COLLEGE CATALOG & STUDENT HANDBOOK

DURHAM TECH

Do great things.

2026-2027

Effective Fall Semester 2026

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Message from the President

Congratulations on making the decision to further your education, expand your options, and build essential skills for your future. We are excited to welcome you to our college community.

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

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

For over sixty years, Durham Tech has provided a high-quality and affordable pathway to success for thousands of Triangle residents and have helped power the economy by educating skilled workers for employers across the region.

Durham Tech offers nearly 100 programs designed to help you succeed. The College has more than 90 certificate, diploma and associate degree programs and has guaranteed admissions pathways to eligible students wanting to attend institutions like the University of North Carolina at Chapel Hill, North Carolina Central University, North Carolina State University, and other public and private institutions across the state. In addition, the College offers Continuing Education courses and programs for students wanting to acquire new skills relevant to their current career, career aspirations, or personal interests.

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

At Durham Tech, you are family. We offer clubs and student activities for you to engage with fellow students, explore your interests, and gain new leadership skills. The College also facilitates networking opportunities with area employers and has a robust apprenticeship program through which we partner with multiple employers.

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

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

J.B. Buxton
President, Durham Technical Community College

About Durham Tech

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

Mission

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

Vision Statement

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

Core Values

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

Accreditation

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

Approbation

Durham Technical Community College is approved by and is a member of the North Carolina Community College System. The following programs are approved by state agencies:

- The Basic Law Enforcement Training program is approved by the North Carolina Department of Justice;
- The Emergency Medical Science program is approved by the North Carolina Office of Emergency Medical Services;
- The Associate Degree Nursing and Practical Nursing programs are approved by the North Carolina Board of Nursing;
- The Nurse Aide Program is approved by the Division Health Service Regulation within the NC Department of Health and Human Services;
- The Opticianry program is approved by the North Carolina Board of Opticians;
- The Paralegal Technology program is approved by the North Carolina State Bar;
- The insurance pre-licensing courses are approved by the North Carolina Department of Insurance.

Governance

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

Durham Tech is governed by a Board of Trustees. Eight (8) members are appointed by the General Assembly. Four (4) members are elected by the board of commissioners in the county which the college's main campus is located. One (1) election may be the county commissioner. Two (2) additional trustees may be elected by each board of commissioners of any other county in the administrative area that provides plant funds to the college. One (1) election may be the county commissioner. The president of the student government or the chair of the executive board of the student body of each community college may be an ex officio nonvoting member, if the board agrees. The Board is governed by a set of bylaws.

Performance Outcomes

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

Admissions, Registration, and Records

Admissions Policy

Effective Date (most recent version): December 2024

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

Procedure

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

Admission Requirements for Degree, Diploma, and Certificate Programs

Admissions to any program requires applicants to submit the initial enrollment application and meet the following conditions established by 1D SBCCC 400.2 (a):

- legal resident of the United States, and
- who are either high school graduates or are at least 18 years of age.

Admissions Requirements for "Undocumented Immigrants"

Admission for undocumented immigrants requires applicants to submit the initial enrollment application and meet the following conditions established by 1D SBCCC 400.2 (b) (1)-(6):

- If he or she attended and graduated from a United States public high school, private high school, or home school that operates in compliance with State or local law;
- When determining who is an undocumented immigrant, community colleges shall use federal immigration classifications;
- Undocumented immigrants admitted under Subparagraph (b)(1) of this Rule shall comply with all federal and state laws concerning financial aid;
- An undocumented immigrant admitted under Subparagraph (b)(1) of this Rule shall not be considered a North Carolina resident for tuition purposes. Colleges shall charge all undocumented immigrants admitted under Subparagraph (b)(1) of this Rule out-of-state tuition whether or not the undocumented immigrant resides in North Carolina;
- When considering whether to admit an undocumented immigrant into a specific program of study, community colleges shall consider that federal law prohibits states from granting professional licenses to undocumented immigrants; and
- Students lawfully present in the United States shall have priority over any undocumented immigrant in any class or program of study when capacity limitations exist.

Residency Determination

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

Admission for Limited-Enrollment Programs

Admission to certain programs is limited. These programs may require degree completion, credit for prior learning, developmental or preparatory courses prior to admission. Students may obtain assistance in setting realistic academic and career goals by attending program-specific information sessions and advising meetings prior to applying to the program. Information session attendance is mandatory for certain limited-enrollment programs.

Provisional acceptance may be granted to graduating high school seniors who submit an enrollment application (including a current US high school transcript) to a degree, diploma, or certificate program.

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

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

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

High School Students Enrolled Under Career and College Promise

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

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

Admission Support for Veterans

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

The College focuses on supporting students who are veterans and refrains from high-pressure

recruitment tactics for the purpose of enrolling service members. The College does not provide any incentives to any person or entity involved in student recruiting, admissions activities, or decisions related to student financial assistance.

Admissions Support for Applicants who have not completed a High School Credential

Applicants who have not obtained a high school credential will be supported during the advising session and provided programming options where the credential can be obtained.

Visiting Student Applicants

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

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

Enrollment as a Post-Baccalaureate Student

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

Admission of Minors

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

Continuous Enrollment

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

- Allows students to work toward completion of their chosen credential under the academic plan of study in place at the time of enrollment, giving students the opportunity to build an individualized timeline for completion of their program;
- Gives students the opportunity to have completed prerequisites evaluated upon initial enrollment; and
- Qualifies students for priority registration status.
- Provides determination of qualifying in-state or out-of-state tuition designation.
- Maintains eligibility for registering for curriculum coursework with the status as defined by the RDS

system (Laws and Policies | NC Residency Determination Service).

A student is continuously enrolled at a North Carolina higher education institution if the student is consecutively enrolled in the following fall or spring semesters in courses or prerequisites creditable toward a degree, diploma, or certificate for which tuition is charged. 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. Students who do not meet the minimum definition of continuous enrollment will be required to reapply to the College, enter the catalog year associated with the term of re-admission, and complete the North Carolina Residency Determination Service (RDS) application.

Continuous Enrollment for Limited-Enrollment Programs

On a case-by-case basis, continuing education courses or programs may be approved by the dean of the student's intended curriculum program to be considered towards continuous enrollment at the point of application to limited-enrollment programs.

Continuous Enrollment for Program Completion

Enrollment is not required during the summer term to maintain continuous enrollment, but it may be required by the academic program of study for completion.

Developmental Education and Course Placement

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

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

Program of Study Catalog Year

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

State Authorization for Distance Education

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

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

Denial of Admission

In accordance with 1D SBCCC 400.2 (d) the College reserves the right to refuse admission to any applicant during any period of time that the student is suspended or expelled from any other educational institution. The College also reserves the right to refuse admission to any applicant who poses an articulable, imminent, and significant threat to the applicant or other individuals. When admission is refused the College shall document the following:

- Detailed facts supporting the rationale for denying admission;
- The time period within which the refusal to admit shall be applicable and the supporting rationale for the designated time period; and
- The conditions upon which the applicant that is refused would be eligible to be admitted.

Such applicants will be evaluated using the procedure outlined here. An applicant who has been suspended or expelled for disciplinary reasons from another educational institution; who has an active court order or any other legal restrictions prohibiting contact or interaction with individuals under the age of eighteen (18) whether in person or online, pursuant to N.C.G.S. 14-208.6 and the NC Division of Community Corrections Sex Offender Control Program (Special Conditions); or who poses an articulable, imminent, and significant threat to others shall be evaluated by the College's Threat Assessment Team. The Team will make a recommendation to the Vice President of Student Services within five (5) working days of their convening and review of the case. The Vice President will make the final admissions decision and will notify the applicant in writing if admission is denied. This communication will outline the facts supporting the decision to deny admission, the length of time and justification for that determination, conditions under which the decision may be reconsidered, and the appeals process.

Appeals Process

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

Eligibility to Possess Firearms

In accordance with 1D SBCCC 400.2 (h) any student desiring to enroll in a program that requires the student to possess a firearm shall provide proof of eligibility to possess firearms prior to enrollment in that program. The student shall provide proof by submitting to Admissions, Registration, and Records one of the following documents:

- A current, valid, state-issued permit to purchase a firearm;
- A current, valid, state-issued concealed carry permit from the state of North Carolina;
- A current, valid, state-issued concealed carry permit from a state with a reciprocal concealed carry agreement with North Carolina;
- Proof of an exemption from permit requirements pursuant to N.C.G.S. 14-415.25; or
- A background check as determined by the College, the sole purpose of which shall be to

determine whether the student can lawfully possess a firearm in North Carolina pursuant to N.C G.S. 14-269.8, N.C G.S. 14-415.1, N.C G.S. 14-415.3, and N.C G.S. 14-415.25.

Records Maintenance

All admissions documentation and records become the property of the College and will not be copied, or otherwise made available, for release to students or third parties unless authorized by the Vice President of Student Services.

Program Information

On each academic program web page, the College provides the following information:

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

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

Definitions

Admitted – Status assigned when a student meets the conditions according to 1D SBCCC 400.2.

Articulable – Capable of being expressed, explained, or justified

Continuous Enrollment – A student is continuously enrolled at a North Carolina higher education institution if the student is consecutively enrolled in the following fall or spring semesters in courses or prerequisites creditable toward a degree, diploma, or certificate for which tuition is charged. Solely for purposes of the Residency Determination Service (RDS) a gap in enrollment of two consecutive semesters (i.e. fall and spring or spring and fall) requires a student to request a residency determination again. Students are not required to be enrolled during the summer term(s) to maintain continuous enrollment for purposes of RDS.

Imminent – Impending, likely to occur at any moment.

Credit for Prior Learning – As defined in College Policy 1.2.3.

Provisional Acceptance – Acceptance that is temporary and reevaluated upon receipt of a high school transcript confirming graduation status or once conditions of admitted status are met.

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

Undocumented Immigrants – any immigrant who is not lawfully present in the United States as defined by 1D SBCCC 400.2 (a).

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

Concurrent Enrollment Policy

Effective Date (most recent version): July 2025

For complete information about enrolling at Durham Tech, please refer to our Admissions Policy.

Procedure

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

Credit Courses

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

Career and College Promise

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

- College Transfer (CT) Pathway: For students planning to continue their education beyond high school to achieve an Associate's or Bachelor's degree at a community college or university.
- Career and Technical Education (CTE) Pathway: For students to begin a certification or diploma program in a specific career or technical area.
- Cooperative Innovative High School (CIHS): For students at the Durham Early College of Health Sciences, City of Medicine Academy, and Durham School of Technology.

Gateway to College

Gateway to College at Durham Tech Community College is an educational option for Durham Public Schools (DPS) students who have dropped out of high school but have a desire to get back on track and earn a diploma.

Continuing Education Courses

High school students interested in continuing education courses or short-term credentials have the option of choosing select Workforce Continuing Education Career and College Promise Pathways.

To be eligible for dual enrollment in a continuing education course(s) students must be:

- Enrolled in a high school approved to offer the Workforce Continuing Education Career and College Promise Pathway selected; and
- Making satisfactory progress toward high school graduation

Certain continuing education coursework may have additional enrollment requirements. Students should consult with the Program Coordinator of the specific program they are interested in pursuing.

Tuition and fees are not exempt for continuing education or self-support courses. High school students are responsible for book costs and/or other supplies for all courses unless the high school or the college offers financial assistance and support.

Enrollment Due Dates

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

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

Admissions Support for Veterans

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

International Admissions

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

Placement, Advising, and Registration

Course Placement

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

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

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

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

Only the following students are allowed to take the Durham Tech Placement Tests:

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

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

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

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

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

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

Placement Testing Policy

Effective Date (most recent revision): June 2025

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

Procedure

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

Durham Tech uses local placement tests (referred to below as “Durham Tech Placement Tests”) to assess students’ college readiness in reading, writing, and mathematics.

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

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

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

Students who answer “Yes” to the questions above will be eligible to take the Durham Tech Placement Tests. Students who answer “No” to one or both of the questions above will take the ACCUPLACER ESL test.

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

Durham Tech Placement Tests

The Durham Tech Placement Tests include:

- English placement test – Students will take the Durham Tech English Placement Test to place into the proper English prerequisite, corequisite and/or gateway ENG course (ENG 025, ENG 045 and/or ENG 111, respectively).
- Two (2) Math Tests – Students take either the QL/Stat test to place out of MAT 025 and into MAT 143 and/or MAT 152 (with or without a corequisite MAT 045 class, depending on their score) or they can take the Algebra placement test to place out of MAT 035 into any gateway math class with or without a corequisite MAT 045 class, depending on their score.

All Durham Tech Placement Tests are provided at no cost to the student and are multiple choice and administered by computer in the Testing Center. Both the English and math placement tests have a one-hour time limit. Scores are shared with the appropriate academic advisor, who will assist their assigned students with academic planning and course selection.

Students may retake the Durham Tech Placement Tests only once and may not retest on the same day as their original test.

ACCUPLACER ESL Test

Students taking the ACCUPLACER ESL test in the areas of reading skills, language use, and sentence

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

Students who place in Levels 3 and 4 will be directed to take either the Durham Tech QL/Stat or the Durham Tech Algebra Placement Test. Students in Levels 1 and 2 of EFL courses in reading and writing should not take the Durham Tech Math Placement Tests unless they have received permission from the Director of English for Academic Purposes (EAP) (or their designee).

Students whose ACCUPLACER ESL placement test scores and interview results indicate that they meet the skill level criteria in language will be directed to take the Durham Tech Placement Tests in English and mathematics.

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

Testing Accommodations

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

Advising

Academic advising at Durham Tech is the key to student success. Our advisors help determine students' interests, explore career options, set academic goals, select courses, answer questions about programs of study, and ensure students are ready for registration.

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

Advising Procedure

Effective Date (most recent revision): May 2024

New Students

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

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

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

Current Students

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

Visiting Students

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

Timing

Students should plan to meet with their assigned advisor each semester prior to registration. Students bear the responsibility for scheduling this appointment.

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

Students who have trouble with their classes or experience difficulties adjusting to college are

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

Preparation

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

Purpose

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

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

Registration

Upcoming course schedules are available in the Courses section of the website. Each term, returning admitted program students may register during priority registration using Self-Service, the College's student academic planning system. New and visiting students register during general registration. Prior to registering for courses via Self-Service, all students must meet prerequisite course requirements and have their advising hold removed by an academic advisor.

Students may pay their tuition and fees through Self-Service or in person on Main Campus in the Admissions, Registration, and Records office in the Wynn Center (Building 10); or at the Cashier's Window in the White Building (Building 1) entrance foyer; or at the Orange County Campus. Students receiving Veterans educational benefits must notify Financial Aid and Veterans Services of their intent to utilize benefits each term prior to enrollment and registration. View the Registration section of the website.

ACA Registration Rule Policy

Effective Date (most recent version): 2024

Procedure

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.

Students in AAS and AGE Programs of Study

The course is required for all students enrolled in Associate in Applied Science (AAS) degree programs and students in the Associate in General Education (AGE) degree program. These students must enroll in ACA 122 at Durham Tech unless they meet one of the 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).
3. They are enrolled in the LPN to ADN AAS Program or a Public Safety Program (Criminal Justice Technology, Emergency Medical Science, or Public Safety Administration).

Students in Transfer Programs of Study

- The course is required for all university transfer students enrolled in the following degree programs: Associate in Arts (AA), Associate in Science (AS), Associate in Fine Arts (AFA), Associate in Engineering (AE), Associate in Arts in Teacher Preparation (AATP), and Associate in Science in Teacher Preparation (ASTP). These students must enroll in ACA 122 at Durham Tech unless they have transfer credit for ACA 122 from another North Carolina community college.
- Students who switch into a transfer program of study listed above must still complete ACA 122, even if they were given a waiver when they were first enrolled in an AAS or AGE program of study, unless the student already holds a bachelor's degree or higher.

In extraordinary circumstances, only the Chief Academic Officer may waive the ACA 122 requirement for individual students.

Registration Rule in Self-Service

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 North Carolina community college; these students are also waived from the registration rule.
3. All associate degree-seeking students who do not have a waiver for ACA 122, which appears as NC credit in Self-Service or transfer credit from another North Carolina community college, receive a message in Self-Service when they register stating that they must also register for ACA 122. Self-Service will not allow students to register for a schedule that does not include ACA 122.

Exception to the Registration Rule

- Students who place into the lower levels of EFL courses are recommended to delay registration for ACA 122 until they reach the EFL 074 and 094 levels.

Definitions

Registration Rule – A rule programmed in Colleague that requires a particular action tied to a student's enrollment (e.g., requiring a student to register for ACA 122 in their first semester of enrollment or until they receive credit on their record for the course)

Course Auditing

Effective Date (most recent revision): 2025

Procedure

Durham Technical Community College (Durham Tech) welcomes individuals who wish to enroll in courses for self-enrichment and without the opportunity to receive a grade, academic/transfer credit, continuing education units, or certificate of completion. Enrollment is subject to space availability and prior approval. An audit student may not supplant a student who takes the course for credit, continuing education credits, or certificate of completion. Audit students are subject to Durham Tech's standard attendance requirements and may be required to complete coursework.

Course Auditing Process – Curriculum/Credit Courses

Courses may not be audited without permission*. Students who wish to initiate the course auditing process must complete the following steps:

1. Consult with their program director at least ten (10) working days prior to the first day of the term. This must be done prior to completing and submitting the Audit Request form. Information regarding the consultation will be documented in Self-Service.
2. Complete and submit the Audit Request form. Once the form is processed by Admissions, Registration, and Records (Phail Wynn, Jr. Student Services Center (Building 10), room 10-201, Main Campus; 919-536-7200, ext.1800), students will receive an approval notification.

Registration procedures, prerequisite requirements (if any), tuition, and fees are the same as those for regular curriculum/credit enrollment. Certain courses such as Developmental Education and limited enrollment courses are not appropriate for auditing. Please contact Admissions, Registration, and Records (Phail Wynn, Jr. Student Services Center, Building 10, room 10-201, Main Campus; 919-536-7200, ext. 1800) for more information.

Students may not change from credit-to-audit or audit-to-credit status after the first day of the term. Audit students receive the special grade of AU.

Students shall pay to audit curriculum/credit courses in accordance with the College's tuition and fees procedures, current tuition and fee schedules, and the provisions of 1E SBCCC 1000.1. (Please note: Financial aid and veterans' benefits do not cover audited courses.) Exception: As of July 1, 2017, senior citizens are allowed to audit courses (with the exception of self-supporting courses) at colleges in the North Carolina Community College System without payment of any required tuition or registration fees. Senior citizens shall pay any applicable local fees to audit a course section consistent with the College's local fee policies. Senior citizens may not supplant a student who takes the course for credit, continuing education credits, or certificate of completion. Senior citizens receive the special grade of SR.

Course Auditing Process – Continuing Education/Noncredit Courses

Students who wish to initiate the auditing process must submit a Continuing Education/Noncredit Course Audit Request Form at least five (5) working days prior to the first day of class. Please contact Admissions, Registration, and Records (Phail Wynn, Jr. Student Services Center, Building 10, room 10-201, Main Campus; 919-536-7200, ext.1800) for more information.

Registration procedures and fees are the same as those for regular continuing education/noncredit enrollment. Limited enrollment and certain other courses are not appropriate for auditing. Please contact Admissions, Registration, and Records for more information.

Courses may not be audited without permission*, and students may not change from credit-to-audit or audit-to-credit status after the first class meeting.

Students shall pay to audit continuing education/noncredit courses in accordance with the College's continuing education fees procedure and the provisions of 1E SBCCC 1000.1. (Please note: Financial aid and veterans' benefits do not cover audited courses.) Exception: As of July 1, 2017, senior citizens are allowed to audit courses (with the exception of self-supporting courses) at colleges in the North Carolina Community College System without payment of any required registration fees. Senior citizens shall pay any applicable local fees to audit a course section consistent with the College's local fee policies. Senior citizens may not supplant a student who takes the course for credit, continuing education credits, or certificate of completion. Senior citizens receive the special grade of SR.

*Program directors and/or department chairs, in consultation with deans and instructors, will determine whether a course may be audited.

Definitions

AU – Audit students do not receive course credit, but the special grade of AU is assigned when a student meets attendance and coursework requirements as detailed on the course syllabus.

Credit Courses – Courses intended for students who are interested in earning college credits towards a degree, diploma, or certificate

Limited Enrollment Courses – For the purposes of this procedure, limited enrollment courses are those courses with fewer than eight (8) paying students enrolled.

Noncredit/Continuing Education Courses – Courses that are short-term and generally do not apply towards a degree, diploma, or certificate. They are intended for students who want to gain general knowledge, learn a new skill, upgrade existing skills, enrich their understanding on a wide range of topics, or develop personal interests. Upon completion of the course or a series of courses, students can document their completion or competency, and certain courses fulfill educational requirements leading to licensure and/or certification granted by an independent agency or board.

Self-Supporting Courses – Courses that are offered on a receipt collected basis whereas all cost of the course is paid from the funds collected from students or from a third party on behalf of the students enrolled in the course and not from state funds. The fees for these courses vary based upon the cost of offering each course. Registration fee exemptions do not apply to self-supporting courses.

Senior Citizens – For the purposes of this procedure, an individual is a senior citizen if he or she is at least sixty-five (65) years of age as of the first day of the applicable course section. The individual must provide proof of age through a driver's license, North Carolina identification card, or other government-issued documents.

SR – Senior citizens who audit do not receive course credit, but the special grade of SR is assigned when a senior citizen student meets attendance and coursework requirements as detailed on the course syllabus.

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

Transfer Credit Evaluation

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

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

Academic Credit for Prior Learning Policy

Effective Date (most recent revision): June 2024

Durham Technical Community College (Durham Tech) provides its students with an opportunity to acquire meaningful credentials and secure living-wage employment through education and training. Durham Tech awards curriculum credit for prior learning (CPL) for the following learning methods:

- Apprenticeship
- State or Industry Recognized Credentials
- Continuing Education to Curriculum Credit
- Courses listed in high school to community college articulation agreements.
- Military education and training
- Standardized examinations
- Challenge exams/Proficiency
- Public Safety Training (PST) prefix courses

In accordance with the State Board of Community College Code 1D SBCCC 800.1 through 1D SBCC 800.8 and 1D SBCC 800.10, CPL may be granted based on the following criteria:

- Documentation of prior learning meets or exceeds a demonstration of learning outcomes at the institutions' standards for awarding credit for the corresponding curriculum course.
- Prior learning is directly applicable to a student's declared curriculum program of study.
- CPL for advanced courses does not negate the requirement to meet requisite learning outcomes.
- CPL may be used to fulfill program requirements except for mandatory institutional requirements. Examples may include, but are not limited to, requirements of external agencies that specifically prohibited the use of CPL to fulfill the program requirements.

Upon approval by the Chief Academic Officer, continuing education courses offered at Durham Tech meeting the same standards and quality as a curriculum course may be considered to fulfill the college's institutional credit requirements, which prescribe the minimum percentage of credit hours (25%) a student must earn through instruction offered by the institution awarding the credential.

Procedure

To be eligible to receive CPL, students must meet all of the following criteria:

- Meet all admission requirements for their program of study.
- Be enrolled in a curriculum program to which the credit will directly apply; and
- Request a prior learning assessment consistent with the college's CPL procedures and provide all documentation by the published deadlines.

Any CPL awarded by the College shall be reflected in the student's records by the Admissions, Registration, and Records Office without quality points assigned, except for allowances for graded military credit as described in 1D SBCCC 800.6.

(1) Registered Apprenticeships

For apprenticeship and pre-apprenticeship programs that utilized NCCCS curriculum or continuing education course work for the required related instruction, successfully completed course work is directly entered onto the student's transcript as it occurred as credit earned. In such instances, there is no need to crosswalk credit.

(2) Academic Credit for Professional Credentials

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

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

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

The Academic and Guided Career Pathway dean will submit the information to the Vice President, Chief Academic Officer for consideration. These credits must be approved by the Vice President, Chief Academic Officer based on content and outcomes. Once approved, the Vice President, Chief Academic Officer will forward the information to Admissions, Registration, and Records. The information will also be posted to the College's website with the appropriate program plan of study. Students who submit official documentation of a professional credential earned will be awarded credit for the approved course(s) associated with the program plan of study. Students must submit their documentation to Admissions, Registration, and Records (Phail Wynn, Jr. Student Services Center, Building 10, room 10-201). Once the documentation has been reviewed, Admissions, Registration, and Records will contact students via email to confirm the completion of the evaluation. Students will then be able to view any credit awarded in their student record.

(3) Academic Credit for Noncredit Coursework

The College awards credit to students for noncredit coursework completed at Durham Tech when there is documentation that the noncredit coursework is equivalent to a designated credit experience.

Credit for noncredit coursework differs from credit for professional credentials and credit for experiential learning. Students interested in receiving curriculum credit for professional credentials should consult the College's Academic Credit for Professional Credentials. Students interested in credit for experiential learning should contact the Admissions, Registration, and Records Office.

The awarding of curriculum credit for completion of noncredit coursework is built upon the following mutually, supporting forms:

- Continuing Education (CE) Course of Study to Curriculum (CU) Credit Equivalency Form – This

form is completed by the appropriate Academic and Guided Career Pathway dean, in consultation with the Program Director or faculty member most qualified to judge for any course designated for articulation credit. Course competencies include, but are not limited to, a comprehensive demonstration of all learning outcomes and course content. *Please see the last page of the printable version of this procedure.

- Employee Credentials Request and Approval Form (available via the Employees shared folder or by request from Human Resources) – This form records all courses in which the designated faculty member is credentialed to teach and must be submitted with the Continuing Education (CE) Course of Study to Curriculum (CU) Credit Equivalency Form. Parts 4 and 7 must be completed, and all relevant credentialing documentation for the designated faculty must be attached to the form.

Application Process

Students who wish to have a noncredit course considered for credit must contact Admissions, Registration and Records for referral to the appropriate program director. Employees who wish to have a noncredit course considered for credit should first contact the Academic and Guided Career Pathway dean. Students and employees should be aware that course articulation is not automatic, and the process typically takes as long as sixteen (16) weeks depending on whether a course has already been deemed appropriate for articulation. Please note, specific accrediting bodies may prohibit some programs from awarding credit.

Articulation Process

1. The appropriate Academic and Guided Career Pathway Dean, in consultation with the program director or faculty member most qualified to judge for any course designated for articulation credit, will complete the credit equivalency form. The dean will also document issues such as accreditation that might impact articulation.
2. The Academic and Guided Career Pathway dean will forward the completed documentation to the Vice President/Chief Academic Office, Academic and Guided Career Pathways. He or she will review the documentation and request additional information, if necessary
3. Upon approval, the Vice President/Chief Academic Officer, Academic, and Guided Career Pathways will forward the documentation to Admissions, Registration, and Records for processing. Upon awarding credit, Admissions, Registration and Records will return all documentation to Curriculum Development, Assessment and Compliance.
4. The Vice President/Chief Academic Office, Academic, and Guided Career Pathways will notify the Academic and Guided Career Pathway dean of the decision. If a student initiates the request, the dean will notify the student.

Noncredit to credit equivalency information will be posted to the College's website with the appropriate program plan of study. Articulated credit is applied toward the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirement that at least twenty-five percent (25%) of the credit hours required for a Durham Tech degree must be earned through instruction offered by the College.

Credit Awarding

Upon completion of a previously approved CE course, a student will submit the Credit for Prior Learning Request Form to be processed by the Admissions, Registration and Records office.

(4) High School to Community College Articulation

The statewide articulation agreement comprises specific high school Career and Technical Education (CTE) courses that match the knowledge and skills taught in similar community college courses. The articulation agreement ensures that if a student is proficient in his/her high school course, the student can receive college credit for that course at any North Carolina community college. This streamlines the student's educational pathway by eliminating the need to take multiple courses with the same learning outcomes.

Eligibility

NCDPI high school courses that appear in the High School to Community College Articulation Agreement are eligible for Combined Course Library curriculum course credit. College and high school partnerships that result in local articulation agreements similarly apply at the local college level. Students meeting the following eligibility requirements should present their high school transcripts along with the additional required items to the College's assigned Student Services staff member. In addition to the statewide articulation agreement, local articulation agreements can be developed to build strong partnerships between high schools and individual community colleges. Students who have completed a high school course that is listed in the High School to Community College Articulation Agreement will receive credit for the associated community college if they meet the following criteria:

- Grade of "B" or higher in the high school course.
- A score of 93 or higher on the standardized CTE post-assessment.
- Students must enroll within two years of high school graduation date.
- Students must provide official high school transcript and CTE post-assessment scores.
- Meet all admissions requirements for their program of study.
- Be enrolled in a curriculum program to which the credit will directly apply; and
- Local articulation agreements may have different criteria to award credit.
- Official high school transcripts must be submitted to the Office of Admissions Registration and Records for evaluation.

(5) Military Credit for Prior Learning

SBCCC 800.6 states "At minimum, colleges shall award Credit for Prior Learning based on military education and training consistent with the standards adopted by the appropriate Military Prior Learning Academic Panel." Additionally, the SBCCC notes that "A college may award Credit for Prior Learning for military training and education related to occupations and/or courses for which standards have not been established by an approved Military Prior Learning Academic Panel consistent with its local Credit for Prior Learning policy pursuant to the following:

- Air Force: Community College of the Air Force transcripts are evaluated by the college registrar or designated college official as a traditional college transcript.
- Army, Navy, Marine Corps, and Coast Guard: Colleges should refer to recommendations from the American Council on Education for occupations and courses not currently evaluated by the Military Prior Learning Academic Panels or documented on the Community College of the Air Force transcript. History Note: Authority G.S. 115D-5; Eff. April 1, 2021"

To meet the SBCCC requirements, Durham Tech will use the spreadsheet provided by the Military Prior Learning Academic Panel to determine which courses veteran students will receive credit for upon applying and providing the college with their DD-214. This spreadsheet lists different jobs, or Military

Occupational Specialties (MOS) within the military and assesses the education attained at different ranks within these jobs to best identify which courses students who performed these jobs in the military should receive academic credit for based on their military education.

Students whose MOS is not listed on the spreadsheet and/or who want the college to consider their full military education and training beyond their MOS for credit need to submit their Joint Services Transcript in addition to their DD-214 to the college for evaluation. The Joint Services Transcript includes recommendations from the American Council on Education for course credit based on completed and documented military training.

(6) Credit for Standardized Examinations

Durham Tech shall award CPL for the following standardized examinations based on score earned as defined.

- Advanced Placement (AP) – Durham Tech shall award credit to a student who earns a score of "3" or higher on an AP exam. Course credit is awarded based upon the academic program of study.
- Cambridge Assessment International Education Examinations - Students shall earn college credit if a grade of e/E or better (which is the equivalent to a grade of C in the United States) is earned on the Cambridge International AS and A Level Examination.
- College-Level Examination Program (CLEP) - Colleges shall award credit to a student who scores at or above the credit granting score of 50 or higher recommended by the American Council on Education at the time the college evaluates the student's official score report.
- DANTES Subject Standardized Tests (DSST) - Colleges shall award credit to a student who scores at or above the credit granting score recommended by the American Council on Education at the time the college evaluates the student's official score report.
- International Baccalaureate (IB) Diploma Programme – Colleges shall award credit for scores of 5 and higher. Additionally, IB courses are offered at the Standard Level (SL) and Higher Level (HL)

(7) Credit by Exam

Credit by exam is a departmental or institutional examination for a community college course which demonstrates that a student's subject matter proficiency is equal to or greater than the corresponding proficiency the student would have achieved had he or she completed the actual course. The examination may be handwritten, computer-based, oral, practical, or a combination of these administration methods. Students may receive credit by examination for selected courses.

NOTE: The CE grade is only applicable toward the completion of a Durham Tech credential. The course is not transferable to another institution.

Refer to each program's credit by examination page for additional information.

To qualify for credit by examination, students must:

- be enrolled in a credit program and registered for the course for which they wish to receive credit by examination; and
- score at least eighty-five (85) percent on the examination. (The required passing score may be higher for certain courses.) The examination may be taken only once, and a student failing the examination must complete the course for a grade.

No more than ten (10) percent of the total credit hours required by a student's plan of study may be earned by examination without prior approval from the Vice President of Academics and Guided Career Pathways/Chief Academic Officer.

The following groups are not eligible for credit by examination:

- Students graduating with a CE grade as part of the sixty (60) University Transfer program hours. The CE grade is not transferable under the Comprehensive Articulation Agreement (CAA);
- Veterans who are financing their education through veterans' benefits are not eligible for credit by examination because their eligibility requires attendance throughout the duration of the course.
- Career and College Promise (CCP) students. Credit by examination is not an option for high school students.

Students interested in receiving credit by examination should contact the appropriate program director at least five (5) calendar days prior to the start of the term. The program director will provide the student with an application and information about the process, including deadlines and whether a pre-test is required. The student must complete their examination within the first fourteen (14) calendar days of the term. They must submit their application to the program director and obtain approval within the first seven (7) calendar days of the term.

The program director will submit the student's application, exam, and results to the dean. Upon approval, the dean will forward the documentation to the Vice President/Chief Academic Officer, Academics and Guided Career Pathways. Upon approval, the Vice President/Chief Academic Officer, Academics and Guided Career Pathways will send a copy of the documentation to Admissions, Registration, and Records. Admissions, Registration, and Records will verify the student's enrollment and course registration; ensure that the ten (10) percent limit of credits earned by examination has not been exceeded; assign the CE grade; and maintain all related documentation.

Students who achieve the minimum passing score must not drop the related course; they must remain on the roster to receive credit for the course. Students who fail to pass the examination must complete the course to receive credit.

(8) Public Safety Training

Public Safety Training (PST) courses are designed to provide a means for colleges to award credit towards degree completion to public safety personnel who have documented professional training and/or certifications that are relevant to their declared program(s) of study. Examples of public safety training include but are not limited to Certifications/CE to CU, Police Officer/Firefighter/Emergency Medical, etc. PST credit is limited to NCCCS curriculum programs that include the PST prefix in the "Other Major Hours" section of the official System-wide curriculum standard.

Eligibility

- Students must show evidence of successful completion of certification(s) and/or training that aligns with one or more PST courses in the Common Course Library. Evidence should include description and length of training.
- Be enrolled in an associated certificate, diploma, or degree program to which credit will be awarded.
- No student may receive CPL credit for the same training and/or credentials more than once.

Definitions

Academic Credit – Curriculum credit

Advanced Placement (AP) – A program of college-preparatory courses for high school students administered by The College Board, an educational nonprofit organization. Standardized AP exams are used to assess student mastery of course content. Students receive scores on a “1” to “5” scale, with “5” being the highest.

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

Articulation – The process by which noncredit coursework is matched with curriculum coursework for the purposes of granting students earned credit for successful completion of competencies shared by curriculum programs and Continuing Education courses.

Cambridge Assessment International Education Examinations – A series of internationally recognized college-level examinations administered by Cambridge Assessment International Education, a unit of the University of Cambridge.

College-Level Examination Program® (CLEP) – A credit-by-examination program offered by the College Board, an educational nonprofit organization. The program allows students from a wide range of ages and backgrounds to demonstrate their mastery of introductory college-level material. Colleges shall award the same amount of credit to a student who scores satisfactorily on the relevant CLEP exam as a student who successfully completes the related course.

Credit – Academic credit that appears on a student’s transcript. This credit may not necessarily be applied toward a degree.

DANTES Subject Standardized Tests (DSST) – Credit-by-examination tests developed by the Defense Activity for Non-Traditional Education Support (DANTES) a United States Department of Defense program. Colleges shall award the same amount of credit to a student who scores satisfactorily on the relevant DSST as a student who successfully completes the related course.

International Baccalaureate® (IB) Diploma Programme – A college-preparatory program for students age 16-19 administered by International Baccalaureate®, an international educational foundation. Standardized IB exams are used to assess student mastery of course content. Students receive scores on a “1” to “7” scale, with “7” being the highest. International credentials must be obtained from a recognized international institution that is validated by a US credentialing agency. A grade of (70) percent or higher must be earned for the courses being considered for credit.

Military Education and Training – Education and training that has been documented on a transcript issued by one or more branches of the United States Armed Forces. This education should appear on a veteran’s Joint Services Transcript.

Military Prior Learning Academic Panels – Panels of academic faculty approved by two- and four-year Systems Offices (the Military Credit Advisory Council) which are authorized to determine standards for awarding credit for identified subject areas.

Military Occupational Specialty (MOS) – This is the name given to individual jobs within the military. Nurses, vehicle mechanics, chaplains, truck drivers, IT specialists, and medics would each have different a different MOS identifier as these are different jobs. MOS designators are usually a number followed by a letter. The MOS designator for a medic, for example, is 68W.

Noncredit Coursework – Noncredit coursework is intended for students who want to gain general knowledge, learn a new skill, upgrade existing skills, enrich their understanding on a wide range of topics, or develop personal interests. Noncredit courses may not be applicable toward a degree. Upon completion of a noncredit course, students can earn a noncredit vocational certificate of completion or competency and may receive a grade of pass or no pass.

North Carolina High School to Community College Articulation Agreement – An agreement between the North Carolina Department of Public Instruction and the North Carolina Community College System. The articulation agreement ensures that when a student is proficient in a high school course included in the agreement, the student can receive college credit for that course at any North Carolina community college.

Standardized Examination – Any form of examination that requires all test takers to answer the same questions, or a selection of questions from a common bank of questions following established protocol and that is scored in a standard or consistent manner.

Credit by Examination

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

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

Transcripts

Durham Tech offers students the option of ordering Durham Tech transcripts electronically. Once students create an account, they may request an official, certified PDF of their transcript and track the status of their order. Orders are usually processed within five business days (allow for additional processing time during high volume periods).

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

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

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

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

Student Records

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

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

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

Under North Carolina’s Leon's Law (N.C.G.S § 115D-10.80) community colleges must, as allowed under FERPA, automatically share educational records of minor students with their parents, guardians, or acting guardians if:

1. The student is under 18;
2. Is a dependent; and
3. The parent has not opted out.

Colleges must also require these students to sign a form acknowledging this access before registering for courses. The college will release a minor student’s education records under N.C.G.S 115D-10.80 to include

school administrators and school counselors at the school in which the student is dually enrolled.

Records Retention and Disposition Policy

Effective Date (most recent revision): May 2024

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

Purpose

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

Procedure

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

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

Tuition and Fees

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

Tuition for Credit Courses

All tuition and fees are due and payable during the registration period. Students registering via Self-Service may pay by credit card or personal check (electronic transfer) or agree to a Nelnet Payment Plan during the registration transaction. Students may also pay by cash, check, money order, or credit card (VISA, MasterCard, Discover, and American Express). Payments may be made in person at the Orange County Campus or at the Cashier's Window in the White Building (Building 1) entrance foyer.

Students will not receive a bill and are responsible for paying by the established deadlines. Partial payments or credits are not accepted. No refund of a check made payable to Durham Tech will be given to a student except at the written request of the person making the remittance, and the written request must be mailed directly to Durham Tech Student Accounts at 1637 E. Lawson Street, Durham, NC, 27703.

Tuition for Continuing Education Courses

Registration fees are listed in the Continuing Education course schedule under each course description. Additional fees and payment options are outlined on the Continuing Education Registration webpage.

Tuition for Two Community Colleges

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

Tuition Fee Basis

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

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

Tuition for Continuing Education courses that are not self-supporting is based on the following formula: 0-24 contact hours = $70; 25-50 contact hours = $125; and 51+ contact hours = $180.

Tuition for Self-Support Courses

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

older and Durham Tech employees must also pay for self-support courses.

Auditing a Course as a Senior Citizen

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

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

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

Student Fees

Please note that all fees are subject to change.

Curriculum Student Administrative Fees

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

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

Graduation fees for diplomas, covers, caps and gowns are included in the student activity fee. Adult High School students do not pay a parking fee or a student ID fee.

Additional Curriculum Student Fees

All curriculum (credit) students are charged a student administrative fee each fall, spring, and summer semester. Fees are calculated based on the number of credit hours a student is enrolled in per semester. Funds support student clubs and social activities, computer and technology use, college parking and security, student ID cards, and accident insurance for students participating in college classes and functions. For more information, contact the appropriate program director.

View a list of curriculum course supply and miscellaneous fees in the Tuition and Fees section of the website.

Continuing Education Student Fees

Continuing Education course costs include fees for College access, parking, and security; computer use and technology; and accident insurance (FEECE), totaling to $11.25. Students enrolled in classes for which tuition is waived are not required to pay the FEECE fee.

Some Continuing Education courses have additional fees for supplies and materials, exams and certifications, malpractice insurance, CPR cards, and/or graduation. A complete list of Continuing Education course fees is available in the Tuition and Fees section of the website.

Miscellaneous Fees

Transcript Fee

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

Books and Supplies

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

Student Insurance

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

Insurance for Study Abroad

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

Course Cancellations and Refunds Procedure

Effective Date (most recent revision): July 2025

Purpose

The purpose of this procedure is to provide a clear and coherent process for applying for a course-related refund at Durham Technical Community College (Durham Tech). Refunds will be handled in accordance with North Carolina Community Colleges State Board Code (SBCCC) tuition refund requirements.

Procedure

Curriculum (Credit) Courses

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

requirements:

1. A 100 percent refund for tuition and fees is issued when a student officially removes themselves from a course prior to the first day of classes of the academic semester noted in the academic calendar. If a course is canceled by Durham Tech, that portion of tuition paid for the canceled course is refunded in full.
2. A 100 percent refund for tuition and is issued when a student is flagged as never attended.
3. A 75 percent refund of tuition is issued when the student officially drops a course prior to or on the official 10 percent point of the semester. Requests for refunds are not considered after the 10 percent point of the semester.
4. Student fees, including administrative, laboratory, malpractice insurance (if required for a program of study), and graduation fees are not refunded when the student officially drops a course prior to or on the official 10 percent point of the semester except in the case of courses canceled by the College.
5. A 100 percent refund of the digital access/bookstore fee is issued when a student officially opts out of the Equitable Access Program by the drop deadline of each term (A, B, 16-week, Summer).

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

To begin the refund process, a student must remove themselves or drop the course(s) using Self-Service. For a 100 percent refund, the course must be deleted by 11:59 p.m. on the day prior to the first day of the academic semester. For a 75 percent refund, the course must be dropped by 11:59 p.m. on the day designated as the official 10 percent point of the semester. Refunds are automatically generated provided a student completes their removal or drop process within the designated refund period. The tuition refund is issued either by direct deposit into the student bank account or a check is mailed to the student's address on record with the Collège after the end of the 75 percent refund period, typically about three weeks after the beginning of the semester. Students who have questions or need assistance should contact the Business Office/Cashier at 919-536-7201.

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

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

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

Continuing Education Courses

Registration fee refunds for Continuing Education classes are subject to the following requirements:

1. If a course is canceled, a refund is issued automatically within four to six weeks. A 100 percent refund of occupational extension registration fees is issued if a student officially

removes themselves from a course prior to the first class meeting.
2. A 75 percent refund of occupational extension registration fees is issued if the student officially withdraws prior to the 10 percent point in the course. For courses with 10 or fewer class meetings, refund requests must be submitted to the College no later than the first class meeting. No partial refunds are given for courses with one class meeting.
3. No refund is issued after the 10 percent point of the course.
4. Student fees, including administrative, supply, and insurance fees, are not refunded unless the College cancels the course. Fees for specific instructional materials collected at registration are refunded unless the student receives the materials.

To begin the refund process, a student must complete the Continuing Education Course Drop/Withdrawal/Refund Request Form. Students who withdraw from continuing education courses cannot remove themselves from a class using Self-Service or Instant Enrollment. Refunds are automatically generated provided a student completes the removal or drop process within the designated refund period. The tuition refund is either deposited directly into the student bank account or a refund check is mailed to the student's address on record with the College.

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

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

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

Financial Aid

Eligibility

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

- Demonstrate financial need;
- Be admitted to an eligible program;
- Have a high school diploma or high school equivalency diploma;
- Provide a valid Social Security number;
- Be a U.S. citizen or eligible non-citizen;
- Not be in default on a federal student loan borrowed for attendance at any institution;
- Not have borrowed in excess of federal student loan limits;
- Not owe a repayment on a federal student grant or loan received for attendance at any institution;
- Maintain satisfactory academic progress; and
- Certify that the funds will be used for educational purposes only.

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

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

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

Financial aid is also available for Continuing Education. View the list of Continuing Education financial aid opportunities on the website.

Scholarships

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

Other Forms of Financial Assistance

Durham Tech Promise are designated for recent high school graduates in Durham County, recent graduates of Orange High School, East Chapel Hill High School, Chapel Hill High School, Cedar Ridge High School, Carrboro High School, Partnership Academy, Phoenix Academy, or recent high school

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

Veterans Information

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

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

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

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

Standards of Academic Progress for Veterans

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

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

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

Attendance Requirements for Veterans

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

attendance for dropped courses.

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

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

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

The Veterans Benefits and Transition Act of 2018

Consistent with the Veterans Benefits and Transition Act of 2018, Section 3679 of Title 38, United States Code, Section 103, Durham Technical Community College shall not impose any penalty, including the assessment of late fees or the denial of access to classes, libraries, or other institutional facilities, or require a covered individual to borrow additional funds in order to meet financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

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

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

Department of Defense Voluntary Education Partnership

Effective Date (most recent revision): June 10, 2024

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

Procedure

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

active-duty personnel, and members of selected reserves and the National Guard.

Recruiting, Marketing, and Advertising

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

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

In accordance with DoD MOU paragraph 3.j.(3) Durham Tech refrains "from high-pressure recruitment tactics such as making multiple unsolicited contacts (three or more) including contacts by phone, email, or in person, and engaging in same-day recruitment and registration for the purpose of securing Service member enrollments."

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

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

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

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

Financial Matters

Per DoD MOU paragraph 3.h.(1) and (4) "before offering, recommending, arranging, signing-up, dispersing, or enrolling Service members for…student loans, [the College will] provide Service members access to an institutional financial aid advisor who will make available appropriate loan

counseling, including…providing a clear and complete explanation of available financial aid, including Title IV of the Higher Education Act of 1965, as amended…[and] explaining that students have the ability to refuse all or borrow less than the maximum student loan amount allowed." Durham Tech students are assigned a financial aid advisor based on their last name.

