link from the scene into the healthcare system.

Graduates of this program may be eligible to take state and/or national certification examinations. Employment opportunities include providers of emergency medical services, fire departments, rescue agencies, hospital specialty areas, industry, educational and government agencies.

The Durham Tech EMS program is accredited by the Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

A45340 Associate Degree

Note: The course name is followed by the credit hours.

First Semester

BIO 168 Anatomy & Physiology I	4-5
OR BIO 163 Basic Anatomy and Physiology	
EMS 110 Emergency Medical Technician	9
ENG 111 Writing and Inquiry	3
Medical Terminology Requirement	

Second Semester

BIO 169 Anatomy & Physiology II	3-4
OR MAT 110 Math Measurement & Literacy	
ENG 112 Writing/Research in the Disciplines	3
PHI 215 Philosophical Issues	3

Third Semester

EMS 122 EMS Clinical Practicum I	1
EMS 130 Pharmacology	4
EMS 131 Advanced Airway Management	2

Third Semester Continued

EMS 160 Cardiology I	3
EMS 221 EMS Clinical Practicum II	2

Fourth Semester

EMS 220 Cardiology II	3
EMS 231 EMS Clinical Practicum III	3
EMS 240 Patients with Special Challenges	2
EMS 250 Medical Emergencies	4
EMS 260 Trauma Emergencies	2
EMS 270 Life Span Emergencies	4

Fifth Semester

EMS 241 Clinical Practicum IV	4
EMS 285 EMS Capstone	2
PSY 150 General Psychology	3

Minimum required credit hours 67

Medical Terminology (take one set):

Take MED 120 Survey of Medical Terminology (2 SHC) or
Take MED 121 Medical Terminology I (3 SHC) and MED 122 Medical Terminology II (3 SHC)

Public Safety Administration

The Public Safety Administration Associate in Applied Science (AAS) degree curriculum is designed to provide students, as well as practitioners, with knowledge and skills in the technical, managerial, and administrative areas necessary for entrance or advancement within various public safety and government organizations.

Course work in diverse subject areas includes public safety administration and education, interagency operations, crisis leadership, government and agency financial management, professional standards, incident management, administrative law, and supervision, while providing a streamlined pathway that recognizes the value of previously earned skillsets and credentials within the public safety sector.

A55480NT Associate Degree – Non-Transfer

Note: The course name is followed by the credit hours.

First Semester

ENG 111 Writing and Inquiry	3
EPT 150 Incident Management	3
PAD 151 Intro to Public Admin	3
PAD 251 Public Finance & Budgeting	3
Concentration Track	

Second Semester

ENG 112 Writing/Research in the Disciplines	3

EPT 124 EM Services Law & Ethics 3
MAT 110 Math Measurement & Literacy 3
OR MAT 143 Quantitative Literacy
PAD 252 Public Policy Analysis 3
Concentration Track

Third Semester
PHI 215 Philosophical Issues 3
PSY 150 General Psychology 3
Major Elective

Fourth Semester
FIP 276 Managing Fire Services 3
PAD 254 Grant Writing 3
Concentration Track
Major Elective

Fifth Semester
Concentration Track
Major Elective
Major Elective
Major Elective

Minimum required credit hours 64

Concentration Track – Students will choose one of the below two tracks:

Emergency and Fire Management Services Track
EPT 140 Emergency Management 3
EPT 225 Hazard Analysis and Risk Assessment 3
FIP 152 Fire Protection Law 3
FIP 256 Munic Public Relations 3

Law Enforcement Services Track
CJC 131 Criminal Law 3
CJC 132 Court Procedure and Evidence 3
CJC 221 Investigative Principles 4
CJC 231 Constitutional Law 3

A55480TR Associate Degree – Transfer

Note: The course name is followed by the credit hours.

First Semester
ENG 111 Writing and Inquiry 3
EPT 150 Incident Management 3
PAD 151 Intro to Public Admin 3
PAD 251 Public Finance & Budgeting 3
Concentration Track

Second Semester
CJC 111 Introduction to Criminal Justice 3
ENG 112 Writing/Research in the Disciplines 3
EPT 124 EM Services Law & Ethics 3
MAT 143 Quantitative Literacy 3
PAD 252 Public Policy Analysis 3

Third Semester
HUM 110 Technology and Society 3
POL 120 American Government 3
PSY 150 General Psychology 3

Fourth Semester
CJC 121 Law Enforcement Operations 3
FIP 276 Managing Fire Services 3
PAD 254 Grant Writing 3
Concentration Track
Concentration Track

Fifth Semester
BUS 110 Introduction to Business 3
HIS 131 American History I 3
PHI 215 Philosophical Issues 3
SOC 210 Introduction to Sociology 3
Concentration Track

Minimum required credit hours 69

Concentration Track – Students will choose one of the below two tracks:

Emergency and Fire Management Services Track
EPT 140 Emergency Management 3
EPT 225 Hazard Analysis and Risk Assessment 3
FIP 152 Fire Protection Law 3
FIP 256 Munic Public Relations 3

Law Enforcement and Services Track
CJC 131 Criminal Law 3
CJC 132 Court Procedure and Evidence 3
CJC 221 Investigative Principles 4
CJC 231 Constitutional Law 3

Information Technology

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and\or hardware to design, process, implement and manage information systems in specialties such as database services, security, business intelligence, healthcare informatics and others depending on the technical path selected within this curriculum.

The curriculum is designed to allow students to earn certificates and a diploma as they move towards an Associate's Degree.

IT and Cloud Systems Administration

Install, configure, and support an organization's Internet-connected workstation and server systems; analyze, test, troubleshoot, and evaluate software and service installations, plan; implement, and monitor networking, compute, and storage systems with virtualization and Cloud platforms.

A25590A Associate Degree

Note: The course name is followed by the credit hours.

First Semester	
ACA 122 College Transfer Success	1
CTI 110 Web, Programming, & Database Foundation	3
CTI 120 Networking & Security Foundation	3
CTS 115 Information Systems Business Concepts	3
CTS 120 Hardware/Software Support	3
ENG 111 Writing and Inquiry	3
Second Semester	
CTI 140 Virtualization Concepts	3
CTS 220 Advanced Hardware/ Software Support	3
MAT 143 Quantitative Literacy OR MAT 171 Precalculus Algebra	3-4
NOS 230 Windows Administration I	3
SEC 110 Security Concepts	3
Third Semester	
ENG 112 Writing/Research in the Disciplines	3
HUM 115 Critical Thinking	3
PSY 150 General Psychology	3
Fourth Semester	
CTI 141 Cloud & Storage Concepts	3
CTI 240 Virtualization Admin I	3
NET 125 Introduction to Networks	3
NOS 120 Linux/UNIX Single User	3
NOS 231 Windows Administration II	3
Fifth Semester	
NET 260 Internet Development & Support	3
NOS 125 Linux/Unix Scripting	3
NOS 220 Linux/Unix Administration I	3
NOS 232 Windows Administration III	3
WBL 110 World of Work	1
WBL 111 Work Based Learning I	1
Minimum required credit hours 69	

IT Service and Support

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of industry-recognized certification exams.

Support computer hardware and software; provide user instruction or training; and implement procedures for system maintenance.

A25590H Associate Degree

Note: The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
CTI 110 Web, Programming, & Database Foundation	3
CTI 120 Networking & Security Foundation	3
CTS 115 Information Systems Business Concepts	3
CTS 120 Hardware/Software Support	3
ENG 111 Writing and Inquiry	3

Second Semester

CTI 140 Virtualization Concepts	3
CTS 220 Advanced Hardware/Software Supp.	3
MAT 143 Quantitative Literacy	3
NOS 230 Windows Administration I	3
SEC 110 Security Concepts	3

Third Semester

ENG 112 Writing/Research in the Disciplines	3
HUM 115 Critical Thinking	3
PSY 150 General Psychology	3

Fourth Semester

CTS 155 Tech Support Functions	3
NET 125 Introduction to Networks	3
NOS 120 Linux/UNIX Single User	3
NOS 130 Windows Single User	3

Fifth Semester

CTS 217 Computer Training/Support	3
CTS 255 Advanced Tech Support Functions	3
NOS 125 Linux/Unix Scripting	3
NOS 220 Linux/Unix Administration I	3
WBL 110 World of Work	1
WBL 111 Work Based Learning I	1

Minimum required credit hours 66

Network Security

Install, configure, and support an organization's local area network (LAN), wide area network (WAN), and Internet systems; analyze, test, troubleshoot, and evaluate existing network systems; and plan, implement, upgrade, or monitor security measures for the protection of computer networks and information.

A25590N Associate Degree

Note: The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
CTI 110 Web, Programming, & Database Foundation	3
CTI 120 Networking & Security Foundation	3
CTS 115 Information Systems Business Concepts	3
CTS 120 Hardware/Software Support	3
ENG 111 Writing and Inquiry	3

Second Semester

CTI 140 Virtualization Concepts	3
CTI 220 Advanced Hardware/Software Supp.	3
NET 125 Introduction to Networks	3
NOS 230 Windows Administration I	3
SEC 110 Security Concepts	3

Third Semester

ENG 112 Writing/Research in the Disciplines	3
HUM 115 Critical Thinking	3
MAT 143 Quantitative Literacy	3

Fourth Semester

NET 126 Switching and Routing	3
NET 225 Enterprise Networking	3
NOS 120 Linux/UNIX Single User	3
SEC 150 Secure Communications	3
SEC 160 Security Administration I	3

Fifth Semester

PSY 150 General Psychology	3
SEC 175 Perimeter Defense	3
SEC 210 Intrusion Detection	3
WBL 110 World of Work	1
WBL 111 Work Based Learning I	1
Social/Behavioral Sciences Elective	3

Minimum required credit hours 66

Software Development

Design and develop software solutions based on user needs and requirements; create, modify, and test code and computer applications; develop and write computer programs to store, locate, and retrieve data and information, and design, implement, and administer computer databases.

A25590S Associate Degree

Note: The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
CIS 110 Introduction to Computers OR CTS 120 Hardware/Software Support	3
CTI 110 Web, Programming, & Database Foundation	3
CTI 120 Networking & Security Foundation	3
CTS 115 Information Systems Business Concepts	3
ENG 111 Writing and Inquiry	3

Second Semester

CSC 121 Python Programming	3
CSC 151 JAVA Programming	3
DBA 110 Database Concepts	3
MAT 143 Quantitative Literacy	3
WEB 110 Web Development Fundamentals	3

Third Semester

ENG 112 Writing/Research in the Disciplines	3
HUM 115 Critical Thinking	3

Fourth Semester

CSC 153 C# Programming	3
CSC 251 Advanced JAVA Programming	3
DBA 120 Database Programming I	3
NOS 120 Linux/UNIX Single User	3
WEB 115 Web Markup and Scripting	3

Fifth Semester

CSC118 Swift Programming I	3
CSC 152 SAS	3
CSC 253 Advanced C# Programming	3
WBL 110 World of Work	1
WBL 111 Work Based Learning I	1
PSY 150 General Psychology	3

Minimum required credit hours 66

Web Development

Design, create, and modify websites; analyze user needs to implement website content and graphics; and convert graphic components to compatible web formats by using software designed to facilitate the creation of web and multimedia content.

Software Development

Design and develop software solutions based on user needs and requirements; create, modify, and test code and computer applications; develop and write computer programs to store, locate, and retrieve data and information, and design, implement, and administer computer databases.

A25590S Associate Degree

Note: The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
CIS 110 Introduction to Computers OR CTS 120 Hardware/Software Support	3
CTI 110 Web, Programming, & Database Foundation	3
CTI 120 Networking & Security Foundation	3
CTS 115 Information Systems Business Concepts	3
ENG 111 Writing and Inquiry	3

Second Semester

CSC 121 Python Programming	3
CSC 151 JAVA Programming	3
DBA 110 Database Concepts	3
MAT 143 Quantitative Literacy	3
WEB 110 Web Development Fundamentals	3

Third Semester

ENG 112 Writing/Research in the Disciplines	3
HUM 115 Critical Thinking	3

Fourth Semester

CSC 153 C# Programming	3
CSC 251 Advanced JAVA Programming	3
DBA 120 Database Programming I	3
NOS 120 Linux/UNIX Single User	3
WEB 115 Web Markup and Scripting	3

Fifth Semester

CSC118 Swift Programming I	3
CSC 152 SAS	3
CSC 253 Advanced C# Programming	3
WBL 110 World of Work	1
WBL 111 Work Based Learning I	1
PSY 150 General Psychology	3

Minimum required credit hours 66

Web Development

Design, create, and modify websites; analyze user needs to implement website content and graphics; and convert graphic components to compatible web formats by using software designed to facilitate the creation of web and multimedia content.

A25590W Associate Degree

Note: The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
CIS 110 Introduction to Computers OR CTS 120 Hardware/Software Support	3
CTI 110 Web, Programming, & Database Foundation	3
CTI 120 Networking & Security Foundation	3
CTS 115 Information Systems Business Concepts	3
ENG 111 Writing and Inquiry	3

Second Semester

DBA 110 Database Concepts	3
MAT 143 Quantitative Literacy	3
WEB 110 Web Development Fundamentals	3
WEB 111 Introduction to Web Graphics	3
WEB 140 Web Development Tools	3

Third Semester

ENG 112 Writing/Research in the Disciplines	3
HUM 115 Critical Thinking	3

Fourth Semester

CSC 121 Python Programming	3
DBA 120 Database Programming I	3
NOS 120 Linux/UNIX Single User	3
WEB 115 Web Markup and Scripting	3
WEB 210 Web Design	3

Fifth Semester

CSC 118 Swift Programming I	3
PSY 150 General Psychology	3
WBL 110 World of Work	1
WBL 111 Work Based Learning I	1
WEB 215 Advanced Markup and Scripting	3
WEB 250 Database Driven Websites	3

Minimum required credit hours 66

C40200R Computer Repair Certificate

CTI 110 Web, Programming, and Database Foundation (3), CTI 120 Hardware/Software Support (3), CTS 120 Hardware/Software Support (3), CTS 220 Advanced Hard/Software Support (3)

Minimum required credit hours 12

C25590CS CyberSecurity CCNA Certificate

This certificate is designed for students with a minimum of one year of IT work experience, or who have completed the IT Foundations Certificate.

CTI 120 Networking & Security Foundation (3), NET 125 Introduction to Networks (3), NET 126 Switching and Routing (3), NET 225 Enterprise Networking (3), SEC 110 Security Concepts (3), SEC 160 Security Administration I (3)

Minimum required credit hours 18

Science and Math

Biotechnology

Biotechnology focuses on the application of the biological sciences, biochemistry, and genetics to the preparation of new and enhanced agricultural, environmental, clinical, and industrial products, including the commercial exploitation of microbes, plants, and animals. Potential course work includes instruction in general biology, general and organic chemistry, physics, biochemistry, molecular biology, immunology, microbiology, genetics, and cellular biology. Graduates should be qualified for employment in various areas of industry and government, including research and development, manufacturing, sales, and customer service.

A20100 Associate Degree

Note: The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
BIO 111 General Biology I	4
BTC 181 Basic Lab Techniques	4
CIS 110 Introduction to Computers	3
ENG 111 Writing and Inquiry	3

Second Semester

BIO 112 General Biology II	4
BTC 150 Bioethics	3
CHM 131 Introduction to Chemistry	4
AND CHM 131A Intro. to Chemistry Lab	
OR CHM 151 General Chemistry	
ENG 112 Writing/Research in the Disciplines	3

Third Semester

BIO 275 Microbiology	4
HUM 115 Critical Thinking	3

Fourth Semester

BTC 281 Bioprocess Techniques	4
CHM 132 Organic and Biochemistry	4
OR CHM 152 General Chemistry II	
MAT 121 Algebra/Trigonometry	3
ISC 278 cGMP Quality Systems	2

Fifth Semester

BIO 250 Genetics	4
BTC 285 Cell Culture	3
SOC 211 Introduction to Sociology	3
WBL 110 World of Work	1
WBL 111 Work-Based Learning	1
Major Elective	3-4

Minimum required credit hours 68

Transferable Degrees

A10100 Associate in Arts Degree

The Associate in Arts (AA) degree prepares students who plan to major in the sciences, mathematics, and many health professions to transfer to a four-year university. The degree consists of 60 semester hours of credit (SHC) of college transfer courses. The emphasis is on courses such as business, English, fine arts, foreign languages, history, philosophy, psychology, or sociology.

For more information, please see these links:

- Comprehensive Articulation Agreement, which explains policies regarding transfer of credits (www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa)
- Baccalaureate Degree Plans, which show a four-year course plan suggested by the four-year universities: (www.northcarolina.edu/Transfer-Students/NC-Community-College-Transfer)
- Course Substitution Policies (durhamtech.edu/policies-and-procedures/course-waiver)

Note: *Developmental courses (ENG 002 and/or MAT 003) may be required based on college placement and course requisites.*

Note: The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
Beginning Foreign Language I (if needed)	4
ENG 111 Writing and Inquiry	3
UGETC Communications and Humanities/ Fine Arts	3
UGETC Mathematics	3-4

Second Semester

Beginning Foreign Language II	4
ENG 112 Writing/Research in the Disciplines	3
General Education Mathematics	4
UGETC Natural Sciences	4

Third Semester

General Education Natural Sciences	4
PHI 215 Philosophical Issues OR PHI 240 Introduction to Ethics	3
Pre-Major Elective	3
UGETC Social/Behavioral Sciences	3
UGETC Social/Behavioral Sciences (HIS)	3

Fourth Semester

Additional General Education	3
Pre-Major Elective	3
Pre-Major Elective	3
UGETC Communications and Humanities/ Fine Arts (200-Level ENG)	3
UGETC Social/Behavioral Sciences	3

Minimum required credit hours 60

A1010T Associate in Arts in Teacher Preparation Degree

The Associate in Arts in Teacher Preparation (AATP) is a two-year degree program that prepares students for transfer to a four-year university, major in Education and move into public teaching either as an elementary or middle school teacher. The AATP is specifically for students interested in teaching in fields related to the Social Sciences and Humanities.

For more information, please see these links:

- Uniform Articulation Agreement (Teacher Preparation), which explains policies regarding transfer of credits (www.nccommunitycolleges.edu/academic-programs-college-transferarticulation-agreements)
- Baccalaureate Degree Plans, which show a four-year course plan suggested by the four-year universities: (www.northcarolina.edu/Transfer-Students/NC-Community-College-Transfer)
- Course Substitution Policies (durhamtech.edu/policies-and-procedures/course-waiver)

Note: *Developmental courses (ENG 002 and/or MAT 003) may be required based on college placement and course requisites.*

Note: The course name is followed by the credit hours.

First Semester

ACA 122 College Transfer Success	1
EDU 187 Teaching and Learning for All	4
ENG 111 Writing and Inquiry	3
UGETC Communications and Humanities/ Fine Arts	3
UGETC Mathematics	3-4

Second Semester

EDU 216 Foundations of Education	4
PHI 215 Philosophical Issues OR PHI 240 Introduction to Ethics	3
UGETC Natural Sciences	4
UGETC Social/Behavioral Sciences	3

Third Semester

Additional General Education	3
EDU 250 Teacher Licensure Preparation	3
SOC 225 Social Diversity	3
UGETC Communications and Humanities/ Fine Arts (200-level ENG)	3
UGETC Social/Behavioral Sciences (HIS)	3

Fourth Semester

Additional General Education	3
Additional General Education	3
Additional General Education	3
Additional General Education	3
EDU 279 Literacy Develop and Instruct	4

Minimum required credit hours 60

A10500 Associate in Engineering Degree

The Associate in Engineering (AE) is intended for students who ultimately wish to complete a baccalaureate engineering degree at a four-year college or university. Students can use this program to complete an Associate degree and then transfer. AE curriculum courses focus on engineering but the degree also includes general education offerings that emphasize the development of analytical skills, written and oral communication, and competencies in math and science.

For more information, please see these links:

- Comprehensive Articulation Agreement, which explains policies regarding transfer of credits (www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa)
- Baccalaureate Degree Plans, which show a four-year course plan suggested by the four-year universities: (www.northcarolina.edu/Transfer-Students/NC-Community-College-Transfer)
- Course Substitution Policies (durhamtech.edu/policies-and-procedures/course-waiver)

Note: *Developmental courses (ENG 002 and/or MAT 003) may be required based on college placement and course requisites.*

The course name is followed by the credit hours.

First Semester	
ACA 122 College Transfer Success	1
EGR 150 Intro to Engineering	2
ENG 111 Writing and Inquiry	3
MAT 271 Calculus I	4
UGETC Communications and Humanities/ Fine Arts	3
UGETC Social/Behavioral Sciences	3
Second Semester	
CHM 151 Organic Chemistry I	4
ECO 251 Principles of Microeconomics	3
ENG 112 Writing/Research in the Disciplines	3
MAT 272 Calculus II	4
Third Semester	
MAT 273 Calculus III	4
PHY 251 General Physics I	4
Pre-Major Elective	3
UGETC Other General Education	3-4
Fourth Semester	
PHY 252 General Physics II	4
Pre-Major Elective	3
Pre-Major Elective	3
Pre-Major Elective	3
UGETC Communications and Humanities/ Fine Arts	3
Minimum required credit hours 60	

A10600 Associate in Fine Arts in Visual Arts Degree

The Associate in Fine Arts in Visual Arts (AFA) prepares students who plan to major in studio art at a four-year university. The degree consists of 60 semester hours of credit (SHC) of college transfer courses. Students in this program take some general education courses together with a core fine arts curriculum made up of Drawing, Two-Dimensional Design, Three-Dimensional Design, and Art History I and II. Students in the program have the opportunity to deepen their study of fine arts and explore various media through a variety of studio art courses-beyond the core curriculum, including a flexible set of electives that allow students to prepare for a variety of specialties, from animation to sculpture.

For more information, please see these links:

Comprehensive Articulation Agreement, which explains policies regarding transfer of credits (www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa)

- Baccalaureate Degree Plans, which show a four-year course plan suggested by the four-year universities: (www.northcarolina.edu/Transfer-Students/NC-Community-College-Transfer)

- Course Substitution Policies (durhamtech.edu/policies-and-procedures/course-waiver)

Note: *Developmental courses (ENG 002 and/or MAT 003) may be required based on college placement and course requisites.*

Note: The course name is followed by the credit hours.

First Semester	
ACA 122 College Transfer Success	1
ART 114 Art History Survey I	3
ART 131 Drawing I	3
ENG 111 Writing and Inquiry	3
UGETC Mathematics	3-4
Second Semester	
ART 115 Art History Survey II	3
ART 122 Three-Dimensional Design	3
ENG 112 Writing/Research in the Disciplines	3
Pre-Major Elective	4
UGETC Communications and Humanities/ Fine Arts	3
Third Semester	
ART 121 Two-Dimensional Design	3
Pre-Major Elective	3
UGETC Communications and Humanities/ Fine Arts (200-Level ENG)	3
UGETC Natural Sciences	4
UGETC Social/Behavioral Sciences (HIS)	3
Fourth Semester	
Pre-Major Elective	3
Pre-Major Elective	3
Pre-Major Elective	3
Pre-Major Elective	3
UGETC Social/Behavioral Sciences	3
Minimum required credit hours 60	

A10400 Associate in Science Degree

The Associate in Science degree prepares students who plan to major in the sciences, mathematics, and health professions to transfer to a four-year university. The degree consists of 60 semester hours of credit (SHC) of college transfer courses. Students in this program develop foundational knowledge particularly in science and math but also in writing, humanities, and social sciences. In addition, they can explore specific areas of specialization such as geology, environmental science, biology, physics, mathematics, statistics, chemistry, and astronomy.

For more information, please see these links:

- Comprehensive Articulation Agreement, which explains policies regarding transfer of credits (www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa)
- Baccalaureate Degree Plans, which show a four-year course plan suggested by the four-year universities (www.northcarolina.edu/Transfer-Students/NC-Community-College-Transfer)
- Course Substitution Policies (durhamtech.edu/policies-and-procedures/course-waiver)

Note: *The course name is followed by the credit hours. Developmental courses (ENG 002 and/or MAT 003) may be required based on college placement and course requisites.*

First Semester	
ACA 122 College Transfer Success	1
Beginning Foreign Language I	4
ENG 111 Writing and Inquiry	3
UGETC Mathematics	4
UGETC Natural Sciences (first in sequence)	4
Second Semester	
Beginning Foreign Language II	4
ENG 112 Writing/Research in the Disciplines	3
UGETC Mathematics	4
UGETC Natural Sciences (second in sequence)	4
Third Semester	
General Education Math/Science	4
Third Semester Continued	
Pre-Major Elective	3-4
UGETC Communications and Humanities/ Fine Arts	3
UGETC Social/Behavioral Sciences	3
Fourth Semester	
General Education Math/Science	4
Pre-Major Elective	3
Pre-Major Elective	3
UGETC Communications and Humanities/ Fine Arts (PHI or 200-Level ENG)	3
UGETC Social/Behavioral Sciences	3
Minimum required credit hours 60	

A10300 Associate in General Education Degree

Students in the General Education Program receive the Associate in General Education degree (AGE) upon completion of 64 credit hours. The flexible AGE program is designed for individuals wishing to broaden their education with emphasis on personal interest, growth, and development. This program is not designed as a transfer program. The two-year AGE program provides students opportunities to study English, literature, fine arts, philosophy, social science, science, and mathematics at the college level and to explore technical areas of study. At Durham Tech, the Program Director and academic advisors work one-on-one with AGE students to individualize their plans of study to fit their academic needs.

For more information, please see these links:

- Comprehensive Articulation Agreement, which explains policies regarding transfer of credits (www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa)
- Course Substitution Policies (durhamtech.edu/policies-and-procedures/course-waiver)

Note: *The course name is followed by the credit hours. Developmental courses (ENG 002, MAT 003, and/or CHM 094) may be required based on college placement and course requisites.*

First Semester	
ACA 122 College Transfer Success	1
Communications	3
Natural Sciences or Mathematics	3-4
Social/Behavioral Sciences	3
Elective	3
Second Semester	
Additional Communications	3
Humanities/Fine Arts	3
Elective	3
Elective	3
Elective	3
Third Semester	
Elective	3
Elective	3
Third Semester Continued	
Elective	3
Elective	3
Elective	3
Fourth Semester	
Elective	3
Elective	3
Elective	3
Elective	3
Elective	3
Fifth Semester	
Elective	2
Elective	2
Elective	3
Minimum required credit hours 64	

A1030N Associate in General Education – Nursing Degree

The Associate in General Education (AGE)-Nursing is designed for students who wish to begin their study toward the Associate in Nursing degree and a Baccalaureate degree in Nursing as based on the Uniform Articulation Agreement between the University of North Carolina's Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) programs and the North Carolina Community College Associate Degree Nursing Programs which was approved by the State Board of Community Colleges and the UNC Board of Governors in February 2015. The AGE-Nursing program of study consists of a minimum of 60 semester hours of credit courses.

For more information, please see these links:

- Uniform Articulation Agreement (RN to BSN) (www.nccommunitycolleges.edu/uniform-articulation-agreement- between-north-carolina-independent-colleges-and-universities-rn-bsn)
- Course Substitution Policies (durhamtech.edu/policies-and-procedures/course-waiver)

Developmental courses (ENG 002, MAT 003, and/or CHM 094) may be required based on college placement and course requisites.

Note: The course name is followed by the credit hours. SHC is Semester Hours of Credit.

First Semester	
ACA 122 College Transfer Success	1
BIO 168 Anatomy and Physiology I	4
ENG 111 Writing and Inquiry	3
MAT 152 Statistical Methods I	4
PSY 150 General Psychology	3
Second Semester	
BIO 169 Anatomy and Physiology II	4
ENG 112 Writing/Research in the Disciplines	3
PSY 241 Developmental Psychology	3
SOC 210 Introduction to Sociology	3
UGETC Humanities/Fine Arts	3
Third Semester	
BIO 275 Microbiology	4
Third Semester Continued	
ENG 231 American Literature I	3
OR ENG 232 American Literature II	
MAT 142 Quantitative Literacy	3-4
OR MAT 171 Precalculus Algebra	
UGETC Social/Behavioral Sciences (HIS)	3
Fourth Semester	
CHM 131 Introduction to Chemistry	4
AND CHM 131A Introduction to Chemistry Lab	
OR CHM 151 General Chemistry I	
Elective	3-4
Elective	3-4
SOC 225 Social Diversity	3
UGETC Humanities/Fine Arts (PHI or HUM)	3
Minimum required credit hours 60	

Course Descriptions

Descriptions of each credit and non-credit (Continuing Education) course, number of semester credit hours or contact hours, prerequisites, and corequisites are listed in the Courses section of the website. Course outlines for most courses are also available.

Academic Related

ACA-122 College Transfer Success

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions.

Credits: 1; Contact Hours: 2
Requisites: None

Accounting

ACC-115 College Accounting

This course introduces basic accounting principles for a business. Topics include the complete accounting cycle with end-of-period statements, bank reconciliation, payrolls, and petty cash. Upon completion, students should be able to demonstrate an understanding of accounting principles and apply those skills to a business organization.

Credits: 4; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, Take DMA-010 DMA-020 DMA-030 or MAT-003

ACC-120 Principles of Financial Accounting

This course introduces business decision-making using accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should

be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations.

Credits: 4; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, Take DMA-010 DMA-020 DMA-030 or MAT-003

ACC-121 Principles of Managerial Accounting

This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems.

Credits: 4; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take ACC-120, Must complete ACC-120 with minimum grade C

ACC-131 Federal Income Taxes

This course provides an overview of federal income taxes for individuals, partnerships, and corporations. Topics include tax law, electronic research and methodologies and the use technology for the preparation of individual and business tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax laws, and complete federal tax returns for individuals, partnerships, and corporations.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, Take DMA-010 DMA-020 DMA-030 or MAT-003

ACC-140 Payroll Accounting

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations ,complete forms, and prepare accounting entries using appropriate technology.

Credits: 2; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take CIS-110,Take One: ACC-115 or ACC-120

ACC-149 Introduction to Accounting Spreadsheets

This course provides a working knowledge of computer spreadsheets and their use in accounting. Topics include pre-programmed problems ,model-building problems, beginning-level macros ,graphics, and what-if analysis enhancements of template problems. Upon completion, students should be able to use a computer spreadsheet to complete many of the tasks required in accounting.

Credits: 2; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take CIS-110,Take One: ACC-115 or ACC-120

ACC-150 Accounting Software Applications

This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting ,adjusting, and closing entries. Upon completion ,students should be able to use a computer accounting package to accurately solve accounting problems.

Credits: 2; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take CIS-110,Take One: ACC-115 or ACC-120

ACC-215 Ethics in Accounting

This course introduces students to professional codes of conduct and ethics adopted by professional associations and state licensing boards for accountants, auditors, and fraud examiners. Topics include research and discussion of selected historical and contemporary ethical cases and issues as they relate to accounting and business. Upon completion, students should be able to apply codes, interpret facts and circumstances, as they relate to accounting firms and business activities.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take ACC-121

ACC-220 Intermediate Accounting I

This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and extensive analysis of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.

Credits: 4; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take ACC-120

ACC-221 Intermediate Accounting II

This course is a continuation of ACC 220. Emphasis is placed on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. Upon completion ,students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

Credits: 4; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take ACC-220

ACC-227 Practices in Accounting

This course provides an advanced in-depth study of selected topics in accounting using case studies and individual and group problem solving. Topics include cash flow, financial statement analysis ,individual and group problem solving, practical approaches to dealing with clients, ethics, and critical thinking. Upon completion, students should be able to demonstrate competent analytical skills and effective communication of their analysis in written and/or oral presentations.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take ACC-220

ACC-240 Gov & Not-For-Profit Acct

This course introduces principles and procedures applicable to governmental and not-for-profit organizations. Emphasis is placed on various budgetary accounting procedures and fund accounting. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take ACC-121

ACC-269 Auditing & Assurance Services

This course introduces selected topics pertaining to the objectives, theory and practices in engagements providing auditing and other assurance services. Topics include planning, conducting and reporting, with emphasis on the related professional ethics and standards. Upon completion, students should be able to demonstrate an understanding of the types of professional services, the related professional standards, and engagement methodology.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take ACC-220, Must complete ACC-220 with minimum grade C

Air, Heat, and Refrigeration

AHR-110 Introduction to Refrigeration

This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.

Credits: 5; Contact Hours: 8
Requisites: None

AHR-112 Heating Technology

This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation ,system operating characteristics, installation techniques, efficiency testing, electrical power ,and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems and describe the major components of a heating system.

Credits: 4; Contact Hours: 6
Requisites: None

Anthropology

ANT-210 General Anthropology

This course introduces the physical ,archaeological, linguistic, and ethnological fields of anthropology. Topics include human origins, genetic variations, archaeology ,linguistics, primatology, and contemporary cultures. Upon completion, students should be able to demonstrate an understanding of the four major fields of anthropology.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

ANT-220 Cultural Anthropology

This course introduces the nature of human culture. Emphasis is placed on cultural theory, methods of fieldwork, and cross-cultural comparisons in the areas of ethnology, language, and the cultural past. Upon completion, students should be able to demonstrate an understanding of basic cultural processes and how cultural data are collected and analyzed. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

Arabic

ARA-111 Elementary Arabic I

This course introduces the fundamental elements of the modern standard Arabic language within the cultural context of Arabic-speaking people. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Arabic and demonstrate cultural awareness. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, The following courses must be taken either prior to or at the same time as this course. Take ARA-181

ARA-112 Elementary Arabic II

This course includes the basic fundamental elements of the modern standard Arabic language within the cultural context of Arabic-speaking people. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Arabic and demonstrate further cultural awareness. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete DRE-097 or ENG-002,Must complete ARA-111 with minimum grade C: Take ARA-111, The following courses must be taken either prior to or at the same time as this course. Take ARA-182

ARA-181 Arabic Lab I

This course provides an opportunity to enhance acquisition of the fundamental elements of the modern standard Arabic language. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills through the use of supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Arabic and to demonstrate cultural awareness. This course is approved for the Global Distinction Program.

Credits: 1; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, The following courses must be taken either prior to or at the same time as this course. Take ARA-111

ARA-182 Arabic Lab II

This course provides an opportunity to enhance acquisition of the fundamental elements of the modern standard Arabic language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of supplementary learning media and materials. Upon completion,

students should be able to comprehend and respond with increasing proficiency to spoken and written Arabic and demonstrate cultural awareness. This course is approved for the Global Distinction Program.

Credits: 1; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Must complete DRE-097 or ENG-002,Must complete ARA-181 with minimum grade C: Take ARA-181, The following courses must be taken either prior to or at the same time as this course. Take ARA-112

ARA-211 Intermediate Arabic I

This course includes communicative competencies in speaking, listening comprehension, reading and writing at an intermediate level with attention to cultural awareness. Emphasis is placed on intermediate skills in speaking, reading, writing, and comprehension of spoken language. Upon completion, students should be able to demonstrate simple conversations and read works written in modern standard Arabic. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take ARA-112, Must complete ARA-112 with minimum grade C, Must complete DRE-097 or ENG-002

Architecture

ARC-111 Introduction to Architectural Technology

This course introduces basic architectural drafting techniques, lettering, use of architectural and engineer scales, and sketching. Topics include orthographic, axonometric, and oblique drawing techniques using architectural plans, elevations, sections, and details; reprographic techniques; and other related topics. Upon completion, students should be able to prepare and print scaled drawings within minimum architectural standards.

Credits: 3; Contact Hours: 7
Requisites: The following courses must be taken either prior to or at the same time as this course. Take ARC-112

ARC-112 Construction Materials & Methods

This course introduces construction materials and methodologies. Topics include construction terminology, traditional and alternative materials and their properties, manufacturing processes, construction techniques, and other related topics. Upon completion, students should be able to detail construction assemblies and identify construction materials and properties.

Credits: 4; Contact Hours: 5
Requisites: The following courses must be taken either prior to or at the same time as this course. Take ARC-111

ARC-113 Residential Architectural Technology

This course covers intermediate residential working drawings. Topics include residential plans, elevations, sections, details, schedules ,and other related topics. Upon completion ,students should be able to prepare a set of residential working drawings that are within accepted architectural standards.

Credits: 3; Contact Hours: 7
Requisites: The following courses must be completed prior to taking this course: Take ARC-111, The following courses must be taken either prior to or at the same time as this course. Take ARC-112

ARC-114 Architectural CAD
This course introduces basic architectural CAD techniques. Topics include basic commands and system hardware and software. Upon completion, students should be able to prepare and plot architectural drawings to scale within accepted architectural standards.

Credits: 2; Contact Hours: 4
Requisites: None

ARC-131 Building Codes
This course covers the methods of researching building codes for specific projects. Topics include residential and commercial building codes. Upon completion, students should be able to determine the code constraints governing construction projects.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take One: ARC-112 or CAR-111

ARC-132 Specifications & Contracts
This course covers the development of written specifications and the implications of different contractual arrangements. Topics include specification development, contracts, bidding material research, and agency responsibilities. Upon completion, students should be able to write a specification section and demonstrate the ability to interpret contractual responsibilities.

Credits: 2; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Take ARC-112

ARC-211 Light Construction Technology
This course covers working drawings for light construction. Topics include plans, elevations ,sections, and details; schedules; and other related topics. Upon completion, students should be able to prepare a set of working drawings which are within accepted architectural standards.

Credits: 3; Contact Hours: 7
Requisites: The following courses must be completed prior to taking this course: Take ARC-111, The following courses must be taken either prior to or at the same time as this course. Take ARC-112

ARC-212 Commercial Constr Tech
This course introduces regional construction techniques for commercial plans, elevations, sections, and details. Topics include production of a set of commercial contract documents and other related topics. Upon completion, students should be able to prepare a set of working drawings in accordance with building codes.

Credits: 3; Contact Hours: 7
Requisites: The following courses must be completed prior to taking this course: Take ARC-111, The following courses must be taken either prior to or at the same time as this course. Take ARC-112

ARC-213 Design Project
This course provides the opportunity to design and prepare a set of contract documents within an architectural setting. Topics include schematic design, design development, construction documents, and other related topics. Upon completion, students should be able to prepare a set of commercial contract documents.

Credits: 4; Contact Hours: 8
Requisites: The following courses must be completed prior to taking this course: Take All: ARC-111, ARC-112, and ARC-114

ARC-220 Advanced Architectural CAD

This course provides file management, productivity, and CAD customization skills. Emphasis is placed on developing advanced proficiency techniques. Upon completion, students should be able to create prototype drawings and symbol libraries, compose sheets with multiple details, and use advanced drawing and editing commands.

Credits: 2; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take ARC-114

ARC-221 Architectural 3-D CAD

This course introduces architectural three-dimensional CAD applications. Topics include three-dimensional drawing, coordinate systems, viewing, rendering, modeling, and output options. Upon completion, students should be able to prepare architectural three-dimensional drawings and renderings.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take ARC-114

ARC-230 Environmental Systems

This course introduces plumbing, mechanical (HVAC), and electrical systems for the architectural environment. Topics include basic plumbing, mechanical, and electrical systems for residential and/or commercial buildings with an introduction to selected code requirements. Upon completion, students should be able to develop schematic drawings for plumbing, mechanical, and electrical systems and perform related calculations.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take One Set: Set 1: ARC-111 and MAT-121, Set 2: ARC-111 and MAT-171

ARC-235 Architectural Portfolio

This course covers the methodology for the creation of an architectural portfolio. Topics include preparation of marketing materials and a presentation strategy using conventional and/or digital design media. Upon completion, students should be able to produce an architectural portfolio of selected projects.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take ARC-113 ARC-114

ARC-250 Survey of Architecture

This course introduces the historical trends in architectural form. Topics include historical and current trends in architecture. Upon completion ,students should be able to demonstrate an understanding of significant historical and current architectural styles.

Credits: 3.00; Contact Hours: 3.00
Requisites: None

Art

ART-111 Art Appreciation

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. Select sections of this course are approved for the Global Distinction Program (See list on Durham Tech website).

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002;

ART-114 Art History Survey I

This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. Select sections of this course are eligible for Honors (look for section numbers with an "H"); This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

ART-115 Art History Survey II

This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. Select sections of this course are eligible for Honors (look for section numbers with an "H"); This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

ART-116 Survey of American Art

This course covers the development of American art forms from colonial times to the present. Emphasis is placed on architecture, painting, sculpture, graphics, and the decorative arts. Upon completion, students should be able to demonstrate understanding of the history of the American creative experience.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

ART-117 Non-Western Art History

This course introduces non-Western cultural perspectives. Emphasis is placed on, but not limited to, African, Oriental, and Oceanic art forms throughout history. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of non-Western social and cultural development. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

ART-121 Two-Dimensional Design
This course introduces the elements and principles of design as applied to two-dimensional art. Emphasis is placed on the structural elements, the principles of visual organization, and the theories of color mixing and interaction. Upon completion, students should be able to understand and use critical and analytical approaches as they apply to two-dimensional visual art.

Credits: 3; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

ART-122 Three-Dimensional Design
This course introduces basic studio problems in three-dimensional visual design. Emphasis is placed on the structural elements and organizational principles as applied to mass and space. Upon completion, students should be able to apply three-dimensional design concepts.

Credits: 3; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

ART-131 Drawing I
This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media, and graphic principles. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes.

Credits: 3; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

ART-132 Drawing II
This course continues instruction in the language of drawing and the use of various materials. Emphasis is placed on experimentation in the use of drawing techniques, media, and graphic materials. Upon completion, students should be able to demonstrate increased competence in the expressive use of graphic form and techniques.

Credits: 3; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Must complete ART-131 with minimum grade C: Take ART-131

ART-135 Figure Drawing I
This course introduces rendering the human figure with various drawing materials. Emphasis is placed on the use of the visual elements, anatomy, and proportion in the representation of the draped and undraped figure. Upon completion, students should be able to demonstrate competence in drawing the human figure.

Credits: 3; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take ART-131, Must complete ART-131 with minimum grade C

ART-171 Digital Design I
This course is designed to introduce students to the elements and principles of design through the use of digital software. Emphasis is placed on developing composition and design skills using vector, raster, and time-based media. Upon completion, students should be able to identify and use tools in digital software,

understand and utilize digital and artistic vocabulary, and employ the principles and elements of design to create artwork using digital means.

Credits: 3; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

ART-215 Visual Art Portfolio

This course covers the organization of a comprehensive body of work designed to showcase the visual artist's competencies in selected media and is intended for college transfer or professional advancement. Emphasis includes preparation for gallery exhibition, creation of a digital portfolio, and development of materials associated with best practices for showcasing artistic works, skills, and experience. Upon completion, students should be able to display a professional arrangement of work designed for entry into an advanced visual arts program ,application for employment, or presentation to juried gallery exhibitions.

Credits: 3.00; Contact Hours: 6.00
Requisites: None

ART-222 Wood Design I

This course introduces the historical and contemporary design concepts and their application to the construction of functional and sculptural wood forms. Emphasis is placed on the mastery of hand and power tools. Upon completion, students should be able to demonstrate appropriate use of tools to create unique designs.

Credits: 3; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

ART-240 Painting I

This course introduces the language of painting and the use of various painting materials. Emphasis is placed on the understanding and use of various painting techniques, media, and color principles. Upon completion, students should be able to demonstrate competence in the use of creative processes directed toward the development of expressive form.

Credits: 3; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

ART-244 Watercolor

This course introduces basic methods and techniques used in watercolor. Emphasis is placed on application, materials, content, and individual expression. Upon completion, students should be able to demonstrate a variety of traditional and nontraditional concepts used in watercolor media.

Credits: 3; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

ART-281 Sculpture I

This course provides an exploration of the creative and technical methods of sculpture with focus on the traditional processes. Emphasis is placed on developing basic skills as they pertain to three-dimensional expression in various media. Upon completion, students should be able to show competence in variety of sculptural approaches.

Credits: 3; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

ART-283 Ceramics I
This course provides an introduction to three-dimensional design principles using the medium of clay. Emphasis is placed on fundamentals of forming, surface design, glaze application, and firing. Upon completion ,students should be able to demonstrate skills in slab and coil construction, simple wheel forms ,glaze technique, and creative expression.

Credits: 3; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

American Sign Language
ASL-111 Elementary ASL I
This course introduces the fundamental elements of American Sign Language within a cultural context. Emphasis is placed on the development of basic expressive and receptive skills. Upon completion, students will be able to comprehend and respond with grammatical accuracy to expressive American Sign Language and demonstrate cultural awareness.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002;, The following courses must be taken either prior to or at the same time as this course. Take ASL-181;

ASL-112 Elementary ASL II
This course is a continuation of ASL 111 focusing on the fundamental elements of American Sign Language in a cultural context. Emphasis is placed on the progressive development of expressive and receptive skills. Upon completion ,the students should be able to comprehend and respond with increasing accuracy to expressive American Sign Language and demonstrate cultural awareness.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be taken either prior to or at the same time as this course. Take ASL-182;, The following courses must be completed prior to taking this course: Must complete DRE-097 or ENG-002,Must complete ASL-111 with minimum grade C: Take ASL-111

ASL-181 ASL Lab 1
This course provides an opportunity to enhance acquisition of the fundamental elements of American Sign Language. Emphasis is placed on the progressive development of basic expressive and receptive skills through the use of supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to expressive American Sign Language and demonstrate cultural awareness.

Credits: 1; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002; The following courses must be taken either prior to or at the same time as this course. Take ASL-111;

ASL-182 ASL Lab 2
This course provides an opportunity to enhance acquisition of the fundamental elements of American Sign Language. Emphasis is placed on the progressive development of basic expressive and receptive skills through the use of supplementary learning media and materials. Upon completion ,students should be able to

comprehend and respond with increasing proficiency to expressive American Sign Language and demonstrate cultural awareness.

Credits: 1; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Must complete DRE-097 or ENG-002,Must complete ASL-181 with minimum grade C: Take ASL-181, The following courses must be taken either prior to or at the same time as this course. Take ASL-112;

ASL-211 Intermediate ASL I

This course provides a review and expansion of the essential skills of American Sign Language. Emphasis is placed on the progressive development of expressive and receptive skills, study of authentic and representative literacy and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively using American Sign Language about the past, present, and future.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take ASL-112, Must complete ASL-112 with minimum grade C, Must complete DRE-097 or ENG-002

Astronomy

AST-151 General Astronomy I

This course introduces the science of modern astronomy with a concentration on the solar system. Emphasis is placed on the history and physics of astronomy and an introduction to the solar system, including the planets, comets, and meteors. Upon completion, students should be able to demonstrate a general understanding of the solar system.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, Take DMA-010 DMA-020 DMA-030 or MAT-003, The following courses must be taken either prior to or at the same time as this course. Take AST-151A

AST-151A General Astronomy I Lab

The course is a laboratory to accompany AST 151. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 151 and which provide practical experience. Upon completion, students should be able to demonstrate a general understanding of the solar system.

Credits: 1; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, Take DMA-010 DMA-020 DMA-030 or MAT-003, The following courses must be taken either prior to or at the same time as this course. Take AST-151

Anesthesia Technology

ATC-110 Introduction to Anesthesia Technology

This course introduces the different roles in the Anesthesia Care Team, specifically the scope of practice and specific duties of the Anesthesia Technologist. Topics include: role of the Anesthesia Technologist, scope of practice, standards of patient care, introduction to basic equipment and monitors, and types of anesthesia. Upon completion, students should be able to describe the roles and functions of the members of the anesthesia care team and have a basic knowledge of anesthesia and its associated equipment.

Credits: 3; Contact Hours: 3
Requisites: None

ATC-112 Anesthesia Pharmacology

This course introduces anesthesia pharmacology, the drugs used for the induction and maintenance of anesthesia, and the drugs used for cardiovascular support. Topics include: inhalation agents, intravenous therapy, pharmacology, emergency medications, Basic and Advanced Life Support training. Upon completion, students should be able to have a basic knowledge of the common medications used in the anesthesia environment as well as their administration.

Credits: 3; Contact Hours: 3
Requisites: None

ATC-115 The Anesthesia Machine

This course introduces didactic and lab training on the components, function, setup, turn-over ,and basic maintenance of the anesthesia machine. Emphasis is placed on individual components of the vaporizer, ventilator, and circuits of the anesthesia machine, this includes proper cleaning, setup and turn-over, as well as, basic trouble-shooting and maintenance. Upon completion, students should be able to have a thorough understanding of the components and function of the anesthesia machine and be able to perform a check-out, turn-over, cleaning and basic maintenance.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be taken either prior to or at the same time as this course. Take ATC-210;

ATC-125 Special Practice Lab

This course provides additional learning opportunities in anesthesia care. Emphasis is placed on equipment management and anesthesia care procedures. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.

Credits: 1; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take All: ATC-110 and ATC-115, Must complete ATC-110 and ATC-115 with minimum grade C

ATC-150 Anesthesia Technology Clinical Practice I

This course provides entry-level clinical experience. Emphasis is placed on basic anesthesia care in efficient ambulatory surgery anesthesia and similar settings. Upon completion, students should be able to provide anesthesia support and demonstrate clinical competence in required performance evaluations.

Credits: 3; Contact Hours: 9
Requisites: The following courses must be completed prior to taking this course: Take All: ATC-110, ATC-112, ATC-115, and ATC-210, Must complete ATC-110, ATC-112, ATC-115, and ATC-210,with minimum grade C

ATC-155 Anesthesia Technology Clinical Practice II

This course provides entry-level clinical experience for anesthesia technologists in the high-acuity inpatient surgical setting on a large variety of surgical cases. Emphasis is placed on more complex anesthesia in a variety of surgical cases in a large hospital setting. Upon completion, students should be able to provide anesthesia support for a wide variety of surgeries in a high-acuity inpatient setting in a major hospital setting.

Credits: 4; Contact Hours: 12
Requisites: The following courses must be completed prior to taking this course: Take All: ATC-110, ATC-112, ATC-115, ATC-150, and ATC-210, Must complete ATC-110, ATC-112, ATC-115, ATC-150, and,ATC-210 with minimum grade C

ATC-210 Anesthesia Monitoring Equipment

This course covers the function and placement of non-invasive, invasive, and advanced monitoring equipment used during the administration of anesthesia. Emphasis is placed on standard monitors including blood pressure, ECG, pulse oximetry, temperature, End-Tidal CO2 ,neuromuscular blockade, invasive arterial and venous monitors and other specialized equipment. Upon completion, students should be able to setup and place, or assist in placement, anesthesia monitors as well as perform basic trouble-shooting, and they will have basic knowledge of more advanced and complex equipment used in specialty anesthesia.

Credits: 5; Contact Hours: 7
Requisites: The following courses must be taken either prior to or at the same time as this course. Take ATC-115, The following courses must be completed prior to taking this course: Must complete ATC-110 with minimum grade C: Take ATC-110

ATC-215 Anesthesia Airway Equipment

This course covers the function and use of basic and advanced anesthesia airway equipment and the setup, trouble-shooting and assistance in placing endotracheal tubes. Emphasis is placed on equipment setup and processing of airway equipment including direct and indirect laryngoscopy, supraglottic airways, and fiberoptic endoscopes. Upon completion, students should be able to setup and assist with placing airways in a variety of situations and be able to assist the anesthesia care team in a case of a difficult airway.

Credits: 5; Contact Hours: 7
Requisites: The following courses must be completed prior to taking this course: Take All: ATC-110 and ATC-115, Must complete ATC-110 and ATC-115 with minimum grade C

ATC-240 Anesthesia Technology Practice III

This course provides advanced practitioner clinical experience for anesthesia technologists in the complex environment of neurosurgical and cardiac anesthesia. Emphasis is placed on complex anesthetics on neurosurgical and cardiac surgery patients. Upon completion, students should be able to provide anesthesia support for neurosurgical and cardiac anesthetics including setup and trouble-shooting of advanced monitoring equipment.

Credits: 4; Contact Hours: 12
Requisites: The following courses must be completed prior to taking this course: Must complete ATC-150 and ATC-155 with minimum grade C: Take All: ATC-150 and ATC-155

ATC-245 Anesthesia Technology Clinical Practice IV

This course provides advanced practitioner clinical experience for anesthesia technologists in the highly variable environment of outside and remote locations, and subspecialty anesthesia such as obstetrics, pediatrics, and regional anesthesia. Emphasis is placed on anesthetics not performed in the typical operating room location ,including: obstetrics, pediatrics, remote locations, and regional anesthesia. Upon completion, students should be able to provide anesthesia support at remote and varied locations as well as for pediatric, obstetric, ad regional anesthesia.

Credits: 4; Contact Hours: 12
Requisites: The following courses must be completed prior to taking this course: Must complete ATC-150 and ATC-155 with minimum grade C: Take All: ATC-150 and ATC-155

ATC-250 Clinical Applications I

This course provides advanced practitioner clinical experience for anesthesia technologists. Emphasis is placed on advanced skills in anesthetics in typical and atypical settings. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations and use skills to begin to transition to professional work.

Credits: 8.00; Contact Hours: 24.00
Requisites: The following courses must be taken at the same time as this course. Take ATC-155

ATC-280 Anesthesia Technology Professional Practice

This course includes a comprehensive overview of anesthesia technologist concepts and essential professional skills. Topics include healthcare law, professional ethics, career transition ,professional and employability skills, and preparation for the certification examination. Upon completion, students should be able to demonstrate a comprehensive knowledge required for the anesthesia technologist to obtain employment and sit for the Certified Anesthesia Technologist examination.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete ATC-150 and ATC-155 with minimum grade C: Take All: ATC-150 and ATC-155

Automation & Robotics

ATR-218 Work Cell Integration

This course introduces high technology systems which are currently being used in new automated manufacturing facilities. Topics include integration of robots and work cell components ,switches, proxes, vision and photoelectric sensors, with the automated control and data gathering systems. Upon completion, students should be able to install, program, and troubleshoot an automated manufacturing cell and its associated data communications systems.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take ELC-128

Automotive

AUT-113 Automotive Servicing I

This course is a lab used as an alternative to co-op placement. Emphasis is placed on shop operations, troubleshooting, testing, adjusting, repairing, and replacing components using appropriate test equipment and service information. Upon completion, students should be able to perform a variety of automotive repairs using proper service procedures and to operate appropriate equipment.

Credits: 2; Contact Hours: 6
Requisites: None

AUT-114 Safety and Emissions

This course covers the laws, procedures, and specifications needed to perform a North Carolina State Safety and Emissions inspection. Topics include brake, steering and suspension, lighting, horn, windshield wiper, tire,

mirrors, and emission control devices inspection. Upon completion, students should be able to perform complete and thorough North Carolina State Safety and Emissions inspections.

Credits: 2; Contact Hours: 3
Requisites: None

AUT-116 Engine Repair

This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.

Credits: 3; Contact Hours: 5
Requisites: None

AUT-141 Suspension & Steering Systems

This course covers principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.

Credits: 3; Contact Hours: 5
Requisites: None

AUT-151 Brake Systems

This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

Credits: 3; Contact Hours: 5
Requisites: None

AUT-163 Advanced Automotive Electricity

This course covers electronic theory, wiring diagrams, test equipment, and diagnosis, repair ,and replacement of electronics, lighting, gauges ,horn, wiper, accessories, and body modules. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, and troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories ,modules, and electronic concerns.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take TRN-120

AUT-181 Engine Performance 1

This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include an overview of engine operation ,ignition components and systems, fuel delivery ,injection components and systems and emission control devices. Upon completion, students should be able to describe operation and diagnose/repair

basic ignition, fuel and emission related driveability problems using appropriate test equipment/service information.

Credits: 3; Contact Hours: 5
Requisites: None

AUT-183 Engine Performance 2

This course covers study of the electronic engine control systems, the diagnostic process used to locate engine performance concerns, and procedures used to restore normal operation. Topics will include currently used fuels and fuel systems, exhaust gas analysis, emission control components and systems, OBD II (on-board diagnostics) and inter-related electrical/electronic systems. Upon completion, students should be able to diagnose and repair complex engine performance concerns using appropriate test equipment and service information.

Credits: 4; Contact Hours: 8
Requisites: The following courses must be completed prior to taking this course: Take AUT-181

AUT-213 Automotive Servicing 2

This course is a lab used as an alternative to co-op placement. Emphasis is placed on shop operations, troubleshooting, testing, adjusting, repairing, and replacing components using appropriate test equipment and service information. Upon completion, students should be able to perform a variety of automotive repairs using proper service procedures and to operate appropriate equipment.

Credits: 2; Contact Hours: 4
Requisites: None

AUT-221 Automatic Transmissions/Transaxles

This course covers operation, diagnosis, service, and repair of automatic transmissions/transaxles. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair automatic drive trains.

Credits: 3; Contact Hours: 5
Requisites: None

AUT-231 Manual Transmissions/Transaxles/Drive Trains

This course covers the operation, diagnosis, and repair of manual transmissions/transaxles ,clutches, driveshafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train servicing and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair manual drive trains.

Credits: 3; Contact Hours: 5
Requisites: None

Biology

BIO-110 Principles of Biology

This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics.

Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, Take DMA-010 DMA-020 DMA-030 or MAT-003

BIO-111 General Biology I

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, Take DMA-010 DMA-020 DMA-030 DMA-040 DMA-050 or,MAT-003 Tier 2

BIO-112 General Biology II

This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. Select sections of this course are eligible for OPTIONAL individual Honors projects (look for section numbers with an "H").

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take BIO-111, Must complete BIO-111 with minimum grade C

BIO-140 Environmental Biology

This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, Take DMA-010 DMA-020 DMA-030 DMA-040 DMA-050 or,MAT-003 Tier 2, The following courses must be taken either prior to or at the same time as this course. Take BIO-140A

BIO-140A Environmental Biology Lab

This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues. This course is approved for the Global Distinction Program.

Credits: 1; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, Take DMA-010 DMA-020 DMA-030 DMA-040 DMA-050 or,MAT-003 Tier 2, The following courses must be taken either prior to or at the same time as this course. Take BIO-140

BIO-155 Nutrition

This course covers the biochemistry of foods and nutrients with consideration of the physiological effects of specialized diets for specific biological needs. Topics include cultural, religious, and economic factors that influence a person's acceptance of food, as well as nutrient requirements of the various life stages. Upon completion, students should be able to identify the functions and sources of nutrients, the mechanisms of digestion, and the nutritional requirements of all age groups.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, Take DMA-010 DMA-020 DMA-030 or MAT-003

BIO-163 Basic Anatomy & Physiology

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships.

Credits: 5; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

BIO-168 Anatomy and Physiology I

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. Select sections of this course are eligible for OPTIONAL individual Honors projects (look for section numbers with an "H").

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take CHM-094, Take DRE-097 or ENG-002, Take DMA-010 DMA-020 DMA-030 DMA-040 DMA-050 or,MAT-003 Tier 2

BIO-169 Anatomy and Physiology II

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. Select sections of this course are eligible for OPTIONAL individual Honors projects (look for section numbers with an "H").

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take BIO-168, Must complete BIO-168 with minimum grade C

BIO-250 Genetics
This course covers principles of prokaryotic and eukaryotic cell genetics. Emphasis is placed on the molecular basis of heredity, chromosome structure, patterns of Mendelian and non-Mendelian inheritance, evolution, and biotechnological applications. Upon completion, students should be able to recognize and describe genetic phenomena and demonstrate knowledge of important genetic principles.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take BIO-112, Must complete BIO-112 with minimum grade C

BIO-271 Pathophysiology
This course provides an in-depth study of human pathological processes and their effects on homeostasis. Emphasis is placed on interrelationships among organ systems in deviations from homeostasis. Upon completion, students should be able to demonstrate a detailed knowledge of pathophysiology.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take One: BIO-163, BIO-166, or BIO-169, Must complete BIO-163, BIO-166, or BIO-169 with minimum grade C

BIO-275 Microbiology
This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take One: BIO 110, BIO 111, BIO 163, BIO 165, or BIO 168, Must complete BIO-110, BIO-111, BIO-163, BIO-165, or BIO-168,with minimum grade C

BIO-280 Biotechnology
This course provides experience in selected laboratory procedures. Topics include proper laboratory techniques in biology and chemistry. Upon completion, students should be able to identify laboratory techniques and instrumentation in basic biotechnology.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Must complete BIO-111, CHM-131, or CHM-151 with minimum grade C ,Take One: BIO-111, CHM-131, or CHM-151

Biomedical Equipment
BMT-111 Introduction to Biomedical Field
This course introduces the fundamental concepts of the health care delivery system. Topics include hospital organization and structure, BMET duties and responsibilities, and the professional and social interrelationships between services. Upon completion, students should be able to demonstrate an understanding of hospital organization as related to BMET duties.

