“Advising can be the single most significant component of a student's successful college experience.”
(Light, 2001)
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PURPOSE OF TRAINING MANUAL

This manual is intended to help faculty advisors effectively serve students who are enrolled at Durham Tech. Please read the manual carefully to learn about advising procedures and recent changes. Suggestions or comments about the contents of the manual may be conveyed to the Director, Admissions and Advising Services.

Supplemental Resources

Most of the information contained herein is also available online in the Faculty/Staff Advising Information section of the Durham Tech website. Online resources have been hyperlinked from this document for easy access. An index of helpful advising links is located in Appendix A. If you are accessing this manual in paper format, please direct your browser to durhamtech.edu and select the following:

RESOURCES FOR (top of page beside Quicklinks) → Faculty and Staff → Faculty Advising (under Instructional Resources in the green menu to the left)

INTRODUCTION

Advising Overview

The procedures contained in this manual provide guidelines to be used by all faculty whose duties include academic advising. Advising services are delivered to various student populations at key intervals during enrollment.

New Students. Durham Tech has established Enrollment Steps with Priority Enrollment information to guide new students who are interested in taking college-level, credit-bearing courses (see Appendix B). Advising is an integral part of the enrollment process.

New students must participate in a pre-advising workshop at a ConnectSession, Durham Tech’s new student orientation. Students with 12 hours of transferrable college-level credit qualify for a ConnectSession exemption and may receive advising services in the Admissions and Advising Services during drop-in hours.

After completing a ConnectSession, new students must meet with a professional advisor in Admissions and Advising Services, located in the Phail Wynn, Jr. Student Services Center, 10-200. During their first semester, new students who are admitted to a program will be assigned a faculty advisor in their academic area.

Visiting Students. Visiting students take only a few courses (no more than 18 credit hours total) and are not pursuing a college degree, diploma, or certificate program at Durham Tech. Visiting students often transfer credits to another college or enroll in courses for personal enrichment.

Visiting students who have completed 12 or more hours of college-level coursework receive advising services in the Admissions and Advising Services during drop-in hours, or they can choose to participate in online advising. New visiting students with fewer than 12 hours of college-level credit must attend a ConnectSession.
Returning Students. Returning students are individuals who have been admitted to a program during a previous semester and have enrolled in courses at least once during the previous three semesters. Returning students are advised by an assigned faculty member in their program area.

Faculty advisors must approve coursework for both summer and fall semesters during the spring advising session (and release PERC restrictions accordingly) in order to reduce returning student traffic in the advising center over the summer when faculty advisors are off-contract. In the event that a student has a program change or does not successfully complete a course during the summer, returning students may receive advising services in the Admissions and Advising Services during drop-in hours.

College Mission and Advising
Durham Technical Community College champions learning and success, delivers outstanding teaching and service, and develops career skills for today and tomorrow. The process of academic advising promotes the overall college mission by partnering faculty and staff with students as they work to attain academic and personal goals. This partnership can be strengthened through a collaborative, advising-as-teaching model, where advisors support students as they become proactive in making thoughtful, informed decisions, about their own education.

Advising Philosophy
Academic advising can be an integral part of the learning process. The desired outcome is that students learn to make increasingly independent choices as they move toward realizing their full potential. Advisors can support students in this process by providing guidance in the exploration of academic programs and career pathways, by encouraging the practice of self-discovery, and by acting as agents of referral to campus resources.1

Effective academic advising leads students to:

- Assess interests, abilities, and career goals.
- Define their educational objectives.
- Understand the courses required to complete a credential and register for courses appropriate to their skill levels and plans of study.
- Make full use of the resources and facilities at Durham Tech.
- Be knowledgeable about various policies and procedures.
- Develop strategies to be successful in the college environment and beyond.

The Durham Tech catalog describes academic advising as an interactive process that connects students with a knowledgeable faculty or staff advisor. To meet advising objectives, both the advisor and the student must be engaged participants.

Advisors should actively promote the Core Values of the college by helping to build a welcoming, engaging, unifying, and constantly improving learning environment. Advisors should also adhere to the

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1 A comprehensive list of support services is contained in the New Student Orientation Handbook, which is distributed at ConnectSessions. The Student Services web page is also a great place to get referral information.
principles and guidelines outlined by The Council for the Advancement of Standards in Higher Education (CAS) and the National Academic Advising Association (NACADA), which include the following:

- Advisors work to strengthen the importance, dignity within the academic setting, potential, and unique nature of each individual.
- Advising, as part of the educational process, involves helping students develop a realistic self-perception and successfully transition to the postsecondary institution.
- Advisors encourage, respect, and assist students in establishing their goals and objectives.
- Advisors seek to gain the trust of their students and strive to honor students’ expectations of academic advising and its importance in their lives.

Advising Ethics

Advisors’ work should be grounded in the knowledge that students:

- Have diverse backgrounds that can include different ethnic, racial, domestic, and international communities; sexual orientations; ages; genders and gender identities; physical, emotional, and psychological abilities; political, religious, and educational beliefs.
- Are responsible for their own behaviors and the outcomes of those behaviors.
- Can be successful based upon their individual goals and efforts.
- Have a desire to learn.
- Have learning needs that vary based upon individual skills, goals, responsibilities, and experiences.
- Use a variety of techniques and technologies to navigate their world.

Students bring unique experience, expectations, and knowledge to the advising process – each advising partnership will be different.

All professionals who engage in academic advising must ensure that students are provided access to services on a fair, equitable basis. Advisors must avoid any personal conflict of interest so they can deal objectively and impartially with persons within and outside of the institution. Advisors must not participate in any form of harassment that demeans persons or creates an intimidating, hostile, or offensive environment.

All advisors must recognize the limits of their training, expertise, and competence and perform only those functions for which they are qualified. Advisors should refer students in need of further expertise to persons possessing appropriate qualifications. Advisors must ensure the accurate presentation of information to the public, students, parents, colleagues, and subordinates. Advisors must not provide counsel or aid students in circumventing institutional policies or regulations. When confronted with situations in which students have violated or circumvented established policy or norms, the advisor is obliged to address the issue and to refer students to the appropriate person or program.

The Family Educational Rights and Privacy Act. Unless the student has completed the FERPA form and given written consent, information contained in student records or disclosed in individual advising sessions must remain confidential. In addition, advisors must comply with all requirements of the Family Educational Rights and Privacy Act (FERPA) and information contained in students' educational records must not be disclosed to third parties without appropriate consent, unless one of the relevant statutory exceptions applies. Read more about FERPA.
Advising in Practice

Key components of a collaborative, advising-as-teaching model are listed below:

- Dialogue.
- Two-way flow of ideas and information (recognizing that the advisor may have specialized knowledge that the student does not).
- Question-and-answer approach.
- Cross-training, in-depth knowledge of resources, partnerships between academic and student services units occurs within and beyond registration period formally and informally.
- Advising faculty and staff adopt an attitude of learning.

What might this look like in practice?

- Discuss options, both supporting and challenging plans to encourage rigorous critical thinking, self-assessment, and reflection.
- Help students connect with the campus community and a broad array of resources.
- Work closely with student leaders and learn from their perspectives.
- Be open to imagining new goals and possibilities.

“It is hard to imagine any academic support function that is more important to student success and institutional productivity than advising.” (Kuh, 1997)²

Professional Development

Faculty advisors are expected to participate in professional development activities. These activities may include departmental or seasonal training sessions, advisor development workshops offered through Admissions and Advising Services or the Teaching-Learning Center, or professional webinars and conferences. Many resources, including journals, presentations, and upcoming event information are available on the NACADA website. Communications regarding on-campus professional development opportunities and information updates are distributed via email, or can be found on the TLC Calendar.

ADVISING PROCESS

Educational Planning and Goals

During the ConnectSession and in the first-semester ACA course, students begin to explore whether the program they selected during the enrollment process is a good fit in terms of their educational and career goals. Students will share these goals with advisors in the Notes section of their Self-Service accounts. It is important that advisors check in with each student and ask questions about their long-term educational and career goals.

Students will be developing an educational plan that outlines their pathway to degree or goal completion. They should bring this plan with them to share with you, it can also be found in the Timeline section of Self-Service. You will also be able to access PERC notes outlining details previous advising sessions.

Placement
Appropriate course placement is based on high school performance, test scores, or previous college credit. Additional information can be found in Appendix C.

Durham Tech administers the North Carolina Diagnostic Assessment and Placement (NCDAP) test for math; and the reading, writing, and essay. Students are allowed to take this test free of charge.

- We also accept COMPASS, ACCUPLACER, SAT, and ACT scores for college placement. Test scores are recorded in Self-Service and on the TSUM and XDNS screens in Colleague. COMPASS, NCDAP, ACCUPLACER, SAT, and ACT scores can be used for placement within five years from the date taken. If test scores are older than five years, students must take the NCDAP unless continuously enrolled in courses. (See link for definition of Continuous Enrollment. Students are required to retest if their scores are older than five years.
- Students with SAT, and ACT scores that do not place them into college-level courses will be required to take the NCDAP for placement into appropriate courses.
- Students can take the English placement test at Durham Tech twice in a 12-month period.
- Students can take the NCDAP Math one time unless they score at least a 6 on a module. If a student scores a 6 then they can retest one time to try for a score of 7 or higher (only on the modules they scored a 6).
- COMPASS, NCDAP, or ACCUPLACER scores from other schools can be used with Durham Tech’s placement levels if that test has been taken within five years and the student meets the minimum requirements. It is the student’s responsibility to request that other colleges send official copies of their placement test scores to Durham Tech’s Testing Center.
- Credit by Exam, AP Credit, CLEP or IB Credit – See Durham Tech’s website for details.
- Some students pursuing admission to a Health Technologies program must have taken one of the following tests within the past five years regardless of previous educational experience: COMPASS, NCDAP, ACCUPLACER, SAT, or ACT. If test scores are older than five years, students must retest unless they have been continuously enrolled. Future Health Tech students must also complete all developmental education courses indicated by placement test scores.
- Official US High School Transcripts: Students who have graduated from a US high school within the past five years with at least a 2.6 unweighted GPA and four maths may be exempted from the placement test and begin with college-level courses in both English and math. For more information please see the Course Placement document.
- Students who did not graduate from a US high school or who do not speak US English as their first language will first take the Accuplacer ESL test in reading, language use, sentence meaning, and listening in order to assess cultural and linguistic components of their skill levels. After this test, they will meet with the director of Academic EFL or an EFL instructor and will be placed in the appropriate class or will be directed to take the NCDAP test in reading/writing/math. For additional information about the testing procedure, you can email the director of Academic English, Paula Wilder, or read more about the placement and testing process on the Academic EFL web page.

Placement test score ranges appear in Appendix C. Under no circumstance should an advisor waive a developmental course. Students who refuse to register for their developmental courses should be directed to a discipline chair, a program director, or the deans, who are the only people authorized to make an exception.
Foreign Language Placement Guidelines. While advising any student about foreign language courses, please begin your conversation by asking if s/he has any background in that language. The Foreign Language Placement Flowchart (See Appendix D) will help you direct the student based on his/her answers to specific questions. In PERC notes, include specific details regarding each student’s placement. Students who disagree with their placement by this method or students who place higher than the 111 level should be directed to FL Discipline Chair Shannon Hahn, Phillips 3-105D, 919-536-7223, ext. 8019. With prerequisite check enabled, students will not be able to register for upper-level foreign language courses until S. Hahn applies a TSUM code.

All curriculum foreign languages now have prerequisites of DRE 098.

Students in the AA and AS program only need to show proficiency at the 112 level to meet the FL requirement for graduation. This means that a student who starts at 112 or higher at Durham Tech would not need to take two semesters of a foreign language to graduate. S/he would have the option of taking different social science/humanities/fine arts general education courses to get the needed credit hours to satisfy the plan of study. Most students affected by this change would have taken a placement test with the department and been advised at that time concerning their options.

Native speakers of other languages have options for fulfilling this requirement.
A. Take courses in another language offered at the college.
B. Request a waiver of the FL requirement through the discipline chair. If approved, the student will be required to take other courses classified as general education chosen from the social sciences, humanities and fine arts to complete the required credit hours. Students seeking a waiver will be advised about their course options.
   1. Contact Shannon Hahn to schedule a meeting to discuss the waiver.
   2. Students must validate their knowledge of two languages.
C. Where 200-level courses are offered (currently ARA, FRE, GER, and SPA) it may be possible for a native speaker to complete one or two of the required courses in his/her native language. It will depend on the student’s skill level and the courses being offered. If a student wants to pursue credit courses in his/her native language, s/he would need to take a placement test and will be advised accordingly by the FL department.