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

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

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

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

Accreditation and Credentialing Requirements

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

Academic Counseling and Post-Graduation Employment Opportunities

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

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

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

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

Per DoD MOU paragraph 3.g, institutions are required to “designate a point of contact or office for academic and financial advising, including access to disability counseling, to assist Service members with completion of studies and with job search activities.” Durham Tech’s Counseling, Accessibility,

and Resources staff, located in Wynn Center (Building 10) provide academic and financial advising and accessibility services. The Employee Credentialing procedure and Financial Aid and Veterans Services job descriptions have been developed and are periodically reviewed to ensure staff are highly qualified for their positions.

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

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

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

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

Definitions

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

Academic Information

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

Academic Recognition

Honors

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

- **President's List** – If a student is enrolled in a minimum of 12 curriculum credit hours and earns a 3.75 GPA or higher, the student will be placed on the President's List for that term. This designation will be reflected on the student's permanent record.
- **Dean's List** – If a student is enrolled in a minimum of 12 curriculum credit hours and earns a 3.25 to 3.74 GPA, the student will be placed on the Dean's List for that term. This designation will be reflected on the student's permanent record.
- **Part-Time Honor Roll** – If a student is enrolled in 6 to 11 curriculum credit hours and earns a 3.25 GPA or higher, the student will be placed on the Part-Time Honor Roll for that term. This designation will be reflected on the student's permanent record.

Latin Honors

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

- **Cum Laude** – If a graduating student has earned a cumulative GPA of 3.25 to 3.74, the student will graduate Cum Laude.
- **Magna Cum Laude** – If a graduating student has earned a cumulative GPA of 3.75 to 3.99, the student will graduate Magna Cum Laude.
- **Summa Cum Laude** - If a graduating student has earned a cumulative GPA of 4.0, the student will graduate Summa Cum Laude.

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

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

Academic Calendar for Credit Courses

The Academic Calendar provides dates applicable to credit (curriculum) courses. The registration section of the website provides information about advising, registration, payment, and withdrawal and refund deadlines.

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

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

Fall Semester 2026

Monday, August 3, 2026	College Open**
Tuesday, August 4 – Friday, August 7, 2026	College Open*
Monday, August 10, 2026	Fall 16-Week Semester and Term A Classes Begin
Monday, September 7, 2026	Labor Day Holiday, College Closed
Tuesday, September 29, 2026	Term A – Last Tuesday Classes Meet
Wednesday, September 30, 2026	Term A – Last Wednesday Classes Meet
Thursday, October 1, 2026	Term A – Last Thursday Classes Meet
Friday, October 2, 2026	Term A – Last Friday Classes Meet
Saturday, October 3, 2026	Term A – Last Saturday Classes Meet
Monday, October 5, 2026	Term A – Last Monday Classes Meet; Term A Classes End
Tuesday, October 6 – Monday, October 12, 2026	Inclement Weather Make-Up Days*
Saturday, October 10, 2026	No Saturday Classes Meet
Tuesday, October 13, 2026	Term B Classes Begin
Wednesday, November 11, 2026	Veteran's Day Holiday, College Closed
Thursday, November 26 – Friday, November 27, 2026	Thanksgiving Holiday, College Closed
Saturday, November 28, 2026	No Saturday Classes Meet
Tuesday, December 1, 2026	Last Tuesday Classes Meet
Saturday, December 5, 2026	Last Saturday Classes Meet
Monday, December 7, 2026	Last Monday Classes Meet
Tuesday, December 8, 2026	College Open*
Wednesday, December 9, 2026	Last Wednesday Classes Meet

Thursday, December 10, 2026	Last Thursday Classes Meet
Friday, December 11, 2026	Last Friday Classes Meet
Monday, December 14 – Wednesday, December 16, 2026	College Open; No Classes Meet*
Thursday, December 17 – Friday, December 18, 2026	College Open; No Classes Meet**
Monday, December 21 – Friday, January 1, 2027	Winter Break, College Closed

Spring Semester 2027

Monday, January 5, 2027	College Open**
Tuesday, January 5 – Friday, January 8, 2027	College Open*
Monday, January 11, 2027	Spring 16-Week Semester and Term A Classes Begin
Monday, January 18, 2027	Martin Luther King, Jr. Holiday, College Closed
Tuesday, March 2, 2027	Term A – Last Tuesday Classes Meet
Wednesday, March 3, 2027	Term A – Last Wednesday Classes Meet
Thursday, March 4, 2027	Term A – Last Thursday Classes Meet
Friday, March 5, 2027	Term A – Last Friday Classes Meet
Saturday, March 6, 2027	Term A – Last Saturday Classes Meet
Monday, March 8, 2027	Term A – Last Monday Classes Meet
Tuesday, March 9 – Monday, March 15, 2027	Inclement Weather Make-Up Days*
Saturday, March 13, 2027	No Saturday Classes Meet
Tuesday, March 16, 2027	Term B Classes Begin
Friday, March 26, 2027	Spring Holiday, College Closed
Saturday, March 27, 2027	No Saturday Classes Meet, College Closed
Tuesday, May 4, 2027	Last Tuesday Classes Meet
Wednesday, May 5, 2027	Last Wednesday Classes Meet
Thursday, May 6, 2027	Last Thursday Classes Meet
Saturday, May 8, 2027	Last Saturday Classes Meet
Monday, May 10, 2027	Last Monday Classes Meet
Tuesday, May 11, 2027	Last Friday Classes Meet
Wednesday, March 12 – Friday, May 14, 2027	College Open*
Monday, May 17 – Friday, May 21, 2027	College Open**

Summer Term 2027

Monday, May 24	Summer Term Classes Begin
Friday, May 28	College Open**
Monday, May 31	Memorial Day Holiday, College Closed
Friday, June 4	College Open**
Friday, June 11	College Open**
Friday, June 18	College Open**
Friday, June 25	College Open**
Friday, July 2	College Open**
Monday, July 5	Independence Day Holiday (Observed), College Closed
Friday, July 9	College Open**
Tuesday, July 13	Last Tuesday Classes Meet
Wednesday, July 14	Last Wednesday Classes Meet
Thursday, July 15	Last Thursday Classes Meet
Friday, July 16	College Open**
Tuesday, July 20	Last Monday Classes Meet
Wednesday, July 21 – Friday, July 30	College Open**

Classification of Programs of Study

The College is authorized by the State Board of Community Colleges to award the Associate in Arts, Associate in Science, Associate in Arts in Teacher Preparation, Associate in Science in Teacher Preparation, Associate in Engineering, Associate in Fine Arts in Visual Arts, Associate in Applied Science, Associate in General Education, and Associate in General Education in Nursing degrees as well as diplomas and certificates. Several associate degrees allow students to complete up to two years of transferable course work toward a baccalaureate degree so the student will enter as a junior at a four- year college or university or have met the entrance requirements for a specialized degree. Other programs, ranging in length from 12 credits hours to 73 credit hours, provide entry-level employment training.

The **Associate in Arts (AA)** and **Associate in Science (AS)** degrees are protected under the 2014 Comprehensive Articulation Agreement (CAA) and the 2015 Independent Comprehensive Articulation Agreement. Students who complete the AA or AS (totaling a minimum of 60 semester hours of credit) with a grade point average of 2.0 or higher and with a grade of C or above in all courses, will have satisfied the lower-division general education requirements at all North Carolina (NC) public and most NC private four-year institutions and will transfer as a junior upon acceptance to a participating university. Students earning the AA are working toward degrees such as business, English, fine arts, history, nursing, psychology, and sociology, to name a few. Students in the AS program are working toward degrees that emphasize math and sciences such as biology, clinical lab science, geology, mathematics, physics, and radiology.

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

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

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

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

The **Associate in General Education in Nursing degree (AGE-N)** governed by the RN to BSN Uniform Articulation Agreement with the University of North Carolina and a similar agreement with NC Independent Colleges and Universities, provides a pathway for Registered Nurses to complete general education requirements before transferring to complete a Bachelor of Science in Nursing (BSN) at most UNC System schools of nursing and many private institutions. Students who complete the AGE-N (with a minimum of 60 semester hours of credit) with a C or higher in all courses and an overall 2.0 GPA and who are accepted to a participating university through a competitive admissions process are considered to have met the nursing program entrance requirements and the receiving university's general education requirements. These students can transfer at least 58 credit hours towards a BSN. An additional 30-34 transfer credits (may vary by university) for nursing content taken as part of the AAS degree are awarded after an RN student has successfully completed university-level nursing courses. The AGE-N is also designed for students who wish to begin their studies toward the Associate Degree Nursing with the long-term goal of earning a BSN.

Other Degrees

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

The **Associate in Applied Science (AAS)** degree is awarded for two-year technical programs (with a minimum of 64 semester hours of credit). Associate in Applied Science degree completers may transfer most or all of their credits to a bachelor's degree program at universities with which Durham Tech has an AAS partnership agreement or to university programs designed for AAS transfer. Information about the colleges and universities that offer transfer credit for courses in the Associate in Applied Science degree programs completed at Durham Tech is available on the AAS Transfer Options webpage. Other senior institutions evaluate the Associate in Applied Science degree on a course-by-course basis. Students should consult with their advisor about course selections based on their goals and carefully review course descriptions for information about transferability.

Diplomas

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

Certificates

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

Continuing Education

Continuing Education courses and programs provide education and training opportunities for targeted audiences. Courses are non-credit, short-term, and are offered in a variety of instructional delivery modes and locations. Continuing Education options include programs designed to offer instructional opportunities for individuals looking to develop new or enhance existing job-related skills, as well as those interested in personal growth, exploring new interests, or pursuing hobbies.

Programs can be delivered as a single course or bundled as a series of courses that provide instruction around skill competencies that lead to a recognized credential (licensure, certification, renewal, registry listing) or meet local workforce labor needs. Through Corporate Services, Durham Tech provides flexible, dynamic, customized training for industries and our community partners. The Center for Global Learner (CGL) serves non-native English speakers with courses in English as a Second Language (ESL) and Beyond Basic English as a Second Language (BBESL).

Academic Programs

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

Durham Tech offers classes in three "modes of delivery":

- **Seated** (also called "traditional" or "face-to-face")
- **Online**
- **Hybrid** (combination of seated and online)

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

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

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

Course loads for full-time students are established by using the list of courses on the student's academic plan of study. Only courses included in the student's academic program and any officially approved substitute courses count toward graduation.

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

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

Readmission and Change of Program Policy

Effective Date (most recent revision): May 2024

Refer to 1.1 Admissions policy.

Readmission Requirements

Eligibility for readmission to Durham Technical Community College (Durham Tech) depends on individual

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

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

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

Change of Program

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

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

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

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

   Once the form is processed by Admissions, Registration and Records, the student will receive notification of the change. Requests submitted prior to the financial aid census date (?) of the current semester will be processed with the program change effective for the current semester. Requests submitted after the financial aid census date will be processed with program changes effective for the next academic semester (e.g. If the financial aid census date is January 26 for the spring semester and students consult with an advisor and submit a Change of Academic Program Form on or after January 27, the program change will be effective for the summer semester).

Students may contact the Admissions, Registration, and Records Office (Wynn Center (Building 10) room 10-201, Main Campus); at 919-536-7200, ext. 1122) for assistance.

Definitions

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 the following semester after the initial enrollment semester (attendance is required in the following fall or spring semester or the following spring or fall semester).

Financial Aid Census Date - The Financial Aid Census date is a day that is determined for each semester and term to lock in your attendance for financial aid purposes, generally after the 75% refund date.

Academic Programs Offered at Durham Tech

* Continuing Education programs
** Programs with both Curriculum and Continuing Education options

BUILDING, ENGINEERING, AND SKILLED TRADES

Architectural Technology
Associate in Engineering
Automotive Systems Technology
Biomedical Equipment Technology
Carpentry*
Computer-Integrated Machining
Construction Management
Construction Trades*
Electric Line Technician*
Electrical Systems Technology**
Electronics Engineering Technology
EVSE Technician*
HVAC**
Industrial Systems Technology (Advanced Manufacturing and Facilities Maintenance)**
NC DMV Inspector*
PCB Design and Manufacturing*
Plumbing*
Welding Technology**

BUSINESS AND ENTREPRENEURSHIP

Accounting and Finance
Barbering*
Business Administration
Cosmetology*
Culinary Arts*
Esthetics Technology*
Human Resource Management*
Insurance*
Manicuring*
Massage Therapy*
Natural Hair Care Specialist*
Notary Public*
Paralegal Technology
Project Management*
Real Estate*

CREATIVE AND LIBERAL ARTS

Associate in Arts
Associate in Arts in Teacher Preparation
Associate in Fine Arts in Visual Arts
Associate in General Education
Community Spanish Interpreter
Early Childhood Education**
Elementary Education Residency Licensure
Income Maintenance Caseworker*
Foreign Languages*
Music Recording and Audio Engineering*
Photography*
Upholstery*

HEALTH AND WELLNESS

Anesthesia Technology
Cardiovascular Technician*
Central Sterile Processing*
Community Health Worker*
Clinical Research
Medical Administrative Assistant*
Medical Assisting
Medical Coding*
Medical Product Safety and Pharmacovigilance
Mental Health Technician*
Nursing

- Associate Degree Nursing
- Associate in General Education — Nursing
- LPN to ADN Track
- Nurse Aide**
- Medication Aide*
- Practical Nursing

HEALTH AND WELLNESS CONTINUED Occupational Therapy Assistant Opticianry Patient Care Technician* Peer Support Specialist* Pharmacy Technician* Phlebotomy Technician* Respiratory Therapy Restorative Dental Technology Surgical Technology Substance Use Treatment*	**HUMAN SERVICES AND PUBLIC SAFETY** 911 Academy* Basic Law Enforcement Training* Criminal Justice Technology** Emergency Medical Science** Emergency Medical Technician** Fire Protection* Public Safety Administration** Social and Human Services
INFORMATION TECHNOLOGY Artificial Intelligence Cybersecurity** IT and Cloud Systems Administration IT Service and Support** Network Management** Software Development** Web Development**	**SCIENCE AND MATH** Associate in Science Associate in Science in Teacher Preparation Biotechnology**

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

Building, Engineering, and Skilled Trades

Architectural Technology

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

A40100 – Architectural Technology Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	ARC 113 Residential Architectural Technology	3
ARC 111 Intro to Architectural Technology	3	ARC 211 Light Construction Technology	3
ARC 112 Construction Materials and Methods	4	ARC 220 Advanced Architectural CAD	2
ARC 114 Architectural CAD	2	COM 231 Public Speaking	3
ENG 111 Writing and Inquiry	3	HUM 115 Critical Thinking	3

SUMMER TERM	Hours Credit
ARC 131 Building Codes	3
ARC 132 Specifications & Contracts	2
CIS 110 Introduction to Computers	3

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
ARC 212 Commercial Construction Tech	3	ARC 213 Design Project	4
ARC 250 Survey of Architecture	3	ARC 230 Environmental Systems	4
MAT 121 Algebra/Trigonometry I	3	ARC 235 Architectural Portfolio	3
SOC 210 Introduction to Sociology	3	PHY 110 Conceptual Physics	3
SST 140 Green Building & Design Concepts	3	PHY 110A Conceptual Physics Lab	1

MINIMUM REQUIRED CREDIT HOURS: 65

C40100C - Architectural CAD Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
ARC 111 Intro to Architectural Technology	3	ARC 113 Residential Architectural Tech	3
ARC 112 Construction Materials and Methods	4	ARC 211 Light Construction Technology	3
ARC 114 Architectural CAD	2	ARC 220 Advanced Architectural CAD	2

MINIMUM REQUIRED CREDIT HOURS: 17

Automotive Systems Technology

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

A60160 – Automotive Systems Technology Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	ATT 115 Green Trans Safety & Service	2
ENG 111 Writing and Inquiry	3	AUT 141 Suspension & Steering Sys	3
MAT 110 Math Measurement & Literacy	3	AUT 151 Brake Systems	3
TRN 110 Intro to Transport Tech	2	AUT 163 Advanced Auto Electricity	3
TRN 120 Basic Transportation Electricity	5	AUT 181 Engine Performance I	3
		COM 231 Public Speaking	3

SUMMER TERM	Hours Credit
CIS 110 Introduction to Computers	3
HUM 115 Critical Thinking	3
SOC 210 Introduction to Sociology	3
WLD 112 Basic Welding Processes	2

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
AUT 116 Engine Repair	3	ATT 125 Hybrid-Electric Trans	4
AUT 183 Engine Performance II	3	AUT 231 Man Trans/Axles/Drtrains	3
AUT 213 Automotive Servicing II	3	TRN 140 Transp Climate Control	2
AUT 221 Auto Transm/Transaxles	3	TRN 140A Transp Climate Control Lab	2
		WBL 110 World of Work	1
		WBL 111 Work-Based Learning I	1

MINIMUM REQUIRED CREDIT HOURS: 67

D60160 – Automotive Systems Technology Diploma

FIRST FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
ENG 111 Writing and Inquiry	3	ATT 115 Green Trans Safety & Service	2
TRN 110 Intro to Transport Technology	2	AUT 141 Suspension & Steering Sys	3
TRN 120 Basic Transportation Electricity	5	AUT 151 Brake Systems	3
		AUT 181 Engine Performance I	3
		COM 231 Public Speaking	3

Continue to next page…

SECOND FALL SEMESTER	Hours Credit
AUT 116 Engine Repair	3
AUT 183 Engine Performance II	4
AUT 221 Auto Transm/Transaxles	3
AUT 213 Automotive Servicing II **OR** WBL 110 World of Work **AND** WBL 111 Work-Based Learning I	2 1 1

MINIMUM REQUIRED CREDIT HOURS: 36

C60160D – Automotive Systems Technology – Drivetrain Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
TRN 110 Intro to Transport Tech	2	ATT 115 Green Trans Safety & Service	2
TRN 120 Basic Transportation Electricity	5	AUT 116 Engine Repair	3
		AUT 231 Man Trans/Axles/Drtrains	3

MINIMUM REQUIRED CREDIT HOURS: 15

C60160E – Automotive Systems Technology – Electrical Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
TRN 110 Intro to Transport Tech	2	ATT 115 Green Trans Safety & Service	2
TRN 120 Basic Transportation Electricity	5	AUT 163 Advanced Auto Electricity	3
		AUT 181 Engine Performance I	3

MINIMUM REQUIRED CREDIT HOURS: 15

C60160U – Automotive Systems Technology – Under Car Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
TRN 110 Intro to Transport Tech	2	ATT 115 Green Trans Safety & Service	2
TRN 120 Basic Transportation Electricity	5	AUT 141 Suspension & Steering Sys	3
		AUT 151 Brake Systems	3

MINIMUM REQUIRED CREDIT HOURS: 15

Biomedical Equipment Technology

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

A50100 – Biomedical Equipment Technology Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	BMT 223 Imaging Tech./Laser Fund.	4
BMT 111 Intro to Biomedical Field	2	COM 231 Public Speaking	3
ELC 131 Circuit Analysis I	4	ELC 127 Software for Technicians	2
ELC 131A Circuit Analysis I Lab	1	ELN 131 Analog Electronics I	4
ENG 111 Writing and Inquiry	3		
MAT 121 Algebra/Trigonometry I	3		

FIRST SUMMER TERM	Hours Credit	SECOND FALL SEMESTER	Hours Credit
BMT 112 Hospital Safety Standards	3	BMT 212 BMET Instrumentation I	6
BMT 211 Biomedical Measurements	3	ELN 133 Digital Electronics	4
BIO 163 Basic Anatomy and Physiology	5	SOC 210 Introduction to Sociology	3
ELN 132 Analog Electronics II	4		

SECOND SPRING SEMESTER	Hours Credit	SECOND SUMMER TERM	Hours Credit
BMT 213 BMET Instrumentation II	3	HUM 115 Critical Thinking	3
CTI 120 Network and Security Foundation	3	WBL 110 World of Work	1
ELN 232 Introduction to Microprocessors	4	WBL 111 Work-Based Learning I	1

MINIMUM REQUIRED CREDIT HOURS: 70

Computer-Integrated Machining

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

C50210 – Computer-Integrated Machining Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
DFT 119 Basic CAD	2	ISC 112 Industrial Safety	2
MAC 121 Introduction to CNC	2	MAC 122 CNC Turning	2
MAC 131 Blueprint Reading Machinist I	2	MAC 124 CNC Milling	2
MAC 141 Machining Applications I	4	MAC 151 Machining Calculations	2

MINIMUM REQUIRED CREDIT HOURS: 18

Construction Management Technology

The Construction Management Technology Certificate program prepares students with the basic skills needed to help manage construction projects from start to finish. It is designed for both beginners and those already working in construction who want to improve their management skills.

Students learn about construction materials and methods, safety, blueprint reading, estimating, scheduling, and site supervision. They also develop skills in using construction software, coordinating projects, maintaining quality, and communicating effectively with teams.

C35190 – Construction Management Technology Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
ARC 112 Construction Materials & Methods	4	CST 241 Planning/Estimating I	3
BPR 130 Print Reading-Construction	3	CMT 210 Construction Management Fundamentals	3

SUMMER TERM	Hours Credit
CST 131 OSHA/Safety/Certification	3

MINIMUM REQUIRED CREDIT HOURS: 16

Electrical Systems Technology

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

A35130 – Electrical Systems Technology Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	COM 231 Public Speaking	3
ELC 112 DC/AC Electricity	5	ELC 115 Industrial Wiring	4
ELC 113 Residential Wiring	4	ELC 117 Motors and Controls	4
ENG 111 Writing and Inquiry	3	ELC 118 National Electrical Code	2
MAT 121 Algebra/Trigonometry I	3		

FIRST SUMMER TERM	Hours Credit	SECOND FALL SEMESTER	Hours Credit
CIS 110 Introduction to Computers	3	BPR 111 Print Reading	2
ELC 128 Intro to PLC	3	ELC 228 PLC Applications	4
		ELN 133 Digital Electronics	4
		MNT 110 Intro to Maintenance Procedures	2

SECOND SPRING SEMESTER	Hours Credit	SECOND SUMMER TERM	Hours Credit
ELC 213 Instrumentation	4	ELC 215 Electrical Maintenance	3
PHY 110 Conceptual Physics	3	HUM 115 Critical Thinking	3
PHY 110A Conceptual Physics Lab	1		
SOC 210 Introduction to Sociology	3		
ISC 112 Industrial Safety **OR** WBL 110 World of Work **AND** WBL 111 Work-Based Learning I	2 1 0		

MINIMUM REQUIRED CREDIT HOURS: 66

D35130 – Electrical Systems Technology Diploma

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
BPR 111 Print Reading	2	ELC 115 Industrial Wiring	4
ELC 112 DC/AC Electricity	5	ELC 117 Motors and Controls	4
ELC 113 Residential Wiring	4	ELC 213 Instrumentation	4
ELC 118 National Electrical Code	2		
MAT 121 Algebra/Trigonometry I	3		

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SUMMER TERM	Hours Credit
ELC 128 Intro to PLC	3
ELC 215 Electrical Maintenance	3
ENG 111 Writing and Inquiry	3

MINIMUM REQUIRED CREDIT HOURS: 37

C35130B – Electrical Systems Technology – Construction Electrician Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
ELC 112 DC/AC Electricity	5	ELC 115 Industrial Wiring	4
ELC 113 Residential Wiring	4	ELC 118 National Electrical Code	2

MINIMUM REQUIRED CREDIT HOURS: 15

C35130C – Electrical Systems Technology – Control Electrician Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
BPR 111 Print Reading	2	ELC 117 Motors and Controls	4
ELC 112 DC/AC Electricity	5	ELC 213 Instrumentation	4

SUMMER TERM	Hours Credit
ELC 128 Intro to PLC	3

MINIMUM REQUIRED CREDIT HOURS: 18

C35130M – Electrical Systems Technology – Maintenance Electrician Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
ELC 112 DC/AC Electricity	5	ELC 117 Motors and Controls	4
ELC 113 Residential Wiring	4	ELC 118 National Electrical Code	2

SUMMER TERM	Hours Credit
ELC 215 Electrical Maintenance	3

MINIMUM REQUIRED CREDIT HOURS: 18

Electronics Engineering Technology

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

A40200 – Electronics Engineering Technology Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	COM 231 Public Speaking	3
ELC 131 Circuit Analysis I	4	EGR 131 Intro to Electronics Tech	2
ELC 131A Circuit Analysis I Lab	1	ELC 127 Software for Technicians	2
ENG 111 Writing and Inquiry	3	ELN 131 Analog Electronics I	4
MAT 121 Algebra/Trigonometry I	3		

FIRST SUMMER TERM	Hours Credit	SECOND FALL SEMESTER	Hours Credit
CIS 110 Introduction to Computers	3	CTS 120 Hardware/Software Support	3
ELC 128 Intro to PLC	3	ELC 228 PLC Applications	4
ELN 132 Analog Electronics II	4	ELN 133 Digital Electronics	4
		SOC 210 Introduction to Sociology	3

SECOND SPRING SEMESTER	Hours Credit	SECOND SUMMER TERM	Hours Credit
CTI 120 Network and Security Foundation	3	ELN 275 Troubleshooting	2
ELN 232 Introduction to Microprocessors	4	WBL 110 World of Work	1
HUM 115 Critical Thinking	3	WBL 111 Work-Based Learning I	1
PHY 110 Conceptual Physics	3		
PHY 110A Conceptual Physics Lab	1		

MINIMUM REQUIRED CREDIT HOURS: 65

Industrial Systems Technology

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

A50240F – Industrial Systems Technology – Facilities Maintenance Technology Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	CIS 110 Introduction to Computers	3
ELC 112 DC/AC Electricity	5	COM 231 Public Speaking	3
ENG 111 Writing and Inquiry	3	ELC 117 Motors and Controls	4
MAT 121 Algebra/Trigonometry I	3	ISC 112 Industrial Safety	2
MNT 110 Intro to Maintenance Procedures	2		

FIRST SUMMER TERM	Hours Credit	SECOND FALL SEMESTER	Hours Credit
ELC 128 Intro to PLC	3	AHR 110 Intro to Refrigeration	5
HUM 115 Critical Thinking	3	BPR 111 Print Reading	2
HYD 110 Hydraulics/Pneumatics I	3	MEC 111 Machine Processes I	3
WLD 112 Basic Welding Processes	2		

SECOND SPRING SEMESTER	Hours Credit	SECOND SUMMER TERM	Hours Credit
AHR 112 Heating Technology	4	ELC 215 Electrical Maintenance	3
MNT 230 Pumps & Piping Systems	2	PLU 111 Intro to Basic Plumbing	2
MNT 240 Industrial Equip Troubleshooting	2	SOC 210 Introduction to Sociology	3
WLD 121 GMAW (MIG) FCAW/Plate	4		

MINIMUM REQUIRED CREDIT HOURS: 67

A50240A – Industrial Systems Technology – Advanced Manufacturing Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	CIS 110 Introduction to Computers	3
ELC 112 DC/AC Electricity	5	ELC 117 Motors and Controls	4
ENG 111 Writing and Inquiry	3	ISC 112 Industrial Safety	2
MAT 121 Algebra/Trigonometry I	3	PHY 110 Conceptual Physics	3
MNT 110 Intro to Maintenance Procedures	2	PHY 110A Conceptual Physics Lab	1

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FIRST SUMMER TERM	Hours Credit	SECOND FALL SEMESTER	Hours Credit
ELC 128 Intro to PLC	3	BPR 111 Print Reading	2
HUM 115 Critical Thinking	3	ELC 228 PLC Applications	4
HYD 110 Hydraulics/Pneumatics I	3	MAC 121 Introduction to CNC	2
WLD 112 Basic Welding Processes	2	MEC 111 Machine Processes I	3

SECOND SPRING SEMESTER	Hours Credit	SECOND SUMMER TERM	Hours Credit
ELC 213 Instrumentation	4	COM 231 Public Speaking	3
MNT 230 Pumps & Piping Systems	2	ELC 215 Electrical Maintenance	3
MNT 240 Industrial Equip Troubleshooting	2	SOC 210 Introduction to Sociology	3
WLD 121 GMAW (MIG) FCAW/Plate	4		

MINIMUM REQUIRED CREDIT HOURS: 70

C50240C – Industrial Systems Technology – HVAC Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
AHR 110 Introduction to Refrigeration	5	AHR 112 Heating Technology	4
MNT 110 Intro to Maintenance Procedures	2	ISC 112 Industrial Safety	2

MINIMUM REQUIRED CREDIT HOURS: 13

C50240M – Industrial Systems Technology – Maintenance Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
BPR 111 Print Reading	2	ISC 112 Industrial Safety	2
MEC 111 Machine Processes I	3	MNT 230 Pumps and Piping Systems	2
MNT 110 Intro to Maintenance Procedures	2		

SUMMER TERM	Hours Credit
PLU 111 Intro to Basic Plumbing	2

MINIMUM REQUIRED CREDIT HOURS: 13

Welding Technology

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

C50420 – Welding Technology Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
WLD 115 SMAW (Stick) Plate	5	WLD 121 GMAW (MIG) FCAW Plate	4
WLD 141 Symbols & Specifications	3	WLD 131 GTAW (TIG) Plate	4

SUMMER TERM	Hours Credit
WLD 112 Basic Welding Processes	2

MINIMUM REQUIRED CREDIT HOURS: 18

Business and Entrepreneurship

Accounting and Finance

The Accounting and Finance curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting and finance profession. Accountants and finance professionals assemble and analyze, process, and communicate essential information about financial operations. Graduates should qualify for entry-level accounting and finance positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies.

A25800 – Accounting and Finance Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	ACC 121 Principles of Managerial Accounting	4
ACC 120 Principles of Financial Accounting	4	ACC 131 Federal Income Taxes	3
BUS 110 Introduction to Business	3	ACC 140 Payroll Accounting	2
CIS 110 Introduction to Computers	3	ACC 149 Intro to Accounting Spreadsheets	2
ENG 111 Writing and Inquiry	3	BUS 115 Business Law I	3
MAT 143 Quantitative Literacy	3		

SUMMER TERM	Hours Credit
ECO 251 Principles of Microeconomics **OR**	3
ECO 252 Principles of Macroeconomics	3
HUM 115 Critical Thinking	3
PSY 150 General Psychology	3

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
ACC 215 Ethics in Accounting	3	ACC 150 Accounting Software Applications	2
ACC 220 Intermediate Accounting I	4	ACC 221 Intermediate Accounting II	4
ACC 240 Government & Not-for-Profit Acct	3	ACC 227 Practices in Accounting	3
BUS 225 Business Finance	3	WBL 110 World of Work	1
COM 231 Public Speaking	3	WBL 111 Work-Based Learning I	1

MINIMUM REQUIRED CREDIT HOURS: 67

Business Administration

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

A25120 – Business Administration Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	ACC 120 Principles of Financial Accounting	4
BUS 110 Introduction to Business	3	BUS 115 Business Law I	3
CIS 110 Introduction to Computers	3	BUS 137 Principles of Management	3
ENG 111 Writing and Inquiry	3	HUM 115 Critical Thinking	3
MAT 143 Quantitative Literacy	3		

SUMMER TERM	Hours Credit	SECOND FALL SEMESTER	Hours Credit
COM 231 Public Speaking	3	BUS 217 Employment Law and Regulations	3
ECO 251 Principles of Microeconomics **OR**	3	BUS 225 Business Finance	3
ECO 252 Principles of Macroeconomics	3	INT 110 International Business	3
PSY 150 General Psychology	3	MKT 120 Principles of Marketing	3
		Major Elective	TBD

SECOND SPRING SEMESTER	Hours Credit
BUS 153 Human Resource Management	3
BUS 239 Business Applications Capstone	3
BUS 255 Organizational Behavior in Business **OR**	3
BUS 270 Professional Development	3
CTS 130 Spreadsheet **OR**	3
DBA 110 Database Concepts	3
Major Elective	TBD

MINIMUM REQUIRED CREDIT HOURS: 65

C25120A – Business Administration – Business Core Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
ACC 120 Principles of Financial Accounting	4	BUS 115 Business Law I	3
BUS 110 Introduction to Business	3	ECO 251 Principles of Microeconomics **OR**	3
BUS 137 Principles of Management	3	ECO 252 Principles of Macroeconomics	3

MINIMUM REQUIRED CREDIT HOURS: 16

C25120E – Business Administration – Entrepreneurship Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
BUS 110 Introduction to Business	3	BUS 115 Business Law I	3
BUS 139 Entrepreneurship I	3	BUS 245 Entrepreneurship II	3
MKT 120 Principles of Marketing	3		

MINIMUM REQUIRED CREDIT HOURS: 15

C25120H – Business Administration – Human Resources Management

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
BUS 110 Introduction to Business	3	BUS 153 Human Resource Management	3
BUS 217 Employment Law and Regulations	3	BUS 234 Training and Development	3
		BUS 255 Organizational Behavior in Business	3

MINIMUM REQUIRED CREDIT HOURS: 15

C25120B – Business Administration – Management Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
ACC 120 Principles of Financial Accounting	4	BUS 137 Principles of Management	3
BUS 110 Introduction to Business	3	BUS 153 Human Resource Management	3
BUS 217 Employment Law and Regulations	3		

MINIMUM REQUIRED CREDIT HOURS: 16

C25120M – Business Administration – Marketing Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
BUS 110 Introduction to Business	3	BUS 137 Principles of Management	3
MKT 120 Principles of Marketing	3	MKT 220 Advertising and Sales Promotion	3
MKT 123 Fundamentals of Selling	3		

MINIMUM REQUIRED CREDIT HOURS: 15

Paralegal Technology

The Paralegal Technology curriculum prepares individuals to work under the supervision of attorneys by performing routine legal tasks and assisting with substantive legal work. A paralegal/legal assistant may not practice law, give legal advice, or represent clients in a court of law. Graduates are trained to assist attorneys in probate work, investigations, public records search, drafting and filing legal documents, research, and office management. Employment opportunities are available in private law firms, governmental agencies, banks, insurance agencies, and other business organizations.

A25380 – Paralegal Technology Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	ACC 115 College Accounting **OR** ACC 120 Principles of Financial Accounting	4 4
ENG 111 Writing and Inquiry	3	LEX 140 Civil Litigation I	3
ENG 112 Writing/Research in the Disciplines	3	LEX 141 Civil Litigation II	3
LEX 110 Intro to Paralegal Study	2	LEX 150 Commercial Law I	3
LEX 120 Legal Research/Writing I	3	LEX 180 Case Analysis & Reasoning	2
LEX 121 Legal Research/Writing II	3	LEX 220 Corporate Law	2

SUMMER TERM	Hours Credit
LEX 130 Civil Injuries	3
LEX 240 Family Law	3
LEX 270 Law Office Mgmt/Technology	2
LEX 280 Ethics & Professionalism	2

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
CIS 110 Introduction to Computers	3	HUM 115 Critical Thinking	3
COM 231 Public Speaking	3	LEX 160 Criminal Law & Procedure	3
LEX 210 Real Property I	3	LEX 287 CLA Review Seminar	2
LEX 250 Wills, Estates, & Trusts	3	LEX 282 Immigration Law **OR** WBL 110 World of Work **AND** WBL 111 Work-Based Learning I	2 1 1
PSY 150 General Psychology	3	MAT 143 Quantitative Literacy	3

MINIMUM REQUIRED CREDIT HOURS: 70

D25380 – Paralegal Technology Diploma

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ENG 111 Writing and Inquiry	3	LEX 140 Civil Litigation I	3
ENG 112 Writing/Research in the Disciplines	3	LEX 141 Civil Litigation II	3
LEX 110 Intro to Paralegal Study	2	LEX 150 Commercial Law I	3
LEX 120 Legal Research/Writing I	3	LEX 160 Criminal Law & Procedure	3
LEX 121 Legal Research/Writing II	3	LEX 220 Corporate Law	2

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SUMMER TERM	Hours Credit	SECOND FALL SEMESTER	Hours Credit
LEX 130 Civil Injuries	3	ACC 115 College Accounting **OR** ACC 120 Principles of Financial Accounting	4 4
LEX 240 Family Law	3	LEX 210 Real Property I	3
LEX 280 Ethics & Professionalism	2	LEX 250 Wills, Estates, & Trusts	3

MINIMUM REQUIRED CREDIT HOURS: 46

Creative and Liberal Arts

Associate in General Education

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

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

A10300 – Associate in General Education Degree

FIRST SEMESTER	Hours Credit	SECOND SEMESTER	Hours Credit
ACA 122 Transfer and Career Success	1	Additional Communications	3
Communications	3	Humanities/Fine Arts	3
Natural Sciences/Mathematics	3-4	Elective	3
Social/Behavioral Sciences	3	Elective	3
Elective	3	Elective	3

THIRD SEMESTER	Hours Credit	FOURTH SEMESTER	Hours Credit
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3
Elective	3	Elective	3

FIFTH SEMESTER	Hours Credit
Elective	2
Elective	2
Elective	3

MINIMUM REQUIRED CREDIT HOURS: 64

Community Spanish Interpreter - Medical Interpreting

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

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

D55370M – Community Spanish Interpreter – Medical Diploma

Note: This is a summer start program.

FIRST SUMMER TERM	Hours Credit	FIRST FALL SEMESTER	Hours Credit
COM 231 Public Speaking	3	ENG 111 Writing and Inquiry	3
SPA 111 Elementary Spanish I	3	SPA 112 Elementary Spanish II	3
SPA 181 Spanish Lab 1	1	SPA 182 Spanish Lab 2	1

FIRST SPRING SEMESTER	Hours Credit	SECOND SUMMER TERM	Hours Credit
MED 121 Medical Terminology I	3	MED 122 Medical Terminology II	3
SPA 211 Intermediate Spanish I	3	SPA 212 Intermediate Spanish II	3

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
SPA 221 Spanish Conversation **OR**	3	SPA 221 Spanish Conversation **OR**	3
SPA 231 Reading and Composition	3	SPA 231 Reading and Composition	3
SPI 111 Cultural & Ethical Issues	3	SPI 221 Consecutive Interpretation I	3
SPI 213 Review of Grammar	3	SPI 222 Consecutive Interpretation II	3
SPI 243 Medical Interpreting I	3	SPI 245 Community Interpreting I	3

MINIMUM REQUIRED CREDIT HOURS: 47

C55370M – Community Spanish Interpreter – Medical Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
MED 121 Medical Terminology I	3	MED 122 Medical Terminology II	3
SPI 111 Cultural & Ethical Issues	3	SPI 221 Consecutive Interpretation I	3
SPI 243 Medical Interpreting I	3	SPI 222 Consecutive Interpretation II	3

MINIMUM REQUIRED CREDIT HOURS: 18

Community Spanish Interpreter - Public Service Interpreting

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

D55370F – Community Spanish Interpreter – Public Service Diploma

Note: This is a summer start program.

FIRST SUMMER TERM	Hours Credit	FIRST FALL SEMESTER	Hours Credit
COM 231 Public Speaking	3	ENG 111 Writing and Inquiry	3
SPA 111 Elementary Spanish I	3	SPA 112 Elementary Spanish II	3
SPA 181 Spanish Lab 1	1	SPA 182 Spanish Lab 2	1

FIRST SPRING SEMESTER	Hours Credit	SECOND SUMMER TERM	Hours Credit
SPA 211 Intermediate Spanish I	3	SPA 212 Intermediate Spanish II	3
Major Elective	3	Major Elective	3

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
SPA 221 Spanish Conversation **OR** SPA 231 Reading and Composition	3 3	SPA 221 Spanish Conversation **OR** SPA 231 Reading and Composition	3 3
SPI 113 Intro to Spanish Interpreting	3	SPI 241 Legal Interpreting I	3
SPI 114 Analytical Skills Span. Inter.	3	SPI 245 Community Interpreting I	3
SPI 213 Review of Grammar	3		
SPI 214 Intro to Translation	3		

MINIMUM REQUIRED CREDIT HOURS: 47

C55370F – Community Spanish Interpreter – Public Service Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
SPI 113 Intro to Spanish Interpreting	3	SPI 241 Legal Interpreting I	3
SPI 114 Analytical Skills Span. Inter.	3	SPI 245 Community Interpreting I	3
SPI 213 Review of Grammar	3		
SPI 214 Intro to Translation	3		

MINIMUM REQUIRED CREDIT HOURS: 18

Early Childhood Education

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

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

A55220NT – Early Childhood Education Non-Transfer Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	EDU 131 Child, Family, and Community	3
EDU 119 Intro to Early Child Education	4	EDU 145 Child Development II	3
EDU 144 Child Development I	3	EDU 146 Child Guidance	3
EDU 153 Health, Safety and Nutrition	3	ENG 112 Writing/Research in the Disciplines **OR** COM 231 Public Speaking	3 3
ENG 111 Writing and Inquiry	3	Natural Sciences/Mathematics Elective	3-4

SUMMER TERM	Hours Credit
EDU 162 Observe & Assess in ECE	3
EDU 234 Infants, Toddlers, and Twos	3
PSY 150 General Psychology	3

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
EDU 151 Creative Activities	3	Additional Social/Behavioral Sciences	3
EDU 221 Children with Exceptionalities	3	EDU 262 Early Childhood Administration II	3
EDU 259 Curriculum Planning	3	EDU 280 Language/Literacy Experiences	3
EDU 261 Early Childhood Administration I	3	EDU 284 Early Child Capstone Practicum	4
Humanities/Fine Arts Elective	3		

MINIMUM REQUIRED CREDIT HOURS: 66

A55220TR – Early Childhood Education Transfer Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	EDU 131 Child, Family, and Community	3
EDU 119 Intro to Early Child Education	4	EDU 145 Child Development II	3
EDU 144 Child Development I	3	EDU 146 Child Guidance	3
EDU 153 Health, Safety and Nutrition	3	ENG 112 Writing/Research in the Disciplines	3
ENG 111 Writing and Inquiry	3	MAT 143 Quantitative Literacy	3

SUMMER TERM	Hours Credit
BIO 110 Principles of Biology	4
EDU 234 Infants, Toddlers, and Twos	3
PSY 150 General Psychology	3

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
COM 231 Public Speaking	3	Additional Social/Behavioral Sciences	3
EDU 151 Creative Activities	3	EDU 280 Language/Literacy Experiences	3
EDU 221 Children with Exceptionalities	3	EDU 284 Early Child Capstone Practicum	4
Humanities/Fine Arts Elective	3	Natural Science Transfer Specialty Elective	4
EDU 250 Teacher Licensure Preparation **OR** EDU 261 Early Childhood Administration I	3 3	EDU 216 Foundations of Education **OR** EDU 262 Early Childhood Administration II	3 3

MINIMUM REQUIRED CREDIT HOURS: 71

C55850 – Early Childhood Education – Administration Certificate

FALL OR SPRING SEMESTER	Hours Credit
EDU 119 Intro to Early Childhood Education	4
EDU 131 Child, Family, and Community	3
EDU 153 Health, Safety and Nutrition	3
EDU 261 Early Childhood Administration I	3
EDU 262 Early Childhood Administration II	3

MINIMUM REQUIRED CREDIT HOURS: 16

C55860 – Early Childhood Education – Preschool Certificate

FALL OR SPRING SEMESTER	Hours Credit
EDU 119 Intro to Early Childhood Education	4
EDU 131 Child, Family, and Community	3
EDU 145 Child Development II	3
EDU 146 Child Guidance	3
EDU 153 Health, Safety and Nutrition	3

MINIMUM REQUIRED CREDIT HOURS: 16

C55290 – Early Childhood Education – Infant/Toddler Care Certificate

FALL OR SPRING SEMESTER	Hours Credit
EDU 119 Intro to Early Childhood Education	4
EDU 131 Child, Family, and Community	3
EDU 144 Child Development I	3
EDU 153 Health, Safety and Nutrition	3
EDU 234 Infants, Toddlers, and Twos	3

MINIMUM REQUIRED CREDIT HOURS: 16

C55390 – Elementary Education Residency Licensure Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
EDU 270 Effective Instructional Enviro	2	EDU 272 Technology, Data, and Assess	3
EDU 277 Integr CU Inst: Math/Science	3	EDU 278 Integr CU Inst: Soc Stu/ELA	3
EDU 279 Literacy Develop and Instruct	4	EDU 283 Educator Preparation Practicum	3

MINIMUM REQUIRED CREDIT HOURS: 18

Health and Wellness

Anesthesia Technology

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

A45330 – Anesthesia Technology Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	ATC 115 The Anesthesia Machine	4
ATC 110 Intro to Anesthesia Technology	3	ATC 210 Anesthesia Monitoring Equipment	5
ATC 112 Anesthesia Pharmacology	3	BIO 169 Anatomy and Physiology II	4
BIO 168 Anatomy and Physiology I	4		
ENG 111 Writing and Inquiry	3		
MED 121 Medical Terminology I	3		

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

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
ATC 155 ATC Clinical Practice II	4	ATC 250 Clinical Applications I	8
BIO 271 Pathophysiology	3	ATC 280 ATC Professional Practice	3
ENG 112 Writing/Research in the Disciplines	3	PHI 240 Introduction to Ethics	3
PSY 150 General Psychology	3		

MINIMUM REQUIRED CREDIT HOURS: 68

Clinical Research

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

Please note that the program includes daytime fieldwork rotations.

A45190 – Clinical Research Associate Degree

Note: This program has both a Fall start and a Spring start. Listed below is the Fall Start program.

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	BIO 169 Anatomy and Physiology II	4
BIO 168 Anatomy and Physiology I	4	CTR 115 Clinical Research Regulations	3
CTR 110 Introduction to Clinical Research	3	PHI 240 Introduction to Ethics	3
CTR 112 Clinical Research Terminology	3	ENG 112 Writing/Research in the Disciplines	3
ENG 111 Writing and Inquiry	3		

FIRST SUMMER TERM	Hours Credit	SECOND FALL SEMESTER	Hours Credit
BIO 271 Pathophysiology	3	PSY 150 General Psychology	3
CTR 210 Introduction to Clinical Data	3	CTR 130 Clinical Research Management	4
		CTR 220 Research Site Management	4
		Major Elective	2-4

SECOND SPRING SEMESTER	Hours Credit	SECOND SUMMER TERM	Hours Credit
CTR 120 Research Protocol Design	3	CTR 250 Research Fieldwork II	8
CTR 150 Research Fieldwork I	5	PHM 125 Pharmacology II	3
CTR 281 Professional Practice	3		
PHM 120 Pharmacology I	3		

MINIMUM REQUIRED CREDIT HOURS: 71

C45190I – Clinical Research – Core Competencies Certificate

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

Note: This program has both a Fall start and a Spring start.