Credits: 2; Contact Hours: 2
Requisites: None

BMT-211 Biomedical Measurements

This course introduces the human-instrument system and problems encountered in attempting to obtain measurements from a living body. Topics include electrodes, transducers, instrumentation, amplifiers, electrocardiographs, monitors, recorders, defibrillators, ESU units, and related equipment. Upon completion, students should be able to analyze, troubleshoot, repair, and calibrate diagnostic and therapeutic equipment.

Credits: 3; Contact Hours: 4
Requisites: None

BMT-212 BMET Instrumentation I

This course covers theory of operation, circuit analysis, troubleshooting techniques, and medical applications for a variety of instruments and devices. Topics include electrodes, transducers ,instrumentation amplifiers, electrocardiographs ,monitors, recorders, defibrillators, ESU units ,and related equipment used in clinical laboratories, intensive care units, and research facilities. Upon completion, students should be able to calibrate, troubleshoot, repair, and certify that instrumentation meets manufacturer's original specifications.

Credits: 6; Contact Hours: 9
Requisites: None

BMT-225 Biomedical Trouble Shooting

This course is designed to provide students with basic problem solving skills, and to track down and identify problems frequently encountered with medical instrumentation. Emphasis is placed on developing logical troubleshooting techniques using technical manuals, flowcharts, and schematics, to diagnose equipment faults. Upon completion, students should be able to logically diagnose and isolate faults, and perform repairs to meet manufacturer specifications.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Must complete BMT-212 with minimum grade C

Blueprint Reading

BPR-111 Print Reading

This course introduces the basic principles of print reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic prints and visualize the features of a part or system.

Credits: 2; Contact Hours: 3
Requisites: None

Biotechnology

BTC-150 Bioethics

This course introduces the current ethics issues surrounding the biotechnology industries. Topics will include risk assessment, the relationships between science, technology, and society, and the effects of new biotechnology products upon the natural world. Upon completion, students should be able to demonstrate knowledge and critical thinking skills in decision-making related to bioethical issues.

Credits: 3; Contact Hours: 3
Requisites: None

BTC-181 Basic Laboratory Techniques

This course introduces the basic skills and knowledge necessary in a biological or chemical laboratory. Emphasis is placed on good manufacturing practices, safety, sustainable lab practices, solution preparation, and equipment operation and maintenance following standard operating procedures. Upon completion, students should be able to prepare and perform basic laboratory procedures using labware, solutions, and equipment according to prescribed protocols.

Credits: 4; Contact Hours: 6
Requisites: None

BTC-281 Bioprocess Techniques

This course covers processes used in the production of biomolecules. Emphasis is placed on the production, characterization, and purification of biological products using fermentation, centrifugation, filtration, electrophoresis, and other techniques used in industry. Upon completion, students should be able to produce biological products using the various methods of bioprocessing.

Credits: 4; Contact Hours: 8
Requisites: None

BTC-285 Cell Culture

This course introduces the theory and practices required to successfully initiate and maintain plant and animal cell cultures. Topics include aseptic techniques, the growth environment, routine maintenance of cell cultures, specialized culture techniques, and various applications. Upon completion, students should be able to demonstrate the knowledge and skills required to grow, maintain, and manipulate cells in culture.

Credits: 3; Contact Hours: 5
Requisites: None

Business

BUS-110 Introduction to Business

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. Select sections of this course are approved for the Global Distinction Program (See list on Durham Tech website).

Credits: 3; Contact Hours: 3
Requisites: None

BUS-115 Business Law I

This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined. Upon completion the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them.

Credits: 3; Contact Hours: 3
Requisites: None

BUS-125 Personal Finance
This course provides a study of individual and family financial decisions. Emphasis is placed on building useful skills in buying, managing finances, increasing resources, and coping with current economic conditions. Upon completion ,students should be able to develop a personal financial plan.

Credits: 3; Contact Hours: 3
Requisites: None

BUS-137 Principles of Management
This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management.

Credits: 3; Contact Hours: 3
Requisites: None

BUS-139 Entrepreneurship I
This course provides an introduction to the principles of entrepreneurship. Topics include self-analysis of entrepreneurship readiness, the role of entrepreneur in economic development, legal problems, organizational structure, sources of financing, budgeting, and cash flow. Upon completion, students should have an understanding of the entrepreneurial process and issues faced by entrepreneurs.

Credits: 3; Contact Hours: 3
Requisites: None

BUS-153 Human Resource Management
This course introduces the functions of personnel/human resource management within an organization. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations. Upon completion, students should be able to anticipate and resolve human resource concerns.

Credits: 3; Contact Hours: 3
Requisites: None

BUS-217 Employment Law and Regulations
This course introduces the principle laws and regulations affecting public and private organizations and their employees or prospective employees. Topics include fair employment practices, EEO, affirmative action, and employee rights and protections. Upon completion, students should be able to evaluate organization policy for compliance and assure that decisions are not contrary to law.

Credits: 3; Contact Hours: 3
Requisites: None

BUS-225 Business Finance
This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take ACC-120

BUS-234 Training and Development

This course covers developing, conducting, and evaluating employee training with attention to adult learning principles. Emphasis is placed on conducting a needs assessment, using various instructional approaches, designing the learning environment, and locating learning resources. Upon completion, students should be able to design, conduct, and evaluate a training program.

Credits: 3; Contact Hours: 3
Requisites: None

BUS-239 Business Applications Seminar

This course is designed as a capstone course for Business Administration majors. Emphasis is placed on decision making in the areas of management, marketing, production, purchasing, and finance. Upon completion, students should be able to apply the techniques, processes, and vital professional skills needed in the work place.

Credits: 2; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take One Set: Set 1: ACC-120, BUS-115, BUS-137, MKT-120, and ECO-151, Set 2: ACC-120, BUS-115, BUS-137, MKT-120, and ECO-251, Set 3: ACC-120, BUS-115, BUS-137, MKT-120, and ECO-252

BUS-245 Entrepreneurship II

This course is designed to allow the student to develop a business plan. Topics include the need for a business plan, sections of the plan, writing the plan, and how to find assistance in preparing the plan. Upon completion, students should be able to design and implement a business plan based on sound entrepreneurship principles.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take BUS-139

BUS-255 Organizational Behavior in Business

This course covers the impact of different management practices and leadership styles on worker satisfaction and morale, organizational effectiveness, productivity, and profitability. Topics include a discussion of formal and informal organizations, group dynamics, motivation, and managing conflict and change. Upon completion ,students should be able to analyze different types of interpersonal situations and determine an appropriate course of action.

Credits: 3; Contact Hours: 3
Requisites: None

BUS-270 Professional Development

This course provides basic knowledge of self-improvement techniques as related to success in the professional world. Topics include positive human relations, job-seeking skills, and projecting positive self-image. Upon completion ,students should be able to demonstrate competent personal and professional skills necessary to get and keep a job.

Credits: 3; Contact Hours: 3
Requisites: None

Cyber Crime Technology

CCT-110 Introduction to Cyber Crime

This course introduces and explains the various types of offenses that qualify as cyber crime activity. Emphasis is placed on identifying cyber crime activity and the response to these problems from both the private and public domains. Upon completion, students should be able to accurately describe and define cyber crime activities and select an appropriate response to deal with the problem.

Credits: 3; Contact Hours: 3
Requisites: None

CCT-112 Ethics & High Technology

This course covers ethical considerations and accepted standard practices applicable to technological investigations and computer privacy issues relative to the cyber crime investigator. Topics include illegal and unethical investigative activities, end-justifying-the-means issues, and privacy issues of massive personal database information gathered by governmental sources. Upon completion, students should be able to examine their own value systems and apply ethical considerations in identifiable cyber crime investigations.

Credits: 3; Contact Hours: 3
Requisites: None

CCT-285 Trends in Cyber Crime

This course covers and explores advances and developments in cyber crime technologies. Emphasis is placed on computer forensics tools, information protection and security, threat response, and professional development. Upon completion ,students should be able to articulate understanding of the current state of the industry as well as emerging technologies for cyber crime technology.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take CCT-110

Comp Engineering Tech

CET-211 Computer Upgrade/Repair II

This course covers concepts of repair, service, and upgrade of computers and peripherals in preparation for industry certification. Topics may include resolving resource conflicts and system bus specifications, configuration and troubleshooting peripherals, operating system configuration and optimization, and other related topics. Upon completion, students should be able to identify and resolve system conflicts and optimize system performance.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Must complete CET-111 with minimum grade C

Chemistry

CHM-094 Basic Biological Chemistry

This course introduces the chemistry important to biological processes. Emphasis is placed on the aspects of general, organic, and biological chemistry that apply to biological systems and processes. Upon completion, students should be able to demonstrate an understanding of the basic biological chemistry necessary for success in college-level biology courses.

Credits: 4; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take One Set: Set 1: DMA-010, DMA-020, DMA-030, and DMA-040, Set 2: DMA-025 and DMA-040, Set 3: MAT-121, Set 4: MAT-171, Set 5: MAT-003, Set 6: BSP-4003

CHM-131 Introduction to Chemistry

This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, Take DMA-010 DMA-020 DMA-030 or MAT-003, The following courses must be taken either prior to or at the same time as this course. Take CHM-131A

CHM-131A Introduction to Chemistry Lab

This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131.

Credits: 1; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, Take DMA-010 DMA-020 DMA-030 or MAT-003, The following courses must be taken either prior to or at the same time as this course. Take CHM-131

CHM-132 Organic and Biochemistry

This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take one set: Set 1: CHM-131 and CHM-131A, Set 2: CHM-151, Must complete CHM-131 and CHM-131A or CHM-151 with minimum grade C

CHM-151 General Chemistry I

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, Take DMA-010 DMA-020 DMA-030 DMA-040 DMA-050 or,MAT-003 Tier 2

CHM-152 General Chemistry II

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics,

introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take CHM-151, Must complete CHM-151 with minimum grade C

CHM-251 Organic Chemistry I

This course provides a systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of hydrocarbons, alkyl halides, alcohols, and ethers; further topics include isomerization, stereochemistry, and spectroscopy. Upon completion, students should be able to demonstrate an understanding of the fundamental concepts of covered organic topics as needed in CHM 252.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take CHM-152, Must complete CHM-152 with minimum grade C

CHM-252 Organic Chemistry II

This course provides continuation of the systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of aromatics, aldehydes, ketones, carboxylic acids and derivatives, amines and heterocyclics; multi-step synthesis will be emphasized. Upon completion, students should be able to demonstrate an understanding of organic concepts as needed to pursue further study in chemistry and related professional fields. Select sections of this course are eligible for OPTIONAL individual Honors projects (look for section numbers with an "H").

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take CHM-251, Must complete CHM-251 minimum grade C

CHM-271 Biochemical Principles

This course covers fundamental principles of biochemistry. Topics include structures, properties, reactions, and mechanisms of biomacromolecules including amino acids, peptides, proteins, carbohydrates and nucleic acids, enzymatic metabolic pathways, and biochemical genetics. Upon completion, students should be able to demonstrate an understanding of fundamental biochemical processes.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take CHM-252, Must complete CHM-252 with minimum grade C

Information Systems

CIS-110 Introduction to Computers

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.

Credits: 3; Contact Hours: 4
Requisites: None

Criminal Justice

CJC-100 Basic Law Enforcement Training

This course covers the basic skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Topics are divided into general units of study: legal, patrol duties, law enforcement communications, investigations, practical application and sheriff-specific. Upon successful completion, the student will be able to demonstrate competence in the topics and areas required for the state comprehensive certification examination.

Credits: 20; Contact Hours: 40
Requisites: None

CJC-110 Basic Law Enforcement BLET

This course covers the basic skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Topics include those mandated by North Carolina Administration Code as essential for functioning in law enforcement. Upon completion, the student should be able to demonstrate competence in the topics required for the state comprehensive certification examination.

Credits: 20; Contact Hours: 40
Requisites: None

CJC-111 Introduction to Criminal Justice

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options.

Credits: 3; Contact Hours: 3
Requisites: None

CJC-112 Criminology

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

Credits: 3; Contact Hours: 3
Requisites: None

CJC-113 Juvenile Justice

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

Credits: 3; Contact Hours: 3
Requisites: None

CJC-114 Investigative Photography

This course covers the operation of digital photographic equipment and its application to criminal justice. Topics include the use of digital cameras, storage of digital images, the retrieval of digital images and preparation of digital images as evidence. Upon completion, students should be able to demonstrate and explain the role and use of digital photography, image storage and retrieval in criminal investigations.

Credits: 2; Contact Hours: 3
Requisites: None

CJC-121 Law Enforcement Operations

This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations.

Credits: 3; Contact Hours: 3
Requisites: None

CJC-131 Criminal Law

This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes ,matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

Credits: 3; Contact Hours: 3
Requisites: None

CJC-132 Court Procedure & Evidence

This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws ,exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search ,proper judicial procedures, and the admissibility of evidence.

Credits: 3; Contact Hours: 3
Requisites: None

CJC-141 Corrections

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration ,treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components ,processes, and functions of the correctional system.

Credits: 3; Contact Hours: 3
Requisites: None

CJC-161 Introduction to Homeland Security
This course introduces the historical, organizational and practical aspects of Homeland Security. Topics include a historic overview, definitions and concepts, organizational structure, communications, technology, mitigation, prevention and preparedness, response and recovery, and the future of Homeland Security. Upon completion, students should be able to explain essential characteristics of terrorism and Homeland Security, and define roles, functions and interdependency between agencies.

Credits: 3; Contact Hours: 3
Requisites: None

CJC-170 Critical Incident Mgmt for Public Safety
This course prepares the student to specialize in the direct response, operations, and management of critical incidents. Emphasis is placed upon the theoretical and applied models to understand and manage disasters, terrorism, and school/work place violence. Upon completion, the student should be able to identify and discuss managerial techniques legal issues, and response procedures to critical incidents.

Credits: 3; Contact Hours: 3
Requisites: None

CJC-212 Ethics & Community Relations
This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

Credits: 3; Contact Hours: 3
Requisites: None

CJC-213 Substance Abuse
This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.

Credits: 3; Contact Hours: 3
Requisites: None

CJC-214 Victimology
This course introduces the study of victims. Emphasis is placed on roles/characteristics of victims, victim interaction with the criminal justice system and society, current victim assistance programs, and other related topics. Upon completion, students should be able to discuss and identify victims, the uniqueness of victims' roles, and current victim assistance programs.

Credits: 3; Contact Hours: 3
Requisites: None

CJC-215 Organization & Administration
This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of control and discretion;

and other related topics. Upon completion, students should be able to identify and discuss the basic components and functions of a criminal justice organization and its administrative operations.

Credits: 3; Contact Hours: 3
Requisites: None

CJC-221 Investigative Principles

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing ,information gathering techniques ,collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

Credits: 4; Contact Hours: 5
Requisites: None

CJC-222 Criminalistics

This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.

Credits: 3; Contact Hours: 3
Requisites: None

CJC-225 Crisis Intervention

This course introduces critical incident intervention and management techniques as they apply to operational criminal justice practitioners. Emphasis is placed on the victim/offender situation as well as job-related high stress, dangerous, or problem-solving citizen contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induced, and other critical and/or stressful incidents that require field analysis and/or resolution.

Credits: 3; Contact Hours: 3
Requisites: None

CJC-231 Constitutional Law

The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments ,court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

Credits: 3; Contact Hours: 3
Requisites: None

CJC-232 Civil Liability
This course covers liability issues for the criminal justice professional. Topics include civil rights violations, tort liability ,employment issues, and other related topics. Upon completion, students should be able to explain civil trial procedures and discuss contemporary liability issues.

Credits: 3.00; Contact Hours: 3.00
Requisites: None

Communication
COM-120 Intro to Interpersonal Communication
This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

COM-150 Introduction to Mass Communication
This course introduces print and electronic media and the new information technologies in terms of communication theory and as economic, political, and social institutions. Topics include the nature, history, functions, and responsibilities of mass communication industries in a global environment and their role and impact in American society. Upon completion, students should be able to demonstrate awareness of the pervasive nature of mass media and how media operate in an advanced post-industrial society. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take ENG-111, Must complete ENG-111 with minimum grade C

COM-231 Public Speaking
This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

Computer Science
CSC-118 Swift Programming I
This course introduces the development of iOS applications and Apple applications using Swift programming language. Emphasis is placed on syntax, object-oriented principles, memory management, and functional concepts of Swift programming. Upon completion, students should be able to develop fully functional iOS and Apple applications using Swift programming language.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take CTI-110 or CSC-121 or CSC-151 or CSC-153

CSC-121 Python Programming

This course introduces computer programming using the Python programming language. Emphasis is placed on common algorithms and programming principles utilizing the standard library distributed with Python. Upon completion, students should be able to design, code, test, and debug Python language programs.

Credits: 3; Contact Hours: 5
Requisites: None

CSC-134 C++ Programming

This course introduces computer programming using the C++ programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level.

Credits: 3; Contact Hours: 5
Requisites: None

CSC-151 JAVA Programming

This course introduces computer programming using the JAVA programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion students should be able to design, code, test, debug JAVA language programs.

Credits: 3; Contact Hours: 5
Requisites: None

CSC-152 SAS

This course introduces the fundamentals of SAS programming. Emphasis is placed on learning basic SAS commands and statements for solving a variety of data processing applications. Upon completion ,students should be able to use SAS data and procedure steps to create SAS data sets, do statistical analysis, and general customized reports.

Credits: 3; Contact Hours: 5
Requisites: None

CSC-153 C# Programming

This course introduces computer programming using the C# programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement objects using the appropriate environment at the beginning level.

Credits: 3; Contact Hours: 5
Requisites: None

CSC-251 Advanced JAVA Programming
This course is a continuation of CSC 151 using the JAVA programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement objects using the appropriate environment.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take CSC-151, Must complete CSC-151 with a minimum grade C

CSC-253 Advanced C# Programming
This course is a continuation of CSC 153 using the C# programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement objects using the appropriate environment.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take CSC-153

Computer Tech Integration
CTI-110 Web, Programming, and Database, Foundation
This course covers the introduction of the tools and resources available to students in programming, mark-up language and services on the Internet. Topics include standard mark-up language Internet services, creating web pages, using search engines, file transfer programs; and database design and creation with DBMS products. Upon completion students should be able to demonstrate knowledge of programming tools, deploy a web-site with mark-up tools, and create a simple database table.

Credits: 3; Contact Hours: 4
Requisites: None

CTI-120 Network and Security Foundation
This course introduces students to the Network concepts, including networking terminology and protocols, local and wide area networks, and network standards. Emphasis is placed on securing information systems and the various implementation policies. Upon completion, students should be able to perform basic tasks related to networking mathematics, terminology, media and protocols.

Credits: 3; Contact Hours: 4
Requisites: None

CTI-140 Virtualization Concepts
This course introduces operating system virtualization. Emphasis is placed on virtualization terminology, virtual machine storage, virtual networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of virtual machines.

Credits: 3; Contact Hours: 5
Requisites: None

CTI-141 Cloud and Storage Concepts

This course introduces cloud computing and storage concepts. Emphasis is placed on cloud terminology, virtualization, storage networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of cloud storage systems.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be taken either prior to or at the same time as this course. Take CTI-240

CTI-240 Virtualization Administration I

This course covers datacenter virtualization concepts. Topics include data storage, virtual network configuration, virtual machine and virtual application deployment. Upon completion, students should be able to perform tasks related to virtual machine and hypervisor installation and configuration.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be taken either prior to or at the same time as this course. Take CTI-141

Clinical Trials Res

CTR-110 Introduction to Clinical Research

This course provides a comprehensive introduction to the clinical research process and its history and evolution. Topics include phase of clinical trials, protection of human subjects, roles of the clinical research teams, and responsibilities of clinical research organizations. Upon completion, students should be able to describe basic clinical research concepts, the typical research team and their responsibilities.

Credits: 3; Contact Hours: 3
Requisites: None

CTR-112 Clinical Research Terminology

This course is designed to enhance and augment the student's knowledge of basic medical terminology. Emphasis is placed on the acronyms, abbreviations, and initials commonly used in clinical research and the terminology associated with pharmaceutical and pharmacological research. Upon completion, students will be able to utilize and apply standard research terminology in effective written and verbal communication.

Credits: 3; Contact Hours: 3
Requisites: None

CTR-115 Clinical Research Regulations

This course covers the range of national and international regulations governing the development of drugs, diagnostics, medical devices, and biologics. Topics include a review of the regulatory agencies, guidelines for regulatory application, required documentation, and preparation for compliance audits. Upon completion, students should be able to demonstrate a basic understanding of regulatory processes associated with clinical research and describe effective means of compliance.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete CTR-110 with minimum grade C

CTR-120 Research Protocol Design

This course introduces the student to the scientific development of research protocols and their key elements. Topics include the differentiation between research design types, rules for writing protocols, ethical

considerations relative to research protocols, and the correct preparation of data collection forms. Upon completion, the student will be able to identify the primary components of protocols and effectively develop a protocol draft.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete CTR-130 or CTR-220 with minimum grade C

CTR-130 Clinical Research Management

This course introduces the student to the elements involved in implementing and managing a clinical study. Topics include overall project planning, development of study goals, preparation of budget and contracts, implementation of monitoring visits, and effective management of research sites. Upon completion, students should be able to design and prepare a plan for the implementation and management of a sample clinical research project.

Credits: 4; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Must complete CTR-115 with minimum grade C

CTR-150 Research Fieldwork I

This course provides supervised work experience and observation in a clinical research setting. Emphasis is placed on the enhancement of professional skills and the practical application of curriculum concepts research setting. Upon completion, students should be able to effectively apply research theory to clinical research practices.

Credits: 5; Contact Hours: 15
Requisites: The following courses must be completed prior to taking this course: Must complete CTR-130 and CTR-220 with minimum grade C

CTR-210 Introduction to Clinical Data

This course covers the collection, organization, and management of study data. Topics include database structures, data management systems, quality assurance, data collection and capture, and data confidentiality and security. Upon completion, students should be able to describe the data management team and effectively organize, enter, and review data.

Credits: 3; Contact Hours: 3
Requisites: None

CTR-215 Data Management Concepts

This course is designed to discuss the elements involved in implementing and managing a clinical study from the perspective of the Data Manager. Topics include development of the data management plan, coordination of data collection and capture, planning the closure and archival of study materials, and participation in project management activities. Upon completion, students should be able to design, prepare, and execute a complete data management plan for the implementation and management of a sample clinical research project.

Credits: 2; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Take CTR-210, Must complete CTR-210 with minimum grade C

CTR-217 Electronic Data Capture Application Development

This course is designed to provide students with the knowledge and understanding to use an electronic data capture (EDC) application development tool to build a functional and effective clinical study. Topics include data design structure based on the protocol, define basic application settings/permissions, building forms, incorporating edit checks in the application, data entry data loading, coding ,standard and ad hoc report development, testing processes, mid-study change administration, and application support. Upon completion, students should be able to design an EDC application ,evaluate a study protocol and identify the critical data items to be collected via EDC ,understand CDSIC standards and their application ,develop and implement appropriate edit checks and standard reports, and implement testing plans to establish a quality application.,

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Must complete CTR-215 with minimum grade C: Take CTR-215

CTR-220 Research Site Management

This course covers the guidelines and methodology of research site management and the recruitment of research sites, investigators, and subjects. Topics include the identification and evaluation of sites and investigators, on-site budget management, and the coordination of subject participation. Upon completion, students should be able to demonstrate the principles and practices of effective research site management.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Must complete CTR-115 with minimum grade C

CTR-225 Data Collection

This course is designed to instruct the student on the data collection, validation, and quality assurance processes of a clinical research study as conducted by the data management staff. Topics include the development and implementation of data review and data collection, the development of the validation program, and the function, conduct, and follow-up of a quality assurance audit of data. Upon completion, students should be able to develop and implement a plan for data collection ,validation, and quality assurance for a clinical research study.

Credits: 2; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete CTR-210 and CTR-215 with minimum grade C: Take All: CTR-210 and CTR-215

CTR-230 Data Trends and Reporting

This course covers the reporting of clinical trial data, including identification of safety and efficacy trends in the data. Topics include generation of tables, listing and graphs, the identification and reporting of data trends, and the generation of various types of study reports. Upon completion, students should be able to demonstrate an understanding of the process for review and reporting of clinical trial data results.

Credits: 2; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete CTR-210, CTR-215, and CTR-225 with minimum grade C ,Take All: CTR-210, CTR-215 , and CTR-225

CTR-250 Research Fieldwork II

This course provides more advanced work experience in a clinical research setting. Emphasis is placed on the refinement of professional skills and the practice of curriculum concepts in diverse clinical research areas. Upon completion, students will be able to apply research theory to clinical research practices.

Credits: 8; Contact Hours: 24
Requisites: The following courses must be completed prior to taking this course: Must complete CTR-130 and CTR-220 with minimum grade C

CTR-281 Professional Practice

This course includes communication skills and professional skills essential to the practice of clinical research. Topics include professional ethics and deportment, continuing education and certification, career options, communication skills, and portfolio development. Upon completion, students should be able to demonstrate the communication and professional skills to enter the clinical research workforce and to establish a career plan.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete CTR-130 and CTR-220 with minimum grade C

Computer Tech Systems

CTS-115 Information Systems Business Concepts

The course introduces the role of IT in managing business processes and the need for business process and IT alignment. Emphasis is placed on industry need for understanding business challenges and developing/managing information systems to contribute to the decision making process based on these challenges. Upon completion, students should be able to demonstrate knowledge of the 'hybrid business manager' and the potential offered by new technology and systems.

Credits: 3; Contact Hours: 3
Requisites: None

CTS-120 Hardware/Software Support

This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers.

Credits: 3; Contact Hours: 5
Requisites: None

CTS-130 Spreadsheet

This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

Credits: 3; Contact Hours: 4
Requisites: None

CTS-155 Tech Support Functions
This course introduces a variety of diagnostic and instructional tools that are used to evaluate the performance of technical support technologies. Emphasis is placed on technical support management techniques and support technologies. Upon completion, students should be able to determine the best technologies to support and solve actual technical support problems.

Credits: 3; Contact Hours: 4
Requisites: None

CTS-217 Computer Training/Support
This course introduces computer training and support techniques. Topics include methods of adult learning, training design, delivery, and evaluation, creating documentation, and user support methods. Upon completion, students should be able to design and implement training and provide continued support for computer users.

Credits: 3; Contact Hours: 4
Requisites: None

CTS-220 Advanced Hardware/Software Support
This course provides advanced knowledge and competencies in hardware and operating system technologies for computer technicians to support personal computers. Emphasis is placed on: configuring and upgrading; diagnosis and troubleshooting; as well as preventive maintenance of hardware and system software. Upon completion, students should be able to install, configure, diagnose, perform preventive maintenance, and maintain basic networking on personal computers.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take CTS-120

CTS-255 Advanced Tech Support Functions
This course introduces a variety of diagnostic and instructional tools that are used to evaluate the performance of technical support technologies. Topics include technical support management techniques, evaluation, and methods of deployment for technical support technologies. Upon completion, students should be able to determine the best technologies to support and solve more complex technical support problems.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take CTS-155

Culinary
CUL-110 Sanitation and Safety
This course introduces the basic principles of sanitation and safety relative to the hospitality industry. Topics include personal hygiene, sanitation and safety regulations, use and care of equipment, the principles of food-borne illness, and other related topics. Upon completion, students should be able to demonstrate an understanding of the content necessary for successful completion of a nationally recognized food/safety/sanitation exam.

Credits: 2; Contact Hours: 2
Requisites: None

CUL-112 Nutrition for Foodservice
This course covers the principles of nutrition and its relationship to the foodservice industry. Topics include personal nutrition fundamentals, weight management, exercise, nutritional adaptation/analysis of recipes/menus, healthy cooking techniques and marketing nutrition in a foodservice operation. Upon completion, students should be able to apply basic nutritional concepts to food preparation and selection.

Credits: 3; Contact Hours: 3
Requisites: None

CUL-120 Purchasing
This course covers purchasing for foodservice operations. Emphasis is placed on yield tests, procurement, negotiating, inventory control, product specification, purchasing ethics, vendor relationships, food product specifications and software applications. Upon completion, students should be able to apply effective purchasing techniques based on the end-use of the product.

Credits: 2; Contact Hours: 2
Requisites: None

CUL-130 Menu Design
This course introduces menu design and its relationship to foodservice operations. Topics include layout, marketing, concept development, dietary concerns, product utilization, target consumers and trends. Upon completion, students should be able to design, create and produce menus for a variety of foodservice settings.

Credits: 2; Contact Hours: 2
Requisites: None

CUL-135 Food and Beverage Service
This course is designed to cover the practical skills and knowledge necessary for effective food and beverage service in a variety of settings. Topics include greeting/service of guests, dining room set-up, profitability, menu sales and merchandising, service styles and reservations. Upon completion, students should be able to demonstrate competence in human relations and the skills required in the service of foods and beverages.

Credits: 2; Contact Hours: 2
Requisites: None

CUL-140 Culinary Skills I
This course introduces the fundamental concepts, skills and techniques in basic cookery, and moist, dry and combination heat. Emphasis is placed on recipe conversion, measurements, terminology, classical knife cuts, safe food/equipment handling, flavorings/seasonings, stocks/sauces/soups, and related topics. Upon completion, students should be able to exhibit the basic cooking skills used in the foodservice industry.

Credits: 5; Contact Hours: 8
Requisites: The following courses must be taken either prior to or at the same time as this course. Take CUL-110

CUL-160 Baking I
This course covers basic ingredients, techniques, weights and measures, baking terminology and formula calculations. Topics include yeast/chemically leavened products, laminated doughs, pastry dough batter, pies/tarts, meringue, custard, cakes and cookies, icings, glazes and basic sauces. Upon completion, students

should be able to demonstrate proper scaling and measurement techniques, and prepare and evaluate a variety of bakery products.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be taken either prior to or at the same time as this course. Take CUL-110

CUL-170 Garde Manger I

This course introduces basic cold food preparation techniques and pantry production. Topics include salads, sandwiches, appetizers, dressings, basic garnishes, cheeses, cold sauces, and related food items. Upon completion, students should be able to present a cold food display and exhibit an understanding of the cold kitchen and its related terminology.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be taken either prior to or at the same time as this course. Take CUL-110

CUL-240 Culinary Skills II

This course is designed to further students' knowledge of the fundamental concepts, skills, and techniques involved in basic cookery. Emphasis is placed on meat identification/fabrication, butchery and cooking techniques/methods; appropriate vegetable/starch accompaniments; compound sauces; plate presentation; breakfast cookery; and quantity food preparation. Upon completion, students should be able to plan, execute, and successfully serve entrees with complementary side items.

Credits: 5; Contact Hours: 9
Requisites: The following courses must be completed prior to taking this course: Take one set: , Set 1: CUL-110 and CUL-140, Set 2: CUL-110, CUL-142, and CUL-170

CUL-260 Baking II

This course is designed to further students' knowledge in ingredients, weights and measures ,baking terminology and formula calculation. Topics include classical desserts, frozen desserts, cake and torte production, decorating and icings/glazes, dessert plating and presentation. Upon completion, students should be able to demonstrate pastry preparation ,plating, and dessert buffet production skills.

Credits: 5.00; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take All: CUL-110 and CUL-160

CUL-270 Garde Manger II

This course is designed to further students' knowledge in basic cold food preparation techniques and pantry production. Topics include pates, terrines, galantines, decorative garnishing skills, carving, charcuterie, smoking, canapes, hors d'oeuvres, and related food items. Upon completion, students should be able to design, set up, and evaluate a catering/event display to include a cold buffet with appropriate showpieces.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take All: CUL-110, CUL-140, and CUL-170

CUL-275 Catering Cuisine
This course covers the sequential steps to successful catering that include sales, client needs, menu planning, purchasing, costing, event pricing, staffing and sanitation concerns. Emphasis is placed on new culinary competencies and skills specific to catering preparation ,presentation, and customer service. Upon completion, students should be able to demonstrate proficiency in the successful design and execution of various types of catering events.

Credits: 5; Contact Hours: 9
Requisites: The following courses must be completed prior to taking this course: Take All: CUL-110, CUL-140, and CUL-240

Database Administration
DBA-110 Database Concepts
This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms.

Credits: 3; Contact Hours: 5
Requisites: None

DBA-120 Database Programming I
This course is designed to develop SQL programming proficiency. Emphasis is placed on data definition, data manipulation, and data control statements as well as on report generation. Upon completion, students should be able to write programs which create, update, and produce reports.

Credits: 3; Contact Hours: 4
Requisites: None

Drafting
DFT-119 Basic CAD
This course introduces computer-aided drafting software for specific technologies to non-drafting majors. Emphasis is placed on understanding the software command structure and drafting standards for specific technical fields. Upon completion, students should be able to create and plot basic drawings.

Credits: 2; Contact Hours: 3
Requisites: None

DFT-170 Engineering Graphics
This course introduces basic engineering graphics skills and applications. Topics include sketching, selection and use of current methods and tools, and the use of engineering graphics applications. Upon completion, students should be able to demonstrate an understanding of basic engineering graphics principles and practices.

Credits: 3; Contact Hours: 4
Requisites: None

Dental Laboratory Tech

DLT-111 Dental Anatomy/Physiology

This course introduces the anatomy of the individual tooth and the basic anatomy/physiology of the head, oral cavity, and supporting structures. Topics include anatomy, contour, occlusion, malocclusion, the tempormandibular joint, and the anatomical structures of the head and oral cavity. Upon completion, students should be able to carve teeth with proper occlusion, anatomy, and contour and understand the anatomy of the head and oral cavity.

Credits: 5; Contact Hours: 9
Requisites: None

DLT-114 Dental Materials

This course provides a study of the composition, properties, and uses of non-metal materials and the physical and mechanical properties of metal alloys. Topics include gypsums, waxes, acrylics, metals, and policies related to health, safety, and infection control. Upon completion, students should be able to identify gypsums, waxes, acrylics, and metal materials and know the proper procedures for health, safety, and infection control.

Credits: 3; Contact Hours: 7
Requisites: None

DLT-116 Complete Dentures

This course introduces basic and intermediate techniques in complete denture construction and also covers mandibular movement, occlusion, and infection control. Topics include baseplates, occlusion rims, articulator mountings, custom trays, setting of teeth, waxing denture bases, investing, processing, selective grinding, finishing, and polishing of complete dentures. Upon completion, students should be able to construct complete denture prostheses utilizing proper laboratory technique.

Credits: 4; Contact Hours: 10
Requisites: None

DLT-118 Cast Partial Dentures

This course covers techniques used in fabricating cast removable partial denture frameworks utilizing a chrome-cobalt alloy. Topics include surveying, designing, block-out procedures, pouring refractory casts, waxing, casting, finishing, polishing frameworks, tooth selection, setup, processing, and finishing of acrylic. Upon completion, students should be able to fabricate cast removable partial dentures following the dental prescription.

Credits: 6; Contact Hours: 12
Requisites: The following courses must be taken either prior to or at the same time as this course. Take DLT-114

DLT-119 Wrought-Orthodontic Appliances

This course introduces techniques for fabricating removable wrought and orthodontic/pedodontic appliances. Topics include wrought clasps, combination cast-metal and wrought-metal frameworks, archwires, orthodontic clasps, orthodontic acrylic, soldering, fabrication, and repair of orthodontic restorations. Upon completion, students should be able to fabricate removable wrought-orthodontic appliances following the dental prescription.

Credits: 4; Contact Hours: 10
Requisites: The following courses must be completed prior to taking this course: Must complete DLT-114 with a minimum grade of C

DLT-123 Crown and Bridge
This course introduces techniques for fabricating cast gold restorations. Topics include infection control, pouring impressions with removable dies ,trimming margins, articulating, waxing of single and multiple units, soldering, and principles of occlusion. Upon completion, students should be able to fabricate single and multiple unit cast gold fixed restorations.

Credits: 4; Contact Hours: 10
Requisites: The following courses must be completed prior to taking this course: Must complete DLT-111 and DLT-114 with a minimum grade of C

DLT-126 Advanced Crown and Bridge
This course introduces techniques for fabricating advanced fixed restorations. Topics include resin veneers, temporary crowns, post-core crowns, overdenture copings, non-parallel bridges, and semi-precision attachments. Upon completion, students should be able to fabricate advanced fixed restorations.

Credits: 4; Contact Hours: 10
Requisites: The following courses must be completed prior to taking this course: Must complete DLT-123 with a minimum grade of C

DLT-211 Advanced Complete Dentures
This course includes instruction in advanced complete denture construction. Topics include overdentures, immediate dentures, cast metal bases, relines, rebases, repairs, and various occlusal relationships. Upon completion, students should be able to construct advanced complete denture prostheses following the dental prescription.

Credits: 4; Contact Hours: 10
Requisites: The following courses must be completed prior to taking this course: Must complete DLT-114 and DLT-116 with a minimum grade of C

DLT-215 Adv Partial Dentures
This course examines the biomechanics of removable partial denture design and fabrication and concepts including gnathalogical principles as applied in the construction of restorations. Topics include fabricating advanced cast metal restorations including bite raisers, flat back facings, tube teeth, and concepts relating to precision partial construction, including implants. Upon completion, students should be able to demonstrate an understanding of gnathalogical concepts and the fabrication of special types of removable restorations.

Credits: 3; Contact Hours: 7
Requisites: The following courses must be completed prior to taking this course: Must complete DLT-114 and DLT-118 with a minimum grade of C

DLT-217 Ceramic Techniques
This course includes the physical properties of metals and ceramics and the fabrication of porcelain fused to metal crowns including porcelain shoulder margins. Emphasis is placed on infection control, model and die fabrication, metal substructure fabrication, build up, firing, and finishing of ceramic crowns. Upon completion, students should be able to complete single unit ceramic crowns.

Credits: 5; Contact Hours: 11
Requisites: None

DLT-219 Jurisprudence and Ethics

This course covers the history and legal and ethical aspects of the laboratory profession and in-depth studies of the certification program. Topics include dental laboratory history, dentist-laboratory relationships, certification preparation, and legal and ethical requirements of dental laboratories and technicians. Upon completion, students should be able to demonstrate an understanding of the legal and ethical requirements of the dental laboratory profession and dental history.

Credits: 1; Contact Hours: 1
Requisites: None

DLT-222 Advanced Ceramic Techniques

This course covers the fabrication of metal-ceramic bridges, all-ceramic crowns, and shading, staining, and personalizing ceramic restorations. Emphasis is placed on bonding dental porcelain on base metal alloys ,margination, contouring, shading, and soldering. Upon completion, students should be able to fabricate ceramic-to-metal bridgework.

Credits: 4; Contact Hours: 8
Requisites: The following courses must be completed prior to taking this course: Must complete DLT-217 with a minimum grade of C

DLT-224 Dental Lab Practice

This course provides practical experience in the commercial laboratory setting. Emphasis is placed on all laboratory techniques pertaining to the specialty area. Upon completion, students should be able to function effectively in the commercial dental laboratory environment.

Credits: 2; Contact Hours: 20
Requisites: The following courses must be completed prior to taking this course: Must complete DLT-118, DLT-126, DLT-211, and DLT-217 with a,minimum grade of C, The following courses must be taken either prior to or at the same time as this course. Take DLT-215 and DLT-222

Drama/Theatre

DRA-111 Theatre Appreciation

This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

Economics

ECO-251 Principles of Microeconomics

This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon

completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, Take DMA-010 DMA-020 DMA-030 or MAT-003

ECO-252 Principles of Macroeconomics

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, Take DMA-010 DMA-020 DMA-030 or MAT-003

Education

EDU-119 Introduction to Early Childhood Education

This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, appropriate environments, schedules, and activity plans.

Credits: 4; Contact Hours: 4
Requisites: None

EDU-131 Child, Family, and Community

This course covers the development of partnerships among culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing and supporting respectful relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct and the Code of Ethics for North Carolina Educators. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children birth through adolescence, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child.

Credits: 3; Contact Hours: 3
Requisites: None

EDU-144 Child Development I

This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion,

students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse.

Credits: 3; Contact Hours: 3
Requisites: None

EDU-145 Child Development II

This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse.

Credits: 3; Contact Hours: 3
Requisites: None

EDU-146 Child Guidance

This course introduces evidence-based strategies to build nurturing relationships with each child by applying principles and practical techniques to facilitate developmentally appropriate guidance. Topics include designing responsive/supportive learning environments, cultural, linguistic and socio-economic influences on behavior, appropriate expectations, the importance of communication with children/families including using technology and the use of formative assessments in establishing intentional strategies for children with unique needs. Upon completion, students should be able to demonstrate direct/indirect strategies to encourage social skills, self-regulation, emotional expression and positive behaviors while recognizing the relationship between children's social, emotional and cognitive development.

Credits: 3; Contact Hours: 3
Requisites: None

EDU-151 Creative Activities

This course introduces developmentally supportive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials while applying NC Foundations for Early Learning and Development. Emphasis is placed on observation of process driven learning experiences in art, music, creative movement, dance, and dramatics for every young child age birth through eight, integrated through all domains and academic content. Upon completion, students should be able to examine, create, and adapt developmentally creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse.

Credits: 3; Contact Hours: 3
Requisites: None

EDU-153 Health, Safety and Nutrition

This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon

completion, students should be able to apply knowledge of NC Foundations for Early Learning and Development for health, safety, nutritional needs and safe learning environments.

Credits: 3; Contact Hours: 3
Requisites: None

EDU-154 Social/Emotion/Behavior Development

This course covers the emotional/social development of children and the causes, expressions, prevention and management of challenging behaviors in all children. Emphasis is placed on caregiver/family/child relationships, positive emotional/social environments, developmental concerns, risk factors, and intervention strategies. Upon completion, students should be able to identify factors influencing emotional/social development, utilizing screening measures, and designing positive behavioral supports.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take One Set: Set 1: EDU-144 and EDU-145, Set 2: PSY-244 and PSY-245, Must complete EDU-144 EDU-145 or PSY-244 PSY-245 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take One: DRE-097, ENG-002, or ENG-111

EDU-184 Early Childhood Introductory Practicum

This course introduces students to early childhood settings and applying skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on observing children and assisting in the implementation of developmentally appropriate activities/environments for all children; and modeling reflective/professional practices. Upon completion, students should be able to demonstrate developmentally appropriate interactions with children and ethical/professional behaviors as indicated by assignments and onsite faculty visits.

Credits: 2; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take EDU-119

EDU-187 Teaching and Learning for All

This course introduces students to knowledge, concepts, and best practices needed to provide developmentally appropriate, effective, inclusive, and culturally responsive educational experiences in the classroom. Topics include growth and development, learning theory, student motivation, teaching diverse learners, classroom management, inclusive environments, student-centered practices, instructional strategies, teaching methodologies, observation/assessment techniques, educational planning, reflective practice, collaboration, cultural competence, ethics, professionalism, and leadership. Upon completion, students should be able to identify the knowledge, skills, roles, and responsibilities of an effective educator as defined by state and national professional teaching standards.

Credits: 4; Contact Hours: 6
Requisites: None

EDU-216 Foundations of Education

This course introduces the examination of the American educational systems and the teaching profession. Topics include the historical and philosophical influences on education, various perspectives on educational issues, and experiences in birth through grade 12 classrooms. Upon completion, students should be able to reflect on classroom observations, analyze the different educational approaches, including classical/traditional

and progressive, and have knowledge of the various roles of educational systems at the federal, state and local level.

Credits: 3; Contact Hours: 3
Requisites: None

EDU-221 Children With Exceptionalities

This course covers atypical patterns of child development, inclusive/diverse settings, evidenced-based educational/family plans, differentiated instruction, adaptive materials, and assistive technology. Emphasis is placed on the characteristics of exceptionalities and delays, early intervention/special education, transitions, observation, developmental screening, formative assessment of children, and collaborating with families and community partners. Upon completion, students should be able to recognize diverse abilities, describe the referral process, identify community resources, explain the importance of collaboration with families/professionals, and develop appropriate strategies/adaptations to support children in all environments with best practices as defined by laws, policies and the NC Foundations for Early Learning and Development.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take one set: Set 1: EDU-144 and EDU-145, Set 2: PSY-244 and PSY-245, Must complete EDU-144 EDU-145 or PSY-244 PSY-245 with minimum grade C

EDU-234 Infants, Toddlers, and Twos

This course covers the development of high-quality, individualized, responsive/engaging relationships and experiences for infants, toddlers, and twos. Emphasis is placed on typical and atypical child development, working with diverse families to provide positive, supportive, and engaging early learning activities and interactions through field experiences and the application of the NC Foundations for Early Learning and Development. Upon completion, students should be able to demonstrate responsive curriculum planning, respectful relationships and exposure to a variety of developmentally appropriate experiences/materials that support a foundation for healthy development and growth of culturally, linguistically and ability diverse children birth to 36 months.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take EDU-119

EDU-250 Teacher Licensure Preparation

This course provides information and strategies necessary for transfer to a teacher licensure program at a senior institution. Topics include entry level teacher licensure exam preparation, performance based assessment systems, requirements for entry into teacher education programs, the process to become a licensed teacher in North Carolina, and professionalism including expectations within the field of education. Upon completion, students should be able to utilize educational terminology and demonstrate knowledge of teacher licensure processes including exam preparation, technology based portfolio assessment, and secondary admissions processes to the school of education at a senior institution.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take One Set: , Set 1: ENG-111 and MAT-143, Set 2: ENG-111 and MAT-152, Set 3: ENG-111 and MAT-171

EDU-261 Early Childhood Administration I

This course introduces principles and practices essential to preparing and supporting child care administrators. Topics include program philosophy, policies and procedures, NC Child Care Law and Rules, business planning, personnel and fiscal management, and NAEYC Code of Ethical Conduct Supplement for Early Childhood Program Administration. Upon completion, students should be able to articulate a developmentally appropriate program philosophy, locate current state licensing regulations, analyze a business plan and examine comprehensive program policies and procedures.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be taken either prior to or at the same time as this course. Take EDU-119

EDU-262 Early Childhood Administration II

This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take All: EDU-119 and EDU-261

EDU-271 Educational Technology

This course introduces the ethical use of technology to enhance teaching and learning in all educational settings. Emphasis is placed on technology concepts, ethical issues, digital citizenship, instructional strategies, assistive technology, and the use of technology for professional development and communication. Upon completion, students should be able to discuss technology concepts, ethically use a variety of technology resources, demonstrate appropriate technology skills in educational environments, and identify assistive technology.

Credits: 3; Contact Hours: 4
Requisites: None

EDU-279 Literacy Development and Instruction

This course is designed to provide students with concepts and skills of literacy development ,instructional methods/materials and assessment techniques needed to provide scientifically-based ,systematic reading and writing instruction into educational practice. ,Topics include literacy concepts, reading and writing development, developmentally appropriate pedagogy, culturally-responsive instruction ,standards-based outcomes, lesson planning ,formative/summative assessment, recognizing reading difficulties, research-based interventions, authentic learning experiences ,classroom implementation, and reflective practice. ,Upon completion, students should be able to plan ,implement, assess, evaluate, and demonstrate developmentally appropriate literacy instruction aligned to the NC Standard Course of Study and other state and national standards.

Credits: 4; Contact Hours: 6
Requisites: None

EDU-280 Language and Literacy Experiences

This course provides evidence-based strategies for enhancing language and literacy experiences that align with NC Foundations for Early Learning and Development. Topics include developmental sequences for children's emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse.

Credits: 3; Contact Hours: 3
Requisites: None

EDU-284 Early Childhood Capstone Practicum

This course is designed to allow students to demonstrate acquired skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to apply NC Foundations for Early Learning and Development to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors, including the use of appropriate technology, as indicated by assignments and onsite faculty assessments.

Credits: 4; Contact Hours: 10
Requisites: The following courses must be completed prior to taking this course: Take One Set: Set 1: EDU-119, EDU-144, EDU-145, EDU-146, and EDU-151, Set 2: EDU-119, PSY-244, PSY-245, EDU-146, and EDU-151, Set 3: EDU-119, EDU-144, PSY-245, EDU-146, and EDU-151, Set 4: EDU-119, PSY-244, EDU-145, EDU-146, and EDU-151

English Foreign Lang

EFL-050 English for Academic Purposes

This course will provide instruction in academic and professional language skills for non-native speakers of English. Emphasis is placed on development of integrated language skills for use in studying a particular content area. Upon completion, students will demonstrate improved academic language, content-specific vocabulary and skills, and cultural knowledge in the topic area.

Credits: 5; Contact Hours: 5
Requisites: None

EFL-055 English for Special Purposes

This course will provide instruction in academic and professional language for non-native speakers of English. Emphasis is placed on development of integrated language use for carrying out a specific academic task. Upon completion, students should be able to demonstrate improved language skills for participation and success within the particular topic area.

Credits: 3; Contact Hours: 3
Requisites: None

EFL-064 Listening-Speaking IV

This course is designed to prepare advanced-level non-native speakers of English for academic and professional speaking and listening activities. Emphasis is placed on learning and practicing strategies of

effective oral expression and comprehension of spoken discourse in informal and formal settings. Upon completion, students should be able to effectively participate in activities appropriate to academic and professional settings.

Credits: 5; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take EFL-063

EFL-071 Reading I

This course is designed to help those literacy skills achieve reading fluency in English at the beginning level. Emphasis is placed on basic academic and cultural vocabulary and reading strategies which include self-monitoring, and recognizing organizational styles and context clues. Upon completion, students should be able to use these strategies to read and comprehend basic academic, narrative, and expository texts. This beginning level course is considered beginning academic level with the student required to have Basic Interpersonal Communication Skills (BICS).

Credits: 5; Contact Hours: 5
Requisites: None

EFL-072 Reading II

This course provides preparation in academic and general purpose reading in order to achieve reading fluency at the low-intermediate level. Emphasis is placed on expanding academic and cultural vocabulary and developing effective reading strategies to improve comprehension and speed. Upon completion, students should be able to read and comprehend narrative and expository texts at the low-intermediate instructional level. The low-intermediate level is defined as low-intermediate as it relates to a college-level academic English.

Credits: 5; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take EFL-071

EFL-073 Reading III

This course is designed to develop fundamental reading and study strategies at the intermediate level needed for curriculum programs. Emphasis is placed on building vocabulary and cultural knowledge, improving comprehension, and developing study strategies on basic-level college materials and literary works. Upon completion, students should be able to read and comprehend narrative and expository texts at the intermediate instructional level. The intermediate level is defined as intermediate as it relates to a college-level academic English.

Credits: 5; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take EFL-072

EFL-074 Reading IV

This course is designed to enhance the academic reading skills for successful reading ability as required in college-level courses. Emphasis is placed on strategies for effective reading and the utilization of these strategies to improve comprehension, analytical skills, recall, and overall reading speed. Upon completion, students should be able to comprehend, synthesize, and critique multi-disciplinary college-level reading/textbook materials. This course is approved for the Global Distinction Program.

Credits: 5; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take EFL-073

EFL-082 Grammar II

This course provides non-native speakers of English with a variety of basic grammatical concepts which enrich language skills and comprehension. Emphasis is on key low-intermediate grammatical structures and opportunities for practice which incorporate grammatical knowledge into various skills areas. Upon completion, students should be able to demonstrate by written and oral means the comprehension and correct usage of specified grammatical concepts

Credits: 5; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take EFL-081

EFL-083 Grammar III

This course is designed to provide high-intermediate non-native speakers of English with a knowledge of grammatical structures that improves academic communication. Emphasis is placed on using high-intermediate grammatical structures in meaningful contexts through exercises integrating the use of newly acquired structures with previously learned structures. Upon completion, students should be able to demonstrate improved proficiency, comprehension ,and grammatical accuracy.

Credits: 5; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take EFL-082

EFL-091 Composition I

This course introduces basic sentence structure and writing paragraphs. Emphasis is placed on word order, verb tense-aspect system, auxiliaries, word forms, and simple organization and basic transitions in writing paragraphs. Upon completion, students should be able to demonstrate a basic understanding of grammar and ability to write English paragraphs using appropriate vocabulary, organization, and transitions. This beginning level course is considered beginning academic level with the student required to have Basic Interpersonal Communication Skills (BICS).

Credits: 5; Contact Hours: 5
Requisites: None

EFL-092 Composition II

This course provides preparation in low-intermediate academic and general-purpose writing. Emphasis is placed on writing as a process, paragraph development, and basic essay organization. Upon completion, students should be able to write and independently edit and use the major elements of the writing process, sentence, paragraph, and essay. The low-intermediate level is defined low-intermediate as it relates to a college-level academic English.

Credits: 5; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take EFL-091

EFL-093 Composition III

This course covers intermediate-level academic and general-purpose writing. Emphasis is placed on the writing process, content, organization, and language use in formal academic compositions in differing rhetorical modes. Upon completion, students should be able to effectively use the writing process in a variety of rhetorical modes. The intermediate level is defined as intermediate as it relates to a college-level academic English.

Credits: 5; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take EFL-092

EFL-094 Composition IV
This course prepares low-advanced non-native speakers of English to determine the purpose of their writing and to write paragraphs and essays to fulfill that purpose. Emphasis is placed on unity, coherence, completeness, audience, the writing process, and the grammatical forms and punctuation appropriate for each kind of writing. Upon completion, students should be able to write unified, coherent, and complete paragraphs and essays which are grammatical and appropriate for the intended audience. This course is approved for the Global Distinction Program.

Credits: 5; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take EFL-093

Engineering
EGR-131 Introduction to Electronics Technology
This course introduces the basic skills required for electrical/electronics technicians. Topics include soldering/desoldering, safety and sustainability practices, test equipment, scientific calculators, AWG wire table, the resistor color code, electronic devices, problem solving, and use of hand tools. Upon completion, students should be able to solder/desolder, operate test equipment, apply problem-solving techniques, and use a scientific calculator.

Credits: 2; Contact Hours: 3
Requisites: The following courses must be taken either prior to or at the same time as this course. Take ELC-131;

EGR-150 Intro to Engineering
This course is an overview of the engineering profession. Topics include goal setting and career assessment, ethics, public safety, the engineering method and design process, written and oral communication, interpersonal skills and team building, and computer applications. Upon completion, students should be able to understand the engineering process, the engineering profession, and utilize college resources to meet their educational goals.

Credits: 2; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, Take DMA-010 DMA-020 DMA-030 DMA-040 DMA-050 or MAT-003 Tier,2

EGR-220 Engineering Statics
This course introduces the concepts of engineering based on forces in equilibrium. Topics include concentrated forces, distributed forces, forces due to friction, and inertia as they apply to machines, structures, and systems. Upon completion, students should be able to solve problems which require the ability to analyze systems of forces in static equilibrium.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take PHY-251, Must complete PHY-251 with minimum grade C;, The following courses must be taken either prior to or at the same time as this course. Take MAT-272

Electrical

ELC-112 DC/AC Electricity

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits.

Credits: 5; Contact Hours: 9
Requisites: None

ELC-113 Residential Wiring

This course introduces the care/usage of tools and materials used in residential electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical print reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with residential electrical installations.

Credits: 4; Contact Hours: 8
Requisites: None

ELC-115 Industrial Wiring

This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion ,students should be able to install industrial systems and equipment.

Credits: 4; Contact Hours: 8
Requisites: None

ELC-117 Motors and Controls

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

Credits: 4; Contact Hours: 8
Requisites: None

ELC-118 National Electrical Code

This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.

Credits: 2; Contact Hours: 3
Requisites: None

ELC-127 Software for Technicians

This course introduces computer software which can be used to solve electrical/electronics problems. Topics include electrical/electronics calculations and applications. Upon completion, students should be able to utilize a personal computer for electrical/electronics- related applications.

Credits: 2; Contact Hours: 4
Requisites: None

ELC-128 Introduction to Programmable Logic, Controller

This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to understand basic PLC systems and create simple programs.

Credits: 3; Contact Hours: 5
Requisites: None

ELC-131 Circuit Analysis I

This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment.

Credits: 4; Contact Hours: 6
Requisites: None

ELC-131A Circuit Analysis I Lab

This course provides laboratory assignments as applied to fundamental principles of DC/AC electricity. Emphasis is placed on measurements and evaluation of electrical components, devices and circuits. Upon completion, the students will gain hands-on experience by measuring voltage, current, and opposition to current flow utilizing various meters and test equipment.

Credits: 1; Contact Hours: 3
Requisites: The following courses must be taken either prior to or at the same time as this course. Take ELC-131

ELC-213 Instrumentation

This course covers the fundamentals of instrumentation used in industry. Emphasis is placed on electric, electronic, and other instruments. Upon completion, students should be able to install, maintain, and calibrate instrumentation.

Credits: 4; Contact Hours: 5
Requisites: None

ELC-215 Electrical Maintenance

This course introduces the theory of maintenance and the skills necessary to maintain electrical equipment found in industrial and commercial facilities. Topics include maintenance theory, predictive and preventive maintenance, electrical equipment operation and maintenance, and maintenance documentation. Upon completion, students should be able to perform maintenance on electrical equipment in industrial and commercial facilities.

Credits: 3; Contact Hours: 5
Requisites: None

ELC-228 Programmable Logic Controllers Applications

This course covers programming and applications of programmable logic controllers. Emphasis is placed on programming techniques, networking, specialty I/O modules, and system troubleshooting. Upon completion, students should be able to specify, implement, and maintain complex PLC controlled systems.

Credits: 4; Contact Hours: 8
Requisites: None

Electronics

ELN-131 Analog Electronics I

This course introduces the characteristics and applications of semiconductor devices and circuits. Emphasis is placed on analysis ,selection, biasing, and applications. Upon completion, students should be able to construct ,analyze, verify, and troubleshoot analog circuits using appropriate techniques and test equipment.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take ELC-131

ELN-132 Analog Electronics II

This course covers additional applications of analog electronic circuits with an emphasis on analog and mixed signal integrated circuits (IC). Topics include amplification, filtering, oscillation, voltage regulation, and other analog circuits. Upon completion, students should be able to construct, analyze, verify, and troubleshoot analog electronic circuits using appropriate techniques and test equipment.

Credits: 4; Contact Hours: 6
Requisites: None

ELN-133 Digital Electronics

This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, medium scale integration (MSI) and large scale integration (LSI) circuits, analog to digital (AD) and digital to analog (DA) conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment.

Credits: 4; Contact Hours: 6
Requisites: None

ELN-232 Introduction to Microprocessors

This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include low-level language programming, bus architecture ,I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment.

Credits: 4; Contact Hours: 6
Requisites: None

ELN-275 Troubleshooting

This course covers techniques of analyzing and repairing failures in electronic equipment. Topics include safety, signal tracing, use of service manuals, and specific troubleshooting methods for analog, digital, and

other electronics-based circuits and systems. Upon completion, students should be able to logically diagnose and isolate faults and perform necessary repairs to meet manufacturers' specifications.

Credits: 2; Contact Hours: 4
Requisites: None

Emergency Medical Science

EMS-110 EMT

This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT certification.

Credits: 9; Contact Hours: 15
Requisites: None

EMS-122 EMS Clinical Practicum I

This course provides the introductory hospital clinical experience for the paramedic student. Emphasis is placed on mastering fundamental paramedic skills. Upon completion, students should be able to demonstrate competency with fundamental paramedic level skills.

Credits: 1; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take EMS-110

EMS-130 Pharmacology

This course introduces the fundamental principles of pharmacology and medication administration and is required for paramedic certification. Topics include medical terminology, pharmacological concepts, weights, measures, drug calculations, vascular access for fluids and medication administration and legislation. Upon completion, students should be able to accurately calculate drug dosages, properly administer medications, and demonstrate general knowledge of pharmacology.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take EMS-110

EMS-131 Advanced Airway Management

This course is designed to provide advanced airway management techniques and is required for paramedic certification. Topics must meet current guidelines for advanced airway management in the pre-hospital setting. Upon completion, students should be able to properly utilize all airway adjuncts and pharmacology associated with airway control and maintenance.