NOTE: Native speakers cannot get credit for 100-level courses in their native language. This policy reflects the university policies as well. Any native speakers attending 100-level courses will not be allowed to remain in the course.

For 111 and 112 levels, students must enroll in the lab section that corresponds to the class section (SPA 111-101 and SPA 181-101.) The class and lab work as one unit and have the same instructor.

Community Spanish Interpreter Program students interested in the Public Service Certificate and Diploma and the Medical Interpreting Certificate and Diploma should be directed to Sara Juarez, White 1-148C, ext. 3232. Students must attend a mandatory information session, which includes placement testing, before enrolling in the program. More information can be found at their website: Community Spanish Interpreter program Information.
College Transcripts and Prior Coursework

All students entering with prior college credit are required to submit official transcripts from previously attended higher education institutions to verify course prerequisites have been met. Incoming course credit is recorded in the first panel of a student’s Timeline screen in Self-Service, as well as in STAC and TRAN in Colleague. Detailed information regarding transcript credit evaluation is located on the Durham Tech website. Students with questions regarding transfer credit may contact Student Information and Records at 919-536-7214 or visit the office located in the Phail Wynn, Jr. Student Services Center 10-201 on the Main Campus.

Information related to Foreign University Transfer Credit is located on the Durham Tech website.

Although it is not ideal, advisors may verify that course prerequisites have been met by reviewing official transcripts that have not yet been evaluated. Prior coursework must have been completed with a C or better. Developmental education courses must have been completed with a B or better.

When reviewing transcripts, it is critical that advisors 1) document what they have seen in PERC, 2) write “opened by: Your Name, student ID#, student’s program” sign and date on the face of the document and 3) forward the transcript to Student Information and Records. Opened, faxed, emailed from the student and/or unofficial transcripts will not be accepted. Additionally, if a prerequisite override is required, students should be referred to Admissions and Advising Services for registration assistance. Prerequisite check does not recognize prior coursework documented in PERC.

If you have questions related to course equivalency, you may find it helpful to access information from the Transfer Center’s Transfer University Links, or you can consult a transcript evaluator in Durham Tech’s Office of Student Information and Records.

Additionally, advisors should note that not all schools or even NC community colleges have standard course prerequisites. Just because a course at Durham Tech has prerequisites of DRE 098, we cannot assume that a student who has had the same course at a different college has met those prerequisites. For example:

- “Tiffany” has transfer credit for MED 110, which has ENG 111 as a prerequisite at Durham Tech; however, at Alamance CC, MED 110 has no prerequisites. Completion of MED 110 is not adequate proof that Tiffany meets prerequisites for courses that require DRE 098.

- “Ed” has transfer credit for ACC 120 (prereqs: DMAs 010-040 and DRE 098 at Durham Tech). Alamance and Coastal Carolina CC have only DMAs 010-030 and DRE 097 as the prerequisite for ACC 120. We cannot assume Ed is ready for ENG 111.

Course Selection

The ACA 122 course is designed as the college’s First-Year Experience course, intended to deliberately engage students in their first semester of enrollment and support them through that term as they transition into the college. It is a graduation requirement for all Durham Tech Associate degrees.

The course is required for all university transfer students enrolled in the following degree programs: Associate in Arts, Associate in Fine Arts, Associate in Engineering, and Associate in Science. These
students must enroll in ACA 122 at Durham Tech unless they have transfer credit for ACA 122 from another North Carolina community college.

The course is also required for all health technology, career and technical education, and public safety services students enrolled in Associate in Applied Science degree programs and students in the Associate in General Education degree program. These students must enroll in ACA 122 at Durham Tech unless they meet one of two waiver criteria:

1. They have transfer credit for ACA 122 from another North Carolina community college
2. They have transfer credit for 12 or more college credits at the point of entry into their associate degree program (either at the point of entry into Durham Tech or after a change of program)

To encourage students to register for ACA 122 in their initial term (and in any future terms if they do not receive completion credit for ACA 122), we use a registration rule in Colleague and the following procedures:

1. Transcript Evaluators place a non-course equivalency (NC) credit on the records of entering AAS and AGE program students who have twelve or more college credits earned, waiving them from the ACA 122 registration rule.
2. Transcript evaluators award transfer credit (TR) to students transferring in credit ACA 122 from another NC community college; these students are also waived from the registration rule.
3. Degree program students without NC credit (AAS and AGE students only) or TR credit (any degree-seeking student) receive a message in Self-Service and WebAdvisor when they register stating that they must also register for ACA 122. Self-Service and WebAdvisor will not allow students to register for a schedule that does not include ACA 122.

Exceptions to the registration rule:

- In extraordinary circumstances, the Chief Academic Officer may waive the ACA 122 requirement for individual students.
- Students who place into the lower levels of EFL courses are advised to delay registration for ACA 122 until they reach the EFL 074 and 094 levels.
- Students who place into a non-credit reading/writing course or into DRE 096 on the NCDAP are advised to delay registration for ACA 122 until they successfully complete DRE 096.
- In-service professionals in Public Safety programs (specifically, Criminal Justice, Fire Protection, Emergency Management, and Emergency Medical Science) who have passed state or national licensing/credentialing/certification exams and are entering degree programs in their same fields are exempted from the registration rule. Transcript evaluators will also award NC credit for ACA 122 upon confirmation of previous certification from the Program Director.

Programs/Plans of Study. Students should follow a plan within their Program of Study to make course selections. A student admitted to a degree, diploma, or certificate program must meet the requirements listed on the curriculum’s plan of study for the academic year during which the student was accepted. Before any course may be taken, prerequisite courses must be completed with a grade of C or better (a grade of B or better is required in most Developmental Education courses).
Plans of Study will be provided to each student at the ConnectSession and are always available online. Once you access the electronic version in Self-Service (My Progress from the student side, or Progress from the advisor side), you can click on information links for specific course requirements and prerequisite information.

In some programs, approved course substitutions may be used to meet requirements on the plan of study.

Due to their specialized nature, health technologies programs require a secondary admissions process. Program entry requirements are clearly outlined on each Program of Study webpage. View detailed information about Health Technology programs.

The Durham Tech Transfer Center is an excellent resource for students who wish to pursue an Associate in Arts degree, Associate in Science degree, Associate in Fine Arts degree, or the Associate in Engineering degree, or University Transfer (ASUT). It can also be helpful to students who are in an Associate of Applied Science degree and wish to transfer to a four-year university.

### Course Registration

Students should be instructed that the advising process is related to, but separate from, registration. They will use Self-Service to enroll in courses. The GetConnect! link under QuickLinks provides students with step-by-step instructions for all of their Durham Tech accounts (Sakai, WebAdvisor, Self-Service, & Connect Mail).

**Early registration.** Continuing students may be eligible to participate in priority registration. Details are located on the Registering for Courses website.

**Tuition payments.** Payments are due according to the schedule on the Registration and Enrollment Important Dates page. Students may now finance their tuition using Nelnet. Students will need to set up Nelnet through Self-Service before the tuition deadline to assure they are not dropped from classes for non-payment.

Nelnet provides a tuition payment plan that breaks down the tuition balance into affordable monthly payments. There's no interest, payment options are flexible, setup fees are affordable, and it's easy to enroll! Learn more about Nelnet and how to enroll.

Note: If you have signed up for a Nelnet payment plan, do not stop paying after you've been awarded financial aid and it's been posted to your account until you receive an email from Nelnet stating that your payment plan has been satisfied.

**Course audit.** A student who wishes to enroll in and regularly attend a course on a noncredit basis may audit the course. Enrollment is subject to space availability and the program director's prior approval. The audit student, like the credit student, is subject to Durham Tech’s attendance policy. The student may not change from credit-to-audit or audit-to-credit status after the first 10 calendar days of the semester. Students may not audit Developmental Education courses. Students must complete an Audit Request e-form within the first 10 days of the semester.

Course labs. Many Durham Tech courses require concurrent enrollment in lab sections. A list of Courses with Separate Labs is located on the Durham Tech website.
Readmission

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). 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 Continuing Education courses or programs may be approved by a department head of the student’s intended curriculum program to be considered towards continuous enrollment during application. Students who do not meet the minimum definition of continuous enrollment will be required to reapply to the College.

Quarter System Crosswalk. Advisors should become familiar with Crosswalk information and Quarter System Placement Information so that they are prepared to provide preliminary guidance to students who completed coursework when Durham Tech operated on a quarter system. Advisors should refrain from guessing about how transfer credits will count toward plans of study.

Graduation Requirements
To be eligible for graduation, students must complete all courses and credit hours required in the plan of study under which they were admitted with a minimum grade point average of 2.0 (C). In addition, specific programs may require a grade of no less than C in some courses as designated in the appropriate plan of study.

Every academic year, each curriculum program produces a plan of study for students admitted in that specific year. A student who applies for readmission is accepted under the plan of study in effect at the time of readmission, not under the plan of study in effect at the time of the original admission. Students who change their curriculum program are also admitted to the new program under the current year’s plan of study.

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 fall semester if they plan to graduate at the end of spring semester.

Administrative Graduation
After graduation audit requests are processed at the end of each term, the Student Information and Records office will identify any additional students who have satisfied any program completion requirements. Any student who has completed program requirements may then be administratively graduated, and the earned credential will be noted on the student’s transcript. The student will also receive communications from Student Information and Records with details on how to obtain a printed diploma and how to participate in the annual commencement ceremony.

Additional graduation requirements are located on the Durham Tech website.
FAQ For Advisors of International Students on the F-1 Student Visa Status

1. How do I know if my advisee holds the F-1 student visa?
   • It is the student’s responsibility to tell you, but sometimes they need a reminder.
   • Starting summer 2016, all F-1 students should have a PERC note of FVISA to help you know that they are on an F-1 visa. (This PERC note does not prevent them from registering, it is only an informational note in PERC so it does not need to be ended/cleared). However, F-1 students may not have the PERC note until they actually have the F-1 visa status approved, so if you are meeting with them prior to them getting the visa status, they may not have it. There should also be a note in Self-Service for F-1 students as a reminder.
   • If you think it is a possibility, you can ask a question such as “Do you have any immigration requirements for registration?”

2. Which curriculum programs can F-1 students enroll in?
   • Students on F-1 visas can only pursue diploma or degree programs. Also, F-1 students cannot enroll in programs that we know have many online courses (ex: Opticianry). We warn all students that with Durham Tech offering more and more online classes, students may be required to take additional classes outside of their program of study to meet the F-1 requirements.
   • F-1 students can add certificates to their primary diploma or degree program and/or be approved to be in two degree/diploma programs if they go through the official campus processes.

3. What are the registration requirements for an F-1 visa student?
   • For fall and spring semesters, the student must enroll AND MAINTAIN ENROLLMENT in at least 12 credit hours of curriculum courses.
   • Only 3 credit hours (one course) of online course hours are permitted as part of the 12 credit hour requirement (i.e. at least 9 credit hours must be in a hybrid or traditional/seated class per semester).
   • A hybrid course does not count as an online course, since the student’s physical presence is required at least part of the time.

4. Is summer registration required?
   • No, if the student has completed two previous consecutive semesters (fall and spring).
   • Probably not, if the student has completed the previous spring semester. (The law is not clear on this issue!) Have them speak to a Designated School Official (DSO) in the Center for the Global Learner (CGL).
   • Yes, if this is the first semester of enrollment for the student on the F-1 status. The full-time requirement is pro-rated to 9 credit hours, because of the shortened semester.

5. Who are the DSO’s? (Designated School Officials) and what do they do?
   • The Principal DSO (PDSO) is Heidi White, Director of International Student Services and Study Abroad.
   • The International Student Advisor (Gina Perryman) is also a DSO.

6. A student must meet with one of the DSOs about any visa related issues as only they have the training and authority to advise and/or report on F-1 students at Durham Tech.

   Are there exceptions to full-time enrollment (12 credits in fall or spring; 9 credits in summer)?
   • Exceptions can only be made according to federal regulations.
   • Only a Designated School Official (DSO) can authorize a reduced course load (RCL), and it must be reported to the Department of Homeland Security.
• An academic advisor cannot authorize a reduced course load.

7. What are some possible exceptions to full-time enrollment (12 credits in fall and spring; 9 credits in summer)?
   • Academic problem or improper course placement (Only one of these is permitted for only one semester throughout the entire program of study.)
   • Medical issue (A medical professional’s recommendation is required. Permitted for a maximum of one year.)
   • It is the final semester before graduation (must be verified). In a student’s final semester, they only need to take the classes they need to complete their program.