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
CTR 110 Introduction to Clinical Research	3	CTR 130 Clinical Research Management	4
CTR 115 Clinical Research Regulations	3	CTR 220 Research Site Management	4
CTR 210 Introduction to Clinical Data	3		

MINIMUM REQUIRED CREDIT HOURS: 17

C45190MC – Clinical Research – Data Management Certificate

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

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
CTR 110 Introduction to Clinical Research	3	CTR 217 EDC Application Development	3
CTR 210 Introduction to Clinical Data	3	CTR 225 Data Collection	2
CTR 215 Data Management Concepts	2	CTR 230 Data Trends and Reporting	2

MINIMUM REQUIRED CREDIT HOURS: 15

Medical Assisting

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

Note: The following are summer start programs.

A45400 – Medical Assisting Associate Degree

FIRST SUMMER TERM	Hours Credit	FIRST FALL SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	BIO 163 Basic Anatomy & Physiology	5
COM 231 Public Speaking	3	MAT 110 Math Measurement & Literacy	3
ENG 111 Writing and Inquiry	3	MED 110 Orientation to Med Assist	1
MED 121 Medical Terminology I	3	MED 118 Medical Law and Ethics	2
		MED 122 Medical Terminology II	3
		MED 130 Admin Office Proc I	2

FIRST SPRING SEMESTER	Hours Credit	SECOND SUMMER TERM	Hours Credit
MED 131 Admin Office Proc II	2	MED 260 Medical Clinical Practicum	5
MED 140 Exam Room Procedures I	5	MED 264 Medical Assisting Overview	2
MED 150 Laboratory Procedures I	5		
MED 272 Drug Therapy	3		

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
BIO 155 Nutrition	3	MED 270 Symptomatology	3
ENG 112 Writing/Research in the Disciplines	3	PSY 150 General Psychology	3
MED 138 Infection/Hazard Control	2	Humanities/Fine Arts Elective	3
MED 232 Medical Insurance Coding	2		

MINIMUM REQUIRED CREDIT HOURS: 67

D45400 – Medical Assisting Diploma

FIRST SPRING SEMESTER	Hours Credit	FIRST SUMMER TERM	Hours Credit
BIO 163 Basic Anatomy & Physiology	5	MED 110 Orientation to Med Assist	1
ENG 111 Writing and Inquiry	3	MED 118 Medical Law and Ethics	2
MAT 110 Math Measurement & Literacy	3	MED 121 Medical Terminology I	3

FIRST FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
MED 122 Medical Terminology II	3	MED 140 Exam Room Procedures I	5
MED 130 Admin Office Proc I	2	MED 150 Laboratory Procedures I	5
MED 131 Admin Office Proc II	2	MED 272 Drug Therapy	3

SECOND SUMMER TERM	Hours Credit
MED 260 Medical Clinical Practicum	5
MED 264 Medical Assisting Overview	2

MINIMUM REQUIRED CREDIT HOURS: 44

Medical Product Safety and Pharmacovigilance

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

C45810 – Medical Product Safety and Pharmacovigilance Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
MSP 110 Intro. to Medical Product Safety	3	MSP 120 Safety Reporting	3
MSP 115 Medical Product Safety Regulations	3	MSP 130 Safety Systems & Processes	4

SUMMER TERM	Hours Credit
MSP 220 Signal Detection & Risk Assess.	4

MINIMUM REQUIRED CREDIT HOURS: 17

Nursing

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

A45110 – Associate Degree Nursing

The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential. Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual.

Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence- based practice, quality improvement, and informatics. Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include positions within acute, chronic, extended, industrial, and community health care facilities.

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	BIO 169 Anatomy and Physiology II	4
BIO 168 Anatomy and Physiology I	4	NUR 112 Health-Illness Concepts	5
ENG 111 Writing and Inquiry	3	NUR 114 Holistic Health Concepts	5
NUR 111 Introduction to Health Concepts	8	PSY 241 Developmental Psychology	3
PSY 150 General Psychology	3		

SUMMER TERM	Hours Credit
BIO 271 Pathophysiology	3
NUR 212 Health System Concepts	5

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
ENG 112 Writing/Research in the Disciplines	3	NUR 213 Complex Health Concepts	10
NUR 113 Family Health Concepts	5	Humanities/Fine Arts Elective	3
NUR 211 Health Care Concepts	5		

MINIMUM REQUIRED CREDIT HOURS: 70

A45110N – LPN to ADN Track

The LPN to ADN transition track is designed to allow currently Licensed Practical Nurses (LPNs) to further their education to earn an Associate Degree in Nursing (ADN). Graduates of the program are eligible to apply for the National Council Licensure Examination for the Registered Nurse (NCLEX-RN).

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

SUMMER TERM	Hours Credit	FALL SEMESTER	Hours Credit
BIO 168 Anatomy and Physiology I	4	BIO 169 Anatomy and Physiology II	4
ENG 111 Writing and Inquiry	3	ENG 112 Writing/Research in the Disciplines	3
NUR 214 Nursing Transition Concepts	4	NUR 113 Family Health Concepts	5
PSY 150 General Psychology	3	NUR 211 Health Care Concepts	5
		PSY 241 Developmental Psychology	3

SPRING SEMESTER	Hours Credit
BIO 271 Pathophysiology	3
NUR 213 Complex Health Concepts	10
Humanities/Fine Arts Elective	3

MINIMUM REQUIRED CREDIT HOURS: 50

A45660 – Practical Nursing Diploma

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

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
BIO 163 Basic Anatomy & Physiology **OR**	5	NUR 102 Practical Nursing II	10
BIO 168 Anatomy and Physiology I	4	PSY 150 General Psychology	3
ENG 111 Writing and Inquiry	3	BIO 169 Anatomy and Physiology II	4
MAT 110 Math Measurement & Literacy	3		
NUR 101 Practical Nursing I	11		

SUMMER TERM	Hours Credit
NUR 103 Practical Nursing III	9

MINIMUM REQUIRED CREDIT HOURS: 44

C45970 – Nurse Aide Certificate

FALL SEMESTER	Hours Credit
HSC 110 Orientation to Health Careers	1
MED 121 Medical Terminology I	3
MED 122 Medical Terminology II	3
NAS 111 Nurse Aide I	6

MINIMUM REQUIRED CREDIT HOURS: 13

Occupational Therapy Assistant

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

Acceptance for admission is conducted on a first-come, first-served basis after admission requirements are met. All eligible students may take non-OTA prefix courses as soon as they complete college admission requirements for curriculum students. Students may elect to complete the program on an extended part-time basis, with faculty consultation; however, full-time clinical internships are a critical part of the OTA training program and must be completed within 18 months of other class work to successfully complete the program. Clinical sites are spread throughout the region, and reliable transportation is essential.

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

The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

A45500 – Occupational Therapy Assistant Associate Degree

Note: This is a Summer Start program.

FIRST SUMMER TERM	Hours Credit	FIRST FALL SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	BIO 169 Anatomy and Physiology II	4
BIO 168 Anatomy and Physiology I	4	ENG 112 Writing/Research in the Disciplines	3
ENG 111 Writing and Inquiry	3	OTA 120 OT Media I	2
OTA 110 Fundamentals of OT	3	OTA 140 Professional Skills I	1
PSY 150 General Psychology	3	PSY 281 Abnormal Psychology	3

FIRST SPRING SEMESTER	Hours Credit	SECOND SUMMER TERM	Hours Credit
OTA 130 Assessment Skills	3	OTA 162 Fieldwork I - Placement 2	1
OTA 161 Fieldwork I - Placement 1	1	OTA 240 Professional Skills II	1
OTA 170 Physical Conditions	3	OTA 250 Adult Concepts & Interventions	3
OTA 180 Psychosocial Conditions	3	PSY 241 Developmental Psychology	3

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
OTA 150 Peds Concepts & Interventions	3	OTA 260 Level II Fieldwork- Placement 1	6
OTA 163 Fieldwork I - Placement 3	1	OTA 261 Level II Fieldwork- Placement 2	6
OTA 220 OT Media II	3	OTA 280 Professional Transitions	1
OTA 245 Professional Skills III	1		
Humanities/Fine Arts Elective	3		

MINIMUM REQUIRED CREDIT HOURS: 69

Opticianry

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

A45560 – Opticianry Associate Degree

Note: This program has both a Fall Start and a Spring Start.

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	BUS 110 Introduction to Business	3
ENG 111 Writing and Inquiry	3	OPH 111 Ophthalmic Lab I	3
MAT 110 Math Measurement & Literacy	3	OPH 121 Anatomy & Physiology-Eye	3
OPH 131 Optical Dispensing I	3	OPH 132 Optical Dispensing II	4
OPH 141 Optical Theory I	3	OPH 142 Optical Theory II	3
PSY 150 General Psychology	3		

SUMMER TERM	Hours Credit
BIO 110 Principles of Biology	4
ENG 112 Writing/Research in the Disciplines	3

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
OPH 112 Ophthalmic Lab II	3	OPH 215 Laboratory Proficiency	2
OPH 222 Optical Business Management	3	OPH 243 Technical Proficiency	3
OPH 233 Advanced Optical Procedures	4	OPH 262 Contact Lenses II	4
OPH 251 Optical Internship I	1	OPH 282 Optical Externship II	2
OPH 261 Contact Lenses I	4	Humanities/Fine Arts Elective	3

MINIMUM REQUIRED CREDIT HOURS: 68

C45520 – Optical Apprentice Certificate

FIRST SPRING SEMESTER	Hours Credit	FALL SEMESTER	Hours Credit
OPH 101 Math for Opticians	3	OPH 131 Optical Dispensing I	3
OPH 121 Anatomy & Physiology-Eye	3	OPH 141 Optical Theory I	3

SECOND SPRING SEMESTER	Hours Credit
OPH 102 Ophthalmic Lab Concepts	2
OPH 260 Basic Contact Lens Concepts	3

MINIMUM REQUIRED CREDIT HOURS: 17

Respiratory Therapy

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

The Durham Technical Community College Respiratory Therapy Program, CoARC program number 200027, AAS degree awarded, Durham NC, holds Continuing Accreditation from the Commission on Accreditation for Respiratory Care (www.coarc.com/)

A45720 – Respiratory Therapy Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	RCP 111 Therapeutics/Diagnostics	5
BIO 163 Basic Anatomy and Physiology	4	RCP 115 C-P Pathophysiology	2
ENG 111 Writing and Inquiry	3	RCP 122 Special Practice Lab	1
RCP 110 Intro to Respiratory Care	4	RCP 145 RCP Clinical Practice II	5
RCP 113 RCP Pharmacology	2		
RCP 114 C-P Anatomy & Physiology	3		
RCP 123 Special Practice Lab	1		

SUMMER TERM	Hours Credit
RCP 112 Patient Management	4
RCP 153 RCP Clinical Practice III	3

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
ENG 112 Writing/Research in the Disciplines	3	RCP 211 Advanced Monitoring/Procedures	4
PSY 150 General Psychology	3	RCP 215 Career Preparation	1
RCP 210 Critical Care Concepts	4	RCP 245 RCP Clinical Practice V	5
RCP 214 Neonatal/Peds RC	2	Humanities/Fine Arts Elective	3
RCP 223 Special Practice Lab	1		
RCP 235 RCP Clinical Practice IV	5		

MINIMUM REQUIRED CREDIT HOURS: 70

Restorative Dental Technology

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

A45280 – Restorative Dental Technology Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	DLT 123 Fixed Prosthodontics I	4
DLT 111 Dental Anatomy/Physiology	5	DLT 126 Fixed Prosthodontics II	4
DLT 114 Dental Materials	3	DLT 211 Advanced Complete Dentures	4
DLT 116 Complete Dentures	4	MAT 110 Math Measurement and Literacy	3
PHS 121 Applied Physical Science I	4		

SUMMER TERM	Hours Credit
DLT 119 Orthodontic Appliances	4
ENG 111 Writing and Inquiry*[GE]	3
Humanities/Fine Arts Elective*[GE]	3

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
DLT 118 Cast Partial Dentures	6	DLT 215 Advanced Partial Dentures	3
DLT 217 Fixed Prosthodontics III	4	DLT 219 Jurisprudence & Ethics	2
DLT 222 Fixed Prosthodontics IV	4	DLT 224 Dental Lab Practice	2
		ENG 112 Writing/Research in the Disciplines	3
		PSY 150 General Psychology	3

MINIMUM REQUIRED CREDIT HOURS: 69

C45280P – Restorative Dental Technology – Cast Partial Denture Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
DLT 114 Dental Materials	3	DLT 215 Advanced Partial Dentures	3
DLT 118 Cast Partial Dentures	6		

MINIMUM REQUIRED CREDIT HOURS: 12

C45280D – Restorative Dental Technology – Complete Dentures Techniques Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
DLT 111 Dental Anatomy/Physiology	5	DLT 211 Advanced Complete Dentures	4
DLT 114 Dental Materials	3	DLT 219 Jurisprudence & Ethics	2
DLT 116 Complete Dentures	4		

MINIMUM REQUIRED CREDIT HOURS: 18

C45280B – Restorative Dental Technology – Fixed Prosthodontics: Beginning Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
DLT 111 Dental Anatomy/Physiology	5	DLT 123 Fixed Prosthodontics I	4
DLT 114 Dental Materials	3	DLT 126 Fixed Prosthodontics II	4
		DLT 219 Jurisprudence & Ethics	2

MINIMUM REQUIRED CREDIT HOURS: 18

C45280C – Restorative Dental Technology – Fixed Prosthodontics: Advanced Certificate

FALL SEMESTER	Hours Credit
DLT 217 Fixed Prosthodontics III	4
DLT 222 Fixed Prosthodontics IV	4
PHS 121 Applied Physical Science I*	4

MINIMUM REQUIRED CREDIT HOURS: 12

Surgical Technology

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

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

A45740 – Surgical Technology Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	BIO 169 Anatomy and Physiology II	4
BIO 168 Anatomy and Physiology I	4	MED 122 Medical Terminology II	3
MED 121 Medical Terminology I	3	SUR 122 Surgical Procedures I	6
SUR 110 Introduction to Surgical Tech	3	SUR 123 Surgical Clinical Practice I	7
SUR 111 Perioperative Patient Care	7		

SUMMER TERM	Hours Credit
ENG 111 Writing and Inquiry	3
SUR 134 Surgical Procedures II	5
SUR 135 Surgical Clinical Practice II	4

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
COM 231 Public Speaking	3	PHI 240 Introduction to Ethics	3
PSY 150 General Psychology	3	SUR 137 Prof Success Preparation	1
SUR 211 Advanced Theoretical Concepts	2	SUR 210 Advanced Surgical Clinical Practice	2
SUR 212 Surgical Clinical Supplement	4		

MINIMUM REQUIRED CREDIT HOURS: 68

Human Services and Public Safety

Criminal Justice Technology

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

A55180 – Criminal Justice Technology Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
CJC 111 Introduction to Criminal Justice	3	CJC 141 Corrections	3
CJC 131 Criminal Law	3	CJC 212 Ethics & Community Relations	3
ENG 111 Writing and Inquiry	3	CJC 221 Investigative Principles	4
EPT 150 Incident Management	3	MAT 110 Math Measurement & Literacy **OR** MAT 143 Quantitative Literacy	3 3
PAD 251 Public Finance & Budgeting	3	Communications Elective	3

SUMMER TERM	Hours Credit
Humanities/Fine Arts Elective	3
Social/Behavioral Sciences Elective	3
Major Elective	TBD

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
CJC 112 Criminology	3	CJC 113 Juvenile Justice	3
CJC 121 Law Enforcement Operations	3	CJC 231 Constitutional Law	3
CJC 132 Court Procedure & Evidence	3	Major Elective	TBD
Major Elective	TBD	Major Elective	TBD

MINIMUM REQUIRED CREDIT HOURS: 64

C55180D – Criminal Justice and Digital Forensics Certificate

FALL SEMESTER	Hours Credit
CCT 110 Introduction to Cyber Crime	3
CCT 121 Computer Crime Investigations	4
CJC 111 Introduction to Criminal Justice	3
CJC 131 Criminal Law	3
CJC 132 Court Procedure & Evidence	3

MINIMUM REQUIRED CREDIT HOURS: 16

Emergency Medical Science

The Emergency Medical Science curriculum provides individuals with the knowledge, skills and attributes to provide advanced emergency medical care as a paramedic for critical and emergent patients who access the emergency medical system and prepares graduates to enter the workforce. Students will gain complex knowledge, competency, and experience while employing evidence-based practice under medical oversight and serve as a link from the scene into the healthcare system.

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

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

A45340 – Emergency Medical Science Associate Degree

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
BIO 168 Anatomy & Physiology I **OR**	4	BIO 169 Anatomy & Physiology II **OR**	4
BIO 163 Basic Anatomy and Physiology	5	MAT 110 Math Measurement & Literacy	3
EMS 210 Advanced Patient Assessment	2	Communications Elective	3
ENG 111 Writing and Inquiry	3	Humanities/Fine Arts Elective	3
Social Behavioral Elective	3		

National Registry or N.C. Paramedic Certification provides credit for the following courses:	Hours Credit
EMS 110 Emergency Medical Tech	9
EMS 122 EMS Clinical Practicum I	1
EMS 130 Pharmacology	4
EMS 131 Advanced Airway Management	2
EMS 160 Cardiology I	3
EMS 220 Cardiology II	3
EMS 221 EMS Clinical Practicum II	2
EMS 231 EMS Clinical Practicum III	3
EMS 240 Patients with Special Challenges	2
EMS 241 Clinical Practicum IV	4
EMS 250 Medical Emergencies	4
EMS 260 Trauma Emergencies	2
EMS 270 Life Span Emergencies	4
EMS 285 EMS Capstone	2

MINIMUM REQUIRED CREDIT HOURS: 67

Public Safety Administration

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

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

A55480 – Public Safety Administration Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ENG 111 Writing and Inquiry	3	MAT 110 Math Measurement & Literacy **OR** MAT 143 Quantitative Literacy	3 3
EPT 150 Incident Management	3	PAD 152 Ethics in Government	3
PAD 151 Intro to Public Admin	3	PAD 252 Public Policy Analysis	3
PAD 251 Public Finance & Budgeting	3	Communications Elective	3
Concentration Track	TBD	Concentration Track	TBD

SUMMER TERM	Hours Credit
Humanities/Fine Arts Elective*GE	3
Management Course	2-3
Social/Behavioral Sciences Elective*GE	3

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
PAD 254 Grant Writing	3	CJC 225 Crisis Intervention	3
Concentration Track	TBD	Concentration Track	TBD
Major Elective	TBD	Major Elective	TBD
Major Elective	TBD	Major Elective	TBD
		Major Elective	TBD

MINIMUM REQUIRED CREDIT HOURS: 64

C55480 – Public Safety Management Certificate

FIRST FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
PAD 151 Intro to Public Admin	3	PAD 152 Ethics in Government	3
PAD 251 Public Finance & Budgeting	3	PAD 252 Public Policy Analysis	3

SECOND FALL SEMESTER	Hours Credit
Management Course	2-3

MINIMUM REQUIRED CREDIT HOURS: 14

Social and Human Services

Social and Human Services AAS program prepares students for entry-level careers in social work, case management, and community advocacy. The program is designed for individuals seeking foundational knowledge in human services while developing skills to support individuals and families and promote community well-being. Coursework includes studies in human services foundations, case management, community resources, counseling and helping skills, ethics, and working with diverse populations. Students build practical skills in communication, client support, and service coordination while learning professional and culturally responsive practices.

Graduates will be prepared to support social service agencies, nonprofit organizations, healthcare providers, and community programs while helping meet North Carolina's growing demand for human services professionals. The program also offers transfer pathways to bachelor's degree programs in related fields.

A45380 – Social and Human Services Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 Transfer and Career Success	1	ENG 112 Writing/Research in the Disciplines	3
ENG 111 Writing and Inquiry	3	HSE 210 Diversity Ethics and Trends	3
HSE 110 Intro to Human Services	2	MAT 143 Quantitative Literacy	3
HSE 135 Orientation Lab I	1	MHA 140 Intro to Mental Health	3
SWK 111 Intro to Social Work	3	SAB 110 Intro to Social Work	3

SUMMER TERM	Hours Credit
HSE 123 Interview Techniques for Human Services	3
PHI 240 Introduction to Ethics	3
PSY 150 Intro to Psychology	3

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
HEA 110 Personal Health/Wellness	3	HSE 212 Group Dynamics	3
HSE 220 Case Management	3	HSE 225 Crisis and Intervention Principles	3
HSE 223 Counseling Theories and Skills	3	POL 120 American Government	3
HSE 250 Financial Services	2	SOC 210 Intro to Sociology	3
SWK 115 Community Resources	3	SOC 220 Social Problems	3

MINIMUM REQUIRED CREDIT HOURS: 64

Information Technology

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

Artificial Intelligence

Studies in artificial intelligence, machine learning, data analytics, programming for AI, natural language processing, and ethical considerations in AI. Designed for students seeking a strong foundation in AI principles, data-driven technologies, and the practical skills needed to develop and support intelligent systems across a variety of industries.

A25590R – Artificial Intelligence Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 Transfer and Career Success	1	BAS 120 Intro to Analytics	3
CIS 110 Introduction to Computers **OR** CIS 120 Hardware/Software Support	3 3	CSC 121 Python Programming	3
CTI 110 IT Foundations	3	CSC 221 Advanced Python Programming	3
CTI 120 Networking and Sec Foundations	3	MAT 152 Statistical Methods I	4
CTS 115 Information Systems Business Concepts	3	MAT 171 Precalculus Algebra	4
ENG 111 Writing and Inquiry	3		

SUMMER TERM	Hours Credit
ENG 112 Writing/Research in the Disciplines	3
Humanities/Fine Arts Elective	3

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
CSC 113 Artificial Intelligence Fundamentals	3	CSC 128 Chatbot Programming I	3
CSC 114 Artificial Intelligence I	3	CSC 161 Deep Learning	3
CSC 115 Machine Learning I	3	CSC 289 Programming Capstone Project	3
DBA 110 Database Concepts	3	WBL 110 World of Work **OR** WBL 111 Work-Based Learning I	3 3
DBA 120 Database Programming I	3	Social/Behavioral Sciences Elective	3

MINIMUM REQUIRED CREDIT HOURS: 68

C25590R – Artificial Intelligence Fundamentals Certificate

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 Transfer and Career Success	1	ENG 112 Writing/Research in the Disciplines	3
ENG 111 Writing and Inquiry	3	HSE 210 Diversity Ethics and Trends	3
HSE 110 Intro to Human Services	2	MAT 143 Quantitative Literacy	3

MINIMUM REQUIRED CREDIT HOURS: 15

Cybersecurity

Utilize various cybersecurity tools and technologies, including firewalls, intrusion detection systems, and encryption software; implement and manage security measures to protect computer systems and networks from cyber threats and attacks; and possess a comprehensive understanding of fundamental cybersecurity concepts such as risk management, ethical hacking, incident response, and security policy development.

A25590C – Cybersecurity Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	CCT 110 Introduction to Cyber Crime	3
CTI 110 IT Foundations	3	CSC 121 Python Programming	3
CTI 120 Network and Security Foundations	3	NET 125 Introduction to Networks	3
CTS 115 Information Systems Business Concepts	3	NET 126 Switching and Routing	3
CTS 120 Hardware/Software Support	3	SEC 110 Security Concepts	3
ENG 111 Writing and Inquiry	3		

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

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
CCT 121 Computer Crime Investigations	4	PSY 150 General Psychology	3
NET 225 Enterprise Networking	3	SEC 175 Perimeter Defense	3
NOS 120 Linux/UNIX Single User	3	SEC 210 Intrusion Detection	3
SEC 160 Security Administration I	3	WBL 110 World of Work	1
SEC 180 Information Assurance Principles	3	WBL 111 Work-Based Learning I	1

MINIMUM REQUIRED CREDIT HOURS: 67

C25590CS – Cybersecurity CCNA Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
CTI 120 Networking & Security Foundation	3	NET 126 Switching and Routing	3
NET 125 Introduction to Networks	3	NET 225 Enterprise Networking	3
SEC 110 Security Concepts	3	SEC 160 Security Administration I	3

MINIMUM REQUIRED CREDIT HOURS: 18

IT and Cloud Systems Administration

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

A25590A – IT and Cloud Systems Administration Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	CTI 140 Virtualization Concepts	3
CTI 110 IT Foundations	3	CTS 220 Advanced Hardware/Software Support	3
CTI 120 Network & Security Foundations	3	NET 125 Introduction to Networks	3
CTS 115 Information Systems Business Concepts	3	NOS 230 Windows Administration I	3
CTS 120 Hardware/Software Support	3	SEC 110 Security Concepts	3
ENG 111 Writing and Inquiry	3		

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

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
CTI 141 Cloud & Storage Concepts	3	NET 260 Internet Development & Support	3
CTI 240 Virtualization Admin I	3	NOS 125 Linux/Unix Scripting	3
MAT 143 Quantitative Literacy	3	NOS 220 Linux/Unix Administration I	3
NOS 120 Linux/UNIX Single User	3	NOS 232 Windows Administration III	3
NOS 231 Windows Administration II	3	WBL 110 World of Work	1
		WBL 111 Work-Based Learning I	1

MINIMUM REQUIRED CREDIT HOURS: 69

IT Service and Support

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of industry-recognized certification exams. Support computer hardware and software; provide user instruction or training; and implement procedures for system maintenance.

A25590H – IT Service and Support Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	CTI 140 Virtualization Concepts	3
CTI 110 IT Foundations	3	CTS 220 Advanced Hardware/Software Support	3
CTI 120 Network & Security Foundation	3	NET 125 Introduction to Networks	3
CTS 115 Information Systems Business Concepts	3	NOS 230 Windows Administration I	3
CTS 120 Hardware/Software Support	3	SEC 110 Security Concepts	3
ENG 111 Writing and Inquiry	3		

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

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
CTS 155 Tech Support Functions	3	CTS 217 Computer Training/Support	3
CTS 255 Advanced Tech Support Functions	3	NOS 125 Linux/Unix Scripting	3
MAT 143 Quantitative Literacy	3	NOS 220 Linux/Unix Administration I	3
NOS 120 Linux/UNIX Single User	3	WBL 110 World of Work	1
NOS 130 Windows Single User	3	WBL 111 Work-Based Learning I	1

MINIMUM REQUIRED CREDIT HOURS: 66

C25590HR – Computer Repair Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
CTI 110 IT Foundations	3	CTI 120 Network and Security Foundations	3
CTS 120 Hardware/Software Support	3	CTS 220 Advanced Hard/Software Support	3

MINIMUM REQUIRED CREDIT HOURS: 12

C25590SC – Computer Science Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
CSC 151 JAVA Programming	3	CSC 134 C++ Programming	3
CSC 251 Advanced JAVA Programming	3	CSC 249 Data Structure & Algorithms	3
MAT 171 Precalculus Algebra	4		

MINIMUM REQUIRED CREDIT HOURS: 16

Network Management

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

A25590N – Network Management Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	CSC 121 Python Programming	3
CTI 110 IT Foundations	3	CTS 220 Advanced Hardware/Software Support	3
CTI 120 Network & Security Foundation	3	NET 125 Introduction to Networks	3
CTS 115 Information Systems Business Concepts	3	NET 126 Switching and Routing	3
CTS 120 Hardware/Software Support	3	SEC 110 Security Concepts	3
ENG 111 Writing and Inquiry	3		

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

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
NET 225 Enterprise Networking	3	NET 115 Telecom for IT Professionals	3
NET 226 Network Programmability	3	NET 175 Wireless Technology	3
NOS 120 Linux/UNIX Single User	3	NOS 230 Windows Administration I	3
PSY 150 General Psychology	3	WBL 110 World of Work	1
SEC 160 Security Administration I	3	WBL 111 Work-Based Learning I	1

MINIMUM REQUIRED CREDIT HOURS: 66

Software Development

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

A25590S – Software Development Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	CSC 121 Python Programming	3
CIS 110 Introduction to Computers **OR** CTS 120 Hardware/Software Support	3 3	CSC 153 C# Programming	3
CTI 110 IT Foundations	3	CSC 253 Advanced C# Programming	3
CTI 120 Network & Security Foundations	3	MAT 143 Quantitative Literacy **OR** MAT 171 Precalculus Algebra	3 4
CTS 115 Information Systems Business Concepts	3	WEB 110 Web Development Fundamentals	3
ENG 111 Writing and Inquiry	3		

SUMMER TERM	Hours Credit
ENG 112 Writing/Research in the Disciplines	3
Humanities/Fine Arts Elective	3

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
CSC 151 JAVA Programming	3	CSC 118 Swift Programming I	3
CSC 251 Advanced JAVA Programming	3	CSC 152 SAS	3
DBA 110 Database Concepts	3	WBL 110 World of Work	1
DBA 120 Database Programming I	3	WBL 111 Work-Based Learning I	1
WEB 115 Web Markup and Scripting	3	Major Elective	3
		Social/Behavioral Sciences Elective	3

MINIMUM REQUIRED CREDIT HOURS: 66

C25590SV – Software Development Certificate

FALL SEMESTER	Hours Credit	SPRING SEMESTER	Hours Credit
CTI 110 IT Foundations	3	CSC 151 JAVA Programming	3
CSC 121 Python Programming	3	CSC 153 C# Programming	3
WEB 110 Web Development Fundamentals	3	DBA 110 Database Concepts	3

MINIMUM REQUIRED CREDIT HOURS: 18

Web Development

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

A25590W – Web Development Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	MAT 143 Quantitative Literacy **OR** MAT 171 Precalculus Algebra	3 4
CIS 110 Introduction to Computers **OR** CTS 120 Hardware/Software Support	3 3	WEB 110 Web Development Fundamentals	3
CTI 110 IT Foundations	3	WEB 111 Introduction to Web Graphics	3
CTI 120 Networking & Security Foundation	3	WEB 140 Web Development Tools	3
CTS 115 Information Systems Business Concepts	3	WEB 210 Web Design	3
ENG 111 Writing and Inquiry	3		

SUMMER TERM	Hours Credit
ENG 112 Writing/Research in the Disciplines	3
Humanities/Fine Arts Elective	3

SECOND SPRING SEMESTER	Hours Credit	SECOND SUMMER TERM	Hours Credit
CSC 121 Python Programming	3	CSC 118 Swift Programming I	3
DBA 110 Database Concepts	3	WBL 110 World of Work	1
DBA 120 Database Programming I	3	WBL 111 Work-Based Learning I	1
WEB 115 Web Markup and Scripting	3	WEB 250 Database Driven Websites	3
WEB 215 Advanced Markup and Scripting	3	NOS 120 Linux/UNIX Single User	3
		Social/Behavioral Sciences Elective	3

MINIMUM REQUIRED CREDIT HOURS: 66

Science and Math

Biotechnology

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

A20100 – Biotechnology Associate Degree

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	BIO 112 General Biology II	4
BIO 111 General Biology I	4	BTC 150 Bioethics	3
BTC 181 Basic Lab Techniques	4	ENG 112 Writing/Research in the Disciplines	3
CIS 110 Introduction to Computers	3	CHM 131 Intro to Chemistry **AND** CHM 131A Intro to Chemistry Lab **OR** CHM 151 General Chemistry I	3 1 4
ENG 111 Writing and Inquiry	3		

SUMMER TERM	Hours Credit
BIO 275 Microbiology	4
HUM 110 Technology and Society	3

SECOND FALL SEMESTER	Hours Credit	SECOND SPRING SEMESTER	Hours Credit
BTC 281 Bioprocess Techniques	4	BIO 250 Genetics	4
CHM 132 Organic and Biochemistry **OR** CHM 152 General Chemistry II	4 4	BTC 285 Cell Culture	4
MAT 121 Algebra/Trigonometry I	3	SOC 210 Introduction to Sociology	3
ISC 278 cGMP Quality Systems	2	WBL 110 World of Work	1
		WBL 111 Work-Based Learning I	1
		Major Elective	2-4

MINIMUM REQUIRED CREDIT HOURS: 64

Transferable Degrees

A10100 – Associate in Arts Degree

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

For more information, please see these links:

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

Note: Developmental courses may be required based on college placement and course requisites.

FIRST SEMESTER	Hours Credit	SECOND SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	ENG 112 Writing/Research in the Disciplines	3
ENG 111 Writing and Inquiry	3	Foreign Language II	4
Foreign Language I (if needed)	4	General Education Mathematics	4
UGETC Communications and Humanities/ Fine Arts	3	UGETC Natural Sciences	4
UGETC Mathematics	3-4		

THIRD SEMESTER	Hours Credit	FOURTH SEMESTER	Hours Credit
General Education Natural Sciences	4	Additional General Education	3
PHI 215 or PHI 240	3	Pre-Major Elective	3
Pre-Major Elective	3	Pre-Major Elective	3
UGETC Social/Behavioral Sciences	3	UGETC Communications and Humanities/ Fine Arts (200-Level ENG)	3
UGETC Social/Behavioral Sciences (HIS)	3	UGETC Social/Behavioral Sciences	3

MINIMUM REQUIRED CREDIT HOURS: 60

A1010T – Associate in Arts in Teacher Preparation Degree

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

For more information, please see these links:

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

Note: Developmental courses may be required based on college placement and course requisites.

FIRST SEMESTER	Hours Credit	SECOND SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	EDU 216 Foundations of Education	3
EDU 187 Teaching and Learning for All	4	ENG 112 Writing/Research in the Disciplines	3
ENG 111 Writing and Inquiry	3	PHI 215 or PHI 240	3
UGETC Communications and Humanities/ Fine Arts	3	UGETC Natural Sciences	4
UGETC Mathematics	3-4	UGETC Social/Behavioral Sciences	3

THIRD TERM	Hours Credit	FOURTH SEMESTER	Hours Credit
Additional General Education	3	Additional General Education	3
EDU 250 Teacher Licensure Preparation	3	Additional General Education	3
SOC 225 Social Diversity	3	Additional General Education	3
UGETC Communications and Humanities/ Fine Arts (200-Level ENG)	3	Additional General Education	3
UGETC Social/Behavioral Sciences (HIS)	3	EDU 279 Literacy Develop and Instruct	4

MINIMUM REQUIRED CREDIT HOURS: 60

A10500 – Associate in Engineering Degree

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

For more information, please see these links:

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

Note: Developmental courses may be required based on college placement and course requisites.

FIRST SEMESTER	Hours Credit	SECOND SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	CHM 151 General Chemistry I	4
ART 111 **OR** COM 231 (Recommended)	3 3	ENG 112 Writing/Research in the Disciplines	3
EGR 150 Intro to Engineering	2	MAT 272 Calculus II	4
ENG 111 Writing and Inquiry	3	PHY 251 General Physics I	4
MAT 271 Calculus I	4		
Other General Education (HUM 110 Recommended)	3		

THIRD TERM	Hours Credit	FOURTH SEMESTER	Hours Credit
MAT 273 Calculus III	4	ECO 251 Prin of Microeconomics	3
PHY 252 General Physics II	4	Humanities (PHI 240 Recommended)	3
Pre-Major Elective (DFT 170 Recommended)	3	Pre-Major Elective (EGR 220 Recommended)	3
Pre-Major Elective (MAT 280 Recommended)	3	Pre-Major Elective (MAT 285 Recommended)	3
		Social/Behavioral Sciences (PSY 150 Recommended)	3

MINIMUM REQUIRED CREDIT HOURS: 60

A10600 – Associate in Fine Arts in Visual Arts Degree

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

various media through a variety of studio art courses-beyond the core curriculum, including a flexible set of electives that allow students to prepare for a variety of specialties, from animation to sculpture.

For more information, please see these links:

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

Note: Developmental courses may be required based on college placement and course requisites.

FIRST SEMESTER	Hours Credit	SECOND SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	ART 115 Art History Survey II	3
ART 114 Art History Survey I	3	ART 122 Three-Dimensional Design	3
ART 131 Drawing I	3	ENG 112 Writing/Research in the Disciplines	3
ENG 111 Writing and Inquiry	3	Pre-Major Elective	4
UGETC Mathematics	3-4	UGETC Communications and Humanities/ Fine Arts	3

THIRD SEMESTER	Hours Credit	FOURTH SEMESTER	Hours Credit
ART 121 Two-Dimensional Design	3	Pre-Major Elective	3
Pre-Major Elective	3	Pre-Major Elective	3
UGETC Communications and Humanities/ Fine Arts (200-Level ENG)	3	Pre-Major Elective	3
UGETC Natural Sciences	4	Pre-Major Elective	3
UGETC Social/Behavioral Sciences (HIS)	3	UGETC Social/Behavioral Sciences	3

MINIMUM REQUIRED CREDIT HOURS: 60

A10400 – Associate in Science Degree

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

For more information, please see these links:

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

Note: Developmental courses may be required based on college placement and course requisites.

FIRST FALL SEMESTER	Hours Credit	SECOND SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	ENG 112 Writing/Research in the Disciplines	3
ENG 111 Writing and Inquiry	3	Foreign Language II	4
Foreign Language I (if needed)	4	UGETC Mathematics	4
UGETC Mathematics	4	UGETC Natural Sciences (second in sequence)	4
UGETC Natural Sciences (first in sequence)	4		

THIRD TERM	Hours Credit	FOURTH SEMESTER	Hours Credit
General Education Math/Science	4	General Education Math/Science	4
Pre-Major Elective	3-4	Pre-Major Elective	3
UGETC Communications and Humanities/ Fine Arts	3	Pre-Major Elective	3
UGETC Social/Behavioral Sciences	3	UGETC Communications and Humanities/ Fine Arts (PHI or 200-Level ENG)	3
		UGETC Social/Behavioral Sciences	3

MINIMUM REQUIRED CREDIT HOURS: 60

A1040T – Associate in Science in Teacher Preparation Degree

The Associate in Science Teacher Preparation (ASTP) prepares students who plan to transfer to a four-year university, major in Education and move into public teaching either as an elementary or middle school teacher. The AATP is specifically for students interested in teaching in science and mathematics fields. The degree consists of 60 semester hours of credit (SHC) of college transfer courses. Students in this program develop a broad liberal arts foundation in writing, math, science, humanities, and social sciences. They also complete field-specific training through a set of foundational Education courses.

For more information, please see these links:

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

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

FIRST FALL SEMESTER	Hours Credit	FIRST SPRING SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	EDU 216 Foundations of Education	3
EDU 187 Teaching and Learning for All	4	ENG 112 Writing/Research in the Disciplines	3
ENG 111 Writing and Inquiry	3	UGETC Mathematics	4
UGETC Mathematics	4	UGETC Natural Sciences (second in sequence)	4
UGETC Natural Sciences (first in sequence)	4		

FIRST SUMMER TERM	Hours Credit	SECOND FALL SEMESTER	Hours Credit
Additional General Education	3	Additional General Education	3
EDU 250 Teacher Licensure Preparation	3	Additional General Education	3
SOC 225 Social Diversity	3	Additional General Education	3
UGETC Communications and Humanities/ Fine Arts	3	EDU 279 Literacy Develop and Instruct	4
UGETC Social/Behavioral Sciences	3	UGETC Communications and Humanities/ Fine Arts (PHI or 200-Level ENG)	3

MINIMUM REQUIRED CREDIT HOURS: 60

A1030N – Associate in General Education – Nursing Degree

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

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

Note: Developmental courses may be required based on college placement and course requisites.

FIRST SEMESTER	Hours Credit	SECOND SEMESTER	Hours Credit
ACA 122 College Transfer Success	1	BIO 169 Anatomy and Physiology II	4
BIO 168 Anatomy and Physiology I	4	ENG 112 Writing/Research in the Disciplines	3
ENG 111 Writing and Inquiry	3	PSY 241 Developmental Psychology	3
MAT 152 Statistical Methods I	4	SOC 210 Introduction to Sociology	3
PSY 150 General Psychology	3	UGETC Humanities/Fine Arts	3

THIRD TERM	Hours Credit	FOURTH SEMESTER	Hours Credit
BIO 275 Microbiology	4	CHM 131 Intro to Chemistry **AND** CHM 131A Intro to Chemistry Lab **OR** CHM 151 General Chemistry I	3 1 4
ENG 231 American Literature I **OR** ENG 232 American Literature II	3 3	SOC 220 Social Problems **OR** SOC 225 Social Diversity	3 3
MAT 143 Quantitative Literacy **OR** MAT 171 Precalculus Algebra	3 4	UGETC Humanities/Fine Arts (PHI or HUM)	3
UGETC Social/Behavioral Sciences (HIS)	3	Elective	3-4
		Elective	3-4

MINIMUM REQUIRED CREDIT HOURS: 60

Course Descriptions

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

Academic Success (ACA)

ACA 122: Transfer & Career Success

This course introduces students to career and transfer opportunities while building skills for academic success, career exploration, and transfer preparation, ensuring readiness for success in community college and beyond. Topics include transfer agreements with public and independent institutions, programs and processes that facilitate transfer, and transfer tools and resources; career topics include career exploration and information and skills such as resume writing, portfolio development, and professional communication.

Upon completion, students will be able to identify the community college program that matches their transfer and career goals, navigate transfer policies and processes, use Transfer Guides, develop an academic plan for future success, and identify professional application materials.

Credit Hours: 1 | Contact Hours: 2

Accounting (ACC)

ACC 115: College Accounting

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

Credit Hours: 4 | Contact Hours: 3 (Lecture), 2 (Lab)

ACC 120: Prin of Financial Accounting

This course introduces business decision-making using accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making, and address ethical considerations.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 2 (Lab)

ACC 121: Prin of Managerial Accounting

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

Credit Hours: 4 | Contact Hours: 3 (Lecture), 2 (Lab)

ACC 131: Federal Income Taxes

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

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

ACC 140: Payroll Accounting

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

Credit Hours: 2 | Contact Hours: 1 (Lecture), 3 (Lab)

ACC 149: Intro to ACC Spreadsheets

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

Credit Hours: 2 | Contact Hours: 1 (Lecture), 3 (Lab)

ACC 150: Accounting Software Appl

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

Credit Hours: 2 | Contact Hours: 1 (Lecture), 3 (Lab)

ACC 215: Ethics in Accounting

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

Credit Hours: 3 | Contact Hours: 3

ACC 220: Intermediate Accounting I

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

Credit Hours: 4 | Contact Hours: 3 (Lecture), 2 (Lab)

ACC 221: Intermediate Acct II

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

Credit Hours: 4 | Contact Hours: 3 (Lecture), 2 (Lab)

ACC 227: Practices in Accounting

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

Credit Hours: 3 | Contact Hours: 3

ACC 240: Gov & Not-For-Profit Acct

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

Credit Hours: 3 | Contact Hours: 3

Air, Heating, & Refrigeration (AHR)

AHR 110: Intro to Refrigeration

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

Credit Hours: 5 | Contact Hours: 2 (Lecture), 6 (Lab)

AHR 112: Heating Technology

This course covers the fundamentals of heating systems. Topics include safety, instrumentation, system operating, efficiency testing, electrical power, and control systems. Upon completion, students should be able to perform maintenance, service, and testing for major components of a heating system.

Credit Hours: 4 | Contact Hours: 2 (Lecture), 4 (Lab)

Anthropology (ANT)

ANT 220: Cultural Anthropology

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

Credit Hours: 3 | Contact Hours: 3

Arabic (ARA)

ARA 111: Elementary Arabic I

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

Credit Hours: 3 | Contact Hours: 3

ARA 112: Elementary Arabic II

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

Credit Hours: 3 | Contact Hours: 3

ARA 181: Arabic Lab I

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

Credit Hours: 1 | Contact Hours: 2

ARA 182: Arabic Lab II

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

Credit Hours: 1 | Contact Hours: 2

ARA 211: Intermediate Arabic I

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

Credit Hours: 3 | Contact Hours: 3

Architecture (ARC)

ARC 111: Intro to Architectural Technology

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

Credit Hours: 3 | Contact Hours: 1 (Lecture), 4 (Lab)

ARC 112: Construction Materials & Methods

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

Credit Hours: 4 | Contact Hours: 3 (Lecture), 2 (Lab)

ARC 113: Residential Architectural Tech

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

Credit Hours: 3 | Contact Hours: 1 (Lecture), 4 (Lab)

ARC 114: Architectural CAD

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

Credit Hours: 2 | Contact Hours: 1 (Lecture), 3 (Lab)

ARC 131: Building Codes

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

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

ARC 132: Specifications & Contracts

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

Credit Hours: 2 | Contact Hours: 2

ARC 211: Light Construction Technology

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

Credit Hours: 3 | Contact Hours: 1 (Lecture), 6 (Lab)

ARC 212: Commercial Construction Technology

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

Credit Hours: 3 | Contact Hours: 1 (Lecture), 6 (Lab)

ARC 213: Design Project

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

Credit Hours: 4 | Contact Hours: 2 (Lecture), 6 (Lab)

ARC 220: Adv Architect CAD

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

Credit Hours: 2 | Contact Hours: 1 (Lecture), 3 (Lab)

ARC 230: Environmental Systems

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

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

ARC 235: Architectural Portfolio

This course covers the methodology for the creation of an architectural portfolio. Topics include preparation of

marketing materials and a presentation strategy using conventional and/or digital design media. Upon completion, students should be able to produce an architectural portfolio of selected projects.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

ARC 250: Survey of Architecture

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

Credit Hours: 3 | Contact Hours: 3

Art (ART)

ART 111: Art Appreciation

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media.

Credit Hours: 3 | Contact Hours: 3

ART 114: Art History Survey I

This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development.

Credit Hours: 3 | Contact Hours: 3

ART 115: Art History Survey II

This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development.

Credit Hours: 3 | Contact Hours: 3

ART 117: Non-Western Art History

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

Credit Hours: 3 | Contact Hours: 3

ART 121: Two-Dimensional Design

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

Credit Hours: 3 | Contact Hours: 6

ART 122: Three-Dimensional Design

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

Credit Hours: 3 | Contact Hours: 6

ART 131: Drawing I

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

Credit Hours: 3 | Contact Hours: 6

ART 132: Drawing II

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

Credit Hours: 3 | Contact Hours: 6

ART 135: Figure Drawing I

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

Credit Hours: 3 | Contact Hours: 6

ART 171: Digital Design I

This course is designed to introduce students to the elements and principles of design through the use of digital software. Emphasis is placed on developing composition and design skills using vector, raster, and time-based media. Upon completion, students should be able to identify and use tools in digital software, understand and utilize digital and artistic vocabulary, and employ the principles and elements of design to create artwork using digital means.

Credit Hours: 3 | Contact Hours: 6

ART 222: Wood Design I

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

Credit Hours: 3 | Contact Hours: 6

ART 240: Painting I
This course introduces the language of painting and the use of various painting materials. Emphasis is placed on the understanding and use of various painting techniques, media, and color principles. Upon completion, students should be able to demonstrate competence in the use of creative processes directed toward the development of expressive form.