Credits: 2; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take EMS-110

EMS-160 Cardiology I

This course introduces the study of cardiovascular emergencies and is required for paramedic certification. Topics include anatomy and physiology, pathophysiology, electrophysiology, and rhythm interpretation. Upon completion, students should be able to recognize and interpret rhythms.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take EMS-110

EMS-220 Cardiology II
This course provides an in-depth study of cardiovascular emergencies and is required for paramedic certification. Topics include assessment and treatment of cardiac emergencies ,cardiac pharmacology, and patient care. Upon completion, students should be able to manage the cardiac patient.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take All: EMS-122, EMS-130, and EMS-160

EMS-221 EMS Clinical Practicum II
This course provides clinical experiences in the hospital and/or field. Emphasis is placed on increasing the proficiency of students' skills and abilities in patient assessments and the delivery of care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.

Credits: 2; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take One: EMS-121 or EMS-122

EMS-231 EMS Clinical Practicum III
This course provides clinical experiences in the hospital and/or field. Emphasis is placed on enhancing the students' skills and abilities in providing advanced-level care. Upon completion ,students should be able to demonstrate continued progress in advanced-level patient care.

Credits: 3; Contact Hours: 9
Requisites: The following courses must be completed prior to taking this course: Take EMS-221

EMS-240 Patients With Special Challenges
This course includes concepts of crisis intervention and techniques of interacting with patients with special challenges and is required for paramedic certification. Topics include appropriate intervention and interaction for neglected, abused, terminally ill, chronically ill, technology assisted, bariatric, physically challenged, mentally challenged, or assaulted patients as well as behavioral emergencies. Upon completion, students should be able to recognize and manage the care of patients with special challenges.

Credits: 2; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take All: EMS-122 and EMS-130,

EMS-241 EMS Clinical Practicum IV
This course provides clinical experiences in the hospital and/or field. Emphasis is placed on mastering the skills/competencies required of the paramedic providing advanced-level care. Upon completion, students should be able to provide advanced-level patient care as an entry-level paramedic.

Credits: 4; Contact Hours: 12
Requisites: The following courses must be completed prior to taking this course: Take EMS-231

EMS-250 Medical Emergencies

This course provides an in-depth study of medical conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include appropriate interventions/treatments for disorders/diseases/injuries affecting the following systems: respiratory, neurological ,abdominal/gastrointestinal, endocrine ,genitourinary, musculoskeletal, and immunological as well as toxicology, infectious diseases and diseases of the eyes, ears, nose and throat. Upon completion, students should be able to recognize ,assess and manage the care of frequently encountered medical conditions based upon initial patient assessment.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take All: EMS-122 and EMS-130

EMS-260 Trauma Emergencies

This course provides in-depth study of trauma including pharmacological interventions for conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include an overview of thoracic, abdominal, genitourinary, orthopedic ,neurological, and multi-system trauma, soft tissue trauma of the head, neck, and face as well as environmental emergencies. Upon completion ,students should be able to recognize and manage trauma situations based upon patient assessment and should adhere to standards of care.

Credits: 2; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take All: EMS-122 and EMS-130

EMS-270 Life Span Emergencies

This course covers medical/ethical/legal issues and the spectrum of age-specific emergencies from conception through death required for paramedic certification. Topics include gynecological ,obstetrical, neonatal, pediatric, and geriatric emergencies and pharmacological therapeutics. Upon completion, students should be able to recognize and treat age-specific emergencies.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take All: EMS-122 and EMS-130

EMS-285 EMS Capstone

This course provides an opportunity to demonstrate problem-solving skills as a team leader in simulated patient scenarios and is required for paramedic certification. Emphasis is placed on critical thinking, integration of didactic and psychomotor skills, and effective performance in simulated emergency situations. Upon completion, students should be able to recognize and appropriately respond to a variety of EMS-related events.

Credits: 2; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take All: EMS-220, EMS-250, and EMS-260

English

ENG-002 Transition English

This course provides an opportunity to customize foundational English content in specific areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in college-level English. Upon completion, students should be able to build a stronger foundation for success in their gateway level English courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

Credits: 3; Contact Hours: 6
Requisites: None

ENG-011 Writing and Inquiry Support

This course is designed to support students in the development of skills necessary for success in ENG 111 by complementing, supporting, and reinforcing ENG 111 Student Learning Outcomes. Emphasis is placed on developing a growth mindset, expanding skills for use in active reading and writing processes, recognizing organizational relationships within texts from a variety of genres and formats, and employing appropriate technology when reading and composing texts. Upon completion, students should be able to apply active reading strategies to college-level texts and produce unified, well-developed writing using standard written English.

Credits: 2; Contact Hours: 3
Requisites: None

ENG-111 Writing and Inquiry

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take One Set: Set 1: DRE-097, Set 2: ENG-002, Set 3: BSP-4002. The following courses must be taken either prior to or at the same time as this course. Take ENG-011

ENG-112 Writing and Research in the Disciplines

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. Students should also be able to make clear, logical, and effective oral presentations; Select sections of this course are eligible for OPTIONAL individual Honors projects (look for section numbers with an "H").

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take ENG-111, Must complete ENG-111 with minimum grade C

ENG-231 American Literature I
This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts. Select sections of this course are eligible for OPTIONAL individual Honors projects (look for section numbers with an "H").

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take One: ENG-112, ENG 113, or ENG 114, Must complete ENG-112, ENG-113, or ENG-114 with minimum grade C

ENG-232 American Literature II
This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts. Select sections of this course are eligible for OPTIONAL individual Honors projects (look for section numbers with an "H").

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take One: ENG-112, ENG-113, or ENG-114, Must complete ENG-112, ENG-113, or ENG-114 with minimum grade C

ENG-241 British Literature I
This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take ENG-112, ENG-113, or ENG-114, Must complete ENG-112, ENG-113, or ENG-114 with minimum grade C

ENG-242 British Literature II
This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take One: ENG-112, ENG-113, or ENG-114, Must complete ENG-112, ENG-113, or ENG-114 with minimum grade C

ENG-273 African-American Literature
This course provides a survey of the development of African-American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and respond to selected texts.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take One: ENG-112, ENG-113, or ENG-114, Must complete ENG-112, ENG-113, or ENG-114 with minimum grade C

Emergency Preparedness

EPT-120 Sociology of Disaster

This course is designed to overview sociological disaster research, disaster systems, and alternative research approaches. Topics include human and organizational behaviors, long disaster impact on communities, disaster warning, and evacuation considerations. Upon completion ,students should be able to assess and predict the impact of disaster-related human behavior.

Credits: 3; Contact Hours: 3
Requisites: None

EPT-124 EM Services Law & Ethics

This course covers federal and state laws that affect emergency service personnel in the event of a natural disaster or terrorist incident. Topics include initial response and long-term management strategies, with an emphasis on legal and ethical considerations and coordination between local ,state, and federal agencies. Upon completion ,students should have an understanding of the role of private industry, government agencies, public policies, and federal/state declarations of disasters in emergency situations.

Credits: 3; Contact Hours: 3
Requisites: None

EPT-130 Mitigation & Preparedness

This course introduces the mitigation and preparation techniques and methods necessary to minimize the impact of natural, technological, and man-made disasters. Topics include hazard identification and mapping, design and construction applications, financial incentives ,insurance, structural controls, preparation ,planning, assessment, implementation, and exercises. Upon completion students should be able to develop a mitigation and preparedness plan.

Credits: 3; Contact Hours: 3
Requisites: None

EPT-140 Emergency Management

This course covers the four phases of emergency management: mitigation, preparedness, response, and recovery. Topics include organizing for emergency management, coordinating for community resources, public sector liability, and the roles of government agencies at all levels. Upon completion, students should be able to demonstrate an understanding of comprehensive emergency management and the integrated emergency management system.

Credits: 3; Contact Hours: 3
Requisites: None

EPT-150 Incident Management

This course introduces the National Incident Management System (NIMS). Topics include integrating command and control systems, maintaining communication within command and control systems, and using NIMS procedures. Upon completion, students should be able to demonstrate knowledge of key concepts necessary for operating within the National Incident Management System.

Credits: 3; Contact Hours: 3
Requisites: None

EPT-210 Response & Recovery

This course introduces the basic concepts ,operational procedures, and authorities involved in response and recovery efforts to major disasters. Topics include federal, state, and local roles and responsibilities in major disaster, response, and recovery work, with an emphasis on governmental coordination. Upon completion, students should be able to implement a disaster response plan and assess the needs of those involved in a major disaster.

Credits: 3; Contact Hours: 3
Requisites: None

EPT-220 Terrorism and Emergency Management

This course covers preparing for, responding to, and safely mitigating terrorism incidents. Topics include the history of terrorism, scene hazards, evidence preservation, risk assessment, roles and responsibilities, explosive recognition, and terrorism planning. Upon completion, students should be able to recognize the threat of terrorism and operate within the emergency management framework at a terrorism incident.

Credits: 3; Contact Hours: 3
Requisites: None

EPT-225 Hazard Analysis/Risk Assessment

This course covers the probability and frequency of hazards, level of hazard exposure, and the effect or cost, both direct and indirect, of this exposure. Topics include identifying and characterizing hazards, evaluating hazard severity and frequency, estimating risks, and determining potential societal and economic effects. Upon completion, students should be able to identify the potential hazards and risks within a community.

Credits: 3; Contact Hours: 3
Requisites: None

EPT-230 Emergency Planning

This course covers the rationale for and methods related to a comprehensive approach to emergency planning. Topics include the emergency planning process, command arrangement, coordination, budgetary issues, environmental contamination issues, and public policy concerns. Upon completion, students should be able to develop an emergency plan for a community.

Credits: 3; Contact Hours: 3
Requisites: None

EPT-260 Business Continuity

This course covers emergency preparedness techniques necessary to maintain business continuity. Topics include critical processes ,planning, risk assessment, impact analysis ,mitigation strategies, response, recovery and resumption activities. Upon completion, students should be able to demonstrate a working knowledge of the partnership between business and emergency response.

Credits: 3; Contact Hours: 3
Requisites: None

EPT-275 Emergency Operations Center Management
This course provides students with the knowledge and skills to effectively manage and operate an emergency operations center (EOC) during crisis situations. Topics include properly locating and designing an EOC, staffing, training and briefing EOC personnel, and how to operate an EOC. Upon completion, students should be able to demonstrate how to set up and operate an effective emergency operations center.

Credits: 3; Contact Hours: 3
Requisites: None

EPT-280 Building Resilient Communities
This course covers concepts needed to design and implement strategies in protecting communities from disasters, including decreasing community vulnerability and increasing community resiliency. Topics include disclosure of hazards, lifeline systems, evacuation planning, infrastructure location, analysis of building codes, public policy, natural environmental proactive systems ,and educational programs. Upon completion, students should be able to develop a basic disaster-resilient community plan.

Credits: 3; Contact Hours: 3
Requisites: None

Fire Protection
FIP-120 Introduction to Fire Protection
This course provides an overview of the development, methods, systems and regulations that apply to the fire protection field. Topics include history, evolution, statistics, suppression, organizations, careers, curriculum, and related subjects. Upon completion, students should be able to demonstrate a broad understanding of the fire protection field.

Credits: 3; Contact Hours: 3
Requisites: None

FIP-124 Fire Prevention & Public Education
This course introduces fire prevention concepts as they relate to community and industrial operations referenced in NFPA standard 101. Topics include the development and maintenance of fire prevention programs, educational programs ,and inspection programs. Upon completion ,students should be able to research, develop, and present a fire safety program to a citizens or industrial group.

Credits: 3; Contact Hours: 3
Requisites: None

FIP-128 Detection and Investigation
This course covers procedures for determining the origin and cause of accidental and incendiary fires referenced in NFPA standard 921. Topics include collection and preservation of evidence, detection and determination of accelerants, courtroom procedure and testimony, and documentation of the fire scene. Upon completion, students should be able to conduct a competent fire investigation and present those findings to appropriate officials or equivalent.

Credits: 3; Contact Hours: 3
Requisites: None

FIP-132 Building Construction
This course covers the principles and practices reference in NFPA standard 220 related to various types of building construction including residential and commercial, as impacted by fire conditions. Topics include types of construction and related elements, fire resistive aspects of construction materials, building codes, collapse, and other related topics. Upon completion, students should be able to understand and recognize various types of construction and their positive or negative aspects as related to fire conditions.

Credits: 3; Contact Hours: 3
Requisites: None

FIP-136 Inspections and Codes
This course covers the fundamentals of fire and building codes and procedures to conduct an inspection referenced in NFPA standard 1730. Topics include review of fire and building codes ,writing inspection reports, identifying hazards ,plan reviews, site sketches, and other related topics. Upon completion, students should be able to conduct a fire code compliance inspection and produce a written report.

Credits: 3; Contact Hours: 3
Requisites: None

FIP-152 Fire Protection Law
This course covers fire protection law as referenced in NFPA standard 1. Topics include legal terms, contracts, liability, review of case histories, and other related topics. Upon completion, students should be able to discuss laws, codes, and ordinances as they relate to fire protection.

Credits: 3; Contact Hours: 3
Requisites: None

FIP-220 Fire Fighting Strategies
This course provides preparation for command of initial incident operations involving emergencies within both the public and private sector referenced in NFPA standards 1561, 1710, and 1720. Topics include incident management ,fire-ground tactics and strategies, incident safety, and command/control of emergency operations. Upon completion, students should be able to describe the initial incident system as it relates to operations involving various emergencies in fire and non-fire situations.

Credits: 3; Contact Hours: 3
Requisites: None

FIP-228 Local Government Finance
This course introduces local governmental financial principles and practices. Topics include budget preparation and justification ,revenue policies, statutory requirements, audits ,and the economic climate. Upon completion ,students should be able to comprehend the importance of finance as it applies to the operations of a department.

Credits: 3; Contact Hours: 3
Requisites: None

FIP-230 Chemistry of Hazardous Materials I
This course covers the evaluation of hazardous materials referenced in NFPA standard 1072. Topics include use of the periodic table, hydrocarbon derivatives, placards and labels, parameters of combustion, and spill and

leak mitigation. Upon completion, students should be able to demonstrate knowledge of the chemical behavior of hazardous materials.

Credits: 5; Contact Hours: 5
Requisites: None

FIP-232 Hydraulics and Water Distribution

This course covers the flow of fluids through fire hoses, nozzles, appliances, pumps ,standpipes, water mains, and other devices reference in NFPA standard 25. Emphasis is placed on supply and delivery systems, fire flow testing, hydraulic calculations, and other related topics. Upon completion, students should be able to perform hydraulic calculations ,conduct water availability tests, and demonstrate knowledge of water distribution systems.

Credits: 3; Contact Hours: 4
Requisites: None

FIP-240 Fire Service Supervision

This course covers supervisory skills and practices in the fire protection field. Topics include the supervisor's job, supervision skills ,the changing work environment, managing change ,organizing for results, discipline and grievances ,and safety. Upon completion, students should be able to demonstrate an understanding of the roles and responsibilities of effective fire service supervision, meeting elements of NFPA 1021.

Credits: 3; Contact Hours: 3
Requisites: None

FIP-248 Fire Service Personnel Administration

This course covers the basics of setting up and administering the personnel functions of fire protection organizations referenced in NFPA standard 1021. Emphasis is placed on human resource planning, classification and job analysis, equal opportunity employment ,affirmative action, recruitment, retention ,development, performance evaluation, and assessment centers. Upon completion, students should be able to demonstrate knowledge of the personnel function as it relates to managing fire protection.

Credits: 3; Contact Hours: 3
Requisites: None

FIP-256 Municipal Public Relations

This course is a general survey of municipal public relations and their effect on the governmental process referenced in NFPA standard 1035. Topics include principles of public relations, press releases, press conferences, public information officers, image surveys, and the effects of perceived service on fire protection delivery. Upon completion, students should be able to manage public relations functions of organizations which meet elements of NFPA 1021 for Fire Officer I and II.

Credits: 3; Contact Hours: 3
Requisites: None

FIP-260 Fire Protection Planning

This course covers the need for a comprehensive approach to fire protection planning referenced in NFPA standards 424 and 1620. Topics include the planning process, using an advisory committee, establishing goals and objectives, and techniques used to approve and implement a plan. Upon completion, students should be

able to demonstrate a working knowledge of the concepts and principles of planning as it relates to fire protection.

Credits: 3; Contact Hours: 3
Requisites: None

FIP-276 Managing Fire Services
This course provides an overview of fire department operative services referenced in NFPA standard 1021. Topics include finance, staffing, equipment, code enforcement management information, specialized services, legal issues, planning, and other related topics. Upon completion, students should be able to understand concepts and apply fire department management and operations principles.

Credits: 3; Contact Hours: 3
Requisites: None

French
FRE-111 Elementary French I
This course introduces the fundamental elements of the French language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-098 or ENG-002, The following courses must be taken either prior to or at the same time as this course. Take FRE-181

FRE-112 Elementary French II
This course is a continuation of FRE 111 focusing on the fundamental elements of the French language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate further cultural awareness. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take FRE-111, Must complete DRE-097 or ENG-002, Must complete FRE-111 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take FRE-182

FRE-181 French Lab 1
This course provides an opportunity to enhance acquisition of the fundamental elements of the French language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness. This course is approved for the Global Distinction Program.

Credits: 1; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, The following courses must be taken either prior to or at the same time as this course. Take FRE-111

FRE-182 French Lab 2

This course provides an opportunity to enhance acquisition of the fundamental elements of the French language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate cultural awareness. This course is approved for the Global Distinction Program.

Credits: 1; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Take FRE-181, Must complete DRE-097 or ENG-002, Must complete FRE-181 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. FRE-112

FRE-211 Intermediate French I

This course provides a review and expansion of the essential skills of the French language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take FRE-112, Must complete DRE-097 or ENG-002, Must complete FRE-112 with minimum grade C

Geology

GEL-111 Geology

This course introduces basic landforms and geological processes. Topics include rocks, minerals, volcanoes, fluvial processes, geological history, plate tectonics, glaciers, and coastal dynamics. Upon completion, students should be able to describe basic geological processes that shape the earth. This course is approved for the Global Distinction Program.

Credits: 4; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, Take DMA-010 DMA-020 DMA-030 or MAT-003

GEL-230 Environmental Geology

This course provides insights into geologic forces that cause environmental changes influencing man's activities. Emphasis is placed on natural hazards and disasters caused by geologic forces. Upon completion, students should be able to relate major hazards and disasters to the geologic forces responsible for their occurrence. This course is approved for the Global Distinction Program.

Credits: 4; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take One: GEL-111, GEL-120, or PHS-130, Must complete GEL-111, GEL-120, or PHS-130 with minimum grade C

Geography

GEO-111 World Regional Geography

This course introduces the regional concept which emphasizes the spatial association of people and their environment. Emphasis is placed on the physical, cultural, and economic systems that interact to produce the distinct regions of the earth. Upon completion, students should be able to describe variations in physical and cultural features of a region and demonstrate an understanding of their functional relationships.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

German

GER-111 Elementary German I

This course introduces the fundamental elements of the German language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written German and demonstrate cultural awareness. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, The following courses must be taken either prior to or at the same time as this course. Take GER-181

GER-112 Elementary German II

This course is a continuation of GER 111 focusing on the fundamental elements of the German language within a cultural context. Emphasis is placed on the progressive development of listening ,speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written German and demonstrate further cultural awareness. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete DRE-097 or ENG-002,Must complete GER-111 with minimum grade C: Take GER-111, The following courses must be taken either prior to or at the same time as this course. Take GER-182

GER-181 German Lab 1

This course provides an opportunity to enhance acquisition of the fundamental elements of the German language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written German and demonstrate cultural awareness. This course is approved for the Global Distinction Program.

Credits: 1; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, The following courses must be taken either prior to or at the same time as this course. Take GER-111

GER-182 German Lab 2

This course provides an opportunity to enhance acquisition of the fundamental elements of the German language. Emphasis is placed on the progressive development of basic listening ,speaking, reading, and writing skills through the use of supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written German and demonstrate cultural awareness. This course is approved for the Global Distinction Program.

Credits: 1; Contact Hours: 2
Requisites: The following courses must be taken either prior to or at the same time as this course. Take GER-112, The following courses must be completed prior to taking this course: Must complete DRE-097 or ENG-002,Must complete GER-181 with minimum grade C: Take GER-181

GER-211 Intermediate German I

This course provides a review and expansion of the essential skills of the German language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. Select sections of this course are eligible for Honors (look for section numbers with an "H"); This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take GER-112, Must complete DRE-097 or ENG-002, Must complete GER-112 with minimum grade C

Health

HEA-110 Personal Health/Wellness

This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness. Select sections of this course are eligible for OPTIONAL individual Honors projects (look for section numbers with an "H").

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

History

HIS-111 World Civilizations I

This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

HIS-112 World Civilizations II

This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

HIS-131 American History I

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. Select sections of this course are eligible for OPTIONAL individual Honors projects (look for section numbers with an "H"); This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

HIS-132 American History II
This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. Select sections of this course are eligible for OPTIONAL individual Honors projects (look for section numbers with an "H"); This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

Health Info Tech
HIT-110 Introduction to Healthcare and HIM Management
This course introduces healthcare settings and the Health Information Management (HIM) professional's role in healthcare delivery systems. Topics include health information management operations in compliance with standards, regulations and accrediting body initiatives; healthcare providers and disciplines; and electronic health records (EHRs). Upon completion, students should be able to demonstrate an understanding of health information management and healthcare organizations, professions and trends.

Credits: 3; Contact Hours: 3
Requisites: None

HIT-112 Health Law and Ethics
This course covers the study of the judicial ,legislative, and regulatory standards applicable to health care and health information processes. Topics include legal terminology, confidentiality ,privacy, security, access and disclosure of health information, ethical implications, data stewardship, and the integrity of the legal health record. Upon completion, students should be able to apply policies, procedures and ethical standards in compliance with external forces.

Credits: 3; Contact Hours: 3
Requisites: None

HIT-114 Health Data Systems and Standards
This course covers concepts and techniques for managing and maintaining all health record formats including electronic health records (EHR). Topics include structure and use of health information including data collection and analysis, data sources/sets, archival systems, as well as quality and integrity of healthcare data. Upon completion, students should be able to determine compliance of health record content and governance standards within the health organization.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Must complete HIT-110 with minimum grade C

HIT-122 Professional Practice Experience I

This course provides supervised and/or simulated health information technology clinical experience in healthcare settings. Emphasis is placed on practical application of HIM functions and core curriculum concepts. Upon completion, students should be able to apply health information theory to healthcare facility practices.

Credits: 1; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete HIT-114 with minimum grade C

HIT-124 Professional Practice Experience II

This course provides supervised clinical experience in healthcare settings. Emphasis is placed on practical application of curriculum concepts to the healthcare setting. Upon completion, students should be able to apply health information theory to healthcare facility practices.

Credits: 1; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete HIT-211 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take HIT-222

HIT-210 Healthcare Statistics

This course covers maintenance, compilation, analysis, and presentation of healthcare statistics and research protocols and techniques. Topics include basic statistical principles, indices, databases, registries, vital statistics, descriptive statistics, research protocol monitoring, Institutional Review Board processes, and knowledge-based research techniques. Upon completion, students should be able to apply, interpret, and present healthcare statistics and utilize research techniques to gather and interpret healthcare data.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take One: MAT-110 or MAT-143, Must complete MAT-110 or MAT-143 with minimum grade C

HIT-211 Diagnosis Coding and Reporting

This course covers diagnostic coding and sequencing utilizing the current version of the ICD code set for inpatient, outpatient and ambulatory care settings. Emphasis is placed on the rules and conventions of the ICD official coding guidelines in relation to anatomy, physiology and disease processes. Upon completion, students should be able to accurately assign and sequence diagnosis codes in compliance with the ICD official coding guidelines for reporting statistical data, patient outcomes and reimbursement methodologies.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Must complete either BIO-163 or BIO-168 and BIO-169 as well, as MED-121, MED-122, and HIT-122 with minimum grade C

HIT-213 Inpatient Procedure Coding & Reporting

This course covers the application of coding guidelines as applied to the reporting of inpatient procedures. Emphasis is placed on the rules and conventions of the ICD-PCS code set utilizing the index and tables, in relation to anatomy and physiology to assign principal and secondary procedure codes in hospital inpatient settings. Upon completion, students should be able to accurately assign procedural codes according to the official ICD-PCS coding guidelines and evaluate compliance with regulatory requirements and reimbursement methodologies.

Credits: 2; Contact Hours: 4
Requisites: None

HIT-214 Outpatient Procedure Coding/Reporting

This course covers application of coding and reporting standards as they apply to Current Procedural Terminology (CPT) guidelines and principles. Emphasis is placed on application of the coding guidelines, in relation to anatomy and physiology, for ambulatory healthcare settings. Upon completion, students should be able to assign CPT/HCPCS procedural codes according to official guidelines and evaluate compliance with regulatory requirements and reimbursement methodologies.

Credits: 2; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Must complete HIT-211 with minimum grade C: Take HIT-211

HIT-215 Revenue Cycle Management

This course covers the revenue cycle management process used in all healthcare settings as they relate to national billing, compliance, and reporting requirements. Topics include clinical documentation improvement, prospective payment systems, billing processes and procedures ,chargemaster maintenance, regulatory guidelines ,fraud and abuse, reimbursement monitoring ,compliance strategies and reporting. Upon completion, students should be able to perform data quality reviews to validate code assignment and comply with reimbursement and reporting requirements.

Credits: 2; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Must complete HIT-211 with minimum grade C

HIT-216 Quality Management

This course introduces principles of quality assessment and improvement, and utilization, risk, and case management, in healthcare. Topics include Continuous Quality Improvement, and case management processes, data analysis/reporting techniques, credentialing, regulatory quality monitoring requirements, and outcome measures and monitoring. Upon completion, students should be able to abstract, analyze, and report clinical data for facility-wide quality management/performance improvement programs and monitor compliance measures.

Credits: 2; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take HIT-114, Must complete HIT-114 with minimum grade C

HIT-217 Quality & Data Analysis

This course covers the principles of quality assessment and improvement, including data analysis and decision making in healthcare. Topics include healthcare statistics, continuous quality improvement, data analysis and reporting techniques, quality and outcome metric monitoring. Upon completion, students should be able to compute healthcare statistics, abstract, analyze and report clinical data for organization-wide quality and performance improvement programs for compliance purposes.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take MAT-152, Must complete MAT-152 with minimum grade C

HIT-218 Management Principles in HIT

This course covers organizational management concepts as applied to healthcare settings. Topics include leadership skills, managing organizational change, best practices, decision-making, financial management, cultural diversity, ethics, consumer engagement, and workforce training. Upon completion, students should be able to apply management, leadership, and supervisory concepts to various healthcare settings.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete HIT-110 with minimum grade C

HIT-220 Electronic Health Records

This course covers EHR systems, design, implementation and application. Topics include EHR, informatics, information governance, health information exchange (HIE), speech & imaging technology, information/network security & integrity, data dictionaries, modeling and warehousing. Upon completion, students should be able to facilitate usage of electronic health record systems and other technologies.

Credits: 2; Contact Hours: 3
Requisites: None

HIT-222 Prof Practice Exp III

This course provides supervised and/or simulated health information technology clinical experience in healthcare settings. Emphasis is placed on practical application of HIM functions and core curriculum concepts. Upon completion, students should be able to apply health information theory to healthcare facility practices.

Credits: 2; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Must complete HIT-211 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take HIT-124

HIT-225 Healthcare Informatics

This course covers data analysis to support decision making, patient care, and regulatory compliance. Topics include clinical terminology and vocabulary systems, data capture methodology, data presentation and reporting, and initiatives to improve the quality of patient care. Upon completion, students should be able to identify data elements and sets, analyze capture methodology in healthcare settings, analyze compliance issues and make improvement recommendations.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be taken either prior to or at the same time as this course. Take HIT-220

HIT-226 Pathophysiology & Pharmacology

This course covers principles of disease and the associated pharmacological treatments. Emphasis is placed on physical signs and symptoms, prognoses, common complications and therapeutic options. Upon completion, students should be able to relate disease processes to physical signs and symptoms, prognosis, common complications and their management.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take One: BIO-163 BIO-166 or BIO-169, Must complete HIT-122 and BIO-163 or BIO-169 (or BIO-166),with minimum grade C

HIT-280 Health Information Management Capstone
This course integrates application of knowledge and skills learned in prior HIT courses and is designed to prepare students for professional roles in HIM and promote ethical standards of practice. Emphasis is placed on AHIMA domains and professional competencies, career services and preparation for the National Certification exam. Upon completion, students should be able to demonstrate competency in the entry-level domains and subdomains of health information management.

Credits: 2; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Must complete HIT-211 with minimum grade C: Take HIT-211

Hotel & Restaurant Mgmt
HRM-110 Introduction to Hospitality and Tourism
This course covers the growth and progress of the hospitality industry. Topics include tourism, lodging, resorts, gaming, restaurants, foodservice and clubs. Upon completion, students should be able to demonstrate an understanding of the background, context, and career opportunities that exist within the hospitality industry.

Credits: 3; Contact Hours: 3
Requisites: None

HRM-120 Front Office Procedures
This course introduces a systematic approach to lodging front office procedures. Topics include reservations, registration, guest satisfaction, occupancy and revenue management, security, interdepartmental communications, and related guest services. Upon completion, students should be able to demonstrate a basic understanding of current front office operating systems, including efficient and courteous guest services.

Credits: 3; Contact Hours: 3
Requisites: None

HRM-124 Guest Service Management
This course is designed to provide an introduction to the culture of dining room service management. Emphasis is placed on the dignity and psychology of service work, dining room organization/infrastructure, service delivery, and modeling management roles in a dining room environment. Upon completion, students should be able to demonstrate an understanding of the guest/server dynamic and apply these principles in a dining room setting.

Credits: 3; Contact Hours: 4
Requisites: None

HRM-125 Etiquette for Hospitality
This course covers social skills needed to effectively interact within organizational and customer situations. Topics include general social manners, personal appearance, table manners, restaurant and meeting etiquette, and business interaction. Upon completion, students should be able to function with confidence in various social, cultural, and professional situations.

Credits: 1; Contact Hours: 1
Requisites: None

HRM-140 Legal Issues-Hospitality
This course covers the rights and responsibilities that the law grants to or imposes upon the hospitality industry. Topics include federal and state regulations, historical and current practices, safety and security, risk management ,loss prevention, relevant torts, and contracts. Upon completion, students should be able to demonstrate an understanding of the legal system and the concepts necessary to prevent or minimize organizational liability.

Credits: 3; Contact Hours: 3
Requisites: None

HRM-210 Meetings and Event Planning
This course introduces concepts related to the planning and operation of conventions, trade shows, professional meetings, and foodservice events. Emphasis is placed on methods of marketing, selling, organizing, and producing conventions, events, and trade shows that will increase financial and environmental value. Upon completion, students should be able to demonstrate an understanding of management principles for multi-function, multi-day conferences and events.

Credits: 3; Contact Hours: 3
Requisites: None

HRM-215 Restaurant Management
This course provides an overview of the responsibilities and activities encountered in managing a food and beverage operation. Topics include planning, organization, accounting ,marketing, trends, and human resources from an integrated managerial viewpoint. Upon completion ,students should be able to demonstrate an understanding of the operation of a restaurant.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take One: CUL-135 or HRM-124

HRM-220 Cost Control-Food and Beverage
This course introduces controls and accounting procedures as applied to costs in the hospitality industry. Topics include reports, cost control ,planning and forecasting, control systems ,financial statements, operational efficiencies ,labor controls and scheduling. Upon completion ,students should be able to demonstrate an understanding of food, beverage, and labor cost control systems for operational troubleshooting and problem solving.

Credits: 3; Contact Hours: 3
Requisites: None

HRM-225 Beverage Management
This course introduces the management of beverages served in hospitality operations. Topics include history and trends; service, procurement and storage; knowledge and control of wines and fermented/distilled beverages; and non-alcoholic beverages, coffees, and teas. Upon completion ,students should be able to demonstrate an understanding of responsible alcohol service and the knowledge of beverages consumed in a hospitality operation.

Credits: 3; Contact Hours: 3
Requisites: None

HRM-240 Marketing for Hospitality
This course covers planning, organizing, directing, and analyzing the results of marketing programs for the hospitality industry. Emphasis is placed on target marketing, marketing mix, analysis, product and image development, use of current media, sales planning, advertising, public relations, and collateral materials. Upon completion, students should be able to apply the marketing process as it relates to the hospitality industry.

Credits: 3; Contact Hours: 3
Requisites: None

HRM-245 Human Resource Management-Hospitality
This course introduces a systematic approach to human resource management in the hospitality industry. Topics include training/development, staffing, selection, hiring, recruitment, evaluation, benefit administration, employee relations, labor regulations/laws, discipline, motivation, productivity, shift management, contract employees and organizational culture. Upon completion, students should be able to apply human resource management skills for the hospitality industry.

Credits: 3; Contact Hours: 3
Requisites: None

HRM-275 Leadership-Hospitality
This course introduces leadership traits, styles ,and the roles and responsibilities of successful hospitality leaders while developing the student?s personal leadership skills. Topics include formal and informal hospitality leadership; defining effective and ineffective leadership behavior; and leadership organizational change and planning within the hospitality industry. Upon completion ,students will be able to apply appropriate leadership actions in real-world situations ranging from local to global hospitality environments.

Credits: 3; Contact Hours: 3
Requisites: None

HRM-280 Management Problems-Hospitality
This course is designed to introduce students to timely issues within the hospitality industry and is intended to move students into a managerial mindset. Emphasis is placed on problem-solving skills using currently available resources. Upon completion, students should be able to demonstrate knowledge of how hospitality management principles may be applied to real challenges facing industry managers.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take HRM-110

Health Sciences
HSC-110 Orientation to Health Careers
This course is a survey of health care professions. Topics include professional duties and responsibilities, working environments, and career choices. Upon completion, students should be able to demonstrate an understanding of the health care professions and be prepared to make informed career choices.

Credits: 1; Contact Hours: 1
Requisites: None

Humanities

HUM-110 Technology and Society
This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology. Select sections of this course are eligible for OPTIONAL individual Honors projects (look for section numbers with an "H").

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002,

HUM-115 Critical Thinking
This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take one set: Set 1: DRE-098, Set 2: ENG-002, Set 3: BSP-4002 , Set 4: ENG-111, Must complete DRE-098 ENG-002 BSP-4002 or ENG-111 with a minimum grade of C

HUM-120 Cultural Studies
This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. This Middle Eastern version of HUM 120 highlights major cultural, social, and political developments in the Middle East with main focuses on Iraq after 2003 with major topics including Introduction to Middle Eastern culture; conflict caused by power shift and politics; economy; and the raise of Islamic radical groups, such as Al Qaeda and ISIS, preparing students with a better understanding of the region, culture, economy and religion.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002,

HUM-150 American Women's Studies
This course provides an inter-disciplinary study of the history, literature, and social roles of American women from Colonial times to the present. Emphasis is placed on women's roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able to identify and analyze the roles of women as reflected in various cultural forms. Select sections of this course are eligible for OPTIONAL individual Honors projects (look for section numbers with an "H").

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

HUM-160 Introduction to Film
This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

HUM-180 International Cultural Exploration

This course provides a framework for students to visit, examine, and analyze a country/region outside the United States to learn about the place and people. Emphasis is placed on the distinctive cultural characteristics of a country or region. Upon completion, students should be able to identify similarities/differences, analyze causes/effects, and clearly articulate the impact of one or more cultural elements.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take ENG-111

Hydraulics

HYD-110 Hydraulics/Pneumatics I

This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.

Credits: 3; Contact Hours: 5
Requisites: None

International Business

INT-110 International Business

This course provides an overview of the environment, concepts, and basic differences involved in international business. Topics include forms of foreign involvement, international trade theory, governmental influences on trade and strategies, international organizations, multinational corporations, personnel management, and international marketing. Upon completion, students should be able to describe the foundation of international business. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: None

Industrial Science

ISC-112 Industrial Safety

This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance.

Credits: 2; Contact Hours: 2
Requisites: None

ISC-278 cGMP Quality Systems

This course focuses on the development, implementation, and ongoing maintenance of a quality system in a cGMP environment. Topics include the cGMP standard, components of cGMP quality systems, quality function roles and training, development of documentation such as SOPs, and system review procedures. Upon completion, students should be able to identify the components of a quality system and develop a quality system manual utilizing the cGMP standard.

Credits: 2; Contact Hours: 2
Requisites: None

Journalism

JOU-216 Writing for Mass Media

This course is an introduction to news writing for newspapers and other print media including the techniques of news gathering, reporting, and interviewing. Emphasis is placed on basic methods of gathering information, conducting interviews, organizing a story, writing leads, writing clear, concise copy, and upon developing research skills. Upon completion, students should be able to write clear, concise, accurate, complete, balanced and readable news stories according to guidelines set by industry standards.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take ENG-111

JOU-217 Feature/Editorial Writing

This course covers the basics of persuasive writing for community newspapers and other print media. Emphasis is placed on writing features ,reviews, and editorials including audience analysis, appropriate language, effective supporting details, completeness, and accuracy. Upon completion, students should be able to write effective feature stories, reviews, and editorials.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Must complete ENG-111 with minimum grade C: Take ENG-111

Legal Education

LEX-110 Intro to Paralegal Study

This course introduces the paralegal profession and the legal system, and an emphasis is placed on the role of professional and legal ethics. Topics include regulations, ethics, case analysis, legal reasoning, career opportunities, professional organizations, terminology and other related topics. Upon completion, students should be able to explain the role of a paralegal and identify the skills, knowledge, and ethics required of paralegals.

Credits: 2; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002,

LEX-120 Legal Research/Writing I

This course introduces the techniques of legal research and writing. Emphasis is placed on locating, analyzing, applying, and updating sources of law; effective legal writing, including proper citation; and the use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be taken either prior to or at the same time as this course. Take ENG-111;

LEX-121 Legal Research/Writing II

This course covers advanced topics in legal research and writing. Topics include more complex legal issues and assignments involving preparation of legal memos, briefs, and other documents and the advanced use of

electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take LEX-120

LEX-130 Civil Injuries

This course covers traditional tort concepts and the evolving body of individual rights created by statute. Topics include intentional and non-intentional torts with emphasis on negligence, strict liability, civil rights, workplace and environmental liability, remedies, and damages. Upon completion, students should be able to recognize, explain, and evaluate elements of civil injuries and related defenses.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

LEX-140 Civil Litigation I

This course introduces the structure of the legal system and the rules governing civil litigation. Topics include jurisdiction state and federal rules of civil procedure and evidence. Upon completion, students should be able to assist an attorney in pre-litigation matters and preparation of pleadings and motions.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

LEX-141 Civil Litigation II

This course covers advanced topics in the civil litigation process. Topics include motions ,discovery, and trial and appellate procedures. Upon completion, students should be able to assist an attorney in preparing and organizing documents for trial, settlement and post-trial practice.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take LEX-140

LEX-150 Commercial Law I

This course covers legally enforceable agreements ,forms of organization, and selected portions of the Uniform Commercial Code. Topics include drafting and enforcement of contracts, leases, and related documents and selection and implementation of business organization forms, sales, and commercial papers. Upon completion, students should be able to apply the elements of a contract, prepare various business documents, and understand the role of commercial paper.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

LEX-160 Criminal Law & Procedure

This course introduces substantive criminal law and procedural rights of the accused. Topics include elements of state/federal crimes ,defenses, constitutional issues, pre-trial and trial process, and other related topics. Upon completion, students should be able to explain elements of specific crimes and assist an attorney in preparing a criminal case.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

LEX-180 Case Analysis & Reasoning

This course covers the techniques of reading and applying legal opinions and the skills of case analysis. Emphasis is placed on the components of opinions and on types of legal writing. Upon completion, students should be able to read ,analyze, and brief opinions and prepare legal memoranda, briefs, and other legal documents.

Credits: 2; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Durham Tech requires LEX-120 to be completed before LEX-180, The following courses must be taken either prior to or at the same time as this course. Take LEX-120

LEX-210 Real Property I

This course introduces the study of real property law. Topics include the distinction between real and personal property, various estates, mechanics of conveyance and encumbrance, recordation, special proceedings, and other related topics. Upon completion, students should be able to identify estates, forms of deeds, requirements for recording, and procedures to enforce rights to real property.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

LEX-220 Corporate Law

This course covers the legal aspects of forming ,operating, and maintaining a business. Emphasis is placed on the business corporation with additional coverage of sole proprietorships and partnerships. Upon completion, students should be able to draft basic partnership and corporate documents and file these documents as required.

Credits: 2; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002,

LEX-240 Family Law

This course covers laws governing domestic relations. Topics include marriage, separation, divorce, child custody, support, property division, adoption, domestic violence, and other related topics. Upon completion, students should be able to interview clients, gather information, and draft documents related to family law.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

LEX-250 Wills, Estates, & Trusts

This course covers various types of wills, trusts, probate, estate administration, and intestacy. Topics include types of wills and execution requirements, caveats and dissents, intestate succession, inventories and accountings, distribution and settlement, and other related topics. Upon completion, students should be able to draft simple wills, prepare estate forms, understand administration of estates including taxation, and explain terms regarding trusts.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

LEX-260 Bankruptcy and Collections
This course provides an overview of the laws of bankruptcy and the rights of creditors and debtors. Topics include bankruptcy procedures and estate management, attachment, claim and delivery, repossession, foreclosure, collection, garnishment, and post-judgment collection procedure. Upon completion, students should be able to prepare and file bankruptcy forms, collection letters, statutory liens, and collection of judgments.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

LEX-270 Law Office Management/Technology
This course provides an overview of law office management and organization. Topics include office forms, filing systems, billing/time keeping, computer systems, calendar systems ,library administration, case management ,office/personnel procedures, ethics, and technology. Upon completion, students should be able to establish and maintain various law office systems, monitor case progress, and supervise non-lawyer personnel.

Credits: 2; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

LEX-280 Ethics & Professionalism
This course reinforces legal ethics and the role of the paralegal in a professional work environment. Topics include a review of ethics, employment opportunities, and search techniques; paralegal certification and other related topics. Upon completion, students should be able to understand the paralegal's role in the ethical practice of law.

Credits: 2; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

LEX-282 Immigration Law
This course covers both theoretical and practical application of immigration law to everyday scenarios and the paralegal's role in the process. Topics include administrative agency formation, the role of INS and the implication of the decisions on the immigration process. Upon completion, students should be able to discuss administrative agencies, the relationship of the INS to the governmental structure and immigration case law.

Credits: 2; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Take All: LEX-110, LEX-120, and LEX-140, Must complete LEX-110 LEX-120 LEX-140 with minimum grade C

LEX-285 Workers' Compensation Law
This course covers the process of initiating and handling workers' compensation claims. Emphasis is placed on reviewing and drafting relevant Industrial Commission forms. Upon completion, students should be able to interview clients, gather information, and draft documents related to workers' compensation claims.

Credits: 2; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

LEX-287 CLA Review Seminar

This course is designed to prepare students for voluntary certification sponsored by the National Association of Legal Assistants to demonstrate significant competence in paralegalism. Topics include communications, ethics, human relations ,interviewing techniques, judgment and analytical analysis, legal research, legal terminology ,general law and nine tested specialty areas of law. Upon completion, students should be able to demonstrate that they are prepared to take the NALA's Certified Legal Assistant Exam. Students should take this course during the last semester of the student's plan of study, prior to graduation (instructor consent required).

Credits: 2; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Take LEX-210

Machining

MAC-121 Introduction to CNC

This course introduces the concepts and capabilities of computer numerical control machine tools. Topics include setup, operation, and basic applications. Upon completion, students should be able to explain operator safety, machine protection, data input, program preparation, and program storage.

Credits: 2; Contact Hours: 2
Requisites: None

MAC-122 CNC Turning

This course introduces the programming, setup, and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC turning centers.

Credits: 2; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take MAC-121

MAC-124 CNC Milling

This course introduces the manual programming , Setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers.

Credits: 2; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take MAC-121

MAC-131 Blueprint Reading-Machining I

This course covers the basic principles of blueprint reading and sketching. Topics include multi-view drawings; interpretation of conventional lines; and dimensions, notes, and thread notations. Upon completion, students should be able to interpret basic drawings, visualize parts, and make pictorial sketches.

Credits: 2; Contact Hours: 3
Requisites: None

MAC-132 Blueprint Reading-Machining II

This course introduces more complex industrial blueprints. Emphasis is placed on auxiliary views, section views, violations of true project ,special views, applications of GD & T, and interpretation of complex parts. Upon completion ,students should be able to read and interpret complex industrial blueprints.

Credits: 2; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take MAC-131

MAC-141 Machining Applications I

This course provides an introduction to a variety of material-working processes that are common to the machining industry. Topics include safety, process-specific machining equipment, measurement devices, set-up and layout instruments, and common shop practices. Upon completion, students should be able to safely demonstrate basic machining operations, accurately measure components, and effectively use layout instruments.

Credits: 4; Contact Hours: 8
Requisites: None

MAC-142 Machining Applications II

This course provides instruction in the wide variety of processes associated with machining. Topics include safety, equipment set-up, holding fixtures, tooling, cutting speeds and depths ,metal properties, and proper finishes. Upon completion, students should be able to safely demonstrate advanced machining operations ,accurately measure components, and produce accurate components with a proper finish.

Credits: 4; Contact Hours: 8
Requisites: The following courses must be completed prior to taking this course: Take MAC-141

MAC-151 Machining Calculations

This course introduces basic calculations as they relate to machining occupations. Emphasis is placed on basic calculations and their applications in the machine shop. Upon completion, students should be able to perform basic shop calculations.

Credits: 2; Contact Hours: 3
Requisites: None

MAC-222 Advanced CNC Turning

This course covers advanced methods in setup and operation of CNC turning centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC turning centers.

Credits: 2; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take MAC-122

MAC-224 Advanced CNC Milling

This course covers advanced methods in setup and operation of CNC machining centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC machining centers.

Credits: 2; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take MAC-124

Mathematics

MAT-003 Transition Math

This course provides an opportunity to customize foundational math content in specific math areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in their gateway level math courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

Credits: 3; Contact Hours: 6
Requisites: None

MAT-010 Math Measurement & Literacy Su

This course provides an opportunity to customize foundational math content specific to Math Measurement & Literacy. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Math Measurement & Literacy by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

Credits: 1; Contact Hours: 2
Requisites: None

MAT-021 Algebra/Trigonometry I Support

This course provides an opportunity to customize foundational math content specific to Algebra and Trigonometry I. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Algebra/Trigonometry I by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

Credits: 2; Contact Hours: 3
Requisites: None

MAT-043 Quantitative Literacy Support Class

This course provides an opportunity to customize foundational math content specific to Quantitative Literacy. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Quantitative Literacy by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

Credits: 2; Contact Hours: 3
Requisites: None

MAT-052 Statistical Methods I Support

This course provides an opportunity to customize foundational math content specific to Statistical Methods I. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Statistical Methods I by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

Credits: 2; Contact Hours: 3
Requisites: None

MAT-071 071 Precalculus Algebra Support

This course provides an opportunity to customize foundational math content specific to Precalculus Algebra. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Precalculus Algebra by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

Credits: 2; Contact Hours: 4
Requisites: None

MAT-110 Mathematical Measurement and Literacy

This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take One Set: Set 1: DMA-010, DMA-020, and DMA-030, Set 2: DMA-025, Set 3: MAT-003, Set 4: BSP-4003, The following courses must be taken either prior to or at the same time as this course. Take MAT-010

MAT-121 Algebra/Trigonometry I

This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include the properties of plane and solid geometry, area and volume, and basic proportion applications; simplification, evaluation, and solving of algebraic equations and inequalities and radical functions; complex numbers; right triangle trigonometry; and systems of equations. Upon completion, students will be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take One Set: Set 1: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, Set 2: DMA-025, DMA-040, DMA-050, Set 3: DMA-025, DMA-045, Set 4: DMA-010, DMA-020, DMA-030, DMA-045, Set 5: MAT-003 , Set 6: BSP-4003, The following courses must be taken either prior to or at the same time as this course. Take MAT-021

MAT-122 Algebra/Trigonometry II

This course is designed to cover concepts in algebra, function analysis, and trigonometry. Topics include exponential and logarithmic functions, transformations of functions, Law of Sines, Law of Cosines, vectors, and statistics. Upon completion, students should be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take MAT-121

MAT-143 Quantitative Literacy

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life.

Credits: 3; Contact Hours: 4

Requisites: The following courses must be completed prior to taking this course: Take One Set: Set 1: DMA-010, DMA-020, DMA-030, and DRE-098, Set 2: DMA-010, DMA-020, DMA-030, and ENG-002, Set 3: DMA-010, DMA-020, DMA-030, and BSP-4002, Set 4: DMA-025, and DRE-098, Set 5: DMA-025, and ENG-002, Set 6: DMA-025, and BSP-4002, Set 7: MAT-003 and DRE-098, Set 8: MAT-003 and ENG-002, Set 9: MAT-003 and BSP-4002, Set 10: BSP-4003 and DRE-098 , Set 11: BSP-4003 and ENG-002, Set 12: BSP-4003 and BSP-4002, The following courses must be taken either prior to or at the same time as this course. Take MAT-043

MAT-152 Statistical Methods I

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results.

Credits: 4; Contact Hours: 5

Requisites: The following courses must be completed prior to taking this course: Take One Set: Set 1: DMA-010, DMA-020, DMA-030, and DRE-098, Set 2: DMA-010, DMA-020, DMA-030, and ENG-002, Set 3: DMA-010, DMA-020, DMA-030, and BSP-4002, Set 4: DMA-025, and DRE-098, Set 5: DMA-025, and ENG-002, Set 6: DMA-025, and BSP-4002, Set 7: MAT-003 and DRE-098, Set 8: MAT-003 and ENG-002, Set 9: MAT-003 and BSP-4002, Set 10: BSP-4003 and DRE-098 , Set 11: BSP-4003 and ENG-002, Set 12: BSP-4003 and BSP-4002, The following courses must be taken either prior to or at the same time as this course. Take MAT-052

MAT-171 Precalculus Algebra

This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology.

Credits: 4; Contact Hours: 5

Requisites: The following courses must be completed prior to taking this course: Take One Set: Set 1: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, Set 2: DMA-010, DMA-020, DMA-030, DMA-045, Set 3: DMA-025, DMA-045, Set 4: DMA-025, DMA-040, DMA-050, Set 5: MAT 121, Set 6: MAT-003 , Set 7: BSP-4003. Must complete sets 1-5 with a minimum grade of C. MAT-071 must be taken either prior to or at the same time as this course.

MAT-172 Precalculus Trigonometry

This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology.

Credits: 4; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take MAT-171, Must complete MAT-171 with minimum grade C

MAT-263 Brief Calculus

This course is designed to introduce concepts of differentiation and integration and their applications to solving problems. Topics include graphing, differentiation, and integration with emphasis on applications drawn from business ,economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results.

Credits: 4; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Must complete MAT-171 with minimum grade C: Take MAT-171

MAT-271 Calculus I

This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology.

Credits: 4; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take: MAT-172 , Must complete MAT-172 with minimum grade C

MAT-272 Calculus II

This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology.

Credits: 4; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take MAT-271, Must complete MAT-271 with minimum grade C

MAT-273 Calculus III

This course is designed to develop the topics of multivariate calculus. Emphasis is placed on multivariate functions, partial derivatives, multiple integration, solid analytical geometry, vector valued functions, and line and surface integrals. Upon completion, students should be able to select and use appropriate models and techniques for finding the solution to multivariate-related problems with and without technology. Select

sections of this course are eligible for OPTIONAL individual Honors projects (look for section numbers with an "H").

Credits: 4; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take MAT-272, Must complete MAT-272 with minimum grade C

MAT-280 Linear Algebra
This course provides an introduction to linear algebra topics. Emphasis is placed on the development of abstract concepts and applications for vectors, systems of equations, matrices, determinants, vector spaces, multi-dimensional linear transformations, eigenvectors, eigenvalues, diagonalization and orthogonality. Upon completion, students should be able to demonstrate understanding of the theoretical concepts and select and use appropriate models and techniques for finding solutions to linear algebra-related problems with and without technology.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take MAT-271, Must complete MAT-271 with minimum grade C

MAT-285 Differential Equations
This course provides an introduction to topics involving ordinary differential equations. Emphasis is placed on the development of abstract concepts and applications for first-order and linear higher-order differential equations ,systems of differential equations, numerical methods, series solutions, eigenvalues and eigenvectors, and LaPlace transforms. Upon completion, students should be able to demonstrate understanding of the theoretical concepts and select and use appropriate models and techniques for finding solutions to differential equations-related problems with and without technology. Select sections of this course are eligible for OPTIONAL individual Honors projects (look for section numbers with an "H").

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Must complete MAT-272 with minimum grade C: Take MAT-272

Mechanical
MEC-111 Machine Processes I
This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to manufacture simple parts to specified tolerance.

Credits: 3; Contact Hours: 5
Requisites: None

Medical Assisting

MED-110 Orientation to Medical Assisting

This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting.

Credits: 1; Contact Hours: 1
Requisites: The following courses must be taken either prior to or at the same time as this course. Take CIS-110 ENG-111;

MED-118 Medical Law and Ethics

This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multi-skilled health professional.

Credits: 2; Contact Hours: 2
Requisites: The following courses must be taken either prior to or at the same time as this course. Take CIS-110 ENG-111;

MED-120 Survey of Medical Terminology

This course introduces the vocabulary, abbreviations, and symbols used in the language of medicine. Emphasis is placed on building medical terms using prefixes, suffixes, and word roots. Upon completion, students should be able to pronounce, spell, and define accepted medical terms.

Credits: 2; Contact Hours: 2
Requisites: None

MED-121 Medical Terminology I

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

Credits: 3; Contact Hours: 3
Requisites: None

MED-122 Medical Terminology II

This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take MED-121

MED-130 Administrative Office Procedures I

This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.

Credits: 2; Contact Hours: 3
Requisites: The following courses must be taken either prior to or at the same time as this course. Take CIS-110 ENG-111;

MED-131 Administrative Office Procedures II

This course provides medical office procedures in both economic and management skills. Topics include physical plant maintenance, equipment and supplies, liability coverage, medical economics ,and introductory insurance procedures. Upon completion, students should be able to manage the economics of the medical office and supervise personnel.

Credits: 2; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete MED-130 with minimum grade C

MED-138 Infection/Hazard Control

This course introduces the student to infection and hazard control procedures necessary for the healthcare worker. Topics include introduction to Microbiology, Practical Infection Control, Sterilization and Monitoring, Chemical Disinfectants, Aseptic Technique, Infectious diseases, and applicable North Carolina laws. Upon completion, students should be able to demonstrate an understanding of infectious diseases, disease transmission, infection control procedures, biohazard management, OSH standards, and applicable North Carolina laws.

Credits: 2; Contact Hours: 2
Requisites: None

MED-140 Examining Room Procedures I

This course provides instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with exams and treatment, patient education, preparation and administration of medications, EKG, vital signs ,and medical emergencies. Upon completion ,students should be able to demonstrate competence in exam room procedures.

Credits: 5; Contact Hours: 7
Requisites: The following courses must be taken either prior to or at the same time as this course. Take MED-122 and MED-150, The following courses must be completed prior to taking this course: Must complete MED-110, MED-118, MED-121, MED-130, MAT-110 and either BIO-163 or BIO-168 and BIO-169 with minimum grade of C

MED-150 Laboratory Procedures I

This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective tests, phlebotomy, screening and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics.

Credits: 5; Contact Hours: 7
Requisites: None

MED-232 Medical Insurance Coding

This course is designed to develop coding skills. Emphasis is placed on advanced diagnostic and procedural coding in the outpatient facility. Upon completion, students should be able to demonstrate proficiency in coding for reimbursement.

Credits: 2; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Must complete MED-122 and MED-131 with minimum grade C

MED-260 MED Clinical Practicum

This course provides the opportunity to apply clinical, laboratory, and administrative skills in a medical facility. Emphasis is placed on enhancing competence in clinical and administrative skills necessary for comprehensive patient care and strengthening professional communications and interactions. Upon completion, students should be able to function as an entry-level health care professional.

Credits: 5; Contact Hours: 15
Requisites: The following courses must be completed prior to taking this course: Must complete MED-122, MED-131, MED-140, and MED-150 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take MED-264

MED-264 Medical Assisting Overview

This course provides an overview of the complete medical assisting curriculum. Emphasis is placed on all facets of medical assisting pertinent to administrative, laboratory, and clinical procedures performed in the medical environment. Upon completion, students should be able to demonstrate competence in the areas covered on the national certification examination for medical assistants.

Credits: 2; Contact Hours: 2
Requisites: None

MED-270 Symptomatology

This course covers the study of disease symptoms and the appropriate actions taken by medical assistants in a medical facility in relation to these symptoms. Emphasis is placed on interviewing skills and appropriate triage ,preparing patients for procedures, and screening test results. Upon completion, students should be able to recognize how certain symptoms relate to specific diseases, recognize emergency situations ,and take appropriate actions.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Must complete MED-122 and either BIO-163 or BIO-168 and,BIO-169 with minimum grade C

MED-272 Drug Therapy

This course focuses on major drug groups ,including their side effects, interactions ,methods of administration, and proper documentation. Emphasis is placed on the theory of drug administration. Upon completion, students should be able to identify, spell, recognize side effects of, and document the most commonly used medications in a physician's office.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete MED-140 with minimum grade C

Marketing and Retailing

MKT-120 Principles of Marketing

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

Credits: 3; Contact Hours: 3
Requisites: None

MKT-123 Fundamentals of Selling

This course is designed to emphasize the necessity of selling skills in a modern business environment. Emphasis is placed on sales techniques involved in various types of selling situations. Upon completion, students should be able to demonstrate an understanding of the techniques covered.

Credits: 3; Contact Hours: 3
Requisites: None

MKT-220 Advertising and Sales Promotion

This course covers the elements of advertising and sales promotion in the business environment. Topics include advertising and sales promotion appeals, selection of media, use of advertising and sales promotion as a marketing tool, and means of testing effectiveness. Upon completion ,students should be able to demonstrate an understanding of the concepts covered through application.

Credits: 3; Contact Hours: 3
Requisites: None

MKT-232 Social Media Marketing

This course is designed to build students' social media marketing skills by utilizing projects that give students hands on experience implementing social media marketing strategies. Topics include integrating different social media technologies into a marketing plan, creating social media marketing campaigns, and applying appropriate social media tools. Upon completion, students should be able to use social media technologies to create and improve marketing efforts for businesses.

Credits: 4; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

Maintenance

MNT-110 Introduction to Maintenance Procedures

This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

Credits: 2; Contact Hours: 4
Requisites: None

MNT-230 Pumps & Piping Systems
This course covers pump installation and maintenance and related valves and piping systems. Topics include various types of pump systems and their associated valves, piping requirements, and other related topics. Upon completion, students should be able to select and install pump and piping systems and demonstrate proper maintenance and troubleshooting procedures.

Credits: 2; Contact Hours: 4
Requisites: None

MNT-240 Indust Equip Troubleshoot
This course covers the various service procedures ,tools, instruments, and equipment necessary to analyze and repair typical industrial equipment. Emphasis is placed on electro-mechanical and fluid power equipment troubleshooting, calibration, and repair, including common techniques and procedures. Upon completion, students should be able to troubleshoot and repair industrial equipment.

Credits: 2; Contact Hours: 4
Requisites: None

Medical Product Safety
MSP-110 Introduction to Medical Product Safety
This course provides a comprehensive introduction to medical product safety and pharmacovigilance. Topics include an overview of the key components of product safety, product safety terminology ,the processes for monitoring product safety, and the regulations that govern product safety and pharmacovigilance. Upon completion, students should be able to describe the processes for monitoring the safety of drugs, diagnostics ,medical devices, and biologics throughout a product's life cycle.

Credits: 3; Contact Hours: 3
Requisites: None

MSP-115 Medical Product Safety Regulations
This course provides an overview of national and global regulations governing the safety of medical products including drugs, diagnostics ,medical devices, and biologics. Topics include a review of the regulatory agencies; regulations for pre-clinical, clinical, and post-market production safety; and regulations governing the process for monitoring product safety. Upon completion, students should be able to demonstrate a basic understanding of regulatory processes associated with clinical research and describe effective means of compliance.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete MSP-110 with minimum grade C

MSP-120 Safety Reporting
This course provides an overview of the criteria utilized in determining how safety data are reported. Emphasis is placed on learning the purpose, content, and format of the various reports that include safety information. Upon completion, students should be able to describe the difference between expedited and periodic reporting, the criteria used in this determination, as well as the purpose and content of each type of safety report.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete MSP-115 with minimum grade C

MSP-130 Safety Systems and Processes

This course provides an introduction to product safety systems, the collection and processing of safety data, and data coding. Emphasis is placed on the importance of quality data, the steps in case processing, and experience in entering case data. Upon completion, students should be able to discuss and perform the essential steps in processing a case from beginning to end for both pre-marketing and post-marketing cases.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Must complete MSP-120 with minimum grade C

MSP-150 Medical Product Safety Fieldwork I

This course provides supervised work experience and observations in a medical product safety research setting. Emphasis is placed on the enhancement of professional skills and the practical application of curriculum concepts in a research setting. Upon completion, students should be able to describe research theory effectively to medical product safety/pharmacovigilance research practices.