8. What are common student requests to enroll in less than full-time enrollment that are not allowed, due to federal regulations?
   • Financial difficulty
   • Academic problem for more than one semester
   • Illness of a family member
   • Tired of studying, need a vacation
   • Fear of a bad grade in a class
   • No class is available in my program of study (Student must find another course outside of the program of study to meet the enrollment requirements. This most often occurs to students who wait and register later when classes they could take are full.)

9. Will the student qualify for in-state tuition after one year of NC residency?
   • No. The F-1 visa student never has the ability to establish “residency for tuition purposes” according to North Carolina state regulations.
   • If a non-profit organization is sponsoring the student, the organization can be charged only the in-state rate. The student needs to consult with a DSO for specific information about the requirements and how the organization pays the tuition. Sponsorship is semester specific so students have to apply for sponsorship EACH semester by providing documentation.

10. My student is employed. Is that permitted?
    • Students are permitted to work up to 20 hours per week on-campus only. However, it is difficult to find a job on Durham Tech’s campus since F-1 students do not qualify for federal financial aid work-study. In the last few years the only jobs F-1 students have found on campus are in the CAE as tutors (if they qualified) and in the Student Communications department (if they are qualified and live in Durham to qualify for Connect Funds funding).
    • Employment off-campus is only permitted after the student has applied to the Department of Homeland Security and has received authorization. This application requires a substantial fee and several months to be processed. For more information, tell the student to contact a DSO.

11. Can F-1 students do internships/work-based learning?
    • Non-Credit Internships are only allowed for F-1 students on Durham Tech’s campuses.
    • F-1 students can enroll in Work-Based Learning (WBL) courses and can be authorized to work in off-campus sites (paid or unpaid) by a DSO. The student must go through the process to be approved for the WBL course(s) and then a DSO must authorize them for Curricular Practical Training. The student can only work at an off-campus location for the dates of the WBL course. Currently students can only take WBL course(s) for one semester in their final semester or next to final semester for AAS programs. Students in University Transfer programs can enroll in WBL courses (there are two levels/WBL
courses in UT programs) with permission from one of the administrators in the University Transfer department.

QUESTIONS? Heidi White whiteh@durhamtech.edu 919-536-7264, ext. 4052
Gina Perryman perrymang@durhamtech.edu 919-536-7264, ext. 3231

Location: White Building (Building 1), 1-148 (Center for the Global Learner)

Students Without Documentation
The current NC community college admissions policy allows undocumented students/students without documentation to be admitted to the college ONLY if they have a US High School degree (NOT GED, HiSET, TASC or other high school equivalency credential).

Students who meet these requirements (and have met other requirements to be able to register for classes) can register for classes after advising and registration ends (at Durham Tech this is one day prior to the first day of classes for the semester/term). These students should complete RDS, but will be considered out of state residents for tuition purposes.

Students with any type of immigration documentation should consult with the International Student Services staff to understand any benefits they can qualify for (residency status for tuition purposes, tuition sponsorship, registration priority, etc.) as every individual can have a different set of circumstances.

Non-native English Speaking Students
Barbara Pinter, Coordinator, English Language Pathways/Special Projects is available to consult with non-native English speaking students to help them improve their English language skills. If you believe an advisee is having difficulty understanding spoken English and/or you are having difficulty understanding the advisee's spoken English, please consider making a referral to Barbara Pinter.

Academic English as a Foreign Language (EFL)
When students go to the testing center they are asked whether they speak US English as their first language and if they have graduated from a US high school. If students answer “No” to one or both of these questions, they are given the Accuplacer ESL test.

- If students do not pass this test, they meet with an EFL advisor who places them into the appropriate level EFL class in reading and/or composition.
- If students do pass the test, they meet with an EFL advisor who will direct them to take the NCDAP.
- If students pass the NCDAP, they will place into ENG 111
- If students do not pass the NCDAP, then they would be directed to the EFL coordinator who would place them into the appropriate EFL course(s) based on an interview and the test scores on the NCDAP (typically Level 3 or Level 4 EFL)

Paula Wilder is available to consult with non-native US English speaking students to help them improve their Standard Academic US English.
High School Students/Dual Enrollment

Career and College Promise, established in 2011, 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. North Carolina community colleges may offer the following Career and College Promise pathways aligned with the K-12 curriculum and career and college ready standards adopted by the State Board of Education:

There are three pathways through which high school students can enroll in college courses:

1. College Transfer Pathways (CTP) requires the completion of at least 30 semester hours of transfer courses including English and mathematics.
2. Career and Technical Education Pathways (CTE):
   a. A curriculum Career and Technical Education Pathway leading to a certificate or diploma aligned with a high school career cluster.
   b. A Workforce Continuing Education Pathway (WCEP) leading to a state or industry recognized credential aligned with a high school career cluster.

Students wishing to enroll in Durham Tech through the Career and College Promise program must attend a mandatory information session and be advised by Department of Public Schools staff. Students should be directed to the CCP web pages for additional information.

Veterans

Ask your advisees if they have veteran status. If you are working with a veteran student who is not receiving educational benefits, please refer the student to Debbie Maloney, veterans’ affairs officer in the Financial Aid office, Wynn 10-210, 919-536-7200, ext. 1507. If the student is not a veteran, but states that a parent or spouse is in the military, please refer the student to the Veterans Affairs officer for more information. Parents and spouses can transfer educational benefits to their children and/or spouse.

Important Reminders when Advising Veteran Students

- Every veteran has to be admitted to a plan of study to be eligible for veteran benefits.
- Every course a veteran takes has to be on the plan of study they are admitted to or be a prerequisite course for a course that is on the plan of study. Elective courses must be reviewed and planned carefully.
- Veteran affairs will not pay for a course that the student did not place into, that the student has already completed, or is not on the plan of study.
- If enrolled in fewer than 12 hours, the student will be paid a percentage of his or her Basic Allowance for Housing (BAH). Students must be enrolled in a minimum of seven hours. If enrolled in fewer than seven hours, the student will receive no BAH funds.
- Post-9/11 veterans must enroll in at least 12 credit hours in fall and spring semesters to receive the full BAH for which they are eligible.
- Chapter 30 veterans’ benefits will be prorated on amount of credits the student is registered for in fall and spring semesters. Twelve hours is considered full time. For summer term, full time enrollment varies based on the number of weeks the courses run.
• Veterans may take online courses, but post-9/11 veterans must take at least one on-campus course to keep housing benefits. If the courses are online, post-9/11 veterans will receive 50 percent of their BAH benefit.
• Additional information is available on the VA Information Sheet.

IMPORTANT GUIDELINES

Advising Guidelines
PERC Restrictions and Comments. Advising restrictions are set and released by advisors to regulate student access to registration via Self-Service or WebAdvisor. Advising restrictions are controlled through the Person Restrictions (PERC) screen in Colleague.

After you are finished meeting with your advisee, you must set an end date to allow the student registration access. The student will then be able to register using Self-Service at the designated registration time. The end date must be backdated one day from the day you meet with your advisee. For example, if you meet with your advisee on 08/05/XX, you will enter 08/04/XX in the end date field.

While setting the end date allows the student to register for the current semester, another advising restriction and start date should be set to ensure the student will see an advisor prior to registration for the next semester. In fall semesters, please set the start date for 04/01/XX (to restrict the next summer/fall registration) and in the spring semesters, set the start date for 11/01/XX (to restrict the next spring registration).

PERC comments are a summary of your discussion with each student. Advisors should NEVER release a PERC restriction without including comments; all comments must be imported into Self-Service Advising tab so students have access to the information. Comments should be as detailed as possible and include:

Please use this template (a timestamp should ALWAYS be the first line of a PERC note):
• Time Stamp
• Active Program(s): (This can be checked in SACP.)
• Term(s): Semester(s) the student is being advised for
• Classes Desired: A list of advisor-approved courses for the upcoming semester(s)
• How Prerequisites are Being Met: (advisor verified placement test scores, viewed official transcripts, etc.)
• Future Academic or Professional Plans:
• Other Notes: Any additional information that might be useful in upcoming advising sessions (student is a veteran, student is not meeting SAP requirements, student referred to special on or off-campus resources, etc.).

Remember PERC comments are a part of the students’ records, make sure that any information you include in the comments pertains to the discussion and academic benefit of the student.

Copy and paste the PERC notes to the student’s Self-Service Advising tab. This helps students have a better understanding of their advising meeting, as well as having a record of what was discussed.
Faculty advisors should only be lifting PERC restrictions for advising (ADVS), ORNT holds should be lifted by Kerry Cantwell, Chair of FYE and Connect Session manager.

**Communications.** During the ConnectSession, students are told that all official college communication will be delivered via their Durham Tech Connect Mail account. Each student admitted to a program will receive a faculty advisor during the first fall or spring semester. Advisors are not assigned in the summer. Admissions and Advising Services will send an email following advisor assignments, and students can view advisor information in Self-Service.

**Registration Guidelines**

**Schedule Changes and Adjustments.** Students who have met with an advisor may 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 courses not previously approved or if they require additional assistance. Students who do not plan to attend courses must drop them through Self-Service. Simply not showing up does not equate to dropping or withdrawing from a course, and the student will be charged.

Students may not use Self-Service or WebAdvisor to add courses to their class schedules or change sections after the last day of registration. If there are extenuating circumstances that require a student to request a schedule adjustment, the student should report to the Admissions and Advising Services office on the first day of classes. The college reserves the right to reassign students to different sections or courses if it is determined that such reassignments are in the best interests of the student and/or of the teaching and learning process.

**Student-initiated Drops and Withdrawals.** Beginning the first day of classes, students who wish to drop courses may do so via WebAdvisor or Self-Service prior to the 75 percent tuition refund date (see Important Dates) without the enrollment showing on the transcript. Students who drop a course may be eligible for a refund and must complete the necessary refund request process. Review the Course Cancellation and Refunds procedure.

After the 75 percent tuition refund date and prior to the advertised “Last day to receive a W,” students may officially withdraw from one or all courses with a grade of W. Students may earn a grade of F2 due to lack of attendance. Failure on the part of the student to withdraw officially from a course could result in a grade of F2. Therefore, all students should refer to the attendance policy included on the course syllabus, and students with questions or concerns should consult with the instructor.

To initiate a withdrawal, a student should visit the Student Services E-Forms website to complete appropriate paperwork.

Students with medical situations that necessitate requesting withdrawal from all credit courses past the normal deadlines should complete the Request for Medical Withdrawal form, attach appropriate documentation, and submit the form and documentation to Durham Tech’s Student Development, Communications, and Activities office. Withdrawal requests past the normal deadline will be recommended for approval only if the student provides appropriate medical documentation as specified in the procedure. The Counseling, Student Development, Communications, and Activities office is located on Durham Tech’s Main Campus in Wynn 10-209. For more information, call 919-536-7207, ext. 1413.
Faculty-initiated Withdrawals

Consecutive Absences. Any student with consecutive absences equaling or exceeding 15 percent of the instructional hours for the course prior to the official withdrawal date for the course will be withdrawn from the course by the instructor with a grade of W. Instructors will complete the Faculty Withdraw form on e-forms.

If a student misses 15 percent of the class meetings consecutively so that the student’s last absence occurs after the first 60 percent of the instructional hours for that course, the instructor will submit a withdrawal form assigning the grade of F2. Students enrolled in Developmental Education courses in this situation will be withdrawn with a grade of W. Excused absences are not counted when calculating the 15 percent absence threshold.

Intermittent Absences. If a student misses 15 percent of the class meetings intermittently within the first 60 percent of the instructional hours for that course, the instructor may withdraw the student from the course assigning the grade of W. If a student misses 15 percent of the class meetings intermittently so that the student’s last absence occurs after the first 60 percent of the instructional hours for that course, the instructor may assign the student the grade of F2. Students enrolled in Developmental Education courses in this situation may be withdrawn with a grade of W. Excused absences are not counted when calculating the 15 percent absence threshold.

Students should refer to the instructor’s attendance policy included on the course syllabus, and students with questions or concerns should consult with their instructor.

A student who has withdrawn from a course or been withdrawn from a course may request reinstatement subject to the approval of and conditions set by the instructor. To be reinstated, the student must have been in good academic standing in the course at the time of withdrawal and must provide the instructor with evidence that the extenuating circumstances that necessitated the withdrawal will no longer be a problem. To reinstate a student, faculty will submit an e-form.