Credit Hours: 3 | Contact Hours: 6

ART 244: Watercolor
This course introduces basic methods and techniques used in watercolor. Emphasis is placed on application, materials, content, and individual expression. Upon completion, students should be able to demonstrate a variety of traditional and nontraditional concepts used in watercolor media.

Credit Hours: 3 | Contact Hours: 6

ART 281: Sculpture I
This course provides an exploration of the creative and technical methods of sculpture with a focus on the traditional processes. Emphasis is placed on developing basic skills as they pertain to three-dimensional expression in various media. Upon completion, students should be able to show competence in a variety of sculptural approaches.

Credit Hours: 3 | Contact Hours: 6

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

Credit Hours: 3 | Contact Hours: 6

American Sign Language (ASL)

ASL 111: Elementary ASL I
This course introduces the fundamental elements of American Sign Language within a cultural context. Emphasis is placed on the development of basic expressive and receptive skills, as well as practical application through field experience and community engagement. Upon completion, students will be able to comprehend and respond with grammatical accuracy in expressive American Sign Language, demonstrate cultural awareness, and apply foundational ASL skills in real-world settings.

Credit Hours: 3 | Contact Hours: 3

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

demonstrate cultural awareness, and apply their skills in real-world communication settings.

Credit Hours: 3 | Contact Hours: 3

ASL 181: ASL Lab 1

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

Credit Hours: 1 | Contact Hours: 2

ASL 182: ASL Lab 2

This course provides an opportunity to enhance the acquisition of fundamental elements of American Sign Language. Emphasis is placed on the progressive development of basic expressive and receptive skills through the use of supplementary learning media and materials and community engagement.

Upon completion, students should be able to comprehend and respond to expressive American Sign Language with increasing proficiency and demonstrate cultural awareness.

Credit Hours: 1 | Contact Hours: 2

ASL 211: Intermediate ASL I

This course provides a review and expansion of the essential skills of American Sign Language. Emphasis is placed on the progressive development of expressive and receptive skills, study of authentic and representative literacy and cultural texts, and practical application through field experience. Upon completion, students should be able to communicate effectively, accurately, and creatively using American Sign Language about the past, present, and future, and apply their skills in real-world settings.

Credit Hours: 3 | Contact Hours: 3

Astronomy (AST)

AST 151: General Astronomy I

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

Credit Hours: 3 | Contact Hours: 3

AST 151A: General Astronomy I Lab

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

Credit Hours: 1 | Contact Hours: 2

Anesthesia Technology (ATC)

ATC 110: Intro to Anesthesia Technology

This course introduces the different roles in the Anesthesia Care Team, specifically the scope of practice and specific duties of the Anesthesia Technologist. Topics include role of the Anesthesia Technologist, scope of practice, standards of patient care, introduction to basic equipment and monitors, and types of anesthesia. Upon completion, students should be able to describe the roles and functions of the members of the anesthesia care team and have a basic knowledge of anesthesia and its associated equipment.

Credit Hours: 3 | Contact Hours: 3

ATC 112: Anesthesia Pharmacology

This course introduces anesthesia pharmacology, the drugs used for the induction and maintenance of anesthesia, and the drugs used for cardiovascular support. Topics include inhalation agents, intravenous therapy, pharmacology, emergency medications, Basic and Advanced Life Support training. Upon completion, students should be able to have a basic knowledge of the common medications used in the anesthesia environment as well as their administration.

Credit Hours: 3 | Contact Hours: 3

ATC 115: The Anesthesia Machine

This course introduces didactic and lab training on the components, function, setup, turn-over, and basic maintenance of the anesthesia machine. Emphasis is placed on individual components of the vaporizer, ventilator, and circuits of the anesthesia machine, this includes proper cleaning, setup and turn-over, as well as basic troubleshooting and maintenance. Upon completion, students should be able to have a thorough understanding of the components and function of the anesthesia machine and be able to perform a check-out, turn-over, cleaning and basic maintenance.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

ATC 150: ATC Clinical Practice I

This course provides entry-level clinical experience. Emphasis is placed on basic anesthesia care in efficient ambulatory surgery anesthesia and similar settings. Upon completion, students should be able to provide anesthesia support and demonstrate clinical competence in required performance evaluations.

Credit Hours: 3 | Contact Hours: 9 (Clinical)

ATC 155: ATC Clinical Practice II

This course provides entry-level clinical experience for anesthesia technologists in the high-acuity inpatient surgical setting on a large variety of surgical cases. Emphasis is placed on more complex anesthesia in a variety of surgical cases in a large hospital setting. Upon completion, students should be able to provide anesthesia support for a wide variety of surgeries in a high-acuity inpatient setting in a major hospital setting.

Credit Hours: 4 | Contact Hours: 12 (Clinical)

ATC 210: Anesthesia Monitoring Equip

This course covers the function and placement of non-invasive, invasive, and advanced monitoring equipment

used during the administration of anesthesia. Emphasis is placed on standard monitors including blood pressure, ECG, pulse oximetry, temperature, End-Tidal CO2, neuromuscular blockade, invasive arterial and venous monitors and other specialized equipment. Upon completion, students should be able to set up and place, or assist in placement, anesthesia monitors as well as perform basic troubleshooting, and they will have basic knowledge of more advanced and complex equipment used in specialty anesthesia.

Credit Hours: 5 | Contact Hours: 4 (Lecture), 3 (Lab)

ATC 215: Anesthesia Airway Equipment

This course covers the function and use of basic and advanced anesthesia airway equipment and the setup, troubleshooting and assistance in placing endotracheal tubes. Emphasis is placed on equipment setup and processing of airway equipment including direct and indirect laryngoscopy, supraglottic airways, and fiberoptic endoscopes. Upon completion, students should be able to set up and assist with placing airways in a variety of situations and be able to assist the anesthesia care team in a case of a difficult airway.

Credit Hours: 5 | Contact Hours: 4 (Lecture), 3 (Lab)

ATC 250: Clinical Apps I

This course provides advanced practitioner clinical experience for anesthesia technologists. Emphasis is placed on advanced skills in anesthetics in typical and atypical settings. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations and use skills to begin to transition to professional work.

Credit Hours: 8 | Contact Hours: 24 (Clinical)

ATC 280: ATC Professional Practice

This course includes a comprehensive overview of anesthesia technologist concepts and essential professional skills. Topics include healthcare law, professional ethics, career transition, professional and employability skills, and preparation for the certification examination. Upon completion, students should be able to demonstrate a comprehensive knowledge required for the anesthesia technologist to obtain employment and sit for the Certified Anesthesia Technologist examination.

Credit Hours: 3 | Contact Hours: 3

Alternative Transportation Technology (ATT)

ATT 115: Green Trans Safety & Service

This course covers workplace safety, hazardous material and environmental regulation relevant to electric, hybrid and alternative fueled vehicles. Topics include safety of high voltage vehicle systems, gaseous fuel systems and alternative liquid fuels. Upon completion, students should be able to demonstrate safe work practices, utilize appropriate shop tools and explain government regulations associated with alternative transportation.

Credit Hours: 2 | Contact Hours: 1 (Lecture), 2 (Lab)

ATT 125: Hybrid-Electric Trans

This course covers the theory and operation of hybrid-electric drive vehicles. Topics include maintenance,

diagnostics, repair and safety procedures for electrically propelled and hybrid vehicles. Upon completion, students should be able to perform diagnostics, maintenance and repair hybrid-electric drive vehicles.

Credit Hours: 4 | Contact Hours: 2 (Lecture), 4 (Lab)

Automotive Technology (AUT)

AUT 116: Engine Repair

This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

AUT 141: Suspension & Steering Sys

This course covers principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

AUT 151: Brake Systems

This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

AUT 163: Adv Auto Electricity

This course covers electronic theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of electronics, lighting, gauges, horn, wiper, accessories, and body modules. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, and troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

AUT 181: Engine Performance 1

This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include an overview of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related drivability problems using appropriate test equipment/service

information.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

AUT 183: Engine Performance 2

This course covers study of the electronic engine control systems, the diagnostic process used to locate engine performance concerns, and procedures used to restore normal operation. Topics will include currently used fuels and fuel systems, exhaust gas analysis, emission control components and systems, OBD II (on-board diagnostics) and inter-related electrical/electronic systems. Upon completion, students should be able to diagnose and repair complex engine performance concerns using appropriate test equipment and service information.

Credit Hours: 4 | Contact Hours: 2 (Lecture), 6 (Lab)

AUT 213: Automotive Servicing 2

This course is a lab used as an alternative to co-op placement. Emphasis is placed on shop operations, troubleshooting, testing, adjusting, repairing, and replacing components using appropriate test equipment and service information. Upon completion, students should be able to perform a variety of automotive repairs using proper service procedures and to operate appropriate equipment.

Credit Hours: 2 | Contact Hours: 1 (Lecture), 3 (Lab)

AUT 221: Auto Transm/Transaxles

This course covers operation, diagnosis, service, and repair of automatic transmissions/transaxles. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair automatic drive trains.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

AUT 231: Man Trans/Axles/Drtrains

This course covers the operation, diagnosis, and repair of manual transmissions/transaxles, clutches, driveshafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train servicing and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair manual drive trains.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

Business Analytics (BAS)

BAS 120: Intro to Analytics

This course introduces basic concepts and applications of analytics. Topics include an overview of the analytical process and the role of the analyst, applied descriptive statistics, and exploratory data analysis. Upon completion, students should be able to demonstrate a basic understanding of analytics for decision-making in business.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

Biology (BIO)

BIO 110: Principles of Biology

This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

BIO 111: General Biology I

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

BIO 112: General Biology II

This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

BIO 140: Environmental Biology

This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues.

Credit Hours: 3 | Contact Hours: 3

BIO 140A: Environmental Biology Lab

This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues.

Credit Hours: 1 | Contact Hours: 3

BIO 155: Nutrition

This course covers the biochemistry of foods and nutrients with consideration of the physiological effects of specialized diets for specific biological needs. Topics include cultural, religious, and economic factors that influence a person's acceptance of food, as well as nutrient requirements of the various life stages. Upon completion, students should be able to identify the functions and sources of nutrients, the mechanisms of digestion, and the nutritional requirements of all age groups.

Credit Hours: 3 | Contact Hours: 3

BIO 163: Basic Anat & Physiology

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships.

Credit Hours: 5 | Contact Hours: 4 (Lecture), 2 (Lab)

BIO 168: Anatomy and Physiology I

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

BIO 169: Anatomy and Physiology II

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

BIO 250: Genetics

This course covers principles of prokaryotic and eukaryotic cell genetics. Emphasis is placed on the molecular basis of heredity, chromosome structure, patterns of Mendelian and non-Mendelian inheritance, evolution, and biotechnological applications. Upon completion, students should be able to recognize and describe genetic phenomena and demonstrate knowledge of important genetic principles.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

BIO 271: Pathophysiology

This course provides an in-depth study of human pathological processes and their effects on homeostasis. Emphasis is placed on interrelationships among organ systems in deviations from homeostasis. Upon completion, students should be able to demonstrate a detailed knowledge of pathophysiology.

Credit Hours: 3 | Contact Hours: 3

BIO 275: Microbiology

This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic

technique, staining, culture methods, and identification of microorganisms.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

BIO 280: Biotechnology
This course provides experience in selected laboratory procedures. Topics include proper laboratory techniques in biology and chemistry. Upon completion, students should be able to identify basic and advanced laboratory techniques and instrumentation in biotechnology.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

Biomedical Equipment Technology (BMT)

BMT 111: Intro to Biomed Field
This course introduces the fundamental concepts of the health care delivery system. Topics include hospital organization and structure, BMET duties and responsibilities, and the professional and social interrelationships between services. Upon completion, students should be able to demonstrate an understanding of hospital organization as related to BMET duties.

Credit Hours: 2 | Contact Hours: 2

BMT 112: Hospital Safety Standards
This course covers national, state, and local standards pertaining to hospital safety. Topics include electrical safety, gas safety, SMDA reporting, and JCAHO and FPA compliance. Upon completion, students should be able to conduct PM and safety inspections in compliance with safety regulations.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

BMT 211: Biomedical Measurements
This course introduces the human-instrument system and problems encountered in attempting to obtain measurements from a living body. Topics include electrodes, transducers, instrumentation, amplifiers, electrocardiographs, monitors, recorders, defibrillators, ESU units, and related equipment. Upon completion, students should be able to analyze, troubleshoot, repair, and calibrate diagnostic and therapeutic equipment.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

BMT 212: BMET Instrumentation I
This course covers theory of operation, circuit analysis, troubleshooting techniques, and medical applications for a variety of instruments and devices. Topics include electrodes, transducers, instrumentation amplifiers, electrocardiographs, monitors, recorders, defibrillators, ESU units, and related equipment used in clinical laboratories, intensive care units, and research facilities. Upon completion, students should be able to calibrate, troubleshoot, repair, and certify that instrumentation meets manufacturer's original specifications.

Credit Hours: 6 | Contact Hours: 3 (Lecture), 6 (Lab)

BMT 213: BMET Instrumentation II
This course provides continued study of theory of operation, circuit analysis, troubleshooting techniques, and

medical applications for a variety of instruments and devices. Topics include instruments found in clinical laboratories, intensive care units, and research facilities. Upon completion, students should be able to repair, calibrate, and certify that instrumentation meets manufacturers' original specifications.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

BMT 223: Imaging Tech./Laser Fund.

This course covers techniques associated with X-Ray, CT Scan, Magnetic Resonance Imaging and ultrasound, along with fundamental concepts and applications of medical lasers. Topics include radiation interaction with matter, X-Ray emissions, beam restricting devices, laser energy generation, and laser usage in surgery and other related medical procedures. Upon completion, students should be able to understand the operation of imaging devices, evaluate, calibrate, align, and provide safety instruction in usage of medical lasers.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 2 (Lab)

Blueprint Reading (BPR)

BPR 111: Print Reading

This course introduces the basic principles of print reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic prints and visualize the features of a part or system.

Credit Hours: 2 | Contact Hours: 1 (Lecture), 2 (Lab)

BPR 130: Print Reading-Construction

This course covers the interpretation of prints and specifications that are associated with design and construction projects. Topics include interpretation of documents for foundations, floor plans, elevations, and related topics. Upon completion, students should be able to read and interpret construction prints and documents.

Credit Hours: 3 | Contact Hours: 3

Biotechnology (BTC)

BTC 150: Bioethics

This course introduces the current ethics issues surrounding the biotechnology industries. Topics will include risk assessment, the relationships between science, technology, and society, and the effects of new biotechnology products upon the natural world. Upon completion, students should be able to demonstrate knowledge and critical thinking skills in decision-making related to bioethical issues.

Credit Hours: 3 | Contact Hours: 3

BTC 181: Basic Lab Techniques

This course introduces the basic skills and knowledge necessary in a biological or chemical laboratory. Emphasis is placed on good manufacturing practices, safety, sustainable lab practices, solution preparation, and equipment operation and maintenance following standard operating procedures. Upon completion, students should be able to prepare and perform basic laboratory procedures using labware, solutions, and

equipment according to prescribed protocols.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

BTC 281: Bioprocess Techniques
This course covers processes used in the production of biomolecules. Emphasis is placed on the production, characterization, and purification of biological products using fermentation, centrifugation, filtration, electrophoresis, chromatography, and other techniques used in industry. Upon completion, students should be able to produce biological products using the various methods of bioprocessing.

Credit Hours: 4 | Contact Hours: 2 (Lecture), 6 (Lab)

BTC 285: Cell Culture
This course introduces the theory and practices required to successfully initiate and maintain plant or animal cell cultures. Topics include aseptic techniques, the growth environment, routine maintenance of cell cultures, specialized culture techniques, and various applications. Upon completion, students should be able to demonstrate the knowledge and skills required to grow, maintain, and manipulate cells in culture.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

Business (BUS)

BUS 110: Introduction to Business
This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects.

Credit Hours: 3 | Contact Hours: 3

BUS 115: Business Law I
This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined. Upon completion the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them.

Credit Hours: 3 | Contact Hours: 3

BUS 125: Personal Finance
This course provides a study of individual and family financial decisions. Emphasis is placed on building useful skills in buying, managing finances, increasing resources, and coping with current economic conditions. Upon completion, students should be able to develop a personal financial plan.

Credit Hours: 3 | Contact Hours: 3

BUS 137: Principles of Management
This course is designed to provide an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to

work as contributing members of a team utilizing these functions of management.

Credit Hours: 3 | Contact Hours: 3

BUS 139: Entrepreneurship I

This course provides an introduction to the principles of entrepreneurship. Topics include self-analysis of entrepreneurship readiness, the role of entrepreneur in economic development, legal problems, organizational structure, sources of financing, budgeting, and cash flow. Upon completion, students should have an understanding of the entrepreneurial process and issues faced by entrepreneurs.

Credit Hours: 3 | Contact Hours: 3

BUS 153: Human Resource Management

This course introduces the functions of personnel/human resource management within an organization. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations. Upon completion, students should be able to anticipate and resolve human resource concerns.

Credit Hours: 3 | Contact Hours: 3

BUS 217: Employment Law and Regs

This course introduces the principle laws and regulations affecting public and private organizations and their employees or prospective employees. Topics include fair employment practices, EEO, affirmative action, and employee rights and protections. Upon completion, students should be able to evaluate organization policy for compliance and ensure that decisions are not contrary to law.

Credit Hours: 3 | Contact Hours: 3

BUS 225: Business Finance

This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

BUS 234: Training and Development

This course covers developing, conducting, and evaluating employee training with attention to adult learning principles. Emphasis is placed on conducting a needs assessment, using various instructional approaches, designing the learning environment, and locating learning resources. Upon completion, students should be able to design, conduct, and evaluate a training program.

Credit Hours: 3 | Contact Hours: 3

BUS 239: Bus Applications Capstone

This course is designed as a capstone course for Business Administration majors. Emphasis is placed on decision making in the areas of management, marketing, production, purchasing, and finance. Upon completion, students should be able to apply the techniques, processes, and vital professional skills needed in

the work place.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

BUS 245: Entrepreneurship II

This course is designed to allow the student to develop a business plan. Topics include the need for a business plan, sections of the plan, writing the plan, and how to find assistance in preparing the plan. Upon completion, students should be able to design and implement a business plan based on sound entrepreneurship principles.

Credit Hours: 3 | Contact Hours: 3

BUS 255: Org Behavior in Business

This course covers the impact of different management practices and leadership styles on worker satisfaction and morale, organizational effectiveness, productivity, and profitability. Topics include a discussion of formal and informal organizations, group dynamics, motivation, and managing conflict and change. Upon completion, students should be able to analyze different types of interpersonal situations and determine an appropriate course of action.

Credit Hours: 3 | Contact Hours: 3

BUS 270: Professional Development

This course provides basic knowledge of self-improvement techniques related to success in the professional world. Topics include positive human relations, job-seeking skills, and projecting a positive self-image. Upon completion, students should be able to demonstrate competent personal and professional skills necessary to get and keep a job.

Credit Hours: 3 | Contact Hours: 3

Cyber Crime Technology (CCT)

CCT 110: Intro to Cyber Crime

This course introduces the various types of offenses that qualify as cyber crime activity. Emphasis is placed on identifying cyber crime activities and the response to these problems from both the private and public domains. Upon completion, students should be able to accurately describe and define cyber crime activities and select an appropriate response to deal with the problem.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

CCT 121: Computer Crime Invest.

This course introduces the fundamental principles of computer crime investigation processes. Topics include crime scene/incident processing, information gathering techniques, data retrieval, collection and preservation of evidence, preparation of reports, and court presentations. Upon completion, students should be able to identify cyber crime activity and demonstrate proper investigative techniques to process the scene and assist in case prosecution.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 2 (Lab)

Chemistry (CHM)

CHM 094: Basic Biological Chemistry

This course introduces the chemistry important to biological processes. Emphasis is placed on the aspects of general, organic, and biological chemistry that apply to biological systems and processes. Upon completion, students should be able to demonstrate an understanding of the basic biological chemistry necessary for success in college-level biology courses.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 2 (Lab)

CHM 131: Introduction to Chemistry

This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields.

Credit Hours: 3 | Contact Hours: 3

CHM 131A: Intro to Chemistry Lab

This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131.

Credit Hours: 1 | Contact Hours: 3

CHM 132: Organic and Biochemistry

This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

CHM 151: General Chemistry I

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

CHM 152: General Chemistry II

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

CHM 251: Organic Chemistry I

This course provides a systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of hydrocarbons, alkyl halides, alcohols, and ethers; further topics include isomerization, stereochemistry, and spectroscopy. Upon completion, students should be able to demonstrate an understanding of the fundamental concepts of covered organic topics as needed in CHM 252.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

CHM 252: Organic Chemistry II

This course provides a continuation of the systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of aromatics, aldehydes, ketones, carboxylic acids and derivatives, amines and heterocyclics; multi-step synthesis will be emphasized. Upon completion, students should be able to demonstrate an understanding of organic concepts as needed to pursue further study in chemistry and related professional fields.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

CHM 271: Biochemical Principles

This course covers fundamental principles of biochemistry. Topics include structures, properties, reactions, and mechanisms of biomacromolecules including amino acids, peptides, proteins, carbohydrates and nucleic acids, enzymatic metabolic pathways, and biochemical genetics. Upon completion, students should be able to demonstrate an understanding of fundamental biochemical processes.

Credit Hours: 3 | Contact Hours: 3

Computer Systems (CIS)

CIS 110: Introduction to Computers

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

Criminal Justice (CJC)

CJC 111: Intro to Criminal Justice

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options.

Credit Hours: 3 | Contact Hours: 3

CJC 112: Criminology

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

Credit Hours: 3 | Contact Hours: 3

CJC 113: Juvenile Justice

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

Credit Hours: 3 | Contact Hours: 3

CJC 121: Law Enforcement Operations

This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations.

Credit Hours: 3 | Contact Hours: 3

CJC 131: Criminal Law

This course covers the history, evolution, principles, and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

Credit Hours: 3 | Contact Hours: 3

CJC 132: Court Procedure & Evidence

This course covers judicial structure, process, and procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

Credit Hours: 3 | Contact Hours: 3

CJC 141: Corrections

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system.

Credit Hours: 3 | Contact Hours: 3

CJC 212: Ethics & Comm Relations

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

Credit Hours: 3 | Contact Hours: 3

CJC 221: Investigative Principles

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 2 (Lab)

CJC 225: Crisis Intervention

This course introduces critical incident intervention and management techniques as they apply to operational criminal justice practitioners. Emphasis is placed on the victim/offender situation as well as job-related, high-stress, dangerous, or problem-solving citizen contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induced, and other critical and/or stressful incidents that require field analysis and/or resolution.

Credit Hours: 3 | Contact Hours: 3

CJC 231: Constitutional Law

The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

Credit Hours: 3 | Contact Hours: 3

CJC 232: Civil Liability

This course covers liability issues for the criminal justice professional. Topics include civil rights violations, tort liability, employment issues, and other related topics. Upon completion, students should be able to explain civil trial procedures and discuss contemporary liability issues.

Credit Hours: 3 | Contact Hours: 3

CJC 240: Law Enforcement Management & Supervision

This course provides a study of the best known methods and practices of police leadership and management. Topics include the role of the manager in law enforcement, communications, time-management in law

enforcement, managing problems, training, and law enforcement productivity. Upon completion, students should be able to identify and discuss methods and practices capable of moving law enforcement agencies forward into the twenty-first century.

Credit Hours: 3 | Contact Hours: 3

Construction Management (CMT / CST)

CMT 210: Construction Management Fund

This course introduces the student to the fundamentals of effective supervision emphasizing professionalism through knowledge and applied skills. Topics include safety, planning and scheduling, contracts, problem-solving, communications, conflict resolution, recruitment, employment laws and regulations, leadership, motivation, teamwork, discipline, setting objectives, and training. Upon completion, students should be able to demonstrate the basic skills necessary to be successful as a supervisor in the construction industry.

Credit Hours: 3 | Contact Hours: 3

CST 131: OSHA/Safety/Certification

This course covers the concepts of work site safety. Topics include OSHA regulations, tool safety, and certifications which relate to the construction industry. Upon completion, students should be able to identify and maintain a safe working environment based on OSHA regulations and maintain proper records and certifications.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

CST 241: Planning/Estimating I

This course covers the procedures involved in planning and estimating a construction/building project. Topics include Construction Specifications Institute (CSI) Master Format and performing quantity takeoffs of materials required for a building project. Upon completion, students should be able to accurately complete a take-off of materials and equipment needs involved in a construction project.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

Communication (COM)

COM 120: Intro Interpersonal Com

This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations.

Credit Hours: 3 | Contact Hours: 3

COM 231: Public Speaking

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative,

persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support.

Credit Hours: 3 | Contact Hours: 3

Computer Science (CSC)

CSC 113: Artificial Intel. Fundamentals

This course provides a survey of artificial intelligence and machine learning. Topics include the history, development, and current applications of artificial intelligence and machine learning. Upon completion, students should be able to demonstrate general artificial intelligence and machine learning concepts.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

CSC 114: Artificial Intelligence I

This course covers the study of intelligent agent design and rational decision making. Topics include goal-driven agents, search techniques, optimization, basic problem-solving methods, logic, knowledge-based agents, statistical and probabilistic reasoning, and the basics of machine learning. Upon completion, students should be able to demonstrate artificial intelligence design concepts.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

CSC 115: Machine Learning I

This course covers algorithms for enabling artificial systems. Topics include machine learning from experience, supervised and unsupervised learning, reinforcement learning control, and learning theory. Upon completion, students should be able to demonstrate machine-learning techniques.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

CSC 118: Swift Programming I

This course introduces the development of iOS applications and Apple applications using the Swift programming language. Emphasis is placed on syntax, object-oriented principles, memory management, and functional concepts of Swift programming. Upon completion, students should be able to develop fully functional iOS and Apple applications using Swift programming language.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

CSC 121: Python Programming

This course introduces computer programming using the Python programming language. Emphasis is placed on common algorithms and programming principles utilizing the standard library distributed with Python. Upon completion, students should be able to design, code, test, and debug Python language programs.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

CSC 128: Chatbot Programming I

This course covers chatbot development using industry standard programming tools. Topics include conversational interfaces, agents, natural language processing, and artificial intelligence. Upon completion,

students should be able to demonstrate entry-level chatbot development skills.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

CSC 134: C++ Programming

This course introduces computer programming using the C++ programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

CSC 151: JAVA Programming

This course introduces computer programming using the JAVA programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion students should be able to design, code, test, and debug JAVA language programs.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

CSC 152: SAS

This course introduces the fundamentals of SAS programming. Emphasis is placed on learning basic SAS commands and statements for solving a variety of data processing applications. Upon completion, students should be able to use SAS data and procedure steps to create SAS data sets, do statistical analysis, and generate customized reports.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

CSC 153: C# Programming

This course introduces computer programming using the C# programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement objects using the appropriate environment at the beginning level.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

CSC 161: Deep Learning

This course covers deep learning foundations and deep learning platforms. Topics include neural networks, vectorization, machine learning, artificial intelligence, and computations underlying deep learning. Upon completion, students should be able to demonstrate an understanding of how neural networks are developed and are implemented in machine learning.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

CSC 221: Advanced Python Programming

This course introduces advanced computer programming using the Python programming language. Emphasis

is placed on the advanced programming concepts including advanced algorithms and programming principles utilizing standard and third party library tools. Upon completion, students should be able to design, code, test, and debug advanced Python language programs.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

CSC 249: Data Structure & Algorithms

This course introduces the data structures and algorithms frequently used in programming applications. Topics include lists, stacks, queues, dequeues, heaps, sorting, searching, mathematical operations, recursion, encryption, random numbers, algorithm testing, and standards. Upon completion, students should be able to design data structures and implement algorithms to solve various problems.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

CSC 251: Advanced JAVA Programming

This course is a continuation of CSC 151 using the JAVA programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement objects using the appropriate environment.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

CSC 253: Advanced C# Programming

This course is a continuation of CSC 153 using the C# programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement objects using the appropriate environment.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

CSC 289: Programming Capstone Project

This course provides an opportunity to complete a significant programming project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, testing, presentation, and implementation. Upon completion, students should be able to complete a project from the definition phase through implementation.

Credit Hours: 3 | Contact Hours: 1 (Lecture), 4 (Lab)

Information Technology Foundations (CTI)

CTI 110: IT Foundations

This course provides an introduction to technology concepts and current trends in IT. Topics include foundational concepts across various IT domains such as, but not limited to, artificial intelligence, database fundamentals, programming principles, and web development. Upon completion, students should be able to demonstrate knowledge in core IT areas and apply skills critical for their academic and professional success.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

CTI 120: Network & Sec Foundations

This course introduces students to network concepts, including networking terminology and protocols, local and wide area networks, and network standards. Emphasis is placed on securing information systems and the various implementation policies. Upon completion, students should be able to perform basic tasks related to networking mathematics, terminology, media, and protocols.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

CTI 140: Virtualization Concepts

This course introduces operating system virtualization. Emphasis is placed on virtualization terminology, virtual machine storage, virtual networking, and access control. Upon completion, students should be able to perform tasks related to installation, configuration, and management of virtual machines.

Credit Hours: 3 | Contact Hours: 1 (Lecture), 4 (Lab)

CTI 141: Cloud & Storage Concepts

This course introduces cloud computing and storage concepts. Emphasis is placed on cloud terminology, virtualization, storage networking, and access control. Upon completion, students should be able to perform tasks related to installation, configuration, and management of cloud storage systems.

Credit Hours: 3 | Contact Hours: 1 (Lecture), 4 (Lab)

CTI 240: Virtualization Admin I

This course covers datacenter virtualization concepts. Topics include data storage, virtual network configuration, virtual machine, and virtual application deployment. Upon completion, students should be able to perform tasks related to virtual machine and hypervisor installation and configuration.

Credit Hours: 3 | Contact Hours: 1 (Lecture), 4 (Lab)

Clinical Research (CTR)

CTR 110: Intro to Clin Research

This course provides a comprehensive introduction to the clinical research process and its history and evolution. Topics include phases of clinical trials, protection of human subjects, roles of the clinical research teams, and responsibilities of clinical research organizations. Upon completion, students should be able to describe basic clinical research concepts, the typical research team, and their responsibilities.

Credit Hours: 3 | Contact Hours: 3

CTR 112: Clin Research Terminology

This course is designed to enhance and augment the student's knowledge of basic medical terminology. Emphasis is placed on the acronyms, abbreviations, and initials commonly used in clinical research and the terminology associated with pharmaceutical and pharmacological research. Upon completion, students will be able to utilize and apply standard research terminology in effective written and verbal communication.

Credit Hours: 3 | Contact Hours: 3

CTR 115: Clin Research Regulations

This course covers the range of national and international regulations governing the development of drugs, diagnostics, medical devices, and biologics. Topics include a review of the regulatory agencies, guidelines for regulatory application, required documentation, and preparation for compliance audits. Upon completion, students should be able to demonstrate a basic understanding of regulatory processes associated with clinical research and describe effective means of compliance.

Credit Hours: 3 | Contact Hours: 3

CTR 120: Research Protocol Design

This course introduces the student to the scientific development of research protocols and their key elements. Topics include the differentiation between research design types, rules for writing protocols, ethical considerations relative to research protocols, and the correct preparation of data collection forms. Upon completion, the student will be able to identify the primary components of protocols and effectively develop a protocol draft.

Credit Hours: 3 | Contact Hours: 3

CTR 130: Clin Research Management

This course introduces the student to the elements involved in implementing and managing a clinical study. Topics include overall project planning, development of study goals, preparation of budget and contracts, implementation of monitoring visits, and effective management of research sites. Upon completion, students should be able to design and prepare a plan for the implementation and management of a sample clinical research project.

Credit Hours: 4 | Contact Hours: 4

CTR 150: Research Fieldwork I

This course provides supervised work experience and observation in a clinical research setting. Emphasis is placed on the enhancement of professional skills and the practical application of curriculum concepts in a research setting. Upon completion, students should be able to effectively apply research theory to clinical research practices.

Credit Hours: 5 | Contact Hours: 15 (Clinical)

CTR 210: Intro to Clinical Data

This course covers the collection, organization, and management of study data. Topics include database structures, data management systems, quality assurance, data collection and capture, and data confidentiality and security. Upon completion, students should be able to describe the data management team and effectively organize, enter, and review data.

Credit Hours: 3 | Contact Hours: 3

CTR 215: Data Management Concepts

This course is designed to discuss the elements involved in implementing and managing a clinical study from

the perspective of the Data Manager. Topics include development of the data management plan, coordination of data collection and capture, planning the closure and archival of study materials, and participation in project management activities. Upon completion, students should be able to design, prepare, and execute a complete data management plan for the implementation and management of a sample clinical research project.

Credit Hours: 2 | Contact Hours: 2

CTR 217: EDC Application Development

This course is designed to provide students with the knowledge and understanding to use an electronic data capture (EDC) application development tool to build a functional and effective clinical study. Topics include data design structure based on the protocol, defining basic application settings/permissions, building forms, incorporating edit checks in the application, data entry, data loading, coding, standard and ad hoc report development, testing processes, mid-study change administration, and application support. Upon completion, students should be able to design an EDC application, evaluate a study protocol and identify the critical data items to be collected via EDC, understand CDISC standards and their application, develop and implement appropriate edit checks and standard reports, and implement testing plans to establish a quality application.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

CTR 220: Research Site Management

This course covers the guidelines and methodology of research site management and the recruitment of research sites, investigators, and subjects. Topics include the identification and evaluation of sites and investigators, on-site budget management, and the coordination of subject participation. Upon completion, students should be able to demonstrate the principles and practices of effective research site management.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

CTR 225: Data Collection

This course is designed to instruct the student on the data collection, validation, and quality assurance processes of a clinical research study conducted by the data management staff. Topics include the development and implementation of data review and data collection, the development of the validation program, and the function, conduct, and follow-up of a quality assurance audit of data. Upon completion, students should be able to develop and implement a plan for data collection, validation, and quality assurance for a clinical research study.

Credit Hours: 2 | Contact Hours: 1 (Lecture), 2 (Lab)

CTR 230: Data Trends and Reporting

This course covers the reporting of clinical trial data, including identification of safety and efficacy trends in the data. Topics include generation of tables, listings and graphs, the identification and reporting of data trends, and the generation of various types of study reports. Upon completion, students should be able to demonstrate an understanding of the process for review and reporting of clinical trial data results.

Credit Hours: 2 | Contact Hours: 1 (Lecture), 2 (Lab)

CTR 250: Research Fieldwork II

This course provides more advanced work experience in a clinical research setting. Emphasis is placed on the

refinement of professional skills and the practice of curriculum concepts in diverse clinical research areas. Upon completion, students will be able to apply research theory to clinical research practices.

Credit Hours: 8 | Contact Hours: 24 (Clinical)

CTR 281: Professional Practice

This course includes communication skills and professional skills essential to the practice of clinical research. Topics include professional ethics and deportment, continuing education and certification, career options, communication skills, and portfolio development. Upon completion, students should be able to demonstrate the communication and professional skills to enter the clinical research workforce and to establish a career plan.

Credit Hours: 3 | Contact Hours: 3

Computer Information Systems / Support (CTS)

CTS 115: Info Sys Business Concepts

The course introduces the role of IT in managing business processes and the need for business process and IT alignment. Emphasis is placed on industry needs for understanding business challenges and developing/managing information systems to contribute to the decision-making process based on these challenges. Upon completion, students should be able to demonstrate knowledge of the "hybrid business manager" and the potential offered by new technology and systems.

Credit Hours: 3 | Contact Hours: 3

CTS 120: Hardware/Software Support

This course covers the basic hardware of a personal computer, including installation, operations, and interactions with software. Topics include component identification, memory systems, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

CTS 130: Spreadsheet

This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

CTS 155: Tech Support Functions

This course introduces a variety of diagnostic and instructional tools that are used to evaluate the performance of technical support technologies. Emphasis is placed on technical support management techniques and support technologies. Upon completion, students should be able to determine the best technologies to support and solve actual technical support problems.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

CTS 217: Computer Training/Support
This course introduces computer training and support techniques. Topics include methods of adult learning, training design, delivery, and evaluation, creating documentation, and user support methods. Upon completion, students should be able to design and implement training and provide continued support for computer users.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

CTS 220: Adv Hard/Software Support
This course provides advanced knowledge and competencies in hardware and operating system technologies for computer technicians to support personal computers. Emphasis is placed on configuring and upgrading; diagnosis and troubleshooting; as well as preventive maintenance of hardware and system software. Upon completion, students should be able to install, configure, diagnose, perform preventive maintenance, and maintain basic networking on personal computers.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

CTS 255: Adv Tech Support Functions
This course introduces a variety of diagnostic and instructional tools that are used to evaluate the performance of technical support technologies. Topics include technical support management techniques, evaluation, and methods of deployment for technical support technologies. Upon completion, students should be able to determine the best technologies to support and solve more complex technical support problems.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

Database Administration (DBA)

DBA 110: Database Concepts
This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

DBA 120: Database Programming I
This course is designed to develop SQL programming proficiency. Emphasis is placed on data definition, data manipulation, and data control statements as well as on report generation. Upon completion, students should be able to write programs which create, update, and produce reports.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

Design Drafting (DFT)

DFT 119: Basic CAD
This course introduces computer-aided drafting software for specific technologies to non-drafting majors.

Emphasis is placed on understanding the software command structure and drafting standards for specific technical fields. Upon completion, students should be able to create and plot basic drawings.

Credit Hours: 2 | Contact Hours: 1 (Lecture), 2 (Lab)

DFT 170: Engineering Graphics

This course introduces basic engineering graphics skills and applications. Topics include sketching, selection and use of current methods and tools, and the use of engineering graphics applications. Upon completion, students should be able to demonstrate an understanding of basic engineering graphics principles and practices.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

Dental Laboratory Technology (DLT)

DLT 111: Dental Anatomy/Physiology

This course introduces the anatomy of the individual tooth and the basic anatomy/physiology of the head, oral cavity, and supporting structures. Topics include anatomy, contour, occlusion, malocclusion, the temporomandibular joint, and the anatomical structures of the head and oral cavity. Upon completion, students should be able to carve teeth with proper occlusion, anatomy, and contour and understand the anatomy of the head and oral cavity.

Credit Hours: 5 | Contact Hours: 3 (Lecture), 6 (Lab)

DLT 114: Dental Materials

This course provides a study of the composition, properties, and uses of non-metal materials and the physical and mechanical properties of metal alloys. Topics include gypsums, waxes, acrylics, metals, and policies related to health, safety, and infection control. Upon completion, students should be able to identify gypsums, waxes, acrylics, and metal materials and know the proper procedures for health, safety, and infection control.

Credit Hours: 3 | Contact Hours: 1 (Lecture), 6 (Lab)

DLT 116: Complete Dentures

This course introduces basic and intermediate techniques in complete denture construction and also covers mandibular movement, occlusion, and infection control. Topics include baseplates, occlusion rims, articulator mountings, custom trays, setting of teeth, waxing denture bases, investing, processing, selective grinding, finishing, and polishing of complete dentures. Upon completion, students should be able to construct complete denture prostheses utilizing proper laboratory technique.

Credit Hours: 4 | Contact Hours: 1 (Lecture), 9 (Lab)

DLT 118: Cast Partial Dentures

This course covers techniques used in fabricating cast removable partial denture frameworks utilizing a chrome-cobalt alloy. Topics include surveying, designing, block-out procedures, pouring refractory casts, waxing, casting, finishing, polishing frameworks, tooth selection, setup, processing, and finishing of acrylic. Upon completion, students should be able to fabricate cast removable partial dentures following the dental prescription.

Credit Hours: 6 | Contact Hours: 3 (Lecture), 9 (Lab)

DLT 119: Orthodontic Appliances

This course introduces techniques for fabricating removable wrought and orthodontic/pedodontic appliances. Topics include wrought clasps, combination cast-metal and wrought-metal frameworks, archwires, orthodontic clasps, orthodontic acrylic, soldering, fabrication, and repair of orthodontic restorations. Upon completion, students should be able to fabricate removable wrought-orthodontic appliances following the dental prescription.

Credit Hours: 4 | Contact Hours: 2 (Lecture), 6 (Lab)

DLT 123: Fixed Prosthodontics I

This course introduces concepts and techniques of fixed restorations. Topics include infection control, interpreting prescriptions, receiving impressions, implants & attachments, traditional & digital model fabrication, fixed material properties, and principles of occlusion. Upon completion, students should be able to interpret prescriptions, identify parts and materials to fabricate models for fixed restorations.

Credit Hours: 4 | Contact Hours: 2 (Lecture), 6 (Lab)

DLT 126: Fixed Prosthodontics II

This course introduces concepts for fabricating single fixed restorations. Topics include single temporary, cast, ceramic, and implant crown restorations fabricated in both traditional and digital designs in occlusion. Upon completion, students should be able to fabricate single fixed restorations.

Credit Hours: 4 | Contact Hours: 2 (Lecture), 6 (Lab)

DLT 211: Advanced Complete Dentures

This course includes instruction in advanced complete denture construction. Topics include overdentures, immediate dentures, cast metal bases, relines, rebases, repairs, and various occlusal relationships. Upon completion, students should be able to construct advanced complete denture prostheses following the dental prescription.

Credit Hours: 4 | Contact Hours: 1 (Lecture), 9 (Lab)

DLT 215: Adv Partial Dentures

This course examines the biomechanics of removable partial denture design and fabrication and concepts including gnathological principles as applied in the construction of restorations. Topics include fabricating advanced cast metal restorations including bite raisers, flat back facings, tube teeth, and concepts relating to precision partial construction, including implants. Upon completion, students should be able to demonstrate an understanding of gnathological concepts and the fabrication of special types of removable restorations.

Credit Hours: 3 | Contact Hours: 1 (Lecture), 6 (Lab)

DLT 217: Fixed Prosthodontics III

This course introduces concepts for fabricating fixed bridge restorations. Topics include temporary, cast, ceramic, and implant bridges in both traditional and digital design in occlusion. Upon completion, students should be able to fabricate fixed bridge restorations.

Credit Hours: 4 | Contact Hours: 2 (Lecture), 6 (Lab)

DLT 219: Jurisprudence and Ethics

This course covers the history and legal and ethical aspects of the laboratory profession and in-depth studies of the certification program. Topics include dental laboratory history, dentist-laboratory relationships, certification preparation, and legal and ethical requirements of dental laboratories and technicians. Upon completion, students should be able to demonstrate an understanding of the legal and ethical requirements of the dental laboratory profession and dental history.

Credit Hours: 2 | Contact Hours: 2

DLT 222: Fixed Prosthodontics IV

This course covers advanced fixed restorations. Topics include implant bar design, surgical guides, veneers, multi-layered ceramics, and shade verification. Upon completion, students should be able to fabricate advanced fixed restorations.

Credit Hours: 4 | Contact Hours: 2 (Lecture), 6 (Lab)

DLT 224: Dental Lab Practice

This course provides practical experience in the commercial laboratory setting. Emphasis is placed on all laboratory techniques pertaining to the specialty area. Upon completion, students should be able to function effectively in the commercial dental laboratory environment.

Credit Hours: 2 | Contact Hours: 20 (Clinical/Fieldwork)

Drama (DRA)

DRA 111: Theatre Appreciation

This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists.

Credit Hours: 3 | Contact Hours: 3

Economics (ECO)

ECO 251: Prin of Microeconomics

This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives.

Credit Hours: 3 | Contact Hours: 3

ECO 252: Prin of Macroeconomics

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals.

Credit Hours: 3 | Contact Hours: 3

Early Childhood Education (EDU)

EDU 119: Intro to Early Child Education

This course introduces the foundations of culturally responsive, equitable, and inclusive early childhood education, planning intentional developmentally appropriate experiences, learning activities, and teaching strategies for indoor and outdoor environments for all young children, guidance techniques, and professionalism. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, guidance techniques, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to implement developmentally appropriate environments, guidance techniques, schedules, and teaching strategies across developmental domains to support culturally, linguistically, and ability diverse children and their families in inclusive settings, and design a personal career/professional development plan.

Credit Hours: 4 | Contact Hours: 4

EDU 131: Child, Family, and Community

This course covers the development of partnerships among culturally, linguistically, and ability diverse families, children, schools, and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing and supporting respectful relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct and the Code of Ethics for North Carolina Educators.

Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children birth through adolescence, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child.

Credit Hours: 3 | Contact Hours: 3

EDU 144: Child Development I

This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on knowledge, observation, and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication, and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse.

Credit Hours: 3 | Contact Hours: 3

EDU 145: Child Development II

This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on knowledge, observation, and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication, and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse.

Credit Hours: 3 | Contact Hours: 3

EDU 146: Child Guidance

This course introduces evidence-based strategies to build nurturing relationships with each child by applying principles and practical techniques to facilitate developmentally appropriate guidance. Topics include designing responsive/supportive learning environments, cultural, linguistic, and socio-economic influences on behavior, appropriate expectations, the importance of communication with children/families including using technology, and the use of formative assessments in establishing intentional strategies for children with unique needs. Upon completion, students should be able to demonstrate direct/indirect strategies to encourage social skills, self-regulation, emotional expression, and positive behaviors while recognizing the relationship between children's social, emotional, and cognitive development.

Credit Hours: 3 | Contact Hours: 3

EDU 151: Creative Activities

This course introduces developmentally supportive, diverse, equitable, and inclusive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials and activities that align with the NC Foundations for Early Learning and Development. Emphasis is placed on best practices providing process-driven culturally diverse learning experiences in art, music, creative movement, dance, and dramatic play integrated across all domains and academic content in indoor/outdoor environments for every young child age birth through age eight. Upon completion, students should be able to observe, examine, create, adapt, and advocate for developmentally appropriate creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse.

Credit Hours: 3 | Contact Hours: 3

EDU 153: Health, Safety and Nutrition

This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able to apply knowledge of NC Foundations for Early Learning and Development for health, safety, nutritional needs, and safe learning environments.

Credit Hours: 3 | Contact Hours: 3

EDU 162: Observe & Assess in ECE

This course introduces the research, benefits, goals, and ethical considerations associated with observation and formative assessment in early childhood education. Emphasis is placed on the implementation of multiple observation/assessment strategies including anecdotal records, event samples, rating scales, and portfolios to identify specific needs of individual children with diverse abilities and to create appropriate learning experiences. Upon completion, students should be able to practice responsible assessment and effectively use tools to assess the child, teacher practices, and indoor and outdoor environments to enhance programming; and explain the importance of assessment partnerships with families and other professionals.