Credits: 5; Contact Hours: 15
Requisites: The following courses must be completed prior to taking this course: Must complete MSP-110, MSP-115, MSP-120, MSP-130, and,MSP-220 with minimum grade C: Take All: MSP-110, MSP-115, MSP-120, and MSP-130

MSP-220 Signal Detection and Risk Assessments

This course provides a basic understanding of the analysis of data to identify safety signals and to determine a product's risk profile to ensure a medical product has a favorable benefit-risk balance through its life cycle. Topics include the rationale and methods used in analyzing single cases versus aggregate data. Upon completion, students should be able to synthesize work in case processing, safety systems, safety reporting and regulations to assess a product's benefit-risk, as well as to identify the issues in ongoing benefit-risk assessments and demonstrate a basic understanding of how signaling and risk assessments are done.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Must complete MSP-130 with minimum grade C

MSP-250 Medical Product Safety Research Fieldwork II

This course provides advanced work experience in a medical product safety/pharmacovigilance research setting. Emphasis is placed on the refinement of professional skills and the practice of curriculum concepts in diverse medical product safety research areas. Upon completion, students should be able to apply research theory to medical product safety/pharmacovigilance practices.

Credits: 8; Contact Hours: 24
Requisites: The following courses must be completed prior to taking this course: Must complete MSP-110 MSP-115 MSP-120 MSP-130 and MSP 220,with minimum grade C: Take All: MSP-110, MSP-115, MSP-120, MSP-130

Music

MUS-110 Music Appreciation

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

MUS-112 Introduction to Jazz

This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

MUS-141 Ensemble I

This course provides an opportunity to perform in any combination of instrumental, vocal, or keyboard groups of two or more. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

Credits: 1; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

MUS-142 Ensemble II

This course is a continuation of MUS 141. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

Credits: 1; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Take MUS-141, Must complete MUS-141 with minimum grade C

MUS-241 Ensemble III

This course is a continuation of MUS 142. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

Credits: 1; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Take MUS-142, Must complete MUS-142 with minimum grade C

MUS-242 Ensemble IV
This course is a continuation of MUS 241. Emphasis is placed on the development of performance skills and the study of styles of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

Credits: 1; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Take MUS-241, Must complete MUS-241 with minimum grade C

Nursing Assistant
NAS-101 Nurse Aide I
This course includes basic nursing skills required to provide safe, competent personal care for individuals. Emphasis is placed on person-centered care, the aging process ,communication, safety/emergencies, infection prevention, legal and ethical issues, vital signs, height and weight measurements ,elimination, nutrition, basic restorative care/rehabilitation, dementia, mental health and end-of-life care. Upon completion, students should be able to demonstrate knowledge and skills and be eligible to test for listing on the North Carolina Nurse Aide I Registry.

Credits: 6; Contact Hours: 10
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

NAS-102 Nurse Aide II
This course provides training in Nurse Aide II tasks. Emphasis is placed on the role of the Nurse Aide II, sterile technique and specific tasks such as urinary catheterization, wound care, respiratory procedures, ostomy care ,peripheral IV assistive activities, and alternative feeding methods. Upon completion ,students should be able to demonstrate knowledge and skills and safe performance of skills necessary to be eligible for listing on the North Carolina Nurse Aide II Registry.

Credits: 6; Contact Hours: 11
Requisites: The following courses must be completed prior to taking this course: Must complete NAS-101 with minimum grade C: Take NAS-101

Networking Technology
NET-125 Introduction to Networks
This course introduces the architecture, structure, functions, components, and models of the Internet and computer networks. Topics include introduction to the principles of IP addressing and fundamentals of Ethernet concepts, media, and operations. Upon completion, students should be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.

Credits: 3; Contact Hours: 5
Requisites: None

NET-126 Switching and Routing
This course covers the architecture, components, and operations of routers and switches in small networks and introduces wireless local area networks (WLAN) and security concepts. Emphasis is placed on configuring and troubleshooting routers and switches for advanced functionality using security best practices and resolving common network issues utilizing both IPv4 and IPv6 protocols. Upon completion, students should be able to configure VLANs and Inter-VLAN routing applying security best practices, troubleshoot inter-VLAN routing on

Layer 3 devices, configure redundancy on a switched network using STP and EtherChannel, configure WLANs using a WLC and L2 security best practices and configure IPv4 and IPv6 static routing on routers.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take NET-125;

NET-225 Enterprise Networking

This course is designed to cover the architecture, components, operations, and security to scale for large, complex networks, including wide area network (WAN) technologies. Emphasis is placed on configuring, troubleshooting, and securing enterprise network devices and understanding how application programming interfaces (API) and configuration management tools enable network automation. Upon completion, students should be able to configure link state routing protocols, implement ACLs to filter traffic and secure administrative access, configure NAT services on the router to provide address scalability, explain techniques to provide address scalability and secure remote access for WAN, and explain how automation affects evolving networks.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take NET-126;

NET-226 Routing and Switching II

This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, and describe the Spanning Tree protocol.

Credits: 3; Contact Hours: 5
Requisites: None

NET-260 Internet Development & Support

This course covers issues relating to the development and implementation of Internet related tools and services. Topics include Internet organization, site registration, e-mail servers ,Web servers, Web page development, legal issues, firewalls, multimedia, TCP/IP, service providers, FTP, list servers, and gateways. Upon completion, students should be able to develop and support the Internet services needed within an organization.

Credits: 3; Contact Hours: 3
Requisites: None

Network/Operating Sys

NOS-120 Linux/UNIX Single User

This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles.

Credits: 3; Contact Hours: 4
Requisites: None

NOS-125 Linux and Unix Scripting
This course covers the concepts and features of shell scripting. Topics include process control ,shell scripting, advanced search techniques and power user utilities. Upon completion, students should be able to successfully perform various shell scripting tasks.

Credits: 3; Contact Hours: 4
Requisites: None

NOS-130 Windows Single User
This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment.

Credits: 3; Contact Hours: 4
Requisites: None

NOS-220 Linux/Unix Administration I
This course introduces the Linux file system ,group administration, and system hardware controls. Topics include installation, creation and maintaining file systems, NIS client and DHCP client configuration, NFS, SMB/Samba, Configure X ,Gnome, KDE, basic memory, processes, and security. Upon completion, students should be able to perform system administration tasks including installation, configuring and attaching a new Linux workstation to an existing network.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take NOS-120

NOS-230 Windows Administration I
This course covers the installation and configuration of a Windows Server operating system. Emphasis is placed on the basic configuration of core network services, Active Directory and group policies. Upon completion, students should be able to install and configure a Windows Server operating system.

Credits: 3; Contact Hours: 4
Requisites: None

NOS-231 Windows Administration II
This course covers the management of a Windows Server operating system. Emphasis is placed on the deployment of print services, network services, Active Directory, group policies and access controls. Upon completion, students should be able to deploy and manage services on a Windows Server operating system.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take NOS-230

NOS-232 Windows Administration III
This course covers management and configuration of a highly available Windows Server operating system. Emphasis is placed on the implementation of business continuity and disaster recovery procedures for network services and access controls. Upon completion, students should be able to manage and configure a highly available Windows Server operating system.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take NOS-230

Nursing

NUR-101 Practical Nursing I

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including assessment, clinical decision making, professional behaviors, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching/learning, safety, ethical principles, legal issues, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

Credits: 11; Contact Hours: 19
Requisites: None

NUR-102 Practical Nursing II

This course is designed to further develop the concepts within the three domains of the individual, nursing, and healthcare. Emphasis is placed on the concepts within each domain including clinical decision making, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching and learning, accountability, safety ,informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

Credits: 10; Contact Hours: 16
Requisites: The following courses must be completed prior to taking this course: Must complete NUR-101 with minimum grade B: Take NUR-101

NUR-103 Practical Nursing III

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on biophysical and psychosocial concepts, professional behaviors, healthcare systems, health policy, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide safe, quality, and individualized entry level nursing care.

Credits: 9; Contact Hours: 15
Requisites: The following courses must be completed prior to taking this course: Take NUR-101, Must complete NUR-101 with minimum grade B

NUR-111 Introduction to Health Concepts

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Credits: 8; Contact Hours: 16
Requisites: The following courses must be completed prior to taking this course: Take ENG-111 PSY-150 PSY-241 BIO-168 BIO-169;, Minimum grade C;

NUR-112 Health-Illness Concepts

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism ,cellular regulation, oxygenation, infection ,stress/coping, health-wellness-illness ,communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Credits: 5; Contact Hours: 9
Requisites: The following courses must be completed prior to taking this course: Must complete NUR-111 with minimum grade C: Take NUR-111, The following courses must be taken either prior to or at the same time as this course. Take NUR-114;

NUR-113 Family Health Concepts

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Credits: 5; Contact Hours: 9
Requisites: The following courses must be completed prior to taking this course: Take NUR-111, Must complete BIO-271 NUR-111 with minimum grade C

NUR-114 Holistic Health Concepts

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation ,perfusion, inflammation, sensory perception ,stress/coping, mood/affect, cognition, self ,violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Credits: 5; Contact Hours: 9
Requisites: The following courses must be completed prior to taking this course: Must complete NUR-111 with minimum grade C: Take NUR-111

NUR-211 Health Care Concepts

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Credits: 5; Contact Hours: 9
Requisites: The following courses must be completed prior to taking this course: Take NUR-111, Must complete BIO-271 NUR-111 with minimum grade C

NUR-212 Health System Concepts

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-

based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course

Credits: 5; Contact Hours: 9
Requisites: The following courses must be completed prior to taking this course: Take NUR-111, Must complete NUR-111 NUR-112 NUR-114 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take BIO-271;

NUR-213 Complex Health Concepts

This course is designed to assimilate the concepts within the three domains of the individual ,healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism ,perfusion, mobility, stress/coping, violence ,health-wellness-illness, professional behaviors ,caring interventions, managing care, healthcare systems, and quality improvement. Upon completion ,students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.

Credits: 10; Contact Hours: 22
Requisites: The following courses must be taken either prior to or at the same time as this course. Take NUR-112, NUR-113, NUR-114, NUR-211 and NUR-212, The following courses must be completed prior to taking this course: Must complete ENG-112 NUR-111 with minimum grade C: Take NUR-111

NUR-214 Nsg Transition Concepts

This course is designed to introduce concepts within the three domains of the individual, healthcare, and nursing as the LPN transitions to the ADN role. Emphasis is placed on the concepts within each domain including evidenced-based practice, quality improvement, communication, safety, interdisciplinary team, clinical decision-making, informatics, assessment, caring, and health-wellness-illness. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Must complete BIO-168 BIO-169 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take ENG-111 PSY-150 PSY-241

NUR-221 LPN to ADN Concepts I

This course is designed for the LPN to ADN student to explore the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of safety, perfusion, inflammation, oxygenation, mood/affect, behavior, development, family, health-wellness-illness, sensory perception, stress/coping, cognition, self, violence, and professional behaviors. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Credits: 9; Contact Hours: 15
Requisites: The following courses must be completed prior to taking this course: Must complete NUR-214 with minimum grade C

NUR-223 LPN to ADN Concepts II

This course is designed for the LPN to ADN student to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, thermoregulation, oxygenation, tissue integrity, infection, perfusion, mobility, reproduction, sexuality, health-wellness-illness, professional behaviors, accountability, advocacy, and collaboration. Upon completion,

students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry-level nursing care.

Credits: 9; Contact Hours: 15
Requisites: The following courses must be completed prior to taking this course: Take NUR-221, Must complete NUR-221 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take BIO-271;

Opticianry

OPH-101 Math for Opticians

This course covers the arithmetic, algebra ,geometry, and trigonometry necessary to evaluate optical formulas. Topics include signed arithmetic, evaluation and solution of equations ,use of the calculator, and basic trigonometric functions. Upon completion, students should be able to evaluate formulas as used in opticianry courses.

Credits: 3; Contact Hours: 3
Requisites: None

OPH-102 Ophthalmic Lab Concepts

This course introduces the operations of the ophthalmic laboratory. Emphasis is placed on surfacing and finishing formulas; materials ,procedures, and equipment used to fabricate glasses; and ANSI, EPA, and OSHA requirements. Upon completion, students should be able to perform laboratory related calculations, describe safety and environmental regulations, and identify materials and procedures used in ophthalmic laboratories.

Credits: 2; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Must complete OPH-141 with minimum grade C

OPH-111 Ophthalmic Lab I

This course introduces optical laboratory practices and procedures. Emphasis is placed on safety, OSHA and EPA requirements, equipment and instrumentation, and lens fabrication to ANSI standards. Upon completion, students should be able to duplicate lenses, use basic formulas, and identify materials and procedures used to safely fabricate prescription lenses to specifications.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Must complete OPH-141 with minimum grade C

OPH-112 Ophthalmic Lab II

This course continues the study of optical laboratory procedures introduced in OPH 111. Emphasis is placed on prescription interpretation, focimetry, and finishing techniques. Upon completion, students should be able to duplicate lenses, use intermediate formulas, and identify materials and procedures used to safely fabricate prescription eyewear to specifications.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take OPH-111, Must comlete OPH-111 with minimum grade C

OPH-121 Anatomy & Phys-Eye
This course covers the anatomical and physiological functions of the eye and its associated structures. Emphasis is placed on normal vision and common disorders of the visual system. Upon completion, students should be able to describe the visual process and label and describe the function of each part of the eye.

Credits: 3; Contact Hours: 3
Requisites: None

OPH-131 Optical Dispensing I
This course introduces the historical and modern dispensing practices and the laws governing opticianry. Topics include basic eyeglass choices, measurements, dispensing, adjustments, and record keeping. Upon completion, students should be able to evaluate patient needs and wearing success.

Credits: 3; Contact Hours: 3
Requisites: None

OPH-132 Optical Dispensing II
This course provides a continuation of the study of optical dispensing. Emphasis is placed on advanced dispensing skills. Upon completion ,students should be able to design and dispense appropriate eyewear for a variety of patients.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take OPH-131

OPH-141 Optical Theory I
This course introduces the principles of optics and ophthalmic lens design. Topics include basic theory and basic optical formulas. Upon completion, students should be able to use the metric system, define basic optical terms, and perform basic optical calculations.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be taken either prior to or at the same time as this course. Take MAT-121 or OPH-101

OPH-142 Optical Theory II
This course continues the study of optical theory begun in OPH 141. Topics include intermediate and advanced theory and formulas. Upon completion ,students should be able to perform intermediate and advanced optical calculations.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete OPH-141 with minimum grade C: Take OPH-141

OPH-215 Laboratory Proficiency
This course provides preparation for the NC State Board of Opticians Examination. Emphasis is placed on speed and accuracy in all items on the competence list. Upon completion, students should be able to safely and accurately demonstrate proficiency in all items on the laboratory competence list.

Credits: 2; Contact Hours: 6
Requisites: The following courses must be taken either prior to or at the same time as this course. Take OPH-243 and OPH-262

OPH-222 Optical Business Management

This course covers basic optical business management and current eyecare trends and practices. Topics include professional ethics, inventory, accounting, personnel, insurance, advertising, litigation, equipment, and future trends. Upon completion, students should be able to apply basic principles of management to the optical business setting.

Credits: 3; Contact Hours: 3
Requisites: None

OPH-233 Adv Optical Procedures

This course introduces special optical procedures. Topics include advanced optical assessments and calculations. Upon completion, students should be able to describe appropriate patient care.

Credits: 4; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take All: OPH-131 and OPH-141, , Must complete OPH-131, OPH-132, OPH-141, and OPH-142 with minimum grade C

OPH-243 Technical Proficiency

The course provides preparation for the NC State Board of Opticians Examination. Emphasis is placed on the topics relevant to the written portions of this examination. Upon completion ,students should be able to pass each part of a capstone examination with a grade of 70 or better.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete OPH-142 OPH-233 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take OPH-215 and OPH-262

OPH-251 Optical Internship I

This course provides practical experience under the direct supervision of an opticianry instructor. Emphasis is placed on communication and dispensing skills. Upon completion, students should be able to demonstrate competence in all course objectives.

Credits: 1; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take All: OPH-132 and OPH-141, Must complete OPH-132, OPH-141, and OPH-142 with minimum grade C

OPH-260 Basic Contact Lens Concepts

This course introduces the theory of contact lens fitting. Emphasis is placed on rigid and soft contact design and fitting concepts. Upon completion, students should be able to describe basic contact lens fitting concepts.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete OPH-121 and OPH-141 with minimum grade C: Take All: OPH-121 and OPH-141

OPH-261 Contact Lenses I
This course introduces rigid contact lens fitting. Emphasis is on clinical applications, patient selection, design parameters, instrumentation, and corneal physiology. Upon completion, students should be able to describe patient evaluation and fitting procedures for rigid lenses, recognize problems and determine effective and appropriate solutions.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take OPH-121, Must complete OPH-121 and OPH-142 with minimum grade C

OPH-262 Contact Lenses II
This course continues the study of contact lens fitting. Emphasis is placed on soft contact lens and advanced fitting design and techniques. Upon completion, students should be able to demonstrate the competence required for the National Contact Lens Examination and the NC State Board of Opticians Examination.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be taken either prior to or at the same time as this course. Take OPH-215 and OPH-243, The following courses must be completed prior to taking this course: Must complete OPH-261 with minimum grade C: Take OPH-261

OPH-282 Optical Externship II
This course provides practical experience in assigned businesses, with emphasis on observation and practical application. Emphasis is placed on working conditions in different production settings and time demands. Upon completion ,students should be able to complete eyewear in a safe and timely manner to proper specifications and in conjunction with other employees.

Credits: 2; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Must complete OPH-112, OPH-142, and OPH-233 with minimum grade C

Office Systems Tech
OST-130 Comprehensive Keyboarding
This course is designed to develop keyboarding skills and introductory document formatting. Emphasis is placed on keyboarding techniques and formatting basic business documents. Upon completion, students should be able to create documents in an ever-changing workplace.

Credits: 3; Contact Hours: 4
Requisites: None

OST-134 Text Entry & Formatting
This course is designed to provide skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables ,and business reports. Upon completion, students should be able to produce documents and key timed writings at speeds commensurate with employability.

Credits: 3; Contact Hours: 4
Requisites: None

OST-136 Word Processing
This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.

Credits: 3; Contact Hours: 4
Requisites: None

OST-137 Office Applications I
This course introduces the concepts and functions of software that meets the changing needs of the community. Emphasis is placed on the terminology and use of software through a hands-on approach. Upon completion, students should be able to use software in a business environment.

Credits: 3; Contact Hours: 4
Requisites: None

OST-138 Office Applications II
This course is designed to improve the proficiency in the utilization of software applications used in business offices through a hands-on approach. Emphasis is placed on in-depth usage of software to create a variety of documents applicable to current business environments. Upon completion, students should be able to master the skills required to design documents that can be customized using the latest software applications.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take One: CIS-110, CIS-111, or OST-137

OST-140 Internet Communication and Research
This course provides a working knowledge of Internet usage and research for the modern office. Emphasis is placed on using search engines, email, Web sites, Web servers, communication services, and e-business to obtain information vital to the current office environment. Upon completion, students should be able to use the Internet to research any office topics required for employment.

Credits: 2; Contact Hours: 3
Requisites: None

OST-148 Medical Insurance and Billing
This course introduces fundamentals of medical insurance and billing. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim.

Credits: 3; Contact Hours: 3
Requisites: None

OST-149 Medical Legal Issues
This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior.

Credits: 3; Contact Hours: 3
Requisites: None

OST-164 Office Editing
This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.

Credits: 3; Contact Hours: 3
Requisites: None

OST-184 Records Management
This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.

Credits: 3; Contact Hours: 4
Requisites: None

OST-243 Med Office Simulation
This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take OST-148

OST-286 Professional Development
This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society.

Credits: 3; Contact Hours: 3
Requisites: None

OST-289 Office Administration Capstone
This course is designed to be a capstone course for the office professional and provides a working knowledge of administrative office procedures. Emphasis is placed on written and oral communication skills, office software applications, office procedures, ethics, and professional development. Upon completion ,students should be able to adapt in an office environment.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take One Set: Set 1: OST-134 and OST-164, Set 2: OST-136 and OST-164

Occupational Therapy

OTA-110 Fundamentals of OT

This course introduces occupational therapy (OT) theory, practice, philosophy, and principles. Emphasis is placed on providing a basic understanding of the profession as well as beginning to develop interaction and observation skills. Upon completion, students should be able to demonstrate basic understanding of the domain and practice of occupational therapy, practice settings and professional roles, OT terminology, activity analysis, principles, process, philosophies, and frames of reference.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be taken either prior to or at the same time as this course. Take One: BIO-165 or BIO-168, Take ACA-122;

OTA-120 OT Media I

This course provides training in recognizing the therapeutic value and use of a wide variety of human occupations including basic activities of daily living, instrumental activities of daily living, rest and sleep, education, work, play, leisure, and social participation. Topics include the understanding of different teaching and learning methods and styles, the language of occupational therapy (OT), OT interventions including preparatory methods and tasks, and restorative and compensatory techniques. Upon completion, students should be able to analyze, design, select, and safely perform occupation related activities that would be therapeutic for various populations across the lifespan.

Credits: 2; Contact Hours: 4
Requisites: The following courses must be taken either prior to or at the same time as this course. Take OTA-110

OTA-130 Assessment Skills

This course provides training in appropriate and accurate assessment skills related to sensation ,movement, vision, perception, cognition ,emotions, and performance of basic activities of daily living and instrumental activities of daily living. Topics include physical and psychosocial factors affecting performance; and sensory, range of motion, strength, coordination, cognitive ,visual-perceptual, self-care, and work-related assessments. Upon completion, students should be able to gather and share data for the purpose of screening and evaluation, administer selected assessments using appropriate procedures and protocols, and articulate the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Must complete BIO-168, OTA-120, and OTA-140 with minimum grade C , The following courses must be taken either prior to or at the same time as this course. Take OTA-110

OTA-140 Professional Skills I

This course introduces the roles and responsibilities of the occupational therapy assistant (OTA) and the occupational therapist (OT) in occupational therapy practice and facilitates development of professional behaviors and skills. Topics include professional ethics, supervisory roles, responsibilities, and collaborative professional relationships; credentialing, certification, and licensure; documentation, which communicates the need and rationale for occupational therapy services; therapeutic use of self; and professional identity and professional behaviors; and observation skills. Upon completion, students should be able to demonstrate ethical behavior, discriminate between roles and responsibilities of the OTA and OT, and explain acceptable supervision and documentation.

Credits: 1; Contact Hours: 3
Requisites: The following courses must be taken either prior to or at the same time as this course. Take OTA-110

OTA-150 Pediatric Concepts and Interventions

This course provides knowledge and skills needed for working with children from birth through adolescence. Topics include review of normal growth and development, habituation of healthy habits/routines, the role of occupational therapy with caregivers/providers, understanding of common conditions and developmental delays; and the role of occupation in assessment, intervention planning and implementation with pediatric populations. Upon completion, students should be able to plan, implement, and modify appropriate interventions with children in their context and environment to promote engagement in occupation.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Complete BIO-169 and OTA-130 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take PSY-241 and OTA-170, Take OTA-163;

OTA-161 Fieldwork I-Placement 1

This course provides introductory-level clinical training opportunities. Emphasis is placed on observational and basic interactional skills in a setting with a culturally diverse client population. Upon completion, students should be able to use observational and interactional skills to relate effectively with clients under the guidance/direction of fieldwork supervisors.

Credits: 1; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete OTA-120 and OTA-140 with minimum grade C: Take OTA-120 and OTA-140, The following courses must be taken either prior to or at the same time as this course. Take OTA-130 OTA-180;

OTA-162 Fieldwork I-Placement 2

This course provides introductory-level clinical training opportunities. Emphasis is placed on observational and basic interactional skills in a setting with a culturally diverse client population. Upon completion, students should be able to use observational and interactional skills to relate effectively with clients under the guidance/direction of fieldwork supervisors.

Credits: 1; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take OTA-120 and OTA-140, Must complete OTA-120 and OTA-140 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take OTA-130, Take OTA-250

OTA-163 Fieldwork I-Placement 3

This course provides introductory-level clinical training opportunities. Emphasis is placed on observational and basic interactional skills in a setting with a culturally diverse client population. Upon completion, students should be able to use observational and interactional skills to relate effectively with clients under the guidance/direction of fieldwork supervisors.

Credits: 1; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take OTA-120 and OTA-140, Must complete OTA-120 and OTA-140 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take OTA-130, Take OTA-150

OTA-164 Fieldwork I-Placement 4

This course provides introductory-level clinical training opportunities. Emphasis is placed on observational and basic interactional skills in a setting with a culturally diverse client population. Upon completion, students should be able to use observational and interactional skills to relate effectively with clients under the guidance/direction of fieldwork supervisors.

Credits: 1; Contact Hours: 3
Requisites: The following courses must be taken either prior to or at the same time as this course. Take OTA-250;,Take OTA-130, The following courses must be completed prior to taking this course: Must complete OTA-120 and OTA-140 with minimum grade C: Take OTA-120 and OTA-140

OTA-170 Physical Conditions

This course is designed to provide knowledge and skills needed for working with individuals experiencing various medical conditions to help them achieve participation in life through engagement in occupation. Topics include medical terminology, common conditions, body functions that change with disease processes, applicable theories and principles, assessment and intervention priorities for commonly treated conditions. Upon completion, students should be able to recognize common symptoms, prioritize mental, neuromusculoskeletal and movement related functional problems, while providing for patient safety within the patient's context and environment.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Must complete BIO-168 and BIO-169 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take OTA-130

OTA-180 Psychosocial Conditions

This course is designed to provide knowledge and skills needed for working with individuals experiencing various psychosocial conditions to help them achieve participation in life through engagement in occupation. Topics include mental health conditions, applicable theories and principles, symptoms of dysfunction, assessment and treatment of individuals, planning and facilitating therapeutic groups, client safety ,therapeutic use of self, and psychosocial aspects of practice. Upon completion, students should be able to effectively plan and conduct individual and group interventions for client conditions related to psychosocial dysfunction while recognizing contexts and environments that may also impact occupational performance.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Must complete ENG-112 and PSY-281 with minimum grade C: Take PSY-281, The following courses must be taken either prior to or at the same time as this course. Take OTA-161: Take OTA-130

OTA-220 OT Media II

This course provides training in appropriate and accurate assessment and intervention skills related to orthotics, prosthetics, assistive devices, assistive technology, client mobility, and Americans with Disabilities Act (ADA) issues. Topics include ergonomics seating and positioning, community mobility, use of physical agent modalities, and technology in occupational therapy intervention. Upon completion, students should be able to demonstrate competency fabricating and utilizing orthotic and assistive devices, understanding ADA guidelines, and using technology for engagement in occupation.

Credits: 3; Contact Hours: 7
Requisites: The following courses must be completed prior to taking this course: Take OTA-120 and OTA-130, Must complete OTA-120, OTA-130, and OTA-170 with minimum grade C

OTA-240 Professional Skills II

This course covers professional development, supervisory relationships, involvement in the profession, and clinic management skills. Topics include clarification of roles and responsibilities, detailed examination of the supervisory process, participation in professional organizations, and the mechanics of assisting in clinic operations. Upon completion, students should be able to work effectively with a supervisor, plan and implement a professional activity, and perform routine clinic management tasks.

Credits: 1; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take OTA-140, Must complete OTA-130, OTA-140, and OTA-170 with minimum grade C

OTA-245 Professional Skills III

This course provides preparation for Fieldwork II experiences using skills/knowledge gained in OTA 140 and OTA 240 to promote integration into the professional community. Topics include interview skills, resume production, conflict resolution, professional presentations, participation in research activities, and completion of all forms required for Fieldwork II. Upon completion, students should be able to independently complete employment-seeking activities and provide in-service training.

Credits: 1; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take OTA-240, Must complete OTA-240 with minimum grade C

OTA-250 Adult Concepts and Interventions

This course provides knowledge and skills needed for working with adults through the lifespan. Emphasis is placed on identification and discussion of common changes associated with aging, disabilities and chronic diseases affecting this population, assessments and intervention, including developing healthy habits and routines, and the impact on participation in occupation in various settings. Upon completion, students should be able to plan, implement, and modify appropriate interventions with adults in their context and environment to promote engagement in occupations.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Must complete OTA-130 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take PSY-241, OTA-170 and OTA-180, Take OTA-162;

OTA-260 Level II Fieldwork Placement 1

This course provides clinical experience under the direct supervision of experienced occupational therapists or occupational therapy assistant practitioners working in various practice settings. Emphasis is placed on final clinical preparation for entry-level practice in the profession. Upon completion, students should be able to meet all critical competencies for entry-level practice established by the curriculum, AOTA guidelines, and regulatory bodies. This course must be completed within 18 months of the completion of all other OTA course work.

Credits: 6; Contact Hours: 18
Requisites: The following courses must be completed prior to taking this course: Must complete OTA-110,

OTA-120, OTA-130, OTA-140, OTA-150, OTA-161, OTA-162, OTA-163, OTA-170, OTA-180, OTA-220, OTA-240, OTA-245, and OTA-250 with minimum grade C

OTA-261 Level II Fieldwork Placement 2

This course provides the final clinical experience under the direct supervision of experienced occupational therapists or occupational therapy assistant practitioners working in various practice settings. Emphasis is placed on final clinical preparation for entry-level practice in the profession. Upon completion, students should be able to meet all critical competencies for entry-level practice established by the curriculum, AOTA guidelines ,and regulatory bodies. This course must be completed within 18 months of the completion of all other OTA course work.

Credits: 6; Contact Hours: 18
Requisites: The following courses must be completed prior to taking this course: Must complete OTA-110, OTA-120, OTA-130, OTA-140, OTA-150, OTA-161, OTA-162, OTA-163, OTA-170, OTA-180, OTA-220, OTA-240, OTA-245, and OTA-250 with minimum grade C

OTA-280 Professional Transitions

This course provides closure to the educational program in conjunction with clinical experience. Emphasis is placed on portfolio development and presentation, program evaluation, analysis and synthesis of clinical experiences, and final preparation for the certification examination. Upon completion, students should be able to enter the occupational therapy (OT) workforce with an understanding of themselves as OT professionals, and with supportive documentation demonstrating progress toward meeting competencies set forth by the profession and regulatory bodies.

Credits: 1; Contact Hours: 2
Requisites: The following courses must be taken either prior to or at the same time as this course. Take One: OTA-260 or OTA-261

Public Administration

PAD-151 Introduction to Public Administration

This course includes an overview of the role of the public administrator in government and an examination of the development and implementation of public policy. Topics include public personnel administration and management, decision making, public affairs, ethics, organizational theories, budgetary functions within governmental agencies, and other governmental issues. Upon completion, students should be able to explain the functions of government in society and in the lives of people composing that society.

Credits: 3; Contact Hours: 3
Requisites: None

PAD-251 Public Finance & Budgeting

This course provides an overview of the public finance and budgeting processes used in the allocation of public resources to meet differing public interests. Topics include the political environment, government expenditures, revenues, taxation, budgetary process theories and techniques, and the relation of government finance to the economy. Upon completion, students should be able to recognize impacts of government revenue and expenditure policies and understand the role of budgeting in executing governmental policy.

Credits: 3; Contact Hours: 3
Requisites: None

PAD-252 Public Policy Analysis
This course is a study of methods and techniques used to determine the effectiveness of public programs. Emphasis is placed on the concept of ecology and environmental impact, informal groups and information networks, and the relationship between public and private sectors. Upon completion, students should be able to analyze case studies with the use of political analysis techniques.

Credits: 3; Contact Hours: 3
Requisites: None

PAD-254 Grant Writing
This course covers the basic techniques of successful grant writing. Topics include concept development, funding sources research, and writing skills relevant to the grants process. Upon completion, students should be able to demonstrate a basic understanding of the grants process.

Credits: 3; Contact Hours: 3
Requisites: None

Physical Education
PED-110 Fit and Well for Life
This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests.

Credits: 2; Contact Hours: 3
Requisites: None

Philosophy
PHI-215 Philosophical Issues
This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critically evaluate the philosophical components of an issue. Select sections of this course are approved for the Global Distinction Program (See list on Durham Tech website).

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take ENG-111, Must complete ENG-111 with minimum grade C

PHI-240 Introduction to Ethics
This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take ENG-111, Must complete ENG-111 with minimum grade C

Pharmacy

PHM-110 Introduction to Pharmacy

This course introduces pharmacy practice and the technician's role in a variety of pharmacy settings. Topics include medical terminology and abbreviations, drug delivery systems, law and ethics, prescription and medication orders, and the health care system. Upon completion, students should be able to explain the role of pharmacy technicians, read and interpret drug orders ,describe quality assurance, and utilize pharmacy references.

Credits: 3; Contact Hours: 3
Requisites: None

PHM-111 Pharmacy Practice I

This course provides instruction in the technical procedures for preparing and dispensing drugs in the hospital and retail settings under supervision of a registered pharmacist. Topics include drug packaging and labeling, out-patient dispensing, hospital dispensing procedures, controlled substance procedures, inventory control, and non-sterile compounding. Upon completion, students should be able to perform basic supervised dispensing techniques in a variety of pharmacy settings.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be taken either prior to or at the same time as this course. Take PHM-110 and PHM-115

PHM-115 Pharmacy Calculations

This course provides an introduction to the metric, avoirdupois, and apothecary systems of measurement and the calculations used in pharmacy practice. Topics include ratio and proportion ,dosage determinations, percentage preparations ,reducing and enlarging formulas, dilution and concentration, aliquots, specific gravity and density, and flow rates. Upon completion ,students should be able to correctly perform calculations required to properly prepare a medication order.

Credits: 3; Contact Hours: 3
Requisites: None

PHM-118 Sterile Products

This course provides an introduction to intravenous admixture preparation and other sterile products, including total parenteral nutrition and chemotherapy. Topics include aseptic techniques; facilities, equipment, and supplies utilized in admixture preparation; incompatibility and stability; laminar flow hoods; immunizations and irrigation solutions; and quality assurance. Upon completion, students should be able to describe and demonstrate the steps involved in preparation of intermittent and continuous infusions, total parenteral nutrition ,and chemotherapy.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Must complete PHM-110 PHM-111 PHM-115 with minimum grade C: Take PHM-110 and PHM-111

PHM-120 Pharmacology I

This course introduces the study of the properties, effects, and therapeutic value of the primary agents in the major drug categories. Topics include nutritional products, blood modifiers, hormones, diuretics, cardiovascular agents, respiratory drugs, and gastrointestinal agents. Upon completion, students should be

able to place major drugs into correct therapeutic categories and identify indications, side effects, and trade and generic names.

Credits: 3; Contact Hours: 3
Requisites: None

PHM-125 Pharmacology II

This course provides a continuation of the study of the properties, effects, and therapeutic value of the primary agents in the major drug categories. Topics include autonomic and central nervous system agents, anti-inflammatory agents, and anti-infective drugs. Upon completion, students should be able to place major drugs into correct therapeutic categories and identify indications, side effects, and trade and generic names.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take PHM-120, Must complete PHM-120 with minimum grade C

PHM-132 Pharmacy Clinical

This course provides an opportunity to work in pharmacy settings under a pharmacist's supervision. Emphasis is placed on effective communication with personnel, developing proper employee attitude, and dispensing of medications. Upon completion, students should be able to demonstrate an understanding of pharmacy operations, utilize references, dispense medications, prepare patient charges, and efficiently operate computers.

Credits: 2; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Must complete PHM-110 PHM-111 PHM-115 with a minimum grade C

PHM-136 Pharmacy Clinical

This course provides an opportunity to work in pharmacy settings under a pharmacist's supervision. Emphasis is placed on effective communication with personnel, developing proper employee attitude, and dispensing of medications. Upon completion, students should be able to demonstrate an understanding of pharmacy operations, utilize references, dispense medications, prepare patient charges, and efficiently operate computers.

Credits: 6; Contact Hours: 18
Requisites: The following courses must be completed prior to taking this course: Must complete PHM-110 PHM-111 PHM-115 PHM-118 PHM-120 with, minimum grade C

PHM-140 Trends in Pharmacy

This course covers the major issues, trends, and concepts in contemporary pharmacy practice. Topics include professional ethics, continuing education, job placement, and the latest developments in pharmacy technician practice. Upon completion, students should be able to demonstrate a basic knowledge of the topics discussed.

Credits: 2; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Must complete PHM-110 PHM-111 PHM-115 with minimum grade C

PHM-150 Hospital Pharmacy

This course provides an in-depth study of hospital pharmacy practice. Topics include hospital organizational structure, committee functions, utilization of reference works, purchasing and inventory control, drug delivery systems, and intravenous admixture preparation. Upon completion, students should be able to explain hospital organization/committee functions, interpret and enter patient orders, fill unit-dose cassettes, and prepare intravenous admixtures.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Must complete PHM-110 PHM-111 PHM-115 PHM-120 PHM-125, PHM-140 PHM-165 and PHM-136 or PHM-138 with minimum grade C

PHM-155 Community Pharmacy

This course covers the operational procedures relating to retail pharmacy. Emphasis is placed on a general knowledge of over-the-counter products, prescription processing ,business/inventory management, and specialty patient services. Upon completion, students should be able to provide technical assistance and support to the retail pharmacist.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Must complete PHM-110 PHM-111 PHM-115 PHM-120 PHM-125,PHM-140 PHM-165 and PHM-136 or PHM-138 with minimum grade C

PHM-160 Pharm Dosage Forms

This course is a study of pharmaceutical dosage forms and considerations in their manufacture. Topics include bioavailability, routes of administration, tablets, capsules, solutions, syrups, suspensions, elixirs, aerosols, transdermals, topicals, ophthalmics, otics, and other dosage forms. Upon completion, students should be able to describe the characteristics of the major dosage forms and explain how these characteristics affect the action of the drug.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete PHM-110 PHM-111 PHM-115 PHM-120 PHM-125, PHM-140 PHM-165 and PHM-136 or PHM-138 with minimum grade C

PHM-165 Pharmacy Prof Practice

This course provides a general overview of all aspects of pharmacy technician practice. Emphasis is placed on pharmacy law, calculations ,compounding, pharmacology, and pharmacy operations. Upon completion, students should be able to demonstrate competence in the areas required for the Pharmacy Technician Certification Examination.

Credits: 2; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Must complete PHM-110 PHM-111 PHM-115 with minimum grade C

PHM-265 Professional Issues

This course provides a comprehensive discussion of topics common to the practice of the pharmacy technician. Emphasis is placed on application of professional competencies including legal/ethical issues, leadership/management concepts and employability skills. Upon completion, students should be able to demonstrate competence in pharmacy workplace skills and leadership/management roles.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete PHM-110 PHM-111 PHM-115 PHM-120 PHM-125,PHM-140 PHM-165 and PHM-136 or PHM-138 with minimum grade C: Take PHM-165

Physical Science

PHS-121 Applied Physical Science I

This course introduces the general principles of physics and chemistry. Topics include measurement, motion, Newton's laws of motion ,momentum, energy, work, power, heat ,thermodynamics, waves, sound, light, electricity ,magnetism, and chemical principles. Upon completion, students should be able to demonstrate an understanding of the physical environment and be able to apply the scientific principles to observations experienced.

Credits: 4; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002,Take DMA-010 DMA-020 DMA-030 or MAT-003

Physics

PHY-110 Conceptual Physics

This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity ,magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be taken either prior to or at the same time as this course. Take PHY-110A, The following courses must be completed prior to taking this course: Take DMA-010 DMA-020 DMA-030 or MAT-003,

PHY-110A Conceptual Physics Lab

This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion ,students should be able to apply the laboratory experiences to the concepts presented in PHY 110.

Credits: 1; Contact Hours: 2
Requisites: The following courses must be taken either prior to or at the same time as this course. Take PHY-110, The following courses must be completed prior to taking this course: Take DMA-010 DMA-020 DMA-030 or MAT-003,

PHY-151 College Physics I

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

Credits: 4; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take One: MAT-171 or MAT-271, Take DRE-097 or ENG-002, Must complete MAT-171 and MAT-172 or MAT-271 with minimum grade C

PHY-152 College Physics II

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields ,electric potentials, direct-current circuits ,magnetostatic forces, magnetic fields ,electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

Credits: 4; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Must complete PHY-151 with minimum grade C: Take PHY-151

PHY-251 General Physics I

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take MAT-271, Must complete MAT-271 with minimum grade C, Take DRE-097 or ENG-002, The following courses must be taken either prior to or at the same time as this course. Take MAT-272

PHY-252 General Physics II

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take All: MAT-272 and PHY-251, Must complete MAT-272 and PHY-251 with minimum grade C

Plumbing

PLU-111 Intro to Basic Plumbing

This course introduces basic plumbing tools, materials, and fixtures. Topics include standard tools, materials, and fixtures used in basic plumbing systems and other related topics. Upon completion, students should be able to demonstrate an understanding of a basic plumbing system.

Credits: 2; Contact Hours: 4
Requisites: None

Political Science

POL-120 American Government

This course is a study of the origins, development, structure, and functions of American government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy process. Upon

completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

POL-220 International Relations

This course provides a study of the effects of ideologies, trade, armaments, and alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, non-governmental organizations, and international institutions such as the World Court and UN. Upon completion, students should be able to identify and discuss major international relationships, institutions, and problems. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

Public Safety Training

PST-120 NCDPS Correctional Officer Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 160-hour Basic Correctional Officer training course regulated by the NC Criminal Justice Education and Training Standards Commission and required for certification as a state correctional officer with the NC Department of Public Safety. Official documentation of successful completion of the state-mandated training must be provided and retained on file. ,160 Hours Minimum Documented Training Required.

Credits: 8.00; Contact Hours: 10.00
Requisites: None

PST-123 NC Sheriffs' Telecom Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 47-hour Telecommunicator Certification Course regulated by the NC Sheriffs' Education and Training Standards Commission. Official documentation of successful completion of the state-mandated training must be provided and retained on file. ,47 Hours Minimum Documented Training Required.

Credits: 2.00; Contact Hours: 2.00
Requisites: None

PST-124 NC Sheriffs' Detention Officer Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 174-hour Detention Officer Certification Course regulated by the NC Sheriffs' Education and Training Standards Commission and required for certification as a detention officer. Official documentation of successful completion of the state-mandated training must be provided and retained on file. 174 Hours Minimum Documented Training Required.

Credits: 8.00; Contact Hours: 10.00
Requisites: None

PST-125 NC Basic Juvenile Justice Officer

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. This prior learning source is the 160-hour Basic Juvenile Justice Officer training course regulated by the NC Criminal Justice Education and Training Standards Commission and required for certification as a state juvenile justice officer with the NC Department of Public Safety. Official documentation of successful completion of the state-mandated training must be provided and retained on file. 160 Hours Minimum Documented Training Required.

Credits: 7.00; Contact Hours: 10.00
Requisites: None

PST-126 NC Basic Juvenile Justice Counselor Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. This prior learning source is the 162-hour Basic Juvenile Court Counselor training course regulated by the NC Criminal Justice Education and Training Standards Commission and required for certification as a state juvenile court counselor with the NC Department of Public Safety. Official documentation of successful completion of the state-mandated training must be provided and retained on file. 162 Hours Minimum Documented Training Required.

Credits: 7.00; Contact Hours: 10.00
Requisites: None

PST-127 NC Basic Probation Ofr Traing

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 216-hour Basic Probation Officer training course regulated by the NC Criminal Justice Education and Training Standards Commission and required for certification as a state correctional officer with the NC Department of Public Safety. Official documentation of successful completion of the state-mandated training must be provided and retained on file. 216 Hours Minimum Documented Training Required.

Credits: 9.00; Contact Hours: 12.00
Requisites: None

PST-151 NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. 16 Hours Minimum Documented Training Required.

Credits: 1.00; Contact Hours: 1.00
Requisites: None

PST-152 NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful

completion of this training must be provided from the training delivery agency and retained on file. 48 Hours Minimum Documented Training Required.

Credits: 2.00; Contact Hours: 3.00
Requisites: None

PST-153 NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. 80 Hours Minimum Documented Training Required.

Credits: 3.00; Contact Hours: 5.00
Requisites: None

PST-154 NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. 128 Hours Minimum Documented Training Required.

Credits: 4.00; Contact Hours: 8.00
Requisites: None

PST-155 NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. 176 Hours Minimum Documented Training Required.

Credits: 5.00; Contact Hours: 11.00
Requisites: None

PST-156 NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. 224 Hours Minimum Documented Training Required.

Credits: 6.00; Contact Hours: 14.00
Requisites: None

PST-157 NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. 272 Hours Minimum Documented Training Required.

Credits: 7.00; Contact Hours: 17.00
Requisites: None

PST-158 NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. 320 Hours Minimum Documented Training Required.

Credits: 8.00; Contact Hours: 20.00
Requisites: None

PST-159 NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. 368 Hours Minimum Documented Training Required.

Credits: 9.00; Contact Hours: 23.00
Requisites: None

PST-161 NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. 16 Hours Minimum Documented Training Required.

Credits: 1.00; Contact Hours: 1.00
Requisites: None

PST-162 NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. 48 Hours Minimum Documented Training Required.

Credits: 2.00; Contact Hours: 3.00
Requisites: None

PST-163 NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. 80 Hours Minimum Documented Training Required.

Credits: 3.00; Contact Hours: 5.00
Requisites: None

PST-164 NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. 128 Hours Minimum Documented Training Required.

Credits: 4.00; Contact Hours: 8.00
Requisites: None

PST-165 NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. 176 Hours Minimum Documented Training Required.

Credits: 5.00; Contact Hours: 11.00
Requisites: None

PST-166 NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. 224 Hours Minimum Documented Training Required.

Credits: 6.00; Contact Hours: 14.00
Requisites: None

PST-167 NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. 272 Hours Minimum Documented Training Required.

Credits: 7.00; Contact Hours: 17.00
Requisites: None

PST-168 NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. 320 Hours Minimum Documented Training Required.

Credits: 8.00; Contact Hours: 20.00
Requisites: None

PST-169 NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal regulated by the Fire and Rescue Commission under the NC Department of Insurance. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. 368 Hours Minimum Documented Training Required.

Credits: 9.00; Contact Hours: 23.00
Requisites: None

PST-171 NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. 16 Hours Minimum Documented Training Required.

Credits: 1.00; Contact Hours: 1.00
Requisites: None

PST-172 NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. 48 Hours Minimum Documented Training Required.

Credits: 2.00; Contact Hours: 3.00
Requisites: None

PST-173 NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges

and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. 80 Hours Minimum Documented Training Required.

Credits: 3.00; Contact Hours: 5.00
Requisites: None

PST-174 NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. 128 Hours Minimum Documented Training Required.

Credits: 4.00; Contact Hours: 8.00
Requisites: None

PST-175 NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. 176 Hours Minimum Documented Training Required.

Credits: 5.00; Contact Hours: 11.00
Requisites: None

PST-176 NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. 224 Hours Minimum Documented Training Required.

Credits: 6.00; Contact Hours: 14.00
Requisites: None

PST-177 NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. 272 Hours Minimum Documented Training Required.

Credits: 7.00; Contact Hours: 17.00
Requisites: None

PST-178 NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. 320 Hours Minimum Documented Training Required.

Credits: 8.00; Contact Hours: 20.00
Requisites: None

PST-179 NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. 368 Hours Minimum Documented Training Required.

Credits: 9.00; Contact Hours: 23.00
Requisites: None

PST-181 NCDPS Unarmed Sec Guard Trg

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. This prior learning source is Unarmed Security Guard training regulated by NCDPS Private Protection Services. Official documentation of successful completion of the state-mandated training must be provided and retained on file. ,16 Hours Minimum Documented Training Required.

Credits: 1.00; Contact Hours: 1.00
Requisites: None

PST-182 NCDPS Armed Security Officer Instructor

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is Armed Security Officer Training Firearms regulated by NCDPS Private Protection Services. Official documentation of successful completion of the state-mandated training must be provided and retained on file. ,40 Hours Minimum Documented Training Required.

Credits: 2.00; Contact Hours: 2.00
Requisites: None

PST-189 NCDOJ Prof Cert Program

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the Professional Certificate program regulated by NCDOJ. A certificate of completion and associated transcript for the program must be provided and retained on file.

Credits: 9.00; Contact Hours: 9.00
Requisites: None

Psychology

PSY-150 General Psychology

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. Select sections of this course are approved for the Global Distinction Program (See list on Durham Tech website).

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

PSY-241 Developmental Psychology

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. Select sections of this course are eligible for OPTIONAL individual Honors projects (look for section numbers with an "H").

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take PSY-150, Must complete PSY-150 with minimum grade C

PSY-259 Human Sexuality

This course provides the biological, psychological, and sociocultural aspects of human sexuality and related research. Topics include reproductive biology, sexual and psychosexual development, sexual orientation, contraception, sexually transmitted diseases, sexual disorders, theories of sexuality, and related issues. Upon completion, students should be able to demonstrate an overall knowledge and understanding of human sexuality.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take PSY-150, Must complete PSY-150 with minimum grade C

PSY-281 Abnormal Psychology

This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. Select sections of this course are approved for the Global Distinction Program (See list on Durham Tech website).

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take PSY-150, Must complete PSY-150 with minimum grade C

Respiratory Care

RCP-110 Intro to Respiratory Care

This course introduces the role of the respiratory care practitioner within interprofessional teams and interacting with diverse populations. Topics include medical gas administration, basic patient assessment, infection control, and medical terminology using proper written and oral communication methods to prepare students for clinical practice. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written and laboratory evaluations.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be taken either prior to or at the same time as this course. Take 2 groups, Take RCP-122 or RCP-132; Take RCP-113 and RCP-114;

RCP-111 Therapeutics/Diagnostics

This course provides emphasis on therapeutic and diagnostic procedures. Topics include applying problem solving strategies in the patient care setting, applying ethical principles in decision making, and practicing professional responsibilities, which will prepare students for clinical practice. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written and laboratory evaluations.

Credits: 5; Contact Hours: 7
Requisites: The following courses must be completed prior to taking this course: Must complete RCP-110, RCP-113, and RCP-114 with minimum grade C ,Take RCP-110, The following courses must be taken either prior to or at the same time as this course. Take 2 groups; ,Take RCP-144 or RCP-145; Take RCP-115 and RCP-123

RCP-112 Patient Management

This course provides entry-level skills in respiratory care procedures in acute and non-acute care settings. Emphasis is placed on therapeutic modalities and physiological effects, monitoring mechanical ventilation, and problem-solving strategies based on evidence-based medicine protocols and clinical practice guidelines. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written and laboratory evaluations.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Take RCP-111, Must complete RCP-111 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take RCP-153

RCP-113 RCP Pharmacology

This course covers the drugs used in the treatment of cardiopulmonary diseases. Emphasis is placed on the uses, actions, indications, administration, and hazards of pharmacological agents. Upon completion, students should be able to demonstrate competence though written evaluations.

Credits: 2; Contact Hours: 2
Requisites: The following courses must be taken either prior to or at the same time as this course. Take 2 groups: Take RCP-122 or RCP-132; Take RCP-110 and RCP-114;

RCP-114 C-P Anatomy & Physiology

This course provides a concentrated study of cardiopulmonary anatomy and physiology essential to the practice of respiratory care. Emphasis is placed on cardiovascular and pulmonary physiology, acid/base balance, and blood gas interpretation. Upon completion, students should be able to demonstrate competence in these concepts through written evaluation.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be taken either prior to or at the same time as this course. Take 2 groups: Take RCP-122 or RCP-132; Take RCP-110 and RCP-113;

RCP-115 C-P Pathophysiology

This course introduces the etiology ,pathophysiology, clinical signs and symptoms ,diagnoses, prognoses, complications, and management of cardiopulmonary diseases. Emphasis is placed on developing, evaluating, and modifying respiratory care plans based on evidence-based medicine protocols and clinical practice guidelines. Upon completion, students should be able to demonstrate competence in cardio-pulmonary disease concepts through written evaluations.

Credits: 2; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Must complete RCP-110, RCP-113, RCP-114, BIO-168 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take 2 groups; Take RCP-144 or RCP-145;,Take BIO-169 RCP-111 and RCP-123;

RCP-123 Special Practice Lab

This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.

Credits: 1; Contact Hours: 3
Requisites: The following courses must be taken either prior to or at the same time as this course. Take 2 groups; Take RCP-144 or RCP-145;,Take RCP-111 and RCP-115;, The following courses must be completed prior to taking this course: Must complete RCP-122 or RCP-132 with minimum grade C

RCP-132 RCP Clinical Practice I

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

Credits: 2; Contact Hours: 6
Requisites: The following courses must be taken either prior to or at the same time as this course. Take RCP-110, Take RCP-113 and RCP-114

RCP-145 RCP Clinical Practice II

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion ,students should be able to demonstrate clinical competence in required performance evaluations.

Credits: 5; Contact Hours: 15
Requisites: The following courses must be completed prior to taking this course: Must complete RCP-110 with minimum grade C: Take RCP-110, The following courses must be taken either prior to or at the same time as this course. Take RCP-115 and RCP-123,Take RCP-111

RCP-153 RCP Clinical Practice III

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

Credits: 3; Contact Hours: 9
Requisites: The following courses must be completed prior to taking this course: Must complete RCP-111 with minimum grade C. The following courses must be taken either prior to or at the same time as this course. Take RCP-112

RCP-210 Critical Care Concepts

This course provides further refinement of acute patient care and underlying pathophysiology. Topics include a continuation in the application and management of mechanical ventilation, assessment underlying pathophysiology, and introduction of critical care monitoring. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written, laboratory and/or clinical simulation evaluations.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be completed prior to taking this course: Must complete RCP-112 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take 2 groups; Take RCP-234 or RCP-235;,Take RCP-214 and RCP-223;

RCP-211 Adv Monitoring/Procedures

This course includes advanced information gathering and decision making for the respiratory care professional using evidence-based respiratory care protocols. Topics include advanced cardiac monitoring, special procedures ,respiratory care protocols, and disease management. Upon completion, students should be able to assess, recommend, and independently modify respiratory care protocols through written, laboratory and/or clinical simulation evaluations.

Credits: 4; Contact Hours: 6
Requisites: The following courses must be taken either prior to or at the same time as this course. Take RCP-215 RCP-245. The following courses must be completed prior to taking this course: Must complete RCP-110, RCP-210, and RCP-214 with minimum grade C ,Take RCP-210

RCP-214 Neonatal and Pediatric Respiratory Care

This course provides comprehensive coverage of the concepts of neonatal and pediatric respiratory care. Emphasis is placed on pathophysiology, patient assessment and special therapeutic needs of neonates and children based on evidence-based medicine protocols and clinical practice guidelines. Upon completion, students should be able to demonstrate competence in the neonatal and pediatric respiratory care concepts through written, laboratory and/or clinical simulation evaluations.

Credits: 2; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take RCP-111, Must complete RCP-111, RCP-112, and RCP-115 with minimum grade C , The following courses must be taken either prior to or at the same time as this course. Take 2 groups: Take RCP-234 or RCP-235; Take RCP-210 and RCP-223;

RCP-215 Career Preparation

This course provides an overview of respiratory therapy concepts in preparation for credentialing exam. Emphasis is placed on registry preparation. Upon completion, students should be able to demonstrate a comprehensive knowledge of respiratory therapy and be prepared for successful completion of the credentialing process.

Credits: 1; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete RCP-210 and

RCP-214 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take RCP-211 RCP-245;

RCP-223 Special Practice Lab

This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.

Credits: 1; Contact Hours: 3
Requisites: Must complete RCP-222 with minimum grade C (Fall 2023 only; this requirement will be dropped for Spring 2024). The following courses must be taken either prior to or at the same time as this course. Take 2 groups; Take RCP-234 or RCP-235; Take RCP-210 and RCP-214;

RCP-235 RCP Clinical Practice IV

This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

Credits: 5; Contact Hours: 15
Requisites: Must complete RCP-222 with minimum grade C (Fall 2023 only; this requirement will be dropped for Spring 2024). The following courses must be completed prior to taking this course: Take RCP-111, Must complete RCP-111, RCP-112, and RCP-153 with minimum grade C. The following courses must be taken either prior to or at the same time as this course. Take RCP-210, RCP-214, and RCP-223.

RCP-245 RCP Clinical Practice V

This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

Credits: 5; Contact Hours: 15
Requisites: The following courses must be taken either prior to or at the same time as this course. Take RCP-215,Take RCP-211, The following courses must be completed prior to taking this course: Must complete RCP-210 and either RCP-234 or RCP-235 with minimum grade C: Take RCP-210

Religion

REL-110 World Religions

This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002,

Security

SEC-110 Security Concepts

This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information

security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.

Credits: 3; Contact Hours: 4
Requisites: None

SEC-150 Secure Communications

This course provides an overview of current technologies used to provide secure transport of information across networks. Topics include data integrity through encryption, Virtual Private Networks, SSL, SSH, and IPSec. Upon completion, students should be able to implement secure data transmission technologies.

Credits: 3; Contact Hours: 4
Requisites: None

SEC-160 Security Administration I

This course provides an overview of security administration and fundamentals of designing security architectures. Topics include networking technologies, TCP/IP concepts, protocols, network traffic analysis, monitoring, and security best practices. Upon completion, students should be able to identify normal network traffic using network analysis tools and design basic security defenses.

Credits: 3; Contact Hours: 4
Requisites: None

SEC-175 Perimeter Defense

This course introduces the principles of securing networks using routers and firewalls. Topics include networking protocols, threat mitigation ,firewall configuration, authentication ,authorization, intrusion detection, encryption ,IPSec, VPNs, and remote access technologies. Upon completion, students should be able to secure internal networks using router and firewall technologies.

Credits: 3; Contact Hours: 5
Requisites: None

SEC-210 Intrusion Detection

This course introduces the student to intrusion detection methods in use today. Topics include the types of intrusion detection products, traffic analysis, and planning and placement of intrusion detection solutions. Upon completion, students should be able to plan and implement intrusion detection solution for networks and host-based systems.

Credits: 3; Contact Hours: 4
Requisites: None

Sociology

SOC-210 Introduction to Sociology

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. Select sections of this course are eligible for OPTIONAL individual Honors projects (look for section numbers with an "H"); Select sections of this course are approved for the Global Distinction Program (see list on Durham Tech website).

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

SOC-220 Social Problems
This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

SOC-225 Social Diversity
This course provides a comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002

Spanish
SPA-111 Elementary Spanish I
This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, The following courses must be taken either prior to or at the same time as this course. Take SPA-181

SPA-112 Elementary Spanish II
This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take SPA-111, Must complete DRE-097 or ENG-002, Must complete SPA-111 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take SPA-182

SPA-181 Spanish Lab 1
This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students

should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course is approved for the Global Distinction Program.

Credits: 1; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Take DRE-097 or ENG-002, The following courses must be taken either prior to or at the same time as this course. Take SPA-111

SPA-182 Spanish Lab 2

This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate cultural awareness. This course is approved for the Global Distinction Program.