In certain Health Technologies programs, if the student exceeds the 15 percent absence limit after the 60 percent date, penalty points may be imposed when the student is required to fulfill licensure certification or program accreditation requirements.

Course Load Overrides. Students wishing to register for more than 18 hours must seek approval from the program director (or associate dean for ASUT students) and obtain an override form. The override form should then be brought to Admissions and Advising Services for processing.

Request for Waiver of the Course Repeat Policy. Students may not enroll in the same course more than three times without departmental approval. Students requesting a waiver of the course repeat policy must meet with the departmental dean for the course in question. Override forms will need to be completed by the departmental dean and then processed in Admissions and Advising Services.

Grading

For an explanation of the grading scale used at Durham Tech, please see the Academic Information website.
Academic Integrity
Advisors should become familiar with the college’s Academic Integrity and Plagiarism Policy, located on the Durham Tech website.

Counseling Services
If a student is experiencing personal difficulties, please see the Counseling Services Referral Process on the Durham Tech website. You may also want to become familiar with the Student Code of Conduct policy and procedures.

Financial Aid
General information related to financial aid is available on the Durham Tech website.

Satisfactory Academic Progress. Federal regulations require students receiving Title IV financial assistance to maintain satisfactory academic progress (SAP). 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 status.

Consult the Financial Aid Satisfactory Academic Progress document to review the methods of assessment, time limitations, various statuses, consequences, grades, program requirements, and appeals procedure for satisfactory academic progress. Students who wish to appeal suspension of financial aid due to failure to meet satisfactory academic progress must complete the Satisfactory Academic Progress Appeal form and submit it to the Financial Aid office.

Students who are on SAP warning status receive the following communication, “It is recommended that you make an appointment with your advisor, who can provide referrals and resources to support you as you work to improve your academic performance.”

PROGRAM AND COURSE UPDATES

Developmental Coursework
General Developmental Math Notes
Developmental math is taught using technology-enhanced instruction, in a module format in a computer lab with an instructor and an assistant. Each module (DMA) is one credit. Students enroll in a DMS shell course for one to three credit hours and work during the semester to complete one module (DMA 010-080) per registered credit hour.

If students finish the number of modules and the course project that they register for in the semester, and then pass the final exam before the end of the semester, they can begin additional required modules without having to register OR pay for them.

Students receive course credit instead of a grade for additional modules. They will receive a grade of their DMS. If the student does not complete a number of modules equal to the number of credits for the DMS shell, they will not pass the DMS course, and will receive a grade of NP (not pass/repeat). NP is equivalent to a grade of F for financial aid purposes.
For all DMS courses, students must attend class for all the scheduled hours until they complete all the course requirements.

**Developmental Math Courses**

- **DMS 001** - an 8-week course (mini session A or B) where students are required to complete **one** of the eight modules
- **DMS 002** - a 16-week course where students are required to complete **two** of the eight modules
- **DMS 003** - a 16-week course where students are required to complete **three** of the eight modules

Students must complete the number of modules in the shell. Examples:

- If the student enrolled in DMS 003 needs 020, 050, 070, 080 and retests out of 020 on the second day of class, s/he would have to complete 050, 070, and 080 to pass the shell.
- If the student enrolled in DMS 003 needs 020, 050, 070 and retests out of 020 on the second day of class, s/he would still have to complete 020, along with 050 and 070 to pass the shell.

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Module Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMA 010</td>
<td>Operations with Integers</td>
</tr>
<tr>
<td>DMA 020</td>
<td>Fractions and Decimals</td>
</tr>
<tr>
<td>DMA 030</td>
<td>Proportions/Ratios/Rates/Percentages</td>
</tr>
<tr>
<td>DMA 040</td>
<td>Expressions, Linear Equations, Linear Inequalities</td>
</tr>
<tr>
<td>DMA 050</td>
<td>Graphs and Equations of Lines</td>
</tr>
<tr>
<td>DMA 060</td>
<td>Polynomials and Quadratic Applications</td>
</tr>
<tr>
<td>DMA 070</td>
<td>Rational Expressions and Equations</td>
</tr>
<tr>
<td>DMA 080</td>
<td>Radical Expressions and Equations</td>
</tr>
</tbody>
</table>

**Developmental Reading/English**

DRE courses are integrated reading and writing courses. They are three-credit hour courses (seven contact hours/week) that meet for eight or 16 weeks. The full slate of courses includes

DRE 096, DRE 097, and DRE 098. After completing DRE 098, students can enroll in ENG 111. Please advise students to register for both mini A and mini B during registration. This includes ENG 111 in mini B, after completing DRE 098 in mini A.
Applied Technologies
Computer Integrated Machining and Welding Technology

For New Students (Diploma and Certificates)
• Students must take DFT 119, MAC 121, MAC 131 and MAC 141 in the fall semester. These courses are only offered in the fall semester and are prerequisites for more advanced courses in the spring semester.
• All other MAC courses are offered in the spring and summer semesters. Students must take them in the semester offered or wait one year.
• The majority of courses in CIM have long contact hours (Example: MAC 141 - 2 class, 6 lab, 4 credits)

For Part-time Students
• Any student wanting to take any machining classes on a part-time basis must begin in the fall semester and must be advised by the Director for Computer Integrated Machining (Roy Stallings) by phone, email or in person so that an assessment can be made as to what the student’s goals are (what they hope to accomplish by taking part-time courses).

Welding Students (new or part-time) (Certificate Program Only)
There are five (5) welding courses offered in a year.
• Two in the fall (WLD 112 and WLD 141), two in the spring (WLD 115 and WLD 121) and one (WLD 131) in the summer.
• All core courses in Welding have long contact hours (Example: WLD 115 - 2 class, 9 lab, 5 credits)
• Students can begin in any semester.

Industrial Systems Technology
• All core courses (AHR, BPR, ELC, HYD, ISC, MEC, MNT, PLU, WLD) must be taken in the semester that it is offered or students will have to wait one year.
• All core courses in IST have long contact hours (Example: AHR 110-2 class, 6 lab, 5 credits).

Arts, Sciences, and University Transfer
BIO 168 and CHM 094. Now that CHM-130/130A is officially no longer offered we have to pay closer attention to how we advise for any courses requiring CHM 094 as a prerequisite.

- To take CHM 094:
  o No English Requirement
  o They have completed DMAs 010-040 or take DMA 040 as a corequisite if they have completed DMAs 010-030.
- To take BIO 168:
  o Completed DRE 098 or above
  o Completed DMAs 010-060
  o And
    ▪ CHM 094 or;
    ▪ HS BIO and HS CHM within 10 years or;
- College BIO w/lab and College CHM w/lab

CHM 130/130A and CHM 131/131A are the **ONLY** college level chemistries that can replace **BOTH** the Biology and Chemistry prerequisites needed.

CHM 151 ≠ CHM 094.

If a student only has a college level chemistry with a lab they will still need a biology with a lab to take BIO 168. If colleague shows the student has NC credit for CHM 094 then you will need to look for a biology with a lab for the student to fulfill the prerequisites.

**Math Courses**

Please use the [Course Selection Guides](#) and/or [Baccalaureate Degree Plans](#) to find out which math class is appropriate for the student’s intended transfer university AND major. Even for the same major, some universities will require MAT 171 and others will require MAT 143, so it’s important to check.

**Post-Bac Program**

Durham Tech has a post-bac code for visiting students with a baccalaureate degree.

**Eligibility**
- The student must have a BA or BS degree.
- The student only wishes to enroll for a few courses.
  - (NOTE: *Students who are not pursuing a degree at Durham Tech are not eligible for financial aid.*)

**Purpose**
- Many students come to Durham Tech after completing an undergraduate degree. Typically, they need a few courses to prepare for admission to graduate or professional school.
- We want to facilitate the process for students who have a degree and need only a few courses. Therefore, we created an admission code (**T90990PB**) so that students will be assigned an advisor and will be able to enroll in the courses they need in a timely manner.

**Visiting students with a baccalaureate degree who wish to take courses at Durham Tech without pursuing another degree should follow these steps:**

1. Complete the [Enrollment Application](#) (necessary to be assigned a student number). Mark the box for post-baccalaureate student with the code T90990PB
2. Submit official transcripts from degree-granting college(s) by the following dates:
   - March 15 for summer courses.
   - June 15 for fall courses.
   - October 15 for spring courses.

Post-baccalaureate students who have submitted their official transcripts by the above dates will be eligible to add courses to their schedule during the second round of early registration (at the same time as Durham Tech program students with more than 17 college credit hours). Students who are unable to submit official transcripts by the above dates will miss early registration. These students may still enroll (although not on a priority basis) if they bring an official, sealed transcript after the above dates to either:
- Dr. Kurt Laudicina, Wynn 10-200D
- Kara Battle, Collins 2-164A
- Dr. Dorothy Wood, Orange County Campus, room 210

Revised 10/2017: page 25
Dr. Kurt Laudicina (laudicinak@durhamtech.edu) is the official advisor for post-baccalaureate students who wish to take some courses but not pursue a degree.

Students who are coded T90990PB are not eligible for financial aid.

Be aware that post-baccalaureate students often request the following courses for graduate or professional school applications:

- BIO 168 Anatomy and Physiology I
- BIO 169 Anatomy and Physiology II
- BIO 271 Pathophysiology
- BIO 275 Microbiology
- MAT 152 Statistical Methods I
- PSY 150 General Psychology
- SOC 210 Introduction to Sociology

Students must meet prerequisites to register for any courses.

**Career and Technical Programs**

**Automotive Systems (Automotive Advising Simplified)**

- ASE certifications are a series of national tests that our automotive classes prepare the student to take (visit the [ASE website](#) for more information)
- We teach the students the information needed to pass these tests
- We offer transfer credit for ASE certifications that the student already has as do most schools
- Automotive courses lead to a certificate.
- Automotive certificates lead to a diploma or a degree
- Automotive primarily uses AUT and TRN prefixes.
- Two Critical Courses must come first or as soon as possible: TRN 110 and TRN 120
- Make sure they have taken TRN 110 and TRN 120 even if they are past the first semester
- After that simply follow a plan of study

**TRN 110 Introduction to Transportation Technology.** This course gives our students safety training. Up to eight weeks may be used to teach them to lift trucks and automobiles safely. We teach equipment safety checks. Several weeks are used to teach them to handle the 6100 degree Oxy-Acetylene torches. Pneumatic and power tool safety as well as fire extinguishers are also covered. Automotive is dangerous at best. Unless trained in shop safety a student or instructor can get seriously injured or killed. A student should take TRN 110 in their first semester of Automotive.

**TRN 120 Basic Transportation Electricity.** This course is a prerequisite for several other courses and covers the basics of testing and diagnosing electrical source, grounds and circuits. A student should take TRN 120 in their first semester of Automotive.

**AUTOMOTIVE JOBS.** We recommend the degree to anyone who intends to have an automotive career. As little as three to six automotive courses can prepare someone for this career path.
BUS 210 Investment Analysis is no longer offered. Students on plans of study that require this course should take another business major elective course in its place. (The most current listing of major electives courses may be found on the back of the most current plan of study.)

Business Administration Course Availability (Availability is subject to change based upon program needs.)

The following courses are offered only in the listed semesters:

**Fall Semester**
- BUS 110 Introduction to Business – At least three sections
- BUS 137 Principles of Management – Usually two sections
- BUS 217 Employment Law and Regulations – Usually two sections
- BUS 225* Business Finance – One section
- INT 110 International Business– Usually two sections
- MKT 120 Principles of Marketing – Usually two sections
- Fall Elective Courses – One section

**Spring Semester**
- BUS 110 Introduction to Business – At least three sections
- BUS 115 Business Law I – Usually three sections
- BUS 153 Human Resource Management– Usually two sections
- BUS 239** Business Applications Seminar – One section
- BUS 255 Organizational Behavior in Business /BUS 270 Professional Development – One section of each
- Spring Elective Courses – One section

**Summer Term**
- Usually, transferable courses such as BUS 110 Introduction to Business, BUS 115

Business Law I and BUS 137 Principles of Management are offered.
*BUS 225 Business Finance has prerequisites of ACC 120 Principles of Financial Accounting and MAT 143 Quantitative Literacy or MAT 152 Statistical Methods I. Students need to have the prerequisites completed prior to the Fall in which the BUS 225 course will be taken.