Credit Hours: 3 | Contact Hours: 3

EDU 184: Early Child Intro Practicum

This course introduces students to early childhood settings and applying skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on observing children, assisting in the implementation of developmentally appropriate, culturally responsive, equitable, and ability diverse activities in indoor/outdoor environments for young children, supporting/engaging families, and modeling reflective/professional practices based on national/state guidelines. Upon completion, students should be able to implement respectful/reciprocal relationships with children and families, design, implement, and adapt developmentally appropriate activities, plans, and daily routines that align with NC Foundations for Early Learning and Development, and demonstrate ethical/professional behaviors as indicated by assignments and onsite/virtual faculty assessments.

Credit Hours: 2 | Contact Hours: 1 (Lecture), 3 (Practicum/Lab)

EDU 187: Teaching and Learning for All

This course introduces students to knowledge, concepts, and best practices needed to provide developmentally appropriate, effective, inclusive, and culturally responsive educational experiences in the classroom. Topics include growth and development, learning theory, student motivation, teaching diverse learners, classroom management, inclusive environments, student-centered practices, instructional strategies, teaching methodologies, observation/assessment techniques, educational planning, reflective practice, collaboration, cultural competence, ethics, professionalism, and leadership. Upon completion, students should be able to identify the knowledge, skills, roles, and responsibilities of an effective educator as defined by state and national professional teaching standards.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

EDU 216: Foundations of Education

This course introduces the examination of the American educational systems and the teaching profession. Topics include the historical and philosophical influences on education, various perspectives on educational issues, and experiences in birth through grade 12 classrooms. Upon completion, students should be able to reflect on classroom observations, analyze the different educational approaches, including classical/traditional and progressive, and have knowledge of the various roles of educational systems at the federal, state, and local level.

Credit Hours: 3 | Contact Hours: 3

EDU 221: Children With Exceptionalities

This course covers atypical patterns of child development, inclusive/diverse settings, evidenced-based educational/family plans, differentiated instruction, adaptive materials, and assistive technology. Emphasis is placed on the characteristics of exceptionalities and delays, early intervention/special education, transitions, observation, developmental screening, formative assessment of children, and collaborating with families and community partners. Upon completion, students should be able to recognize diverse abilities, describe the referral process, identify community resources, explain the importance of collaboration with families/professionals, and develop appropriate strategies/adaptations to support children in all environments with best practices as defined by laws, policies, and the NC Foundations for Early Learning and Development.

Credit Hours: 3 | Contact Hours: 3

EDU 234: Infants, Toddlers, and Twos

This course covers the development of high-quality, individualized, responsive/engaging relationships and experiences for infants, toddlers, and twos. Emphasis is placed on typical and atypical child development, working with diverse families to provide positive, supportive, and engaging early learning activities and interactions through field experiences and the application of the NC Foundations for Early Learning and Development.

Upon completion, students should be able to demonstrate responsive curriculum planning, respectful relationships, and exposure to a variety of developmentally appropriate experiences/materials that support a foundation for healthy development and growth of culturally, linguistically, and ability diverse children birth to 36 months.

Credit Hours: 3 | Contact Hours: 3

EDU 250: Teacher Licensure Preparation

This course provides information and strategies necessary for transfer to a teacher licensure program at a senior institution. Topics include entry-level teacher licensure exam preparation, performance-based assessment systems, requirements for entry into teacher education programs, the process to become a licensed teacher in North Carolina, and professionalism including expectations within the field of education. Upon completion, students should be able to utilize educational terminology and demonstrate knowledge of teacher licensure processes including exam preparation, technology-based portfolio assessment, and secondary admissions processes to the school of education at a senior institution.

Credit Hours: 3 | Contact Hours: 3

EDU 259: Curriculum Planning

This course is designed to focus on using content knowledge to build effective developmentally appropriate approaches that are culturally responsive, equitable, and ability diverse for young children. Topics include components of curriculum, a variety of curriculum models, authentic observation and assessment, and planning developmentally appropriate experiences and indoor/outdoor environments aligned with the NC Foundations for Early Learning and Development. Upon completion, students should be able to understand, evaluate, and use developmentally appropriate curriculum to plan for the individual/group needs of young children.

Credit Hours: 3 | Contact Hours: 3

EDU 261: Early Childhood Admin I

This course provides an overview of essential administrative components for managing early childhood programs, including child development, program frameworks, North Carolina child care rules and regulations, effective leadership practices, reflective supervision, and the NAEYC Code of Ethical Conduct. Emphasis is placed on personnel management, financial planning, reflective supervision strategies, child development principles, ethical decision-making, and ensuring compliance with state regulations to maintain high-quality learning environments. Upon completion, students should apply program standards, manage staffing and budgets, implement reflective supervision to support professional growth, integrate child development knowledge into program planning, uphold ethical responsibilities following the NAEYC Code of Ethical Conduct, and navigate regulatory requirements to support successful early childhood program operations.

Credit Hours: 3 | Contact Hours: 3

EDU 262: Early Childhood Admin II

This course is designed to prepare students for leadership roles in licensed child care facilities in North Carolina by focusing on curriculum development, program assessment, and resource management for centers and families. Emphasis is placed on best practices in early childhood curriculum, quality improvement strategies, advocacy, and leadership in early learning environments. Upon completion, students should be able to implement developmentally appropriate curriculum, assess program effectiveness, support families with relevant resources, and advocate for policies that enhance early childhood education and program quality.

Credit Hours: 3 | Contact Hours: 3

EDU 270: Effective Instructional Enviro

This course is designed to provide learners with the knowledge and skills to create, manage, and assess effective instructional environments, learning attitudes, and behaviors for today's diverse learning population. Topics include organizing the learning environment, fostering positive learning attitudes, supporting healthy stakeholder partnerships, engaging students using effective differentiated instruction, guiding and managing student behaviors, and assessing student progress. Upon completion of this course, learners will demonstrate effective dispositions of the professional educator that include managing schedules, spaces, and resources, promoting supportive learning mindsets, engaging students with diverse instructional strategies, guiding student behaviors to maximize both the instructional and social climate, and analyzing and effectively responding to student progress.

Credit Hours: 2 | Contact Hours: 2

EDU 272: Technology, Data, and Assess

This course is designed to provide students with the knowledge and skills to utilize digital instructional technologies and technology-based assessments to plan and implement appropriate educational experiences and interventions in the classroom. Topics include educational technology to enhance instruction, instructional technologies for teaching, technology-based assessment, formative and summative assessments, data to inform practice, and ethical practices for technology and assessment. Upon completion, students will be able to demonstrate effective integration of educational technology into classroom practice, appropriate use of technology-based assessments, and practical application of data to inform educational planning and interventions.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

EDU 277: Integr CU Inst: Math/Science

This course is designed to provide learners with the content knowledge, instructional methods/materials, and assessment techniques needed to provide research-based math and science K-12 instruction. Topics include essential math and science concepts and skills, developmentally appropriate pedagogy, culturally responsive instruction, standards-based outcomes, technology-enhanced lesson planning, formative/summative assessments, research-based interventions, authentic learning experiences, and reflective practice. Upon completion, learners will be able to plan, implement, assess, and reflect on developmentally appropriate math and science instruction aligned to the NC Standard Course of Study and other professional and national standards.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

EDU 278: Integr CU Inst: Soc Stu/ELA

This course is designed to provide learners with the content knowledge, instructional methods/materials, and assessment techniques needed to provide research-based social studies and ELA K-12 instruction. Topics include essential social studies and ELA concepts and skills, developmentally appropriate pedagogy, culturally responsive instruction, standards-based outcomes, technology-enhanced lesson planning, formative/summative assessments, research-based interventions, authentic learning experiences, and reflective practice. Upon completion, learners will be able to plan, implement, assess, and reflect on developmentally appropriate social studies and ELA instruction aligned to the NC Standard Course of Study and other professional and national standards.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

EDU 279: Literacy Develop and Instruct

This course is designed to provide students with concepts and skills of literacy development, instructional methods/materials, and assessment techniques needed to provide scientifically-based, systematic reading and writing instruction into educational practice. Topics include literacy concepts, reading and writing development, developmentally appropriate pedagogy, culturally responsive instruction, standards-based outcomes, lesson planning, formative/summative assessment, recognizing reading difficulties, research-based interventions, authentic learning experiences, classroom implementation, and reflective practice. Upon completion, students should be able to plan, implement, assess, evaluate, and demonstrate developmentally appropriate literacy instruction aligned to the NC Standard Course of Study and other state and national standards.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

EDU 280: Language/Literacy Experiences

This course provides evidence-based strategies for enhancing language and literacy experiences that align with NC Foundations for Early Learning and Development. Topics include developmental sequences for children's emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy-enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement, and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically, and ability diverse.

Credit Hours: 3 | Contact Hours: 3

EDU 283: Educator Preparation Practicum

This course is designed to allow learners to demonstrate acquired skills and competencies in a developmentally appropriate learning environment. Topics include dispositions of effective teachers, portfolio assessment development, reflective practice, teaching methods, assessment strategies, and professional practices based on state and national Teaching Standards. Upon completion, learners should be able to provide a portfolio assessment with evidence of ethical/professional standards, respect for a diverse population in learning environments, content knowledge, appropriate guidance intervention, and grade-level technology-enhanced lesson planning/assessments through practices in the classroom environment.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

EDU 284: Early Child Capstone Practicum

This course is designed to allow students to demonstrate acquired skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing, and evaluating developmentally appropriate activities and environments for all children; supporting/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to apply NC Foundations for Early Learning and Development to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques, and ethical/professional behaviors, including the use of appropriate technology, as indicated by assignments and onsite faculty assessments.

Credit Hours: 4 | Contact Hours: 1 (Lecture), 9 (Lab)

English as a Foreign Language (EFL)

EFL 055: English for Special Purposes

This course will provide instruction in academic and professional language for non-native speakers of English. Emphasis is placed on development of integrated language use for carrying out a specific academic task. Upon completion, students should be able to demonstrate improved language skills for participation and success within the particular topic area.

Credit Hours: 3 | Contact Hours: 3

EFL 071: Reading I

This course is designed to help those literacy skills achieve reading fluency in English at the beginning level. Emphasis is placed on basic academic and cultural vocabulary and reading strategies which include self-monitoring, and recognizing organizational styles and context clues. Upon completion, students should be able to use these strategies to read and comprehend basic academic, narrative, and expository texts. This beginning level course is considered beginning academic level with the student required to have Basic Interpersonal Communication Skills (BICS).

Credit Hours: 5 | Contact Hours: 5

EFL 072: Reading II

This course provides preparation in academic and general purpose reading in order to achieve reading fluency at the low-intermediate level. Emphasis is placed on expanding academic and cultural vocabulary and developing effective reading strategies to improve comprehension and speed. Upon completion, students

should be able to read and comprehend narrative and expository texts at the low-intermediate instructional level. The low-intermediate level is defined as low-intermediate as it relates to a college-level academic English.

Credit Hours: 5 | Contact Hours: 5

EFL 073: Reading III

This course is designed to develop fundamental reading and study strategies at the intermediate level needed for curriculum programs. Emphasis is placed on building vocabulary and cultural knowledge, improving comprehension, and developing study strategies on basic-level college materials and literary works. Upon completion, students should be able to read and comprehend narrative and expository texts at the intermediate instructional level. The intermediate level is defined as intermediate as it relates to a college-level academic English.

Credit Hours: 5 | Contact Hours: 5

EFL 074: Reading IV

This course is designed to enhance the academic reading skills for successful reading ability as required in college-level courses. Emphasis is placed on strategies for effective reading and the utilization of these strategies to improve comprehension, analytical skills, recall, and overall reading speed. Upon completion, students should be able to comprehend, synthesize, and critique multidisciplinary college-level reading/textbook materials. This course is approved for the Global Distinction Program.

Credit Hours: 5 | Contact Hours: 5

EFL 082: Grammar II

This course provides non-native speakers of English with a variety of basic grammatical concepts which enrich language skills and comprehension. Emphasis is on key low-intermediate grammatical structures and opportunities for practice which incorporate grammatical knowledge into various skills areas. Upon completion, students should be able to demonstrate by written and oral means the comprehension and correct usage of specified grammatical concepts.

Credit Hours: 5 | Contact Hours: 5

EFL 083: Grammar III

This course is designed to provide high-intermediate non-native speakers of English with a knowledge of grammatical structures that improves academic communication. Emphasis is placed on using high-intermediate grammatical structures in meaningful contexts through exercises integrating the use of newly acquired structures with previously learned structures. Upon completion, students should be able to demonstrate improved proficiency, comprehension, and grammatical accuracy.

Credit Hours: 5 | Contact Hours: 5

EFL 091: Composition I

This course introduces basic sentence structure and writing paragraphs. Emphasis is placed on word order, verb tense-aspect system, auxiliaries, word forms, and simple organization and basic transitions in writing paragraphs. Upon completion, students should be able to demonstrate a basic understanding of grammar and

ability to write English paragraphs using appropriate vocabulary, organization, and transitions. This beginning level course is considered beginning academic level with the student required to have Basic Interpersonal Communication Skills (BICS).

Credit Hours: 5 | Contact Hours: 5

EFL 092: Composition II

This course provides preparation in low-intermediate academic and general-purpose writing. Emphasis is placed on writing as a process, paragraph development, and basic essay organization. Upon completion, students should be able to write and independently edit and use the major elements of the writing process: sentence, paragraph, and essay. The low-intermediate level is defined as low-intermediate as it relates to a college-level academic English.

Credit Hours: 5 | Contact Hours: 5

EFL 093: Composition III

This course covers intermediate-level academic and general-purpose writing. Emphasis is placed on the writing process, content, organization, and language use in formal academic compositions in differing rhetorical modes. Upon completion, students should be able to effectively use the writing process in a variety of rhetorical modes. The intermediate level is defined as intermediate as it relates to a college-level academic English.

Credit Hours: 5 | Contact Hours: 5

EFL 094: Composition IV

This course prepares low-advanced non-native speakers of English to determine the purpose of their writing and to write paragraphs and essays to fulfill that purpose. Emphasis is placed on unity, coherence, completeness, audience, the writing process, and the grammatical forms and punctuation appropriate for each kind of writing. Upon completion, students should be able to write unified, coherent, and complete paragraphs and essays which are grammatical and appropriate for the intended audience. This course is approved for the Global Distinction Program.

Credit Hours: 5 | Contact Hours: 5

Engineering (EGR)

EGR 131: Intro to Electronics Tech

This course introduces the basic skills required for electrical/electronic technicians. Topics include soldering/desoldering, safety and sustainability practices, test equipment, scientific calculators, AWG wire table, the resistor color code, electronic devices, problem solving, and use of hand tools. Upon completion, students should be able to solder/desolder, operate test equipment, apply problem-solving techniques, and use a scientific calculator.

Credit Hours: 2 | Contact Hours: 1 (Lecture), 2 (Lab)

EGR 150: Intro to Engineering

This course is an overview of the engineering profession. Topics include goal setting and career assessment,

ethics, public safety, the engineering method and design process, written and oral communication, interpersonal skills and team building, and computer applications. Upon completion, students should be able to understand the engineering process, the engineering profession, and utilize college resources to meet their educational goals.

Credit Hours: 2 | Contact Hours: 1 (Lecture), 2 (Lab)

EGR 214: Num Methods for Engineers

This course introduces contemporary methods and tools for numerical analysis in engineering. Topics include numerical methods in differentiation, integration, root-finding, linear and non-linear regressions. Upon completion, students should be able to demonstrate basic structured programming concepts involving decision making, loops, functions, and parameter passing; common numerical methods used in engineering analysis; estimation of the amount of error inherent in different numerical methods; assessment of numerical efficiency; and convergence properties of different numerical methods.

Credit Hours: 3 | Contact Hours: 3

EGR 220: Engineering Statics

This course introduces the concepts of engineering based on forces in equilibrium. Topics include concentrated forces, distributed forces, forces due to friction, and inertia as they apply to machines, structures, and systems. Upon completion, students should be able to solve problems which require the ability to analyze systems of forces in static equilibrium.

Credit Hours: 3 | Contact Hours: 3

EGR 225: Engineering Dynamics

This course introduces the concepts of engineering based on the analysis of motion in Cartesian, cylindrical, and spherical coordinate systems. Topics include the two and three-dimensional motion of particles and rigid bodies, the forces associated with that motion, and relative motion between two coordinate systems. Upon completion, students should be able to solve problems which require the ability to analyze the motion and forces involved in a dynamic system.

Credit Hours: 3 | Contact Hours: 3

Electrical (ELC)

ELC 112: DC/AC Electricity

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment, and other related topics. Upon completion, students should be able to construct, verify, troubleshoot, and repair DC/AC circuits.

Credit Hours: 5 | Contact Hours: 3 (Lecture), 6 (Lab)

ELC 113: Residential Wiring

This course introduces the care/usage of tools and materials used in residential electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical print reading; planning, layout, and installation of electrical distribution equipment; lighting; overcurrent protection;

conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with residential electrical installations.

Credit Hours: 4 | Contact Hours: 2 (Lecture), 6 (Lab)

ELC 115: Industrial Wiring

This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment.

Credit Hours: 4 | Contact Hours: 2 (Lecture), 6 (Lab)

ELC 117: Motors and Controls

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

Credit Hours: 4 | Contact Hours: 2 (Lecture), 6 (Lab)

ELC 118: National Electrical Code

This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.

Credit Hours: 2 | Contact Hours: 1 (Lecture), 2 (Lab)

ELC 127: Software for Technicians

This course introduces computer software which can be used to solve electrical/electronic problems. Topics include electrical/electronic calculations and applications. Upon completion, students should be able to utilize a personal computer for electrical/electronic-related applications.

Credit Hours: 2 | Contact Hours: 1 (Lecture), 3 (Lab)

ELC 128: Intro to PLC

This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to understand basic PLC systems and create simple programs.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

ELC 131: Circuit Analysis I

This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

ELC 131A: Circuit Analysis I Lab

This course provides laboratory assignments as applied to fundamental principles of DC/AC electricity. Emphasis is placed on measurements and evaluation of electrical components, devices, and circuits. Upon completion, the students will gain hands-on experience by measuring voltage, current, and opposition to current flow utilizing various meters and test equipment.

Credit Hours: 1 | Contact Hours: 3

ELC 213: Instrumentation

This course covers the fundamentals of instrumentation used in industry. Emphasis is placed on electric, electronic, and other instruments. Upon completion, students should be able to install, maintain, and calibrate instrumentation.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 2 (Lab)

ELC 215: Electrical Maintenance

This course introduces the theory of maintenance and the skills necessary to maintain electrical equipment found in industrial and commercial facilities. Topics include maintenance theory, predictive and preventive maintenance, electrical equipment operation and maintenance, and maintenance documentation. Upon completion, students should be able to perform maintenance on electrical equipment in industrial and commercial facilities.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

ELC 228: PLC Applications

This course covers programming and applications of programmable logic controllers. Emphasis is placed on programming techniques, networking, specialty I/O modules, and system troubleshooting. Upon completion, students should be able to specify, implement, and maintain complex PLC controlled systems.

Credit Hours: 4 | Contact Hours: 2 (Lecture), 6 (Lab)

Electronics (ELN)

ELN 131: Analog Electronics I

This course introduces the characteristics and applications of semiconductor devices and circuits. Emphasis is placed on analysis, selection, biasing, and applications. Upon completion, students should be able to construct, analyze, verify, and troubleshoot analog circuits using appropriate techniques and test equipment.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

ELN 132: Analog Electronics II

This course covers additional applications of analog electronic circuits with an emphasis on analog and mixed signal integrated circuits (IC). Topics include amplification, filtering, oscillation, voltage regulation, and other analog circuits. Upon completion, students should be able to construct, analyze, verify, and troubleshoot analog electronic circuits using appropriate techniques and test equipment.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

ELN 133: Digital Electronics

This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, medium scale integration (MSI) and large scale integration (LSI) circuits, analog to digital (AD) and digital to analog (DA) conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

ELN 232: Intro to Microprocessors

This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include low-level language programming, bus architecture, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

ELN 275: Troubleshooting

This course covers techniques of analyzing and repairing failures in electronic equipment. Topics include safety, signal tracing, use of service manuals, and specific troubleshooting methods for analog, digital, and other electronics-based circuits and systems. Upon completion, students should be able to logically diagnose and isolate faults and perform necessary repairs to meet manufacturers' specifications.

Credit Hours: 2 | Contact Hours: 1 (Lecture), 3 (Lab)

Emergency Medical Science (EME / EMS)

EME 211: Advanced 911 C&O

This course is designed to provide advanced studies in 911 Communication and Operations for a 911 Telecommunicator. Topics include appropriate telecommunicator response to situations such as terrorism, active shooters/active assailants, missing or exploited persons, human trafficking, suicidal callers, domestic violence, and high-priority/low-frequency emergency events, and identification of strategies that support telecommunicator mental and physical wellbeing. Upon completion, students should be able to define and describe terrorism, active shooter, missing and exploited children and persons, human trafficking, suicide intervention involving callers, domestic violence, and critical incidents, and the telecommunicator's roles when these incidents are presented in the Public Safety Answering Point (PSAP).

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

EMS 110: EMT

This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT certification.

Credit Hours: 9 | Contact Hours: 6 (Lecture), 6 (Lab), 3 (Clinical)

EMS 122: EMS Clinical Practicum I

This course provides the introductory hospital clinical experience for the paramedic student. Emphasis is placed on mastering fundamental paramedic skills. Upon completion, students should be able to demonstrate competency with fundamental paramedic level skills.

Credit Hours: 1 | Contact Hours: 3 (Clinical)

EMS 130: Pharmacology

This course introduces the fundamental principles of pharmacology and medication administration and is required for paramedic certification. Topics include medical terminology, pharmacological concepts, weights, measures, drug calculations, vascular access for fluids and medication administration and legislation. Upon completion, students should be able to accurately calculate drug dosages, properly administer medications, and demonstrate general knowledge of pharmacology.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

EMS 131: Advanced Airway Management

This course is designed to provide advanced airway management techniques and is required for paramedic certification. Topics must meet current guidelines for advanced airway management in the pre-hospital setting. Upon completion, students should be able to properly utilize all airway adjuncts and pharmacology associated with airway control and maintenance.

Credit Hours: 2 | Contact Hours: 1 (Lecture), 2 (Lab)

EMS 160: Cardiology I

This course introduces the study of cardiovascular emergencies and is required for paramedic certification. Topics include anatomy and physiology, pathophysiology, electrophysiology, and rhythm interpretation. Upon completion, students should be able to recognize and interpret rhythms.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

EMS 210: Adv. Patient Assessment

This course covers advanced patient assessment techniques and is required for paramedic certification. Topics include initial assessment, medical-trauma history, field impression, complete physical exam process, on-going assessment, and documentation skills. Upon completion, students should be able to utilize basic communication skills and record and report collected patient data.

Credit Hours: 2 | Contact Hours: 1 (Lecture), 3 (Lab)

EMS 220: Cardiology II

This course provides an in-depth study of cardiovascular emergencies and is required for paramedic certification. Topics include assessment and treatment of cardiac emergencies, cardiac pharmacology, and patient care. Upon completion, students should be able to manage the cardiac patient.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

EMS 221: EMS Clinical Practicum II

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on increasing the proficiency of students' skills and abilities in patient assessments and the delivery of care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.

Credit Hours: 2 | Contact Hours: 6 (Clinical)

EMS 231: EMS Clinical Practicum III

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on enhancing the students' skills and abilities in providing advanced-level care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.

Credit Hours: 3 | Contact Hours: 9 (Clinical)

EMS 235: EMS Management

This course stresses the principles of managing a modern emergency medical service system. Topics include structure and function of municipal governments, EMS grantsmanship, finance, regulatory agencies, system management, legal issues, and other topics relevant to the EMS manager. Upon completion, students should be able to understand the principles of managing emergency medical service delivery systems.

Credit Hours: 2 | Contact Hours: 2

EMS 240: Patients W/ Special Challenges

This course includes concepts of crisis intervention and techniques of interacting with patients with special challenges and is required for paramedic certification. Topics include appropriate intervention and interaction for neglected, abused, terminally ill, chronically ill, technology assisted, bariatric, physically challenged, mentally challenged, or assaulted patients as well as behavioral emergencies. Upon completion, students should be able to recognize and manage the care of patients with special challenges.

Credit Hours: 2 | Contact Hours: 1 (Lecture), 2 (Lab)

EMS 241: EMS Clinical Practicum IV

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on mastering the skills/competencies required of the paramedic providing advanced-level care. Upon completion, students should be able to provide advanced-level patient care as an entry-level paramedic.

Credit Hours: 4 | Contact Hours: 12 (Clinical)

EMS 250: Medical Emergencies

This course provides an in-depth study of medical conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include appropriate interventions/treatments for disorders/diseases/injuries affecting the following systems: respiratory, neurological, abdominal/gastrointestinal, endocrine, genitourinary, musculoskeletal, and immunological as well as toxicology, infectious diseases and diseases of the eyes, ears, nose and throat. Upon completion, students should be able to recognize, assess and manage the care of frequently encountered medical conditions based upon initial patient assessment.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

EMS 260: Trauma Emergencies

This course provides in-depth study of trauma including pharmacological interventions for conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include an overview of thoracic, abdominal, genitourinary, orthopedic, neurological, and multi-system trauma, soft tissue trauma of the head, neck, and face as well as environmental emergencies. Upon completion, students should be able to recognize and manage trauma situations based upon patient assessment and should adhere to standards of care.

Credit Hours: 2 | Contact Hours: 1 (Lecture), 3 (Lab)

EMS 270: Life Span Emergencies

This course covers medical/ethical/legal issues and the spectrum of age-specific emergencies from conception through death required for paramedic certification. Topics include gynecological, obstetrical, neonatal, pediatric, and geriatric emergencies and pharmacological therapeutics. Upon completion, students should be able to recognize and treat age-specific emergencies.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 3 (Lab)

EMS 285: EMS Capstone

This course provides an opportunity to demonstrate problem-solving skills as a team leader in simulated patient scenarios and is required for paramedic certification. Emphasis is placed on critical thinking, integration of didactic and psychomotor skills, and effective performance in simulated emergency situations. Upon completion, students should be able to recognize and appropriately respond to a variety of EMS-related events.

Credit Hours: 2 | Contact Hours: 1 (Lecture), 3 (Lab)

English (ENG)

ENG 025: College English Skills

This course provides the skills necessary for success in college English courses. Topics include reading and writing processes and strategies, such as critical thinking, text analysis, idea development, and application of writing conventions. Upon completion, students should be able to analyze readings and produce unified, coherent, well-developed paragraphs and essays using appropriate document design and standard written English while developing positive academic habits, learning strategies, and a growth mindset.

Credit Hours: 3 | Contact Hours: 3

ENG 045: English Skills Support

This course provides academic support for the successful completion of gateway English courses by supplementing and reinforcing classroom instruction. Emphasis is placed on developing a growth mindset, expanding skills in active reading and writing processes, applying editing and revision strategies, exercising standard writing conventions through contextualized instruction, and ethically using appropriate technology when reading and writing. Upon completion, students should be able to apply active reading strategies to college-level texts and produce unified, well-developed essays using standard written English.

Credit Hours: 2 | Contact Hours: 1 (Lecture), 2 (Lab)

ENG 111: Writing and Inquiry

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.

Credit Hours: 3 | Contact Hours: 3

ENG 112: Writing/Research in the Disc

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines.

Credit Hours: 3 | Contact Hours: 3

ENG 231: American Literature I

This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts.

Credit Hours: 3 | Contact Hours: 3

ENG 232: American Literature II

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts.

Credit Hours: 3 | Contact Hours: 3

ENG 241: British Literature I

This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

Credit Hours: 3 | Contact Hours: 3

ENG 242: British Literature II

This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical

and cultural contexts.

Credit Hours: 3 | Contact Hours: 3

ENG 273: African-American Literature

This course provides a survey of the development of African-American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and respond to selected texts.

Credit Hours: 3 | Contact Hours: 3

Emergency Preparedness Technology (EPT)

EPT 150: Incident Management

This course introduces the National Incident Management System (NIMS). Topics include integrating command and control systems, maintaining communication within command and control systems, and using NIMS procedures. Upon completion, students should be able to demonstrate knowledge of key concepts necessary for operating within the National Incident Management System.

Credit Hours: 3 | Contact Hours: 3

EPT 220: Terrorism and Emer. Mgt.

This course covers preparing for, responding to, and safely mitigating terrorism incidents. Topics include the history of terrorism, scene hazards, evidence preservation, risk assessment, roles and responsibilities, explosive recognition, and terrorism planning. Upon completion, students should be able to recognize the threat of terrorism and operate within the emergency management framework at a terrorism incident.

Credit Hours: 3 | Contact Hours: 3

EPT 225: Haz Analysis/Risk Assess

This course covers the probability and frequency of hazards, level of hazard exposure, and the effect or cost, both direct and indirect, of this exposure. Topics include identifying and characterizing hazards, evaluating hazard severity and frequency, estimating risks, and determining potential societal and economic effects. Upon completion, students should be able to identify the potential hazards and risks within a community.

Credit Hours: 3 | Contact Hours: 3

Fire Protection (FIP)

FIP 152: Fire Protection Law

This course covers fire protection law as referenced in NFPA standard 1. Topics include legal terms, contracts, liability, review of case histories, and other related topics. Upon completion, students should be able to discuss laws, codes, and ordinances as they relate to fire protection.

Credit Hours: 3 | Contact Hours: 3

FIP 256: Municipal Public Relations

This course is a general survey of municipal public relations and their effect on the governmental process referenced in NFPA standard 1035. Topics include principles of public relations, press releases, press conferences, public information officers, image surveys, and the effects of perceived service on fire protection delivery. Upon completion, students should be able to manage public relations functions of organizations which meet elements of NFPA 1021 for Fire Officer I and II.

Credit Hours: 3 | Contact Hours: 3

FIP 276: Managing Fire Services

This course provides an overview of fire department operative services referenced in NFPA standard 1021. Topics include finance, staffing, equipment, code enforcement, management information, specialized services, legal issues, planning, and other related topics. Upon completion, students should be able to understand concepts and apply fire department management and operations principles.

Credit Hours: 3 | Contact Hours: 3

French (FRE)

FRE 111: Elementary French I

This course introduces the fundamental elements of the French language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness.

Credit Hours: 3 | Contact Hours: 3

FRE 112: Elementary French II

This course is a continuation of FRE 111 focusing on the fundamental elements of the French language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate further cultural awareness.

Credit Hours: 3 | Contact Hours: 3

FRE 181: French Lab 1

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

Credit Hours: 1 | Contact Hours: 2

FRE 182: French Lab 2

This course provides an opportunity to enhance acquisition of the fundamental elements of the French language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and

writing skills through the use of supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate cultural awareness.

Credit Hours: 1 | Contact Hours: 2

FRE 211: Intermediate French I

This course provides a review and expansion of the essential skills of the French language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future.

Credit Hours: 3 | Contact Hours: 3

Geology (GEL)

GEL 111: Geology

This course introduces basic landforms and geological processes. Topics include rocks, minerals, volcanoes, fluvial processes, geological history, plate tectonics, glaciers, and coastal dynamics. Upon completion, students should be able to describe basic geological processes that shape the earth.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 2 (Lab)

GEL 230: Environmental Geology

This course provides insights into geologic forces that cause environmental changes influencing man's activities. Emphasis is placed on natural hazards and disasters caused by geologic forces. Upon completion, students should be able to relate major hazards and disasters to the geologic forces responsible for their occurrence.

Credit Hours: 4 | Contact Hours: 3 (Lecture), 2 (Lab)

German (GER)

GER 111: Elementary German I

This course introduces the fundamental elements of the German language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written German and demonstrate cultural awareness.

Credit Hours: 3 | Contact Hours: 3

GER 112: Elementary German II

This course is a continuation of GER 111 focusing on the fundamental elements of the German language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written German and demonstrate further cultural awareness.

Credit Hours: 3 | Contact Hours: 3

GER 181: German Lab 1

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

Credit Hours: 1 | Contact Hours: 2

GER 182: German Lab 2

This course provides an opportunity to enhance acquisition of the fundamental elements of the German language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written German and demonstrate cultural awareness.

Credit Hours: 1 | Contact Hours: 2

GER 211: Intermediate German I

This course provides a review and expansion of the essential skills of the German language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future.

Credit Hours: 3 | Contact Hours: 3

Health and Health Sciences (HEA / HSC)

HEA 110: Personal Health/Wellness

This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness.

Credit Hours: 3 | Contact Hours: 3

HSC 110: Orientation to Health Careers

This course is a survey of health care professions. Topics include professional duties and responsibilities, working environments, and career choices. Upon completion, students should be able to demonstrate an understanding of the health care professions and be prepared to make informed career choices.

Human Services (HSE)

HSE 110: Intro to Human Services

This course introduces the human services field, including the history, agencies, roles, and careers. Topics include personal/professional characteristics, diverse populations, community resources, disciplines in the field, systems, ethical standards, and major theoretical and treatment approaches. Upon completion, students should be able to identify the knowledge, skills, and roles of the human services worker.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

HSE 123: Interview Tech Human Service

This course covers the purpose, structure, focus, and techniques utilized in effective interviewing. Emphasis is placed on observing, attending, listening, responding, summarizing, and documenting with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to facilitate the helping relationship.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

HSE 135: Orientation Lab I

This course is designed to promote professional, program, and personal identification with the human services field. Emphasis is placed on interpersonal communication, verbal and non-verbal interactions, and team building. Upon completion, students should be able to identify with the human services profession and demonstrate basic team-building skills.

Credit Hours: 1 | Contact Hours: 2 (Lab)

HSE 210: Diversity Ethics and Trends

This course is designed to provide students with an in-depth understanding of the role of diversity and ethical considerations within the human services profession. Emphasis is placed on the knowledge and skills in the evolving landscape of human services. Upon completion, students should be able to apply ethical decision-making, demonstrate an understanding of diverse perspectives, and identify current trends in the human services field.

Credit Hours: 3 | Contact Hours: 3

HSE 212: Group Dynamics

This course introduces the concepts of group processes and group dynamics. Emphasis is placed on essential tools for understanding, participating in, and contributing to group processes. Upon completion, students should be able to identify and explain how people are influenced by their interactions in group settings and facilitate various groups.

Credit Hours: 3 | Contact Hours: 3

HSE 220: Case Management

This course covers a variety of tasks associated with professional case management. Topics include needs assessment, service planning, referral procedures, documentation, follow-up, and integration of services. Upon completion, students should be able to effectively manage the care of the whole person from initial contact through termination of services.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

HSE 223: Counseling Theories & Skills

This course provides an in-depth exploration of foundational theories and practical techniques essential for those working in diverse human services settings. Emphasis is placed on self-awareness, problem-solving, decision-making, and personal growth. Upon completion, students should be able to apply these theories to

real-life scenarios, and develop professional skills crucial for fostering supportive relationships in various settings.

Credit Hours: 3 | Contact Hours: 3

HSE 225: Crisis and Intervention Prin

This course introduces the types of crises and the principles of intervention. Emphasis is placed on identifying culturally competent techniques for intervening in various crisis situations. Upon completion, students should be able to assess crisis situations and respond effectively.

Credit Hours: 3 | Contact Hours: 3

HSE 250: Financial Services

This course introduces students to agencies that provide financial assistance. Emphasis is placed on qualifying applicants for a variety of financial assistance programs offered by human services agencies. Upon completion, students should be able to make a factual and objective assessment of a client's economic situation to qualify them for financial assistance.

Credit Hours: 2 | Contact Hours: 2

History (HIS)

HIS 111: World Civilizations I

This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic, and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations.

Credit Hours: 3 | Contact Hours: 3

HIS 112: World Civilizations II

This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations.

Credit Hours: 3 | Contact Hours: 3

HIS 131: American History I

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history.

Credit Hours: 3 | Contact Hours: 3

HIS 132: American History II

This course is a survey of American history from the Civil War era to the present. Topics include

industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict.

Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War.

Credit Hours: 3 | Contact Hours: 3

Humanities (HUM)

HUM 110: Technology and Society

This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology.

Credit Hours: 3 | Contact Hours: 3

HUM 115: Critical Thinking

This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts.

Credit Hours: 3 | Contact Hours: 3

HUM 120: Cultural Studies

This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. This Eastern European version of HUM 120 will take you on a journey through the strange, spooky, and often humorous side of East Europe's cultural history by exploring myths that have their origin in the region but are now part of popular culture globally: vampires, werewolves, witches, and other shapeshifters as they are represented in literature, art, and film. Upon completion, students should be able to appreciate the unique character of the study culture.

Credit Hours: 3 | Contact Hours: 3

HUM 150: American Women's Studies

This course provides an inter-disciplinary study of the history, literature, and social roles of American women from Colonial times to the present. Emphasis is placed on women's roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able to identify and analyze the roles of women as reflected in various cultural forms.

Credit Hours: 3 | Contact Hours: 3

HUM 160: Introduction to Film

This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

HUM 230: Leadership Development

This course explores the theories and techniques of leadership and group process. Emphasis is placed on leadership styles, theories of group dynamics, and the moral and ethical responsibilities of leadership. This course is specifically designed for a partnership program with NC Central and Duke universities. Upon completion, students should be able to identify and analyze a personal philosophy and style of leadership and integrate these concepts in various practical situations.

Credit Hours: 3 | Contact Hours: 3

Hydraulics (HYD)

HYD 110: Hydraulics/Pneumatics I

This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 3 (Lab)

International Business (INT)

INT 110: International Business

This course provides an overview of the environment, concepts, and basic differences involved in international business. Topics include forms of foreign involvement, international trade theory, governmental influences on trade and strategies, international organizations, multinational corporations, personnel management, and international marketing. This course is approved for the Global Distinction Program. Upon completion, students should be able to describe the foundation of international business.

Credit Hours: 3 | Contact Hours: 3

Industrial Science (ISC)

ISC 112: Industrial Safety

This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance.

Credit Hours: 2 | Contact Hours: 2

ISC 278: cGMP Quality Systems

This course focuses on the development, implementation, and ongoing maintenance of a quality system in a cGMP environment. Topics include the cGMP standard, components of cGMP quality systems, quality function roles and training, development of documentation such as SOPs, and system review procedures. Upon completion, students should be able to identify the components of a quality system and develop a quality system manual utilizing the cGMP standard.

Credit Hours: 2 | Contact Hours: 2

Legal Education (LEX)

LEX 110: Intro to Paralegal Study

This course introduces the paralegal profession and the legal system, and an emphasis is placed on the role of professional and legal ethics. Topics include regulations, ethics, case analysis, legal reasoning, career opportunities, professional organizations, terminology and other related topics. Upon completion, students should be able to explain the role of a paralegal and identify the skills, knowledge, and ethics required of paralegals.

Credit Hours: 2 | Contact Hours: 2

LEX 120: Legal Research/Writing I

This course introduces the techniques of legal research and writing. Emphasis is placed on locating, analyzing, applying, and updating sources of law; effective legal writing, including proper citation; and the use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

LEX 121: Legal Research/Writing II

This course covers advanced topics in legal research and writing. Topics include more complex legal issues and assignments involving preparation of legal memos, briefs, and other documents and the advanced use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

LEX 130: Civil Injuries

This course covers traditional tort concepts and the evolving body of individual rights created by statute. Topics include intentional and non-intentional torts with emphasis on negligence, strict liability, civil rights, workplace and environmental liability, remedies, and damages. Upon completion, students should be able to recognize, explain, and evaluate elements of civil injuries and related defenses.

Credit Hours: 3 | Contact Hours: 3

LEX 140: Civil Litigation I

This course introduces the structure of the legal system and the rules governing civil litigation. Topics include jurisdiction, state and federal rules of civil procedure, and evidence. Upon completion, students should be able to assist an attorney in pre-litigation matters and preparation of pleadings and motions.

Credit Hours: 3 | Contact Hours: 3

LEX 141: Civil Litigation II

This course covers advanced topics in the civil litigation process. Topics include motions, discovery, and trial and appellate procedures. Upon completion, students should be able to assist an attorney in preparing and

organizing documents for trial, settlement and post-trial practice.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

LEX 150: Commercial Law I

This course covers legally enforceable agreements, forms of organization, and selected portions of the Uniform Commercial Code. Topics include drafting and enforcement of contracts, leases, and related documents and selection and implementation of business organization forms, sales, and commercial papers. Upon completion, students should be able to apply the elements of a contract, prepare various business documents, and understand the role of commercial paper.

Credit Hours: 3 | Contact Hours: 2 (Lecture), 2 (Lab)

LEX 160: Criminal Law & Procedure

This course introduces substantive criminal law and procedural rights of the accused. Topics include elements of state/federal crimes, defenses, constitutional issues, pre-trial and trial process, and other related topics. Upon completion, students should be able to explain elements of specific crimes and assist an attorney in preparing a criminal case.

Credit Hours: 3 | Contact Hours: 2,2

LEX 180: Case Analysis & Reasoning

This course covers the techniques of reading and applying legal opinions and the skills of case analysis. Emphasis is placed on the components of opinions and on types of legal writing. Upon completion, students should be able to read, analyze, and brief opinions and prepare legal memoranda, briefs, and other legal documents.

Credit Hours: 2 | Contact Hours: 1,2

LEX 210: Real Property I

This course introduces the study of real property law. Topics include the distinction between real and personal property, various estates, mechanics of conveyance and encumbrance, recordation, special proceedings, and other related topics. Upon completion, students should be able to identify estates, forms of deeds, requirements for recording, and procedures to enforce rights to real property.

Credit Hours: 3 | Contact Hours: 3

LEX 220: Corporate Law

This course covers the legal aspects of forming, operating, and maintaining a business. Emphasis is placed on the business corporation with additional coverage of sole proprietorships and partnerships. Upon completion, students should be able to draft basic partnership and corporate documents and file these documents as required.

Credit Hours: 2 | Contact Hours: 2

LEX 240: Family Law

This course covers laws governing domestic relations. Topics include marriage, separation, divorce, child

custody, support, property division, adoption, domestic violence, and other related topics. Upon completion, students should be able to interview clients, gather information, and draft documents related to family law.

Credit Hours: 3 | Contact Hours: 3

LEX 250: Wills, Estates, & Trusts

This course covers various types of wills, trusts, probate, estate administration, and intestacy. Topics include types of wills and execution requirements, caveats and dissents, intestate succession, inventories and accountings, distribution and settlement, and other related topics. Upon completion, students should be able to draft simple wills, prepare estate forms, understand administration of estates including taxation, and explain terms regarding trusts.

Credit Hours: 3 | Contact Hours: 2,2

LEX 270: Law Office Mgt/Technology

This course provides an overview of law office management and organization. Topics include office forms, filing systems, billing/time keeping, computer systems, calendar systems, library administration, case management, office/personnel procedures, ethics, and technology. Upon completion, students should be able to establish and maintain various law office systems, monitor case progress, and supervise non-lawyer personnel.

Credit Hours: 2 | Contact Hours: 1,2

LEX 280: Ethics & Professionalism

This course reinforces legal ethics and the role of the paralegal in a professional work environment. Topics include a review of ethics, employment opportunities, and search techniques; paralegal certification and other related topics. Upon completion, students should be able to understand the paralegal's role in the ethical practice of law.

Credit Hours: 2 | Contact Hours: 2

LEX 282: Immigration Law

This course covers both theoretical and practical application of immigration law to everyday scenarios and the paralegal's role in the process. Topics include administrative agency formation, the role of INS and the implication of the decisions on the immigration process. Upon completion, students should be able to discuss administrative agencies, the relationship of the INS to the governmental structure and immigration case law.

Credit Hours: 2 | Contact Hours: 2

LEX 287: CLA Review Seminar

This course is designed to prepare students for voluntary certification sponsored by the National Association of Legal Assistants to demonstrate significant competence in paralegalism. Topics include communications, ethics, human relations, interviewing techniques, judgment and analytical analysis, legal research, legal terminology, general law and nine tested specialty areas of law. Upon completion, students should be able to demonstrate that they are prepared to take the NALA's Certified Legal Assistant Exam. Students should take this course during the last semester of the student's plan of study, prior to graduation (instructor consent required).

Credit Hours: 2 | Contact Hours: 2

Machining (MAC)

MAC: 121 Intro to CNC

This course introduces the concepts and capabilities of computer numerical control machine tools. Topics include setup, operation, and basic applications. Upon completion, students should be able to explain operator safety, machine protection, data input, program preparation, and program storage.

Credit Hours: 2 | Contact Hours: 2

MAC 122: CNC Turning

This course introduces the programming, setup, and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC turning centers.

Credit Hours: 2 | Contact Hours: 1,3

MAC 124: CNC Milling

This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers.

Credit Hours: 2 | Contact Hours: 1,3

MAC 131: Blueprint Reading/Mach I

This course covers the basic principles of blueprint reading and sketching. Topics include multi-view drawings; interpretation of conventional lines; and dimensions, notes, and thread notations. Upon completion, students should be able to interpret basic drawings, visualize parts, and make pictorial sketches.

Credit Hours: 2 | Contact Hours: 1,2

MAC 141: Machining Applications I

This course provides an introduction to a variety of material-working processes that are common to the machining industry. Topics include safety, process-specific machining equipment, measurement devices, set-up and layout instruments, and common shop practices. Upon completion, students should be able to safely demonstrate basic machining operations, accurately measure components, and effectively use layout instruments.

Credit Hours: 4 | Contact Hours: 2,6

MAC 151: Machining Calculations

This course introduces basic calculations as they relate to machining occupations. Emphasis is placed on basic calculations and their applications in the machine shop. Upon completion, students should be able to perform basic shop calculations.

Credit Hours: 2 | Contact Hours: 1,2

Mathematics (MAT)

MAT 025: Concepts of Essential Math/Sta

This course provides an opportunity to customize foundational math content and statistical concepts specific to real-world applications. Topics include decimals, percentages, ratios, proportions, solving basic equations, geometrical concepts, dimensional analysis, financial applications and elements of statistics and probability. Upon completion, students should be able to successfully demonstrate the use of mathematics, technology and statistical concepts to solve practical problems while developing positive academic habits, learning strategies and growth mindset.