Credits: 1; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Take SPA-111, Must complete DRE-097 or ENG-002, Must complete SPA-111 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take SPA-112;

SPA-211 Intermediate Spanish I

This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take SPA-112, Must complete DRE-097 or ENG-002, Must complete SPA-112 with minimum grade C

SPA-212 Intermediate Spanish II

This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take SPA-211, Take DRE-097 or ENG-002, Must complete SPA-211 with minimum grade C

SPA-221 Spanish Conversation

This course provides an opportunity for intensive communication in spoken Spanish. Emphasis is placed on vocabulary acquisition and interactive communication through the discussion of media materials and authentic texts. Upon completion ,students should be able to discuss selected topics, express ideas and opinions clearly, and engage in formal and informal conversations. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete DRE-097 or ENG-002,Must complete SPA-212 with minimum grade C: Take SPA-212

SPA-231 Reading and Composition
This course provides an opportunity for intensive reading and composition in Spanish. Emphasis is placed on the use of literary and cultural materials to enhance and expand reading and writing skills. Upon completion, students should be able to demonstrate in writing an in-depth understanding of assigned readings. This course is approved for the Global Distinction Program.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Must complete DRE-097 or ENG-002,Must complete SPA-212 with minimum grade C: Take SPA-212

Spanish Interpreter
SPI-111 Cultural & Ethical Issues
This course provides cultural sensitivity instruction, as well as in-depth focus on professional ethics for the interpreter. Emphasis is placed on researching the fundamentals of professional ethics, creating ethical guidelines for interpreters and learning about Hispanic cultural issues. Upon completion, students should be able to apply professional ethics and an understanding of the Hispanic culture in the interpreting field.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097, ENG-002, or EFL-074 and EFL-094;

SPI-113 Intro. to Spanish Inter.
This course introduces the field of interpreting, interpretation models, cognitive processes associated with interpretation, professional ethical standards, employment opportunities, and working conditions. Topics include specialized jargon, code of ethics, interpreter assessments/qualifications, and protocol associated with various settings. Upon completion, students should be able to explain the rationale for placement of interpreters and apply ethical standards to a variety of working situations.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097, ENG-002, or EFL-074 and EFL-094

SPI-114 Ana.Skills Spanish Inter.
This course is designed to improve cognitive processes associated with interpreting, listening, short-term memory, semantic equivalence, visual/auditory processing, thought organization and logic. Emphasis is placed on developing skills necessary to generate equivalent messages between Spanish and English. Upon completion, students should be able to consecutively interpret non-technical, interactive messages between Spanish and English.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097, ENG-002, or EFL-074 and EFL-094, Take SPI-113

SPI-213 Review of Grammar
This course is designed to review the common elements of Spanish grammar in oral and written form. Emphasis is placed on the fundamental grammatical concepts of the Spanish language. Upon completion, students should be able to demonstrate comprehension and correct usage of specified grammatical concepts in both oral and written form.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097, ENG-002, or EFL-074 and EFL-094;

SPI-214 Intro. to Translation

This course is designed to improve the quality of Spanish to English and English to Spanish translation. Emphasis is placed on the practice of Spanish to English and English to Spanish translation in a variety of prose styles. Upon completion, students should be able to demonstrate the usage and understanding of the processes involved in translating.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097, ENG-002, or EFL-074 and EFL-094, Take SPI-213

SPI-221 Consecutive Interp I

This course introduces skills of consecutive interpretation used by professional interpreters. Topics include memory development, note taking ,sight translation and non-verbal communication. Upon completion, students should be able to apply consecutive interpretation techniques in a variety of role-playing situations and settings.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097, ENG-002, or EFL-074 and EFL-094

SPI-222 Consecutive Interp II

This course builds upon Consecutive Interpretation I by providing students with additional opportunities to enhance skills in increasingly complex situations. Emphasis is placed on practical role-play situations which simulate a variety of settings. Upon completion ,students should be able to demonstrate a more advanced ability to consecutively interpret messages of a varied nature.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be completed prior to taking this course: Take DRE-097, ENG-002, or EFL-074 and EFL-094,Take SPI-221

SPI-241 Legal Interpreting I

This course is designed for students planning to specialize in legal interpreting in areas such as the courtroom, attorney offices and law enforcement. Emphasis is placed on the development of legal terminology vocabulary and application of legal standards. Upon completion ,students should be able to consecutively interpret and provide on-sight translation renderings of basic messages in a variety of legal settings.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take DRE-097, ENG-002, or EFL-074 and EFL-094

SPI-243 Medical Interpreting I

This course is designed for students planning to specialize in medical interpreting in settings such as hospitals, physicians' offices and clinics. Emphasis is placed on the development of medical terminology vocabulary through active role-play. Upon completion, students should be able to apply medical interpretation techniques in a variety of medical situations.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take DRE-097, ENG-002, or EFL-074 and EFL-094

SPI-245 Community Interpreting I

This course is designed to expose students to interpreting in areas such as social services ,business and industry. Emphasis is placed on the development of social services, business and industry vocabulary through role-play. Upon completion, students should be able to consecutively interpret basic messages in a variety of social services, business and industry situations.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take DRE-097, ENG-002, or EFL-074 and EFL-094

Sustainability Tech

SST-140 Green Building and Design Concepts

This course is designed to introduce the student to sustainable building design and construction principles and practices. Topics include sustainable building rating systems and certifications, energy efficiency, indoor environmental quality, sustainable building materials and water use. Upon completion, students should be able to identify the principles and practices of sustainable building design and construction.

Credits: 3; Contact Hours: 3
Requisites: None

Surgical Technology

SUR-110 Intro to Surgical Technology

This course provides a comprehensive study of peri-operative care, patient care concepts, and professional practice concepts within the profession of surgical technology. Topics include: introductory concepts, organizational structure and relationships, legal, ethical and moral issues, medical terminology, pharmacology, anesthesia, wound healing management concepts, and the technological sciences. Upon completion, students should be able to apply theoretical knowledge of the course topics to the practice of surgical technology.

Credits: 3; Contact Hours: 3
Requisites: The following courses must be taken either prior to or at the same time as this course. Take SUR-111

SUR-111 Periop Patient Care

This course provides the surgical technology student the theoretical knowledge required to function in the pre-operative, intra-operative, and post-operative role. Topics include asepsis, disinfection and sterilization, physical environment, instrumentation, equipment, peri-operative patient care, and peri-operative case management. Upon completion, students should be able to apply the principles and practice of the peri-operative team member to the operative environment.

Credits: 7; Contact Hours: 11
Requisites: The following courses must be taken either prior to or at the same time as this course. Take SUR-110

SUR-122 Surgical Procedures I

This course provides an introduction to selected basic and intermediate surgical specialties that students are exposed to the first clinical rotation. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care ,instrumentation, supplies, and equipment. Upon completion, students should be able to correlate ,integrate, and apply theoretical knowledge of the course topics to the clinical operative environment.

Credits: 6; Contact Hours: 8
Requisites: The following courses must be taken either prior to or at the same time as this course. Take SUR-123, The following courses must be completed prior to taking this course: Must complete BIO-169, SUR-110, and SUR-111 with minimum grade C ,Take All: SUR-110 and SUR-111

SUR-123 Sur Clinical Practice I

This course provides clinical experience with a variety of perioperative assignments to build upon skills learned in SUR 111. Emphasis is placed on the scrub and circulating roles of the surgical technologist including aseptic technique and basic case preparation for selected surgical procedures. Upon completion, students should be able to prepare, assist with, and dismantle basic surgical cases in both the scrub and circulating roles.

Credits: 7; Contact Hours: 21
Requisites: The following courses must be taken either prior to or at the same time as this course. Take SUR-122, The following courses must be completed prior to taking this course: Must complete BIO-169, SUR-110, and SUR-111 with minimum grade C ,Take All: SUR-110 and SUR-111

SUR-134 Surgical Procedures II

This course provides a comprehensive study of intermediate and advanced surgical specialties that students are exposed to in the second clinical rotation. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics to the clinical operative environment.

Credits: 5; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take SUR-123, Must complete SUR-122 and SUR-123 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take SUR-135

SUR-135 SUR Clinical Practice II

This course provides clinical experience with a variety of perioperative assignments to build skills required for complex perioperative patient care. Emphasis is placed on greater technical skills, critical thinking, speed, efficiency, and autonomy in the operative setting. Upon completion, students should be able to function in the role of an entry-level surgical technologist.

Credits: 4; Contact Hours: 12
Requisites: The following courses must be completed prior to taking this course: Take SUR-123, Must complete SUR-122 and SUR-123 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take SUR-134

SUR-137 Professional Success Preparation

This course provides employability skills and an overview of theoretical knowledge in preparation for certification. Topics include test-taking strategies, resume preparation, interviewing strategies, communication

skills, and teamwork concepts. Upon completion, students should be able to prepare a resume, demonstrate appropriate interview techniques, and identify strengths and weaknesses in preparation for certification.

Credits: 1; Contact Hours: 1
Requisites: The following courses must be completed prior to taking this course: Take SUR-110 SUR-111;, Minimum grade C;

SUR-210 Advanced Sur Clinical Practice

This course is designed to provide individualized experience in advanced practice, education ,circulating, and managerial skills. Emphasis is placed on developing and demonstrating proficiency in skills necessary for advanced practice. Upon completion, students should be able to assume leadership roles in a chosen specialty area.

Credits: 2.00; Contact Hours: 6.00
Requisites: The following courses must be taken either prior to or at the same time as this course. Take SUR-137

SUR-211 Advanced Theoretical Concepts

This course covers theoretical knowledge required for extension of the surgical technologist role. Emphasis is placed on advanced practice in complex surgical specialties, educational methodologies, and managerial skills. Upon completion, students should be able to assume leadership roles in a chosen specialty area.

Credits: 2; Contact Hours: 2
Requisites: The following courses must be completed prior to taking this course: Must complete SUR-134 and SUR-135 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take SUR-212

SUR-212 Surgical Clinical Supplement

This course provides the opportunity to continue mastering the continuity of care in the peri-operative assignment. Emphasis is placed on maintaining and enhancing acquired clinical skills in the peri-operative setting. Upon completion, students should be able to demonstrate mastery of surgical techniques in the role of the entry level surgical technologist.

Credits: 4; Contact Hours: 12
Requisites: The following courses must be completed prior to taking this course: Must complete SUR-134 and SUR-135 with minimum grade C, The following courses must be taken either prior to or at the same time as this course. Take SUR-211

Transportation

TRN-110 Introduction to Transport Technology

This course covers workplace safety, hazardous materials, environmental regulations, hand tools, service information, basic concepts, vehicle systems, and common transportation industry terminology. Topics include familiarization with major vehicle systems, proper use of various hand and power tools, material safety data sheets, and personal protective equipment. Upon completion, students should be able to demonstrate appropriate safety procedures, identify and use basic shop tools, and describe government regulations regarding transportation repair facilities.

Credits: 2; Contact Hours: 3
Requisites: None

TRN-120 Basic Transportation Electricity
This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.

Credits: 5; Contact Hours: 7
Requisites: None

TRN-140 Transportation Climate Control
This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls ,and diagnosis and repair of climate control systems. Topics include diagnosis and repair of climate control components and systems ,recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion ,students should be able to diagnose and repair vehicle climate control systems.

Credits: 2; Contact Hours: 3
Requisites: The following courses must be taken either prior to or at the same time as this course. Take TRN-140A

TRN-140A Transportation Climate Control Lab
This course provides experiences for enhancing student skills in the diagnosis and repair of transportation climate control systems. Emphasis is placed on reclaiming, recovery, recharging ,leak detection, climate control components ,diagnosis, air conditioning equipment, tools and safety. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information.

Credits: 2; Contact Hours: 3
Requisites: The following courses must be taken either prior to or at the same time as this course. Take TRN-140

Work-based Learning
WBL-110 World of Work
This course covers basic knowledge necessary for gaining and maintaining employment. Topics include job search skills, work ethic, meeting employer expectations, workplace safety, and human relations. Upon completion, students should be able to successfully make the transition from school to work.

Credits: 1; Contact Hours: 1
Requisites: None

WBL-111 Work-Based Learning I
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

Credits: 1; Contact Hours: 10
Requisites: None

WBL-121 Work-Based Learning II

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

Credits: 1; Contact Hours: 10
Requisites: None

Web Technologies

WEB-110 Web Development Fundamentals

This course introduces World Wide Web Consortium (W3C) standard markup language. Topics include creating web pages, responsive design, file transfer, deployment, accessibility, and other related W3C topics. Upon completion, students should be able to deploy a hand-coded website created using the HyperText Markup Language (HTML) and Cascading Style Sheet (CSS) standards.

Credits: 3; Contact Hours: 5
Requisites: None

WEB-111 Introduction to Web Graphics

This course introduces the creation of web graphics, and addressing problems peculiar to WWW display using appropriate software. Topics include web graphics file types, optimization, RGB color ,web typography, elementary special effects ,transparency, animation, slicing, basic photo manipulation, and other related topics. Upon completion, students should be able to create graphics, such as animated banners, buttons ,backgrounds, logos, and manipulate photographic images for Web delivery.

Credits: 3; Contact Hours: 4
Requisites: None

WEB-115 Web Markup and Scripting

This course introduces Worldwide Web Consortium (W3C) Internet programming using JavaScript. Topics include basic syntax, object-oriented programming, functions, variables, events, arrays, validation, accessibility, and web standards. Upon completion, students should be able to write, debug, maintain well-formed and well documented interactive web content using JavaScript code.

Credits: 3; Contact Hours: 5
Requisites: The following courses must be completed prior to taking this course: Take WEB-110

WEB-140 Web Development Tools

This course provides an introduction to web development tools. Topics include creating websites using web development tools and web standards. Upon completion, students should be able to create small web sites and upload files to a web server.

Credits: 3; Contact Hours: 5
Requisites: None

WEB-151 Mobile Application Development I

This course introduces students to programming technologies, design and development related to mobile applications. Topics include accessing device capabilities, industry standards, operating systems, and

programming for mobile applications using an OS Software Development Kit (SDK). Upon completion, students should be able to create basic applications for mobile devices.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be taken either prior to or at the same time as this course. Take CTI-110 or CSC-121 or CSC-151 or CSC-153

WEB-210 Web Design

This course introduces intermediate to advanced web design techniques. Topics include customer expectations, advanced markup language, multimedia technologies, usability and accessibility practices, and techniques for the evaluation of web design. Upon completion, students should be able to employ advanced design techniques to create high impact and highly functional web sites.

Credits: 3; Contact Hours: 4
Requisites: The following courses must be completed prior to taking this course: Take WEB-110

WEB-215 Advanced Markup and Scripting

This course covers advanced programming skills required to design Internet applications. Emphasis is placed on programming techniques required to support Internet applications. Upon completion ,students should be able to design, code, debug ,and document Internet-based programming solutions to various real-world problems using an appropriate programming language.

Credits: 3; Contact Hours: 4.00
Requisites: The following courses must be completed prior to taking this course: Take WEB-115

WEB-250 Database Driven Websites

This course introduces dynamic (database-driven) website development. Topics include the use of basic database CRUD statements (create, read, update and delete) incorporated into web applications, as well as in software architecture principles. Upon completion, students should be able to design and develop database driven web applications according to industry standards.

Credits: 3; Contact Hours: 4
Requisites: None

Welding

WLD-112 Basic Welding Processes

This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

Credits: 2; Contact Hours: 4
Requisites: None

WLD-115 SMAW (Stick) Plate

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion ,students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

Credits: 5; Contact Hours: 11
Requisites: None

WLD-121 GMAW (MIG) FCAW/Plate

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.

Credits: 4; Contact Hours: 8
Requisites: None

WLD-131 GTAW (TIG) Plate

This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.

Credits: 4; Contact Hours: 8
Requisites: None

WLD-141 Symbols and Specifications

This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

Credits: 3; Contact Hours: 4
Requisites: None

Online Learning

Durham Tech offers a wide array of online courses as a flexible alternative to traditional, on-campus classes. Credit online courses cover the same content as their traditional counterparts and follow the academic calendar. Students are required to complete assignments each week according to the class schedule, maintain regular contact with the instructor, and participate in online class discussions. While all coursework is completed online, attendance at an orientation or to take exams on campus may be required for some classes. Non-credit online courses offer students a convenient way to advance their career or learn something new. See the Online Learning section of the website.

Classification of Students

Individuals attending the College are classified as either credit students or non-credit students. Credit students can be admitted students or visiting students. Credit students are classified as either full-time or part-time students. Below are definitions for student classifications:

Credit Students – People who are enrolled in credit courses that can lead to an associate degree, diploma, or certificate.

Admitted Students – People who have been fully admitted to a program of study leading to an associate degree, diploma, or certificate. They are also eligible to be considered for course substitutions or credit by examination and qualify for academic recognition.

Visiting Students – People who have not been admitted to a program of study offered by the College and, therefore, are not officially pursuing a degree, diploma, or certificate but who are taking classes that can lead to these credentials. As non-credential students, they receive advising through Advising Services. They are not eligible to be considered for course substitutions, may not receive credit by examination, do not qualify for academic recognition, and are not eligible for federal financial aid.

It is strongly recommended that any student intending to complete a program of study at Durham Tech not proceed beyond one term of full-time study, or 12 credits, as a visiting student before applying for admission. Delay in applying for admission may result in loss of credits and other penalties or disadvantages.

Full-Time Students – People who have registered for a minimum of 12 credit hours for the term.

Part-Time Students – People who have registered for fewer than 12 credit hours for the term.

Non-credit Students – People who are engaged in education and training courses that lead to job-related skills, industry credentials/certifications, or personal enrichment that are not classified as credit courses within a degree, diploma or certificate.

Grades and Grading System

Grades are available through Self-Service at the end of each term. Grade information includes the semester hour credits earned and the grade point average for the term.

Each term, Durham Tech establishes a date on which final course grades are due. To ensure that all students are treated in a fair and equitable manner, the College will not release a final grade for any student prior to the final grade due date.

Grading System

View the Grading System policy and procedure in the Policies and Procedures section. This also includes the credit by examination procedure.

Effective Date (most recent revision): March 5, 2021

Policy Statement

Durham Technical Community College employs a letter grading system to evaluate student performance in meeting the stated objectives of the classroom, laboratory, shop, clinical setting, or work experience.

Procedure

In accordance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)'s Principles of Accreditation, Durham Technical Community College (Durham Tech) makes its grading policy publicly available. The College currently uses the following letter grades, credit types, and grade points for credit courses:

[1]Developmental Education or EFL course grades

[2]Historical grades which may appear on transcripts for past terms but are no longer assigned

[3]Temporary grades assigned as a result of/during emergencies (e.g., pandemics) and adverse conditions

Grade/Credit Type	Significance	Grade Points Per Semester Hour
A	Superior Work	4
A*[2]/PA[2]	Superior Work in Developmental Education	4
AU	Audit	
B	Very Good Work	3
B*[2]/PB[2]	Very Good Work in Developmental Education	3
C	Average Work	2
CC[2]	Completion Credit for Developmental Math Module	
CE	Credit by Examination	
D	Below Average Work	1
F	Unsatisfactory Work (Must Repeat Course)	0
F2	Failure Due to Excessive Absences	0
I	Incomplete (Make-up Work Required)	
IE[3]	Incomplete-Emergency (Make-up Work Required)	
IP[2]	In Progress (Must Repeat Developmental Course)	
NC	Non-Course Credit	
NP[2]	Not Passing (Must Repeat Developmental Math Course)	
NS	No Show (Student Never Attended Course)	
P	Pass	
P1[1], P2[1], P3[1]	Pass Tier 1, Tier 2, Tier 3 in Transition English and Transition Math	
R[1]	Repeat (Must Repeat Developmental or English as a Foreign Language (EFL) Course)	

Grade/Credit Type	Significance	Grade Points Per Semester Hour
SR	Senior Citizen Audit	
TR	Transfer Credit	
W	Withdrawal	
WE[3]	Withdrawal-Emergency	
WP[2]	Withdrawal – Passing	
X	Grade Not Yet Reported	

Explanation of Special Grades

The following special grades are assigned at Durham Tech when a grade of A, B, C, D, or F is not achieved:

AU: Audit – The grade of AU is assigned when a student enrolls in and regularly attends a course on a non-credit basis. Enrollment is subject to space availability and prior approval. Refer to the Course Auditing procedure for additional information.

CC: Completion Credit for Developmental Math Module – The historical grade of CC was assigned for each of the modules a student completed within a Developmental Math Shell (DMS) course. The CC grade was calculated into the student's completed hours for the purpose of determining completion rates but was not calculated into the student's GPA. For instance, students who registered for DMS 002 were expected to complete two (2) DMA modules within that two-credit-hour shell course; the two (2) completed modules (e.g., DMA 010 and DMA 020) each earned the grade of CC. If students completed only one (1) of the required modules, they earned the grade of CC for the first module (DMA 010) but not the second (DMA 020).

CE: Credit by Examination – The grade of CE is assigned when a student has applied for and successfully completed the requirements for credit by examination. Qualified credit students with relevant prior training or experience may earn academic credit for certain courses by examination. The CE grade does not transfer to other institutions; the credit is typically used to document relevant prior training, work experience, or competencies.

Students may receive credit by examination for selected courses. Refer to each program's credit by examination page for additional information.

To qualify for credit by examination, students must:

- be enrolled in a credit program and registered for the course for which they wish to receive credit by examination; and
- score at least eighty-five (85) percent on the examination. (The required passing score may be higher for certain courses.) The examination may be taken only once, and a student failing the examination must complete the course for a grade.

No more than ten (10) percent of the total credit hours required by a student's plan of study may be earned by examination without prior approval from the Vice President of Academics and Guided Career Pathways/Chief Academic Officer.

The following groups are not eligible for credit by examination:

- Students graduating with a CE grade as part of the sixty (60) University Transfer program hours. The CE grade is not transferable under the Comprehensive Articulation Agreement (CAA);
- Veterans who are financing their education through veterans' benefits are not eligible for credit by examination because their eligibility requires attendance throughout the duration of the course.
- Career and College Promise (CCP) students. Credit by examination is not an option for high school students.

Students interested in receiving credit by examination should contact the appropriate program director at least five (5) calendar days prior to the start of the term. The program director will provide the student with an application and information about the process, including deadlines and whether a pre-test is required. The student must complete their examination within the first fourteen (14) calendar days of the term. They must submit their application to the program director and obtain approval within the first seven (7) calendar days of the term.

The program director will submit the student's application, exam, and results to the dean. Upon approval, the dean will forward the documentation to the Vice President of Academics and Guided Career Pathways/Chief Academic Officer. Upon approval, the Vice President of Academics and Guided Career Pathways/Chief Academic Officer will send a copy of the documentation to Admissions, Registration, and Records. Admissions, Registration, and Records will verify the student's enrollment and course registration; ensure that the ten (10) percent limit of credits earned by examination has not been exceeded; assign the CE grade; and maintain all related documentation.

Students who achieve the minimum passing score must not drop the related course; they must remain on the roster to receive credit for the course. Students who fail to pass the examination must complete the course to receive credit.

F2: Failure Due to Excessive Absences – The grade of F2 is assigned when a student misses more than the allowed percentage of class meetings as outlined in the Class Absences policy.

I: Incomplete (Make-up Work Required) – The grade of I may be assigned if a student has completed at least eighty (80) percent of the coursework and has a grade of C or better at the time of the I grade request. The I grade is reserved for extenuating circumstances (e.g., accident, illness) and is not appropriate for students who otherwise fail to turn in final assignments by the last regular class day or fail to appear for the final examination. Deans have the discretion to determine grading options for students who have completed less than eighty (80) percent of the coursework but have maintained a grade of C or better average at the time of the I grade request.

Students who wish to request the I grade must confer with their instructor and submit their request on or before the last class day of the term. Students must provide the instructor with

documentation of the extenuating circumstances necessitating the I grade. **Please Note:** Students' financial aid eligibility may be impacted by I grades. Students should consult with a Financial Aid advisor to discuss any potential impact.

If the instructor determines that the student's circumstances warrant assigning the I grade, they will complete an I grade request before final grades are due for the course; the request will include written instructions specifying the work to be completed and the completion deadline. The instructor will submit the request to the program director/chair, who will forward it to the dean. Only the dean or their designee may approve an I grade request.

The dean will notify the director/chair, instructor, and student of their decision in writing within three (3) **working days.** The dean or their designee will notify Admissions, Registration, and Records of approved requests.

When the student completes their coursework according to the instructor's requirements, a grade for that work will be assigned and computed into the final course grade. The instructor will submit a Change of Grade form via eForms to the director/chair, who will forward it to the dean. If the student does not complete the coursework by the end of the subsequent semester, the I grade will be changed to an F.

If the incomplete course is an essential prerequisite for a subsequent course, the student may be required to remove the I grade within a significantly shorter period of time. Otherwise, the subsequent course must be dropped. If a student receives an I grade during the term before the term of graduation, they must remove the grade by the midterm of the term in which they intend to graduate. For example, a student with a May 2021 graduation date must remove I grades assigned during the Fall 2020 semester by the midterm of Spring 2021.

IE: Incomplete-Emergency (Make-up Work Required) – Due to COVID-19, the College established the grade of IE during the Spring 2020 term. Students assigned the grade of IE during the Spring 2020 semester had until the last day of the Fall 2020 semester to meet the requirements for Spring 2020 courses. The College may extend the completion deadline should conditions related to COVID-19 persist for an extended period. Should the College continue to operate under conditions related to COVID-19 in subsequent terms, students who are assigned the grade of IE will have until the last day of two (2) terms following the term during which the IE grade was assigned. For example, IE grades assigned for the Summer 2020 term would require completion by the end of the Spring 2021 term.

Students may be assigned the IE grade if they have completed at least sixty (60) percent of the coursework and have a grade of C or better at the time of the request. The IE grade is assigned only when extenuating circumstances related to COVID-19 exist or arise. Examples of extenuating circumstances include, but are not limited to, the following:

- Student illness;
- Illness of someone the student provides care for;
- Financial hardship; and
- Lack of appropriate technology.

The program dean will use their discretion to determine if the IE grade may be assigned for students who have completed less than sixty (60) percent of the coursework but have maintained an average grade of C or better as of the time of the request.

Please Note: Students' financial aid eligibility may be impacted by IE grades. Students should consult with a Financial Aid advisor to discuss any potential impact.

Refer to the Incomplete-Emergency (IE) Grade procedure for additional information.

IP: In Progress (Must Repeat Developmental Course) – The historical grade of IP was assigned when a Developmental Education student earned a course average below the threshold to earn a passing grade for the course but made significant progress toward meeting course objectives.

NC: Non-Course Credit – The grade of NC is assigned when a student earns non-course credit for validated industry-recognized credentials based upon evidence that the competencies required for the credential also meet the learning outcomes or competencies of the course.

NP: Not Passing (Must Repeat Developmental Math Course) – The historical grade of NP was assigned when a student in Developmental Mathematics Shell courses (courses with a DMS prefix) did not master all course competencies in the required modules within the shell course.

NS: No Show (Student Never Attended Course) – The grade of NS is assigned when a student registers but never attends a course before the ten (10) percent point in attendance.

Pass – The grade of P is assigned when a student successfully completes a course. The P grade is calculated into the student's completed hours for the purpose of determining completion rates but is not calculated into the student's GPA.

P1, P2, P3: Pass Tier 1, Pass Tier 2, Pass Tier 3 in Transition English and Transition Math – The grades of P1 and P2 are assigned after a student successfully completes Tier 1 and Tier 2, respectively, of Transition English (ENG 002). The grades of P1, P2, and P3 are assigned after a student successfully completes Tier 1, Tier 2, and Tier 3; respectively; of Transition Math (MAT 003). These grades are calculated into the student's completed hours for the purpose of determining completion rates but are not calculated into the student's GPA.

R: Repeat (Must Repeat Developmental or English as a Foreign Language (EFL) Course) – The grade of R is assigned only in some Developmental Education and EFL courses (most courses with a number of 99 or lower) when a student does not master all course competencies. The student must re-enroll in the course before progressing to the next level of coursework. The R grade is calculated into the student's attempted hours for the purpose of determining completion rates but is not calculated into the student's GPA.

SR: Senior Citizen Audit – The grade of SR is assigned when a senior student (an individual who is at least sixty-five (65) years of age as of the first day of the course) enrolls in and regularly attends a course on a non-credit basis. Enrollment is subject to space availability and prior approval. Refer to the Course Auditing procedure for additional information.

TR: Transfer Credit – The grade of TR is assigned when a student earns transfer credit for courses taken at other accredited institutions based upon evidence that the competencies required for the transferred course also meet the learning outcomes or competencies of a course offered at Durham Tech.

W: Withdrawal – The grade of W is assigned when a student officially withdraws or, in certain circumstances, is dropped from a course by the instructor during the first sixty (60) percent of the class meeting hours. After the sixty (60) percent date, a letter grade other than W may be assigned for the course, depending on the circumstances under which the student left the course. (Refer to the College Catalog for more information about withdrawals and the Drop, Withdrawal, and Refund Deadlines page for the last day to withdraw from a course with a grade of W.)

WE: Withdrawal-Emergency – Due to COVID-19, the College established the grade of WE during the Spring 2020 term. The WE grade is assigned in cases where students are not able to continue in a course due to extenuating circumstances related to COVID-19. Examples of extenuating circumstances include, but are not limited to, the following:

- Student illness;
- Illness of someone the student provides care for;
- Financial hardship; and
- Lack of appropriate technology.

Students' financial aid eligibility is not impacted by WE grades.

Refer to the Withdrawal-Emergency (WE) Grade procedure for additional information.

WP: Withdrawal-Passing – The historical grade of WP was assigned when a Developmental Education student retested on the ASSET or COMPASS test after the sixth week of the term and scored well enough to proceed to the next level.

X: Grade Not Yet Reported – The grade of X is assigned when a student's final grade has not yet been reported by their instructor.

Purpose of Revisions

August 2017 Revision: The previous procedure listed F2 as a historical grade. Since the College resumed its use of the grade in Fall 2016, the procedure was revised to reflect this change.

January 2019 Revision: In Fall 2018, the grading system was updated to reflect changes under the state-wide reorganization of developmental education (Reinforced Instruction for Student Excellence (RISE)). The revised system was implemented in Spring 2019.

June 2020 Revision: Due to the COVID-19 emergency, the College added two grades to the grading system in Spring 2020: Incomplete-Emergency (IE) and Withdrawal-Emergency (WE). For recordkeeping purposes, the policy was revised to document the incorporation of these grades.

Definition

Working Days – Days when the College is open and operating under a normal schedule. This excludes weekends, closings due to adverse conditions, and holidays.

Change of Grade

Grades may be changed if an instructor has made a data entry error or miscalculated a final grade. Such a miscalculation may occur due to the inadvertent omission of an assignment, a missed electronic transmission of a grade or assignment, or a mathematical/calculation error.

Grade Change Request and Approval Procedure

Effective date (most recent revision): July 2014

The grade change request and approval process is as follows:

1. A student pursuing a grade change should meet with his or her instructor to determine whether an error has occurred, if applicable.
2. The instructor should complete a grade change request form and provide a detailed reason for the change.
3. The instructor should submit the grade change request form to the discipline chair or program director for signature and approval.
4. The discipline chair or program director should submit the grade change request to the department dean for signature and approval.
5. The department dean will forward the form to Student Information and Records. The dean's signature on the grade change form constitutes approval.
6. Student Information and Records will record the grade change and notify the department dean.
7. The department dean will notify other appropriate parties.

Guidelines for Changing Grades (other than I Grades)

Grades may be changed if an instructor has made a data entry error or miscalculated a final grade. Such a miscalculation may occur due to the inadvertent omission of an assignment, a missed electronic transmission of a grade or assignment, or a mathematical/calculation error.

Grades may not be changed if the instructor is offering a student the opportunity to retest when he or she did not give all students in that class the same opportunity. Grades may not be changed for arbitrary reasons. There must be consistency in the way student grade changes are processed and resolved.

All change of grade requests are to be submitted on change of grade electronic forms for approval by the chief instructional officer. All change of grade requests other than those converting an I grade to a letter grade require written explanations of the reasons for the changes and must be requested within one calendar year after the original grade was assigned.

Grade Point Average (GPA) Calculation

Effective Date (most recent revision): December 8, 2021

Durham Tech employs a letter grading system to evaluate the student's performance in meeting the stated objectives of the classroom, laboratory, shop, clinical setting, or work experience.

Procedure

Durham Tech uses a Grade Point Average (GPA) as a common indicator of academic success. There are three calculations used to determine students' academic progress: (1) cumulative GPA,

(2) program GPA, and (3) overall GPA for Satisfactory Academic Progress (SAP). All GPAs are based on a 4.0 scale.

Programs may have specific cumulative and/or program GPA requirements. Refer to the Curriculum Program Completion and Graduation policy for additional information.

1. The cumulative GPA is calculated using grade points from all courses taken at Durham Tech including developmental and supplemental education courses, prerequisites, and classes outside a student's program of study. If a course is repeated, only the highest grade is used to calculate the cumulative GPA, and the previous attempt is noted with an R on the transcript.

   To calculate the GPA, students must know the number of credit hours assigned to each class, and then must convert the letter grade earned into quality points. The table below illustrates the letter grade and quality points.

LETTER GRADE	QUALITY POINTS
A/A*/PA	4
B/B*/PB	3
C	2
D	1
F/F2	0

   Grades of I, IP, R/NP, P, NS, W, AU, NC, CE, and TR are not used in GPA calculations. Refer to the Grading System policy for additional information.

   The program GPA is calculated using the courses taken at Durham Tech that are listed on a student's plan of study, including all General Education courses and any approved course substitutions. If a course is repeated, only the best grade is used in calculating the program GPA. If a student has fulfilled the requirements on the plan of study and later completes additional courses, the program GPA will not include grade points from the additional coursework.

   Program GPA Calculation Example
   A student who has completed the courses below within the Associate of Arts degree during the 2020-2021 catalog year would not have the SOC 210 course incorporated into the program GPA, resulting in a program GPA of 3.368. The grade in PSY 150 satisfies the requirement with the passing grade and is therefore used to calculate the program GPA. Since the SOC 210 course was an attempt at fulfilling the social science elective for the program, the grade of F is not incorporated into the program GPA calculation. The F grade in SOC 210 is not replaced unless the course is repeated:

   2020FA: ACA 122 – A (1 cr.), CIS 110 – C (3 cr.), SOC 210 – F (3 cr.), ANT 210 – A (3 cr.)
   2021SP: ENG 111 – B (3 cr.), BUS 110 – C (3 cr.), PSY 150 – B (3 cr.), ART 115 – A (3 cr.)

2. Students who receive financial aid must demonstrate satisfactory academic progress (SAP) in order to maintain financial aid eligibility. One standard that must be met to maintain financial aid eligibility is maintaining an overall GPA of 2.0 or higher.

   The overall GPA used to determine the student's SAP status is calculated using grade points from all courses, including developmental and supplemental education courses, prerequisites, and courses outside of the plan of study. If a student repeats a class, grade points from all course attempts are used to calculate the overall GPA. All past and recent periods of enrollment (semesters or terms) at Durham Tech are included the SAP calculation, regardless of whether the student was receiving financial aid assistance at the time.

Course Repeat

A student may not enroll in the same course more than three times without departmental approval. Some Health and Wellness courses have a limit of one or two enrollments. A student may request a waiver from this restriction if they discuss their request with the appropriate dean and complete a waiver request form.

Repeating courses may have a negative impact on satisfactory academic progress. Students receiving financial aid should consult the Academic Standards for Financial Aid section of the website for additional information.

If a course is repeated, only the best grade is used in calculating the cumulative GPA. A student may choose to take a different elective course instead of repeating the same elective course; however, the credit hours and grade points for both courses will be included in calculating the GPA for graduation. Grade point averages for financial aid purposes are calculated based on all course attempts.

During the university transfer process, the senior institution may recalculate transfer students' GPA using that institution's method of calculation for course repeats.

All grades remain on the student's transcript, regardless of whether they are included in the calculation of a student's GPA.

Students may not register for two sections of the same course within the same term.

Course Prerequisites and Corequisites

Some courses have prerequisites and corequisites, which are listed in the Courses section of the website. Courses covered by the Comprehensive Articulation Agreement (CAA) require students to complete any prerequisite course with a grade of C or better before taking these courses. This requirement may be waived on a case-by-case basis for CAA courses in non-transfer programs at the discretion of the program director and approval from their supervisor.

Corequisites are taken during the same term or a previous term. Advisors work with students to ensure that prerequisite requirements have been met.

Curriculum Semester/Term Length and Credit Hour Calculation

Durham Tech curriculum (credit) courses operate on a three-term academic calendar. The fall and spring semesters are each 16 weeks long; the duration of courses in the summer term is 8 or 10 weeks. In addition, the College offers some courses in 8-week mini-sessions during the fall and spring

semesters, and occasionally offers instruction in time frames of varying length to meet the training demands or schedules of other agencies.

A credit hour at Durham Tech, as required by the State Board of Community Colleges Code, is calculated according to the following formula:

- Credit of one semester hour is awarded for each 16 hours of lecture and other instruction provided in a class under the supervision of an instructor;
- Credit of one semester hour is awarded for each 32 hours of "experiential laboratory work";
- Credit of one semester hour is awarded for each 48 hours of "faculty directed laboratory";
- Credit of one semester hour is awarded for each 48 hours of clinical practice; and
- Credit of one semester hour is awarded for each 160 hours of work-based learning.

Course Substitutions

Effective Date (most recent revision): August 30, 2019

Procedure

Academic deans at Durham Technical Community College (Durham Tech) have the authority to substitute a course if it brings similar value to the program of study. Substitutions are distinctly separate from teach-out plans (consult the Curriculum Course/Program Termination procedure for more information). Deans and program directors should review plans of study regularly to ensure they reflect current offerings and scheduling practices to avoid excessive substitutions.

Federal guidelines do not allow the College to waive a required course, but from time to time, it may be necessary to substitute a course of equal value and classification to facilitate the completion of a student's program of study. Students must still meet the total credit requirements for the academic program. Students who seek a required course substitution should contact their program director or academic dean.

Substitutions

A course substitution allows a student to use an alternate course to meet program requirements. Only one (1) course may be substituted in a certificate or diploma and a maximum of three (3) courses may be substituted per degree program. Students who are granted a substitution must still meet the required total credit hours for their program of study, and minimum course grades must be met.

General education courses may be substituted at the discretion of the program director/dean, with approval from the Vice President, Academics and Guided Career Pathways/Chief Academic Officer. The alternative general education course must be allowable per the curriculum standard and general education matrix and must be at the same level or higher (i.e., 110-189 level courses for alternative 110-189, 210-289, etc. level courses).

The core curriculum for any program of study should be maintained with integrity and followed completely. The substituted course (when approved) must include substantially the same learning outcomes (two-thirds) as the required course and must be within the same discipline as the original course, or fulfill similar course distribution requirements as defined by the curriculum standard. Substitutions to the core curriculum should only be used in extenuating circumstances.

The process for requesting a course substitution is as follows:

1. A student will consult with an academic advisor, faculty member, program director, or graduation auditor to discuss whether a course substitution should be considered.

2. The program director or department chair will initiate a course substitution request, which will be sent to the academic dean of the appropriate department (if not their own) for approval. The request should include the student's name, ID number, program, year of entry into the program (catalog year), course to substitute, and a rationale for the request. Course substitutions should only be recommended after the course has been completed.

3. If the academic dean deems the substitution appropriate, the dean will approve the substitution and send it to the Vice President, Academics and Guided Career Pathways/Chief Academic Officer, copying the original program director or department chair, and advisor as appropriate. Once the Vice President, Academics and Guided Career Pathways/Chief Academic Officer has reviewed and approved or denied the request, they will send the paperwork to Admissions, Registration, and Records, again copying appropriate personnel, including the director of Curriculum Support and Development. This approach will serve as a check and balance and will allow Academics and Guided Career Pathways to determine whether the substitution should be added to the standard course substitution list to reduce future redundancy.

4. To ensure the student has a clear path to graduation, course substitutions will be applied to the student’s record upon approval.

5. Admissions, Registration, and Records will enter the substitution in the student’s record and will notify the student.

Schedule Changes

Students who have met with an advisor during priority, general, or late advising and registration may register, make schedule adjustments, and add or drop courses by accessing Self-Service through the last day of registration. Students do not need to meet with an advisor again unless they are registering for classes not previously approved by an academic advisor or need additional assistance.

During the schedule adjustment period (the first week of classes) new students who are not currently enrolled may register only for classes that have not yet begun. Currently registered students may adjust their schedules to add courses. Students can only register for courses that have not met more than once. For any course added during the schedule adjustment period, payment is due at the time of registration. Students requesting an exception to the schedule adjustment process must make a request to the academic dean over the program area responsible for the course.

On rare occasions, the College may reassign students to different sections or classes if it determines that such reassignments are in the best interest of the student or improves the teaching and learning process.

Incoming Transfer Students

Transfer students applying for admission to Durham Tech must meet all admission requirements for their chosen program.

Transfer Credit Award

Effective Date (most recent revision): December 8, 2021

Policy

Durham Technical Community College evaluates transfer credit for equivalent courses with the grade of "C" or better from member institutions of the North Carolina Community College System and other post-secondary institutions accredited by a regional accrediting association.

Procedure

Contact Information:
Admissions, Registration, and Records
registrar@durhamtech.edu
919-536-7200, ext. 1800

In accordance with the Southern Association of Colleges and Schools Commission on Colleges' (SACSCOC) Transfer of Academic Credit Position Statement, Durham Technical Community College (Durham Tech) considers institutions' regional accreditation as an indicator of acceptability of credit but does not rely solely on that criterion.

Applicants who have been enrolled in a post-secondary institution are required to submit official transcripts of previous academic work to Admissions, Registration, and Records if they desire transcript evaluation for transfer credit. An official transcript is one that is sent directly from the previous high school, college, or university, or is submitted by the student in an official, sealed envelope from the educational institution. Transcripts may be delivered to Admissions, Registration, and Records in person (Wynn Center, room 10-201, Main Campus) or by mail:

Admissions, Registration, and Records
Durham Technical Community College
1637 E. Lawson Street
Durham NC 27703

Transcripts are accepted electronically from transcript processing services such as College Foundation of North Carolina (CFNC), Credential Solutions, DiplomaSender, National Student Clearinghouse, Parchment, Scribbles, and any other authorized electronic transcript service provider approved by the College. Faxed transcripts and diplomas are not accepted as official documents for transcript evaluation.

Upon receipt of the official transcript, the College will send a confirmation email to the student's College email account (ConnectMail). The entire transcript will be evaluated to determine transferability and award transfer credit for the Durham Tech course most closely related to the course transferred. Determinations will be made using the following criteria:

- All transfer course credit must be equivalent to course offerings at Durham Tech;
- The grades for courses transferred must be a "C" or better;
- Courses with a Pass/Fail designation are transferrable if the established criterion defines a "Pass" to be equivalent to a grade of "C" or better;

- Seventy-five (75) percent of course learning objectives must be equivalent to courses offered at the College;
- Comparable developmental and supplemental education courses offered by North Carolina community colleges below the 100 level are transferable within the North Carolina Community College System (NCCCS). Developmental and supplemental courses do not earn credit toward a certificate, diploma, or degree;
- The grades for transferred NCCCS developmental and supplemental courses must be a “P1”, “P2”, or “P3” for ENG 002 and MAT 003; “A”, “B”, or “P” for ENG 011, MAT 010, MAT 021, MAT 043, MAT 052, MAT 050, MAT 060, MAT 071, DRE 096, DRE 097, DRE 098, DMA 010 thru 080, ENG 070, ENG 080, ENG 090, ENG 095, RED 070, RED 080, RED 090; and "A”, “B”, or “C" for MAT 070 and MAT 080;
- Transfer credit may not exceed seventy-five (75) percent of the total credit hours required to complete the intended program of study;
- Foreign language courses are transferrable in level one coursework without a lab. The College will award transfer credit for both a level one lecture and lab. Since level two courses have a separate lab, awarding the level one lab will allow for progression through sequenced coursework. Other earned credits can satisfy the program credit hour requirements, if needed.
- Science coursework offered without labs will not require a lab component for a science course to be eligible for transfer. Science coursework offered with a lecture and lab will require a lecture and lab component for a science course to be eligible for transfer. Science coursework with a separate lab (AST 151/151A, BIO 140/140A, and CHM 131/131A) may transfer without a lab; however, to satisfy the program of study science/mathematics credit hour requirements, retaking the course and the lab may be required. Other science/mathematic credits earned can satisfy the program credit hours, if needed.
- International transcripts must be translated and evaluated prior to their submission to Durham Tech. Refer to the Translation and Evaluation Services section of the website for details.

The transcript evaluation process may take up to five (5) **working days**. During peak registration periods and adverse conditions, transfer credit determinations may be delayed. Students should contact a transcript evaluation specialist (transcripts@durhamtech.edu) for status updates.

Once the transcript evaluation process has been completed, the College will send the student a confirmation via email. At that time, the student will be able to view any transfer credit awarded in Self-Service (transfer credit is recorded as a grade of “TR”). Transfer credit from another institution is not used to calculate cumulative, program, graduation, or Satisfactory Academic Progress (SAP) grade point averages.

When transfer credit is in question, a student may be asked for supporting documentation (e.g., an official course description or course syllabus). If a student wishes to have their transcript re-evaluated, they must submit a formal request via email to transcripts@durhamtech.edu. The correspondence must include the institution name, course name and number, and a brief

statement outlining the reasoning for the re-evaluation request. Transcript evaluators will consult with the appropriate program director/chair to determine whether the stated reasoning and the related documentation support awarding transfer credit. A transcript evaluator will notify the student of the College's final determination within three (3) working days.

Graduation Requirements

In accordance with the SACSCOC Principles of Accreditation, twenty-five (25) percent of coursework must be completed at Durham Tech. Refer to the Curriculum Program Completion and Graduation policy for additional information.

Institutional Transfer Equivalencies

Durham Tech establishes institutional transfer equivalencies when courses being transferred in are equivalent to course offerings listed in the NCCCS Combined Course Library (CCL). The College will update its institutional transfer equivalencies to ensure that appropriate transfer credit is awarded and determinations are inclusive of current course offerings.

Records Management

Transcripts received become the sole property of the College and are not available for distribution unless there is a verifiable extenuating circumstance. Approval must be granted by the Vice President, Chief Academic Officer, in consultation with the Vice President, Chief Student Services Officer.

Readmission and Change of Program

Effective Date (most recent revision): December 8, 2017

Procedure

Readmission Requirements

Eligibility for readmission to Durham Technical Community College (Durham Tech) depends on individual circumstances and the requirements of the specific curriculum program. Readmission in limited-enrollment programs is offered on a space-available basis. Certain programs may also require students to complete individual readmission plans. Readmitted students must complete the admission requirements and the program's graduation requirements in effect at the time of readmission.

Students who previously applied to or attended Durham Tech and have not maintained continuous enrollment must do the following:

1. Re-apply to the College using the CFNC enrollment application. The Student Information and Records office will require time to process the application so complete and submit it as early as possible, preferably before the priority enrollment due date (see Registration and Enrollment Important Dates).
2. Submit official transcripts from all institutions of higher education they have attended since your last semester at Durham Tech.

Change of Program

Students who wish to initiate the change of program process must complete the following steps:

1. Consult with their faculty or program advisor or visit the Admissions and Advising Services Center in the Phail Wynn, Jr. Student Services Center (Building 10, room 10-200, Main Campus) or at the Orange County Campus to receive assistance. This must be done prior to completing and submitting the Change of Academic Program form.

   Information regarding the advisory meeting will be documented in Self-Service. Students expecting to receive financial aid to cover the costs associated with the new program are encouraged to consult with a financial aid advisor to ensure that aid will be available prior to submitting the change of program form.

2. Complete and submit the Change of Academic Program form.
   Once the form is processed by Student Information and Records, the student will receive notification of the change, but program changes are not effective until the next academic term (e.g., If students consult with an advisor and submit a change of program form on or after the first day of class, the program change will be effective the following term.).

Students may contact the Student Information and Records office (Wynn Center (Building 10), room 10-201, Main Campus); 919-536-7200, ext. 1801) for assistance.

Definition

Continuous Enrollment – Students are considered continuously enrolled at the college if they register for and attend courses (including prerequisites) creditable toward a degree, diploma, or certificate. The student must attend credit coursework in a following semester after the initial enrollment semester (attendance is required in the following fall or spring semester or following spring or fall semester).

Requirements for Graduation

To be eligible for graduation, students must complete all courses and credit hours required in the program of study under which they were admitted with a minimum GPA of 2.0 (2.5 for the Associate in Engineering and 2.7 for the Associate in Arts and Sciences in Teacher Preparation degrees). In addition, specified programs may require a grade of no less than a C in some courses and no less than a B in other courses as designated in the appropriate program handbook.

Students must complete a minimum of 25 percent of earned credit hours at Durham Tech to complete the desired program of study at Durham Tech.

Students should complete a graduation application form for their degree, diploma, or certificate one semester before their anticipated date of graduation. For example, students should apply for graduation when they register for the fall semester if they plan to graduate at the end of spring semester. Refer to the Apply for Graduation webpage for instructions on how to complete the graduation application process.

Student Support Services

Accessibility Services

Durham Tech provides accommodations and services designed to create equal access to the many aspects of education. Students have the opportunity to voluntarily self-identify as having a documented condition that may affect their access to programs and activities.

Students may achieve educational access through the effective use of accommodations or services such as individualized educational planning; support staff, including note-takers and interpreters; assistive technology; alternative testing arrangements; and priority assistance during registration. Through a process of individual planning, students are supported in the process of using their diverse abilities to succeed.

View the Accessibility Services section of the website for more information and forms, or visit Counseling, Accessibility, and Resources, located in the Phail Wynn, Jr. Student Services Center (Building 10), room 10-209.

Accommodations for Students with Disabilities

Effective Date (most recent revision): February 12, 2019

Policy

Durham Technical Community College provides reasonable and appropriate accommodations to qualifying individuals with a documented disability who are otherwise able to satisfy the requirements related to their status as students at the College.

Purpose

Durham Technical Community College (Durham Tech) provides **qualified individuals** with disability accommodations and services designed to create equal access to the many aspects of the College experience. **Students** have the opportunity to voluntarily self-identify with the College as having a disability or medical condition that may impact their access to activities, programs, and services. The Americans with Disabilities Act (ADA) protects any current or prospective student with a permanent, long-term, or chronic disability against discrimination because of the disability. This protection extends to all educational activities (e.g., placement testing) and includes learning conditions and support services.

Students with disabilities may request **reasonable accommodations** and achieve educational access through the effective use of accommodations or services such as interpreters, assistive technology, and priority assistance during registration. Through a process of individual planning, students are encouraged to use their diverse abilities to succeed.

Procedure

This procedure guides students through the reasonable accommodations process and the important steps that must be taken to ensure accommodations are documented, communicated, and provided in a timely fashion. This procedure ensures equal opportunity for students with disabilities and ensures that the College meets its legal obligations.

Durham Tech is committed to processing requests and providing reasonable accommodations, when appropriate, in a prompt and efficient manner in accordance with the timeframes set forth in the following procedure.

The College will provide reasonable accommodations to any qualified student with a disability when the disability affects the performance of educational functions. The College will attempt to reasonably accommodate qualified individuals with a temporary or long-term disability so that they can perform essential functions. However, in providing reasonable accommodations, the College shall not fundamentally alter the nature of programs, services, or activities; require waiver of essential academic standards; violate accreditation requirements; unnecessarily intrude on academic freedom.

Any student who wishes to request a reasonable accommodation must submit necessary documentation and schedule an appointment with Accessibility Services (room 10-209, Wynn Student Services Center, Main Campus; 919-536-7208). Appointments may be held at the Durham Tech location of the student's choosing. Virtual appointments via phone conference are available upon request. Each request for a reasonable accommodation will be evaluated on a case-by-case basis.

Please Note: Students employed by Durham Tech are considered College employees. Students employed under the federal work study program are considered College employees if the work performed is for the College. For work performed for any public or private agency, students are also considered College employees unless the agreement between the College and the organization specifies that the organization is considered the employer. Students considered College employees who wish to request reasonable accommodations for work-related activities should consult the Accommodations for Employees with Disabilities policy.

Establishing Eligibility

Durham Tech provides services to students with disabilities including, but not limited to, attention deficit hyperactivity disorder, learning disabilities, psychological disorders, Autism Spectrum Disorder and other pervasive developmental disorders, blindness or low vision, deafness or hardness of hearing, mobility impairment, and chronic health issues.

Although pregnancy itself is not a disability, pregnant students may have impairments related to their pregnancies (e.g., gestational diabetes, preeclampsia) that qualify as disabilities under the ADA and as covered under Title IX. An individual who requires pregnancy-related accommodations should contact Accessibility Services.

A student who has requested a reasonable accommodation must provide current documentation (within the past five (5) years) from a **qualified health care professional**. The student is responsible for any associated expenses, and the information provided must be sufficient to substantiate that he or she has a disability and requires the requested accommodation. The supporting documentation must accomplish the following:

- Establish that the student has a disability;
- Describe and document the functional impact of the disability; and
- Assist Accessibility Services in establishing the need for and design of accommodations.

Documentation should be as descriptive as possible and should include the following information:

- A diagnostic statement identifying the disability, date of the most current diagnostic evaluation, and the date of the original diagnosis;
- A description of the diagnostic tests, methods, and/or criteria used;
- A description of the current functional impact of the disability which includes specific test results and the examiner's narrative interpretation;
- Treatment, medications, and/or assistive devices/services currently prescribed or in use;
- A description of the expected progression or stability of the impact of the disability over time, particularly during the student's expected time at Durham Tech;
- Recommended accommodations/services (e.g., flexibility in attendance, extended testing time, note-taking assistance) for the academic environment; and
- The name, credentials, and license number of the diagnosing professional.

All documentation must be typed, signed by a qualified health care professional, submitted on the health care professional's letterhead, and include the date the documentation was completed. **Individualized Educational Plans (IEP)** and **504 Plans** are not sufficient documentation as they do not meet the documentation guidelines cited above. Consult the Documentation Guidelines section of Durham Tech's Accessibility Services page for additional information. Refer to the bottom of the appropriate Documentation Guidelines form for information on appropriate disability documentation.

If the student provides incomplete or inadequate documentation to substantiate his or her disability and/or the need for the requested reasonable accommodation, the College may, at its discretion, require the student to provide additional information at his or her expense.

Documentation review may take as long as ten (10) **working days** to allow for evaluation and initial processing prior to the student's meeting with Accessibility Services. Students should submit their documentation as early as possible and at least ten (10) working days prior to the start of the semester to avoid a delay in receiving accommodations. Students requiring placement test accommodations should notify Accessibility Services of their expected test date when they submit their documentation.

Students requiring **major accommodations** (e.g., interpreting, note-taking, digital accessibility, accessible classroom locations, access assistants, accessible furniture, etc.) must submit their request at least four (4) weeks in advance. Students who have concerns about meeting this deadline should contact Accessibility Services for guidance.

Students are required to request updated accommodation plans each semester and should do so at least ten (10) working days prior to the start of the semester. The need for a reasonable accommodation may, and often does, change. Supplementary documentation may be required if additional accommodations are needed and/or if existing documentation was submitted more than five (5) years prior. If a student needs to change his or her accommodation plan, the student must schedule an appointment with Accessibility Services as early as possible and at least ten (10) working days prior to the start of the semester.

Reasonable Accommodations Request Process
There are no deadlines for requesting an accommodation; however, students are responsible for submitting accommodation requests sufficiently in advance of the requested accommodation to allow reasonable time to implement the requested accommodation.

1. To initiate the reasonable accommodation request process, a student must submit the following to Accessibility Services:

    - Current documentation (within the past five (5) years) from a qualified health care professional demonstrating that he or she is eligible for reasonable accommodations (See "Establishing Eligibility" above.);
    - A Consent to Release Disability Information form;
    - The Accessibility Services form ("Documentation Guidelines") specific to his or her disability; and
    - The Impact Statement form (page 2 of each disability-specific form).

2. The student must set up an appointment with Accessibility Services to discuss accommodations. If the student's documentation supports the request, a Accessibility Services staff member will provide the student with copies of the accommodation plan. Accessibility Services will initiate interactive discussions with appropriate College departments and/or site coordinators to determine the feasibility of reasonable accommodations for on- and off-campus learning environments (e.g., work-based learning, clinical sites, internships/externships, simulated learning, laboratories, and field work).

3. The student will initiate a meeting with instructors to discuss approved accommodations and will provide each instructor with a copy of the accommodation plan. Accommodation plans are not retroactive, but will be implemented within ten (10) working days of receipt. Major accommodations plans as described previously in the policy may take longer to implement.

    Accommodations are made on an individualized basis. Instructors cannot approve or reject approved accommodations, but they do have the right to decide how approved accommodations will be executed within the learning environment to ensure access. Instructors will document how the accommodations are implemented, and the department will maintain a copy of the accommodation plan.

4. The student will contact Accessibility Services with any concerns related to the implementation of the accommodation plan.

Service Animal Requests
The ADA defines a service animal as any dog that is individually trained to do work or perform tasks for the benefit of an **individual with a disability**, including physical, sensory, psychiatric, intellectual, or other mental disabilities. Other species of animals, with the exception of miniature horses, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The College complies with all US Department of Justice regulations regarding miniature horses.

Generally, therapy animals, support animals, and companion animals, which provide comfort and/or companionship, are not service animals and are not afforded the same privileges in public places. The ADA and the state of North Carolina generally do not recognize therapy dogs, emotional support dogs, and companion dogs as service animals.

The work or tasks performed by a service animal must be directly related to the individual´s disability. Examples of work or tasks include, but are not limited to, the following:

- Assisting individuals who are blind or have low vision with navigation and other tasks;
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds;
- Alerting individuals of dangerous changes in blood glucose levels;
- Providing non-violent protection or rescue work;
- Pulling a wheelchair;
- Assisting an individual during a seizure;
- Alerting individuals to the presence of allergens;
- Retrieving items such as medicine or the telephone;
- Providing physical support and assistance with balance and stability to individuals with mobility disabilities; and
- Helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal´s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

North Carolina law also recognizes animals in training as service animals. Training organizations and people training a service animal have the same access rights as people with disabilities using a service animal. The animal must wear a collar and leash, harness, or cape that identifies it as a service animal in training. The trainer is liable for any damage caused by the animal while in a place of business or education.

A student seeking permission to use a service animal on campus should request a meeting with Accessibility Services. During the **interactive discussion**, the student must identify the animal as a service animal and describe what the animal is trained to do for the student requesting the accommodation. The student must also provide medical documentation from a qualified health care professional to support the need for a service animal.

Any student who brings a service animal onto campus is responsible for its care and behavior at all times and must ensure that the animal is housebroken. The student must carry supplies to properly and immediately clean up and dispose of any animal feces, urine, or vomit. If the student is unable to perform the clean-up, he or she must request assistance from an instructor or other College employee who will request housekeeping assistance. Failure to meet these requirements could result in the service animal’s barring from College property.

Members of the College community who come into contact with a service animal on campus and experience reactions to the animal (as a result of allergies or fear of dogs, for example) should contact Accessibility Services (students) or Human Resources (employees and visitors) to discuss possible remedies.

Responsibilities

The College is responsible for the following:

- Eliminating barriers that prevent prospective and current students from accessing or being included in the instructional space;
- Minimizing the need for individual accommodations by regularly reviewing policies, procedures, processes, and rules to ensure that they are not discriminatory;
- Ensuring that all prospective and current students are advised of their right to be accommodated;
- Handling accommodation requests in a timely, confidential, and sensitive manner;
- Providing individual accommodations to the point of undue hardship on the College;
- Ensuring that this policy is effectively and equally implemented;
- Providing overall ADA training for all employees; and
- Fostering an inclusive educational environment by treating all students with respect and dignity.

Accessibility Services is responsible for the following:

- Handling accommodation requests in a timely, confidential, and sensitive manner;
- Informing individuals requiring accommodations of supporting documentation needed to substantiate the need for accommodations;
- Involving individuals requiring accommodations in the development and implementation of an accommodation plan; and
- Ensuring accommodation plans are implemented properly and in a timely manner.

Students requesting accommodations are responsible for the following:

- Making their accommodation needs known in a timely, complete, and specific manner;
- Submitting an official request as early as possible and at least two (2) weeks prior to the use of the accommodation; or for major accommodations, four (4) weeks prior to the start of the semester;
- Helping to identify potential accommodation options and communicating to Accessibility Services any questions or concerns related to the implementation of specific adjustments;
- Providing documentation in support of their accommodation request, including information about any restrictions or limitations; and

- Assisting in the development of an accommodation plan and requesting a new plan each semester by contacting Accessibility Services.

  Students will have their needs accommodated so long as the accommodation can be reasonably implemented by the College. Students will be provided an explanation if their accommodation request is denied. Even if a student's accommodation request is approved, he or she may decide at any time not to use the accommodation.

Facility Services Work Requests, Environmental Maintenance, and Construction Notifications
Facility Services work requests related to accommodations will be designated as high priority. Whenever possible, the College will provide notice (typically 24-48 hours prior) of environmental maintenance (lawn care, fertilization, etc.) and construction projects via the Facility Services page of the Durham Tech website and other forms of electronic communication. Students with special access needs or special sensitivity to noise, chemical odors, and other maintenance-related factors should check the Facility Services page of the website regularly.