**BUS 239 Business Applications Seminar (Capstone course) has prerequisites of ACC 120 Principles of Financial Accounting, BUS 115 Business Law I, BUS 137 Principles of Management, BUS 225 Business Finance, MKT 120 Principles of Marketing and either ECO 251 Principles of Microeconomics or ECO 252 Principles of Macroeconomics. Students who are planning to graduate in a specific calendar year need to take BUS 239 in the spring of that year; all its prerequisites will need to be completed no later than the fall semester prior to that spring semester.

**Early Childhood Education**

- Some Early Childhood Education AAS degree courses are only offered once a year. Students who do not register for these courses in the designated semester may not be able to take them until the following year. Remind students to follow the appropriate ECE Plan of Study.

- EDU 119 is the only ECE course that does not have a DRE pre or corequisite. All 100 level EDU courses require DRE 097 and all 200 level courses require DRE 098.

- The Early Childhood certificate options are primarily offered during the fall and spring semesters.

- A new plan of study for the AAS degree is effective fall 2017. The big changes that students need to be aware of include:
  - EDU 161, EDU 154, and EDU 151a are not on this POS
  - There is no major elective option on this POS
  - EDU 184 is now a required course on this POS

- Recommend and encourage students to switch to the new, fall 2017 AAS plan of study.

- Starting fall 2017, there are two practicums in the AAS degree; EDU 184 and EDU 284. Students need permission to register from the ECE Program Director for both courses. Refer students to Cathy Collie-Robinson, ext. 8057.

- Starting fall 2017 the Child Development Certificate and Child Care Administration and Management Certificate have different required courses. Refer to the updated Plans of Study for both.

- Changes were made fall 2005, 2008, and 2009. Make note of the following course transition/crosswalk plan:

<table>
<thead>
<tr>
<th>Current Course</th>
<th>Previous Course</th>
</tr>
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<tbody>
<tr>
<td>EDU 119</td>
<td>EDU 111 and EDU 112</td>
</tr>
<tr>
<td>EDU 151</td>
<td>EDU 251</td>
</tr>
<tr>
<td>EDU 151A</td>
<td>EDU 251A</td>
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<tr>
<td>Current Course</td>
<td>Previous Course</td>
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<tr>
<td>EDU 280</td>
<td>EDU 282</td>
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<tr>
<td>EDU 284</td>
<td>EDU 162 and COE 111</td>
</tr>
<tr>
<td>COM 231</td>
<td>SOC 200</td>
</tr>
</tbody>
</table>

**Health Technologies**

**IMPORTANT NOTE**: please check both the test scores and the transcript to ensure that the student has taken any required developmental courses. Transfer credit of ENG 111 or an upper level math class will give the student non-course credit for developmental courses; however, Some HT programs require that students take the placement test regardless of previously completed course work, and many required developmental courses regardless of ENG 111 or math transfer.

**Developmental courses for Health Technologies**

Durham Tech accepts developmental courses taken at another NC community college as prerequisites for Health Technologies if:

1. The student achieved a passing grades of A* or B* for DRE courses and PA or PB for DMAs.
2. The courses are **less than five years old**. Courses completed greater than five years ago are not eligible to be used to satisfy program prerequisites.

Students who completed developmental courses at other NC community colleges more than five years ago should take the placement test to demonstrate proficiency and place out of the courses. If their scores indicate that they need to complete developmental coursework, they will need to take those developmental courses again to meet entry requirements for Health Technologies programs. The test and the courses may be taken at any NC community college, but it is the student’s responsibility to request that scores or transcripts be sent to Student Information and Records department when completed.

Developmental courses taken at Durham Tech may be used to meet Health Technologies program prerequisites if they are **less than five years old**. Grades from more than five years ago may be used if the student has been continuously enrolled in the interim. If course grades are older than five years, and the student has not been continuously enrolled, the student must take the placement test or the course again to meet the admission requirement.

**English Language Requirement**

All health care workers (native and non-native US English speakers alike) are expected to use clear communication skills in the workplace. Students whose native language is not US English are expected to demonstrate "near-native" US English language abilities. There are three options to choose from to confirm this ability if you have attended school in another country and/or English is not the primary language spoken at home:

1. Take the Accuplacer ESL listening test and have a personal interview with the EFL coordinator to assess your speaking skills, or
2. Submit TOEFL iBT scores, meeting a minimum score, or
3. Complete EFL courses in the areas of listening/speaking with a score of 80 percent or higher and have a personal interview with the EFL coordinator.

*Point of contact- Paula Wilder. More information can be found on the English Language Requirement page of the website.

**Health Tech Admissions Checklists**

The admissions checklists summarize the admissions steps that students should take to be admitted into a Health Technologies program. Students should collect the required information and deliver the packet to Admissions and Advising Services. Students who have questions about a Health Technologies program may be referred to Admissions and Advising Services, a Health Tech information session, the program website, and/or the applicable program director.

**Links to all Health Tech programs can be found in Appendix F.**

**NOTE:** Health Tech programs require students to sign the following additional forms for their program of interest:

- Essential Skills Checklist
- Clinical Training Form
- English Language Requirement Form

*If the student appears to have met all program requirements (including developmental and prerequisite courses), they can be referred to Admissions and Advising Services to discuss entry into the program of interest. Instruct the student to bring the completed checklist to Admissions and Advising Services for review with the admissions counselor. A listing of program admissions counselors can be found on the HT shared folder.

**Science Pre-Admission Requirements and Prerequisites**

Some programs require pre-admission sciences as part of their admission criteria. Specifically, the following programs have science pre-admissions requirements: **ADN, CTRA, HIT, LPN, OTA, RCP, and SUR.**

- See specific program requirements on checklist.

**Note:** Students who have taken or have transfer credit for BIO 168 (with a grade of C or better) meet both the Biology and Chemistry requirement.

As of October 2007, there is no time limit on awarding transfer credit for BIO 168 and BIO 169 for HT programs. In order for transfer credit to be granted, the student must have earned a C or better in the course. Because this information is fundamental to much of the curriculum content in the health programs, advisors should recommend that students repeat these courses if the student does not have good recall of the information, even though this is not required.

**Time limits for biology and chemistry prerequisites for BIO 168 are currently:**

- No time limit for college level biology or chemistry courses passed with a C
• Ten (10) year time limit for high school biology or chemistry courses passed with a C or better (or numeric grade of 77 or higher)

Rules for Deferred/Waitlisted Health Technologies Students
Students who meet the requirements for placement testing and developmental course completion but then defer or are placed on a waitlist for a program will maintain their “accepted” status for a period of one year. Therefore, should a deferred/waitlisted student fall outside of the admissions requirements (such as the placement testing time limit, for example) the following admissions year, the student will be deemed “qualified” for that admissions year. However, should the deferred/waitlisted student elect to defer again, the student will then be required to re-meet all admissions requirements (including meeting time limit requirements for placement testing) the following entry year.

Statement about Limited Enrollment Health Programs
Health Technologies programs have a limited number of spaces for admissions each year. Due to the limited spaces, admission to a health technology program is gained either by a “first-qualified, first-admitted” process (for most health programs) or by a competitive admissions process (for nursing programs).

Admission to a health technologies program using a “first qualified, first admitted” process means that students are admitted in the order in which the students have completed all admissions steps (including developmental courses), are thus qualified, and are ready to enter the program. Once the seats are filled by "first qualified, first admitted," additional students will only be admitted on a space available basis. Students who are not offered a seat in the program should meet with an advisor to determine if there are other courses the student could take in preparation for entry into the program at a future time.

The nursing programs (ADN and LPN) have a competitive admissions process. The deadline for applications into the nursing programs are accepted from November 1 through February 1 of each year (fall start date). Interested students must attend an Information Session.

Students are responsible for meeting the admissions requirements as outlined on the program admissions checklist (available on each Health Technologies program web page) and communicating completion of these requirements with the Admissions office. Students are encouraged to complete the program admissions requirements as quickly as possible to ensure the best chance of admission to a program. Students are also encouraged to follow up with the program admissions counselor at reasonable intervals to determine where they are in the admissions process.

Information Technologies
Medical Office Administration Description
Durham Tech’s Medical office Administration program offers the opportunity to acquire skills and knowledge as a medical office professional.

Students develop office skills in basic areas, such as:

• Keyboarding
• Word processing
• Communication

These skills are complemented by courses in:

• Medical legal issues
• Medical terminology
• Insurance billing and coding
• Medical transcription

Office Administration Description
This curriculum prepares students to perform secretarial duties such as:
• Administrative support duties in a variety of offices, including computerized/technology.

Courses are designed to develop proficiency in the use of integrated software as well as:

• Oral and written communication skills
• Analysis and coordination of office duties and systems
• Emphasis is on nontechnical as well as technical skills

Advising Tips
CIS 110 Introduction to Computers
1. Taught fall, spring, and summer in traditional/seated and online formats
2. Teaches computer concepts and Office applications: Word, PowerPoint, Excel, Access
3. Most seated classes are taught by two different instructors on two different days in two different rooms. Multiple sections meet for lecture/demo in an auditorium, the separate into separate labs. Example:
   Monday, Tech 100 auditorium, 10:30 a.m. – 12:10 p.m. (Lecture instructor)
   Wednesday, Tech 239 computer lab, 10:30 a.m. – 12:10 p.m. (Lab instructor)
4. Students get Word, PowerPoint, Excel, and Access (PC only, not Mac) for FREE via Office 365
5. Students wanting additional knowledge Office knowledge can take OST 136 (Word), CTS 130 (Excel), DBA 110 (Access); and other OST classes.
6. The Computer Competency exam and the CIS 110 Credit by Exam are different, have different rules, and serve different purposes. The Computer Competency exam is restricted to University Transfer (UT) and some Health Tech (HT) program students; not Career and Technical Program (CTP) students. The exam is free, drop-in, administered by the college’s Testing Center, and assesses students via objective and task-based questions on Office 2013.
7. CIS 110 Credit by Exam is for CTP students; not UT students or students accessing Veteran’s Affairs funding. If a student passes, they will receive a grade of CE on their transcript, which may not be recognized by universities expecting an A, B, or C. Students must register for CIS 110, go to class the first week (or an orientation, if online) where they’ll be given the CBE application and exam dates, times, and locations. Students complete the application, take it to Student Information and Records for further completion, and present it to a facilitator at the exam session. Students must arrive on time to take the exam; it’s not drop in. There are typically three exam sessions scheduled at the end of the first week and beginning of the second week of the semester. The exam assesses students via objective-based questions on computer concepts; not Office apps.
8. CIS 113 is used by a couple of non-CTP programs as their computer competency course. Since its content is a subset of CIS 110, students should never take both courses; and can receive credit for CIS 113 via an automatic course substitution if they take CIS 110.

9. Access codes: CIS 110, CIS 113, CTS 130, DBA 110, and OST 136 require students purchase a Skills Assessment Manager (SAM) access code in addition to their textbook in order to complete assignments. These access codes are bundled with their textbook at the bookstore. Students who purchase their textbook from a third party can purchase the SAM Access Code using information from their instructor, but often find the cost of the two items purchased separately are more than the bundle. The access code purchased in any of these courses can be used across any of these courses, but the digital version of the textbook that comes with the original SAM access code will expire in 180 days; in which case this is the one situation where students are encouraged to buy the book separately via a third party reseller.

Additional Advising Tips
1. The Information Technology (IT) program has four tracks: Software Development, Web Development, Network Security, IT and Cloud Systems Administration. Credentials include four AAS degrees that correspond with the four tracks; three diplomas, and 10 certificates.

2. IT occupations, job duties, wages/salaries, and hiring trends/outlook are available in a Career Comparison chart on IT Home Page. If asked which is more lucrative ($) and easiest/hardest, tell students they’re about the same.

3. Students should enroll in one of the four AAS degrees, and apply for graduation for certificates and diplomas as they complete those credentials’ coursework.

4. Students are currently unable to enroll in any IT certificates or diplomas via CFNC or eforms’ Change Academic Program, because they haven’t been approved by the DOE, and the college doesn’t want to offer credentials that aren’t eligible for federal Financial Aid. Exception: students receiving reimbursement from employer/agency in which they have to be enrolled in a specific credential; or if the student wants to be locked into a credential’s plan of study, fearing courses may change year-to-year.

5. No IT course has developmental reading prerequisite, math prerequisite, or even a CIS 110 prerequisite to facilitate students’ entry into courses. Successful students will have competent reading, critical thinking, and basic computer skills.

6. Only second year, continuing IT courses have prerequisite, currently: CSC 251, 253; CTS 220, NET 126, 225, 226; NOS 220, 231; and WEB 115, 210, 215.