Credit Hours: 3 | Contact Hours: 3

MAT 035: Concepts of Algebra

This course covers algebraic concepts with an emphasis on application and analysis. Topics include rational/radical expressions and equations, solving equations and inequalities, concepts of functions, factoring, and exponents. Upon completion, students should be able to successfully demonstrate mastery of algebraic concepts through application and analysis while developing positive academic habits, learning strategies and growth mindset.

Credit Hours: 3 | Contact Hours: 3

MAT 045: Math Skills Support

This course provides opportunities for students to build a stronger foundation for success in their gateway math course by obtaining skills through a variety of instructional strategies. Emphasis is placed on foundational skills as well as concepts, skills, vocabulary and definitions necessary to master student learning outcomes of the gateway math course. Upon completion, student should be able to apply mathematical concepts and critical thinking skills to solve problems relevant to the student's gateway math course.

Credit Hours: 2 | Contact Hours: 1,2

MAT 045A: Math Skills Support MAT-121

This course provides opportunities for students to build a stronger foundation for success in their gateway math course by obtaining skills through a variety of instructional strategies. Emphasis is placed on foundational skills as well as concepts, skills, vocabulary and definitions necessary to master student learning outcomes of the gateway math course. Upon completion, student should be able to apply mathematical concepts and critical thinking skills to solve problems relevant to the student's gateway math course.

Credit Hours: 2 | Contact Hours: 1,2

MAT 045P: Math Skills Support MAT-171

This course provides opportunities for students to build a stronger foundation for success in their gateway math course by obtaining skills through a variety of instructional strategies. Emphasis is placed on foundational skills as well as concepts, skills, vocabulary and definitions necessary to master student learning outcomes of the gateway math course. Upon completion, student should be able to apply mathematical concepts and critical thinking skills to solve problems relevant to the student's gateway math course.

Credit Hours: 2 | Contact Hours: 1,2

MAT 045Q: Math Skills Support MAT-143

This course provides opportunities for students to build a stronger foundation for success in their gateway math course by obtaining skills through a variety of instructional strategies. Emphasis is placed on foundational skills as well as concepts, skills, vocabulary and definitions necessary to master student learning outcomes of the gateway math course. Upon completion, student should be able to apply mathematical concepts and critical thinking skills to solve problems relevant to the student's gateway math course.

Credit Hours: 2 | Contact Hours: 1,2

MAT 045S: Math Skills Support MAT-152

This course provides opportunities for students to build a stronger foundation for success in their gateway math course by obtaining skills through a variety of instructional strategies. Emphasis is placed on foundational skills as well as concepts, skills, vocabulary and definitions necessary to master student learning outcomes of the gateway math course. Upon completion, student should be able to apply mathematical concepts and critical thinking skills to solve problems relevant to the student's gateway math course.

Credit Hours: 2 | Contact Hours: 1,2

MAT 110: Math Measurement & Literacy

This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results.

Credit Hours: 3 | Contact Hours: 2,2

MAT 121: Algebra/Trigonometry I

This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include the properties of plane and solid geometry, area and volume, and basic proportion applications; simplification, evaluation, and solving of algebraic equations and inequalities and radical functions; complex numbers; right triangle trigonometry; and systems of equations. Upon completion, students will be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results.

Credit Hours: 3 | Contact Hours: 2,2

MAT 143: Quantitative Literacy

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life.

Credit Hours: 3 | Contact Hours: 2,2

MAT 152: Statistical Methods I

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results.

Credit Hours: 4 | Contact Hours: 3,2

MAT 167: Discrete Mathematics

This course is designed to develop problem-solving and reasoning skills using an algorithmic approach. Topics include sets, number theory, numeration systems, linear programming, traditional and propositional logic, truth tables, Venn diagrams, elementary proofs, and Boolean algebra. Upon completion, students should be able to apply logic and other mathematical concepts to solve a variety of problems.

Credit Hours: 3 | Contact Hours: 3

MAT 171: Precalculus Algebra

This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology.

Credit Hours: 4 | Contact Hours: 3,2

MAT 172: Precalculus Trigonometry

This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology.

Credit Hours: 4 | Contact Hours: 3,2

MAT 263: Brief Calculus

This course is designed to introduce concepts of differentiation and integration and their applications to solving problems. Topics include graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results.

Credit Hours: 4 | Contact Hours: 3,2

MAT 271: Calculus I

This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology.

Credit Hours: 4 | Contact Hours: 3,2

MAT 272: Calculus II

This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology.

Credit Hours: 4 | Contact Hours: 3,2

MAT 273: Calculus III

This course is designed to develop the topics of multivariate calculus. Emphasis is placed on multivariate functions, partial derivatives, multiple integration, solid analytical geometry, vector valued functions, and line and surface integrals. Upon completion, students should be able to select and use appropriate models and techniques for finding the solution to multivariate-related problems with and without technology.

Credit Hours: 4 | Contact Hours: 3,2

MAT 280: Linear Algebra

This course provides an introduction to linear algebra topics. Emphasis is placed on the development of abstract concepts and applications for vectors, systems of equations, matrices, determinants, vector spaces, multi-dimensional linear transformations, eigenvectors, eigenvalues, diagonalization and orthogonality. Upon completion, students should be able to demonstrate understanding of the theoretical concepts and select and use appropriate models and techniques for finding solutions to linear algebra-related problems with and without technology.

Credit Hours: 3 | Contact Hours: 2,2

MAT 285: Differential Equations

This course provides an introduction to topics involving ordinary differential equations. Emphasis is placed on the development of abstract concepts and applications for first-order and linear higher-order differential equations, systems of differential equations, numerical methods, series solutions, eigenvalues and eigenvectors, and LaPlace transforms. Upon completion, students should be able to demonstrate understanding of the theoretical concepts and select and use appropriate models and techniques for finding solutions to differential equations-related problems with and without technology.

Credit Hours: 3 | Contact Hours: 2,2

Mechanical Science (MEC)

MEC 111: Machine Processes I

This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to manufacture simple parts to specified tolerance.

Credit Hours: 3 | Contact Hours: 1,4

Medical Assisting (MED)

MED 110: Orientation to Med Assist

This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting.

Credit Hours: 1 | Contact Hours: 1

MED 118: Medical Law and Ethics

This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multi-skilled health professional.

Credit Hours: 2 | Contact Hours: 2

MED 121: Medical Terminology I

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

Credit Hours: 3 | Contact Hours: 3

MED 122: Medical Terminology II

This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

Credit Hours: 3 | Contact Hours: 3

MED 130: Admin Office Proc I

This course introduces medical office administrative procedures. Topics include appointment processing,

written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.

Credit Hours: 2 | Contact Hours: 1,2

MED 131: Admin Office Proc II

This course provides medical office procedures in both economic and management skills. Topics include physical plant maintenance, equipment and supplies, liability coverage, medical economics, and introductory insurance procedures. Upon completion, students should be able to manage the economics of the medical office and supervise personnel.

Credit Hours: 2 | Contact Hours: 1,2

MED 138: Infection/Hazard Control

This course introduces the student to infection and hazard control procedures necessary for the healthcare worker. Topics include introduction to Microbiology, Practical Infection Control, Sterilization and Monitoring, Chemical Disinfectants, Aseptic Technique, Infectious diseases, and applicable North Carolina laws. Upon completion, students should be able to demonstrate an understanding of infectious diseases, disease transmission, infection control procedures, biohazard management, OSH standards, and applicable North Carolina laws.

Credit Hours: 2 | Contact Hours: 2

MED 140: Exam Room Procedures I

This course provides instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with exams and treatment, patient education, preparation and administration of medications, EKG, vital signs, and medical emergencies. Upon completion, students should be able to demonstrate competence in exam room procedures.

Credit Hours: 5 | Contact Hours: 3,4

MED 150: Laboratory Procedures I

This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective tests, phlebotomy, screening and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics.

Credit Hours: 5 | Contact Hours: 3,4

MED 232: Medical Insurance Coding

This course is designed to develop coding skills. Emphasis is placed on advanced diagnostic and procedural coding in the outpatient facility. Upon completion, students should be able to demonstrate proficiency in coding for reimbursement.

Credit Hours: 2 | Contact Hours: 1,3

MED 260: MED Clinical Practicum

This course provides the opportunity to apply clinical, laboratory, and administrative skills in a medical facility. Emphasis is placed on enhancing competence in clinical and administrative skills necessary for comprehensive patient care and strengthening professional communications and interactions. Upon completion, students should be able to function as an entry-level health care professional.

Credit Hours: 5 | Contact Hours: 15

MED 264: Med Assisting Overview

This course provides an overview of the complete medical assisting curriculum. Emphasis is placed on all facets of medical assisting pertinent to administrative, laboratory, and clinical procedures performed in the medical environment. Upon completion, students should be able to demonstrate competence in the areas covered on the national certification examination for medical assistants.

Credit Hours: 2 | Contact Hours: 2

MED 270: Symptomatology

This course covers the study of disease symptoms and the appropriate actions taken by medical assistants in a medical facility in relation to these symptoms. Emphasis is placed on interviewing skills and appropriate triage, preparing patients for procedures, and screening test results. Upon completion, students should be able to recognize how certain symptoms relate to specific diseases, recognize emergency situations, and take appropriate actions.

Credit Hours: 3 | Contact Hours: 2,2

MED 272: Drug Therapy

This course focuses on major drug groups, including their side effects, interactions, methods of administration, and proper documentation. Emphasis is placed on the theory of drug administration. Upon completion, students should be able to identify, spell, recognize side effects of, and document the most commonly used medications in a physician's office.

Credit Hours: 3 | Contact Hours: 3

Mental Health (MHA)

MHA 140: Intro to Mental Health

This course provides a comprehensive overview of mental health and wellness and the roles, duties, and ethical aspects of providing mental health services. Topics include the history of mental health services, common mental health challenges, professional qualifications, and current trends. Upon completion, students should be able to discuss the impact of mental health, examine various treatment settings, and analyze the requirements for providing mental health services in public, private, nonprofit, and community environments.

Credit Hours: 3 | Contact Hours: 3

Marketing (MKT)

MKT 120: Principles of Marketing

This course introduces principles and problems of marketing goods and services. Topics include promotion,

placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

Credit Hours: 3 | Contact Hours: 3

MKT 123: Fundamentals of Selling

This course is designed to emphasize the necessity of selling skills in a modern business environment. Emphasis is placed on sales techniques involved in various types of selling situations. Upon completion, students should be able to demonstrate an understanding of the techniques covered.

Credit Hours: 3 | Contact Hours: 3

MKT 220: Advertising and Sales Promotion

This course covers the elements of advertising and sales promotion in the business environment. Topics include advertising and sales promotion appeals, selection of media, use of advertising and sales promotion as a marketing tool, and means of testing effectiveness. Upon completion, students should be able to demonstrate an understanding of the concepts covered through application.

Credit Hours: 3 | Contact Hours: 3

Maintenance (MNT)

MNT 110: Intro to Maintenance Procedures

This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

Credit Hours: 2 | Contact Hours: 1,3

MNT 230: Pumps & Piping Systems

This course covers pump installation and maintenance and related valves and piping systems. Topics include various types of pump systems and their associated valves, piping requirements, and other related topics. Upon completion, students should be able to select and install pump and piping systems and demonstrate proper maintenance and troubleshooting procedures.

Credit Hours: 2 | Contact Hours: 1,3

MNT 240: Industrial Equipment Troubleshoot

This course covers the various service procedures, tools, instruments, and equipment necessary to analyze and repair typical industrial equipment. Emphasis is placed on electro-mechanical and fluid power equipment troubleshooting, calibration, and repair, including common techniques and procedures. Upon completion, students should be able to troubleshoot and repair industrial equipment.

Credit Hours: 2 | Contact Hours: 1,3

Medical Product Safety (MSP)

MSP 110: Intro-Medical Product Safety

This course provides a comprehensive introduction to medical product safety and pharmacovigilance. Topics include an overview of the key components of product safety, product safety terminology, the processes for monitoring product safety, and the regulations that govern product safety and pharmacovigilance. Upon completion, students should be able to describe the processes for monitoring the safety of drugs, diagnostics, medical devices, and biologics throughout a product's life cycle.

Credit Hours: 3 | Contact Hours: 3

MSP 115: Med Product Safety Regulations

This course provides an overview of national and global regulations governing the safety of medical products including drugs, diagnostics, medical devices, and biologics. Topics include a review of the regulatory agencies; regulations for pre-clinical, clinical, and post-market production safety; and regulations governing the process for monitoring product safety. Upon completion, students should be able to demonstrate a basic understanding of regulatory processes associated with clinical research and describe effective means of compliance.

Credit Hours: 3 | Contact Hours: 3

MSP 120: Safety Reporting

This course provides an overview of the criteria utilized in determining how safety data are reported. Emphasis is placed on learning the purpose, content, and format of the various reports that include safety information. Upon completion, students should be able to describe the difference between expedited and periodic reporting, the criteria used in this determination, as well as the purpose and content of each type of safety report.

Credit Hours: 3 | Contact Hours: 3

MSP 130: Safety Systems and Processes

This course provides an introduction to product safety systems, the collection and processing of safety data, and data coding. Emphasis is placed on the importance of quality data, the steps in case processing, and experience in entering case data. Upon completion, students should be able to discuss and perform the essential steps in processing a case from beginning to end for both pre-marketing and post-marketing cases.

Credit Hours: 4 | Contact Hours: 3,3

MSP 220: Signal Detection & Risk Assess

This course provides a basic understanding of the analysis of data to identify safety signals and to determine a product's risk profile to ensure a medical product has a favorable benefit-risk balance through its life cycle. Topics include the rationale and methods used in analyzing single cases versus aggregate data. Upon completion, students should be able to synthesize work in case processing, safety systems, safety reporting and regulations to assess a product's benefit-risk, as well as to identify the issues in ongoing benefit-risk assessments and demonstrate a basic understanding of how signaling and risk assessments are done.

Credit Hours: 4 | Contact Hours: 3,3

Music (MUS)

MUS 110: Music Appreciation

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music.

Credit Hours: 3 | Contact Hours: 3

MUS 112: Introduction to Jazz

This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music.

Credit Hours: 3 | Contact Hours: 3

MUS 141: Ensemble I

This course provides an opportunity to perform in any combination of instrumental, vocal, or keyboard groups of two or more. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

Credit Hours: 1 | Contact Hours: 2

MUS 142: Ensemble II

This course is a continuation of MUS 141. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

Credit Hours: 1 | Contact Hours: 2

MUS 241: Ensemble III

This course is a continuation of MUS 142. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

Credit Hours: 1 | Contact Hours: 2

MUS 242: Ensemble IV

This course is a continuation of MUS 241. Emphasis is placed on the development of performance skills and the study of styles of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance.

Credit Hours: 1 | Contact Hours: 2

Nurse Aide (NAS)

NAS 101: Nurse Aide I

This course includes basic nursing skills required to provide safe, competent personal care for individuals. Emphasis is placed on person-centered care, the aging process, communication, safety/emergencies, infection prevention, legal and ethical issues, vital signs, height and weight measurements, elimination, nutrition, basic restorative care/rehabilitation, dementia, mental health and end-of-life care. Upon completion, students should be able to demonstrate knowledge and skills and be eligible to test for listing on the North Carolina Nurse Aide I Registry.

Credit Hours: 6 | Contact Hours: 3,4,3

NAS 111: Nurse Aide I

This course includes basic nursing skills required to provide safe, competent personal care for individuals. Emphasis is placed on person-centered care, the aging process, communication, safety/emergencies, infection prevention, legal and ethical issues, vital signs, height and weight measurements, elimination, nutrition, basic restorative care/rehabilitation, dementia, mental health and end-of-life care. Upon completion, students should be able to demonstrate knowledge and skills and be eligible to test for listing on the North Carolina Nurse Aide I Registry.

Credit Hours: 6 | Contact Hours: 3,3,4

Networking Technology (NET)

NET 115: Telecom for IT Professionals

This course introduces telecommunications technologies and topics for Information Technology students. Topics include introduction to telecommunications, wide area networking technologies, voice telephony, wireless telephony, and telecommunications network management. Upon completion, students should be able to design, implement and test key telecommunications technologies.

Credit Hours: 3 | Contact Hours: 2,2

NET 125: Introduction to Networks

This course offers a detailed exploration of the architecture, structure, functions, components, and operating models of the Internet and other computer networks. Topics include the essentials of IP addressing, Ethernet basics, various media types, and network operations. Upon completion, students should be able to build/troubleshoot simple Local Area Networks (LANs), develop effective IP addressing schemes, and configure routers and switches.

Credit Hours: 3 | Contact Hours: 2,3

NET 126: Switching and Routing

This course covers the architecture, components, and operations of routers and switches in small networks and introduces wireless local area networks (WLAN) and security concepts. Emphasis is placed on configuring and troubleshooting routers and switches for advanced functionality using security best practices and resolving common network issues utilizing both IPv4 and IPv6 protocols. Upon completion, students should be able to configure VLANs and Inter-VLAN routing applying security best practices, troubleshoot inter-VLAN routing on

Layer 3 devices, configure redundancy on a switched network using STP and EtherChannel, configure WLANs using a WLC and L2 security best practices and configure IPv4 and IPv6 static routing on routers.

Credit Hours: 3 | Contact Hours: 2,3

NET 175: Wireless Technology

This course introduces the student to wireless technology and interoperability with different communication protocols. Topics include Wireless Application Protocol (WAP), Wireless Mark-up language (WML), link manager, service discovery protocol, transport layer and frequency band. Upon completion, students should be able to discuss in written and oral form protocols and procedures required for different wireless applications.

Credit Hours: 3 | Contact Hours: 2,2

NET 225: Enterprise Networking

This course is designed to cover the architecture, components, operations, and security to scale for large, complex networks, including wide area network (WAN) technologies. Emphasis is placed on configuring, troubleshooting, and securing enterprise network devices and understanding how application programming interfaces (API) and configuration management tools enable network automation. Upon completion, students should be able to configure link state routing protocols, implement ACLs to filter traffic and secure administrative access, configure NAT services on the router to provide address scalability, explain techniques to provide address scalability and secure remote access for WAN, and explain how automation affects evolving networks.

Credit Hours: 3 | Contact Hours: 2,3

NET 226: Network Programmability

This course covers the methodologies and tools of modern software development, applied to IT and Network operations. Emphasis is placed on network programming in current network scripting languages, using GIT and common data formats, deploying applications as containers, using Continuous Integration/Continuous Deployment (CI/CD) pipelines and automating infrastructure using code. Upon completion, students should be able to use basic Python programming and Linux skills, implement a development environment, use software development and design best practices, create a secure API, use current technologies to deploy and secure applications and compare software testing and deployment methods in automation and simulation environments.

Credit Hours: 3 | Contact Hours: 2,3

NET 260: Internet Dev & Support

This course covers issues relating to the development and implementation of Internet related tools and services. Topics include Internet organization, site registration, e-mail servers, Web servers, Web page development, legal issues, firewalls, multimedia, TCP/IP, service providers, FTP, list servers, and gateways. Upon completion, students should be able to develop and support the Internet services needed within an organization.

Credit Hours: 3 | Contact Hours: 3

Network/Operating Systems (NOS)

NOS 120: Linux Single User

This course provides students with GUI and command line skills for using a Linux machine. Topics include Linux file system and access permissions, desktop or shell environments, command line editors, display servers, expression pattern matching, I/O redirection, and networking. Upon completion, students should be able to demonstrate competency in customizing a Linux system.

Credit Hours: 3 | Contact Hours: 2,3

NOS 125: Linux/Unix Scripting

This course covers the concepts and features of shell scripting. Topics include process control, shell scripting, advanced search techniques, and power user utilities. Upon completion, students should be able to successfully perform various shell scripting tasks.

Credit Hours: 3 | Contact Hours: 2,2

NOS 130: Windows Single User

This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment.

Credit Hours: 3 | Contact Hours: 2,2

NOS 220: Linux Admin I

This course covers advanced skills needed to successfully administer a Linux system. Topics include installation, file system creation/maintenance, storage, network configuration, user interface configuration, and security. Upon completion, students should be able to perform administrative tasks on a Linux system in a network environment.

Credit Hours: 3 | Contact Hours: 2,3

NOS 230: Windows Administration I

This course covers the installation and configuration of a Windows Server operating system. Emphasis is placed on the basic configuration of core network services, Active Directory, and group policies. Upon completion, students should be able to install and configure a Windows Server operating system.

Credit Hours: 3 | Contact Hours: 2,2

NOS 231: Windows Administration II

This course covers the management of a Windows Server operating system. Emphasis is placed on the deployment of print services, network services, Active Directory, group policies, and access controls. Upon completion, students should be able to deploy and manage services on a Windows Server operating system.

Credit Hours: 3 | Contact Hours: 2,2

NOS 232: Windows Administration III

This course covers management and configuration of a highly available Windows Server operating system. Emphasis is placed on the implementation of business continuity and disaster recovery procedures for network services and access controls. Upon completion, students should be able to manage and configure a highly available Windows Server operating system.

Credit Hours: 3 | Contact Hours: 2,2

Nursing (NUR)

NUR 101: Practical Nursing I

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including assessment, clinical decision making, professional behaviors, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching/learning, safety, ethical principles, legal issues, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

Credit Hours: 11 | Contact Hours: 7,6,6

NUR 102: Practical Nursing II

This course is designed to further develop the concepts within the three domains of the individual, nursing, and healthcare. Emphasis is placed on the concepts within each domain including clinical decision making, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching and learning, accountability, safety, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

Credit Hours: 10 | Contact Hours: 7,9

NUR 103: Practical Nursing III

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on biophysical and psychosocial concepts, professional behaviors, healthcare systems, health policy, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide safe, quality, and individualized entry level nursing care.

Credit Hours: 9 | Contact Hours: 6,9

NUR 111: Intro to Health Concepts

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Credit Hours: 8 | Contact Hours: 4,6,6

NUR 112: Health-Illness Concepts

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Credit Hours: 5 | Contact Hours: 3,6

NUR 113: Family Health Concepts

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Credit Hours: 5 | Contact Hours: 3,6

NUR 114: Holistic Health Concepts

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Credit Hours: 5 | Contact Hours: 3,6

NUR 211: Health Care Concepts

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Credit Hours: 5 | Contact Hours: 3,6

NUR 212: Health System Concepts

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Credit Hours: 5 | Contact Hours: 3,6

NUR 213: Complex Health Concepts

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and

nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.

Credit Hours: 10 | Contact Hours: 4,3,15

NUR 214: Nursing Transition Concepts

This course is designed to introduce concepts within the three domains of the individual, healthcare, and nursing as the LPN transitions to the ADN role. Emphasis is placed on the concepts within each domain including evidenced-based practice, quality improvement, communication, safety, interdisciplinary team, clinical decision-making, informatics, assessment, caring, and health-wellness-illness. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

Credit Hours: 4 | Contact Hours: 3,3

Opticianry (OPH)

OPH 101: Math for Opticians

This course covers the arithmetic, algebra, geometry, and trigonometry necessary to evaluate optical formulas. Topics include signed arithmetic, evaluation and solution of equations, use of the calculator, and basic trigonometric functions. Upon completion, students should be able to evaluate formulas as used in opticianry courses.

Credit Hours: 3 | Contact Hours: 3

OPH 102: Ophthalmic Lab Concepts

This course introduces the operations of the ophthalmic laboratory. Emphasis is placed on surfacing and finishing formulas; materials, procedures, and equipment used to fabricate glasses; and ANSI, EPA, and OSHA requirements. Upon completion, students should be able to perform laboratory related calculations, describe safety and environmental regulations, and identify materials and procedures used in ophthalmic laboratories.

Credit Hours: 2 | Contact Hours: 2

OPH 111: Ophthalmic Lab I

This course introduces optical laboratory practices and procedures. Emphasis is placed on safety, OSHA and EPA requirements, equipment and instrumentation, and lens fabrication to ANSI standards. Upon completion, students should be able to duplicate lenses, use basic formulas, and identify materials and procedures used to safely fabricate prescription lenses to specifications.

Credit Hours: 3 | Contact Hours: 2,3

OPH 112: Ophthalmic Lab II

This course continues the study of optical laboratory procedures introduced in OPH 111. Emphasis is placed on prescription interpretation, focimetry, and finishing techniques. Upon completion, students should be able to duplicate lenses, use intermediate formulas, and identify materials and procedures used to safely fabricate

prescription eyewear to specifications.

Credit Hours: 3 | Contact Hours: 2,3

OPH 121: Anatomy & Phys-Eye

This course covers the anatomical and physiological functions of the eye and its associated structures. Emphasis is placed on normal vision and common disorders of the visual system. Upon completion, students should be able to describe the visual process and label and describe the function of each part of the eye.

Credit Hours: 3 | Contact Hours: 3

OPH 131: Optical Dispensing I

This course introduces the historical and modern dispensing practices and the laws governing opticianry. Topics include basic eyeglass choices, measurements, dispensing, adjustments, and record keeping. Upon completion, students should be able to evaluate patient needs and wearing success.

Credit Hours: 3 | Contact Hours: 3

OPH 132: Optical Dispensing II

This course provides a continuation of the study of optical dispensing. Emphasis is placed on advanced dispensing skills. Upon completion, students should be able to design and dispense appropriate eyewear for a variety of patients.

Credit Hours: 4 | Contact Hours: 3,3

OPH 141: Optical Theory I

This course introduces the principles of optics and ophthalmic lens design. Topics include basic theory and basic optical formulas. Upon completion, students should be able to use the metric system, define basic optical terms, and perform basic optical calculations.

Credit Hours: 3 | Contact Hours: 3

OPH 142: Optical Theory II

This course continues the study of optical theory begun in OPH 141. Topics include intermediate and advanced theory and formulas. Upon completion, students should be able to perform intermediate and advanced optical calculations.

Credit Hours: 3 | Contact Hours: 3

OPH 215: Laboratory Proficiency

This course provides preparation for the NC State Board of Opticians Examination. Emphasis is placed on speed and accuracy in all items on the competence list. Upon completion, students should be able to safely and accurately demonstrate proficiency in all items on the laboratory competence list.

Credit Hours: 2 | Contact Hours: 6

OPH 222: Optical Business Mgt.

This course covers basic optical business management and current eyecare trends and practices. Topics include professional ethics, inventory, accounting, personnel, insurance, advertising, litigation, equipment, and future trends. Upon completion, students should be able to apply basic principles of management to the optical business setting.

Credit Hours: 3 | Contact Hours: 3

OPH 233: Adv Optical Procedures

This course introduces special optical procedures. Topics include advanced optical assessments and calculations. Upon completion, students should be able to describe appropriate patient care.

Credit Hours: 4 | Contact Hours: 3,2

OPH 243: Technical Proficiency

The course provides preparation for the NC State Board of Opticians Examination. Emphasis is placed on the topics relevant to the written portions of this examination. Upon completion, students should be able to pass each part of a capstone examination with a grade of 70 or better.

Credit Hours: 3 | Contact Hours: 3

OPH 251: Optical Internship I

This course provides practical experience under the direct supervision of an opticianry instructor. Emphasis is placed on communication and dispensing skills. Upon completion, students should be able to demonstrate competence in all course objectives.

Credit Hours: 1 | Contact Hours: 3

OPH 260: Basic Contact Lens Concepts

This course introduces the theory of contact lens fitting. Emphasis is placed on rigid and soft contact design and fitting concepts. Upon completion, students should be able to describe basic contact lens fitting concepts.

Credit Hours: 3 | Contact Hours: 3

OPH 261: Contact Lenses I

This course introduces rigid contact lens fitting. Emphasis is on clinical applications, patient selection, design parameters, instrumentation, and corneal physiology. Upon completion, students should be able to describe patient evaluation and fitting procedures for rigid lenses, recognize problems and determine effective and appropriate solutions.

Credit Hours: 4 | Contact Hours: 3,3

OPH 262: Contact Lenses II

This course continues the study of contact lens fitting. Emphasis is placed on soft contact lens and advanced fitting design and techniques. Upon completion, students should be able to demonstrate the competence required for the National Contact Lens Examination and the NC State Board of Opticians Examination.

Credit Hours: 4 | Contact Hours: 3,3

OPH 282: Optical Externship II

This course provides practical experience in assigned businesses, with emphasis on observation and practical application. Emphasis is placed on working conditions in different production settings and time demands. Upon completion, students should be able to complete eyewear in a safe and timely manner to proper specifications and in conjunction with other employees.

Credit Hours: 2 | Contact Hours: 6

Occupational Therapy Assistant (OTA)

OTA 110: Fundamentals of OT

This course introduces occupational therapy (OT) theory, practice, philosophy, and principles. Emphasis is placed on providing a basic understanding of the profession as well as beginning to develop interaction and observation skills. Upon completion, students should be able to demonstrate basic understanding of the domain and practice of occupational therapy, practice settings and professional roles, OT terminology, activity analysis, principles, process, philosophies, and frames of reference.

Credit Hours: 3 | Contact Hours: 2,3

OTA 120: OT Media I

This course provides training in recognizing the therapeutic value and use of a wide variety of human occupations including basic activities of daily living, instrumental activities of daily living, rest and sleep, education, work, play, leisure, and social participation. Topics include the understanding of different teaching and learning methods and styles, the language of occupational therapy (OT), OT interventions including preparatory methods and tasks, and restorative and compensatory techniques. Upon completion, students should be able to analyze, design, select, and safely perform occupation related activities that would be therapeutic for various populations across the lifespan.

Credit Hours: 2 | Contact Hours: 1,3

OTA 130: Assessment Skills

This course provides training in appropriate and accurate assessment skills related to sensation, movement, vision, perception, cognition, emotions, and performance of basic activities of daily living and instrumental activities of daily living. Topics include physical and psychosocial factors affecting performance; and sensory, range of motion, strength, coordination, cognitive, visual-perceptual, self-care, and work-related assessments. Upon completion, students should be able to gather and share data for the purpose of screening and evaluation, administer selected assessments using appropriate procedures and protocols, and articulate the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process.

Credit Hours: 3 | Contact Hours: 2,3

OTA 140: Professional Skills I

This course introduces the roles and responsibilities of the occupational therapy assistant (OTA) and the occupational therapist (OT) in occupational therapy practice and facilitates development of professional behaviors and skills. Topics include professional ethics, supervisory roles, responsibilities, and collaborative

professional relationships; credentialing, certification, and licensure; documentation which communicates the need and rationale for occupational therapy services; therapeutic use of self; and professional identity and professional behaviors; and observation skills. Upon completion, students should be able to demonstrate ethical behavior, discriminate between roles and responsibilities of the OTA and OT, and explain acceptable supervision and documentation.

Credit Hours: 1 | Contact Hours: 3

OTA 150: Peds Concepts & Interventions

This course provides knowledge and skills needed for working with children from birth through adolescence. Topics include review of normal growth and development, habituation of healthy habits/routines, the role of occupational therapy with caregivers/providers, understanding of common conditions and developmental delays; and the role of occupation in assessment, intervention planning and implementation with pediatric populations. Upon completion, students should be able to plan, implement, and modify appropriate interventions with children in their context and environment to promote engagement in occupation.

Credit Hours: 3 | Contact Hours: 2,3

OTA 161: Fieldwork I-Placement 1

This course provides introductory-level clinical training opportunities. Emphasis is placed on observational and basic interactional skills in a setting with a culturally diverse client population. Upon completion, students should be able to use observational and interactional skills to relate effectively with clients under the guidance/direction of fieldwork supervisors.

Credit Hours: 1 | Contact Hours: 3

OTA 162: Fieldwork I-Placement 2

This course provides introductory-level clinical training opportunities. Emphasis is placed on observational and basic interactional skills in a setting with a culturally diverse client population. Upon completion, students should be able to use observational and interactional skills to relate effectively with clients under the guidance/direction of fieldwork supervisors.

Credit Hours: 1 | Contact Hours: 3

OTA 163: Fieldwork I-Placement 3

This course provides introductory-level clinical training opportunities. Emphasis is placed on observational and basic interactional skills in a setting with a culturally diverse client population. Upon completion, students should be able to use observational and interactional skills to relate effectively with clients under the guidance and direction of fieldwork supervisors.

Credit Hours: 1 | Contact Hours: 3

OTA 170: Physical Conditions

This course is designed to provide knowledge and skills needed for working with individuals experiencing various medical conditions to help them achieve participation in life through engagement in occupation. Topics include medical terminology, common conditions, body functions that change with disease processes, applicable theories and principles, assessment, and intervention priorities for commonly treated conditions.

Upon completion, students should be able to recognize common symptoms; prioritize mental, neuromusculoskeletal, and movement-related functional problems; and provide for patient safety within the patient's context and environment.

Credit Hours: 3 | Contact Hours: 2,3

OTA 180: Psychosocial Conditions

This course is designed to provide knowledge and skills needed for working with individuals experiencing various psychosocial conditions to help them achieve participation in life through engagement in occupation. Topics include mental health conditions, applicable theories and principles, symptoms of dysfunction, assessment and treatment of individuals, planning and facilitating therapeutic groups, client safety, therapeutic use of self, and psychosocial aspects of practice. Upon completion, students should be able to effectively plan and conduct individual and group interventions for client conditions related to psychosocial dysfunction while recognizing contexts and environments that may also impact occupational performance.

Credit Hours: 3 | Contact Hours: 2,3

OTA 220: OT Media II

This course provides training in appropriate and accurate assessment and intervention skills related to orthotics, prosthetics, assistive devices, assistive technology, client mobility, and Americans with Disabilities Act (ADA) issues. Topics include ergonomics, seating and positioning, community mobility, use of physical agent modalities, and technology in occupational therapy intervention. Upon completion, students should be able to demonstrate competency in fabricating and utilizing orthotic and assistive devices, understanding ADA guidelines, and using technology for engagement in occupation.

Credit Hours: 3 | Contact Hours: 1,6

OTA 240: Professional Skills II

This course covers professional development, supervisory relationships, involvement in the profession, and clinic management skills. Topics include clarification of roles and responsibilities, detailed examination of the supervisory process, participation in professional organizations, and the mechanics of assisting in clinic operations. Upon completion, students should be able to work effectively with a supervisor, plan and implement a professional activity, and perform routine clinic management tasks.

Credit Hours: 1 | Contact Hours: 3

OTA 245: Professional Skills III

This course provides preparation for Fieldwork II experiences using skills and knowledge gained in OTA-140 and OTA-240 to promote integration into the professional community. Topics include interview skills, resume production, conflict resolution, professional presentations, participation in research activities, and completion of all forms required for Fieldwork II. Upon completion, students should be able to independently complete employment-seeking activities and provide in-service training.

Credit Hours: 1 | Contact Hours: 3

OTA 250: Adult Concepts & Interventions

This course provides knowledge and skills needed for working with adults through the lifespan. Emphasis is

placed on identification and discussion of common changes associated with aging, disabilities, and chronic diseases affecting this population, assessments and intervention, including developing healthy habits and routines, and the impact on participation in occupation in various settings. Upon completion, students should be able to plan, implement, and modify appropriate interventions with adults in their context and environment to promote engagement in occupations.

Credit Hours: 3 | Contact Hours: 2,3

OTA 260: Level II Fieldwork Placement 1

This course provides clinical experience under the direct supervision of experienced occupational therapists or occupational therapy assistant practitioners working in various practice settings. Emphasis is placed on final clinical preparation for entry-level practice in the profession. Upon completion, students should be able to meet all critical competencies for entry-level practice established by the curriculum, AOTA guidelines, and regulatory bodies. This course must be completed within 18 months of the completion of all other OTA coursework.

Credit Hours: 6 | Contact Hours: 18

OTA 261: Level II Fieldwork Placement 2

This course provides the final clinical experience under the direct supervision of experienced occupational therapists or occupational therapy assistant practitioners working in various practice settings. Emphasis is placed on final clinical preparation for entry-level practice in the profession. Upon completion, students should be able to meet all critical competencies for entry-level practice established by the curriculum, AOTA guidelines, and regulatory bodies. This course must be completed within 18 months of the completion of all other OTA coursework.

Credit Hours: 6 | Contact Hours: 18

OTA 280: Professional Transitions

This course provides closure to the educational program in conjunction with clinical experience. Emphasis is placed on portfolio development and presentation, program evaluation, analysis and synthesis of clinical experiences, and final preparation for the certification examination. Upon completion, students should be able to enter the occupational therapy workforce with an understanding of themselves as OT professionals and with supportive documentation demonstrating progress toward meeting competencies set forth by the profession and regulatory bodies.

Credit Hours: 1 | Contact Hours: 2

Public Administration (PAD)

PAD 151: Intro to Public Admin

This course includes an overview of the role of the public administrator in government and an examination of the development and implementation of public policy. Topics include public personnel administration and management, decision making, public affairs, ethics, organizational theories, budgetary functions within governmental agencies, and other governmental issues. Upon completion, students should be able to explain the functions of government in society and in the lives of people composing that society.

Credit Hours: 3 | Contact Hours: 3

PAD 152: Ethics in Government
This course introduces the ethical issues and problems within the public administration field. Emphasis is placed on building analytical skills, stimulating moral imagination, and recognizing the discretionary power of the administrator's role. Upon completion, students should be able to understand the moral dimensions of public administrative decision making.

Credit Hours: 3 | Contact Hours: 3

PAD 251: Public Finance & Budgeting
This course provides an overview of the public finance and budgeting processes used in the allocation of public resources to meet differing public interests. Topics include the political environment, government expenditures, revenues, taxation, budgetary process theories and techniques, and the relation of government finance to the economy. Upon completion, students should be able to recognize impacts of government revenue and expenditure policies and understand the role of budgeting in executing governmental policy.

Credit Hours: 3 | Contact Hours: 3

PAD 252: Public Policy Analysis
This course is a study of methods and techniques used to determine the effectiveness of public programs. Emphasis is placed on the concept of ecology and environmental impact, informal groups and information networks, and the relationship between public and private sectors. Upon completion, students should be able to analyze case studies with the use of political analysis techniques.

Credit Hours: 3 | Contact Hours: 3

PAD 254: Grant Writing
This course covers the basic techniques of successful grant writing. Topics include concept development, funding sources research, and writing skills relevant to the grants process. Upon completion, students should be able to demonstrate a basic understanding of the grants process.

Credit Hours: 3 | Contact Hours: 3

Physical Education (PED)

PED 110: Fit and Well for Life
This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests.

Credit Hours: 2 | Contact Hours: 1,2

Philosophy (PHI)

PHI 215: Philosophical Issues
This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will,

faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critically evaluate the philosophical components of an issue.

Credit Hours: 3 | Contact Hours: 3

PHI 240: Introduction to Ethics

This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies.

Credit Hours: 3 | Contact Hours: 3

Pharmacology (PHM)

PHM 120: Pharmacology I

This course introduces the study of the properties, effects, and therapeutic value of the primary agents in the major drug categories. Topics include nutritional products, blood modifiers, hormones, diuretics, cardiovascular agents, respiratory drugs, and gastrointestinal agents. Upon completion, students should be able to place major drugs into correct therapeutic categories and identify indications, side effects, and trade and generic names.

Credit Hours: 3 | Contact Hours: 3

PHM 125: Pharmacology II

This course provides a continuation of the study of the properties, effects, and therapeutic value of the primary agents in the major drug categories. Topics include autonomic and central nervous system agents, anti-inflammatory agents, and anti-infective drugs. Upon completion, students should be able to place major drugs into correct therapeutic categories and identify indications, side effects, and trade and generic names.

Credit Hours: 3 | Contact Hours: 3

PHS 121: Applied Physical Sci I

This course introduces the general principles of physics and chemistry. Topics include measurement, motion, Newton's laws of motion, momentum, energy, work, power, heat, thermodynamics, waves, sound, light, electricity, magnetism, and chemical principles. Upon completion, students should be able to demonstrate an understanding of the physical environment and be able to apply scientific principles to observations experienced.

Credit Hours: 4 | Contact Hours: 3,2

Physics (PHY)

PHY 110: Conceptual Physics

This course provides a conceptually based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the

structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied.

Credit Hours: 3 | Contact Hours: 3

PHY 110A: Conceptual Physics Lab

This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply laboratory experiences to the concepts presented in PHY 110.

Credit Hours: 1 | Contact Hours: 2

PHY 151: College Physics I

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

Credit Hours: 4 | Contact Hours: 3,2

PHY 152: College Physics II

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

Credit Hours: 4 | Contact Hours: 3,2

PHY 251: General Physics I

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

Credit Hours: 4 | Contact Hours: 3,3

PHY 252: General Physics II

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

Credit Hours: 4 | Contact Hours: 3,3

Plumbing (PLU)

PLU 111: Intro to Basic Plumbing

This course introduces basic plumbing tools, materials, and fixtures. Topics include standard tools, materials, and fixtures used in basic plumbing systems and related topics. Upon completion, students should be able to demonstrate an understanding of a basic plumbing system.

Credit Hours: 2 | Contact Hours: 1,3

Political Science (POL)

POL 120: American Government

This course is a study of the origins, development, structure, and functions of American government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy process. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system.

Credit Hours: 3 | Contact Hours: 3

POL 220: International Relations

This course provides a study of the effects of ideologies, trade, armaments, and alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, nongovernmental organizations, and international institutions such as the World Court and the UN. Upon completion, students should be able to identify and discuss major international relationships, institutions, and problems.

Credit Hours: 3 | Contact Hours: 3

Public-Safety Training (PST)

PST 111: Public-Safety Recognized Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is a public-safety related entity, including but not limited to the military, public safety employers, governmental bodies, industry associations, and industry-recognized training providers, as deemed appropriate by the accepting college. Upon completion, students should be able to provide official documentation of the related credential and/or completed training, which must be retained on file. Minimum documented training required: 16 hours.

Credit Hours: 1 | Contact Hours: 1

PST 112: Public-Safety Recognized Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is a public-safety related entity, including but not limited to the military, public safety employers, governmental bodies, industry associations, and industry-recognized training providers, as deemed appropriate by the accepting college. Upon completion, students should be able to provide official documentation of the related credential and/or completed training, which must be retained on

file. Minimum documented training required: 48 hours.

Credit Hours: 2 | Contact Hours: 1,2

PST 113: Public-Safety Recognized Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is a public-safety related entity, including but not limited to the military, public safety employers, governmental bodies, industry associations, and industry-recognized training providers, as deemed appropriate by the accepting college. Upon completion, students should be able to provide official documentation of the related credential and/or completed training, which must be retained on file. Minimum documented training required: 80 hours.

Credit Hours: 3 | Contact Hours: 1,4

PST 114: Public-Safety Recognized Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is a public-safety related entity, including but not limited to the military, public safety employers, governmental bodies, industry associations, and industry-recognized training providers, as deemed appropriate by the accepting college. Upon completion, students should be able to provide official documentation of the related credential and/or completed training, which must be retained on file. Minimum documented training required: 128 hours.

Credit Hours: 4 | Contact Hours: 2,6

PST 115: Public-Safety Recognized Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is a public-safety related entity, including but not limited to the military, public safety employers, governmental bodies, industry associations, and industry-recognized training providers, as deemed appropriate by the accepting college. Upon completion, students should be able to provide official documentation of the related credential and/or completed training, which must be retained on file. Minimum documented training required: 176 hours.

Credit Hours: 5 | Contact Hours: 2,9

PST 116: Public-Safety Recognized Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is a public-safety related entity, including but not limited to the military, public safety employers, governmental bodies, industry associations, and industry-recognized training providers, as deemed appropriate by the accepting college. Upon completion, students should be able to provide official documentation of the related credential and/or completed training, which must be retained on file. Minimum documented training required: 224 hours.

Credit Hours: 6 | Contact Hours: 2,12

PST 117: Public-Safety Recognized Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or

credentials. The prior learning source is a public-safety related entity, including but not limited to the military, public safety employers, governmental bodies, industry associations, and industry-recognized training providers, as deemed appropriate by the accepting college. Upon completion, students should be able to provide official documentation of the related credential and/or completed training, which must be retained on file. Minimum documented training required: 272 hours.

Credit Hours: 7 | Contact Hours: 2,15

PST 118: Public-Safety Recognized Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is a public-safety related entity, including but not limited to the military, public safety employers, governmental bodies, industry associations, and industry-recognized training providers, as deemed appropriate by the accepting college. Upon completion, students should be able to provide official documentation of the related credential and/or completed training, which must be retained on file. Minimum documented training required: 320 hours.

Credit Hours: 8 | Contact Hours: 2,18

PST 119: Public-Safety Recognized Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is a public-safety related entity, including but not limited to the military, public safety employers, governmental bodies, industry associations, and industry-recognized training providers, as deemed appropriate by the accepting college. Upon completion, students should be able to provide official documentation of the related credential and/or completed training, which must be retained on file. Minimum documented training required: 368 hours.

Credit Hours: 9 | Contact Hours: 2,21

PST 120: NCDPS Correctional Officer Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 160-hour Basic Correctional Officer training course regulated by the NC Criminal Justice Education and Training Standards Commission and required for certification as a state correctional officer with the NC Department of Public Safety. Upon completion, students should provide official documentation of successful completion of the state-mandated training, which must be retained on file. Minimum documented training required: 160 hours.

Credit Hours: 8 | Contact Hours: 6,4

PST 123: NC Sheriffs' Telecom Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 47-hour Telecommunicator Certification Course regulated by the NC Sheriffs' Education and Training Standards Commission. Upon completion, students should provide official documentation of successful completion of the state-mandated training, which must be retained on file. Minimum documented training required: 47 hours.

Credit Hours: 2 | Contact Hours: 2

PST 124: NC Sheriffs' Detention Officer Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 174-hour Detention Officer Certification Course regulated by the NC Sheriffs' Education and Training Standards Commission and required for certification as a detention officer. Upon completion, students should provide official documentation of successful completion of the state-mandated training, which must be retained on file. Minimum documented training required: 174 hours.

Credit Hours: 8 | Contact Hours: 6,4

PST 125: NC Basic Juvenile Just Officer Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 160-hour Basic Juvenile Justice Officer training course regulated by the NC Criminal Justice Education and Training Standards Commission and required for certification as a state juvenile justice officer with the NC Department of Public Safety. Upon completion, students should provide official documentation of successful completion of the state-mandated training, which must be retained on file. Minimum documented training required: 160 hours.

Credit Hours: 7 | Contact Hours: 4,6

PST 126: NC Basic Juvenile Just Counsel Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 162-hour Basic Juvenile Court Counselor training course regulated by the NC Criminal Justice Education and Training Standards Commission and required for certification as a state juvenile court counselor with the NC Department of Public Safety. Upon completion, students should provide official documentation of successful completion of the state-mandated training, which must be retained on file. Minimum documented training required: 162 hours.