Confidentiality
Confidential information obtained, reviewed, and/or prepared relating to a request for reasonable accommodations will be maintained separately from students' other College records. Information about matters such as a student's impairment, disability, medical condition and status, request for a reasonable accommodation, and the College's response to the request shall be maintained and marked as confidential information. Electronic messages must be marked as confidential, state within the body that the email is confidential/privileged, and include a public records disclosure statement alerting all parties that the information contained within is subject to North Carolina's Public Records Law. Confidential information shall not be disclosed to any individual except on a need-to-know basis or as required by law.

Retaliation and Discrimination
No student will be retaliated against because he or she requests a reasonable accommodation due to a protected disability. Retaliatory actions will be considered violations of the College's standards of conduct and may result in disciplinary action as outlined in the Student Code of Conduct or the employee Disciplinary Actions, Suspension, and Termination of Employment policy.

Any student who has questions about this policy, believes he or she has been discriminated against based on a disability, or wishes to appeal a denied accommodation request should notify the ADA Coordinator (Educational Resources Center (Building 5), room 5-213, 919-536-7200, ext. 6002).

Visitors accompanying prospective or current students should direct questions and concerns to Accessibility Services.

Grievances and Appeals
If a student believes that a determination under this policy has been reached improperly; unfairly; or otherwise in violation of conditions of employment, regulations, policies, or procedures, the student may file a grievance through the established procedures outlined in Student Grievance policy.

If a student believes that exceptional circumstances justify reconsideration of a decision related to a reasonable accommodations request, the student may request an appeal. The appeal must be requested in writing to the ADA Coordinator within seven (7) calendar days of notification of the request denial. The written request must state the grounds for the appeal and must include supporting evidence.

Definitions

504 Plan – A plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure his or her academic success and access to the learning environment.

Individualized Educational Plan (IEP) – A document showing how a K-12 school complied with the Individuals with Disabilities Education Act (IDEA).

Individual with a Disability – Under the ADA, an individual with a disability is a person who has a physical or mental impairment that substantially limits a major life activity (such as seeing, hearing, learning, reading, concentrating, or thinking) or a major bodily function (such as the neurological, endocrine, or digestive system).

Interactive Discussion – For the purposes of this policy, an exchange between College officials, individuals requesting accommodations, and health care professionals (if necessary). The purpose of this discussion is to "identify the precise limitations resulting from the disability and potential reasonable accommodations that could overcome those limitations." Interactive communication should include the following:

- Dialogue and a meeting of the minds
- Constructive engagement
- Logic seeking
- Full trust and openness
- Understanding between participants
- Common language
- Openness to different perspectives

Major Accommodations – Reasonable accommodations that require significant time and/or resources to implement. Examples of major accommodations include note-taking, interpreting, accessible classroom locations, access assistants, accessible furniture, alternative media, and captioning.

Qualified Health Care Professional – An individual who is qualified by education, training, licensure/regulation (when applicable), and facility privileging (when applicable) who performs a professional service within his or her scope of practice and independently reports that professional service.

Qualified Individuals – At the postsecondary educational level, qualified individuals are students with disabilities who meet the academic and technical standards requisite for admission or participation in the institution's educational program or activity.

Reasonable Accommodations – A shared responsibility between the College and students to eliminate barriers that prevent students from accessing or being included in the learning environment. Includes any changes in physical locations or the way functions are customarily performed that provide an equal opportunity to individuals with a disability. Accommodations may include, but are not limited to, the following:

- Acquisition or modification of equipment;
- Changes in the physical layout of the learning environment to eliminate or reduce barriers;
- Modification of class schedules while continuing to meet educational requirements;
- Modifications to College facilities;
- Relocation of classes; and
- Testing accommodations.

Students – Any individuals, regardless of age, who are currently enrolled in Durham Tech courses, who have active program status, and/or who are currently participating in Durham Tech instructional programs, including Middle College High School, Career and College Promise, and College and Career Readiness programs. Individuals with active program status are those who have been accepted into a program, have taken classes within the program, and have been continuously enrolled at the College since beginning the program.

Work-Based Learning (WBL) – An educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability. WBL may include the following on- and off-campus experiences: clinical rotations, internships/externships, field work, simulated learning, laboratory activities, and skills/competency based testing.

Working Days – Days the College is open and operating under a normal schedule. This excludes weekends, closings due to adverse conditions, and holidays.

Center for Academic Excellence

The Center for Academic Excellence (CAE) provides curriculum students at Durham Tech with the academic support they need to be successful. CAE tutors and staff strive to do the following:

- Provide students with an alternative learning environment for individualized and small group tutoring sessions.
- Empower students to achieve academic success and to challenge them to become independent and critical thinkers by modeling effective examples of clear communication.
- Collaborate with colleagues inside and outside the CAE to share best practices in tutoring, academic support, and general higher education.
- Provide online tutoring 24/7 though Upswing.

Community Enrichment

As an active community partner in educational, workforce, and economic development, Durham Tech is committed to establishing and maintaining mutually beneficial relationships between our students, staff, alumni, and the Durham community.

Volunteerism

Volunteerism is dedicated to providing opportunities - both on and off campus - for students, employees, college partners, and the public at large to participate in activities that support the growth and advancement of our communities. Volunteering at service events is a great way to make new friends and help your community. Interested individuals can learn more and sign up for volunteer opportunities on the Volunteerism webpages.

Campus Harvest Food Pantry

The Durham Tech food pantry offers free bags of groceries, fresh produce, snacks, frozen family meals, personal hygiene products, and diapers to employees and currently enrolled students. Snacks are offered daily Monday-Thursday, and grocery pickup is available weekly. Employees and students can submit their pantry requests online or visit Phillips (Building 3), room 3-110.

Counseling Services

Counseling Services helps students explore their best options for academic and personal success. Counselors are available to meet with students individually to discuss a wide range of personal concerns, provide encouragement and support, intervene in times of crisis, make referrals when necessary, and help students identify and resolve personal issues.

To make an appointment with a counselor, students may call 919-536-7207, email counseling@durhamtech.edu, or visit Counseling, Accessibility, and Resources in the Phail Wynn, Jr. Student Services Center (Building 10), room 10-209.

Additional Financial Support Services

Durham Tech offers Emergency Financial Assistance for students with additional financial needs to help them persist and complete their goals. This support includes on-campus resources such as the Campus Harvest Food Pantry, the Finish Line Grant, and the Emergency Financial Assistance Program, as well as referrals to community agencies.

Library

Durham Tech libraries support the mission and goals of the College by providing staff, services, and resources to support learning, research, engagement, and success.

Library collections on Main Campus, Orange County Campus, and Northern Durham Center include approximately 40,000 books, periodicals, DVDs, and other audiovisual materials. The library subscribes to more than 120 online databases for students to access articles, streaming videos, e-books, digital audiobooks, and other resources.

The Library homepage contains hours, policies, research guides, databases, search tools, an online chat service, instructional tutorials, a link to the library blog, and more. Chromebooks and tech tools are available for borrowing. Many reserve textbooks are available for use in the library.

Library facilities include individual and group study areas, a quiet room for individual study, computers, printers, copiers, and scanners. The recording room is a space for audio or video recording, interviews, meetings, or conferences.

For questions about library services, resources, spaces, or events, call 919-536-7211 or email library@durhamtech.edu.

Transfer Center

The Transfer Center serves all Durham Tech students at all stages of their education and is dedicated to providing students with information and advising to facilitate transfer to baccalaureate-level institutions.

The Transfer Center supports transfer students in the following ways:

- Providing students with transfer planning and information through individual advising sessions, transfer preparation workshops, and degree-specific information sessions.
- Facilitating opportunities for students to meet with four-year university representatives to discuss admission procedures, academic programs, transfer credit, funding, and other issues concerning transfer.
- Developing and maintaining course selection guides to inform students and advisors of general education and pre-major course requirements.

Student Life

Durham Tech acknowledges the importance of student life outside the classroom and supports a variety of social, cultural, and professional opportunities to enhance a student's in-class educational experiences. The College provides a variety of activities, clubs, and organizations for students and the broader community. Educational, cultural, and social activities must support the College's mission, values, and strategic goals. The College establishes and follows processes and guidelines to encourage student engagement; foster student leadership; charter official student clubs and organizations; coordinate and provide administrative oversight of activities, clubs, and organizations; provide access to and information about related funding and expenditures; maintain a safe learning environment; and ensure compliance with college policies and with state and federal laws.

View the and the Student Clubs and Organizations section of the website.

Clubs, Organizations, and Activities Procedure

Effective date (most recent revision): May 2016

Requirements for Student Clubs and Organizations

Membership

Durham Technical Community College is an equal opportunity educational institution and does not discriminate on the basis of race, color, gender, age, religion, national origin, or disability.

Participation in Student Government Association and Events on Campus

- **Student** clubs and organizations are required to choose a representative to the Student Government Association, Durham Tech's student government association. Student clubs and organizations must complete the Student Clubs and Organizations Registration Form at the beginning of the fall semester each year. Student Government Association representatives must complete a Student Government Association Recommendation form.

- The Senate representative is expected to attend the monthly business meeting and one subcommittee meeting per month (see Student Government Association Constitution, Article 4, Section 2.) Students in clubs and organizations are expected to participate in Senate-sponsored college events to showcase their club and to increase fundraising opportunities.

Student clubs and organizations are also expected to keep the Senate informed about their activities by submitting a Club Activity Notification form when planning events. The form must be approved and signed by the club or organization advisor before it is submitted to the Student Activities Coordinator for final approval.

The Student Activities Coordinator will give final approval for any club or organization activities. The Club Activity Notification Form, once approved, is kept on file with the Student Development, Communications and Activities office to indicate when, where, and why the activity will be taking place. It is also used to provide information, as needed, to various college departments, such as facility services and campus security. Food fundraisers are limited to one per day and will be permitted based on receipt of the Club Activity Notification form and approval by a Student Government Association advisor.

Registration of Student Clubs and Organizations

A Student Club and Organization Registration form must be completed and submitted to the Student Government Association no later than September 30 of each fall semester. The completed form should be submitted to the Student Government Association advisors in Wynn 10-209. The form must identify the current officers, advisors, and Senate representatives. Club and organization senators are expected to serve a full year (fall and spring semesters; Article 4, Section 2. If a change occurs in the slate of club or organization officers or advisors during the year, a new form must be submitted to a Senate advisor in Wynn 10-209.

Club and Organizational Funding

All student clubs and organizations have access to student activities funding through the Student Government Association. Student clubs and organizations requesting funding from the Student Government Association must maintain active status by appointing a representative who must attend all required meetings and actively participate in senate activities (Article 4, Section 2). Groups requesting funding must adhere to the Guidelines for Reaffirmation of Active Status by Durham Tech Student Clubs and Organizations.

Community Service Reporting

To maintain active status, student clubs and organizations are required to participate in community service projects. For assistance in identifying projects or to join existing projects, please contact the Center for College and Community Service. Additionally, clubs and organizations should report the results of all community service projects on the Durham Tech Volunteer Log. The password is “service”. Be sure to fill out the Volunteer Log as accurately as possible. Community service hours are used for Senate budget purposes as well as community service engagement awards presented at the annual Senate awards banquet in the spring. Clubs and organizations must submit their total community service hours by March 31 every year during spring semester. Questions regarding the Volunteer Log, community service opportunities, or community service hour totals should be directed to the Coordinator, Volunteer Services at volunteer@durhamtech.edu.

Procedure for Securing a Charter

Any group of students desiring to function as an official student club or organization of Durham Technical Community College may apply for recognition by the Student Government Association and the college by submitting a Request for Charter (VII, Section 1, Durham Technical Community College Student Government Association Constitution).

Students interested in forming a club or organization must provide written evidence that the proposed organization has secured the support of a full-time faculty or staff member to serve as the advisor to the group by completing and signing the Request for Charter application.

Advisors may be “exempt” or “non-exempt” full-time faculty or professional staff members of the college. Non-exempt faculty or staff must receive written permission from their immediate supervisor to serve as a club or organization advisor. The supervisor must provide the Senate advisors with a letter of permission authorizing the non-exempt employee to serve as a club or organization advisor. Supervisors must submit a new letter annually for non-exempt faculty or staff to serve as a club advisor. Prospective advisors must have completed their probationary period with the college and be on a regular contract of employment.

Students interested in forming a club or organization must publicize and hold two introductory meetings to determine the level of student interest in the proposed club. Attendance at these meetings must be recorded and the number of students interested in the organization must be documented on the Request for Charter application. **There must be a minimum of ten students interested in forming the new club or organization. If the proposed club does not have a minimum of ten student members, the club will not be chartered by the Student Government Association.**

Students interested in forming a club or organization must develop bylaws and submit those bylaws, with the Request for Charter application to the Student Government Association at least two weeks prior to the Senate’s next scheduled general business meeting.

Clubs or organizations who have a local or national affiliation must fully detail this information in writing when submitting the Request for Charter. In addition, the club or organization must also fully detail any affiliation with any individual or group outside of the college when submitting the Request for Charter. Students and advisors needing assistance with the formation of appropriate bylaws should consult a Senate advisor for assistance and more information.

Students interested in forming a club or organization must have identified a student representative from the proposed club who is willing and able to attend the Senate’s general business meeting and subcommittee meeting, once a month. The motion to have club or organization officially chartered by the Student Government Association will be introduced at the meeting during new business by a member of the Senate Executive Board or a Student Government Association representative. A student representative of the proposed club or organization must be present to respond to or to prepare follow-up information for any Student Government Association questions. Refer to Article VII, Sections 1 through 6 of the Constitution of the Durham Technical Community College Student Government Association for the bylaws affecting student clubs or organizations.

Purpose/Definition

Durham Technical Community College provides a variety of activities, organizations, and clubs for students and the broader community. Educational, cultural, and social activities must support the college's mission, values, and strategic goals. The college establishes and follows processes and guidelines to encourage student engagement; foster student leadership; coordinate and provide administrative oversight of activities, organizations, and clubs as well as related funding and

expenditures; charter official student clubs and organizations; maintain a safe learning environment; and ensure compliance with college policies and with state and federal laws.

Durham Technical Community College promotes and supports the following activities and services:

- **Student success:** We encourage the development of relationships that will enhance and develop positive academic, personal, and professional success inside and outside of the college classroom.
- **Service learning:** We seek out opportunities to augment classroom learning by supporting related activities outside the classroom.
- **Community service activities:** We support student club and organization activities that encourage students to take part in community service projects.
- **Activities which honor cultural diversity:** We support programs and activities that promote the richness of the cultural diversity on our campus and in our community.
- **Programs relevant to the entire Durham Tech community:** We encourage student clubs and organizations to sponsor programs and activities that are of interest to the entire Durham Tech community.
- **Leadership:** We provide opportunities to learn and apply leadership skills through a democratic process designed to develop and apply critical thinking.
- **Social connections:** We offer programs that create the atmosphere conducive to the development of positive social connections.

Student – Any individuals, regardless of age, who are currently enrolled in Durham Tech courses, who have active program status, and/or who are currently participating in Durham Tech instructional programs, including Middle College High School, Career and College Promise, and College and Career Readiness programs. Individuals with active program status are those who have been accepted into a program, have taken classes within the program, and have been continuously enrolled at the College since beginning the program.

Men of Color Scholars Institute

The Durham Tech Men of Color Scholars Institute (MCSI) is a program that fosters leadership, nurtures professional and personal development, and is a support network for its members. In scholarly pursuit, members and mentors learn from one another by promoting and stimulating self-efficacy, academic excellence, career aspirations, and a sense of community.

Student Publications

Recognizing the importance of a public forum for the written expression of ideas as well as the development of effective communication skills, Durham Tech supports student involvement in campus publications. The Final Draft Club publishes *Final Draft*, a student literary magazine.

Student Government Association

The Student Government Association (SGA) provides input to the College's administration on decisions affecting students, makes decisions regarding the allocation of student event funds, and plans

student activities and events. The SGA also approves and provides support for student organizations. Student senators represent academic departments and student organizations. The SGA President serves as an ex officio, non-voting member of Durham Tech's Board of Trustees.

Student interest and leadership are necessary for the SGA to function effectively; students are encouraged to become actively involved.

Student Leadership Program

The Durham Tech Student Leadership Program, Journey, is designed for students seeking to build their leadership skills through active participation in dynamic workshops led by motivational speakers. Eligible students are encouraged to apply in the fall semester, and will be selected through a competitive process.

Student Rights and Responsibilities

Student-Faculty Responsibilities

Durham Tech students and instructors are obliged to meet a number of reciprocal responsibilities as part of the student-teacher relationship and as members of the college community.

Students and faculty are responsible for reviewing and adhering to the College's policies and procedures.

Students are responsible for the following:

- Arriving at all classes on time and being prepared to participate in assigned work or activities;
- Obtaining assignments from the instructor before an absence whenever possible so that work may be submitted upon returning;
- Requesting to make up assignments missed due to legitimate absences according to procedures stipulated by the instructor at the outset of the course; and
- Seeking instructor assistance when clarification or additional assistance is needed to complete an assignment.

The College does not permit a student to attend class with a minor or leave a minor unattended on campus except when the minor is a student in a Career and College Promise (CCP) or College and Career Readiness (CCR) program. CCR students must submit a Waiver of Age Requirement Application for approval by the dean.

Students are responsible for personal items. The College is not responsible if items that are lost, stolen, or damaged.

Instructors are responsible for the following:

- Preparing for each class, starting the class on time, and providing a full period of effective instruction throughout the term;
- Providing students with complete information about the objectives and requirements of the course, including the resources available to students outside the classroom or laboratory;
- Maintaining an accurate record of attendance for all students and consulting promptly with students about any attendance problems; and
- Being available to students outside of class in the event additional assistance is needed in meeting course requirements.

Class Attendance

Durham Tech ensures that all students develop the knowledge, skills, and networks needed to be successful in college, work, and life. Faculty and staff work closely with students from the point of application to the culmination of studies to ensure that they receive the support needed to meet the College's attendance and course requirements. To ensure successful course and program progression and completion, the College requires students to attend classes regularly and in accordance with the guidelines of this policy.

Religious observances, military service, and pregnancy/childbirth are defined as excused absences by State Board of Community Colleges (SBCC) Code or federal law.

Class Attendance – Credit-Bearing Courses

Effective Date (most recent revision): May 16, 2022

Policy Statement

Durham Technical Community College ensures that all students develop the knowledge, skills, and networks needed to be successful in college, work, and life. Faculty and staff work closely with students from the point of application to the culmination of studies to ensure that they receive the support needed to meet the College's attendance and course requirements. To ensure successful course and program progression and completion, the College requires students to attend classes regularly and in accordance with the guidelines of this policy.

Contact Information

Dr. Kara Battle
Vice President, Chief Academic Officer
battlek@durhamtech.edu
919-536-7200, ext. 8002

Procedure

Students are marked as "entering" a course based on in-person attendance or completion of **verifiable work in the Learning Management System (LMS)** after the start of the term. For students who have officially entered the course, absences are calculated from the first class meeting, not from the student's first attendance date.

For all references to grades, please refer to the Grading System policy for details.

No-Shows

Students who do not attend class or complete verifiable work in the LMS after the start of the term and by the **census date** are considered no-shows. These students are assigned the grade of "NS" and are removed from the course. However, if a student who is unable to attend or submit work before the census date has demonstrated **academically relevant engagement** during that time period, the student may be allowed to enter the class up until the "NS" submission deadline (refer to the Faculty Important Dates section of the Instructor Resources webpage for specific dates). The student's entry date will be the date they first attend the class or when they submit work in the LMS according to the Student Entry Date Report. If a student has not demonstrated academically relevant engagement and attends for the first time after the "NS" submission deadline, the instructor may request approval from the dean to allow the student to remain in the

class. Upon the dean's approval, the student's entry date will be the date the student first attends the class or when they submit work in the LMS according to the Student Entry Date Report.

In the case of corequisite classes, if a student is a no-show in one class but attends the other class, the student will be **administratively withdrawn** from the class and assigned a grade of "W" in the corequisite class (e.g., "NS" in ENG 011 and "W" in ENG 111; "NS" in SPA 111 and "W" in SPA 181). The instructor of the corequisite class that the student attends must record the student's last date of attendance in Self-Service.

Tardiness and Early Departure

Students should be on time for each class session and should be prepared to remain for the full duration of the class. Tardiness or early departure that results in the student missing at least twenty percent (20%) of the instructional session may be considered an absence. Chronic tardiness and/or early departure may adversely impact the student's course grade and may cause the student to receive a grade of "F".

Student-Initiated Withdrawals

In accordance with the Student-Initiated Withdrawals procedure, students may officially **drop** or **withdraw** from one or all courses during a term. Students who do not officially withdraw from a course will receive the grade earned through their coursework or an "F2" for ceasing to engage in the course.

Last Date of Attendance

Due to Financial Aid and Veterans Affairs reporting requirements, instructors must report all students who stop attending and engaging in their courses. The Last Date of Attendance (LDA) is the date when the student last demonstrated academically relevant engagement in the course as defined below.

- Reporting – Students who stop attending or engaging with a course for fifteen percent (15%) of the **contact hours** consecutively should have an LDA reported in Self-Service. This means a student has not attended, submitted work, or demonstrated academically relevant engagement for a time equal to fifteen percent (15%) of the course hours in one period of time. This designation does not include students who have intermittent absences that total fifteen percent (15%) of the contact hours. Instructors are encouraged to contact students before they reach this point to offer assistance and direct them to appropriate College resources.
- Processing and Re-entry – When a student has not attended or demonstrated academically relevant engagement for fifteen percent (15%) of the class contact hours, the instructor will enter the LDA into Self-Service, enabling Financial Aid and Veterans Affairs staff to run accurate attendance reports from Colleague. Entering an LDA into Self-Service does not remove the student from the course or the LMS site. The student will continue to have access to the course and may resume attending classes. However, to have a previously-entered LDA removed from their Self-Service record, the student must have a discussion with the instructor, and the instructor must submit a re-entry eForm to document the legitimate removal of the LDA.

- If a student stops attending and engaging for fifteen percent (15%) of the class contact hours at the beginning of the term, returns, is re-entered, and then later stops attending and engaging for another fifteen percent (15%) of the class contact hours, the instructor should enter the new LDA in Self-Service. If the student resumes class attendance, the instructor can remove the LDA in Self-Service without submitting a second re-entry eForm. Instructors must document the first re-entry only.

Grading System Policy and Guidelines

Durham Tech employs a letter grading system to evaluate student performance in meeting the stated objectives of the classroom, laboratory, shop, clinical setting, or work-based learning experience. Refer to the Grading System policy for additional information.

Instructors are encouraged to establish attendance-related grading guidelines (e.g., assigning grades for participation and/or attendance, allowing late work, etc.) that adhere to the Grading System policy and support the learning outcomes for their course and the diverse needs of their students.

Instructors should ensure that students understand their grades throughout the semester and, in particular, as the student-initiated withdrawal deadline approaches. Students should be encouraged to speak with the instructor regularly to ensure successful completion of the course.

Program-Specific Attendance Guidelines

Department- and program-specific attendance guidelines may vary due to requirements set forth by external agencies, including accreditors. Faculty must communicate department- and program-specific attendance guidelines in course syllabi, and students must follow those expectations. Students who fail to meet the course expectations may be **administratively withdrawn** from the course.

Should there be a discrepancy between department- and program-specific attendance guidelines based on accrediting standards and those set forth in this policy, the department- and program-specific attendance guidelines must be followed.

Excused Absences Defined by the College

An excused absence is defined as a planned absence. Durham Tech students are allowed one (1) excused absence per class per term for a planned event or observance. Students who wish to use an excused absence must submit an Excused Absence Notification form and any supporting documentation at least fourteen (14) calendar days in advance of the scheduled absence date. All class work missed due to an excused absence must be made up. The instructor, in consultation with the student, will identify a deadline for submission of the work that is appropriate to the requirements of the class but no later than five (5) **working days** after the day of the scheduled absence.

Excused Absences Defined by State and Federal Codes

The following categories of absences are defined as excused absences by State Board of Community Colleges (SBCC) Code or federal law.

- **Religious Observances** – SBCC code (1B SBCCC 500.99) requires each community college to adopt a policy that authorizes a minimum of two (2) excused absences each academic year for

religious observances required by the faith of a student. The College will provide the student the opportunity to make up any tests or other work missed due to an excused absence for a religious observance.

Students who wish to use an excused absence must submit an Excused Absence Notification form and any supporting documentation at least fourteen (14) calendar days in advance of the scheduled absence date. All class work missed due to an excused absence must be made up. The instructor, in consultation with the student, will identify a deadline for submission of the work that is appropriate to the requirements of the class but no later than five (5) working days after the day of the scheduled absence.

- **Military Service** – SBCC code (1B SBCCC 500.1) requires each community college to adopt a policy to give an excused absence to any student who is in the United States Armed Forces and has received temporary or permanent re-assignment as a result of military operations and to any student who is a National Guard service member placed onto State active duty status during an academic term for the period of time the student is on active duty. The College will further provide the student the following:
  - The opportunity for the student to make up any test or other work missed during the excused absence;
  - The option, when feasible, to continue classes and coursework during the academic term through online participation for the period of time the student is placed on active duty;
  - The option of receiving a temporary grade of "I" or "X" for any course that the student was unable to complete as a result of being placed on State active duty status; however, the student must complete the course requirements within the period of time specified by the College to avoid receiving a failing grade for the course;
  - Permission to drop, with no penalty, any course that the student was unable to complete as a result of being placed on State active duty status; and
  - Permission to drop, with no financial penalty, any course that the student was unable to complete as a result of the excused absence as set forth in 1E SBCCC 900.4.

  Students who wish to use an excused absence for military service must submit a Military Service Excused Absence Notification form and any supporting documentation as soon as possible once dates of absence are known and supporting documentation is available. Students receiving Veterans' benefits, Pell Grants, or any other source of financial aid should meet with their financial aid advisor to discuss their particular situation related to any extended absence for military service.

- **Pregnancy/Childbirth** – Title IX of the Education Amendments of 1972 (Title IX) requires Durham Tech to adopt a policy to excuse absences due to pregnancy or childbirth for as long as the student's doctor says it is necessary. The College shall provide students the following:
  - The opportunity to return to the same academic and extracurricular status as before the student's medical leave began;
  - The opportunity to make up any work missed; and
  - The same special services it provides to students with temporary medical conditions.

  Students who wish to use an excused absence for pregnancy or childbirth must submit a Pregnancy/Childbirth Excused Absence Notification form and any supporting documentation as soon as possible once dates of absence are known and supporting documentation is

available. The College will ensure that instructors understand the Title IX requirements related to excused absences/medical leave. Instructors may not refuse to allow students to submit work after a deadline missed due to pregnancy or childbirth. If an instructor's grading is based in part on class participation or attendance, and a student misses class due to pregnancy or childbirth, the student should be allowed to make up the participation or attendance credits.

States of Emergency

When a state of emergency (e.g., a communicable disease emergency) is declared, the College may modify its instructional methods and operations. Examples of such modifications include temporary suspension of courses, transitioning to online instruction, and/or modification of the attendance policy. Such emergency modifications will be communicated via student communication platforms and the College's website. During states of emergency, the College will operate according to one of the following designations:

- Open – All College campuses/locations will be open, and instruction will take place as scheduled. Students are to attend classes according to operational guidelines. If an individual College facility (e.g., building, classroom, or lab) is closed while the College is open, instruction for the impacted class may transition to an online format or will be cancelled. Instructors will notify students of alternate class arrangements via email and the LMS. If the class is cancelled, instructors will notify students of make-up plans; make-up options include but are not limited to meeting on official make-up dates, web-based instruction, adding time to remaining class meetings, independent activities/assignments, and condensed course material.
- Online Instruction Only – All College campuses/locations will be closed, and face-to-face instruction will transition to an online format. Public Safety courses, including Basic Law Enforcement Training (BLET), Fire Academy training, Emergency Medical Science (EMS), and in-service law enforcement training courses that are ongoing and have state-mandated schedules or hours required for specific certifications will meet as scheduled unless otherwise dictated by the state of emergency. Health program clinicals and work-based learning activities located at off-campus facilities may continue to meet in accordance with the facilities' emergency response protocols. Instructors will notify students of alternate class arrangements via email and the LMS.
- Closed – All College campuses/locations will be closed, and instruction will be cancelled. Instructors will notify students of make-up plans; make-up options include but are not limited to meeting on official make-up dates, web-based instruction, adding time to remaining class meetings, independent activities/assignments, and condensed course material.

During states of emergency, students may have expanded class attendance options. Attendance will be measured by engagement (e.g., submitting assignments by specified deadlines, participating in virtual class meetings, etc.) rather than physical presence alone. Students who are impacted by the state of emergency and are unable to participate in any way must notify their instructor via email as soon as possible. The notification should include an explanation of the absence and any available supporting documentation. Instructors must maintain the email communications in accordance with the Records Retention and Disposition policy and record the absences as state of emergency absences in their attendance records/roster.

Definition

Academically Relevant Engagement – Includes submission of assignments via the LMS and other course platforms and verifiable communications with the instructor about coursework. Acceptable forms of communication include email exchanges and individual meetings in the LMS or other platforms. For in-person or phone communications, the instructor must follow up with an email to the student to document the conversation. The communications must be about the academic subject studied in the course. An email simply stating that the student is unable to attend class is insufficient; an email in which the student asks a question about the course material is sufficient.

Administrative Withdrawal – The removal of a student from a class due to an "NS" grade in a corequisite class or the student's failure to meet department- or program-specific attendance requirements.

Census Date – The point in a term when ten percent (10%) of a course's instructional time has elapsed. Course census dates are available via Self-Service (instructors) and course syllabi (students).

Contact Hours – The number of hours students spend in class each week, including a combination of class, lab, and clinical hours.

Drop – When a student removes themselves from a class before the seventy-five percent (75%) tuition refund date. A dropped class does not appear on the student's transcript.

Learning Management System (LMS) – A software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, or learning and development programs (e.g., Canvas, Moodle, Blackboard).

Withdraw – When a student removes themselves from a class after the seventy-five percent (75%) tuition refund date but before the last date to initiate a withdrawal with a grade of "W" (i.e., the sixty percent (60%) term date).

Working Days – Days the College is open and operating under a normal schedule. This excludes weekends, closings due to adverse conditions, and holidays.

Verifiable Work in the Learning Management System (LMS) – Student activity in the LMS that appears on the Student Entry Date Report. This report contains all submissions students made in Forums, Tests & Quizzes, and Assignments in the LMS and all LMS Meetings students joined.

Student-Initiated Withdrawals

The timing of when a student officially drops a credit-bearing course determines if the course appears on their transcript or shows a grade of "W", and if they receive a tuition refund for a credit or non-credit-bearing (Continuing Education) course.

Students who fail to officially withdraw from a credit-bearing course, but no longer meet course attendance requirements, may receive a grade of "F2".

A student may request a medical withdrawal from all curriculum (credit-bearing) courses if one or more circumstances arise after the established withdrawal deadline for the applicable term.

Effective Date (most recent revision): March 4, 2022

Contact Information

Admissions, Registration, and Records
registration@durhamtech.edu
919-536-7200, ext. 1800

Purpose

The purpose of this procedure is to provide a clear and coherent process for students to withdraw from curriculum (credit-bearing) and continuing education (non-credit-bearing) courses at Durham Technical Community College (Durham Tech).

Procedure

Please Note: For the purposes of this procedure, the term "withdrawal" is both specific and general (i.e., a "drop" and a "withdrawal" are each a type of withdrawal).

Curriculum (Credit-Bearing) Courses

Students may officially drop one or more courses prior to the applicable term's seventy-five percent (75%) tuition refund deadline without the course(s) appearing on their transcript. The deadlines for students to withdraw with a refund and initiate a grade of "W" are published on the Drop, Withdrawal, and Refund Deadlines webpage.

For irregular length courses, students should consult the syllabus for the last day they may withdraw with a grade of "W". Refunds are automatically generated for students who make registration changes prior to the seventy-five percent (75%) tuition refund deadline. Refunds are disbursed after the seventy-five percent (75%) refund period has concluded, typically approximately three (3) weeks into the term. Students who have entered banking information into Self-Service will receive their refund via direct deposit. All others will receive their refund via a check mailed to the address they have on record with the College. Refer to the Course Cancellations and Refunds procedure for additional information, or contact the Business Office/Cashier at 919-536-7201.

After the close of the drop period and prior to the sixty percent (60%) date in the semester, students may officially withdraw from one or more courses with a grade of "W". During the traditional sixteen-week fall and spring terms, the sixty percent (60%) date is ordinarily near the end of the tenth week of class, and for an eight-week term, the sixty percent (60%) date is near the end of the fifth week.

To initiate an official withdrawal from a curriculum (credit-bearing) course, students must submit a completed withdrawal form to Admissions, Registration, and Records by completing the following steps:

1. Log in to the eForms system using their student login credentials.
2. Locate the "SIR – Student Withdrawal Form" option in the Document Library.
3. Click on "Student Withdrawal."
4. Complete the form.
5. Scroll to the bottom of the page and select "Route – Inbox, Student Info Records" in the dropdown menu to the left of the Send button.
6. Click on the Send button to submit the form.

7. To ensure the form was submitted, click on the left folder icon in the menu in the top left corner of the page.

Admissions, Registration, and Records will process submissions within five (5) working days. Students who fail to officially withdraw from a course, but no longer meet course attendance requirements, may receive a grade of "F2". Students should refer to the Class Attendance – Credit-Bearing Courses policy and course syllabi and consult with their instructors regarding any questions or concerns about attendance guidelines and requirements.

Medical Withdrawals

A student may request a medical withdrawal from all curriculum (credit-bearing) courses if one or more of the following circumstances arises after the established withdrawal deadline for the applicable term:

- The student experiences an adverse medical event; and/or
- An individual for which the student has caretaker responsibilities experiences an adverse medical event.

In accordance with the Grade Change Request and Approval procedure, a medical withdrawal must be requested between the date of the adverse medical event and one calendar year after the original grade was assigned.

An adverse medical event is any medical situation that adversely impacts the student or an individual under their care, resulting in symptoms or requiring treatment that interferes with the student's ability to meet course requirements. These situations include, but are not limited to, an accident that results in physical injury, a change in medication, an exacerbation of symptoms associated with a pre-existing condition, presentation of new symptoms resulting in a new diagnosis, and involuntary hospitalization. These situations do not include documented disabilities for which the student has or could receive an accommodation plan, with the exception of a change in the severity of or way in which a disability presents.

The medical withdrawal process is as follows:

1. The student must complete the Request for Medical Withdrawal form and obtain documentation from an appropriate medical or mental health provider. The documentation must include all of the following:
    - A specific recommendation from the medical professional for the student to withdraw from all courses due to medical reasons, including mental health considerations. If the student's request is due to an adverse medical event affecting an individual for whom they have caretaker responsibilities, the recommendation must specifically indicate that the student should withdraw from all courses to provide care for the impacted individual.

      The only exceptions are when the adverse medical event prevents the student from completing some courses, but not others. These exceptions include circumstances when the student has already completed at least one course, when the student has already completed enough of the course to receive a passing grade without engaging in any additional coursework, or when the course has a different delivery method that allows for successful completion of the course despite the

medical event (e.g., an online course for a student whose mobility has been impaired). If one of these exceptions is applicable, the documentation must state that and must provide a specific rationale as to why the condition does not require a complete withdrawal.

- Verification that the dates of the medical condition correspond to the term in which the student is requesting the medical withdrawal.

- The medical professional's official signature.

2. If the student received any financial aid for the term in which they are requesting the medical withdrawal, the student must contact their assigned Financial Aid Advisor. The purpose of this contact is to determine how an approved medical withdrawal would impact the student's Satisfactory Academic Progress (SAP) status, and whether it would result in a return of funds. Once the student has spoken with their assigned Financial Aid Advisor, the student must note that on their Request for Medical Withdrawal form.

   If the student did not receive any financial aid for the term in which they are requesting the medical withdrawal, the student must note that on their Request for Medical Withdrawal form.

3. The student must submit the completed form and supporting documentation to Counseling Services for review. If the student prefers not to submit the paperwork via email, they may fax it to 919-686-3669 or deliver it in hard copy to Counseling, Accessibility, and Resources (Phail Wynn, Jr. Student Services Center (Building 10), room 10-209). If there are any concerns with the form or supporting documentation, a Counseling Services staff member will notify the student and provide assistance with any necessary adjustments.

   Once the submission is ready for review, a Counseling Services staff member will route the form and supporting documentation to the Dean of Student Development and Support. Within ten (10) working days of receipt of the form and supporting documentation, the Dean will log the request, review the submission, and consult with instructional deans as needed. If no additional information or documentation is needed, the student will be notified of the outcome via ConnectMail (or other email account, if the ConnectMail is no longer active). If additional information or documentation is needed, the student will instead be notified of what should be provided and the date by which it must be submitted. This notification will be made via email and phone/voicemail.

4. If the student is notified that additional information or documentation is needed as part of Step 3, the student must submit it within ten (10) working days of receipt of the notification. Please Note: The notification is considered received on the day of the email and phone contact from Counseling Services.

   Within ten (10) working days of receipt of any additional information or documentation, the Dean of Student Development and Support will review the submission and consult with instructional deans as needed. The student will then be notified of the outcome via

email.

If the request is approved, the signed Request for Medical Withdrawal form will be forwarded to Admissions, Registration, and Records. An Admissions, Registration, and Records staff member will officially document the withdrawal and change of grade. The medical withdrawal will appear as a grade of "W" on the student's transcript; there is no distinction made between the medical withdrawal and the other types of withdrawals. Medical withdrawals also do not result in any refund of tuition or fees paid to the College. All supporting documentation will remain on file with the Dean.

If the request is denied, the signed Request for Medical Withdrawal form and all supporting documentation will remain on file with the Dean.

Medical Withdrawal Appeals

If the student believes that circumstances justify reconsideration of the decision made by the Dean of Student Development and Support, the student may file an appeal. The following are allowable circumstances for reconsideration of the Dean's decision:

- The attainment of new documentation not initially presented;
- An allegation of bias or discrimination at any point in the medical withdrawal process; and
- The presentation of documentation showing that the medical withdrawal procedure was not properly followed by the College.

The student should not pursue an appeal if they simply disagree with the decision made during the medical withdrawal process.

The appeal process is as follows:

1. Within ten (10) working days of notification of the medical withdrawal outcome, the student must file a written appeal with the assistance of a Counseling Services staff member. Please Note: The outcome notification is considered received on the day of the email and phone contact from Counseling Services. The appeal is sent to the Dean of Student Development and Support who routes the form to the Vice President, Chief Student Services Officer.

   The student must work with a Counseling Services staff member to provide a clear explanation of what, according to the College, qualifies the request for medical withdrawal for an appeal. The student should be as specific as possible and attach documentation to support the appeal request. The name of the staff member assisting the student is required on the Medical Withdrawal Appeal form, which is provided by Counseling Services.

2. Upon receipt of the appeal, the Vice President, Chief Student Services Officer will review the appeal based on the allowable circumstance(s) cited. If the Vice President determines that the medical withdrawal decision is not eligible for appeal, they will communicate their decision in writing to the student and the Dean of Student Development and Support within ten (10) working days. If they determine that the medical withdrawal decision is eligible for appeal, they will conduct an appeal investigation and render a final decision within ten (10) working days of receiving the appeal. During this time, the Vice President has the option of requesting additional information or documentation from any party

involved in the medical withdrawal decision if they feel that the information or documentation will aid in their ability to reach a final decision. The Vice President will communicate their decision in writing to the student and the Dean. If the appeal is approved, a copy of the decision will also be sent to Admissions, Registration, and Records. The Vice President's decision is final; no further appeal is allowed. The Vice President documents and maintains all records related to the appeal.

Military Withdrawal
Students who need to withdraw due to active military service should contact Admissions, Registration, and Records for assistance. Refer to the Class Attendance – Credit-Bearing Courses policy for additional information.

Continuing Education (Non-Credit-Bearing) Courses

Students may officially drop one or more continuing education (non-credit-bearing) courses prior to the course's seventy-five percent (75%) tuition refund deadline with a grade of "DR". If a student officially drops a course prior to the first class meeting, they will receive a one hundred percent (100%) refund of occupational extension registration fees. If a student officially drops a course after it has met but prior to the ten percent (10%) point in the course, they will receive a seventy-five percent (75%) refund of occupational extension registration fees. The deadline for students to drop with a refund is the individual course census date; census dates may be obtained from course instructors.

To initiate an official drop from a continuing education (non-credit-bearing) course, students must submit a completed Continuing Education Course Withdrawal/Request for Refund form to Admissions, Registration, and Records via email (registration@durhamtech.edu), fax (919-686-3768), or in person (Phail Wynn, Jr. Student Services Center (Building 10), room 10-201) by the course census date.

If approved, refunds will be disbursed within two (2) weeks. Students who have entered banking information into Self-Service will receive their refund via direct deposit. All others will receive their refund via a check mailed to the address they have on record with the College.

After the close of the drop period and prior to the last day of a course, students may officially withdraw from one or more continuing education (non-credit-bearing) courses with a grade of "W". To initiate a withdrawal, students must submit a completed Continuing Education Course Withdrawal form to Admissions, Registration, and Records via email (registration@durhamtech.edu), fax (919-536-7268), or in person (Phail Wynn, Jr. Student Services Center (Building 10), room 10-201). Students who withdraw from courses after the census date are not eligible for refunds.

Admissions, Registration, and Records will process forms within five (5) working days. Students will receive notification of the final decision via email. Refer to the Course Cancellations and Refunds procedure for additional information, or contact the Business Office/Cashier at 919-536-7201.

Definition

Census Date – The point in a term when ten percent (10%) of a course's instructional time has elapsed. Course census dates are available via Self-Service (instructors) and course syllabi (students).

Working Days – Days when the College is open and operating under a normal schedule. This excludes weekends, closings due to adverse conditions, and holidays.

Academic Integrity and Plagiarism

Durham Tech upholds and enforces high standards of academic honesty and integrity both in and out of the classroom. The College establishes and follows a process for defining and addressing academic dishonesty when it occurs. The College recognizes plagiarism as a specific subset of academic dishonesty and follows a process for addressing plagiarism.

Effective Date (most recent revision): June 21, 2019

Procedure

Student Violations

When a student is alleged to have committed an act of **academic dishonesty** or **plagiarism**, the following procedure will be followed:

1. Within five (5) working days, the instructor who has identified the violation will submit an Academic Integrity and Plagiarism Notification form, attaching documentation of the incident, including details of how and when the student was notified in writing. The form will be routed to the program chair/director, the department's dean, and the Vice President, Chief Academic Officer (hereafter "Vice President"). Academics and Guided Career Pathways will notify the instructor within three (3) working days of any prior **academic integrity** violations by the student.

2. In the case of a first offense of academic dishonesty, the instructor will assign a grade of zero (0) for the assignment. Students may not use the Student Grievance procedure to challenge an individual assignment grade. However, the student may use the grievance procedure to challenge the academic dishonesty allegation.

   In the case of a first offense of plagiarism, the instructor may choose to designate the offense as a "charge" or "no charge." Intention is not a factor when determining whether or not a text contains plagiarism.

   An offense of plagiarism designated as a "charge" is treated as a first offense of academic dishonesty, and the instructor will assign a grade of zero (0) to the assignment.

   An offense of plagiarism designated as a "no charge" is not considered an act of academic dishonesty. In the case of a "no charge" designation, the instructor may assign a grade of zero (0) for the assignment or assess a less strict penalty. A student has only one opportunity for a plagiarism offense to be designated as "no charge."

   Students charged with a first offense of plagiarism with either a "charge" or "no charge" designation will be required to complete self-paced Academic Integrity and Plagiarism Tutorial in Canvas on understanding and avoiding plagiarism. Students will be encouraged to meet with a writing tutor in the Center for Academic Excellence for assistance with the training. If the offense is designated as a "no charge," the student must complete the training within two (2) weeks of being notified of the offense or twenty-four (24) hours before the last class meeting, whichever time period is shorter. If the student wishes to

challenge the allegation of plagiarism, whether it is designated as a “charge” or “no charge,” they may speak with the instructor’s chair/program director, who will be the final arbiter of a first offense of plagiarism. Students may not use the Student Grievance policy and procedure to challenge an individual assignment grade. However, the student may use the Student Grievance policy and procedure to challenge the academic dishonesty allegation.

3. In the case of a second offense of academic dishonesty regardless of whether the second offense occurs in the same course/semester or in a different or subsequent course/semester, Academics and Guided Career Pathways will notify the student and instruct them to stop attending class. Academics and Guided Career Pathways will also notify the instructor, program chair/director, dean, and vice president (if the offense occurred in a division other than Academics and Guided Career Pathways), as well as Information Technology Services (to remove the student from the course Canvas site) and Financial Aid (scholarship ineligibility).

   The instructor will then assign a grade of F for the course. Students who are removed from a class for academic dishonesty cannot receive a grade of W for the course. Students may use the Student Grievance policy and procedure to challenge a final course grade. If the student appeals the second finding of academic dishonesty via the Student Grievance policy and procedure, the student will be allowed to remain in the class until the appeal is resolved.

   A second offense of plagiarism is treated as an offense of academic dishonesty. If the student’s first offense was a “no charge,” a second offense of plagiarism is treated as the first offense of academic dishonesty. If the student’s first offense of plagiarism was a “charge,” the second offense of plagiarism is treated as the second offense of academic dishonesty.

4. In the case of a third offense of academic dishonesty, including an instance of plagiarism that is considered a third act of academic dishonesty, Academics and Guided Career Pathways will request that the student meet with the Vice President within three (3) working days of notification of a violation of the Student Code of Conduct.

   If, upon review of the evidence, the Vice President finds the student to be not guilty of academic dishonesty or plagiarism, the student will be allowed to resume class attendance immediately and make up any work missed due to the suspension. If the Vice President finds that the student has committed a third violation of academic dishonesty or plagiarism, the Vice President will recommend a sanction to the President. Sanctions are up to the President’s discretion and may include suspension from the College. If a student is found guilty of an Academic Integrity and Plagiarism policy violation and suspended from the College due to the violation, the student’s suspension will be recorded on the student’s official College record.

5. Due to program and facility requirements for professional behavior in the workplace, a first instance of academic dishonesty or plagiarism in a clinical practicum or workplace setting shall be treated as equivalent to a third offense of academic dishonesty or

plagiarism in the classroom. The student shall be referred to Student Engagement, Development and Support for a violation of the Student Code of Conduct.

In the Basic Law Enforcement Training (BLET) program, where students are either hired or sponsored by a law enforcement agency, any instance of academic dishonesty or plagiarism will result in the law enforcement agency dismissing the student from employment or revoking sponsorship, which will result in the student's dismissal from the program.

6. Students may utilize the Student Grievance policy and procedure to appeal decisions related to this policy unless the issue involves documented plagiarism.
7. Reports of Academic Integrity and Plagiarism policy violations are kept on file with Academics and Guided Career Pathways for at least four (4) years.

Employee Violations

Durham Tech upholds the same standards of academic integrity for faculty and staff as for it does for students. When an employee is alleged to have committed an act of academic dishonesty or plagiarism, the employee will be subject to disciplinary action as outlined in the Disciplinary Actions, Suspension, and Termination of Employment policy.

Resources

Durham Tech's library maintains a Citation and Plagiarism Resources LibGuide that contains definitions of plagiarism, citation guidelines, and links to interactive tutorials to help students and employees better understand plagiarism. Faculty members may use these resources with their students before and after academic honesty violations occur. Faculty members may also consult library staff members and the English discipline chair for guidance when determining whether a plagiarism offense should be designated as a "charge" or "no charge".

Definitions

Academic Integrity – The pursuit and presentation of learning and scholarship in an honest, transparent, and respectful way that values personal responsibility, original expression, and proper attribution.

Academic Dishonesty – A violation of academic integrity, academic dishonesty is the participation or collaboration in specific prohibited forms of conduct. Participation or collaboration may be active (such as submitting a term paper that includes plagiarized work) or passive (such as receiving a copy of a test before class).

Academic dishonesty includes, but is not limited to, the following examples:

- Unauthorized copying, collaboration, or use of notes, books, or other materials on examinations or other academic exercises including:
  - Sharing information about an exam with a student who has not taken that exam;
  - Obtaining information about the contents of a test the student has not taken;
  - Unauthorized use of smart phones, programmable calculators, or other electronic storage devices; and
  - Text messaging or other forms of communication during an exam.
- Unauthorized or inappropriate file sharing and use of Internet and computer resources as specified in the Appropriate Use of Computing Resources policy;

- Sharing Durham Tech usernames/passwords with others, allowing them to log in as you, or logging in to College systems under another person's username;
- Having others complete coursework, write papers or take tests/quizzes, thus misrepresenting the identity of the author of the work;
- Unauthorized use and/or possession of any academic material, such as tests, research papers, assignments, or similar materials;
- Unauthorized use of translation software and assistance from native speakers or advanced-level students in foreign language classes; and
- Deliberate disregard for academic advising or other College guidance, specifically when it results in situations related to academic progression or financial aid eligibility.

Plagiarism – Plagiarism is a specific subset of academic dishonesty. It is the representation of another person's work, words, thoughts, or ideas, as one's own. Plagiarism includes, but is not limited to, copying material and using ideas from an article, book, unpublished paper, or the Internet without proper documentation of references or without properly enclosing quoted material in quotation marks. Plagiarism also includes sentences that follow an original source too closely, occurring when an individual simply substitutes synonyms for another person's words.

Intention is not a factor when determining whether or not a text contains plagiarism. Plagiarism is often considered an academic integrity violation.

Working Days – Days the College is open and operating under a normal schedule. This excludes weekends, closings due to adverse conditions, and holidays.

Student Code of Conduct Policy

Durham Tech has an obligation to maintain a safe and orderly educational environment for students, faculty, staff, and visitors. The intent of the Student Code of Conduct is to protect the rights and safety of all individuals on campus. All students are required to abide by the Student Code of Conduct.

Effective Date (most recent revision): June 2017

Purpose

Whenever possible, one goal of any disciplinary action at Durham Tech is to teach a **student** what is appropriate in the educational setting and to provide students with an opportunity to learn behaviors that will contribute to their success in their future work/life environment. Generally, the purpose of disciplinary action is to end the behavior rather than end the student's educational opportunity. Since Durham Tech's core values promote "an engaging, collegial atmosphere with professional, ethical, and respectful interactions that enhance learning," members of our campus community will not tolerate behaviors that are not aligned with these values. Thus, this policy strives to balance the College's values and the student's goal of becoming a more educated citizen in such a way that honors both.

Disruptive Behaviors Definition

Disruptive behaviors are defined as behaviors that persistently or grossly disrupt the educational process or functioning of the College and negatively impact others within the learning environment. While not an exhaustive list of disruptive behaviors, specific violations of the Student Code of Conduct include the following:

1. Academic dishonesty, including cheating and plagiarism; the specific sanctions and procedures for this violation are outlined in the College's Academic Integrity and Plagiarism policy;
2. Vandalism, damage, destruction, or theft of institutional or private property;
3. Abuse or misuse of computing resources as outlined in the College's Appropriate Use of Computing Resources policy;
4. Forgery, falsification, alteration, or misuse of college records, documents, or identification;
5. Violation of regulations concerning drug and alcohol use as outlined in the College's Drug and Alcohol policy;
6. Possession or use of firearms, knives, explosives, dangerous chemicals, or other weapons, except for legally authorized use either on campus or at any college-sponsored event;
7. Verbal or physical harassment, assault, or battery of a college employee, student, or visitor;
8. Sexual harassment as outlined in the College's Sexual Misconduct policy (formerly Sexual Harassment policy);
9. Disorderly or legally obscene conduct;
10. Breach of peace on college property or at any college-sponsored function in a manner that disturbs the privacy of other individuals and/or the instructional program;
11. Failure to comply with the lawful directions of **College Officials**, faculty, staff, or campus police/security officers acting in the performance of their duties;
12. Failure to identify oneself when on college property or at a college-sponsored or college-supervised event upon the request of College Officials, faculty, staff, or campus police/security officers acting in the performance of their duties;
13. Violation of college regulations or policies; and
14. Breach of any federal, state, or local criminal law either on campus or at any college-sponsored activity.

Response to Disruptive Behavior

Durham Technical Community College is a Learning College, which means that we recognize that opportunities to learn can occur both inside and outside of the classroom. When disruptive behavior occurs, faculty and staff should provide students with information about the consequences of the behavior. Disruptive behaviors should be addressed with the first incident rather than after a series of incidents.

Behavior that persistently or grossly disrupts the educational process or functioning of the College may result in disciplinary action whether it occurs on campus, online, or at a college-sponsored activity. Off-campus behavior that may indicate an **articulable, imminent, and significant** safety threat to the College may also be considered in applying sanctions based on the Student Code of Conduct. Violations of this code of conduct may result in immediate sanctions, including

probation, suspension, or expulsion from the College. Additionally, the College may defer imposition of sanctions pending the outcome of an investigation.

Possible Sanctions

The following section describes sanctions available to designated College Officials (see definitions below) in response to violations of the Student Code of Conduct. The listing is not inclusive of all options the Officials may choose to exercise, and more than one sanction may be imposed for a single act of misconduct. The Vice President of Student Engagement, Development, and Support (hereafter referred to as "Vice President") will maintain the record regarding any sanctions imposed.

A. Reprimand: A written or oral communication which gives official notice to the student that any subsequent offense against the Student Code of Conduct will carry heavier penalties because of this prior infraction.

B. General Probation: General Probation has two important implications: the individual is given a chance to show capability and willingness to observe the Student Code of Conduct without further penalty, and, if the individual errs again, further action will be taken. Continued enrollment of a student on probation may be conditioned upon adherence to specified terms.

C. Restrictive Probation: Restrictive Probation results in loss of good standing and becomes a matter of record in the student's file. Restrictive conditions may limit activity in the College community, including possible exclusion from classes, programs, and/or specific campus locations. Generally, the individual will not be eligible for initiation into any local or national organization sanctioned by the College and may not receive any college award or other honorary recognition. The individual may not occupy a position of leadership or responsibility with any college or student organization, publication, or activity. Any violation of Restrictive Probation may result in immediate Suspension.

D. Reduction in Grade: Imposed as a result of academic dishonesty. Durham Tech's policy is that students who engage in any form of academic misconduct receive a zero on the assignment. A second occurrence of academic misconduct will result in the dismissal of the student from the class with a failing grade. A third occurrence of academic misconduct may result in a recommendation of suspension or expulsion from the College. See the College's Academic Integrity and Plagiarism policy for more detail.

E. Withholding Transcript, Diploma, or Right to Register or Participate in Graduation Ceremonies: Imposed when financial obligations are not met. The student will not be allowed to register until all financial obligations are met.

F. Group Probation: This sanction is given to a college organization for a specified period. If group violations are repeated while probation is in effect, the charter may be revoked or activities restricted.

G. Group Charter Revocation: Removal of college recognition for a group, club, society, or other organization for a minimum of two years. Re-charter after that time must be approved by the President.

H. Loss of Technology Privileges: Exclusion from all privileges associated with college technology access, including but not limited to email and network access and storage.

I. Interim Suspension: As a general rule, the status of a student accused of violations of the Student Code of Conduct should not be altered until a final determination is made regarding the charges against him or her. However, interim suspension may be imposed upon a finding that the continued presence of the accused student on campus constitutes a threat to the safety and well-being of the accused student or any other member of the College community or its guests, or that the continued presence of the student on campus creates a risk of disruption of classroom or other college-related activities. Interim suspension may result in exclusion from class and/or other privileges including presence on college property or college-sponsored activities until a final decision has been made concerning the alleged violation.

Upon invoking interim suspension, the **College Official** will file a written report to the Vice President of Student Engagement, Development, and Support, including the individual(s) involved and the nature of the infraction(s). This report should be filed as soon as possible but no more than two working days following the incident. Consult the procedures below for details on subsequent steps in the process. In the event an investigation is conducted that leads to a conclusion that a student's continued presence on campus is not a threat to self or others, or in the event the investigation does not lead to a conclusion that a violation has in fact occurred, the College will implement a plan for the suspended student to make up missed academic work, and the student will not be penalized for absences in class.

The College accepts no responsibility for the actions of partner organizations that may host or deliver instructional activities. Partner organizations (e.g., clinical sites) have the full and exclusive right to deny access to any individual for violations of their particular rules and regulations. In the event a student is denied access to a location where instructional activity is scheduled, the College is under no obligation to make alternate arrangements for that student.

J. Suspension: Exclusion from all college privileges and activities for a specified period of time. This sanction is reserved for offenses warranting discipline more severe than probation or for repeated misconduct. This sanction may be imposed only by the Vice President of Student Engagement, Development, and Support. Students who receive this sanction may also be prohibited from returning to campus property without specific written permission from the Vice President.

K. Expulsion: Removing student status and dismissing a student from the College permanently. This sanction may be imposed only by the President.

An expelled student or an individual who has been trespassed may not enter college premises at any time in the absence of written permission from a College Official. A suspended or expelled student must contact the Durham Tech Chief of Police (or designee) before entering the College campus or participating in any college-sponsored event.

Violation of Federal, State, or Local Law

If a student is convicted or pleads guilty to an off-campus violation of federal, state, or local law, but not with any other violation of the Student Code of Conduct, disciplinary action may be taken and sanctions imposed for misconduct that is detrimental to the College's stated mission and purpose. Disciplinary sanctions may be instituted against a student charged with violation of a law that is also a violation of the Student Code of Conduct if both violations result from the same factual situation, without regard to criminal arrest and/or prosecution. Proceedings under the Student Code of Conduct may be carried out prior to, simultaneously with, or following criminal proceedings. The College will cooperate fully with law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators.

Procedures

The following procedures are followed in situations when students demonstrate behaviors within the learning environment, whether in the classroom (physical or virtual), in common areas, or at college-sponsored activities, that are disruptive to the learning process. If the disruption is a matter of academic integrity or plagiarism, consult the Academic Integrity and Plagiarism policy.

The faculty or staff member first attempts to address an incident of disruptive behavior with the student as part of managing the classroom (physical or virtual) or the common area (hereafter the word “area” will be used to indicate either the classroom or common area) through a private conversation or communication with the student. If a student does not comply with the faculty or staff member’s directive to cease the behavior or to discuss in private or if a student escalates the disruption, the College employee is advised to take one of the following actions:

1. Direct the student to leave the area or activity for a period of time (generally for the remainder of the activity underway). Provide the student with the Code of Conduct as soon as possible. Report the incident to your immediate supervisor.
2. Direct the student to leave the area or activity. Provide the student with the Code of Conduct as soon as possible. Direct the student to schedule a discussion with you before being allowed to return to the area or activity. Report the incident to your immediate supervisor.
3. Direct the student to leave the area or activity. Provide the student with the Code of Conduct as soon as possible. Direct the student to schedule a discussion with your supervisor before being allowed to return to the area or activity. If you and your supervisor consider the matter to have risen to the level that a sanction should be considered, send an account of the incident(s) and your attempt at resolution to the Vice President of Student Engagement, Development, and Support within one to three working days.
4. Direct the student to leave the area or activity. Provide the student with the Code of Conduct as soon as possible. Direct the student to schedule a meeting with the Assistant Dean of Student Development, Communications, and Activities before being allowed to return to the area or activity. Report the incident to your immediate supervisor, and submit a Behavior of Concern report to the Care Team within one to three working days.

5. In situations where the disruption has escalated to the point where you determine that you need assistance, contact campus police, who will manage the situation. Assist the officer in completing his/her report. Then report the incident to your immediate supervisor, and submit a Behavior of Concern report to the Care Team or a Code of Conduct report to the Threat Assessment Team within one to three working days.

6. If the student refuses to leave the area or activity and/or the student's behavior is of a threatening nature, then excuse the other students and leave the vicinity. Notify campus police immediately, and assist the officer in completing his/her report. Report the incident to your supervisor, and submit a Code of Conduct report to the Threat Assessment Team immediately.

   Note: Generally, #5 and #6 will be used with the most severe incidents, such as when students are considered out of control and refuse to comply with the employee's directive, in addition to exhibiting any threatening behaviors.