7. All four IT degrees require a common set of five General Education courses: ENG 111 (prerequisite DRE 098), ENG 112 (prerequisite ENG 111), Humanities elective (DRE 098), Social Science elective (DRE 098), Math elective.

8. Math elective: MAT 143 (prerequisite DRE 098, DMA 010 through 050) is the recommended math course, but any higher-numbered math course meets the math requirement. Students following 2015 and earlier plans of study won’t see the alternate math course counted towards their degree in Self-Service’s My Progress section, but assure these automatic course substitutions are on file with the Graduation Auditor.
9. All IT students are required to take CTI 110, CTI 120, CTS 115, and CTS 120; preferably in their first fall semester, and which earns them the IT Foundations certificate. None of these courses have prerequisite and are offered every semester. Software and Web Development students can take CIS 110 as an alternative to CTS 120.

10. In their first spring semester, Software and Web Development degree students should take the four IT courses listed on their plan of study, which earns them a Software (or Web) Development Fundamentals certificate. New students entering first spring, can either take the four IT Foundation courses or the four spring ones, because the latter of which doesn’t have prerequisite.

11. Summer should be used to fulfill General Education requirements and any remaining IT Foundations courses. Summer IT courses are only eight weeks long which means the instruction and workload is accelerated. Students need to be aware that they will complete the same workload in a shorter amount of time in comparison to the regular 16-week course.

12. Students can earn their diploma in their second fall semester if they’ve completed the eight IT courses from first fall, second spring, ENG 111, MAT 143 (or higher), and two second fall IT courses. If students follow this plan of study, they may earn their IT Administration diploma in the summer instead of the fall.

13. Degrees are earned if students complete ACA 122, 6-7 more IT courses in their second fall and second spring semesters, ENG 112, a Social Science elective, a Humanities elective, and WBL 110/111.

14. Use the term “stackable credentials” to reflect successive acquisition of certificate(s), to diploma, to degree; and that all coursework completed in the lower credential apply to the higher credential.

15. Remind students to apply for graduation for these certificates and diplomas the moment after they register.

16. WBL 110/111 is required by all four IT degrees and requires special permission to register. Students who have completed more than half their coursework should request a WBL application from their advisor; mail the completed application and an unofficial transcript to the WBL coordinator; request an appointment with the coordinator before registration begins, so they can discuss eligibility/expectations, enable the student to register, and place the student in a local company’s IT department if the student hasn’t already made arrangements. WBL 110/111 is now offered during the summer, as well as fall and spring, so students fearing large course load in final semester along with 11 contact hour WBL 110/111 can choose to take during second summer and graduate second summer.

17. Track similarities: The Software Development and Web Development tracks/degrees are similar, only differing by five courses. The Network Security and IT and Cloud Systems Administration tracks/degrees are similar, only differing by seven courses. Students are encouraged to consider pursuing similar degrees. Financial Aid should cover courses across all four tracks, since they are under the same root IT program. But, students may want to add a Secondary program via eforms Change Academic Program to be sure, and to lock them into that year’s plan of study should courses change.

18. Courses that cover Industry Certification content include: NET 125/126/225/226 (Cisco CCENT/CCNA); SEC 150 (Cisco CCNA Security); CTS 120/220 (CompTIA A+); CTI 120 (MTA Network
and Security Fundamentals); NOS 120/220 (LPIC 1, Linux+); NOS 230/231/232 (MTA and MCSA Windows Server); CTI 141 (EMC); CTI 240 (VMWare); CSC 152 (SAS); CSC 151/251 (Java); DBA 120 (Oracle SQL), DBA 110 (Microsoft Access); CTS 130 (Microsoft Excel)

19. Students can receive credit for courses for Industry Certifications.

20. WEB 111 and WEB 140 are the only two IT courses that have required Supplies (Adobe Photoshop and Dreamweaver software). Course tools, courseware, industry exams, and practice exams are discounted, inexpensive or free because of memberships/subscriptions between industry and the college. Some IT courses have course fees to go towards these costs.

21. If a needed course is unavailable to a student, point them to the NC Virtual Learning Community to see if another NC Community College is offering it online. They’d then take it there, and transfer it back to Durham Tech.

Addendum for students following 2015 and earlier plans of study
1. Several changes took place to in our Information Technology programs, effective fall 2016, due to a statewide IT Alignment Project. All former IT programs were archived and incorporated as tracks in a new “umbrella” Information Technology program.

2. Students following 2015 and earlier plans of study should continue to follow the plan of study for the year in which they first enrolled; especially if the majority of their classes have been completed. If only a few courses have been completed, students should consider switching to their new counterpart:
   • Computer Programming → Information Technology – Software Development
   • Web Technologies → Information Technology – Web Development
   • Networking Technologies → Network Security
   • Information Systems Security → Network Security
   • Computer Information Technology → IT and Cloud Systems Administration

3. Some IT courses were deleted during the design of the new IT program. Students following older plans who need to complete a deleted course, will need to:
   a. Register for a designated course on the IT Crosswalk for an automatic course substitution

4. Students will not receive Financial Aid for the designated replacement courses on the Crosswalk.

5. Students may choose to continue pursuing their old plan of study and add a new IT credential as a secondary program. Courses across both programs will receive financial aid.

Deleted courses and New Course Replacements: A Crosswalk
The following crosswalk should be used by students following older plans of study whose courses have been deleted, or for students following newer plans of study who may have completed an older course that can be counted for it. Courses with a one-to-one correspondence will be added to the Automatic Course Substitution list and have Equates added in Colleague. Courses with multiple replacements should be decided upon by the advisor/advisee. Under extenuating circumstances, Course Substitutions outside the list below can be requested via your advisor to the Assistant Dean or Director of the Information Systems Security/Networking Technologies and Informational Technologies. See Appendix F for the crosswalk.
Interpretation and Translation

Community Spanish Interpreter Programs
Community Spanish Interpreter – Public Service Certificate
Community Spanish Interpreter – Public Service Diploma
Community Spanish Interpreter – Medical Interpreting Certificate
Community Spanish Interpreter – Medical Interpreting Diploma

Program Director: Sara Juarez; White 1-154; 919-536-7200, ext. 3232; make an appointment.

1. All interested students need to attend a mandatory information session with Spanish placement testing.
2. All students are required to take placement tests in both Spanish and English. Clarification: Students are required to take NCDAP English or Accuplacer ESL, unless they have already taken or tested out of DRE 098 or EFL 074 AND EFL 094, or are taking, have taken or have transferred in ENG 111. If a student is currently taking a Curriculum Spanish course at Durham Tech, the student will not need to take a Spanish Placement test. Spanish placement test results are valid for three years. The exam can only be taken once during a three-year period, unless the student can make a strong case for a retake such as living abroad or having taken college Spanish courses.
3. Once the results of Spanish and English tests are available, a student should schedule an appointment with the program director to discuss his or her intended program. During that meeting, a plan of study will be mapped out from beginning to end. Comparisons between programs will be discussed.
4. Good to note: When students apply to a Community Spanish Interpreter Program, they are automatically admitted to a diploma program. If a student is interested in changing to a certificate program, the timing of the change will be discussed during a meeting with the program director.
5. Good to note: Some students may fall under a prior catalog year (prior to fall 2017). Students entering the C55370F prior to fall 2017, fall under a unique plan of study and should contact the program director when they are getting ready to graduate to make certain that everything is in order before they apply for graduation.
# APPENDICES

## Appendix A – Helpful Advising Links

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Appendix B – Enrollment Steps

Need help?
If you require assistance at any point in the enrollment process, you can connect with a student communication assistant. For help by phone during regular business hours, call 919-536-7200 and press zero. You can also email us at or visit the ConnectCenter and Welcome Desk web page and select the ConnectCenter icon to participate in live chat.

Plan ahead!
Durham Tech has priority enrollment due dates each semester. After completing the online admission application and receiving your student ID#, you should attend a ConnectSession, submit your financial aid application, take the placement test, and submit all official transcripts before:

- June 15 for the fall semester
- October 15 for the spring semester
- March 15 for the summer term

These deadlines exist because some processes, like transcript evaluation, can take up to two weeks (10 business days) after we’ve received your documents. If you have missed a deadline, complete the enrollment steps as soon as possible and be aware that your registration or financial aid disbursement could be delayed.

Step 1: Application for Admission
Complete the application for admission online at: www.durhamtech.edu. Click on the Admission link, and apply online (The orange tab in middle of screen). The application is through CFNC.org. You will create a username and password before completing the Durham Tech application for admission.

Complete a residency determination application for in-state tuition and state financial aid

Visit ncrestidency.org >COMPLETE RESIDENCY DETERMINATION

For assistance completing the application, contact RDS at 919-835-2290

Step 2: ConnectSession
Once you submit an application, you will receive an email from Durham Tech with your student ID number. Visit the ConnectSession web page to schedule your new student orientation. If you have 12 or more transferrable credits that Durham Tech accepts on an official college transcript, you may be EXEMPT from the ConnectSession

Step 3: Financial Aid (Durham Tech’s school code: 005448)
Applying for financial aid is optional and not a mandatory step. If you would like to apply for financial aid, please visit: fafsa.gov and complete the appropriate application for the year. This process can take weeks to finalize, financial aid won’t begin reviewing your application until you are admitted into the college. If you have any questions regarding your financial aid call 919-536-7200, ext. 1503 or email financial aid. (Wynn 10-210)
**Step 4: Submit Transcripts**
Submit official transcripts for any high school/GED equivalency and previous college transcripts. All official transcripts or diplomas are submitted to Durham Tech's Student Information and Records office (Wynn 10-201). Any official transcripts sent electronically should be emailed to the Student Information and Records office. Please note electronic transcripts are only accepted from CFNC, ADDS, Parchment, and Script-Safe only. *Faxed transcripts and diplomas are not accepted as official documents.*

**Step 5: Placement Testing**
Depending upon your intended program of study, test scores may be required. Please send any official copies of SAT/ACT, AP, IB, CLEP, COMPASS, or ACCUPLACER test scores taken in the last five years to Durham Tech's Testing Center located in Wynn 10-300. If you have questions on your test scores you can meet with an academic advisor to review the scores verifying if placement testing at Durham Tech is still needed.

**Step 6: Academic Advising**
Meet with an academic advisor. When you complete all the steps above, please visit with an academic advisor in Admissions and Advising Services in Wynn 10-200. Academic advising is on a drop-in basis. Advising drop-in hours are:

*Main Campus: (No appointment needed)*
Monday, Thursday, and Friday 8:30 a.m. - 4:30 p.m.
Tuesday and Wednesday 8:30 a.m. – 5:30 p.m.

*OCC Campus:*
Tuesday and Wednesday 2:00 p.m. – 5:30 p.m.
Friday 9:00 a.m. - 12:00 p.m. or by Appointment

**Step 7: Register and Pay for Classes**
Register for classes online through Self-Service. (You will only search the class subject with the course number, e.g. ENG 111, ACA 122.) When you search for courses, you select your own schedule with the times that are available for that semester. *Pay before your deadline to secure your seats. Please see important dates document for the upcoming semester.*
Appendix C – Course Placement

Durham Tech will accept students’ high school GPA and coursework, NCDAP, ACT, SAT, COMPASS, and ACCUPLACER scores for college placement.

Students’ high school GPA and coursework can be used for placement if the student graduated from high school within the last five years. NCDAP, ACT, SAT, COMPASS, and ACCUPLACER scores can be used for placement within five years from the date taken. If high school records or test scores are older than five years, students must retest unless they have been continuously enrolled in classes. To be considered continuously enrolled the student must attend credit coursework 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. Students must reapply to the college if they have not been continuously enrolled, and retest if scores are older than five years.

Students who lack the appropriate high school GPA and coursework and who have ACT, SAT, COMPASS, and ACCUPLACER scores that do not place them into college-level courses will be required to take the NCDAP for placement into appropriate courses.

High School GPA and Coursework

If students meet all of the following three criteria, then they should submit their high school transcript to Durham Tech for evaluation. They may be able to bypass placement testing and begin college coursework immediately.

1. Current high school senior or graduate of a North Carolina high school within the last five years
2. Unweighted high school GPA of 2.6 or higher
3. Current enrollment in (high school seniors) or successful completion of (high school graduates) any of the following high school math classes:

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**NCDAP – Math**
There are 8 developmental math modules (DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070, and DMA 080). The NCDAP reports students’ placement into or out of each DMA module. Students must score a 7 or higher on a module to test out of a module.