Credit Hours: 7 | Contact Hours: 4,6

PST 127: NC Basic Probation Officer Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 216-hour Basic Probation Officer training course regulated by the NC Criminal Justice Education and Training Standards Commission and required for certification as a state correctional officer with the NC Department of Public Safety. Upon completion, students should provide official documentation of successful completion of the state-mandated training, which must be retained on file. Minimum documented training required: 216 hours.

Credit Hours: 9 | Contact Hours: 6,6

PST 151: NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Upon completion, students should provide official documentation of successful completion of this training from the training delivery agency, which must be retained on file. Minimum documented training required: 16 hours.

Credit Hours: 1 | Contact Hours: 1

PST 152: NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Upon completion, students should provide official documentation of successful completion of this training from the training delivery agency, which must be retained on file. Minimum documented training required: 48 hours.

Credit Hours: 2 | Contact Hours: 1,2

PST 153: NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Upon completion, students should provide official documentation of successful completion of this training from the training delivery agency, which must be retained on file. Minimum documented training required: 80 hours.

Credit Hours: 3 | Contact Hours: 1,4

PST 154: NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Upon completion, students should provide official documentation of successful completion of this training from the training delivery agency, which must be retained on file. Minimum documented training required: 128 hours.

Credit Hours: 4 | Contact Hours: 2,6

PST 155: NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Upon completion, students should provide official documentation of successful completion of this training from the training delivery agency, which must be retained on file. Minimum documented training required: 176 hours.

Credit Hours: 5 | Contact Hours: 2,9

PST 156: NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Upon completion, students

should provide official documentation of successful completion of this training from the training delivery agency, which must be retained on file. Minimum documented training required: 224 hours.

Credit Hours: 6 | Contact Hours: 2,12

PST 157: NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Upon completion, students should provide official documentation of successful completion of this training from the training delivery agency, which must be retained on file. Minimum documented training required: 272 hours.

Credit Hours: 7 | Contact Hours: 2,15

PST 158: NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Upon completion, students should provide official documentation of successful completion of this training from the training delivery agency, which must be retained on file. Minimum documented training required: 320 hours.

Credit Hours: 8 | Contact Hours: 2,18

PST 159: NC Justice Academy Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Commission in support of law enforcement training in North Carolina. Upon completion, students should provide official documentation of successful completion of this training from the training delivery agency, which must be retained on file. Minimum documented training required: 368 hours.

Credit Hours: 9 | Contact Hours: 2,21

PST 161: NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal training regulated by the Fire and Rescue Commission under the NC Department of Insurance. Upon completion, students should provide official documentation of successful completion of this training from the training delivery agency, which must be retained on file. Minimum documented training required: 16 hours.

Credit Hours: 1 | Contact Hours: 1

PST 162: NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal training regulated by the Fire and

Rescue Commission under the NC Department of Insurance. Upon completion, students should provide official documentation of successful completion of this training from the training delivery agency, which must be retained on file. Minimum documented training required: 48 hours.

Credit Hours: 2 | Contact Hours: 1,2

PST 163: NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal training regulated by the Fire and Rescue Commission under the NC Department of Insurance. Upon completion, students should provide official documentation of successful completion of this training from the training delivery agency, which must be retained on file. Minimum documented training required: 80 hours.

Credit Hours: 3 | Contact Hours: 1,4

PST 164: NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal training regulated by the Fire and Rescue Commission under the NC Department of Insurance. Upon completion, students should provide official documentation of successful completion of this training from the training delivery agency, which must be retained on file. Minimum documented training required: 128 hours.

Credit Hours: 4 | Contact Hours: 2,6

PST 165: NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal training regulated by the Fire and Rescue Commission under the NC Department of Insurance. Upon completion, students should provide official documentation of successful completion of this training from the training delivery agency, which must be retained on file. Minimum documented training required: 176 hours.

Credit Hours: 5 | Contact Hours: 2,9

PST 166: NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal training regulated by the Fire and Rescue Commission under the NC Department of Insurance. Upon completion, students should provide official documentation of successful completion of this training from the training delivery agency, which must be retained on file. Minimum documented training required: 224 hours.

Credit Hours: 6 | Contact Hours: 2,12

PST 167: NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal training regulated by the Fire and Rescue Commission under the NC Department of Insurance. Upon completion, students should provide official documentation of successful completion of this training from the training delivery agency, which must be

retained on file. Minimum documented training required: 272 hours.

Credit Hours: 7 | Contact Hours: 2,15

PST 168: NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal training regulated by the Fire and Rescue Commission under the NC Department of Insurance. Upon completion, students should provide official documentation of successful completion of this training from the training delivery agency, which must be retained on file. Minimum documented training required: 320 hours.

Credit Hours: 8 | Contact Hours: 2,18

PST 169: NC OSFM Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Office of State Fire Marshal training regulated by the Fire and Rescue Commission under the NC Department of Insurance. Upon completion, students should provide official documentation of successful completion of this training from the training delivery agency, which must be retained on file. Minimum documented training required: 368 hours.

Credit Hours: 9 | Contact Hours: 2,21

PST 171: NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Upon completion, students should provide official documentation of successful completion of this training from the NCCCS, which must be retained on file. Minimum documented training required: 16 hours.

Credit Hours: 1 | Contact Hours: 1

PST 172: NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Upon completion, students should provide official documentation of successful completion of this training from the NCCCS, which must be retained on file. Minimum documented training required: 48 hours.

Credit Hours: 2 | Contact Hours: 1,2

PST 173: NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through the Southern Association of

Colleges and Schools Commission on Colleges (SACSCOC). Upon completion, students should provide official documentation of successful completion of this training from the NCCCS, which must be retained on file. Minimum documented training required: 80 hours.

Credit Hours: 3 | Contact Hours: 1,4

PST 174: NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Upon completion, students should provide official documentation of successful completion of this training from the NCCCS, which must be retained on file. Minimum documented training required: 128 hours.

Credit Hours: 4 | Contact Hours: 2,6

PST 175: NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Upon completion, students should provide official documentation of successful completion of this training from the NCCCS, which must be retained on file. Minimum documented training required: 176 hours.

Credit Hours: 5 | Contact Hours: 2,9

PST 176: NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Upon completion, students should provide official documentation of successful completion of this training from the NCCCS, which must be retained on file. Minimum documented training required: 224 hours.

Credit Hours: 6 | Contact Hours: 2,12

PST 177: NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. 272 Hours Minimum Documented Training Required. Upon completion, students should be able to provide official documentation of completed training retained on file.

Credit Hours: 7 | Contact Hours: 2,15

PST 178: NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. 320 Hours Minimum Documented Training Required. Upon completion, students should be able to provide official documentation of completed training retained on file.

Credit Hours: 8 | Contact Hours: 2,18

PST 179: NCCCS Public Safety Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. 368 Hours Minimum Documented Training Required. Upon completion, students should be able to provide official documentation of completed training retained on file.

Credit Hours: 9 | Contact Hours: 2,21

PST 181: NCDPS Unarmed Sec Guard Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. This prior learning source is Unarmed Security Guard training regulated by NCDPS Private Protection Services. Official documentation of successful completion of the state-mandated training must be provided and retained on file. 16 Hours Minimum Documented Training Required. Upon completion, students should be able to provide official documentation of completed training retained on file.

Credit Hours: 1 | Contact Hours: 1

PST 182: NCDPS Armed Sec Ofc Inst Training

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is Armed Security Officer Training Firearms regulated by NCDPS Private Protection Services. Official documentation of successful completion of the state-mandated training must be provided and retained on file. 40 Hours Minimum Documented Training Required. Upon completion, students should be able to provide official documentation of completed training retained on file.

Credit Hours: 2 | Contact Hours: 2

PST 189: NCDOJ Prof Cert Program

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the Professional Certificate program regulated by NCDOJ. A certificate of completion and associated transcript for the program must be provided and retained on file. Upon completion, students should be able to provide documentation of certificate completion and transcript retention on file.

Credit Hours: 9 | Contact Hours: 9

Psychology (PSY)

PSY 150: General Psychology

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

Credit Hours: 3 | Contact Hours: 3

PSY 241: Developmental Psych

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span.

Credit Hours: 3 | Contact Hours: 3

PSY 259: Human Sexuality

This course provides the biological, psychological, and sociocultural aspects of human sexuality and related research. Topics include reproductive biology, sexual and psychosexual development, sexual orientation, contraception, sexually transmitted diseases, sexual disorders, theories of sexuality, and related issues. Upon completion, students should be able to demonstrate an overall knowledge and understanding of human sexuality.

Credit Hours: 3 | Contact Hours: 3

PSY 281: Abnormal Psychology

This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques.

Credit Hours: 3 | Contact Hours: 3

Respiratory Care (RCP)

RCP 110: Intro to Respiratory Care

This course introduces the role of the respiratory care practitioner within interprofessional teams and interacting with diverse populations. Topics include medical gas administration, basic patient assessment, infection control, and medical terminology using proper written and oral communication methods to prepare students for clinical practice. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written and laboratory evaluations.

Credit Hours: 4 | Contact Hours: 3,3

RCP 111: Therapeutics/Diagnostics

This course provides emphasis on therapeutic and diagnostic procedures. Topics include applying problem-solving strategies in the patient care setting, applying ethical principles in decision making, and practicing professional responsibilities, which will prepare students for clinical practice. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written and laboratory evaluations.

Credit Hours: 5 | Contact Hours: 4,3

RCP 112: Patient Management

This course provides entry-level skills in respiratory care procedures in acute and non-acute care settings. Emphasis is placed on therapeutic modalities and physiological effects, monitoring mechanical ventilation, and problem-solving strategies based on evidence-based medicine protocols and clinical practice guidelines. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written and laboratory evaluations.

Credit Hours: 4 | Contact Hours: 3,3

RCP 113: RCP Pharmacology

This course covers the drugs used in the treatment of cardiopulmonary diseases. Emphasis is placed on the uses, actions, indications, administration, and hazards of pharmacological agents. Upon completion, students should be able to demonstrate competence through written evaluations.

Credit Hours: 2 | Contact Hours: 2

RCP 114: C-P Anatomy & Physiology

This course provides a concentrated study of cardiopulmonary anatomy and physiology essential to the practice of respiratory care. Emphasis is placed on cardiovascular and pulmonary physiology, acid/base balance, and blood gas interpretation. Upon completion, students should be able to demonstrate competence in these concepts through written evaluation.

Credit Hours: 3 | Contact Hours: 3

RCP 115: C-P Pathophysiology

This course introduces the etiology, pathophysiology, clinical signs and symptoms, diagnoses, prognoses, complications, and management of cardiopulmonary diseases. Emphasis is placed on developing, evaluating, and modifying respiratory care plans based on evidence-based medicine protocols and clinical practice guidelines. Upon completion, students should be able to demonstrate competence in cardiopulmonary disease concepts through written evaluations.

Credit Hours: 2 | Contact Hours: 2

RCP 122: Special Practice Lab

This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to

demonstrate competence in concepts and procedures through laboratory evaluations.

Credit Hours: 1 | Contact Hours: 2

RCP 123: Special Practice Lab

This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.

Credit Hours: 1 | Contact Hours: 3

RCP 145: RCP Clinical Practice II

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

Credit Hours: 5 | Contact Hours: 15

RCP 153: RCP Clinical Practice III

This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

Credit Hours: 3 | Contact Hours: 9

RCP 210: Critical Care Concepts

This course provides further refinement of acute patient care and underlying pathophysiology. Topics include mechanical ventilation, critical care monitoring, and assessment of pathophysiology. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written, laboratory, and/or clinical simulation evaluations.

Credit Hours: 4 | Contact Hours: 3, 3

RCP 211: Adv Monitoring/Procedures

This course includes advanced information gathering and decision-making for the respiratory care professional using evidence-based respiratory care protocols. Topics include advanced cardiac monitoring, special procedures, respiratory care protocols, and disease management. Upon completion, students should be able to assess, recommend, and independently modify respiratory care protocols through written, laboratory, and/or clinical simulation evaluations.

Credit Hours: 4 | Contact Hours: 3, 3

RCP 214: Neonatal/Peds RC

This course provides comprehensive coverage of neonatal and pediatric respiratory care. Emphasis is placed on pathophysiology, patient assessment, and therapeutic needs of neonates and children based on evidence-based medicine protocols and clinical practice guidelines. Upon completion, students should be able to demonstrate competence in neonatal and pediatric respiratory care concepts through written, laboratory,

and/or clinical simulation evaluations.

Credit Hours: 2 | Contact Hours: 1, 3

RCP 215: Career Preparation
This course provides an overview of respiratory therapy concepts in preparation for credentialing exams. Emphasis is placed on registry preparation. Upon completion, students should be able to demonstrate a comprehensive knowledge of respiratory therapy and be prepared for successful completion of the credentialing process.

Credit Hours: 1 | Contact Hours: 3

RCP 223: Special Practice Lab
This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.

Credit Hours: 1 | Contact Hours: 3

RCP 235: RCP Clinical Practice IV
This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

Credit Hours: 5 | Contact Hours: 15

RCP 245: RCP Clinical Practice V
This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.

Credit Hours: 5 | Contact Hours: 15

Religion (REL)

REL 110: World Religions
This course introduces the world's major religious traditions including Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied.

Credit Hours: 3 | Contact Hours: 3

Substance Abuse (SAB)

SAB 110: Intro to Addiction & Recover
This course provides an overview of core concepts in addiction and recovery, including history of substance use, societal effects, treatment, and prevention. Upon completion, students should be able to demonstrate

knowledge of addiction, prevention, treatment, and recovery.

Credit Hours: 3 | Contact Hours: 3

Security (SEC)

SEC 110: Security Concepts

This course introduces concepts and issues related to securing information systems and developing security policies. Topics include security risks, trends, and policy implementation. Upon completion, students should be able to identify risks, create security policies, and implement enforcement processes.

Credit Hours: 3 | Contact Hours: 2, 3

SEC 150: Secure Communications

This course provides an overview of current technologies used to provide secure data transport across networks including encryption, VPNs, SSL, SSH, and IPSec.

Upon completion, students should be able to implement secure data transmission technologies.

Credit Hours: 3 | Contact Hours: 2, 2

SEC 160: Security Administration I

This course provides an overview of security administration with emphasis on secure network architectures, TCP/IP fundamentals, and traffic analysis. Upon completion, students should be able to use network analysis tools and develop security safeguards.

Credit Hours: 3 | Contact Hours: 2, 2

SEC 175: Perimeter Defense

This course introduces securing networks using routers and firewalls, including threat mitigation and intrusion detection. Upon completion, students should be able to secure internal networks using routing and firewall technologies.

Credit Hours: 3 | Contact Hours: 1, 4

SEC 180: Info Assurance Principles

This course introduces layered information assurance practices including confidentiality, integrity, availability, disaster recovery, and compliance. Upon completion, students should be able to plan effective information assurance strategies.

Credit Hours: 3 | Contact Hours: 2, 2

SEC 210: Intrusion Detection

This course introduces intrusion detection methods, including traffic analysis and system placement strategies. Upon completion, students should be able to plan and implement intrusion detection solutions.

Credit Hours: 3 | Contact Hours: 2, 2

Sociology (SOC)

SOC 210: Introduction to Sociology

This course introduces the scientific study of society, culture, and social interaction. Topics include socialization, inequality, institutions, and social change. Upon completion, students should be able to demonstrate knowledge of sociological concepts in social contexts.

Credit Hours: 3 | Contact Hours: 3

SOC 220: Social Problems

This course examines current social problems and their causes, consequences, and solutions in areas such as family, education, work, and environment. Upon completion, students should be able to analyze and propose solutions to social problems.

Credit Hours: 3 | Contact Hours: 3

SOC 225: Social Diversity

This course compares diverse roles and experiences in society including race, ethnicity, gender, class, and religion. Upon completion, students should be able to analyze cultural and social differences and their impacts.

Credit Hours: 3 | Contact Hours: 3

Spanish (SPA)

SPA 111: Elementary Spanish I

This course introduces fundamental Spanish language skills within a cultural context. Emphasis is placed on listening, speaking, reading, and writing. Upon completion, students should be able to communicate in basic Spanish with grammatical accuracy and cultural awareness.

Credit Hours: 3 | Contact Hours: 3

SPA 112: Elementary Spanish II

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness.

Credit Hours: 3 | Contact Hours: 3

SPA 181: Spanish Lab 1

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

Credit Hours: 1 | Contact Hours: 2

SPA 182: Spanish Lab 2

This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate cultural awareness.

Credit Hours: 1 | Contact Hours: 2

SPA 211: Intermediate Spanish I

This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future.

Credit Hours: 3 | Contact Hours: 3

SPA 212: Intermediate Spanish II

This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication.

Credit Hours: 3 | Contact Hours: 3

SPA 221: Spanish Conversation

This course provides an opportunity for intensive communication in spoken Spanish. Emphasis is placed on vocabulary acquisition and interactive communication through discussion of media materials and authentic texts. Upon completion, students should be able to discuss selected topics, express ideas and opinions clearly, and engage in formal and informal conversations.

Credit Hours: 3 | Contact Hours: 3

SPA 231: Reading and Composition

This course provides an opportunity for intensive reading and composition in Spanish. Emphasis is placed on literary and cultural materials to enhance reading and writing skills. Upon completion, students should be able to demonstrate in writing an in-depth understanding of assigned readings.

Credit Hours: 3 | Contact Hours: 3

Spanish Interpreting (SPI)

SPI 111: Cultural & Ethical Issues

This course provides cultural sensitivity instruction and in-depth focus on professional ethics for the interpreter. Emphasis is placed on ethical guidelines and Hispanic cultural issues. Upon completion, students should be able to apply professional ethics and cultural understanding in interpreting contexts.

Credit Hours: 3 | Contact Hours: 3

SPI 113: Introduction to Spanish Interpreting

This course introduces interpreting models, cognitive processes, ethics, employment conditions, and professional standards. Upon completion, students should be able to explain interpreter placement and apply ethical standards in various settings.

Credit Hours: 3 | Contact Hours: 3

SPI 114: Analytical Skills Spanish Interpreting

This course develops cognitive processes for interpreting including memory, listening, and language processing skills. Upon completion, students should be able to consecutively interpret non-technical messages between Spanish and English.

Credit Hours: 3 | Contact Hours: 3

SPI 213: Review of Grammar

This course reviews Spanish grammar in oral and written form. Emphasis is placed on fundamental grammatical concepts. Upon completion, students should demonstrate correct usage of Spanish grammar in speech and writing.

Credit Hours: 3 | Contact Hours: 3

SPI 214: Introduction to Translation

This course develops translation skills between Spanish and English across multiple text styles. Upon completion, students should demonstrate understanding of translation processes and produce accurate translations.

Credit Hours: 3 | Contact Hours: 3

SPI 221: Consecutive Interpreting I

This course introduces consecutive interpreting skills including memory development, note taking, and sight translation. Upon completion, students should be able to apply consecutive interpretation techniques in role-play settings.

Credit Hours: 3 | Contact Hours: 3

SPI 222: Consecutive Interpreting II

This course builds on SPI 221 with advanced consecutive interpreting practice in complex scenarios. Upon completion, students should demonstrate advanced consecutive interpreting ability in varied settings.

Credit Hours: 3 | Contact Hours: 3

SPI 241: Legal Interpreting I

This course introduces legal interpreting in courtroom, law enforcement, and legal office settings. Upon completion, students should be able to interpret and sight translate basic legal messages.

Credit Hours: 3 | Contact Hours: 2, 3

SPI 243: Medical Interpreting I

This course introduces medical interpreting in hospitals, clinics, and physician offices with focus on medical terminology and role-play. Upon completion, students should apply medical interpreting techniques in healthcare settings.

Credit Hours: 3 | Contact Hours: 2, 3

SPI 245: Community Interpreting I

This course introduces interpreting in social services, business, and industry contexts. Upon completion, students should be able to interpret basic messages in community-based settings.

Credit Hours: 3 | Contact Hours: 2, 3

Sustainable Technology (SST)

SST 140: Green Building & Design Concepts

This course introduces sustainable building design and construction principles including energy efficiency, materials, water use, and rating systems. Upon completion, students should be able to identify principles and practices of sustainable building design.

Credit Hours: 3 | Contact Hours: 3

Surgical Technology (SUR)

SUR 110: Intro to Surg Tech

This course introduces perioperative care, surgical technology concepts, medical terminology, pharmacology, and ethics. Upon completion, students should apply theoretical knowledge to surgical technology practice.

Credit Hours: 3 | Contact Hours: 3

SUR 111: Perioperative Patient Care

This course covers asepsis, sterilization, instrumentation, and perioperative patient care roles. Upon completion, students should apply perioperative principles in surgical settings.

Credit Hours: 7 | Contact Hours: 5, 6

SUR 122: Surgical Procedures I

This course introduces basic and intermediate surgical procedures including anatomy, pathology, and instrumentation. Upon completion, students should integrate theoretical knowledge into clinical practice.

Credit Hours: 6 | Contact Hours: 5, 3

SUR 123: Surgical Clinical Practice I

This course provides clinical experience in perioperative settings focusing on scrub and circulating roles. Upon completion, students should perform basic surgical case preparation and assistance.

Credit Hours: 7 | Contact Hours: 21

SUR 134: Surgical Procedures II
This course covers intermediate and advanced surgical specialties with emphasis on anatomy, pathology, and procedures. Upon completion, students should apply theoretical knowledge in clinical environments.

Credit Hours: 5 | Contact Hours: 5

SUR 135: Surgical Clinical Practice II
This course develops advanced perioperative clinical skills including speed, efficiency, and autonomy in surgical settings. Upon completion, students should function as entry-level surgical technologists.

Credit Hours: 4 | Contact Hours: 12

SUR 137: Professional Success Prep
This course provides employability skills and an overview of theoretical knowledge in preparation for certification. Topics include test-taking strategies, resume preparation, interviewing strategies, communication skills, and teamwork concepts. Upon completion, students should be able to prepare a resume, demonstrate appropriate interview techniques, and identify strengths and weaknesses in preparation for certification.

Credit Hours: 1 | Contact Hours: 1

SUR 210: Advanced Surgical Clinical Practice
This course provides individualized experience in advanced practice, education, circulating, and managerial skills. Emphasis is placed on developing proficiency in advanced practice skills. Upon completion, students should be able to assume leadership roles in a chosen specialty area.

Credit Hours: 2 | Contact Hours: 6

SUR 211: Advanced Theoretical Concepts
This course covers theoretical knowledge required for extension of the surgical technologist role. Emphasis is placed on advanced practice in complex surgical specialties, educational methodologies, and managerial skills. Upon completion, students should be able to assume leadership roles in a chosen specialty area.

Credit Hours: 2 | Contact Hours: 2

SUR 212: Surgical Clinical Supplement
This course provides continued mastery of perioperative clinical skills. Emphasis is placed on maintaining and enhancing clinical performance in the perioperative setting. Upon completion, students should demonstrate mastery of surgical techniques at an entry-level surgical technologist standard.

Credit Hours: 4 | Contact Hours: 12

Social Work (SWK)

SWK 110: Intro to Social Work
This course examines the historical development, values, orientation, and professional standards of social work. Emphasis is placed on terminology and systems of social welfare including financial assistance, corrections, mental health, and protective services. Upon completion, students should demonstrate

understanding of social work knowledge, values, and skills.

Credit Hours: 3 | Contact Hours: 3

SWK 115: Community Resources
This course introduces community resources essential to social work practice. Emphasis is placed on awareness of community services and stakeholder engagement. Upon completion, students should be able to assess community needs, identify resources, and develop plans for resolution.

Credit Hours: 3 | Contact Hours: 2, 2

Transportation Technology (TRN)

TRN 110: Intro to Transport Tech
This course covers workplace safety, hazardous materials, tools, service information, and transportation systems. Topics include MSDS, PPE, and regulatory standards. Upon completion, students should demonstrate safety procedures, identify tools, and understand transportation regulations.

Credit Hours: 2 | Contact Hours: 1, 2

TRN 120: Basic Transport Electricity
This course covers electrical theory, wiring diagrams, and diagnosis of batteries, starters, and alternators. Topics include Ohm’s Law and circuit testing. Upon completion, students should diagnose and repair basic electrical systems.

Credit Hours: 5 | Contact Hours: 4, 3

TRN 140: Transport Climate Control
This course covers refrigeration theory, HVAC controls, and diagnosis of vehicle climate control systems. Upon completion, students should be able to diagnose and repair climate control systems.

Credit Hours: 2 | Contact Hours: 1, 2

TRN 140A: Transport Climate Control Lab
This course provides hands-on experience in diagnosing and repairing transportation climate control systems. Upon completion, students should be able to safely service climate control systems using appropriate tools and procedures.

Credit Hours: 2 | Contact Hours: 1, 2

Work-Based Learning (WBL)

WBL 110: World of Work
This course covers basic employability skills including job search strategies, work ethic, safety, and human relations. Upon completion, students should be able to transition successfully from school to work.

Credit Hours: 1 | Contact Hours: 1

WBL 111: Work-Based Learning I

This course provides a supervised work-based learning experience related to the student's program of study. Upon completion, students should demonstrate employability skills and perform work-related competencies.

Credit Hours: 1 | Contact Hours: 10

WBL 121: Work-Based Learning II

This course continues supervised work-based learning in a program-related setting. Upon completion, students should demonstrate employability skills and career readiness competencies.

Credit Hours: 1 | Contact Hours: 10

Web Development (WEB)

WEB 110: Web Development Fundamentals

This course introduces W3C standard HTML and CSS including responsive design, accessibility, and deployment. Upon completion, students should be able to create and deploy a hand-coded website.

Credit Hours: 3 | Contact Hours: 2, 3

WEB 111: Intro to Web Graphics

This course introduces web graphics creation including optimization, color theory, typography, animation, and image editing. Upon completion, students should be able to create and optimize web graphics for digital use.

Credit Hours: 3 | Contact Hours: 2, 2

WEB 115: Web Markup and Scripting

This course introduces JavaScript programming for interactive web content including functions, events, arrays, and validation. Upon completion, students should be able to write and maintain interactive web applications.

Credit Hours: 3 | Contact Hours: 2, 3

WEB 140: Web Development Tools

This course introduces web development tools and workflows for building and publishing websites. Upon completion, students should be able to create and upload websites using development tools.

Credit Hours: 3 | Contact Hours: 2, 3

WEB 210: Web Design

This course covers advanced web design including usability, accessibility, multimedia, and evaluation techniques. Upon completion, students should be able to design high-quality, functional websites.

Credit Hours: 3 | Contact Hours: 2, 3

WEB 215: Adv Markup and Scripting

This course covers advanced web programming techniques including frameworks, libraries, and interactive applications. Upon completion, students should be able to develop complex web-based solutions.

Credit Hours: 3 | Contact Hours: 2, 3

WEB 250: Database Driven Websites

This course introduces dynamic database-driven web development including CRUD operations and application architecture. Upon completion, students should be able to design and build database-driven web applications.

Credit Hours: 3 | Contact Hours: 2, 3

Welding (WLD)

WLD 112: Basic Welding Processes

This course introduces basic welding and cutting processes including brazing, soldering, and gas welding. Upon completion, students should be able to set up welding equipment and perform basic welding operations.

Credit Hours: 2 | Contact Hours: 1, 3

WLD 115: SMAW (Stick) Plate

This course introduces shielded metal arc welding including fillet and groove welds in various positions. Upon completion, students should be able to perform SMAW welds on carbon plate.

Credit Hours: 5 | Contact Hours: 2, 9

WLD 121: GMAW (MIG) FCAW/Plate

This course introduces MIG and flux core welding processes for carbon steel applications. Upon completion, students should be able to perform welds in multiple positions using proper filler materials.

Credit Hours: 4 | Contact Hours: 2, 6

WLD 131: GTAW (TIG) Plate

This course introduces TIG welding including equipment setup, safety, and technique. Upon completion, students should be able to perform TIG welds using various electrodes and materials.

Credit Hours: 4 | Contact Hours: 2, 6

WLD 141: Symbols & Specifications

This course introduces welding symbols and blueprint reading for fabrication and interpretation. Upon completion, students should be able to interpret welding drawings and specifications.

Credit Hours: 3 | Contact Hours: 2, 2

Online Learning

Durham Tech offers a wide array of online courses as a flexible alternative to traditional, on-campus classes. Credit online courses cover the same content as their traditional counterparts and follow the academic calendar. Students are required to complete assignments each week according to the class schedule, maintain regular contact with the instructor, and participate in online class discussions.

While all coursework is completed online, attendance at an orientation or to take exams on campus may be required for some classes. Continuing Education online courses offer students a convenient way to advance their career or learn something new. See the Online Learning section of the website.

Classification of Students

Individuals attending the College are classified as either credit students or Continuing Education students. Credit students can be admitted students or visiting students. Credit students are classified as either full- time or part-time students. Below are definitions for student classifications:

- **Credit Students** – People who are enrolled in credit courses that can lead to an associate degree, diploma, or certificate.
- **Admitted Students** – People who have been fully admitted to a program of study leading to an associate degree, diploma, or certificate. They are also eligible to be considered for course substitutions or credit by examination and qualify for academic recognition.
- **Visiting Students** – People who have not been admitted to a program of study offered by the College and, therefore, are not officially pursuing a degree, diploma, or certificate but who are taking classes that can lead to these credentials. As non-credential students, they receive advising through Advising Services. They are not eligible to be considered for course substitutions, may not receive credit by examination, do not qualify for academic recognition, and are not eligible for federal financial aid.

  It is strongly recommended that any student intending to complete a program of study at Durham Tech not proceed beyond one term of full-time study, or 12 credits, as a visiting student before applying for admission. Delay in applying for admission may result in loss of credits and other penalties or disadvantages.
- **Full-Time Students** – People who have registered for a minimum of 12 credit hours for the term. Part-Time Students – People who have registered for fewer than 12 credit hours for the term.
- **Continuing Education Students** – People who are engaged in education and training courses that lead to job- related skills, industry credentials/certifications, or personal enrichment that are not classified as credit courses within a degree, diploma or certificate.

Grades and Grading System

Grades are available through Self-Service at the end of each term. Grade information includes the semester hour credits earned and the grade point average for the term.

Each term, Durham Tech establishes a date on which final course grades are due. To ensure that all students are treated in a fair and equitable manner, the College will not release a final grade for any student prior to the final grade due date.

Grading System Policy

Effective Date (most recent version): May 2025

Durham Technical Community College employs a letter grading system to evaluate student performance in meeting the stated objectives of the classroom, laboratory, shop, clinical setting, or work experience.

Procedure

Curriculum Course Grading System

In accordance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)'s Principles of Accreditation, Durham Technical Community College (Durham Tech) makes its grading policy publicly available. The College currently uses the following letter grades, credit types, and grade points for curriculum courses:

[1]Developmental Education or EFL course grades
[2]Historical grades which may appear on transcripts for past terms but are no longer assigned
[3]Temporary grades assigned as a result of/during emergencies (e.g., pandemics) and adverse conditions

Grade/Credit Type	Significance	Grade Points Per Semester Hour
A	Superior Work	4
A*[2]/PA[2]	Superior Work in Developmental Education	4
AU	Audit	
B	Very Good Work	3
B*[2]/PB[2]	Very Good Work in Developmental Education	3
C	Average Work	2
CC[2]	Completion Credit for Developmental Math Module	
CE	Credit by Examination	
D	Below Average Work	1
F	Unsatisfactory Work (Must Repeat Course)	0
F2	Failure Due to Excessive Absences	0
I	Incomplete (Make-up Work Required)	
IE[2/3]	Incomplete-Emergency (Make-up Work Required)	
IP[2]	In Progress (Must Repeat Developmental Course)	
NC	Non-Course Credit	
NP[2]	Not Passing (Must Repeat Developmental Math Course)	
NS[2]	No Show (Student Never Attended Course)	
P	Pass	
P1[1], P2[1], P3[1]	Pass Tier 1, Tier 2, Tier 3 in Transition English and Transition	
R[1]	Repeat (Must Repeat Developmental or English as a Foreign Language (EFL) Course)	
SR	Senior Citizen Audit	

TR/XT	Transfer Credit	
W	Withdrawal	
WE[2/3]	Withdrawal – Emergency	
WP[2]	Withdrawal – Passing	
X	Grade Not Yet Reported	

Explanation of Curriculum Course Grades

Durham Tech assigns the following grades when a student does not achieve a grade of A, B, C, D, or F:

AU: Audit – The grade of AU is assigned when a student enrolls in and regularly attends a course on a non-credit basis. Enrollment is subject to space availability and prior approval. Refer to the Course Auditing procedure for additional information.

CC: Completion Credit for Developmental Math Module – The historical grade of CC was assigned for each of the modules a student completed within a Developmental Math Shell (DMS) course. The CC grade was calculated into the student's completed hours for the purpose of determining completion rates but was not calculated into the student's GPA. For instance, students who registered for DMS 002 were expected to complete two (2) DMA modules within that two-credit-hour shell course; the two (2) completed modules (e.g., DMA 010 and DMA 020) each earned the grade of CC. If students completed only one (1) of the required modules, they earned the grade of CC for the first module (DMA 010) but not the second (DMA 020).

CE: Credit by Examination – The grade of CE is assigned when a student has applied for and successfully completed the requirements for credit by examination. Qualified credit students with relevant prior training or experience may earn academic credit for certain courses by examination. The CE grade does not transfer to other institutions; the credit is typically used to document relevant prior training, work experience, or competencies.

Students may receive credit by examination for selected courses. Refer to each program's credit by examination page for additional information.

To qualify for credit by examination, students must:

- be enrolled in a credit program and registered for the course for which they wish to receive credit by examination; and
- score at least eighty-five (85) percent on the examination. (The required passing score may be higher for certain courses.) The examination may be taken only once, and a student failing the examination must complete the course for a grade.

No more than ten (10) percent of the total credit hours required by a student's plan of study may be earned by examination without prior approval from the Vice President of Academics and Guided Career Pathways/Chief Academic Officer.

The following groups are not eligible for credit by examination:

- Students graduating with a CE grade as part of the sixty (60) University Transfer program hours. The CE grade is not transferable under the Comprehensive Articulation Agreement (CAA);

- Veterans who are financing their education through veterans' benefits are not eligible for credit by examination because their eligibility requires attendance throughout the duration of the course.
- Career and College Promise (CCP) students. Credit by examination is not an option for high school students.

Students interested in receiving credit by examination should contact the appropriate program director at least five (5) calendar days prior to the start of the term. The program director will provide the student with an application and information about the process, including deadlines and whether a pre-test is required. The student must complete their examination within the first fourteen (14) calendar days of the term. They must submit their application to the program director and obtain approval within the first seven (7) calendar days of the term.

The program director will submit the student's application, exam, and results to the dean. Upon approval, the dean will forward the documentation to the Vice President of Academics and Guided Career Pathways/Chief Academic Officer. Upon approval, the Vice President of Academics and Guided Career Pathways/Chief Academic Officer will send a copy of the documentation to Admissions, Registration, and Records. Admissions, Registration, and Records will verify the student's enrollment and course registration; ensure that the ten (10) percent limit of credits earned by examination has not been exceeded; assign the CE grade; and maintain all related documentation.

Students who achieve the minimum passing score must not drop the related course; they must remain on the roster to receive credit for the course. Students who fail to pass the examination must complete the course to receive credit.

F2: Failure Due to Excessive Absences – The grade of F2 is assigned when a student misses more than the allowed percentage of class meetings as outlined in the Class Absences policy.

I: Incomplete (Make-up Work Required) – The grade of I may be assigned if a student has completed at least eighty (80) percent of the coursework and has a grade of C or better at the time of the I grade request. The I grade is reserved for extenuating circumstances (e.g., accident, illness) and is not appropriate for students who otherwise fail to turn in final assignments by the last regular class day or fail to appear for the final examination. Deans have the discretion to determine grading options for students who have completed less than eighty (80) percent of the coursework but have maintained a grade of C or better average at the time of the I grade request.

Students who wish to request the I grade must confer with their instructor and submit their request on or before the last class day of the term. Students must provide the instructor with documentation of the extenuating circumstances necessitating the I grade. Please Note: Students' financial aid eligibility may be impacted by I grades. Students should consult with a Financial Aid advisor to discuss any potential impact.

If the instructor determines that the student's circumstances warrant assigning the I grade, they will complete an I grade request before final grades are due for the course; the request will include written instructions specifying the work to be completed and the completion deadline. The instructor will submit the request to the program director/chair, who will forward it to the dean. Only the dean or their designee may approve an I grade request.

The dean will notify the director/chair, instructor, and student of their decision in writing within three (3) working days. The dean or their designee will notify Admissions, Registration, and Records of approved requests.

When the student completes their coursework according to the instructor's requirements, a grade for that work will be assigned and computed into the final course grade. The instructor will submit a Change of Grade form via eForms to the director/chair, who will forward it to the dean. If the student does not complete the coursework by the end of the subsequent semester, the I grade will be changed to an F.

If the incomplete course is an essential prerequisite for a subsequent course, the student may be required to remove the I grade within a significantly shorter period of time. Otherwise, the subsequent course must be dropped. If a student receives an I grade during the term before the term of graduation, they must remove the grade by the midterm of the term in which they intend to graduate. For example, a student with a May 2021 graduation date must remove I grades assigned during the Fall 2020 semester by the midterm of Spring 2021.

IE: Incomplete-Emergency (Make-up Work Required) – Due to COVID-19, the College established the grade of IE during the Spring 2020 term. Students who were assigned the grade of IE had until the last day of two (2) consecutive terms following the term during which the IE grade was assigned to meet the requirements for their course. For example, IE grades assigned for the Summer 2020 term would require completion by the end of the Spring 2021 term.

Students were assigned the IE grade if they had completed at least sixty (60) percent of the coursework and had a grade of C or better at the time of the request. The IE grad was assigned only when there were extenuating circumstances related to COVID-19. Examples of extenuating circumstances included, but are not limited to, the following:

- Student illness;
- Illness of someone the student provides care for;
- Financial hardship; and
- Lack of appropriate technology.

The program dean used their discretion to determine if the IE grade may be assigned for students who had completed less than sixty (60) percent of the coursework but had maintained an average grade of C or better as of the time of the request.

This grade option was only available Spring 2020, Summer 2020, and Fall 2020.

IP: In Progress (Must Repeat Developmental Course) – The historical grade of IP was assigned when a Developmental Education student earned a course average below the threshold to earn a passing grade for the course but made significant progress toward meeting course objectives.

NC: Non-Course Credit – The grade of NC is assigned when a student earns non-course credit for validated industry-recognized credentials based upon evidence that the competencies required for the credential also meet the learning outcomes or competencies of the course.

NP: Not Passing (Must Repeat Developmental Math Course) – The historical grade of NP was assigned when a student in Developmental Mathematics Shell courses (courses with a DMS prefix) did not master all course competencies in the required modules within the shell course.

P: Pass – The grade of P is assigned when a student successfully completes a course. The P grade is calculated into the student's completed hours for the purpose of determining completion rates but is not calculated into the student's GPA.

P1, P2, P3: Pass Tier 1, Pass Tier 2, Pass Tier 3 in Transition English and Transition Math – The grades of P1 and P2 are assigned after a student successfully completes Tier 1 and Tier 2, respectively, of Transition English (ENG 002). The grades of P1, P2, and P3 are assigned after a student successfully completes Tier 1, Tier 2, and Tier 3; respectively; of Transition Math (MAT 003). These grades are calculated into the student's completed hours for the purpose of determining completion rates but are not calculated into the student's GPA.

R: Repeat (Must Repeat Developmental or English as a Foreign Language (EFL) Course) – The grade of R is assigned only in some Developmental Education and EFL courses (most courses with a number of 99 or lower) when a student does not master all course competencies. The student must re-enroll in the course before progressing to the next level of coursework. The R grade is calculated into the student's attempted hours for the purpose of determining completion rates but is not calculated into the student's GPA.

SR: Senior Citizen Audit – The grade of SR is assigned when a senior student (an individual who is at least sixty-five (65) years of age as of the first day of the course) enrolls in and regularly attends a course on a non-credit basis. Enrollment is subject to space availability and prior approval. Refer to the Course Auditing procedure for additional information.

TR/XT: Transfer Credit – The credit type of TR is assigned when a student earns transfer credit for courses taken at other accredited institutions based upon evidence that the competencies required for the transferred course also meet the learning outcomes or competencies of a course offered at Durham Tech. A status of TR is assigned for courses taken within the North Carolina Community College System. A status of XT is assigned for courses taken outside of the North Carolina Community College System or that were not under the semester system.

W: Withdrawal – The grade of W is assigned when a student officially withdraws or, in certain circumstances, is dropped from a course by the instructor during the first sixty (60) percent of the class meeting hours. After the sixty (60) percent date, a letter grade other than W may be assigned for the course, depending on the circumstances under which the student left the course. (Refer to the College Catalog for more information about withdrawals and the Drop, Withdrawal, and Refund Deadlines page for the last day to withdraw from a course with a grade of W.)

WE: Withdrawal-Emergency – Due to COVID-19, the College established the grade of WE during the Spring 2020 term. The WE grade is assigned in cases where students are not able to continue in a course due to extenuating circumstances related to COVID-19. Examples of extenuating circumstances include, but are not limited to, the following:

- Student illness;
- Illness of someone the student provides care for;
- Financial hardship; and
- Lack of appropriate technology.

Students' financial aid eligibility is not impacted by WE grades. This was only in effect for Spring 2020.

WP: Withdrawal-Passing – The historical grade of WP was assigned when a Developmental Education student retested on the ASSET or COMPASS test after the sixth week of the term and scored well enough to proceed to the next level.

X: Grade Not Yet Reported – The grade of X is assigned when a student's final grade has not yet been reported by their instructor.

Continuing Education Course Grading System

Select, pre-determined continuing education courses use the grades of A, B, C, D, and F as defined in the Curriculum Course Grading System in place of S and NG as defined below. These CE courses do not receive grade points per semester hour. The CE letter grades are not calculated in a student's GPA nor do they establish a GPA for a student.

Grade	Description and Explanation of Grade
AU - Audit	Audit
DR - Drop	Assigned when the student submits a refund request form on or before the census date (10% period) of the course.
I - Incomplete	When a student does not complete the course/coursework by the end of the course and is given extra time to complete course work. Must complete an Incomplete Grade Request form via eforms.durhamtech.edu. Once the student completes the course work a Change of Grade request must be sent via eforms.durhamtech.edu to update the grade. If the student doesn't complete the required course work by the end date on the incomplete grade the system will convert the I grade to a grade of NG/F.
IE - Incomplete Emergency	Historical grade - Due to COVID-19, the College established the grade of IE during the Spring 2020 term. Students who were assigned the grade of IE had until the last day of two (2) consecutive terms following the term during which the IE grade was assigned to meet the requirements for their course. For example, IE grades assigned for the Summer 2020 term would require completion by the end of the Spring 2021 term.
NG - No Grade	Assigned when the student is unsuccessful in completing the course/coursework. Grade is entered via Self-Service.
NS - No Show	Assigned when the student has not attended by the census date of the course.
P - Pass/Progress	Historical Grade – Assigned for successful completion of course/coursework.
S - Satisfactory	Assigned when the student successfully completes the course. Grade entered via Self-Service.
SR - Senior Audit	The grade of SR is assigned when a senior student (an individual who is at least sixty-five (65) years of age as of the first day of the course) enrolls in and regularly attends.
U - Unsatisfactory	Historical grade – Assigned when the student is unsuccessful in completing course/coursework.

W - Withdrawal	Assigned when the student submits a withdrawal/refund request form after the census date (10% period) of the course. Assigned when the instructor submits an administrative withdrawal form via eforms.durhamtech.edu, due to student's failure to meet the course attendance requirements.
WE - Withdrawal Emergency	Historical grade - Due to COVID-19, the College established the grade of WE during the Spring 2020 term. The WE grade is assigned in cases where students were not able to continue in a course due to extenuating circumstances related to COVID-19. This was only in effect for Spring 2020.

Definitions

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

Change of Grade

Grades may be changed if an instructor has made a data entry error or miscalculated a final grade. Such a miscalculation may occur due to the inadvertent omission of an assignment, a missed electronic transmission of a grade or assignment, or a mathematical/calculation error.

Grade Change Request and Approval Procedure

Effective date (most recent revision): June 2024

Purpose

The purpose of this procedure is to provide the student with a safeguard against receiving an inaccurate final grade, while respecting the academic responsibility of the instructor.

Procedure

The grade change request and approval process is as follows:

1. A student pursuing a grade change should meet with his or her instructor to determine whether an error has occurred, if applicable.
2. The instructor should complete a grade change request form and provide a detailed reason for the change.
3. The instructor should submit the grade change request form to the discipline chair or program director for signature and approval.
4. The discipline chair or program director should submit the grade change request to the department dean for signature and approval.
5. The department dean will forward the form to Admissions, Registration, and Records. The dean's signature on the grade change form constitutes approval.
6. Admissions, Registration, and Records will record the grade change and notify the department dean.
7. The department dean will notify other appropriate parties.

Guidelines for Changing Grades (other than I Grades)

Grades may be changed if an instructor has made a data entry error or miscalculated a final grade. Such a miscalculation may occur due to the inadvertent omission of an assignment, a missed electronic transmission of a grade or assignment, or a mathematical/calculation error.

Grades may not be changed if the instructor is offering a student the opportunity to retest when he or she did not give all students in that class the same opportunity. Grades may not be changed for arbitrary reasons. There must be consistency in the way student grade changes are processed and resolved.

All change of grade requests are to be submitted on change of grade electronic forms. All change of grade requests other than those converting an I grade to a letter grade require written explanations of the reasons for the changes and must be requested within one calendar year after the original grade was assigned.

For concerns related to final course grades and satisfactory completion of instructional program requirements, refer to the Student Grievance Procedure.

Grade Point Average (GPA) Calculation Policy

Effective Date (most recent version): June 10, 2024

Durham Technical Community College employs a letter grading system to evaluate students' performance in meeting the stated objectives of the instructional experience.

Procedure

Durham Technical Community College (Durham Tech) uses a grade point average (GPA) as a common indicator of academic success. There are three calculations used to determine students' academic progress: (1) cumulative GPA, (2) program GPA, and (3) overall GPA for satisfactory academic progress (SAP). All GPAs are based on a 4.0 scale.