Security

If a faculty or staff member has determined that a college police officer or security staff member must be called to report a student, this action will signify that the student is not able to manage his or her behavior. Campus police will issue a citation to the student. At this point, the student will have two working days from the date of notice to make an appointment with the Vice President, as noted on the citation. If the student does not make the appointment within two working days, a default status of Interim Suspension is assumed until the student meets with the Vice President of Student Engagement, Development, and Support, as noted on the citation. The student is responsible for setting up the appointment with the Vice President. The directions for making an appointment are detailed on the citation.

Investigation

The Campus Police and Public Safety office will initiate an investigation within two working days, including interviewing appropriate witnesses and gathering signed statements. While the duration of the investigation may be dependent upon student and witness availability, the expectation is it will take no longer than seven working days to complete; however, the complexity of a particular case may warrant an extension of the timeframe. Copies of the citation and witness statements will be provided to the Director of Campus Police and Public Safety and the Vice President of Student Engagement, Development, and Support.

Authority to Require Students to Appear

Campus police or security officers, the vice president, president, or their designees may require any student to appear for an interview or to give a written statement. Failure to assist these administrators in this manner may subject the student to disciplinary action for failure to comply with a College Official. Further, a disciplinary hold may be placed on the student's class attendance, re-enrollment, or educational records for any student failing to comply with this request for an interview or for a written statement.

Action upon Completion of Investigation and Written Charges

After reviewing all documents related to the completed investigation, within five working days, the Vice President (or designee) may dismiss the complaint, refer the matter to the College Care Team, call for a hearing, determine that the complaint is supported by reliable evidence and

impose sanctions, or call a meeting of the College's Threat Assessment Team to provide counsel in the determination of final sanctions. If a student has been issued a citation, the default status of Interim Suspension may be upheld or altered at this time.

After the student has met with the Vice President (or designee) and a decision has been made, the student will be provided a letter reiterating the charge and the terms of the sanction imposed. The Vice President will notify Campus Police and Public Safety personnel and the initiator of the complaint about the decision. If the student does not meet with the Vice President as directed, final sanctions will be determined in the absence of the student's response to the complaint, and the student will be sent a letter as stated above.

Charges and Elements of Due Process

The student will initially be provided information about the nature of the violation via the citation form issued by Campus Police and Public Safety personnel. The student may also contact the College's Director of Campus Police and Public Safety to request additional information. Students are allowed to request that a counselor from Student Development act as an advocate on his or her behalf throughout this process. To ensure that rights to due process are preserved, the following essential elements are available to the student, depending on the nature of the violation:

- Access to published rules, regulations, and procedures, and written notice of the charge(s) of violating such rules and regulations;
- An oral proceeding before an administrative representative;
- Information regarding witnesses who may give evidence to support the charge(s) and the opportunity to call witnesses on his or her behalf;
- Right to an advocate of his or her choosing (the advocate may provide advice and consultation but may not participate in an oral proceeding);
- A written summary of the proceeding;
- A prompt written decision; and information regarding the appeal procedures.
- Vice President's Adjudication

Vice President's Adjudication

If the Vice President (or designee) hears the matter, he or she may immediately adjudicate the matter based on witness statements, witness appearances, and the statements and appearances of the charging party and the student charged. Based on the evidence, within five working days, the Vice President may dismiss the charges; may, based on reliable evidence, invoke one or more of sanctions A through J listed in the Student Code of Conduct: Possible Sanctions section of this document; may recommend a sanction of expulsion to the President; or may reserve a ruling until after reviewing a recommendation made by a disciplinary committee.

Disciplinary Committee

If the Vice President refers adjudication of the matter to a disciplinary committee, the Vice President will notify the President in writing and will, within three working days, appoint a disciplinary committee and the chair who will serve as the hearing examiner. The Dean of Student

Development and Support (or designee) will convene the disciplinary committee, coordinate the meeting, and assist in writing the summary and final recommendation. The committee shall consist of one faculty member, one administrator, and one student. Members will be chosen in consultation with the President, taking into consideration the facts of the case and potential conflicts of interest.

The disciplinary committee will conduct a careful and thorough review of all the facts related to the alleged offense. On the basis of the review, the student may be absolved of the charge or be found to have violated a specific college rule or regulation. Recommended disciplinary action, decided by a two-thirds vote of the committee membership, may involve all or any combination of the sanctions previously detailed.

The disciplinary committee will complete its work within five working days of appointment and make a recommendation to the Vice President within two working days after completion of the hearing. The committee will provide a summary of witness statements, the facts, and the proposed sanction, if any, to the Vice President. Upon receipt of the witness statements, summary of fact, and proposed sanction (if any), the Vice President shall review the information received and reach a determination. Final disciplinary action will be established by the Vice President, who will communicate this information in writing to the student and the president within five working days.

Students who are enrolled in online courses or distance education programs may request that meetings be conducted by alternate arrangement. Meetings may be held with students or employees attending in person at the specified location, with students or employees attending the meeting by electronic means such as a conference telephone call, or by a combination of students or employees attending in person or by electronic means.

Appeals Procedure for Vice President's Adjudication

A decision of the Vice President for Student Engagement, Development, and Support may be appealed to the President. The student must make the appeal in writing, and the President's office must receive the student's written appeal within five working days after the decision of the Vice President. The President will review the written record, reach a determination on the appeal, and communicate his/her decision to the student in writing.

Appeals Procedure for Expulsion

1. If the Durham Technical Community College president decides to expel a student, that student shall be notified that he/she may be granted a hearing before the Student Success Committee of the Board of Trustees ("the Committee") if he/she can provide evidence showing that the action was taken because of race, sex, religion, national origin, handicap, or protected First Amendment reasons.
2. If the student has reason to believe that he/she is being expelled because of race, sex, religion, national origin, handicap, or protected First Amendment reasons, he/she shall so notify the Committee in writing within ten working days of being notified of the expulsion. The student shall have the burden of proof showing the involvement of race, sex, religion, national origin, handicap, or protected First Amendment reasons in the decision to expel the student. The student shall address that request to the Committee in care of the

Durham Technical Community College President's Office, Post Office Box 11307, Durham, NC 27703.

3. After being notified in writing by the student that he/she reasonably believes race, national origin, handicap or protected First Amendment reasons have been involved in the decision for expulsion, the Committee shall set a date for the student to submit written evidence to the Committee for review. Within five working days of receiving the student's written evidence for review, the Committee shall notify the student as to whether the evidence presented is sufficient to justify a hearing before the Committee. If the Committee does find that the student has presented evidence which justifies a hearing, then the student shall be notified in writing by certified letter, delivered to his/her residence address on record at the College, of the specific date, time, and place of the hearing, that date being as soon as practically possible, but not to be fewer than ten working days or more than thirty working days from the official date of the notification of hearing by the Committee.
4. The hearing shall be before the Student Success Committee of the Board of Trustees, meeting in Executive Session. A transcript of the hearing shall be made and maintained by the College. The student shall be permitted to present witnesses and evidence, to cross-examine witnesses, and to be represented by counsel. All testimony will be taken under oath. The student shall have the burden of establishing proof of involvement of race, sex, religion, national origin, handicap, or protected First Amendment reasons in the decision of the administration to expel the student. If, in the opinion of the Committee, the student fails to carry the burden, the hearing shall be terminated. If the Committee finds that the student has carried that burden, then the administration of the College will have the burden of going forward to prove that the impermissible reason was not a factor in the decision, that it was not a substantial factor, or that there was another overriding reason for the expulsion.
5. The President, his counsel, or delegate shall have the burden of going forward with the evidence and proving to the Committee that the impermissible reason was not a factor in the decision to expel the student or to prove that though the impermissible reason was a factor in the decision, it was not a substantial factor, in that an overriding reason for the expulsion existed. The President, his counsel, or delegate shall be entitled to present witnesses and evidence and cross-examine witnesses. At the conclusion of the President's evidence, the student shall be given the opportunity to present evidence in rebuttal or to show that the reasons advanced for the expulsion are a pretext.
6. Within seven working days of the termination of the hearing, the Student Success Committee of the Board of Trustees, with the authority so delegated from the full Board of Trustees, shall make a definitive ruling on the matter and notify the student of its decision by certified letter, delivered to his/her residence address on record at the College.
7. The full Board of Trustees shall serve as the final non-judicial appellate authority. If the Student Success Committee of the Board of Trustees rules against the student at the hearing referenced above, the student may appeal the ruling to the full Board of Trustees. The appeal request must be in writing. At a time designated by the Board Chairman, the full Board of Trustees shall meet in Executive Session to review the transcript of the hearing that occurred before the Student Success Committee. At the conclusion of this transcript review, the student or his counsel or both, and the President, his counsel, or delegate shall be permitted to appear before the full Board of Trustees in Executive

Session and to present a summary argument on the facts relevant to the case. At the conclusion of these arguments, the full Board of Trustees shall excuse those who presented the summary arguments and then act to sustain or reverse the actions of the Student Success Committee. Within seven working days after the full Board of Trustees has met to review the transcript of the hearing, the student shall be notified by certified letter, delivered to his/her residence address on record at the College, of the decision of the Board of Trustees as to whether the Board of Trustees has sustained or reversed the decision of the Student Success Committee of the Board of Trustees.

Notice to Parents of Minors

If a student under eighteen years of age engages in misconduct or is dismissed, suspended, placed on disciplinary probation, or otherwise disciplined, the parent(s) or guardian(s) of that student may be notified in accordance with the Family Education Rights and Privacy Act (FERPA).

Administrative Notification

The Dean of Student Development and Support will be notified to alert appropriate college offices (e.g., Student Information and Records, Student Financial Aid) regarding the actions staff need to take in response to the decision regarding the student. Students who are suspended or expelled will have a notation on their electronic record to refer them to a College Official, will be withdrawn from their current courses, and will have their college email account closed, if applicable.

Disruptive Behavior: Reporting

Any member of the College community may file a Disruptive Behavior concern with the Vice President of Student Engagement, Development, and Support (or designee) against any student or student organization for violations of the College Code of Conduct. When a student organization is charged with a violation, the student organization's officers and faculty sponsor will represent the organization for purposes of carrying out disciplinary procedures. The individual(s) raising the concern may submit an online form or provide a letter including the information listed below:

1. name of the student or student organization involved;
2. the provision of the Code of Conduct alleged to have been violated;
3. the time, place, and date of the incident;
4. names of person(s) directly involved, and/or witnesses to the infractions; and
5. any action taken that relates to the matter.

Behavior of Concern: Reporting

Some individuals may exhibit behaviors that interfere with their academic, career, or personal success but the behavior is not disruptive, as defined in this document. Examples of behaviors of concern might include frequent class absences, difficulty adjusting to college life, falling asleep in class, changes in appearance or personal hygiene, or moodiness, for example. Often faculty and staff members can help students exhibiting such behaviors by asking questions, listening, and making a referral for assistance. Individuals wishing to report a Behavior of Concern may submit an online form or provide details of the concern to the Dean, Student Development and Support.

Support and Interventions

Within five working days after the concern is received, the Vice President (or designee) will review the concerns and request that the Director/Chief of Campus Police and Public Safety conduct an investigation, if necessary. Based on the nature of the concern and documentation gathered in the investigation, they will determine whether to take action, refer the matter to the Care Team, or move the matter to the Threat Assessment Team.

Care Team and Threat Assessment Team

Member placement on these teams is based on positions held within the College, the nature of support needed for particular students, and expertise or credentials held by an employee.

Care Team

A care team will be convened under the discretion of the Dean, Student Development and Support. The team may include any of the following positions, as needed to support each particular student in need of a care-team approach:

- Coordinator, Counseling Services
- Counselor, Student Development
- Faculty member(s)
- Campus police or security officer(s)
- Other employee(s), as necessary, to support particular students

The care team's charge is as follows:

Meet as necessary to review student behavior perceived to indicate that a student may be in need of support and make referrals to internal support services or to community agencies; recommend potential additional support strategies; and monitor student progress.

The care team may decide to take any of the following actions:

- Contact the student to invite him or her to meet with a counselor or with the Coordinator, Counseling Services; Counselor, Student Development; or Dean, Student Development and Support;
- Talk with members of the campus community to gather additional information regarding the concern noted about the student;
- Refer the student to a community agency for services;
- Monitor the student's behavior; or
- Refer the matter to the Threat Assessment Team, if they determine such a referral is necessary.

Threat Assessment Team

A Threat Assessment Team is called together whenever a member of the College community reports a potential threat to the safety of members of the College community. The team's ideal composition should be limited to a few individuals to protect confidential information yet ensure a diverse and informed assessment. The Threat Assessment Team typically consists of three (3) or four (4) individuals, depending on the nature of the perceived threat, with one (1) representative from each of the following areas:

- Student Conduct: This representative is normally the Vice President, Student Engagement, Development, and Support. In his or her absence, another student services employee (e.g., Dean, Student Development and Support) may serve.
- Public Safety: This representative is normally the Director/Chief, Campus Police and Public Safety. In his or her absence, another public safety employee (e.g., Sergeant, Security Supervisor, or Police Officer) may serve.
- Division Head(s): This representative is normally the appropriate division head (e.g., Vice President, Student Learning and Instructional Services) related to the academic area(s) for the student(s) involved.
- Title IX Coordinator: If the perceived threat is related to sexual misconduct or a Title IX-related concern, the Title IX Coordinator should be involved.

The Threat Assessment Team's charge is as follows:
Consult, as needed, to review student behavior perceived to be potentially dangerous to self or others or that poses a safety concern within the campus community and recommend appropriate action.

The Threat Assessment Team may decide to take any of the following actions:

- Refer the matter to the Care Team, if they determine such a referral is more appropriate;
- Monitor the student's behavior;
- Direct the student to meet with the Vice President, Student Engagement, Development, and Support;
- Consult with the College's internal legal advisor, if necessary;
- Recommend to the Vice President that the student be required to obtain a current psychological assessment from a mental health provider;
- Recommend to the Director/Chief, Campus Police and Public Safety that criminal charges be considered; or
- Recommend a sanction listed in the Code of Conduct to the Vice President or President.

Title IX

In the event of an alleged sexual assault or harassment, the complaint will be moved to the College's Title IX Coordinator for investigation. View details in the College's Sexual Misconduct/Title IX page.

Definitions

College Official – Chief of Police, Assistant/Associate Vice President, Vice President, or President

Working Days – Days the College is open and operating under a normal schedule. This excludes weekends, closings due to weather conditions, and holidays observed by Durham Tech

Disruptive Behavior (defined in document above)

Harassment* – severe and pervasive behavior that negatively affects another's access to an educational opportunity or other college benefit (**Davis v. Monroe County Board of Education, 526 U.S. (1999)*

Articulable – capable of being expressed, explained or justified

Imminent – impending, likely to occur at any moment

Significant – considerable, of consequence

Tobacco-Free Campus Policy

Employees, students, visitors, and contractors are prohibited from using tobacco products at any time on college property as well as on any spaces where college-sponsored or college-related activities are held, including during non-instructional and non-service hours.

Effective Date (most recent revision): May 2012

Procedure

Communication

Signs will be posted to provide notification to faculty, staff, students, visitors, and contractors of the college's 100 percent Tobacco-Free Campus Policy. The college will also communicate about implementation of the Tobacco-Free Campus Policy through printed information in employee and student handbooks and on the college's website and through announcements during college-related activities.

Enforcement

All members of the college community are asked to respectfully remind faculty, staff, students, visitors, and contractors who are using tobacco products while on college property about the college's Tobacco-Free Campus Policy. Information cards will be available for distribution to tobacco users by any member of the college community. The tobacco-free information cards will indicate that the college is a tobacco-free campus, provide notice of actions and penalties for use, and provide information about tobacco-use prevention and cessation resources. Campus Police and Public Safety officers are responsible for reminding faculty, staff, students, visitors, and contractors about the college's Tobacco-Free Campus Policy and provide them with a copy of the tobacco-free information card. Officers may ask to see identification for faculty, staff, students, visitors, and contractors and complete an incident report for anyone violating the college's policy. Copies of incident reports for an employee will be sent to the employee's direct supervisor and division head for handling through the employee warning and disciplinary process. Copies of incident reports for students will be sent to the appropriate Student Learning, Development, and Support staff for handling through the student warning and disciplinary process. Employees and students cited for tobacco use will be notified of tobacco-use prevention programs and tobacco-use cessation resources. The five levels of offenses with penalties for tobacco-use on campus are as follows:

- First Offense – Written warning;
- Second Offense – $25 fine;
- Third Offense – $50 fine;
- Fourth Offense – Implementation of a contract with special conditions for faculty or staff and academic misconduct action for students, based on the respective disciplinary process;
- Additional Offenses – Disciplinary leave and/or termination of employment for faculty or staff and academic misconduct action for students, based on the respective disciplinary process.

Campus Police and Public Safety officers and employees will give a copy of the tobacco-free information card to visitors or contractors using tobacco products on college property and ask them to extinguish cigarettes, cigars, or pipes or to dispose of smokeless tobacco products. If a

visitor or contractor refuses to comply with this request, officers and employees may ask the visitor or contractor to leave campus. Contractors will be asked to identify themselves and will be reported to the employee contracting for the outside services. The college employee will contact the company supervisor or manager and communicate in writing the college' s expectation that contractors adhere to the college's Tobacco-Free Campus Policy for continued work with the college.

Prevention and Cessation

The college will encourage employees and students to abstain from and/or cease smoking and using tobacco products. Information about tobacco-use prevention and cessation programs will be made available to faculty, staff, and students. Any fines collected as a result of employees and students cited for Tobacco-Free Campus offenses will be used to support wellness activities at the college.

You may also call the NC Tobacco-Use Quitline at 1-800-784-8669, or visit quitlinenc.com.

Purpose/Definitions

Background

Durham Technical Community College is committed to promoting and providing a safe and healthy environment for its faculty, staff, students, visitors, and contractors. As part of this commitment, the college is adopting a Tobacco-Free Campus Policy effective May 21, 2012. This policy also supports the NC Community College System's goal of all community colleges in the state having 100 percent tobacco-free campuses by April 2013.

Definitions

For the purposes of this policy, "tobacco products" are defined as cigarettes, cigars, blunts, pipes, chewing tobacco, snuff, e-cigarettes, vaporizers, and any other items containing or reasonably resembling tobacco or tobacco products. "Tobacco use" includes smoking, vaping, chewing, dipping, or any other use of tobacco products. "Tobacco-free campus" refers to any building, facility, grounds, property, or vehicles owned or leased by Durham Technical Community College as well as any spaces where college-sponsored or college-related activities are held, whether on or off campus.

Tobacco products may be included in instructional activities in college buildings if the activity is conducted or supervised by the faculty member overseeing the instruction and if the activity does not include smoking, chewing, or otherwise ingesting the tobacco product.

Drug and Alcohol Policy

Durham Tech is committed to the well-being of the College community and to promoting and providing a safe and healthy environment. The unlawful manufacture, distribution, dispensation, possession, or use of controlled substances or alcoholic beverages is prohibited on College premises and at College-sponsored activities.

Durham Tech understands that substance abuse is an extremely complex issue that can impact the safety and welfare of the College community. Therefore, the College pledges its cooperation to maintain a drug and alcohol abuse prevention program as required by federal law.

Please note: *Below is the* ***student*** *procedure. The employee procedure can be found in the Policy and Procedure section of the website.*

Effective Date (most recent revision): February 4, 2022

Purpose

The purpose of Durham Technical Community College's (Durham Tech's) Drug and Alcohol policy is to maintain a safe and productive teaching and learning environment and to be in compliance with the Drug-Free Workplace Act of 1988; the Drug-Free Schools and Communities Act (DFSCA); Part 86 of the Department of Education's General Administrative Regulations; North Carolina Administrative Code Title 13, Chapter 20; and the North Carolina Controlled Substance Examination Regulation Act.

The following are exceptions to the policy and the procedure supporting it:

1. Students enrolled in a course that requires the use or consumption of alcoholic beverages on **College premises** as part of the curriculum may do so during class/lab time only. Students may be required to sign a waiver in order to participate in the instructional activity.
2. The President or their designee has the right to give special written permission to serve alcohol at College events.

Procedure

Standards of Conduct and Disciplinary Actions

All Durham Technical Community College (Durham Tech) students are required to meet standards of conduct and are expected to attend classes, labs, and College activities unhindered by drugs. Students who fail to meet these standards and/or are found to be in violation of College policies or procedures will be subject to disciplinary sanctions consistent with local, state, and federal law and as detailed in the Student Code of Conduct.

Please Note: Students employed by Durham Tech are considered College employees. Students employed under the federal work study program are considered College employees if the work performed is for the College. For work performed for any public or private agency, students are also considered College employees unless the agreement between the College and the organization specifies that the organization is considered the employer. Students considered College employees are governed by Durham Tech's employee drug and alcohol policy provisions during their working hours.

Legal Prescription and Over-the-Counter Drugs

Student use of prescription and over-the-counter drugs is not prohibited when taken in recommended dosage or according to a physician's prescription. Students who take legal prescription and over-the-counter drugs must determine whether the drug may interfere with the safety of themselves or others on campus. It is the student's responsibility to communicate with appropriate College personnel (e.g., instructors, advisors, counselors, student services staff) if his or her use of legal drugs presents a safety risk. Students should disclose this information for their own safety and the safety of the classroom and College environment, especially in courses that include "live projects" such as welding and machining.

The illegal or unauthorized use, intentional misuse, abuse, or distribution of prescription or over-the-counter drugs by students is prohibited. Students in need of assistance with substance abuse issues should consult Appendix C for a list of available resources.

Notification of Drug-Related Issues

Students aware of drug-related issues (substance abuse, convictions, or other concerning behavior associated with legal or illegal drugs, etc.) involving another student or any member of the College community and that may impact the College community, occur on College property, or take place during a College-sponsored activity should contact appropriate College personnel (e.g., Campus Police and Public Safety, instructors, advisors, counselors, student services staff) immediately.

Drug and Alcohol Abuse Prevention Program (DAAPP)

The Drug-Free Schools and Communities Act (DFSCA) and Part 86 of the Department of Education's General Administrative Regulations requires Durham Tech to certify that it has developed and implemented a drug and alcohol abuse prevention program. The program must be designed to prevent the unlawful possession, use, and distribution of drugs and alcohol on College premises and at College-sponsored events and activities. Durham Tech's DAAPP disclosure must include the following:

- A written statement about the College's standards of conduct that prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees;
- A written description of legal sanctions imposed under federal, state, and local laws and ordinances for unlawful possession or distribution of illicit drugs and alcohol;
- A written description of the health risks associated with the use of illicit drugs and alcohol abuse;
- A written description of any drug or alcohol counseling, treatment, and rehabilitation/re-entry programs that are available to students and employees; and
- A written statement that the College will impose disciplinary sanctions on students and employees for violations of the institution's codes of conduct and a description of such sanctions.

The DAAPP must be actively distributed annually to all credit-bearing students by Student Engagement, Development, and Support. The Vice President, Student Engagement, Development, and Support shall serve as the main student contact. He or she will coordinate with the Director of Human Resources and Talent Management regarding annual student notifications and other DAAPP matters that directly impact students.

A biennial review of the DAAPP will be conducted every odd year by the Compliance Committee. In accordance with statutory requirements, the biennial review must:

- determine the program's effectiveness and identify needed changes;
- identify the number of drug- and alcohol-related arrests and referrals that occur on College premises (as defined in the Clery Act) or during College-sponsored activities and are reported to College officials;
- identify the number and type of sanctions imposed by the College as a result of drug- and alcohol-related violations and fatalities on College premises or during College-sponsored activities; and

- ensure that sanctions imposed for violations of the standards of conduct addressed by the DAAPP are consistently enforced.

The Compliance Committee's responsibilities include the following:

- revising Durham Tech's DAAPP to account for any changes to the DFSCA and/or state or federal law;
- ensuring Durham Tech's DAAPP and current Durham Tech policies and procedures are reflective and not contradictory; and
- evaluating the strengths, weaknesses, opportunities, and challenges of Durham Tech's DAAPP, and responding accordingly.

Supplemental Information

Please see the Appendix C in this policy and procedure on the Durham Tech website for treatment resources.

Definitions

Please Note: Some of the terms defined here are not contained within the text of this policy. They are defined here because they are referenced in external resource documents and/or related laws and statutes.

Alcohol/Alcoholic Beverages – Beverages containing at least one-half of one (1) percent (0.5%) alcohol by volume, including beer, wine, liquor, and mixed beverages

College Premises – Any property in use by the College including property that is leased, owned, used for College functions, or used by the College in the offering of any of its courses.

Controlled Substance – Any drug listed in the Schedules of Controlled Substances (21 CFR Part 1308) and other federal regulations as well as those listed in the North Carolina Controlled Substances Act. Generally, these are drugs which have a high potential for abuse. They include but are not limited to the following: cocaine, heroin, marijuana, PCP, and "crack." They also include any "legal" drugs that have not been prescribed specifically by a licensed physician.

Drug Paraphernalia – All equipment, products, and material of any kind used to facilitate, or intended or designed to facilitate, violations of the North Carolina Controlled Substances Act.

Drugs – Drugs referred to under this policy include alcoholic beverages, all illegal drugs as defined in the NC Controlled Substance Examination Regulation Act, and misused legal drugs (both prescription and over-the-counter).

Employees – Individuals of any status (full-time, part-time, permanent, temporary) who are employed by Durham Technical Community College. Students employed under the Federal Work Study Program are considered College employees if the work performed is for the College. For work performed for a federal, state, local public agency, a private nonprofit or a private for profit agency, students are also considered College employees unless the agreement between the College and the organization specifies that the organization is considered the employer.

Malt Beverage – A beverage containing at least one-half of one (1) percent (0.5%) and not more than six (6) percent (6%) alcohol by volume

Nolo Contendere – A plea by which a defendant in a criminal prosecution accepts conviction as though a guilty plea had been entered but does not admit guilt

Sale of Alcohol – Any transfer, trade, exchange, or barter, in any manner or by any means for consideration, of alcohol (e.g., cover charges, mug/t-shirt sales, etc.)

Serious Bodily Injury – Injury which involves substantial risk of death, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member or organ or mental faculty

Spirituous Liquor/Liquor – Distilled spirits or other alcohol and mixtures of cordials and premixed cocktails in closed containers for beverage use regardless of their dilution

Unfortified Wine – Wine with an alcohol content of not more than seventeen (17) percent (17%)

Use of Alcoholic Beverages – Possession, consumption, distribution, purchase, sale, or transfer of alcoholic beverages

Working Days – Days the College is open and operating under a normal schedule. This excludes weekends, closings due to adverse conditions, and holidays.

Appendix A – Laws and Sanctions

Federal –

- United States Controlled Substances Act (https://www.dea.gov/drug-information/csa)
- Federal Trafficking Penalties (https://www.dea.gov/sites/default/files/2021-12/Trafficking%20Penalties.pdf)

North Carolina –

- North Carolina Controlled Substances Act (http://www.ncleg.net/EnactedLegislation/Statutes/PDF/ByArticle/Chapter_90/Article_5.pdf)
- Regulation of Alcoholic Beverages (http://www.ncleg.net/gascripts/statutes/statutelookup.pl?statute=18B)

Local Sanctions – There are no local drug or alcohol sanctions that supersede federal or state laws.

Appendix B – Health Risks and Treatment Programs

Health Risks

According to the National Institute on Drug Abuse (NIDA), drug addiction is a brain disease. Although initial drug use might be voluntary, drugs of abuse have been shown to alter gene expression and brain circuitry, which in turn affect human behavior. Once addiction develops, these brain changes interfere with an individual's ability to make voluntary decisions, leading to compulsive drug craving, seeking, and use.

The impact of addiction can be far reaching. Cardiovascular disease, stroke, cancer, HIV/AIDS, hepatitis, and lung disease can all be affected by drug abuse. Some of these effects occur when drugs are used at high doses or after prolonged use, however, some may occur after just one use.

Learn more about specific health risks associated with commonly abused drugs by reviewing the information below and consulting the NIDA's Commonly Abused Drugs Charts. Additionally, the Drug Enforcement Administration (DEA)'s Drugs of Abuse guide is a comprehensive resource that outlines risks associated with specific classes of drugs (starting with page 38 of the 2017 edition).

Alcohol: This depressant slows down your heart, nervous system, and brain, and high doses of alcohol can cause you to stop breathing. Prolonged immoderate use can cause artery disease, heart failure, and liver damage including cancer, cirrhosis, and hepatitis. Women may develop alcohol-related health problems sooner than men, even when drinking less alcohol than men. Because alcohol affects nearly every organ in the body, long-term heavy drinking increases the risk for many serious health problems.

Amphetamines: These drugs cause acute psychoses and malnutrition. They also can make users nervous, hyperactive, and sleepless and can elevate pulse rate and blood pressure.

Anabolic Steroids: Steroids have side effects ranging from insomnia to death. Using them increases risk of cancer and cardiovascular, kidney, and liver disease. Users may exhibit aggressive, combative behavior, and use may cause impotence, sterility, or fetal damage.

Barbiturates: Both physiologically and psychologically addictive, these drugs can cause death in high doses. Infants born to barbiturate users may suffer congenital deformities. Other effects include nausea, dizziness, lethargy, allergic reactions, and possible breathing difficulties.

Cocaine: Anyone who uses cocaine – even a first-time user – may have seizures, heart fibrillation, and strokes that can result in death. Habitual users experience irritability, paranoia, and hallucinations. Use causes tumors, chronic fatigue, dangerous weight loss, sexual impotence, and insomnia and affects respiration, blood pressure, and blood sugar levels.

Ecstasy (MDMA): This drug produces both stimulant and psychedelic effects including increased heart rate, elevated blood pressure, nervousness, and hyperactivity. Because users may experience feelings of increased confidence, sensitivity, arousal, and confusion, Ecstasy use makes them more vulnerable to crime, especially robbery, sexual assault, and other unwanted sexual encounters.

Heroin and Opium: An overdose of these psychologically and physiologically addictive drugs can cause death. Users feel sluggish and fall asleep at inappropriate and dangerous times. Intravenous users risk contracting Hepatitis, HIV/AIDS, and other infections.

LSD: LSD causes hallucinations, perception distortions, and anxiety. Users cannot function normally and are accident- prone. LSD can also elevate body temperature and cause a rapid heartbeat.

Marijuana: Because it damages short-term memory and decreases concentration and learning abilities, marijuana is particularly detrimental to students. It contains more than four hundred (400) chemicals and has 2½ times as much tar as tobacco. Research shows that marijuana users experience the same health problems as tobacco smokers, such as bronchitis, emphysema, bronchial asthma, and throat and lung cancer; tend to have more chest colds than non-users; and are at greater risk of getting lung infections like pneumonia. Studies show that someone who smokes five (5) joints per day may be taking in as many cancer-causing chemicals as someone

who smokes a full pack of cigarettes every day. Effects also include increased heart rate, dryness of the mouth, reddening of the eyes, and impaired motor skills and concentration.

MDMA (Ecstasy): This drug produces both stimulant and psychedelic effects including increased heart rate, elevated blood pressure, nervousness, and hyperactivity. Because users may experience feelings of increased confidence, sensitivity, arousal, and confusion, Ecstasy use makes them more vulnerable to crime, especially robbery, sexual assault, and other unwanted sexual encounters.

Methamphetamines: Meth is a highly addictive drug that targets the functioning of the central nervous system. Short-term effects include increased wakefulness, increased physical activity, decreased appetite, increased respiration, rapid heartbeat, irregular heartbeat, increased blood pressure, hypothermia, irritability, paranoia, insomnia, confusion, tremors, and aggressiveness. Long-term health effects include irreversible damage to blood vessels in the brain, stroke, severe reduction in motor skills with symptoms similar to those of Parkinson's disease, impaired verbal learning, memory impairment, and decreased ability to regulate emotions. Many of the long-term effects persist after use of the drug is discontinued.

Oxycodone/Narcotics: These are safe and effective treatments for pain when prescribed by a doctor and used as directed. However, they are opioids, and therefore are psychologically and physiologically addictive. They can cause death by stopping breathing. Because of their medical uses, these drugs are frequently manufactured in a time-release (sustained-release, long-acting, extended-release) form. If users circumvent the time-release formulation, they may take a larger dose than intended, overdose, and suffer serious complications or death. Combining narcotics with alcohol or other drugs significantly increases the risk to life and well-being.

Psilocybin: This substance, found in certain mushrooms, causes hallucinations and perception distortions. Users cannot function normally and are accident-prone. This drug can also produce anxiety, elevated body temperature, rapid heartbeat, and elevated respiration.

Treatment Programs

According to the NIDA's Principles of Drug Addiction Treatment, more than three decades of scientific research show that treatment can help drug-addicted individuals stop drug use, avoid relapse, and successfully recover their lives. The guide details 13 fundamental principles that characterize effective drug abuse treatment, describes different types of science-based treatments, and provides answers to commonly asked questions.

Appendix C

Durham Tech Resources

Counseling Services (College counselors can also provide substance abuse referrals.)
Phail Wynn, Jr. Student Services Center (Building 10), room 10-209, Main Campus
919-536-7207
counseling@durhamtech.edu

A list of local, state, and national resources can be found in Appendix C on the Durham Tech website.

Sexual Misconduct/Title IX Policy (4.7a)

For reports of Sexual Misconduct that reportedly occurred on or after August 14, 2020. View the Sexual Misconduct/Title IX Policy (4.7) in the policies and procedures section of the Durham Tech website for reports of Sexual Misconduct that reportedly occurred prior to August 14, 2020.

Effective Date (most recent revision): April 26, 2022

Durham Technical Community College does not discriminate on the basis of sex, gender, or sexual orientation in its education programs, services, or activities. Durham Tech is committed to maintaining and strengthening an environment founded on civility and respect, and providing a learning, working, and living environment that is free from harassment, discrimination, or other forms of sexual misconduct. Durham Tech is further committed to ensuring all parties are afforded the protections of due process in reviewing complaints of sexual misconduct.

Contact Information

Office of Equity and Inclusion
Main Campus, Phillips Building (Building 3), Suite 3-103
919-536-7200, ext. 5108
title9coordinator@durhamtech.edu

Introduction

What is the purpose of the Sexual Misconduct policy?

Title IX of the Educational Amendments of 1972 prohibits any person in the United States from being discriminated against on the basis of sex in seeking access to any educational program or activity receiving federal financial assistance. The U.S. Department of Education, which enforces Title IX, has long defined the meaning of Title IX's prohibition on sex **discrimination** broadly to include various forms of sexual harassment and sexual violence that interfere with a student's ability to equally access educational programs and opportunities.

On May 19, 2020, the U.S. Department of Education issued a Final Rule under Title IX of the Education Amendments of 1972 that accomplishes the following:

- Defines the meaning of "sexual harassment" (including forms of sex-based violence)
- Addresses how Durham Tech **must** respond to reports of misconduct falling within that definition of sexual harassment; and
- Mandates a grievance process that Durham Tech **must** follow to comply with the law in these specific covered cases before issuing a disciplinary sanction against a person accused of sexual harassment.

Based on the Final Rule, Durham Tech will implement a revised Sexual Misconduct policy, effective August 14, 2020.

How does the Sexual Misconduct policy impact other College disciplinary policies?

In recent years, Title IX cases have become a short-hand for any campus disciplinary process involving sex discrimination, including those arising from **sexual harassment** and **sexual assault**. But under the Final Rule, Durham Tech must narrow both the geographic scope of its authority to

act under Title IX and the types of sexual harassment that it must subject to its Title IX investigation and adjudication process. Only incidents falling within the Final Rule's definition of sexual harassment will be investigated and, if appropriate, brought to a live hearing.

Durham Tech remains committed to addressing any violations of its policies, even those not meeting the narrow standards defined under the Title IX Final Rule. Specifically, the College's Student Code of Conduct defines certain behaviors as violations of College policy, and an earlier version of its Sexual Misconduct policy (4.7) addresses the types of sex-based offenses constituting a violation of College policy and the procedures for investigating and adjudicating those sex-based offenses.

To the extent that alleged misconduct falls outside the Sexual Misconduct policy, or misconduct falling outside the Sexual Misconduct policy is discovered in the course of investigating covered Title IX misconduct, Durham Tech retains authority to investigate and adjudicate the allegations under the policies and procedures defined within the Student Code of Conduct through a separate grievance proceeding.

The elements established in the Sexual Misconduct policy under the Final Rule have no effect and are not transferable to any other College policy for any violation of the Student Code of Conduct, employment policies, or any civil rights violation except as narrowly defined in this policy. This policy does not set a precedent for other College policies or procedures and may not be cited for or against any right or aspect of any other policy or procedure.

How does the Sexual Misconduct policy impact the handling of complaints?

The Office of Equity and Inclusion serves as the College's Title IX office, and its reporting structure remains in place. What has changed is the way the Office will handle different types of reports arising from sexual misconduct, as detailed in full in the procedure below.

Procedure

Note: For reports of Sexual Misconduct that reportedly occurred prior to August 14, 2020, please refer to the Sexual Misconduct policy 4.7.

General Rules of Application

Effective Date

This Sexual Misconduct policy is effective on August 14, 2020, and will only apply to **formal complaints** of sexual harassment brought on or after August 14, 2020. **Complaints** brought prior to August 14, 2020 will be investigated and adjudicated according to the College's Sexual Misconduct policy 4.7 if a case is not complete by that date.

Revocation by Operation of Law

Should any portion of the Title IX Final Rule be stayed or held invalid by a court of law, or should the Title IX Final Rule be withdrawn or modified to not require the elements of this policy, this policy, or the invalidated elements of this policy, will be deemed revoked as of the publication date of the opinion or order and for all reports after that date, as well as any elements of the process that occur after that date if a case is not complete by that date of opinion or order publication. Should this Sexual Misconduct policy be revoked in this manner, any conduct covered under the policy shall be investigated and adjudicated under Sexual Misconduct policy 4.7.

Non-Discrimination in Application
The requirements and protections of this policy apply equally regardless of sex, sexual orientation, gender identity, gender expression, or other protected classes covered by federal or state law. All requirements and protections are equitably provided to individuals regardless of such status or status as a **complainant**, respondent, or witness. Individuals who wish to file a complaint about Durham Tech's policy or process may contact the Department of Education's Office for Civil Rights.

Definitions

(Please see also the Additional Definitions section.)

Advisor – A person chosen by a party or appointed by the institution to accompany the party to meetings related to the resolution process, to advise the party on that process, and to conduct cross-examination for the party at the hearing, if any.

Covered Sexual Harassment – For the purposes of this policy, "covered sexual harassment" includes any conduct on the basis of sex that satisfies one or more of the following:

1. An employee conditioning educational benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
2. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the **education program or activity**;
3. Sexual assault (as defined in the **Clery Act**), which includes any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent;
4. **Dating violence** (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act), which includes any violence committed by a person: (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) The length of the relationship; (ii) The type of relationship; (iii) The frequency of interaction between the persons involved in the relationship.
5. **Domestic violence** (as defined in the VAWA amendments to the Clery Act), which includes any felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under North Carolina's domestic or family violence laws or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of North Carolina.
6. **Stalking** (as defined in the VAWA amendments to the Clery Act), meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (A) fear for their safety or the safety of others; or (B) suffer substantial emotional distress.

Please Note: Conduct that does not meet one or more of these criteria may still be prohibited under the Student Code of Conduct.

Consent – For the purposes of this policy, "consent" means informed, freely, and actively given and mutually understandable words or actions that indicate a willingness to participate in mutually agreed-upon activity. Consent is mutually understandable when a reasonable person would consider the words or actions of the parties to have manifested a clear and unambiguous agreement between them to engage in certain conduct with each other. Consent cannot be gained by ignoring or acting in spite of the objections of another. Consent cannot be inferred from:

1. Silence, passivity, or lack of resistance alone;
2. A current or previous dating or sexual relationship alone (or the existence of such a relationship with anyone else);
3. Attire;
4. The buying of dinner or the spending of money on a date; or
5. Consent previously given (for example, consenting to one sexual act does not imply consent to another sexual act).

Consent is not effective if it is obtained through the use of physical force, violence, duress, intimidation, coercion, or the threat, expressed or implied, of bodily injury. Whether a party used intimidation or coercion to obtain consent will be determined by reference to the perception of a reasonable person found in the same or similar circumstances. Consent may never be given by:

1. Minors, even if the other participant did not know the minor's age;
2. Mentally disabled persons, if their disability was reasonably knowable to a sexual partner who is not mentally disabled; or
3. Persons who are incapacitated.

   The use of alcohol or drugs does not diminish one's responsibility to obtain consent and does not excuse conduct that constitutes sexual misconduct under these procedures.

If at any time during a sexual act any confusion or ambiguity is, or should reasonably be, apparent on the issue of consent, it is incumbent upon each individual involved in the activity to stop and clarify the other's willingness to continue and capacity to consent. Neither party should make assumptions about the other's willingness to continue.

Education Program or Activity – For the purposes of this policy, "education program or activity" includes:

1. Any College program or activity that occurs on-campus premises
2. Any College program or activity that occurs on off-campus premises that Durham Tech has substantial control over. This includes buildings or property owned or controlled by a recognized student organization.

3. Activity occurring within computer and internet networks, digital platforms, and computer hardware or software owned or operated by, or used in the operations of Durham Tech's programs and activities over which Durham Tech has substantial control.

Formal Complaint – For the purposes of this policy, "formal complaint" means a document, including electronic submissions, filed by a complainant with a signature or other indication that the complainant is the person filing the formal complaint, or signed by the Title IX Coordinator, alleging sexual harassment against a respondent about conduct within a Durham Tech education program or activity and requesting initiation of the procedures consistent with the Sexual Misconduct policy to investigate the allegation of sexual harassment.

Complainant – For the purposes of this policy, "complainant" means any individual who has reported being or is alleged to be the victim of conduct that could constitute covered sexual harassment as defined under this policy.

Relevant Evidence and Questions – "Relevant evidence and questions" refers to any questions and evidence that tend to make an allegation of sexual harassment more or less likely to be true.

"Relevant" evidence and questions do not include the following types of evidence and questions, which are deemed "irrelevant" at all stages of the sexual misconduct grievance process:

1. Evidence and questions about the complainant's sexual predisposition or prior sexual behavior unless:
    a. They are offered to prove that someone other than the respondent committed the conduct alleged by the complainant; or
    b. They concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
2. Evidence and questions that constitute, or seek disclosure of, information protected under a legally-recognized privilege.
3. Any party's medical, psychological, and similar records unless the party has given voluntary, written consent.

Respondent – For the purposes of this policy, "respondent" means any individual who has been reported to be the perpetrator of conduct that could constitute covered sexual harassment as defined under this policy.

Privacy vs. Confidentiality – References made to confidentiality refer to the ability of identified confidential resources to not report crimes and violations to law enforcement or College officials without permission, except for extreme circumstances, such as a health and/or safety emergency or child abuse. References made to privacy mean Durham Tech offices and employees who cannot guarantee confidentiality will maintain privacy to the greatest extent possible, and information disclosed will be relayed only as necessary to investigate and/or seek a resolution and to notify the Title IX Coordinator or designee, who is responsible for tracking patterns and spotting systemic issues. Durham Tech will limit the disclosure as much as practicable, even if the Title IX Coordinator determines that the request for confidentiality cannot be honored.

Disability Accommodations – This policy does not alter any Durham Tech obligations under federal disability laws including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Parties may request reasonable accommodations for disclosed disabilities to the Title IX Coordinator at any point before or during the sexual misconduct grievance process that do not fundamentally alter the process. The Title IX Coordinator will not affirmatively provide disability accommodations that have not been specifically requested by the parties, even where the parties may be receiving accommodations in other Durham Tech programs and activities.

Making a Report Regarding Covered Sexual Harassment to Durham Tech

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, telephone, or electronic mail, using the contact information listed below, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by sending mail to the office address listed.

Title IX Coordinator Contact Information:
Victoria Deaton
Equity Compliance Officer
1637 Lawson Street Durham, North Carolina 27703
Phillips Building (Building 3), suite 3-103, Main Campus
919-536-7200, ext. 6013
deatonv@durhamtech.edu

Confidential Reporting

The College will make every reasonable effort possible to preserve an individual's privacy and protect the confidentiality of information that it receives in connection with a report of sexual misconduct. All individuals receiving a report understand the desire to keep the information confidential. In particular situations where privacy cannot be strictly kept, it will still be tightly controlled on a need-to-know basis. Dissemination of information and/or written materials to persons not involved in the complaint procedure is not permitted. The College will treat information that it receives in a manner that respects both the sensitivities and rights of the complainant and the respondent.

State and federal regulations may dictate a course of action that will require making portions or all of the report known to others, including possibly the alleged offender, during the course of the investigation. Additionally, recognizing that sexual misconduct undermines the safety and freedom of an educational environment and could be criminal behavior, depending on the nature of the incident, there may be instances where it is the College's ethical and legal responsibility to disclose information regarding the circumstances related to a specific incident. Should this be the case, the victim will be notified prior to the information being released. If the complainant is a minor (under 18 years old), or the alleged incident took place while the complainant was a minor, the law requires disclosure to law enforcement authorities.

The following officials will provide privacy, but not confidentiality, upon receiving a report of conduct prohibited under this policy:

- Title IX Coordinator or designee
- Campus Police and Public Safety – Durham Tech's Campus Police and Public Safety officers are available on each campus and may be reached by phone at 919-536-7255 or ext. 5555. Campus Security officers are available 24 hours a **day**, seven days a week.
- If an employee of Campus Police and Public Safety, Human Resources, or the College at large receives a report of alleged sexual misconduct, they must notify the Title IX Coordinator.

  If a student wishes to speak confidentially about sexual misconduct, they may report to a counselor in Counseling Services. Information that a student discusses confidentially with a licensed counselor will not be reported to the Title IX Coordinator or other College officials without the expressed consent of the student.

Non-Investigatory Measures Available Under the Sexual Misconduct Policy

Supportive Measures

Complainants (as defined above) who report allegations that could constitute covered sexual harassment under this policy have the right to receive **supportive measures** from regardless of whether they desire to file a complaint. Supportive measures are non-disciplinary and non-punitive.

As appropriate, supportive measures may include, but are not limited to, the following:

- Counseling;
- Extensions of deadlines or other course-related adjustments;
- Modifications of work or class schedules;
- Campus escort services;
- Restrictions on contact between the parties (no contact orders);
- Changes in work or class locations;
- Leaves of absence; and
- Increased security and monitoring of certain areas of the campus.

Emergency Removal

Durham Tech retains the authority to remove a respondent from programs and activities on an emergency basis, where Durham Tech (1) undertakes an individualized safety and threat analysis and (2) determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of covered sexual harassment justifies a removal.

If Durham Tech determines such removal is necessary, the respondent will be provided notice and an opportunity to challenge the decision immediately following the removal. The individual who hears the challenge to the removal determination shall not be an individual involved in any decision regarding responsibility or appeal of that decision regarding responsibility.

Threat Assessment Team

A Threat Assessment Team is called together whenever a member of the College community reports a potential threat to the safety of members of the College community. The team's ideal

composition should be limited to a few individuals to protect confidential information yet ensure a diverse and informed assessment. The Threat Assessment Team typically consists of three or four individuals, depending on the nature of the perceived threat, with one representative from each of the following areas:

- Student Conduct: This representative is normally the Dean, Student Services. In their absence, another student services employee (e.g., Dean, Student Development and Support) may serve.
- Public Safety: This representative is normally the Director/Chief, Campus Police and Public Safety. In their absence, another public safety employee (e.g., Sergeant, Security Supervisor, or Police Officer) may serve.
- Division Head(s): This representative is normally the appropriate division head (e.g., Vice President, Chief Academic Officer) related to the academic area(s) for the student(s) involved.
- Title IX Coordinator: If the perceived threat is related to sexual misconduct or a Title IX-related concern, the Title IX Coordinator should be involved.

  The Threat Assessment Team's charge is to consult, as needed, to review student behavior perceived to be potentially dangerous to self or others or that poses a safety concern within the campus community and recommend appropriate action.

The Threat Assessment Team may decide to take any of the following actions:

- Refer the matter to the Care Team, if they determine such a referral is more appropriate;
- Monitor the student's behavior;
- Direct the student to meet with the Dean, Student Services;
- Consult with the College's legal advisor, if necessary;
- Recommend to the Dean, Student Services that the student be required to obtain a current psychological assessment from a mental health provider;
- Recommend to the Director/Chief, Campus Police and Public Safety that criminal charges be considered; or
- Recommend a sanction listed in the Student Code of Conduct to the Dean, Student Services or Vice President, Chief Student Services Officer.

Administrative Leave

Durham Tech retains the authority to place a non-student employee respondent on administrative leave during the sexual misconduct grievance process, consistent with the Disciplinary Actions, Suspension, and Termination of Employment policy.

Sexual Misconduct Grievance Process

Filing a Formal Complaint

The timeframe for the sexual misconduct grievance process begins with the filing of a formal complaint. The grievance process will be concluded within a reasonably prompt manner, and no longer than ninety calendar days after the filing of the formal complaint, provided that the process may be extended for a good reason, including but not limited to the absence of a party, a

party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. The procedure for applying for extensions is described below.

To file a formal complaint, a complainant must provide the Title IX Coordinator with a written, signed complaint describing the facts alleged. Complainants are only able to file a formal complaint under this policy if they are currently participating in, or attempting to participate in, College education programs or activities including as an employee. For complainants who do not meet this criterion, the College will utilize the Student Code of Conduct.

If a complainant does not wish to make a formal complaint, the Title IX Coordinator may determine whether a formal complaint is necessary. The Title IX Coordinator will inform the complainant of this decision in writing, and the complainant need not participate in the process further but will receive all notices issued under this policy and procedure.

Nothing in this policy prevents a complainant from seeking the assistance of state or local law enforcement alongside the appropriate College personnel.

Informal Resolution Statement

In appropriate cases, Durham Tech may choose to pursue informal resolution with the written consent of all parties at any point in the investigation process. Informal resolution options can include mediation, specific action plans, voluntary agreements, or agreed-upon sanctions. Under any informal resolution, the complainant will not be required to resolve the problem directly with the respondent, unless desired by the complainant.

All parties must be notified of the right to end the **informal resolution process** at any time and resume the formal process. Mediation shall not be used in cases involving sexual violence. The investigator will document the outcome of any informal resolution and share with the parties and the Title IX Coordinator.

In cases where the facts are generally not in dispute, and the respondent expresses a willingness to accept responsibility for all charges in a case, with the informed consent of the complainant and the College, the hearing procedure will be waived. The parties will be provided the opportunity to submit a written statement to the Title IX Coordinator, who will share this information with appropriate supervisory personnel for employee respondents or the Dean, Student Services for student respondents for consideration in determining appropriate sanctions.

The sanction decision will be made based on investigation information and the written statements, as well as any conduct history on the part of the respondent. Any appeal in an acceptance of responsibility resolution will be limited to the grounds that the sanction provided by the College is grossly inappropriate in light of the violations committed, or relevant aggravating and mitigating factors, and in consideration of applicable policy. Both the complainant and the respondent shall have the same right of appeal.

Multi-Party Situations

Durham Tech may consolidate formal complaints alleging covered sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of covered sexual harassment arise out of the same facts or circumstances.

Determining Jurisdiction
The Title IX Coordinator will determine whether Sexual Misconduct policy 4.7 or Sexual Misconduct policy 4.7a should apply to a formal complaint. The process will apply when all of the following elements are met, in the reasonable determination of the Title IX Coordinator:

1. The conduct is alleged to have occurred on or after August 14, 2020;
2. The conduct is alleged to have occurred in the United States;
3. The conduct is alleged to have occurred in a/during a Durham Tech education program or activity; and
4. The alleged conduct, if true, would constitute covered sexual harassment as defined in this policy.

If all of the elements are met, Durham Tech will investigate the allegations according to the grievance process.

Allegations Potentially Falling Under Two Policies
If the alleged conduct, if true, includes conduct that would constitute covered sexual harassment and conduct that would not constitute covered sexual harassment, the sexual misconduct grievance process will be applied to the investigation and adjudication of only the allegations that constitute covered sexual harassment.

Mandatory Dismissal
If any one of these elements are not met, the Title IX Coordinator will notify the parties that the formal complaint is being dismissed for the purposes of this policy. Each party may appeal this dismissal using the procedure outlined in the Appeals section below.

Discretionary Dismissal
The Title IX Coordinator may dismiss a formal complaint brought under this policy, or any specific allegations raised within that formal complaint, at any time during the investigation or hearing, if:

- A complainant notifies the Title IX Coordinator in writing that they would like to withdraw the formal complaint or any allegations raised in the formal complaint;
- The respondent is no longer enrolled or employed by Durham Tech; or
- If specific circumstances prevent Durham Tech from gathering evidence sufficient to reach a determination regarding the formal complaint or allegations within the formal complaint.

  Any party may appeal a dismissal determination using the process set forth in the Appeals section below.

Notice of Dismissal
Upon reaching a decision that the formal complaint will be dismissed, Durham Tech will promptly send written notice of the dismissal of the formal complaint or any specific allegation within the formal complaint, and the reason for the dismissal, simultaneously to the parties through their Durham Tech email accounts. It is the responsibility of the parties to maintain and regularly check their email accounts.

Notice of Removal
Upon dismissal for the purposes of Title IX, Durham Tech retains discretion to utilize the Student Code of Conduct to determine if a violation of the Student Code of Conduct has occurred. If so, Durham Tech will promptly send written notice of the dismissal of the formal complaint under the sexual misconduct grievance process and transfer of the allegations to the conduct process.

Notice of Allegations
The Title IX Coordinator will draft and provide the Notice of Allegations to any party to the allegations of sexual harassment. Such notice will occur as soon as practicable, but no more than five working days after Durham Tech receives a formal complaint of the allegations, and the complaint has been assigned to an investigator(s) if there are no extenuating circumstances.

The parties will be notified via their Durham Tech email accounts if they are a student or employee, and by other reasonable means if they are neither.

Durham Tech will provide sufficient time for the parties to review the Notice of Allegations and prepare a response before any initial interview.

The Title IX Coordinator may determine that the formal complaint must be dismissed on the mandatory grounds identified above, and will issue a Notice of Dismissal. If such a determination is made, any party to the allegations of sexual harassment identified in the formal complaint will receive the Notice of Dismissal in conjunction with, or in separate correspondence after, the Notice of Allegations.

Contents of Notice
The Notice of Allegations will include the following information:

- Notice of Durham Tech's sexual misconduct process, including the College's **informal resolution process**, and a hyperlink to a copy of the process.
- Notice of the allegations potentially constituting covered sexual harassment and sufficient details known at the time the notice is issued, such as the identities of the parties involved in the incident, if known, including the complainant; the conduct allegedly constituting covered sexual harassment; and the date and location of the alleged incident, if known.
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, as required under 34 C.F.R. § 106.45(b)(5)(iv);
- A statement that before the conclusion of the investigation, the parties may inspect and review evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which Durham Tech does not intend to rely in reaching a determination regarding responsibility, and evidence that both tends to prove or disprove the allegations, whether obtained from a party or other source, as required under 34 C.F.R. § 106.45(b)(5)(vi);
- Prohibition on Providing False Information: Durham Tech places great importance on the integrity of its policies and procedures. False complaints can cause irreparable harm to the

College community, regardless of the outcome of an investigation. Accordingly, any individual who knowingly files a false report or complaint, knowingly provides false information, or intentionally misleads College officials will be subject to disciplinary action.

Ongoing Notice

If, in the course of an investigation, Durham Tech decides to investigate allegations about the complainant or respondent that are not included in the Notice of Allegations and are otherwise covered sexual harassment falling within this policy, the College will notify the parties whose identities are known of the additional allegations via their Durham Tech email accounts or other reasonable means.

The parties will be provided sufficient time to review the additional allegations to prepare a response before any initial interview regarding those additional charges.

Advisor of Choice and Participation of Advisor of Choice

Durham Tech will provide the parties equal access to advisors and support persons; any restrictions on advisor participation will be applied equally.

Durham Tech has a long-standing practice of requiring students to participate in the process directly and not through an advocate or representative. Students participating as complainant or respondent in this process may be accompanied by an Advisor of Choice to any meeting or hearing to which they are required or are eligible to attend. The Advisor of Choice is not an advocate. Except where explicitly stated in this policy, as consistent with the Final Rule, Advisors of Choice shall not participate directly in the process as per standard College policy and practice.

Durham Tech will not intentionally schedule meetings or hearings on dates when the Advisors of Choice for all parties are not available, provided that the Advisors act reasonably in providing available dates and work collegially to find dates and times that meet all schedules.

Durham Tech's obligations to investigate and adjudicate in a prompt timeframe under Title IX and other College policies apply to matters governed under this policy, and Durham Tech cannot agree to extensive delays solely to accommodate the schedule of an Advisor of Choice. The determination of what is reasonable shall be made by the Title IX Coordinator or designee. Durham Tech will not be obligated to delay a meeting or hearing under this process more than five days due to the unavailability of an Advisor of Choice, and may offer the party the opportunity to obtain a different Advisor of Choice or utilize one provided by the College.

Notice of Meetings and Interviews

Durham Tech will provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings with a party, with sufficient time for the party to prepare to participate.

Delays

Each party may request a one-time delay in the grievance process of up to five days for good cause (granted or denied in the sole judgment of the Title IX Coordinator, Dean, Student Services, or designee) provided that the requestor provides reasonable notice, and the delay does not overly inconvenience other parties. For example, a request to take a five-day pause made an hour before a hearing for which multiple parties and their advisors have traveled to and prepared for shall generally not be granted, while a request for a five-day pause in the middle of investigation

interviews to allow a party to obtain certain documentary evidence shall generally be granted. The Title IX Coordinator or designee shall have sole judgment to grant further pauses in the process.

Investigations

General Rules of Investigations

The Title IX Coordinator and/or an investigator designated by the Title IX Coordinator will conduct an investigation under a reasonably prompt timeframe of the conduct alleged to constitute covered sexual harassment after issuing the Notice of Allegations.

Durham Tech, and not the parties, has the burden of proof and the burden of gathering evidence (i.e., the responsibility of showing a violation of this policy has occurred). This burden does not rest with either party, and either party may decide not to share their account of what occurred or may decide not to participate in an investigation or hearing. This does not shift the burden of proof away from Durham Tech and does not indicate responsibility.

Durham Tech cannot access, consider, or disclose medical records without a waiver from the party (or parent, if applicable) to whom the records belong or of whom the records include information. Durham Tech will provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other **inculpatory and exculpatory evidence**, as described below.

Inspection and Review of Evidence

Prior to the completion of the investigation, the parties will have an equal opportunity to inspect and review the evidence obtained through the investigation. The purpose of the inspection and review process is to allow each party the equal opportunity to meaningfully respond to the evidence prior to the conclusion of the investigation.

Evidence that will be available for inspection and review by the parties will be any evidence that is directly related to the allegations raised in the formal complaint. It will include any of the following:

1. Evidence that is relevant, even if that evidence does not end up being relied upon by Durham Tech in making a determination regarding responsibility; and
2. Inculpatory or exculpatory evidence (i.e., evidence that tends to prove or disprove the allegations) that is directly related to the allegations, whether obtained from a party or other source.

All parties must submit any evidence they would like the investigator to consider prior to when the parties' time to inspect and review evidence begins.

Durham Tech will send the evidence made available for each party and each party's Advisor of Choice, if any, to inspect and review through an electronic format or hard copy. Durham Tech is not under any obligation to use any specific process or technology to provide the evidence and shall have sole discretion in terms of determining format and any restrictions or limitations on access.

The parties will have ten calendar days to inspect and review the evidence and submit a written response by email to the investigator. The investigator will consider the parties' written responses before completing the Investigative Report.

Any evidence subject to inspection and review will be available at any hearing, including for purposes of cross-examination.

The parties and their advisors must sign an agreement not to disseminate any of the evidence subject to inspection and review or use such evidence for any purpose unrelated to the sexual misconduct grievance process. Once signed, this agreement may not be withdrawn. The parties and their advisors agree not to photograph or otherwise copy the evidence.

Inclusion of Evidence Not Directly Related to the Allegations
Evidence obtained in the investigation that is determined in the reasoned judgment of the investigator not to be directly related to the allegations in the formal complaint will not be disclosed or may be appropriately redacted before the parties' inspection to avoid disclosure of a student's personally identifiable information. Any evidence obtained in the investigation that is kept from disclosure or appropriately redacted will be documented in a privilege log that may be reviewed by the parties and their advisors, if any.