There is no NCDAP test for DMA 070 and DMA 080. All students who test out of DMA 060 are waived from DMA 070 and 080. Students who place into DMA 060 must take DMA 070 and 080 if their program courses have a pre-requisite of these modules.

Students who score a 0 or 1 on DMA 010 and not out of any other module should be referred to Vernon Bridges for a non-credit math course. Students who score 2-6 on DMA 010 place into DMA 010.

**NCDAP – Reading/English**
To place a student in English and Developmental Reading and English (DRE) courses, use this scale for placement:

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<td>Refer to Robbi Muckenfuss for a non-credit reading and writing course</td>
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<td>104-116</td>
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<td>117-135</td>
<td>DRE 097</td>
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<tr>
<td>136-150</td>
<td>DRE 098</td>
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<td>151+</td>
<td>ENG 111</td>
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</table>

**ACT**

**English and Reading Scores (effective 1/1/06 through 2/29/16):**
Student must earn a 20 in **both** English and Reading to be placed in ENG 111. If they do not meet the cutoff score they must take the NCDAP.

**English Scores (effective 3/1/16 to Present):**
Student must earn an 18 in English, **OR** a 22 in Reading to be placed in ENG 111. If they do not meet the cutoff score they must take the NCDAP.

**Math Scores (effective 1/1/06 through 2/29/16):**
Student must earn a 20 in the Math section to be placed into any course requiring DMAs 010 through 080.

**Math Scores (effective 3/1/16 to Present):**

<table>
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<th>Minimum ACT Math Score</th>
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</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>DMAs 020, 030,</td>
<td>DMA 010, 040, 050, 060, or take NCDAP</td>
</tr>
<tr>
<td>18</td>
<td>DMAs 010, 020, 030</td>
<td>MAT 110, or take NCDAP</td>
</tr>
<tr>
<td>22</td>
<td>DMAs 010, 020, 030, 040, 050, 060, 070, 080</td>
<td>MAT 171 or take College Level Math Placement Test</td>
</tr>
</tbody>
</table>
SAT

English and Reading Scores (effective 1/1/06 through 2/29/16):
Student must earn a 500 in BOTH Writing and Critical Reading to be placed into ENG 111. If they do not meet the cutoff they must take the NCDAP.

English and Reading Scores (effective 3/1/16 to Present):
Student must earn a 480 in Reading and Writing to be placed into ENG 111. If they do not meet the cutoff score they must take the NCDAP.

Math Scores (effective 1/1/06 through 2/29/16 and 3/1/16 to Present):

<table>
<thead>
<tr>
<th>Minimum SAT Math Score (If taken in or after March 2016)</th>
<th>Minimum SAT Math Score (If taken prior to March 2016)</th>
<th>Modules Earned</th>
<th>Mathematics Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>440</td>
<td>400</td>
<td>DMAs 020, 030</td>
<td>DMA 010, 040, 050, 060, or take NCDAP</td>
</tr>
<tr>
<td>490</td>
<td>450</td>
<td>DMAs 010, 020, 030, 040, 050</td>
<td>DMA 060, MAT 110, MAT 121, MAT 143*, MAT 152*, or take NCDAP</td>
</tr>
<tr>
<td>530</td>
<td>500</td>
<td>DMAs 010, 020, 030, 040, 050, 060, 070, 080</td>
<td>MAT 171 or take College Level Math Placement Test</td>
</tr>
<tr>
<td>600**</td>
<td>580**</td>
<td>DMAs 010, 020, 030, 040, 050, 060, 070, 080, MAT 171, MAT 172</td>
<td>MAT 271</td>
</tr>
</tbody>
</table>

*Must meet DRE 098 requirement as well
**Must also have a grade of C or higher in the North Carolina K-12 Standard Course of Study Pre-Calculus course or an equivalent course from another state

SAT Subject Tests

<table>
<thead>
<tr>
<th>Minimum SAT Subject Level I Score</th>
<th>Minimum SAT Subject Level II Score</th>
<th>Mathematics Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>540</td>
<td>480</td>
<td>MAT 172</td>
</tr>
<tr>
<td>620</td>
<td>560</td>
<td>MAT 271</td>
</tr>
</tbody>
</table>
ACCUPLACER
To place a student in ENG 111 and DRE courses, add the ACCUPLACER reading and sentence skills scores; use this scale for placement:

40-71     Take the NCDAP – Reading/English
72-91     DRE 096
92-128    DRE 097
129-165   DRE 098
86+ on Sentence Skills: ENG 111, if Reading Score is 80+
80+ on Reading: ENG 111 if Sentence Skills Score is 86+

College Level Math Placement Test (ACCUPLACER Advanced Math Placement)
Students who place out of all DMAs have the option to take the College Level Math placement test to achieve placement in advanced math courses. Use this scale for placement:

Below 60     MAT 171
60-89        MAT 172 or MAT 263
90+          MAT 271

COMPASS
To place a student in ENG 111 and DRE courses, add the COMPASS reading and writing scores; use this scale for placement:

0-63        Take the NCDAP – Reading/English
64-84       DRE 096
85-111      DRE 097
112-150     DRE 098
70+ on Writing ENG 111, if Reading Score is 81+
81+ on Reading ENG 111, if Writing Score is 70+

Additional Course Placement Information
Please connect with one of the following resources to ask any questions before advising a student (919-536-7200):

Admissions and Enrollment Services Office                           ext. 7205
Vernon Bridges, Developmental Math Chair                           ext. 8077
Testing Center                                                   ext. 1109
Chris Mansfield, Mathematics Chair                                ext. 8026
Robbi Muckenfuss, Developmental Reading/English Chair             ext. 8084

NCDAP, COMPASS, or ACCUPLACER scores from other schools can be used with Durham Tech’s placement levels if taken within five years. It is the student’s responsibility to request that other colleges send official copies of their placement test scores to Durham Tech’s Testing Center (Wynn 10-302).
Retesting

- Students may retest if their scores are over five years old.
- Within the five-year limit, students may take the NCDAP if they previously tested with one of the other instruments.
- Students may retest once on the NCDAP-Math if they earn a score of 6 on a module.
- Students may retest once on the NCDAP-Reading/English within a 12-month period; however, priority is given to first-time testers.
Appendix D - Foreign Language Placement Guidelines

While advising any student about foreign language classes, please begin your conversation by asking if s/he has any background in that language. The following flow-chart should help you direct the student based on his/her answer to that question.

Foreign Language Placement Guidelines Flowchart in Outline Format

1. Has the student met the prerequisite courses?
   a. No. Student should begin with 111/181.
   b. Yes. Ask what kind of background (study, use at home, native speaker)
      i. “I studied it in high school or college.”
      1. ENGLISH SPEAKING STUDENTS who have studied the language
         a. 2 years or less in high school. -Begin with 111/181*
         b. 3+ years in high school, within the past 3 years, with a grade of C or above. -Begin with 112/182*.
            Note: If the student does not feel comfortable beginning at 112/182 based on self-assessment, s/he can begin with 111/181. Students with many years and/or honors courses should be referred for placement testing.
         c. Have transferable credit from another college/university within the past 3 years. -Begin with the next level. If the credit is more than 3 years old, s/he should consider retaking the course or take a placement test.
         d. Have AP credit within the past 3 years. -See AP test credit list and begin with the next level. If the credit is more than 3 years old, s/he should consider retaking the course or take a placement test.
      ii. “I speak [Language].” You can discuss the level of background in the language. However, all students claiming to speak the language should be referred for placement testing. Do not place them into 111.
1. HERITAGE SPEAKERS: students who may have been raised speaking the language in
the home but who have not completed formal education in it. May have been born
abroad but have lived and attended school in the US.
   a. See FL department for placement testing. These students are often placed
      into 211, but testing is required for documentation purposes. 111 is not an
      appropriate course.
2. NATIVE SPEAKERS: students who were born abroad and educated in the language
   abroad.
   a. See FL department for placement testing, if s/he wants to study the native
      language. 111 is not an appropriate course. These students may be referred
      to the chair to discuss a foreign language waiver.

Include in PERC notes specific details regarding every student’s placement. For those referred to placement testing, please note that as well.

*Any student with some previous language study who questions his/her placement based on these guidelines should be directed to the FL department. Discipline Chair: Shannon Hahn, Phillips 313-D, 536-7223, ext. 8019.
Appendix E: Foreign Language Placement Testing

Is a foreign language placement test right for you? Use this chart to help you decide.

---

**Foreign Language Placement Testing Flowchart in Outline Format**

1. Are you interested in taking a foreign language class or is it part of your program’s plan of study?
   a. If yes, do you have any background with the language you want to study
      i. If no, you do not need to take a foreign language placement test. You should start with level 111/181.
      ii. If yes, "I studied it in high school." If you recently completed three or more years in school, or feel like you have a strong background, you should take the placement test to determine the appropriate level. Note: Students whose high school transcript shows 3+ yrs can automatically start in 112/182 without testing. However, if you feel you could place higher, you can take the test.
      iii. If yes, "I speak the language." If you want to study a language you speak, you will need to take a placement test to determine the appropriate level. Depending on your background, you may be eligible for a foreign language waiver for the AA or AS programs.
   b. If no, you do not need to take a foreign language placement test.
If you are interested in taking a foreign language placement test, here’s how.
For French and Spanish, tests are offered on a walk-in basis in Phillips 3-105 during normal business hours or at the Orange County Campus by asking at the front desk. Other times for testing may be arranged by contacting the chair.

For American Sign Language, Arabic, and German, tests are offered by appointment only. Contact the chair.

You should generally plan for about an hour to take the test. Once you finish, we will discuss your results and what they mean for your classes and program.

**How to prepare for placement testing**
Placement testing is designed to show us, in broad terms, what you can do with the language. We look at the test to see what skills you demonstrate and which skills need improvement. We then compare that to our curriculum to determine which course will best address your skill level. To have an idea of what language structures students learn at each course level, you can read the course outlines on the Durham Tech website.

While it’s a good idea to review and refresh your language skills, cramming for a placement test is not advisable! It may result in placement in a course higher than you are truly prepared to take.

For more information, contact the Discipline Chair: Shannon Hahn, Phillips 313-D, 536-7223, ext. 8019.
## APPENDIX F - Information Technology Degree Tracks

<table>
<thead>
<tr>
<th>Semester</th>
<th>Software Development</th>
<th>Web Development</th>
<th>Networking Security</th>
<th>IT &amp; Cloud Systems Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1</td>
<td>ACA 122 College Transfer Success</td>
<td>ACA 122 College Transfer Success</td>
<td>ACA 122 College Transfer Success</td>
<td>ACA 122 College Transfer Success</td>
</tr>
<tr>
<td>Fall 1</td>
<td>CTI 110 Web, Prog, &amp; DB Foundation</td>
<td>CTI 110 Web, Prog, &amp; DB Foundation</td>
<td>CTI 110 Web, Prog, &amp; DB Foundation</td>
<td>CTI 110 Web, Prog, &amp; DB Foundation</td>
</tr>
<tr>
<td>Fall 1</td>
<td>CTI 120 Networking/Security Foundation</td>
<td>CTI 120 Networking/Security Foundation</td>
<td>CTI 120 Networking/Security Foundation</td>
<td>CTI 120 Networking/Security Foundation</td>
</tr>
<tr>
<td>Fall 1</td>
<td>CIS 110 Introduction to Computers</td>
<td>CIS 110 Introduction to Computers</td>
<td>CIS 120 Hardware/Software Support</td>
<td>CIS 120 Hardware/Software Support</td>
</tr>
<tr>
<td>Fall 1</td>
<td>ENG 111 Writing and Inquiry</td>
<td>ENG 111 Writing and Inquiry</td>
<td>ENG 111 Writing and Inquiry</td>
<td>ENG 111 Writing and Inquiry</td>
</tr>
<tr>
<td>Spring 1</td>
<td>WEB 110 Internet/Web Fundamentals</td>
<td>WEB 110 Internet/Web Fundamentals</td>
<td>CTI 140 Virtualization Concepts</td>
<td>CTI 140 Virtualization Concepts</td>
</tr>
<tr>
<td>Spring 1</td>
<td>DBA 110 Database Concepts</td>
<td>DBA 110 Database Concepts</td>
<td>NOS 230 Windows Administration I</td>
<td>NOS 230 Windows Administration I</td>
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<tr>
<td>Spring 1</td>
<td>CSC 151 JAVA Programming</td>
<td>WEB 140 Web Development Tools</td>
<td>NET 125 Introduction to Networks</td>
<td>CTI 220 Adv Hard/Software Support</td>
</tr>
<tr>
<td>Spring 1</td>
<td>MAT 143 Quantitative Literacy</td>
<td>MAT 143 Quantitative Literacy</td>
<td>NET 126 Routing Basics</td>
<td>MAT 143 Quantitative Literacy</td>
</tr>
<tr>
<td>Summer</td>
<td>ENG 112 Writing/Research in the Disc</td>
<td>ENG 112 Writing/Research in the Disc</td>
<td>ENG 112 Writing/Research in the Disc</td>
<td>ENG 112 Writing/Research in the Disc</td>
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<tr>
<td>Summer</td>
<td>Humanities Elective</td>
<td>Humanities Elective</td>
<td>Humanities Elective</td>
<td>Humanities Elective</td>
</tr>
<tr>
<td>Summer</td>
<td>Social Science Elective</td>
<td>Social Science Elective</td>
<td>MAT 143 Quantitative Literacy</td>
<td>Social Science Elective</td>
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</table>

### Certificates

<table>
<thead>
<tr>
<th>IT Foundations (C25590)</th>
<th>CTE 110, CTE 120, CTS 115, CIS 110 (Software Development) or CTS 120 (IT Administration)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software Development Fundamentals (C25590S)</td>
<td>WEB 110, DBA 110, CSC 121, CSC 151</td>
</tr>
<tr>
<td>Web Development Fundamentals (C25590W)</td>
<td>WEB 110, DBA 110, WEB 111, WEB 140</td>
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<tr>
<td>Web Developer (C25590W1)</td>
<td>WEB 110, WEB 115, WEB 210, WEB 215</td>
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<tr>
<td>Microsoft Developer (C25590S2)</td>
<td>CTE 110, DBA 110, CSC 153, CSC 253</td>
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<tr>
<td>Database Programming (C25590S1)</td>
<td>CTE 110, DBA 110, DBA 120, CSC 152</td>
</tr>
<tr>
<td>Java Developer (C25590S1)</td>
<td>CTE 110, DBA 110, CSC 151, CSC 251</td>
</tr>
<tr>
<td>Secure CCNA (C25590NC)</td>
<td>NET 125, NET 126, NET 225, NET 226, SEC 150</td>
</tr>
<tr>
<td>Secure Networks (C25590N1)</td>
<td>NET 125, NET 126, SEC 150, SEC 160, SEC 175, SEC 210</td>
</tr>
<tr>
<td>Cloud Management (C25590A1)</td>
<td>CTE 140, CTE 141, CTE 240, NOS 120, NOS 125, NOS 230</td>
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</table>

### Diplomas

<table>
<thead>
<tr>
<th>Software Development (D25590S)</th>
<th>CTE 110, CTE 120, CTS 115, CIS 110, WEB 110, DBA 110, CSC 121, CSC 151, WEB 115, CSC 153, ENG 111, Math Elective</th>
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</thead>
<tbody>
<tr>
<td>Web Development (D25590W)</td>
<td>CTE 110, CTE 120, CTS 115, CIS 110, WEB 110, DBA 110, WEB 111, WEB 140, WEB 155, WEB 210, ENG 111, Math Elective</td>
</tr>
<tr>
<td>IT Administration (D25590I)</td>
<td>CTS 115, CTE 110, CTE 120, CTS 120, CTE 140, CTS 220, NOS 120, NOS 230, NET 125, SEC 110, ENG 111, Math Elective</td>
</tr>
</tbody>
</table>
## Appendix G - IT Program Course Crosswalk

<table>
<thead>
<tr>
<th>Deleted Course</th>
<th>New Course / Replacement</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 115 Introduction to Programming and Logic</td>
<td>CTI 110 Web, Programming, and Database Foundation</td>
</tr>
<tr>
<td>CSC 139 Visual Basic Programming</td>
<td>CSC 153 C# Programming</td>
</tr>
<tr>
<td>CSC 239 Advanced Visual Basic Programming</td>
<td>CSC 253 Advanced C# Programming</td>
</tr>
<tr>
<td>CSC 289 Programming Capstone Project</td>
<td>CSC 121 Python Programming</td>
</tr>
<tr>
<td>CTS 289 System Support Project</td>
<td>CTI 140 Virtualization Concepts</td>
</tr>
<tr>
<td>NET 110 Networking Concepts</td>
<td>CTI 120 Networking and Security Foundation</td>
</tr>
<tr>
<td>NET 289 Networking Project</td>
<td>Pick 1:</td>
</tr>
<tr>
<td></td>
<td>CTI 140 Virtualization Concepts</td>
</tr>
<tr>
<td></td>
<td>CTI 141 Cloud and Storage Concepts</td>
</tr>
<tr>
<td></td>
<td>CTI 240 Virtualization Administration I</td>
</tr>
<tr>
<td>NOS 110 Operating System Concepts</td>
<td>CTI 140 Virtualization Concepts</td>
</tr>
<tr>
<td>SEC 220 Defense-In-Depth</td>
<td>SEC 175 Perimeter Defense</td>
</tr>
<tr>
<td>SEC 289 Security Capstone Project</td>
<td>Pick 1:</td>
</tr>
<tr>
<td></td>
<td>CTI 140 Virtualization Concepts</td>
</tr>
<tr>
<td></td>
<td>CTI 141 Cloud and Storage Concepts</td>
</tr>
<tr>
<td></td>
<td>CTI 240 Virtualization Administration I</td>
</tr>
<tr>
<td>WEB 120 Introduction to Internet Multimedia</td>
<td>CSC 121 Python Programming</td>
</tr>
<tr>
<td>WEB 125 Mobile Web Design</td>
<td>WEB 215 Advanced Markup and Scripting</td>
</tr>
</tbody>
</table>

A substitute course can only replace one course. e.g. CTI 140 can only count for either NOS 110 or CTS 289; CSC 121 can either count for WEB 120 or CSC 289.
### Appendix H - Health Tech Admissions Links

<table>
<thead>
<tr>
<th>Program</th>
<th>Admissions Checklist</th>
<th>How to Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree Nursing</td>
<td>ADN Admissions Process</td>
<td>ADN</td>
</tr>
<tr>
<td>Clinical Trials Research Associate</td>
<td>CTRA Checklist</td>
<td>CTRA</td>
</tr>
<tr>
<td>Dental Laboratory Technology</td>
<td>Dental Lab Checklist</td>
<td>DLT</td>
</tr>
<tr>
<td>Health Information Technology</td>
<td>HIT Checklist</td>
<td>HIT</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>Med Assist Checklist</td>
<td>MED</td>
</tr>
<tr>
<td>Medical Product Safety and Pharmacovigilance</td>
<td>MPSP Checklist</td>
<td>MSP</td>
</tr>
<tr>
<td>Occupational Therapy Assistant</td>
<td>OTA Checklist</td>
<td>OTA</td>
</tr>
<tr>
<td>Opticianry</td>
<td>Opticianry Checklist</td>
<td>OPT</td>
</tr>
<tr>
<td>Pharmacy Technology</td>
<td>Pharm Tech Checklist</td>
<td>PHM</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>LPN Admissions Process</td>
<td>LPN</td>
</tr>
<tr>
<td>Respiratory Therapy</td>
<td>Respiratory Enrollment Process</td>
<td>RCP</td>
</tr>
<tr>
<td>Surgical Technology</td>
<td>Surg Tech Checklist</td>
<td>SUR</td>
</tr>
</tbody>
</table>
Appendix I – On-Campus Resources and Services for Students

Campus Harvest Food Pantry
The Durham Tech Food Pantry is available on both the Main and Orange County Campuses and is available to anyone with a valid Durham Tech ID. Clients may visit the pantry once per week to receive a bag of food. Snacks are available on a daily basis. Hours of operation and food distribution are contingent upon availability of supplies. Other personal supplies may be available depending upon donations.

Visit Building 3 (Phillips), Room 110C on the Main Campus or the front desk in the lobby at the Orange County Campus to learn more.

GoPass
The GoPass is a free student bus pass that works on the following regional transit systems: GoDurham (formerly known as DATA), Orange Public Transit (OPT), and GoRaleigh (formerly known as CAT). Visit Building 8, Campus Security for more information.

Community College Student Insurance (CCSI)
Low-cost health and dental insurance for community college students with no minimum course enrollment requirement.

Emergency Financial Assistance Program
The Emergency Financial Assistance Program assists students experiencing an unexpected crisis or emergency financial situation. Students must complete an application process that considers their academic progress and specific situation and need. Complete an online application or contact Karen Mosely-Lyon.

Single Parent Program
This program offers single parent students assistance with tuition, books, and childcare expenses. Complete an online application or contact Karen Mosely-Lyon.

Veterans Benefits
The Veterans Affairs (VA) office assists students who are eligible for veterans educational benefits, including veterans, active-duty personnel, and members of selected reserves and the National Guard. Contact Debbie Maloney for more information.

Career Services Center
Career Services staff offer resource materials, interest inventories, workshops, career fairs, and individual counseling to help students develop and clarify career goals. Services are available to Durham Tech students and alumni. Visit Wynn 10-209 to learn more.

Workforce Development/NC Works (through Continuing and Corporate Education)
NC Works has programs for job-seekers, including resume development and job searching skills.
**AcademicWorks (Durham Tech and external scholarships)**

AcademicWorks is Durham Tech’s online scholarship portal that contains a list of Durham Tech and external scholarship opportunities for current students. Students should fill out the FAFSA first and then may log in to apply using their Durham Tech username and password. Though Durham Tech-specific scholarships will have a fixed deadline, students should check back frequently throughout the year to find other scholarship opportunities.

**Nelnet Payment Plan**

Nelnet is a payment plan that, for an enrollment fee of $25 per semester, students can make monthly tuition payments instead of paying their current tuition balance all at once.

**Volunteer Income Tax Assistance (VITA)**

The Retired and Senior Volunteer Program (RSVP) at Durham Tech provides free tax services for low to moderate income, and senior community members throughout Durham County. RSVP Volunteer Income Tax Assistance (VITA) preparers provided free tax preparation at the Main Durham Tech Campus exclusively for the Durham Tech community in February. Email the Retired and Senior Volunteer Program or view the RSVP web pages.

**Esthetics Technology Clinic**

The Esthetics Technology Clinic offers free skin care and beauty treatments to Durham Tech employees and current students 18 years or older with customized facials at $12. Services include mini facial with exfoliation and massage, classic facial, back facial, customized facials, waxing/hair removal, make-up application, and eyebrow tweezing. Visit Building 8, room 106 on Main Campus to learn more.

**The Optical Shop**

The Optical Shop serves all Durham Tech employees and students, providing low-cost eyewear. You must provide a written prescription from an eye doctor to order prescription glasses and sunglasses. Savings are approximately 40-50 percent over retail optical shops. Visit White 1-143 or view the Optical Shop web page for more information.

**Library Services**

Each Durham Tech campus has a library that offers students in-library use of textbooks for many classes, 10 pages of free printing daily, computer and internet access, color and black and white copying, scanners, and book and DVD checkout of both academic and recreational resources. Students will need to bring a current student ID to take advantage of all services.

All campus resources may be contingent upon availability of funds and individual qualifications. This is not a guarantee of financial assistance or services. Not all programs qualify for individual resources. Additional services may be available through specific campus programs. Ask your program director for more details or contact the Counseling and Student Development department at 919-536-7207, ext. 1413 to set up an appointment or visit the Counseling Office in the Wynn 10-209. Drop-in services also are available.
Additional Resources for Students

Dress for Success (Off-Campus Partnership)
The Dress for Success program provides professional attire and accessories to students with employment interviews. Each Dress for Success client receives one suit when she has a job interview and an additional outfit after employment. A referral is required.

SuitedNSuccess (Off-Campus Partnership)
SuitedNSuccess is a non-profit organization that provides interview-quality, professional business clothing at no charge to economically disadvantaged men. SuitedNSuccess also offers clients continuing professional and personal development opportunities monthly. A referral is required.

Kramden Institute (Off-Campus Partnership)
The Kramden Institute provides economically disadvantaged students with home computers. They do this by collecting, refurbishing, and reusing donated computers, extending their useful lives with the help of community volunteers, educators, and corporate partners across North Carolina. A referral is required.

NC 2-1-1.org (through the United Way of North Carolina)
NC211.org is a free and confidential referral service that helps connect people to local resources on health and healthcare, housing, food and clothing needs, energy assistance, parenting resources, substance abuse, as well as specific resources for older adults and for persons with disabilities, and much more.

[Adapted from Jes Dormady and Erin Riney’s Food Pantry List of Resources; Updated Fall 2017]