Investigative Report
The Title IX Coordinator and/or an investigator designated by the Title IX Coordinator will create an investigative report that fairly summarizes **relevant evidence** and will provide the report to the parties at least ten calendar days prior the hearing for each party's review and written response.

The investigative report is not intended to catalog all evidence obtained by the investigator, but is meant only to provide a fair summary of the evidence. Only relevant evidence (including both inculpatory and exculpatory evidence) will be referenced in the investigative report. The investigator may redact irrelevant information when that information is contained in documents or evidence that are otherwise relevant.

Hearings
General Rules of Hearings
Durham Tech will not issue a disciplinary sanction arising from an allegation of covered sexual harassment without holding a live hearing unless it is otherwise resolved through an **informal resolution process**.

The live hearing may be conducted with all parties physically present in the same geographic location, or, at Durham Tech's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually through a remote video conferencing option. This technology will enable participants to simultaneously see and hear each other. At its discretion, Durham Tech may delay or adjourn a hearing based on technological errors not within a party's control.

All proceedings will be captured via an audiovisual recording. The recording or transcript will be made available to the parties for inspection and review.

Prior to obtaining access to any evidence, the parties and their advisors must sign an agreement not to disseminate any of the testimony heard or evidence obtained in the hearing or use such

testimony or evidence for any purpose unrelated to the sexual misconduct grievance process. Once signed, this agreement may not be withdrawn.

Continuances or Granting Extensions
Durham Tech may determine that multiple sessions or a continuance (i.e., a pause on the proceedings until a later date or time) is needed to complete a hearing. If so, Durham Tech will notify all participants and endeavor to accommodate all participants' schedules and complete the hearing as promptly as practicable.

Newly-Discovered Evidence
As a general rule, no new evidence or witnesses may be submitted during the live hearing. If a party identifies new evidence or witnesses that were not reasonably available prior to the live hearing and could affect the outcome of the matter, the party may request that such evidence or witnesses be considered at the live hearing.

The decision-maker will consider this request and make a determination regarding (1) whether such evidence or witness testimony was actually unavailable by reasonable effort prior to the hearing, and (2) whether such evidence or witness testimony could affect the outcome of the matter. The party offering the newly-discovered evidence or witness has the burden of establishing these questions by the preponderance of the evidence.

If the decision-maker answers in the affirmative to both questions, then the parties will be granted a reasonable pause in the hearing to review the evidence or prepare for questioning of the witness.

Participants in the Live Hearing
Live hearings are not public, and the only individuals permitted to participate in the hearing are as follows:

Complainant and Respondent (The Parties)

- The parties cannot waive the right to a live hearing.
- Durham Tech may still proceed with the live hearing in the absence of a party, and may reach a determination of responsibility in their absence, including through any evidence gathered that does not constitute a "statement" by that party.

  For example, a verbal or written statement constituting part or all of the sexual harassment itself is not a "prior statement" that must be excluded if the maker of the statement does not submit to cross-examination about that statement. In other words, a prior statement would not include a document, audio recording, audiovisual recording, and digital media, including but not limited to text messages, emails, and social media postings, that constitute the conduct alleged to have been the act of sexual harassment under the formal complaint. See OCR Blog (May 22, 2020).
- Durham Tech will not threaten, coerce, intimidate or discriminate against the party in an attempt to secure the party's participation.
- If a party does not submit to cross-examination, the decision-maker cannot rely on any prior statements made by that party in reaching a determination regarding responsibility, but may

reach a determination regarding responsibility based on evidence that does not constitute a "statement" by that party.

- The decision-maker cannot draw an inference about the determination regarding responsibility based solely on a party's absence from the live hearing or refusal to answer cross examination or other questions.
- The parties shall be subject to Durham Tech's Rules of Decorum (Appendix B).

The Decision-Maker

- The hearing body will consist of a panel of two decision-makers.
- No member of the hearing body will also have served as the Title IX Coordinator, **Title IX investigator**, or advisor to any party in the case, nor may any member of the hearing body serve on the appeals body in the case.
- No member of the hearing body will have a conflict of interest or bias in favor of or against complainants or respondents generally, or in favor or against the parties to the particular case.
- The hearing body will be trained on topics including how to serve impartially, issues of relevance, including how to apply the **rape** shield protections provided for complainants, and any technology to be used at the hearing.
- The parties will have an opportunity to raise any objections regarding a decision-maker's actual or perceived conflicts of interest or bias at the commencement of the live hearing.

Advisor of Choice

- The parties have the right to select an advisor of their choice, who may be, but does not have to be, an attorney.
- The Advisor of Choice may accompany the parties to any meeting or hearing they are permitted to attend, but may not speak for the party, except for the purpose of cross-examination.
- In addition to selecting an advisor to conduct cross-examination, the parties may select an advisor who may accompany the parties to any meeting or hearing they are permitted to attend, but may not speak for the party.
- The parties are not permitted to conduct cross-examination; it must be conducted by the Advisor of Choice. As a result, if a party does not select an advisor, Durham Tech will select an individual to serve in this role for the limited purpose of conducting the cross-examination at no fee or charge to the party.
- The advisor is not prohibited from having a conflict of interest or bias in favor of or against complainants or respondents generally, or in favor or against the parties to the particular case.
- The advisor is not prohibited from being a witness in the matter.
- If a party does not attend the live hearing, the party's advisor may appear and conduct cross-examination on their behalf.

- If neither a party nor their advisor appear at the hearing, Durham Tech will provide an advisor to appear on behalf of the non-appearing party.
- Advisors shall be subject to Durham Tech's Rules of Decorum (Appendix B) and may be removed upon violation of those rules.

Witnesses

- Witnesses cannot be compelled to participate in the live hearing, and have the right not to participate in the hearing free from retaliation. See, 85 Fed. Reg. 30026, 30360 (May 19, 2020).
- If a witness does not submit to cross-examination, as described below, the decision-maker cannot rely on any statements made by that witness in reaching a determination regarding responsibility, including any statement relayed by the absent witness to a witness or party who testifies at the live hearing. 85 Fed. Reg. 30026, 30347 (May 19, 2020).
- Witnesses shall be subject to Durham Tech's Rules of Decorum (see Appendix B) and may be removed upon violation of those rules.

Hearing Procedures

The live hearing procedure will be as follows:

- A hearing panel will open and establish rules and expectations for the hearing;
- The parties will each be given the opportunity to provide opening statements;
- The hearing panel officers will ask questions of the parties and witnesses;
- Parties will be given the opportunity for live cross-examination after the hearing panel conducts its initial round of questioning;
- During the parties' cross-examination, the hearing panel will have the authority to pause cross-examination at any time for the purposes of asking the hearing panel's own follow-up questions and to take any time necessary in order to enforce the established rules of decorum.

  Should a party or the party's advisor choose not to cross-examine a party or witness, the party shall affirmatively waive cross-examination through a written or oral statement to the hearing panel. A party's waiver of cross-examination does not eliminate the ability of the hearing panel to use statements made by the party.

Live Cross-Examination Procedure

Each party's advisor will conduct live cross-examination of the other party or parties and witnesses. During this live-cross examination, the advisor will ask the other party or parties and witnesses relevant questions and follow-up questions, including those challenging credibility directly, orally, and in real time.

Before any cross-examination question is answered, the hearing panel will determine if the question is relevant. Cross-examination questions that are duplicative of those already asked, including by the hearing panel may be deemed irrelevant if they have been asked and answered.

Review of Recording
The recording of the hearing will be available for review by the parties within ten working days unless there are any extenuating circumstances. The recording of the hearing will not be provided to parties or advisors.

Determination Regarding Responsibility

Standard of Proof
Durham Tech uses the preponderance of the evidence standard for investigations and determinations regarding responsibility of formal complaints covered under this policy. This means that the investigation and hearing determines whether it is more likely than not that a policy violation occurred.

General Considerations for Evaluating Testimony and Evidence
While the opportunity for cross-examination is required in all sexual misconduct hearings, determinations regarding responsibility may be based in part, or entirely, on documentary, audiovisual, and digital evidence, as warranted in the reasoned judgment of the decision-maker.

Decision-makers shall not draw inferences regarding the credibility of a party or witness based on their status as a complainant, respondent, or witness, nor shall decision-makers base their judgments on stereotypes about how a party or witness would or should act under the circumstances.

Generally, credibility judgments should rest on the demeanor of the party or witness, the plausibility of their testimony, the consistency of their testimony and its reliability in light of corroborating or conflicting testimony or evidence.

Still, credibility judgments should not rest on whether testimony is non-linear or incomplete, or if the party or witness is displaying stress or anxiety.

Decision-makers will afford the highest weight relative to first-hand testimony by parties and witnesses regarding their own memory of specific facts that occurred. Both inculpatory and exculpatory evidence will be weighed in equal fashion.

Except where specifically barred by the Title IX Final Rule, a witness's testimony regarding third-party knowledge of the facts at issue will be allowed, but will generally be accorded lower weight than testimony regarding direct knowledge of specific facts that occurred.

The Final Rule requires that Durham Tech allow parties to call expert witnesses for direct and cross examination. Durham Tech does not provide for expert witnesses in other proceedings. While the expert witness will be allowed to testify and be crossed as required by the Final Rule, the decision-maker will be instructed to afford lower weight to non-factual testimony of the expert relative to fact witnesses, and any expert testimony that is not directed to the specific facts that occurred in the case will be afforded lower weight relative to fact witnesses, regardless of whether the expert witness testimony is the subject of cross-examination and regardless of whether all parties present experts as witnesses.

The Final Rule requires that Durham Tech allow parties to call character witnesses to testify. Durham Tech does not provide for character witnesses in other proceedings. While the character witnesses will be allowed to testify and be crossed as required by the Final Rule, the decision-

maker will be instructed to afford very low weight to any non-factual character testimony of any witness.

The Final Rule requires that Durham Tech admit and allow testimony regarding polygraph tests (i.e., lie detector tests) and other procedures that are outside of standard use in academic and non-academic conduct processes. While the processes and testimony about them will be allowed for testimonial purposes as required by the Final Rule, the decision-maker will be instructed to afford lower weight to such processes relative to the testimony of fact witnesses.

Where a party or witness's conduct or statements demonstrate that the party or witness is engaging in retaliatory conduct, including but not limited to witness tampering and intimidation, the decision-maker may draw an adverse inference as to that party's or witness's credibility.

Components of the Determination Regarding Responsibility

The written Determination Regarding Responsibility will be issued simultaneously to all parties through their Durham Tech email accounts, or other reasonable means as necessary. The Determination will include the following:

1. Identification of the allegations potentially constituting covered sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding which section of the Student Code of Conduct, if any, the respondent has or has not violated.
5. For each allegation:
    a. A statement of, and rationale for, a determination regarding responsibility;
    b. A statement of, and rationale for, any disciplinary sanctions the recipient imposes on the respondent; and
    c. A statement of, and rationale for, whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
6. The recipient's procedures and the permitted reasons for the complainant and respondent to appeal (described below in the Appeals section).

Timeline of Determination Regarding Responsibility

If there are no extenuating circumstances, the determination regarding responsibility will be issued by Durham Tech within ten calendar days of the completion of the hearing.

Finality

The determination regarding responsibility becomes final either on the date that Durham Tech provides the parties with the written determination of the result of the appeal, if an appeal is filed consistent with the procedures and timeline outlined in the Appeals section below, or if an appeal is not filed, the date on which the opportunity to appeal expires.

Appeals

Each party may appeal (1) the dismissal of a formal complaint or any included allegations and/or (2) a determination regarding responsibility. The appeal must be requested in writing to the Appeal Officer (Title IX Coordinator) within seven calendar days of receipt of the Decision Letter. The written request must state the grounds for the appeal and must include supporting evidence.

The limited grounds for appeal available are as follows:

- Procedural irregularities that affected the outcome of the matter (i.e., a failure to follow Durham Tech's own procedures);
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against an individual party, or for or against complainants or respondents in general, that affected the outcome of the matter.
- False, misleading, or extraneous facts or criteria brought to bear that substantially affected the final decision to the detriment of the reporting party or respondent.

  The submission of appeal stays any sanctions for the pendency of an appeal. Supportive measures and remote learning opportunities remain available during the pendency of the appeal.

If a party appeals, Durham Tech will as soon as is practicable notify the other party in writing of the appeal; however the time for appeal shall be offered equitably to all parties and shall not be extended for any party solely because the other party filed an appeal.

Appeals may be no longer than 2,000 characters or eight pages, including attachments. Appeals should be submitted in electronic form using 12-point Arial or Times New Roman and should be single-spaced. Appeals should use footnotes, not endnotes. Appeals that do not meet these standards may be returned to the party for correction, but the time for appeal will not be extended unless there is evidence that a technical malfunction caused the appeal document not to meet these standards.

Appeals will be decided by an appeals committee that will be free of conflict of interest and bias. The Title IX investigator, the Title IX Coordinator, and the hearing decision-maker may not serve as members of the appeals committee.

The outcome of the appeal will be provided in writing simultaneously to both parties and will include the rationale for the decision.

Retaliation

Durham Tech will maintain the confidentiality of any parties involved in, or subject to, a Title IX complaint.

No person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX of the Education Amendments of 1972 or its implementing regulations.

No person may intimidate, threaten, coerce, or discriminate against any individual because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding or hearing under this policy.

Any intimidation, threats, coercion, or **discrimination**, for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations constitutes retaliation. This includes any charges filed against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but that arise from the same facts or circumstances as a report or complaint of sex discrimination or a report or formal complaint of sexual harassment.

Additional Definitions

Actual Knowledge – Notice of sexual harassment or allegations of sexual harassment to Durham Tech's Title IX Coordinator or any official of Durham Tech who has authority to institute corrective measures on behalf of the College. Notice is not limited to a report of sexual harassment to the Title IX Coordinator. An individual is thought to have actual knowledge of a complaint upon receiving notice from the Title IX Coordinator.

Calendar Days – Durham Tech holidays (i.e., days when the College is officially closed) are excluded from the computation of time. If a duration of time ends on a Saturday or Sunday, the deadline is extended to the following College working day.

Campus and Community Resources – Please see Appendix A.

Clery Act – The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is a federal statute codified at 20 U.S.C. § 1092(f), with implementing regulations in the U.S. Code of Federal Regulations at 34 C.F.R. 668.46. The Clery Act requires all colleges and universities that participate in federal financial aid programs to keep and disclose information about crime on and near their respective campuses.

Complainant – An individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Complaint – An allegation of sexual misconduct asserted against another party.

Dating Violence – Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition:

- Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
- Dating violence does not include acts covered under the definition of domestic violence.

Day – A working day or calendar day, as specified in each instance by these procedures. In the case of a calendar day specified by these procedures that falls on a Saturday, Sunday, or other day on which the College is closed, then the calendar day specified will be interpreted to mean the immediately preceding working day (whether or not classes are in session).

Discrimination – Any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their race, religion, ethnicity, national origin, gender, sex, age, disability, genetic information, and veteran status. Discrimination may be intentional or unintentional.

Domestic Violence – Domestic violence is violence committed:

- By a current or former spouse or intimate partner of the victim;
- By a person with whom the victim shares a child in common;
- By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;
- By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; and/or
- By any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.
- (To categorize an incident as domestic violence, the relationship between the perpetrator and the victim must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.)

FERPA – The Family Educational Rights and Privacy Act (FERPA) is a federal statute codified at 20 U.S.C. § 1232g, with implementing regulations in the U.S. Code of Federal Regulations at 34 C.F.R. § 99. FERPA protects the privacy of student education records. FERPA grants to parents or eligible students the right to access, inspect, and review education records, the right to challenge the content of education records, and the right to consent to the disclosure of education records.

Fondling – The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental incapacity.

Formal Complaint – A document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that Durham Tech investigate the allegation of sexual harassment. A compliant may be filed with the Title IX Coordinator in person, by mail, or by electronic mail.

- The Title IX coordinator will accept a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.
- Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party and must otherwise comply with their regulatory duties.
- Incapacitated – Lacking the physical and/or mental ability to make informed, rational judgments. A person may be incapacitated for a variety of reasons, including, but not limited to, being asleep or unconscious, having consumed alcohol or taken drugs, or experiencing blackouts or flashbacks.

Incest – Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Inculpatory and Exculpatory Evidence – Inculpatory evidence is evidence that shows, or tends to show, a person's involvement in an act, or evidence that can establish guilt. Evidence that tends to show a person's innocence is considered exculpatory evidence.

Informal Resolution Process – Informal resolution options can include mediation, specific action plans, voluntary agreements, or agreed-upon sanctions. Under any informal resolution, the complainant will not be required to resolve the problem directly with the respondent, unless desired by the complainant.

Minors – The North Carolina General Assembly defines minors as persons who have not reached the age of 18 years

Preponderance of the Evidence – More likely than not that the violation occurred

Rape – The penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. This offense includes the rape of both males and females.

Rape occurs regardless of the age of the victim, if the victim did not consent or if the victim was incapable of giving consent. If the victim consented, the offender did not force or threaten the victim, and the victim was under the statutory age of consent, define as statutory rape.

Relevant – The Department of Education encourages institutions to apply the "plain and ordinary meaning" of relevance in their determinations. Basically, a relevant question will ask whether the facts material to the allegations under investigation are more or less likely to be true. A question not directly related to the allegations will generally be irrelevant.

Respondent – An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Retaliation – Any adverse action threatened or taken against a person because they have filed, supported, or provided information in connection with a complaint of sexual misconduct, including, but not limited to, direct and indirect intimidation, threats, and harassment.

Sexual Assault – Any attempted or actual sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent.

Sexual Harassment – Conduct on the basis of sex that satisfies one or more of the following:

- An employee of Durham Tech conditioning the provision of an aid, benefit, or service of Durham Tech on an individual's participation in unwelcome sexual conduct.
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to a Durham Tech education program or activity.

Stalking – Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- Fear for the person's safety or the safety of others; or
- Suffer substantial emotional distress which is defined as significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

For the purposes of this definition, "course of conduct" means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

"Reasonable person" means a reasonable person under similar circumstances and with similar identities to the victim.

Statutory Rape – Sexual intercourse with a person who is under the statutory age of consent

Supportive Measures – Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. These measures are designed to restore or preserve equal access to Durham Tech's education programs or activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Durham Tech's educational environment, or deter sexual harassment.

Supportive measures may include:

- Counseling;
- Extensions of deadlines or other course-related adjustments;
- Modifications of work or class schedules;
- Campus escort services;
- Restrictions on contact between the parties (no contact orders);
- Changes in work or class locations;
- Leaves of absence; and
- Increased security and monitoring of certain areas of the campus.

Durham Tech will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Durham Tech to provide the supportive measures.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Title IX Coordinator – The employee responsible for coordinating the College's efforts to comply with and carry out its responsibilities under Title IX, which prohibits sexual discrimination in all operations, as well as prohibiting **retaliation** for the purpose of interfering with any right or privilege secured by Title IX. The Title IX Coordinator oversees the College's response to reports and complaints that involve possible sexual discrimination to monitor outcomes, identify and address any patterns, and assess effects on the campus climate so the College can address issues

that affect the wider community; and develops sexual misconduct-related education and training programs.

Title IX Investigator – The employee appointed by the Title IX Coordinator to conduct prompt, equitable, and impartial administrative investigations into complaints including identifying and interviewing parties; identifying, gathering, and assessing information relevant to the investigation; applying relevant policies; and making findings of fact in individual cases.

Working Days – Days when the College is open and operating under a normal schedule. This excludes weekends, closings due to adverse conditions, and holidays.

Appendix A – Campus and Community Resources

For emergency assistance:
Durham Tech Campus Police and Public Safety: 919-536-7255, ext. 5555

Durham Police Department:
911

Campus Resources

Sexual Misconduct Policy: https://www.durhamtech.edu/policies-and-procedures/sexual-misconduct-4.7a

Office of Equity and Inclusion (Main Campus, Phillips Building (Building 3), suite 3-103)
Victoria Deaton, Equity Compliance Officer/Title IX Coordinator
919-536-7200, ext. 6013 or title9coordinator@durhamtech.edu

Anonymous Complaint Line: 919-536-7200, ext. 5108

Online Reporting Form:
https://cm.maxient.com/reportingform.php?DurhamTechCC&layout_id=8

Campus Police and Public Safety (All Campuses, 24 hours a day, seven days a week): 919-536-7255 or ext. 5555

Counseling Services
Main Campus, Wynn Center (Building 10), room 10-209
919-536-7200, ext. 1408
counseling@durhamtech.edu

Community Resources

National Domestic Violence Hotline: 1- 800-799-7233

National Suicide Prevention Lifeline: 1-800-273-TALK (8255)

Lifeline Crisis Chat (online live messaging): http://www.crisischat.org/

Durham Crisis Response Center (Emergency Shelters): 919-403-6562

Durham City Police Department: 911 or 919-560-4322

Durham County Sheriff's Office: 919-560-0897

Durham Crisis Response Center: 919-403-6562

North Carolina Victim's Compensation Services: 1-800-826-6200

North Carolina Coalition Against Sexual Assault: 919-871-1015

Nursing Home Abuse Center: https://www.nursinghomeabusecenter.com/blog/sexual-abuse-of-elderly-women/

Orange County Rape Crisis Center: 1-866-WE-LISTEN (866-935-4783; 24-hour Help Line)

RAINN (Rape, Abuse, & Incest National Network): 1-800-656-HOPE (1-800-656-4673)

Rape Victim Assistance Program: 1-800-826-6200

SAVAN (Statewide Automated Victim Assistance & Notification): 1-877-627-2826

Appendix B – Rules of Decorum

Purpose of the Rules of Decorum

Title IX hearings are not civil or criminal proceedings, and are not designed to mimic formal trial proceedings. They are primarily educational in nature, and the U.S. Department of Education, writing about Title IX in the Final Rule "purposefully designed these final regulations to allow recipients to retain flexibility to adopt rules of decorum that prohibit any party advisor or decision-maker from questioning witnesses in an abusive, intimidating, or disrespectful manner." 85 Fed. Reg. 30026, 30319 (May 19, 2020). The Department has determined that institutions "are in a better position than the Department to craft rules of decorum best suited to their educational environment" and build a hearing process that will reassure the parties that the institution "is not throwing a party to the proverbial wolves." Id.

To achieve this purpose, institutions may provide for reasonable rules of order and decorum, which may be enforced through the removal of an advisor who refuses to comply with the rules. Id., at 30320. As the Department explains, the removal process "incentivizes a party to work with an advisor of choice in a manner that complies with a recipient's rules that govern the conduct of a hearing, and incentivizes colleges and universities to appoint advisors who also will comply with such rules, so that hearings are conducted with respect for all participants." Id.

At base, these Rules of Decorum require that all parties, advisors of choice, and institutional staff treat others who are engaged in the process with respect.

The rules and standards apply equally to all Parties and their Advisors regardless of sex, gender, or other protected class, and regardless of whether they are in the role of Complainant or Respondent.

Rules of Decorum

The following Rules of Decorum are to be observed in the hearing and applied equally to all parties (meaning the complainant and respondent) and advisors:

1. Questions must be conveyed in a neutral tone.
2. Parties and advisors will refer to other parties, witnesses, advisors, and institutional staff using the name and gender used by the person and shall not intentionally mis-name or mis-gender that person in communication or questioning.
3. No party may act abusively or disrespectfully during the hearing toward any other party or to witnesses, advisors, or decision-makers.

4. While an advisor may be an attorney, no duty of zealous advocacy should be inferred or enforced within this forum.
5. The advisor may not yell, scream, badger, or physically ‘‘lean in’’ to a party or witness’s personal space. Advisors may not approach the other party or witnesses without obtaining permission from the hearing panel.
6. The advisor may not use profanity or make irrelevant ad hominem attacks upon a party or witness. Questions are meant to be interrogative statements used to test knowledge or understand a fact; they may not include accusations within the text of the question.
7. The advisor may not ask repetitive questions. This includes questions that have already been asked by the hearing panel, the advisor in cross-examination, or the party or advisor in direct testimony. When the hearing panel determines a question has been “asked and answered” or is otherwise not relevant, the advisor must move on.
8. Parties and advisors may take no action at the hearing that a reasonable person in the shoes of the affected party would see as intended to intimidate that person (whether party, witness, or official) into not participating in the process or meaningfully modifying their participation in the process.

Warning and Removal Process

The hearing panel shall have sole discretion to determine if the Rules of Decorum have been violated. The hearing panel will notify the offending person of any violation of the Rules.

Upon a second or further violation of the Rules, the [decision-maker] shall have discretion to remove the offending person or allow them to continue participating in the hearing or other part of the process.

Where the hearing panel removes a party’s advisor, the party may select a different advisor of their choice, or accept an advisor provided by the institution for the limited purpose of cross-examination at the hearing. Reasonable delays, including the temporary adjournment of the hearing, may be anticipated should an advisor be removed. A party cannot serve as their own advisor in this circumstance.

The hearing panel shall document any decision to remove an advisor in the written determination regarding responsibility.

For flagrant, multiple, or continual violations of this Rule, in one or more proceedings, advisors may be prohibited from participating in future proceedings at the institution in the advisor role on a temporary or permanent basis. Evidence of violation(s) of this agreement will be gathered by the Title IX Coordinator, and presented to the Dean, Student Services for cases involving students or the HR Director for cases involving employees. The Advisor accused may provide an explanation or alternative evidence in writing for consideration by the Dean, Student Services or HR Director. Such evidence or explanation is due within fifteen (15) calendar days of receipt of a notice of a charge of re-disclosure or improper access to records. There shall be no right to a live hearing, oral testimony, or cross-examination. The Dean, Student Services or HR Director will consider the evidence under a preponderance of the evidence standard and issue a finding in writing and, if the finding is Responsible, shall include a Sanction. The finding shall be issued in writing to all Parties and Advisors (if there is a current case pending) within thirty (30) days unless extended for good cause. There is no appeal of this finding. Sanctions shall be higher for

intentional re-disclosure of records than for negligent re-discourse. In the event that an Advisor is barred permanently or for a term from serving in the role as Advisor in the future, they may request a review of that bar from the Dean, Student Services or the HR Director no earlier than three-hundred and sixty-five (365) days after the date of the findings letter.

Relevant Questions Asked in Violation of the Rules of Decorum

Where an advisor asks a relevant question in a manner that violates the Rules, such as yelling, screaming, badgering, or leaning-in to the witness or party's personal space, the question may not be deemed irrelevant by the decision-maker simply because of the manner it was delivered. Under that circumstance, the decision-maker will notify the advisor of the violation of the Rules, and, if the question is relevant, will allow the question to be re-asked in a respectful, non-abusive manner by the advisor (or a replacement advisor, should the advisor be removed for violation of the Rules). See, 85 Fed. Reg. 30331.

Appropriate Use of Computing Resources Policy

Durham Tech provides a variety of computing resources to employees, students, and our community. Restrictions or limits placed on use of college computing resources are intended to protect the resources; to maintain the integrity of the networks; and to comply with appropriate policies, laws, and regulations.

Effective Date (most recent revision): July 1998

Policy Statement

Users of college computing resources are expected to use them responsibly.

Procedure

Individual users of college computing resources must acknowledge consent to abide by this policy, by completing the "Agreement to Comply with the College's Appropriate Use Policy" form in order to use the college's computing resources.

The College's Rights

The college owns or leases the computers and owns the internal computer networks used on campus. The college has rights to the software and information residing on, developed on, or licensed for these computers and networks. The college exercises its rights to and does continuously administer, protect, support, and monitor this collection of computers, software, and networks. The college also exercises its rights to and does continuously establish and uphold rigorous standards for ensuring the security, privacy, bandwidth integrity, and data integrity on its computing systems as it deems appropriate. Furthermore, the college reserves its rights as well as exercises its rights to determine the nature and extent of access to computer resources; deny access to computer systems and networks; limit access to certain sites, materials, and programs; and determine who may connect a device to college computer systems as well as designate the specifications for such a device.

The Individual User's Responsibilities

1. Use college computing resources for instruction, research, learning, and administrative purposes only. Durham Tech's computers and networks are for uses consistent with the college's mission. They may not be used for outside business projects or personal activities.

This policy also expressly prohibits the use of college computing resources for the intentional accessing, viewing, browsing, downloading, posting, or sending of pornographic or sexually explicit material or images.

2. Respect licensing and copyright laws. All software installed on or used on Durham Tech computers must be legally licensed for use on the college premises. Copyrighted software should not be copied from computers on campus or installed on campus computers not legally licensed for their use. Licenses for college-purchased software will be kept on file in Information Technology Services (ITS). All other software licenses that faculty and staff obtain must be maintained by that user and produced upon request for verification. This includes licenses for all software including but not limited to freeware, shareware, and complimentary software provided to college employees. Students are not allowed to load software on college computers unless they are under the direction of a faculty or staff member.
3. Maintain secure passwords. Account passwords must not be shared with anyone, unless directed by faculty for instructional needs. Employees and students should use valid passwords that include at least one non-letter character and should change passwords at least every four months.
4. Protect college computer facilities. Users must abide by all federal and state laws provisions. Also, users must not knowingly install any virus or destructive computer program onto campus computers.
5. Use computer resources in an acceptable manner. Durham Technical Community College computing resources must not be used for any purpose which is not consistent with the mission of the college, which is illegal, dishonest, or potentially damaging to the reputation of the college; or which may subject the college to liability. Unacceptable uses of college computing resources include, but are not limited to, the following:
    - Destruction of or damage to equipment, software, or data belonging to Durham Technical Community College or to other individuals or entities;
    - Disruption or unauthorized monitoring of electronic communications and electronically stored information;
    - Disabling or overloading (or attempting to disable or overload) any system or network;
    - Infringement of copyright or trademark laws or rights of others (e.g. downloading or distributing pirated software, video, music, or data);
    - Violation of computer system security, including but not limited to the unauthorized use of computer accounts, access codes, or network identification numbers and email addresses assigned to others;
    - Unauthorized access to Durham Technical Community College's information systems, Intranet, or networked computers;
    - Use of computer communications facilities in ways that unnecessarily impede or disrupt the computing activities of other college users;
    - Intentional downloading or propagating the distribution of computer viruses, trojan horses, timebombs, worms, or other forms of destructive rogue programs;
    - Posting, sending, storing, or intentionally accessing pornographic, obscene, or sexually explicit material or images;
    - Posting personal messages or sending mass electronic messages for such purposes as selling, making solicitations to sell, communicating about partisan political activities, or distributing "junk" email such as chain letters or spam;

- Academic or intellectual dishonesty;
- Violation of software license agreements or copyright laws;
- Recreational use such as peer to peer .mpg file sharing (e.g. music or video downloads);
- Violation of network usage policies and regulations;
- Posting, sending, or intentionally accessing material that is inconsistent or inappropriate to the mission of the college;
- Violation of privacy;
- Harassment;
- Libel or slander;
- Fraud or misrepresentation; and
- Use of Durham Technical Community College's logo without prior approval.

Other Limitations and Warnings

1. Various limits may be imposed on college computing resources and systems. Users must abide by any limits set.
2. Privacy when using computing resources and systems is not guaranteed. While technical and administrative policies are in place for the protection of computer information, computer data security is never perfect. Please be aware of the following:
    - Unauthorized computer users may be able to breach security restrictions and gain access to your files.
    - Misdirected email is not uncommon. Your email messages may be seen by unintended recipients at Durham Tech or elsewhere on the Internet. If email is considered confidential, the information should be communicated by other means.
    - Systems administrators and other college employees may require access to files on any Durham Tech computers to perform audits or resolve technical problems.
    - The college reserves the right to monitor email transmission over its internal computer network. Legal mandates regarding confidentiality will be observed by computer staff when accessing data files.
3. Computer users are responsible for backing up their own data files unless told that backup services are provided for their system and their files are being backed up.

Sanctions

Anyone violating this appropriate use policy is subject to the college's student code of conduct, the employees' due process policy, and criminal complaint or civil action for damages. More specifically, any student, employee, or individual willfully engaging in any activity with intent to interfere with, degrade, monopolize, or compromise the campus network, network security, or any of its components shall be subject to disciplinary action to include suspension, expulsion, termination from employment, and/or prosecution.

Purpose/Definitions

College computing resources include, but are not limited to, personal computers, servers, networks, data sets, printers, Internet and Intranet access, and software.

Durham Technical Community College provides a variety of computing resources to faculty, staff, students, and (in limited cases) community residents. Restrictions or limits placed on use of

college computing resources are intended to protect the resources as well as the integrity of the networks, and to comply with appropriate policies, laws, and regulations.

Student Grievance Policy

Durham Technical Community College students have the right to pursue timely, legitimate grievances against employees of the College. Therefore, the College shall establish, publish, and follow a procedure that delineates the rights and responsibilities of the aggrieved party and the College employee against whom a grievance may be lodged.

Effective Date (most recent revision): August 26, 2022

PLEASE NOTE: General complaints about non-academic issues may be reported using the General Complaints form. The form may be used by anyone who interacts or communicates with a College entity or a member of the College community, as long as the interaction or communication takes place on **College premises**, or occurs while the complainant is conducting College business, or when the respondent is acting in a capacity related to their role at the College. Upon submission of the General Complaints form, the complainant will receive an autoresponder email that confirms receipt of the submission and outlines the process timeline.

Procedure

Durham Technical Community College (Durham Tech) has established the following procedures for resolving **student** disputes with employees, regardless of status (full-time, part-time, temporary, contractual, and work-study students) or role (administrators, faculty, and staff), and volunteers. Students employed by Durham Tech are considered College employees. Students employed under the work study program are considered College employees if the work performed is for the College. For work performed for any public or private agency, students are also considered College employees unless the agreement between the College and the organization specifies that the organization is considered the employer. Students considered College employees are governed by Durham Tech's employee grievance procedure during their working hours.

Refer to the Definitions section of this document for definitions of terms that appear in boldface type.

The student grievance procedure applies to all student issues, including but not limited to **academic issues**, student services, and administrative concerns. Grievances involving academic issues are limited to concerns related to final course grades and satisfactory completion of instructional program requirements. Students who need **additional accommodations** at any time during this procedure should contact Accessibility Services.

The student grievance procedure may be used by individuals who were Durham Tech students at the time the incident occurred. The individual filing the grievance must be the subject of the alleged unfair treatment that is related to their status as a student. A grievance cannot be filed on behalf of someone else.

Throughout the grievance process, the student is responsible for presenting evidence to support the claim. Students are advised to keep written notes and maintain documentation to provide evidence of compliance with each step of the procedure. All allegations arising from a single incident must be presented in one grievance.

The student grievance procedure includes specific deadlines for pursuing a grievance. Students are required to follow the steps and timeline outlined within this procedure. Issues presented past the deadlines will not be considered unless there are specific, **extenuating circumstances**. A request for an extension due to extenuating circumstances must be made in writing by the student, employee, supervisor, or dean within the specified timeframe for each step. Requests for deadline extensions must be submitted to the appropriate **College official**. If extenuating circumstances are present, documented, and supportive of the request, the College official handling the case will determine and communicate in writing to all involved parties an appropriate revised timeline and next steps.

In all cases, College officials (or, in their absence, their designee) will conduct their work within each step of the process as quickly as possible within the ten (10) working-day limit, particularly in cases where a resolution in the case may affect a student's ability to progress in a particular program.

If College officials determine that the student cannot continue to attend class, participate in clinical experiences, or participate in student activities for a specified period because of the potential for harm to self or others, the Dean of Student Services, after consultation with other College officials, may issue specific restrictions and will provide the rationale in writing.

If the grievance or appeal involves claims of **bias**, **discrimination**, or **harassment** at any time in the process, the College official handling the grievance will coordinate with the Title IX Coordinator. The Title IX Coordinator will have up to ten (10) **working days** to complete the initial fact-finding assessment and determine whether to open a Title VI or Title VII investigation. If a Title VII investigation is opened, the Title VII Grievance Investigations procedure will be followed from that point on. If not, the case will move back to the College official handling the grievance.

If the grievance or appeal involves a claim of sexual misconduct at any time in the process, the matter must be forwarded immediately to the Title IX coordinator, who will review the situation and determine within ten (10) working days of the notification whether to open a Title IX investigation. If a Title IX investigation is opened, the procedures supporting the Sexual Misconduct policy will be followed from that point on. If not, the case will move back to the College official handling the grievance.

Prohibition on Retaliation

Retaliation against any person participating in good faith in connection with a grievance or complaint is strictly prohibited. Violations will be addressed through these procedures and/or other applicable College disciplinary procedures. Any person who feels that they have been subjected to retaliation should make a report to a College official. Students employed by the College may refer to the Whistleblower policy for additional information.

Prohibition on Providing False Information

Durham Tech places great importance on the integrity of its policies and procedures. False complaints can cause irreparable harm to the College community, regardless of the outcome of an investigation. Accordingly, any individual who knowingly files a false report or complaint, knowingly provides false information, or intentionally misleads College officials will be subject to disciplinary action.

Grievance Process

Step 1. The student meets with the employee with whom they have the concern within six working days of the incident. This conversation should be an attempt on the part of the student to resolve the issue. Both parties should document the facts and possible outcome for their own records. If the student is not satisfied that the concern has been addressed, or if the student has documentation of having attempted to contact the employee without getting a response, the student may move to Step 2.

Step 2. The student meets with the employee's supervisor to discuss the grievance within ten (10) working days of the meeting with the employee. Following this additional informal conversation, all parties should document the facts and possible outcome for their own records. If the student communicates to the supervisor that the issue is still unresolved, the supervisor provides the student with information about the **formal grievance** procedure, which begins with Step 3.

Step 3. The student submits the formal Student Grievance Form within ten (10) working days of the meeting with the supervisor. If the student feels that the conversation with the employee and their supervisor did not resolve the issue, the student should initiate the formal grievance procedure:

- The student completes the electronic form documenting the dates of any meetings and prior discussions held to resolve the grievance.
- Within ten (10) working days from the meeting with the supervisor, the student submits the form and any accompanying documentation. The form is routed directly to the Dean of Student Services (or, in their absence, their designee).
- Within ten (10) working days of receipt of the form, the Dean of Student Services (or, in their absence, their designee) logs the formal grievance and determines whether the student has met the guidelines outlined in this procedure. If the guidelines have been met, the Dean creates the official case and assigns it to the appropriate College official and notifies the **appropriate Vice President**. If the guidelines have not been met, the grievance is denied and an explanation of the rationale for the denial is communicated in writing to the student. If the issue raised by the student is not appropriately handled by the grievance procedures, the Dean may refer the student to other procedures for adjudication.

The student is encouraged to meet with a counselor in the Counseling Services office for assistance with the following tasks:

- Identifying the specific issues involved in the grievance;
- Reviewing the procedure and strategies for meeting the requirements of each step;
- Developing verbal and written approaches appropriate to the grievance and in compliance with the student grievance procedure;
- Determining when immediate support and other assistance is necessary, especially if the matter involves claims of discrimination or sexual misconduct; and
- Completing the Student Grievance Form.

Step 4. Within ten (10) working days of receiving a grievance, the college official investigates the case to determine whether the concern meets the guidelines for being heard. If so, the College official notifies the employee and supervisor that a grievance has been filed, requests a written response, and monitors the process through the subsequent steps. If not, the college official denies the grievance and responds in writing to the student explaining the rationale for the denial.

Step 5. The employee and supervisor submit a written response to the College official within ten (10) working days of receiving the notification from the College official. The College official uploads this documentation and adds it to the official case file.

Step 6. The College official discusses the official grievance case with the student within ten (10) working days of receipt of the written responses noted in Step 5 and shares the information gathered regarding the case. Both parties should document the conversation and possible outcome for their own records. The College official will determine the appropriate resolution within ten (10) working days of the discussion and will communicate the decision to the student, employee, appropriate supervisor, appropriate Vice President, and the Dean of Student Services. The decision of the College official is final except in the circumstances outlined in the appeals procedure. All records of formal grievances are stored in the College's secure case management and tracking system.

Appeals

If the student believes that **exceptional circumstances** justify reconsideration of the decision made by the department head, the student may file an **appeal**. An appeal should not be pursued if the student simply disagrees with the decisions made during the grievance procedure.

To request an appeal, the student follows these steps:

Step 1. Within ten (10) working days of the date of the written decision in the grievance case, the student files a written appeal with the assistance of a College counselor, who will have access to the appeal form available via the College's secure case management and tracking system. The appeal is sent within the system to the Dean of Student Services who routes the form to the appropriate Vice President.

The student must work with a Counseling Services counselor to provide a clear explanation of what qualifies the grievance for an appeal based on the College's definition of exceptional circumstances. The student should be as specific as possible and attach documentation to support their appeal request. The name of the counselor assisting the student is required on the appeal form.

Step 2. Upon receipt of the appeal, the appropriate Vice President reviews the appeal based on the College's definition of exceptional circumstances. If they determine that the grievance is not eligible for appeal, they communicate that decision to all involved parties and close the case within ten (10) working days. If they determine that the grievance is eligible for appeal, they conduct an appeal investigation and render a final decision within ten (10) working days of receiving the appeal. During this time, the appropriate Vice President has the option of requesting further meetings with any party involved in the grievance if they feel that such conversations will aid in their ability to reach a final decision.

The Vice President sends a copy of the decision to the student, employee, College official, and Dean of Student Services via the College's case management and tracking system. The decision is final. No further appeal is available after the Vice President renders a final decision.

All records of the appeal are documented and maintained in the College's secure case management and tracking system.

Confidentiality

The College will make every reasonable effort to protect the confidentiality of information received in connection with a student grievance report and its related investigation; information related to a case will be shared on a need-to-know basis only. College administrators will, however, share information, as appropriate and necessary, in order to address and resolve the concerns at issue and prevent the recurrence of similar situations. There may be instances where it is the College's ethical and legal responsibility to disclose information regarding the circumstances related to a specific grievance, depending on the nature of the allegation. Should this be the case, the student will be notified prior to the information being released.

Definitions

Academic Issues – Issues and concerns involving final course grades or satisfactory completion of instructional program requirements

Additional Accommodations – Assistance for students requiring language or interpretation assistance, disabilities accommodations, or alternate arrangements for online/distance learning students

Appeal – The process for requesting further consideration of a grievance case decision when the student or employee believes there were **exceptional circumstances** that affected the decision. Simply disagreeing with the outcome of the process is not grounds for an appeal.

Appropriate Vice President – The Vice President responsible for the division within which the involved employee works

Bias – A preference for or tendency toward a particular viewpoint or outcome. Bias stems from the internalization and institutionalization of particular values, beliefs, and assumptions. Not to be confused with bigotry, which is motivated by ill intent, bias can co-exist unconsciously with good intentions, but nevertheless result in outcomes that are inclined to favor some groups over others.

College Official – A College employee who serves in one of the following roles: President, Chief of Staff, Vice President, or Chief of Police; for the purposes of this policy, "College Official" also refers to the roles of Executive Director or Dean.

College Premises – Any property in use by the College including property that is leased, owned, used for College functions, or used by the College in the offering of any of its courses.

Discrimination – Any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their race, religion, ethnicity, national origin, gender, sex, age, disability, genetic information, and veteran status. Discrimination may be intentional or unintentional.

Exceptional Circumstances – The discovery of new evidence not presented in the initial grievance; an allegation of serious bias or discrimination at some level of the student grievance process; and/or documentation showing that the College did not adhere to the grievance policy

Extenuating Circumstances – Documented medical illness, death of a family member, or work or family situations that significantly interfere with normal life functions

Formal Grievance – A formal grievance may commence when informal communication regarding an incident has not led to resolution, and the student files an official Student Grievance Form. All formal grievances are documented in the College's secure case management and tracking system.

Harassment – Severe, pervasive, and offensive behavior that negatively affects another's access to an educational opportunity or other College benefit

Incident – The situation or circumstance that the student perceives as grievable

Informal – Of, or related to, communication regarding an incident when it is at the inquiry stage and open to resolution without the filing of a formal grievance

Sexual Misconduct – Any unwelcome conduct of a sexual nature, including any conduct or act of a sexual nature perpetrated against an individual without consent. Sexual misconduct can occur between strangers or acquaintances, including people involved in an intimate or sexual relationship. Sexual misconduct can be committed by men or by women, and it can occur between people of the same or different sex. Sexual misconduct also includes complicity in sexual misconduct. Refer to the Sexual Misconduct policy for additional information.

Student – Any individuals, regardless of age, who are currently enrolled in Durham Tech courses, who have active program status, and/or who are currently participating in Durham Tech instructional programs, including Middle College High School, Career and College Promise, and College and Career Readiness programs. Individuals with active program status are those who have been accepted into a program, have taken classes within the program, and have been continuously enrolled at the College since beginning the program.

Student Grievance Form – The electronic form, available via the College's website, a student uses to formally register a complaint with the College about matters such as academic issues, student services or administrative concerns, and discrimination or harassment

Title IX – Title IX of the Education Amendments of 1972 is a federal law that protects people from discrimination based on sex in education programs or activities that receive federal financial assistance.

Title IX Coordinator – The College employee responsible for coordinating the College's efforts to comply with and carry out its responsibilities under Title IX, which prohibits sexual discrimination in all operations, as well as prohibiting retaliation for the purpose of interfering with any right or privilege secured by Title IX. The Title IX Coordinator oversees the College's response to reports and complaints that involve possible sexual discrimination to monitor outcomes, identify and address any patterns, and assess effects on the campus climate so the College can address issues that affect the wider community; and develops sexual misconduct-related education and training programs.

Working Days – Days the College is open and operating under a normal schedule. This excludes weekends, closings due to adverse conditions, and holidays.

Safety and Security

Durham Tech Police and Public Safety provides 24-hour-a-day patrol protection for college buildings, grounds, and parking lots. It responds to crime reports, fires, medical emergencies, traffic accidents, and other incidents requiring police or security assistance. The Police and Public Safety office is located on Main Campus in Building 8. Students and employees may report emergencies by dialing extension 5555 from any campus phone or calling Durham City Police by dialing 9-911. To report security or safety hazards or other non-emergency situations, call Police and Public Safety at 919-536-7255, extension 5555.

In times of emergency, the College will provide appropriate College-wide response to assure safety and minimize losses. Up-to-date emergency information and communication options are posted on the Alert Notifications webpage.

Safety and Security Policy and Procedure

Effective Date (most recent revision): Transferred June 2016

Durham Technical Community College is concerned about the safety, welfare, and protection of all students, faculty, staff, visitors, and college property. The college is committed to providing a safe and secure environment to everyone.

Campus Police and Public Safety provides 24-hour-a-day patrol protection for college buildings, grounds, and parking lots. It responds to crime reports, fires, medical emergencies, traffic accidents, and other incidents requiring police or security assistance. The office is located on main campus in Building 8.

Procedure

Students, faculty, and staff can report emergencies to Campus Police and Public Safety by dialing extension 5555 from any on-campus phone or calling the Durham City Police by dialing 9-911. To report security or safety hazards or other non-emergency situations, call Campus Police and Public Safety at 919-536-7255, extension 5555.

Anyone who must walk alone on campus at night is encouraged to take advantage of a Campus Police and Public Safety escort by dialing extension 5500 from a campus phone. A member of the Campus Police and Public Safety staff will accompany the caller to any campus building or parking lot.

Identification Card

As one means of insuring a safer campus for everyone, all students are expected to carry identification when on campus or at a college-sponsored event. Students must be prepared to show an identification card when requested by Durham Tech faculty or staff. The identification card may be a Durham Technical Community College ID card or other official ID, such as license, state ID, passport, or military ID. Students wishing to utilize campus services or facilities, such as the libraries or computer labs, must have a valid Durham Tech ID card or Campus Access card.

Students newly admitted to the college may obtain a Durham Tech ID card during their first semester or at the start of their program. To obtain a photo college ID card, a student must be

registered for courses and must have paid tuition. An official photo ID, such as license, state ID, passport, or military ID, is required to obtain a photo college ID card. They are available no earlier than one week prior to the start of classes.

Any registered student who does not have an official photo ID may obtain a Campus Access card. The Campus Access card will not have a photograph. Do not discard your college ID card. (Replacement fees are charged as detailed below.) You will use your college ID card throughout your career at Durham Tech.

Returning students must validate their college ID card each semester. To obtain a validation sticker, students must be registered for courses and must have paid tuition. Students must present their college ID card for validation.

Continuing students who have lost their Durham Tech ID card should go to the Campus Police and Public Safety office for a replacement. A $10 fee is charged for replacing lost or missing cards. An official photo ID is required to be issued a replacement photo college ID card.

Students with a damaged Durham Tech ID card should carry the card to the Campus Police and Public Safety office. A replacement fee is not charged unless there is evidence of abuse. A fee of $10 is charged for replacing a card damaged due to abuse.

Students who need to replace their Durham Tech ID card because of a name change should carry the card to the Campus Police and Public Safety office. No replacement fee is charged if proof of the name change is provided.

GoPass

GoPass is a free student bus pass that allows eligible Durham Tech students to ride city and regional buses via Triangle Transit to get to and from the college. The GoPass works on the following regional transit systems: DATA, TTA, CAT, and OPT. Read more about eligibility requirements and how to use them on the GoPass webpage.

Campus Safety Tips

1. Park in well-lighted areas and lock your car, even in the daytime. Keep packages and personal belongings out of sight.
2. Do not walk or jog alone, especially after dark. Call Campus Police and Public Safety officers for an escort.
3. Be aware of people and activities around you, and report suspicious behavior to Campus Police and Public Safety.
4. Stay alert! Avoid talking on your cell or using electronic devices when walking.
5. Trust your instincts. If something or someone makes you uneasy, avoid the person or leave.
6. Have your car key in hand before you reach the door.
7. Be careful if anyone in a car asks you for directions – if you answer, keep your distance from the car.
8. If you feel threatened, don't be afraid to make a "scene." Public embarrassment is the least concern when you are in a dangerous situation.

First Aid

Campus Police and Public Safety personnel can provide first aid for minor injuries. They are also trained as first responders in medical emergencies. For medical assistance, call extension 5555 or 9-911 (Durham City Police).

Lost and Found

Any lost and found items should be turned in to the Campus Police and Public Safety office. Persons looking for lost items should check in the Campus Police and Public Safety office.

Emergency Information

The college is committed to the safety and security of all members of the college community. In times of emergency, the college will provide appropriate campus-wide response to assure safety and minimize losses. Up-to-date information on an emergency situation will be posted on the Emergency Information webpage.

Crime Statistics

Information about crime at the Main Campus, Orange County Campus, and Northern Durham Center is available online through the Office of Postsecondary Education in the U.S. Department of Education. The daily crime log is available upon request in the Police and Public Safety office on Main Campus or at the Security desk at Orange County Campus and the Northern Durham Center.

Your Guide to Safety on Campus, serves as Durham Tech's Clery Report, and provides information about safety and security on Durham Tech campuses. The document is posted on the website and available from Durham Tech Police and Public Safety.

The Family Educational Rights and Privacy Act

In accordance with the Family Educational Rights and Privacy Act (FERPA), the Federal law that protects the privacy of student education records, students have certain rights to inspect and review their education records, request that their records be corrected if they believe that they are inaccurate or misleading, and determine what information about their records can be released. Durham Technical Community College reserves the right to disclose directory information without consent.

Procedure

Effective Date (most recent revision): June 12, 2020

Contact Information:
Admissions, Registration, and Records
Phail Wynn, Jr. Student Services Center
Building 10, Main Campus
Rooms 10-201 and 10-202
admissions@durhamtech.edu
919-536-7214, ext. 1800

Please note the following information pertaining to the disclosure of **student education records**:

- **Students** have the right to inspect and review their education records maintained by Admissions, Registration, and Records. Durham Technical Community College (Durham Tech) is

not required to provide copies of records unless a student is unable to review the records on site due to extenuating circumstances such as the student being a significant distance away from the College or the College being inaccessible due to an emergency. Durham Tech may charge a fee for copies if the provision of the copies requires an extraordinary expenditure of human and/or other resources, or if the same copies were previously provided to the requesting student.

- Students have the right to request that Durham Tech correct records which they believe to be inaccurate or misleading. If the College decides not to amend the record, the student may pursue remedy via the Student Grievance procedure. If the College's decision not to amend the record stands, the student has the right to ask that a statement detailing their view of the contested information be added to the record.
- Per 34 CFR § 99.31, Durham Tech may disclose records without consent to the following parties:
  - Members of the College community (e.g., employees, Board of Trustees, Durham Tech Foundation) with **legitimate educational interest**;
  - Colleges to which students have applied for transfer admission;
  - Specified officials (e.g., auditors from the North Carolina Community College System (NCCCS) or the Veterans Administration) for audit or evaluation purposes;
  - Non-College officials responsible for determining eligibility or administering financial aid for which a student has applied;
  - Organizations conducting certain studies for or on behalf of the College;
  - Accrediting organizations (e.g., SACSCOC);
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within or working with the juvenile justice system, pursuant to specific State law.
- Durham Tech may also disclose records without consent to comply with judicial orders or court-ordered, lawfully issued subpoenas.
- Durham Tech may disclose without consent a student's name, program of study, honors and awards, credentials earned, and participation in **officially recognized student clubs or organizations** for College marketing and communications purposes (e.g., press releases, event programs, and social media posts).
- Durham Tech does not publish or distribute lists of applicants, current students, or graduates for use by off-campus organizations, without the provision of a data-sharing agreement or **Memorandum of Understanding (MOU)**.
- Durham Tech does not publish or distribute lists of applicants, current students, or graduates to non-College entities for marketing or solicitation purposes.

Students may request that none of their **directory information** is disclosed by contacting Admissions, Registration, and Records and completing the Request for FERPA Information Disclosure Restriction form within the first six (6) weeks of a term in which they are enrolled. When such a restriction is in effect, any response to inquiries will indicate that the College cannot

release information about the student. This **directory restriction** will remain in effect indefinitely and can only be revoked by written authorization from the student.

Alternatively, students may request that neither directory nor non-directory information is disclosed by contacting Admissions, Registration, and Records and completing the Request for FERPA Information Disclosure Restriction form within the first six (6) weeks of a term in which they are enrolled. As this restriction prohibits Durham Tech from acknowledging or verifying a student's attendance or existence at the College, this option should only be considered in compelling circumstances. When such a restriction is in effect, any response to inquiries will indicate that the College has no information about the individual. This **FERPA restriction** will remain in effect indefinitely and can only be revoked by written authorization from the student.

Students may designate individuals to have access to their education records by contacting Admissions, Registration and Records and completing the Consent for Disclosure of Non-Directory Information form.

Definitions

Directory Information – Information that Durham Tech has determined may be shared about a student including the student's name, ConnectMail address, and current program of study

Directory Restriction – When a student exercises control over directory information by prohibiting the disclosure of all or specific directory information

FERPA Restriction – When a student exercises control over directory and non-directory information by prohibiting the disclosure of any or all information related to attendance or existence at the College

Legitimate Educational Interest – The need to review an education record in the context of official business, when fulfilling job responsibilities relevant to a determination about a student, or in support of a student's educational interests or the College's mission. The determination as to whether or not a legitimate educational interest exists may be made by the records custodian on a case-by-case basis.

Memorandum of Understanding (MOU) – An agreement between two parties that is not legally binding, but which outlines the responsibilities of each of the parties to the agreement

Officially Recognized Student Clubs or Organizations – Student organizations that have been chartered by the Student Government Association in accordance with the Clubs, Organizations, and Activities procedure

Students – Any individuals, regardless of age, who are currently enrolled in Durham Tech courses, who have active program status, and/or who are currently participating in Durham Tech instructional programs, including Middle College High School, Career and College Promise, and College and Career Readiness programs. Individuals with active program status are those who have been accepted into a program, have taken classes within the program, and have been continuously enrolled at the College since beginning the program.

Student Education Records – All information considered part of students' permanent records, including but not limited to, directory information, grades, comments recorded in the student information system, and faculty or clinical notes

College and Career Readiness

All College and Career Readiness courses are free and offered at our main campus as well as other sites in Durham and Orange counties. All new students must attend a brief orientation to complete placement testing and register for classes. Returning students who have not been enrolled in two semesters must attend an orientation for re-testing before registering for classes.

Adult High School Diploma

Students enrolled in the Gateway to College Adult High School Diploma (AHSD) program are required to complete 22 credits (units). An official transcript is required and will be reviewed to determine which high school credits satisfactorily qualify for transfer into the AHSD program. Courses are offered online and in-person. Regular class participation is required for this program.

High School Equivalency (HiSET® and GED®)

The High School Equivalency (HSE) exams, HiSET® and GED®, are based on high school curriculum standards and certify mastery in four subject areas: language arts, social studies, science, and math. The HSE diploma is the certified equivalent of a traditional high school diploma. Students may take HSE courses to prepare for the HSE exams. HSE preparation courses are offered online and in-person. View the High School Equivalency Diploma section of the website.

Adult Basic Education

Adult Basic Education (ABE) courses are available for adults who perform below high school level on the placement tests and wish to improve their reading, writing, and math skills. ABE courses are designed to prepare students to transition into the Gateway to College/Adult High School Diploma (AHSD) or High School Equivalency programs.

Adult Basic Education First Step

Durham Tech offers the Adult Basic Education First Step Program to beginning adult learners who may benefit from an academic and career-focused setting and to students with developmental disabilities. This program focuses on building academic skills in reading, math, language, arts, and computer literacy and allows students to progress at their own pace.

Center for the Global Learner

The Center for the Global Learner (CGL) seeks to lead, foster, and facilitate global engagement and intercultural understanding.

English as a Second Language

Durham Tech offers courses in English as a Second Language (ESL) to non-native speakers at several locations in Durham and Orange counties. Courses are free, and students must be at least 18 years of age or older to enroll. All new ESL students must first take a placement exam. View the English as a Second Language (ESL) Program Overview webpage for more information, including class schedules and placement testing dates.

Continuing Education for Non-Native Speakers

Durham Tech offers additional noncredit, fee-based courses in Continuing Education for Non-Native Speakers (Beyond Basic ESL) for students whose proficiency is beyond the basic ESL program. View

the Beyond Basic ESL (BBESL) Program Overview webpage for more information, including class offerings and fees.

English for Academic Purposes

English for Academic Purposes (EAP) is a program designed to help students improve their skills in U.S. Academic English. Students entering this program already have the basics of English (or speak another variation of English), but need to improve their s college-level reading, writing, research, grammar, listening, and speaking skills.

Translation/Interpretation Programs

Durham Tech offers Public Service and Medical Interpreting certificate and diploma programs to prepare students to work as paraprofessional interpreters. View more in the Academic Programs section of this document.

International Student Services

International Student Services provides admissions guidance for all non-U.S. citizens in the following areas:

- International educational credentials;
- Residency assessment for tuition for the few community college exceptions outside of RDS;
- Immigration and visa status verification; and
- General support services to help students enroll in Durham Tech programs.

View the admission steps for non-U.S./international students and the requirements for current F-1 (student visa) students.

Study/Travel Abroad

Durham Tech facilitates several study/travel abroad programs for students to learn about and experience different cultures. Some programs are developed by Durham Tech faculty, while others are identified through individual student interest. View the Study/Travel Abroad section of the website.

Center for Workforce Engagement

Career Services

Identifying the career and specific job that suits one's skills, abilities, and personality can be a daunting task. Career Services offers an array of services including mock interviews, résumé preparation, job exploration, job posting, worksite visits, career fairs, and individual counseling to help students develop and clarify career goals. Services are available to Durham Tech students and alumni. Interested students and alumni should visit the Career Center, located in the Wynn Center (Building 10), room 10-109 or view the Career Services section of the website.

Corporate Services

Corporate Services works directly with business and industry partners to assess, identify, develop, and deliver training solutions needed to equip new employees and skill-up incumbent workers. The Customized Training Program is housed within Corporate Services and provides comprehensive customized training solutions to industries at little to no cost.

Human Resources Development

Human Resources Development (HRD) provides skills and workforce assessments and employment skills training to students and business and industry partners. They collaborate with external stakeholders to provide training opportunities and job search strategies for students within the Food and Nutrition Services Employment and Training (FNS E&T) program.

Small Business Center

The Small Business Center (SBC) provides counseling, training, and connects entrepreneurs to critical resources and tools needed to develop business ideas to become viable, sustainable, profitable, and successful. They collaborate with external agencies to increase available resources to start-up and existing entrepreneurs.

Work-Based Education and Apprenticeship

Students gain real work experience that translates into greater job offers at higher starting salaries through Work-Based Learning (WBL), apprenticeships, pre-apprenticeships, internships, job-shadowing, and on-the-job training. This area collaborates with internal and external stakeholders to help identify short-term certificate training programs.