Programs may have specific cumulative and/or program GPA requirements. Refer to the Curriculum Program Completion and Graduation policy for additional information.

1. The cumulative GPA is calculated using grade points from all courses taken at Durham Tech including developmental and supplemental education courses, prerequisites, and classes outside a student's program of study. If a course is repeated, only the highest grade is used to calculate the cumulative GPA, and the previous attempt is noted with an R on the transcript.

   To calculate their GPA, students must know the number of credit hours assigned to each class, and then must convert the letter grade earned into quality points. The table below illustrates the relationship between letter grades and quality points.

Letter Grade	Quality Points
A/A*/PA	4
B/B*/PB	3
C	2
D	1
F/F2	0

   Grades of I, IP, R/NP, P, NS, W, AU, NC, CE, and TR are not used in GPA calculations. Refer to the Grading System policy for additional information.

2. The program GPA is calculated using the courses taken at Durham Tech that are listed on a student's plan of study, including all General Education courses and any approved course substitutions. If a course is repeated, only the highest grade is used to calculate the program GPA. If a student has fulfilled the requirements on the plan of study and later completes additional courses, the program GPA will not include grade points from the additional coursework

   Program GPA Calculation Example:

   A student who has completed the courses below within the Associate of Arts degree during the 2020-2021 catalog year would not have the SOC 210 course incorporated into the program GPA, resulting in a program GPA of 3.368. The grade in PSY 150 satisfies the requirement with the passing grade and is therefore used to calculate the program GPA. Since the SOC 210 course was an attempt at fulfilling the social science elective for the program, the grade of F is not

incorporated into the program GPA calculation. The F grade in SOC 210 is not replaced unless the course is repeated:

a. 2020FA: ACA 122 – A (1 cr.), CIS 110 – C (3 cr.), SOC 210 – F (3 cr.), ANT 210 – A (3 cr.)
b. 2021SP: ENG 111 – B (3 cr.), BUS 110 – C (3 cr.), PSY 150 – B (3 cr.), ART 115 – A (3 cr.)

3. Students who receive financial aid must demonstrate satisfactory academic progress (SAP) to maintain financial aid eligibility. Students who receive financial aid must maintain an overall GPA of 2.0 or higher.

4. The overall GPA used to determine a student's SAP status is calculated using grade points from all courses, including developmental and supplemental education courses, prerequisites, and courses outside of the plan of study. If a student repeats a class, grade points from all course attempts are used to calculate the overall GPA. All past and recent periods of enrollment (semesters or terms) at Durham Tech are included in the SAP calculation, regardless of whether the student was receiving financial aid assistance at the time.

Course Repeat

A student may not enroll in the same course more than three times without departmental approval. Some Health and Wellness courses have a limit of one or two enrollments. A student may request a waiver from this restriction if they discuss their request with the appropriate dean and complete a waiver request form.

Repeating courses may have a negative impact on satisfactory academic progress. Students receiving financial aid should consult the Academic Standards for Financial Aid section of the website for additional information.

If a course is repeated, only the best grade is used in calculating the cumulative GPA. A student may choose to take a different elective course instead of repeating the same elective course; however, the credit hours and grade points for both courses will be included in calculating the GPA for graduation. Grade point averages for financial aid purposes are calculated based on all course attempts.

During the university transfer process, the senior institution may recalculate transfer students' GPA using that institution's method of calculation for course repeats. All grades remain on the student's transcript, regardless of whether they are included in the calculation of a student's GPA.

Students may not register for two sections of the same course within the same term.

Course Prerequisites and Corequisites

Some courses have prerequisites and corequisites, which are listed in the Courses section of the website. Courses covered by the Comprehensive Articulation Agreement (CAA) require students to complete any prerequisite course with a grade of C or better before taking these courses. This requirement may be waived on a case-by-case basis for CAA courses in non-transfer programs at the discretion of the program director and approval from their supervisor.

Corequisites are taken during the same term or a previous term. Advisors work with students to ensure that prerequisite requirements have been met.

Curriculum Semester/Term Length and Credit Hour Calculation

Durham Tech curriculum (credit) courses operate on a three-term academic calendar. The fall and spring semesters are each 16 weeks; each semester is split into two 8-week terms. Courses are offered in 16-week and 8-week durations, depending on the program and class. The College also occasionally offers instruction in time frames of varying length to meet the training demands or schedules of other agencies.

A credit hour at Durham Tech, as required by the State Board of Community Colleges Code, is calculated according to the following formula:

- Credit of one semester hour is awarded for each 16 hours of lecture and other instruction provided in a class under the supervision of an instructor;
- Credit of one semester hour is awarded for each 32 hours of "experiential laboratory work";
- Credit of one semester hour is awarded for each 48 hours of "faculty directed laboratory";
- Credit of one semester hour is awarded for each 48 hours of clinical practice; and
- Credit of one semester hour is awarded for each 160 hours of work-based learning.

Course Substitutions

Effective Date (most recent revision): June 2024

Procedure

Academic deans at Durham Technical Community College (Durham Tech) have the authority to substitute a course if it brings similar value to the program of study. Substitutions are distinctly separate from teach-out plans (consult the Curriculum Course/Program Termination procedure for more information). Deans and program directors should review plans of study regularly to ensure they reflect current offerings and scheduling practices to avoid excessive substitutions.

Federal guidelines do not allow the College to waive a required course, but from time to time, it may be necessary to substitute a course of equal value and classification to facilitate the completion of a student's program of study. Students must still meet the total credit requirements for the academic program. Students who seek a required course substitution should contact their academic advisor, program director, or academic dean.

Substitutions

A course substitution allows a student to use an alternate course to meet program requirements. Only one (1) course may be substituted in a certificate or diploma and a maximum of three (3) courses may be substituted per degree program. Students who are granted a substitution must still meet the required total credit hours for their program of study, and minimum course grades must be met.

General education courses may be substituted at the discretion of the program director and dean, with approval from the Vice President, Academics and Guided Career Pathways/Chief Academic Officer. The alternative general education course must be allowable per the curriculum standard and general education matrix and must be at the same level or higher (i.e., 110-189 level courses for alternative 110-189, 210-289, etc. level courses).

The core curriculum for any program of study should be maintained with integrity and followed completely. The substituted course (when approved) must include substantially the same learning outcomes (two-thirds) as the required course and must be within the same discipline as the original course or fulfill similar course distribution requirements as defined by the curriculum standard. Substitutions to the core curriculum should only be used in extenuating circumstances and may require approval by the System Office staff.

The process for requesting a course substitution is as follows:

1. A student will consult with an academic advisor, faculty member, program director, or graduation auditor to discuss whether a course substitution should be considered.

2. The academic advisor or program director/department chair will initiate a course substitution request, which will be sent to the Director of Curriculum Development, Assessment and Compliance/AVP of Academics and Guided Career Pathways to check for allowability based on the curriculum standard and the general education matrix. If allowable, the form will be sent to the academic dean of the program for approval. The request should include the student's name, ID number, program, year of entry into the program (catalog year), course to substitute, and a rationale for the request.

3. If the academic dean deems the substitution appropriate, the dean will approve the substitution and send it to the Vice President, Academics and Guided Career Pathways/Chief Academic Officer, copying the original program director or department chair, and advisor as appropriate. Once the Vice President, Academics and Guided Career Pathways/Chief Academic Officer has reviewed and approved or denied the request, they will send the paperwork to Admissions, Registration, and Records, again copying appropriate personnel, including the director of Curriculum Development, Assessment, and Compliance/AVP of Academics and Guided Career Pathways. This approach will serve as a check and balance and will allow Academics and Guided Career Pathways to determine whether the substitution should be added to the standard course substitution list to reduce future redundancy.

4. To ensure the student has a clear path to graduation, Admissions, Registration, and Records will enter the substitution in the student's record after completion of the course and will notify the student.

Schedule Changes

Students who have met with an advisor during priority, general, or late advising and registration may register, make schedule adjustments, and add or drop courses by accessing Self-Service through the last day of registration. Students do not need to meet with an advisor again unless they are registering for classes not previously approved by an academic advisor or need additional assistance.

During the schedule adjustment period (the first week of classes) new students who are not currently enrolled may register only for classes that have not yet begun. Currently registered students may adjust their schedules to add courses. Students can only register for courses that have not met more than once. For any course added during the schedule adjustment period, payment is due at the time of registration. Students requesting an exception to the schedule adjustment process must make a request to the academic dean over the program area responsible for the course.

On rare occasions, the College may reassign students to different sections or classes if it determines that such reassignments are in the best interest of the student or improves the teaching and learning process.

Incoming Transfer Students

Transfer students applying for admission to Durham Tech must meet all admission requirements for their chosen program.

Transfer Credit Award Policy

Effective Date (most recent revision): June 10, 2024

Durham Technical Community College evaluates transfer credit for equivalent from member institutions of the North Carolina Community College System and other post-secondary institutions.

Contact Information

Admissions, Registration, and Records
registrar@durhamtech.edu
919-536-7200, ext. 1800

Procedure

In accordance with the Southern Association of Colleges and Schools Commission on Colleges' (SACSCOC) Transfer of Academic Credit Position Statement, Durham Technical Community College (Durham Tech) considers institutions' regional accreditation as an indicator of acceptability of credit but does not rely solely on that criterion.

Applicants who have been enrolled in a post-secondary institution are required to submit official transcripts of previous academic work to Admissions, Registration, and Records if they desire transcript evaluation for transfer credit. An official transcript is one that is sent directly from the previous high school, college, or university, or is submitted by the student in an official, sealed envelope from the educational institution. Transcripts may be delivered to Admissions, Registration, and Records in person (Wynn Center, room 10-201, Main Campus) or by mail:

Admissions, Registration, and Records
Durham Technical Community College

1637 E. Lawson Street, Durham NC 27703

Transcripts are accepted electronically from transcript processing services such as College Foundation of North Carolina (CFNC), Credential Solutions, DiplomaSender, National Student Clearinghouse, Parchment, Scribbles, and any other authorized electronic transcript service provider approved by the College. Faxed transcripts and diplomas are not accepted as official documents for transcript evaluation.

Upon receipt of the official transcript, the College will send a confirmation email to the student's College email account. The entire transcript will be evaluated to determine transferability and award transfer credit for the Durham Tech course most closely related to the course transferred. Determinations will be made using the following criteria:

- All transfer course credit must be equivalent to course offerings at Durham Tech;
- The grades for courses transferred must be a "C" or better;
- Courses with a Pass/Fail designation are transferrable if the established criterion defines a “Pass” to be equivalent to a grade of “C” or better;
- Seventy-five (75) percent of course learning objectives must be equivalent to courses offered at the College;
- Comparable developmental and supplemental education courses offered by North Carolina community colleges below the 100 level are transferable within the North Carolina Community College System (NCCCS). Developmental and supplemental courses do not earn credit toward a certificate, diploma, or degree;
- The grades for transferred NCCCS developmental and supplemental courses must be a “P1”, “P2”, or “P3” for ENG 002 and MAT 003; “A”, “B”, or “P” for ENG 011, MAT 010, MAT 021, MAT 043, MAT 052, MAT 050, MAT 060, MAT 071, DRE 096, DRE 097, DRE 098, DMA 010 thru 080, ENG 070, ENG 080, ENG 090, ENG 095, RED 070, RED 080, RED 090; and "A”, “B”, or “C" for MAT 070 and MAT 080;
- Transfer credit may not exceed seventy-five (75) percent of the total credit hours required to complete the intended program of study;
- Foreign language courses are transferrable in level one coursework without a lab. The College will award transfer credit for both a level one lecture and lab. Since level two courses have a separate lab, awarding the level one lab will allow for progression through sequenced coursework. Other earned credits can satisfy the program credit hour requirements, if needed.
- Science coursework offered without labs will not require a lab component for a science course to be eligible for transfer. Science coursework offered with a lecture and lab will require a lecture and lab component for a science course to be eligible for transfer. Science coursework with a separate lab (AST 151/151A, BIO 140/140A, and CHM 131/131A) may transfer without a lab; however, to satisfy the program of study science/mathematics credit hour requirements, retaking the course and the lab may be required. Other science/mathematic credits earned can satisfy the program credit hours, if needed.
- International transcripts must be translated and evaluated prior to their submission to Durham Tech. Refer to the Translation and Evaluation Services section of the website for details.

The transcript evaluation process may take up to five (5) working days. During peak registration periods

and adverse conditions, transfer credit determinations may be delayed. Students should contact a transcript evaluation specialist (transcripts@durhamtech.edu) for status updates.

Once the transcript evaluation process has been completed, the College will send the student a confirmation via email. At that time, the student will be able to view any transfer credit awarded in Self-Service (transfer credit is recorded as a grade of “TR”). Transfer credit from another institution is not used to calculate cumulative, program, graduation, or Satisfactory Academic Progress (SAP) grade point averages.

When transfer credit is in question, a student may be asked for supporting documentation (e.g., an official course description or course syllabus). If a student wishes to have their transcript re- evaluated, they must submit a formal request via email to transcripts@durhamtech.edu. The correspondence must include the institution name, course name and number, and a brief statement outlining the reasoning for the re-evaluation request. Transcript evaluators will consult with the appropriate program director/chair to determine whether the stated reasoning and the related documentation support awarding transfer credit. A transcript evaluator will notify the student of the College’s final determination within three (3) working days.

Graduation Requirements

In accordance with the SACSCOC Principles of Accreditation, twenty-five (25) percent of coursework must be completed at Durham Tech. Refer to the Curriculum Program Completion and Graduation policy for additional information.

Institutional Transfer Equivalencies

Durham Tech establishes institutional transfer equivalencies when courses being transferred in are equivalent to course offerings listed in the NCCCS Combined Course Library (CCL). The College will update its institutional transfer equivalencies to ensure that appropriate transfer credit is awarded and determinations are inclusive of current course offerings.

Records Management

Transcripts received become the sole property of the College and are not available for distribution unless there is a verifiable extenuating circumstance. Approval must be granted by the Vice President, Chief Academic Officer, in consultation with the Vice President, Chief Student Services Officer.

Definitions

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

Requirements for Graduation

To be eligible for graduation, students must complete all courses and credit hours required in the program of study under which they were admitted with a minimum GPA of 2.0 (2.5 for the Associate in Engineering and 2.7 for the Associate in Arts and Sciences in Teacher Preparation degrees). In addition, specified programs may require a grade of no less than a C in some courses and no less than a B in other courses as designated in the appropriate program handbook.

Students must complete a minimum of 25 percent of earned credit hours at Durham Tech to complete the desired program of study at Durham Tech.

Students should complete a graduation application form for their degree, diploma, or certificate one semester before their anticipated date of graduation. For example, students should apply for graduation when they register for the fall semester if they plan to graduate at the end of spring semester. Refer to the Apply for Graduation webpage for instructions on how to complete the graduation application process.

Curriculum Program Completion and Graduation Policy

Effective Date (most recent revision): July 2025

Durham Technical Community College provides educational opportunities for students to acquire relevant credentials, successfully transfer to other institutions of higher education, and secure meaningful employment. Students earn associate degrees, diplomas, and certificates upon satisfactory completion of all requirements for curriculum program completion and graduation.

Procedure

Associate Degree Requirements – The college awards six associate degrees: the Associate in Arts, the Associate in Science, the Associate in Fine Arts, the Associate in Engineering, the Associate in Applied Science, and the Associate in General Education. The requirements for degrees are as follows:

A. **Associate in Arts (AA) Degree and Associate in Science (AS) Degree** (two-year degrees designed for transfer to baccalaureate degree programs)

1. Official copies of any high school verification documents (transcript or copy of diploma) and/or college transcripts used for program admission or course credit, on file in the student's record at Durham Tech.
2. Completion of the required program courses totaling a minimum of sixty (60) semester hours of credit.
3. Completion of a minimum of fifteen (15) semester hours of credit within the degree program (25 percent of the total) earned in residence at Durham Tech.
4. A program Grade Point Average (GPA) of 2.0 or higher.

   NOTE: The Comprehensive Articulation Agreement (2014 CAA) between the governing boards of the North Carolina Community College System (NCCCS) and the University of North Carolina (UNC GA) enables graduates who are admitted to constituent transfer institutions to transfer with junior status. To be eligible for the transfer with junior status under the 2014 CAA, the student must graduate from the community college with an AA or AS degree and have a program GPA of at least 2.0 on a 4.0 scale and a grade of "C" or better in all courses that satisfy the degree.

Students who do not complete the degree are eligible to transfer credits on a course-by-course basis.

B. Associate in Fine Arts (AFA) Degree

1. Official copies of any high school verification documents (transcript or copy of diploma) and/or college transcripts used for program admission or course credit, on file in the student's record at Durham Tech.
2. Completion of the required program courses totaling a minimum of sixty (60) semester hours of credit.
3. Completion of a minimum of fifteen (15) semester hours of credit within the degree program (25 percent of the total) earned in residence at Durham Tech.
4. A program GPA of 2.0 or higher.

   NOTE: The 2017 Uniform Articulation Agreement (Associate in Fine Arts in Visual Arts) between the NCCCS and seven Bachelor of Fine Arts (BFA)-granting institutions in the UNC system guarantees that students who follow the 60-hour AFA Plan of Study will meet the entrance requirements to these BFA programs. Because visual arts program admissions are competitive, no student is guaranteed admission to a visual arts program. In addition to meeting entrance requirements, transfer students may also be required to submit a portfolio of their creative work, depending on the portfolio requirements for each institution. A student who completes the AFA with a GPA of at least 2.0 and a grade of “C” or better in the courses listed in the AFA Plan of Study will have fulfilled the BFA program entry requirements, and all Universal General Education Transfer Courses will transfer with course equivalency to fulfill General Education requirements for the BFA.

C. Associate in Engineering (AE) Degree

1. Official copies of any high school verification documents (transcript or copy of diploma) and/or college transcripts used for program admission or course credit, on file in the student's record at Durham Tech.
2. Completion of the required program courses totaling a minimum of sixty (60) semester hours of credit.
3. Completion of a minimum of fifteen (15) semester hours of credit within the degree program (25 percent of the total) earned in residence at Durham Tech.
4. A program GPA of 2.5 or higher.

   NOTE: The 2015 Uniform Articulation Agreement (Associate in Engineering) between the NCCCS and the five UNC system schools that offer the Bachelor of Science in Engineering (BSE) guarantees that students who follow the AE Plan of Study will meet the entrance requirements at all North Carolina public BSE programs; however, admission to those programs is competitive and not guaranteed. To be eligible for transfer of credits from the AE program to a BSE program, students must earn a “C” or better in each course and a program GPA of 2.5 or higher on a 4.0 scale.

D. Associate in Arts in Teacher Preparation (AATP) and Associate in Science in Teacher Preparation (ASTP) Degrees

1. Official copies of any high school verification documents (transcript or copy of diploma) and/or college transcripts used for program admission or course credit, on file in the student's record at Durham Tech.
2. Completion of the required program courses totaling a minimum of sixty (60) semester hours of credit.
3. Completion of a minimum of fifteen (15) semester hours of credit within the degree program (25 percent of the total) earned in residence at Durham Tech.
4. A program GPA of 2.7 or higher.

   Note: Articulation of credits for the AATP and ASTP is governed by the 2021 Uniform Articulation Agreement (Educator Preparation Programs) between the NCCCS and UNC System Educator Preparation Programs. A parallel Teacher Preparation Uniform Articulation Agreement with NC Independent Colleges and Universities extends this agreement to signatory independent four-year institutions. These two agreements guarantee that students who follow the AATP/ASTP plan of study, earn a GPA of at least 2.7 and a grade of C or better in all courses, and meet the receiving institutions' requirement for admission to Educator Preparation programs will have fulfilled the senior institutions' lower division general education requirements. Admission to an education program is not guaranteed.

E. Associate in Applied Science (AAS) Degree

1. Official copies of any high school verification documents (transcript or copy of diploma) and/or college transcripts used for program admission or course credit, on file in the student's record at Durham Tech.
2. Completion of a minimum of sixty-four (64) semester hours of credit (or a greater number if specified by the program of study), including the required general education courses.
3. Completion of a minimum of sixteen (16) semester hours of credit within the degree program (at least 25 percent of the total) earned in residence at Durham Tech.
4. A program GPA of 2.0 or higher.
5. Specified programs may require a grade of no less than "C" in some courses as designated in the appropriate program handbook.

F. Associate in General Education (AGE) Degree

1. Official copies of any high school verification documents (transcript or copy of diploma) and/or college transcripts used for program admission or course credit, on file in the student's record at Durham Tech.
2. Completion of a minimum of sixty-four (64) semester hours of credit, as approved by the program director and academic advisors, including any required general education courses, with at least 25 percent of the total earned in residence at Durham Tech.
3. An overall GPA of 2.0 or higher.

Diploma Requirements

The college awards diplomas upon completion of a minimum of thirty-six (36) semester hours of credit (a greater number may be specified by the program of study) of required courses in the student's program of study, including general education requirements. The requirements for diplomas are as follows:

1. Official copies of any high school verification documents (transcript or copy of diploma) and/or college transcripts used for program admission or course credit, on file in the student's record at Durham Tech.
2. Completion of the required courses in the student's program of study, including any required general education courses.
3. Completion of a minimum of nine (9) – twelve (12) semester hours of credit within the diploma program (25 percent of the total) earned in residence at Durham Tech.
4. A program GPA of 2.0 or higher.
5. Specified programs may require a grade of no less than “C” in some courses as designated in the appropriate program handbook.

Certificate Requirements

Certificates are awarded for programs of study requiring a minimum of twelve (12) semester hours of credit to a maximum of eighteen (18) semester hours of credit. The requirements for certificates are as follows:

1. Official copies of any high school verification documents (transcript or copy of diploma) and/or college transcripts used for program admission or course credit, on file in the student's record at Durham Tech (when this is a certification requirement).
2. Completion of the required courses in the student's program of study.
3. Completion of a minimum of three (3) – five (5) semester hours of credit within the certificate program (at least 25 percent of the total) earned in residence at Durham Tech.
4. A program GPA of 2.0 or higher.
5. Specified programs may require a grade of no less than “C” in some courses as designated in the appropriate program handbook.

Changes in Program Completion Requirements

The college reserves the right to change the requirements for completing a degree, diploma, or certificate program when it is in the best interest of the enrolled students or the academic program. When such changes occur, the college will honor the original program completion requirements for up to four (4) years for students enrolled in the program at the time of the change. Students may fulfill either the original requirements or the changed requirements. However, when a student ceases **continuous enrollment**, the requirements for program completion will be based on those requirements in effect when the student re-enrolls in the program, not those in effect when the student originally entered the program. Exceptions to this catalog year change must be made with the approval of the vice president for student learning and instructional services. Students who change their academic program are also admitted to the new program under the current plan of study.

Graduation

Students seeking to graduate with a degree, diploma, or certificate must apply for graduation through the Graduation Overview section in Self-Service 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. In order for an earned degree, diploma, or certificate to be noted on a transcript, a graduation application must be submitted. Students who have applied for graduation are eligible to participate in the annual commencement ceremony.

Students should contact Admissions, Records, and Registration (Phail Wynn, Jr. Student Services Center (Building 10), room 10-201, Main Campus; 919-536-7200, ext. 1804) for more information about graduation audit and diploma requests.

Administrative Graduation

After graduation applications are processed at the end of each term, the Admissions, Records, and Registration 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 Admissions, Records, and Registration with details on how to obtain a printed diploma and how to participate in the annual commencement ceremony.

Definitions

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

Graduation Application – Form submitted to Admissions, Records, and Registration via Self-Service that initiates a review of a student's academic record to determine if program completion requirements for the identified academic program have been satisfied.

Foreign Language Graduation Waiver in AA/AS Programs Policy

Effective Date (most recent version): May 2025

Procedure

The foreign language requirement in the Associate in Arts (AA) and Associate in Science (AS) plans of study exists to ensure students will gain exposure to other cultures and an introductory knowledge of a language other than English. For students whose first language is other than English, a waiver of the foreign language graduation requirement for the AA or AS degree may be an option if the student meets one of the following criteria:

1. Student has lived in a different country and has been educated in a language other than English through high school.
2. Student has taken the Foreign Language (FL) placement test at Durham Tech and placed into the 211 level or higher (placing out of 111 and 112 levels).

It is important to note that a waiver of the foreign language requirement does not award credit. Students who receive a waiver must take a course designated as a general education course for AA or AS on the Gen Ed Matrix to make up the credits in their plans of study. The process for requesting a waiver of the foreign language requirement follows:

1. Student should be referred to the Chair of the Foreign Languages discipline to make the request.
2. The Chair will screen the requester and determine if the student has met the requirements for the waiver.
3. The Chair will note placement test scores in Self-Service or Colleague. If the student places into the 211 level or higher, or education in a language other than English through high school is verified, the Chair will submit the waiver request via Etrieve to the Dean of CALA.
4. If the Dean approves the waiver, the Dean will forward the waiver request via Etrieve to Admissions, Registration, and Records (ARR).
5. The Chair of Foreign Languages will notify the student via email of approval of the waiver and the options for the required replacement general education course(s) and place a note in Self-service and Colleague.
6. ARR will process the waiver by the completion of the graduation audit with the replacement general education course(s).

Purpose

The Foreign Language Requirement Waiver may be granted to students who have significant proficiency in a foreign language through prior coursework or experience, who have been educated in a foreign language through high school, or who can demonstrate second language proficiency through other means, including passing locally administered placement tests. Additionally, the waiver supports the specific focus and requirements of Durham Tech degree programs, providing flexibility while upholding academic rigor and relevance.

Student Support Services

Accessibility Services

Durham Tech provides disability accommodations and services designed to create equal access to the many aspects of education. Students can voluntarily self-identify with the College as having a disability or medical condition that may impact access to programs and activities.

Students with disabilities may achieve educational access through the effective use of accommodations or services such as individualized educational planning; support staff including note-takers and interpreters; assistive technology; alternative testing arrangements; and priority assistance during registration. Through a process of individual planning, students are encouraged to use their diverse abilities to succeed.

Durham Tech is mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (amended in 2008) to provide appropriate and reasonable accommodations to students who qualify for services.

These services are provided to students with a variety of disabilities including, but not limited to, attention deficit hyperactivity disorder, learning disabilities, psychological disorders, Asperger's and other pervasive developmental disorders, blindness or low vision, deafness or hard of hearing, pregnancy, mobility, and chronic health issues.

View the Accessibility Services section of the website for more information and forms.

Accommodations for Students with Disabilities Policy

Effective Date (most recent revision): March 2025

Durham Technical Community College provides reasonable and appropriate accommodations to qualifying individuals with a documented disability who are otherwise able to satisfy the requirements related to their status as students at the College.

Purpose

Durham Technical Community College (Durham Tech) provides qualified individuals with disability accommodations and services designed to create equal access to the many aspects of the College experience. Students have the opportunity to voluntarily self-identify with the College as having a disability or medical condition that may impact their access to activities, programs, and services. The Americans with Disabilities Act (ADA) protects any current or prospective student with a permanent, long-term, or chronic disability against discrimination because of the disability. This protection extends to all educational activities (e.g., placement testing) and includes learning conditions and support services.

Students with disabilities may request reasonable accommodations and achieve educational access through the effective use of accommodations or services such as interpreters, assistive technology, and priority assistance during registration. Through a process of individual planning, students are encouraged to use their diverse abilities to succeed.

Procedure

This procedure guides students through the reasonable accommodations process and the important steps that must be taken to ensure accommodations are documented, communicated, and provided in a

timely fashion. This procedure ensures equal opportunity for students with disabilities and ensures that the College meets its legal obligations.

Durham Tech is committed to processing requests and providing reasonable accommodations, when appropriate, in a prompt and efficient manner in accordance with the timeframes set forth in the following procedure.

The College will provide reasonable accommodations to any qualified student with a disability when the disability affects the performance of educational functions. The College will attempt to reasonably accommodate qualified individuals with a temporary or long-term disability so that they can perform essential functions. However, in providing reasonable accommodations, the College shall not fundamentally alter the nature of programs, services, or activities; require waiver of essential academic standards; violate accreditation requirements; unnecessarily intrude on academic freedom.

Any student who wishes to request a reasonable accommodation must submit necessary documentation and schedule an appointment with Accessibility Services (room 10-209, Wynn Student Services Center, Main Campus; 919-536-7208). Appointments may be held at the Durham Tech location of the student's choosing. Virtual appointments via phone conference are available upon request. Each request for a reasonable accommodation will be evaluated on a case-by-case basis.

Please Note: Students employed by Durham Tech are considered College employees. Students employed under the federal work study program are considered College employees if the work performed is for the College. For work performed for any public or private agency, students are also considered College employees unless the agreement between the College and the organization specifies that the organization is considered the employer. Students considered College employees who wish to request reasonable accommodations for work-related activities should consult the Accommodations for Employees with Disabilities policy.

Establishing Eligibility

Durham Tech provides services to students with disabilities including, but not limited to, attention deficit hyperactivity disorder, learning disabilities, psychological disorders, Autism Spectrum Disorder and other pervasive developmental disorders, blindness or low vision, deafness or hardness of hearing, mobility impairment, and chronic health issues.

Although pregnancy itself is not a disability, pregnant students may have impairments related to their pregnancies (e.g., gestational diabetes, preeclampsia) that qualify as disabilities under the ADA and as covered under Title IX. An individual who requires pregnancy-related accommodations should contact Accessibility Services.

A student who has requested a reasonable accommodation must provide current documentation (within the past five (5) years) from a qualified health care professional. The student is responsible for any associated expenses, and the information provided must be sufficient to substantiate that he or she has a disability and requires the requested accommodation. The supporting documentation must accomplish the following:

- Establish that the student has a disability;
- Describe and document the functional impact of the disability; and
- Assist Accessibility Services in establishing the need for and design of accommodations.

Students are required to provide current documentation (within the past five years) from a qualified healthcare professional to support their accommodation requests and renewals. Accessibility Services reserves the right to request updated documentation if additional accommodations are needed or if the existing documentation no longer adequately addresses the student's current needs.

While most conditions require current documentation, exceptions may apply to certain permanent or lifelong disabilities that are unlikely to change over time. Examples of such conditions include blindness, deafness, autism, ADHD, or permanent limitations. Updated documentation for these conditions may not be required unless there are significant changes in the disability or its impact on academic performance.

This approach ensures the accommodation process remains fair and supportive while reducing unnecessary burdens for students with permanent or unchanging conditions. In all cases, Accessibility Services is committed to providing equitable access while ensuring documentation remains relevant and effective in addressing each student's needs.

Documentation should be as descriptive as possible and should include the following information:

- A diagnostic statement identifying the disability, date of the most current diagnostic evaluation, and the date of the original diagnosis;
- A description of the diagnostic tests, methods, and/or criteria used;
- A description of the current functional impact of the disability which includes specific test results and the examiner's narrative interpretation;
- Treatment, medications, and/or assistive devices/services currently prescribed or in use;
- A description of the expected progression or stability of the impact of the disability over time, particularly during the student's expected time at Durham Tech;
- Recommended accommodations/services (e.g., flexibility in attendance, extended testing time, note-taking assistance) for the academic environment; and
- The name, credentials, and license number of the diagnosing professional.

All documentation must be typed, signed by a qualified health care professional, submitted on the health care professional's letterhead, and include the date the documentation was completed. Individualized Educational Plans (IEP) and 504 Plans are not sufficient documentation as they do not meet the documentation guidelines cited above. Consult the Documentation Guidelines section of Durham Tech's Accessibility Services page for additional information. Refer to the bottom of the appropriate Documentation Guidelines form for information on appropriate disability documentation.

If the student provides incomplete or inadequate documentation to substantiate his or her disability and/or the need for the requested reasonable accommodation, the College may, at its discretion, require the student to provide additional information at his or her expense.

Documentation review may take as long as ten (10) working days to allow for evaluation and initial processing prior to the student's meeting with Accessibility Services. Students should submit their documentation as early as possible and at least ten (10) working days prior to the start of the semester to avoid a delay in receiving accommodations. Students requiring placement test accommodations should notify Accessibility Services of their expected test date when they submit their documentation.

Students requiring major accommodations (e.g., interpreting, note-taking, clinical accommodations, digital accessibility, accessible classroom locations, access assistants, accessible furniture, etc.) must submit

their request at least four (4) weeks in advance. Students who have concerns about meeting this deadline should contact Accessibility Services for guidance.

Students are required to request updated accommodation plans each semester and should do so at least ten (10) working days prior to the start of the semester. The need for a reasonable accommodation may, and often does, change. Supplementary documentation may be required if additional accommodations are needed and/or if existing documentation was submitted more than five (5) years prior. If a student needs to change his or her accommodation plan, the student must schedule an appointment with Accessibility Services as early as possible and at least ten (10) working days prior to the start of the semester.

Reasonable Accommodations Request Process

There are no deadlines for requesting an accommodation; however, students are responsible for submitting accommodation requests sufficiently in advance of the requested accommodation to allow reasonable time to implement the requested accommodation.

Step 1: To initiate the reasonable accommodation request process, a student must submit the following to Accessibility Services:

- Current documentation (within the past five (5) years) from a qualified health care professional demonstrating that he or she is eligible for reasonable accommodations (See “Establishing Eligibility” above.);
- A Consent to Release Disability Information form;
- The Accessibility Services form (“Documentation Guidelines”) specific to his or her disability; and
- The Impact Statement form (page 2 of each disability-specific form).

Step 2: The student must set up an appointment with Accessibility Services to discuss accommodations. If the student’s documentation supports the request, an Accessibility Services staff member will provide the student with copies of the accommodation plan. Accessibility Services will initiate interactive discussions with appropriate College departments and/or site coordinators to determine the feasibility of reasonable accommodations for on- and off-campus learning environments (e.g., work-based learning, clinical sites, internships/externships, simulated learning, laboratories, and field work).

Step 3: The student will initiate a meeting with instructors to discuss approved accommodations and will provide each instructor with a copy of the accommodation plan. Accommodation plans are not retroactive, but will be implemented within ten (10) working days of receipt. Major accommodations plans as described previously in the policy may take longer to implement.

Accommodations are made on an individualized basis. Instructors cannot approve or reject approved accommodations, but they do have the right to decide how approved accommodations will be executed within the learning environment to ensure access. Instructors will document how the accommodations are implemented, and the department will maintain a copy of the accommodation plan.

Step 4: The student will contact Accessibility Services with any concerns related to the implementation of the accommodation plan.

Service Animal Requests

The ADA defines a service animal as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including physical, sensory, psychiatric, intellectual, or other mental disabilities. Other species of animals, with the exception of miniature horses, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The College complies with all US Department of Justice regulations regarding miniature horses.

Generally, therapy animals, support animals, and companion animals, which provide comfort and/or companionship, are not service animals and are not afforded the same privileges in public places. The ADA and the state of North Carolina generally do not recognize therapy dogs, emotional support dogs, and companion dogs as service animals.

The work or tasks performed by a service animal must be directly related to the individual´s disability. Examples of work or tasks include, but are not limited to, the following:

- Assisting individuals who are blind or have low vision with navigation and other tasks;
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds;
- Alerting individuals of dangerous changes in blood glucose levels;
- Providing non-violent protection or rescue work;
- Pulling a wheelchair;
- Assisting an individual during a seizure;
- Alerting individuals to the presence of allergens;
- Retrieving items such as medicine or the telephone;
- Providing physical support and assistance with balance and stability to individuals with mobility disabilities; and
- Helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal´s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

North Carolina law also recognizes animals in training as service animals. Training organizations and people training a service animal have the same access rights as people with disabilities using a service animal. The animal must wear a collar and leash, harness, or cape that identifies it as a service animal in training. The trainer is liable for any damage caused by the animal while in a place of business or education.

A student seeking permission to use a service animal on campus should request a meeting with Accessibility Services. During the interactive discussion, the student must identify the animal as a service animal and describe what the animal is trained to do for the student requesting the accommodation. The student must also provide medical documentation from a qualified health care professional to support the need for a service animal.

Any student who brings a service animal onto campus is responsible for its care and behavior at all times and must ensure that the animal is housebroken. The student must carry supplies to properly and immediately clean up and dispose of any animal feces, urine, or vomit. If the student is unable to perform the clean-up, he or she must request assistance from an instructor or other College employee who will

request housekeeping assistance. Failure to meet these requirements could result in the service animal's barring from College property.

Members of the College community who come into contact with a service animal on campus and experience reactions to the animal (as a result of allergies or fear of dogs, for example) should contact Accessibility Services (students) or Human Resources (employees and visitors) to discuss possible remedies.

Responsibilities

The College is responsible for the following:

- Eliminating barriers that prevent prospective and current students from accessing or being included in the instructional space;
- Minimizing the need for individual accommodations by regularly reviewing policies, procedures, processes, and rules to ensure that they are not discriminatory;
- Ensuring that all prospective and current students are advised of their right to be accommodated;
- Handling accommodation requests in a timely, confidential, and sensitive manner;
- Providing individual accommodations to the point of undue hardship on the College;
- Ensuring that this policy is effectively and equally implemented;
- Providing overall ADA training for all employees; and
- Fostering an inclusive educational environment by treating all students with respect and dignity.
- Accessibility Services is responsible for the following:
- Handling accommodation requests in a timely, confidential, and sensitive manner;
- Informing individuals requiring accommodations of supporting documentation needed to substantiate the need for accommodations;
- Involving individuals requiring accommodations in the development and implementation of an accommodation plan; and
- Ensuring accommodation plans are implemented properly and in a timely manner.

Students requesting accommodations are responsible for the following:

- Making their accommodation needs known in a timely, complete, and specific manner;
- Submitting an official request as early as possible and at least two (2) weeks prior to the use of the accommodation; or for major accommodations, four (4) weeks prior to the start of the semester;
- Helping to identify potential accommodation options and communicating to Accessibility Services any questions or concerns related to the implementation of specific adjustments;
- Providing documentation in support of their accommodation request, including information about any restrictions or limitations; and
- Assisting in the development of an accommodation plan and requesting a new plan each semester by contacting Accessibility Services.

Students will have their needs accommodated so long as the accommodation can be reasonably implemented by the College. Students will be provided an explanation if their accommodation request is denied. Even if a student's accommodation request is approved, he or she may decide at any time not to use the accommodation.

Facility Services Work Requests, Environmental Maintenance, and Construction Notifications

Facility Services work requests related to accommodations will be designated as high priority. Whenever possible, the College will provide notice (typically 24-48 hours prior) of environmental maintenance (lawn care, fertilization, etc.) and construction projects via the Facility Services page of the Durham Tech website and other forms of electronic communication. Students with special access needs or special sensitivity to noise, chemical odors, and other maintenance-related factors should check the Facility Services page of the website regularly.

Confidentiality

Confidential information obtained, reviewed, and/or prepared relating to a request for reasonable accommodations will be maintained separately from students' other College records. Information about matters such as a student's impairment, disability, medical condition and status, request for a reasonable accommodation, and the College's response to the request shall be maintained and marked as confidential information. Electronic messages must be marked as confidential, state within the body that the email is confidential/privileged, and include a public records disclosure statement alerting all parties that the information contained within is subject to North Carolina's Public Records Law. Confidential information shall not be disclosed to any individual except on a need-to-know basis or as required by law.

Retaliation and Discrimination

No student will be retaliated against because he or she requests a reasonable accommodation due to a protected disability. Retaliatory actions will be considered violations of the College's standards of conduct and may result in disciplinary action as outlined in the Student Code of Conduct or the employee Disciplinary Actions, Suspension, and Termination of Employment policy.

Any student who has questions about this policy, believes he or she has been discriminated against based on a disability, or wishes to appeal a denied accommodation request should notify the 504 Coordinator in Wynn (Building 10), Room 10-209, 919-536-7200, ext. 1105

Visitors accompanying prospective or current students should direct questions and concerns to Accessibility Services.

Grievances and Appeals

If a student believes that a determination under this policy has been reached improperly; unfairly; or otherwise in violation of conditions of employment, regulations, policies, or procedures, the student may file a grievance through the established procedures outlined in Student Grievance policy.

If a student believes that exceptional circumstances justify reconsideration of a decision related to a reasonable accommodations request, the student may request an appeal. The appeal must be requested in writing to the ADA Coordinator within seven (7) calendar days of notification of the request denial. The written request must state the grounds for the appeal and must include supporting evidence.

Definitions

504 Plan – A plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure his or her academic success and access to the learning environment.

Individualized Educational Plan (IEP) – A document showing how a K-12 school complied with the Individuals with Disabilities Education Act (IDEA).

Individual with a Disability – Under the ADA, an individual with a disability is a person who has a physical or mental impairment that substantially limits a major life activity (such as seeing, hearing, learning, reading, concentrating, or thinking) or a major bodily function (such as the neurological, endocrine, or digestive system).

Interactive Discussion – For the purposes of this policy, an exchange between College officials, individuals requesting accommodations, and health care professionals (if necessary). The purpose of this discussion is to "identify the precise limitations resulting from the disability and potential reasonable accommodations that could overcome those limitations." Interactive communication should include the following:

- Dialogue and a meeting of the minds
- Constructive engagement
- Logic seeking
- Full trust and openness
- Understanding between participants
- Common language
- Openness to different perspectives

Major Accommodations – Reasonable accommodations that require significant time and/or resources to implement. Examples of major accommodations include note-taking, interpreting, accessible classroom locations, access assistants, accessible furniture, alternative media, and captioning.

Qualified Health Care Professional – An individual who is qualified by education, training, licensure/regulation (when applicable), and facility privileging (when applicable) who performs a professional service within his or her scope of practice and independently reports that professional service.

Qualified Individuals – At the postsecondary educational level, qualified individuals are students with disabilities who meet the academic and technical standards requisite for admission or participation in the institution's educational program or activity.

Reasonable Accommodations – A shared responsibility between the College and students to eliminate barriers that prevent students from accessing or being included in the learning environment. Includes any changes in physical locations or the way functions are customarily performed that provide an equal opportunity to individuals with a disability. Accommodations may include, but are not limited to, the following:

- Acquisition or modification of equipment;
- Changes in the physical layout of the learning environment to eliminate or reduce barriers;
- Modification of class schedules while continuing to meet educational requirements;
- Modifications to College facilities;
- Relocation of classes; and
- Testing accommodations.

Students – Any individuals, regardless of age, who are currently enrolled in Durham Tech courses, who have active program status, and/or who are currently participating in Durham Tech instructional programs, including Middle College High School, Career and College Promise, and College and Career Readiness programs. Individuals with active program status are those who have been accepted into a program, have taken classes within the program, and have been continuously enrolled at the College since beginning the program.

Work-Based Learning (WBL) – An educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability. WBL may include the following on- and off-campus experiences: clinical rotations, internships/externships, field work, simulated learning, laboratory activities, and skills/competency based testing.

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

Center for Academic Excellence

The Center for Academic Excellence (CAE) provides curriculum students at Durham Tech with the academic support they need to be successful. CAE tutors and staff strive to do the following:

- Provide students with an alternative learning environment for individualized and small group tutoring sessions.
- Empower students to achieve academic success and to challenge them to become independent and critical thinkers by modeling effective examples of clear communication.
- Collaborate with colleagues inside and outside the CAE to share best practices in tutoring, academic support, and general higher education.
- Provide online tutoring 24/7 though Upswing.

College and Career Readiness

Durham Technical Community College's College and Career Readiness (CCR) programs provide free educational opportunities to adult learners in Durham and Orange counties. These programs are designed to prepare students for postsecondary education, employment, and personal growth. CCR courses are offered at the Main Campus and various community locations.

Enrollment Requirements

All new CCR students must attend a brief orientation, complete placement testing, and meet with an advisor to register for classes. Returning students who have not been enrolled for two or more consecutive semesters are required to complete a re-orientation and re-testing process before re-enrolling.

Program Offerings

Adult High School Diploma (AHS)

The Adult High School Diploma program enables students to complete the required 22 high school credits to earn a North Carolina high school diploma. An official high school transcript is required and will be evaluated to determine transferable credits. Coursework is delivered online and in-person, and consistent participation is required. The program is ideal for adults seeking to complete a traditional diploma in a flexible, supportive environment.

High School Equivalency (HSE): GED® and HiSET®

Durham Tech offers preparation courses for the High School Equivalency (HSE) exams, including the GED® and HiSET®. These exams assess competency in reading, language arts, mathematics, science, and social studies. HSE courses are offered in-person and online, and are designed to help students successfully earn a state-issued High School Equivalency Diploma. Free testing vouchers may be available for eligible students who complete the preparation requirements.

Adult Basic Education (ABE)

The ABE program serves adults who are performing below the high school level in reading, writing, and mathematics. Courses focus on foundational academic skills to prepare students for transition into the Adult High School Diploma or High School Equivalency programs. ABE classes are offered at no cost at multiple Durham Tech locations.

Adult Basic Education: First Step Program

The ABE First Step Program is designed for beginning adult learners and students with developmental disabilities who may benefit from a structured, supportive, and career-focused academic environment. This program emphasizes core academic skills—including reading, math, language arts, and computer literacy—while allowing students to progress at their own pace.

Center for the Global Learner

The Center for the Global Learner (CGL) promotes language empowerment, global engagement, and intercultural understanding.

English as a Second Language

Durham Tech offers courses in English as a Second Language (ESL) to non-native speakers at several locations in Durham and Orange counties. Courses are free. All new ESL students must first take a placement exam. View the English as a Second Language (ESL) Program Overview webpage for more information, including class schedules and placement testing dates.

Continuing Education for Non-Native Speakers

Durham Tech offers additional noncredit, fee-based courses in Continuing Education for Non-Native Speakers (Beyond Basic ESL) for students whose proficiency is beyond the basic ESL program. View the Beyond Basic ESL (BBESL) Program Overview webpage for more information, including class offerings and fees.

English for Academic Purposes

English for Academic Purposes (EAP) is a program designed to help students improve their skills in U.S. Academic English. Students entering this program already have the basics of English (or speak another variation of English) but need to improve their s college-level reading, writing, research, grammar, listening, and speaking skills.

Translation/Interpretation Programs

Durham Tech offers Public Service and Medical Interpreting certificate and diploma programs to prepare students to work as paraprofessional interpreters. View more in the Academic Programs section of this document.

International Student Services

International Student Services provides admissions guidance for all non-U.S. citizens in the following areas:

- International educational credentials;
- Residency assessment for tuition for the few community college exceptions outside of RDS;
- Immigration and visa status verification; and
- General support services to help students enroll in Durham Tech programs.

View the admission steps for non-U.S./international students and the requirements for current F-1 (student visa) students.

Study/Travel Abroad

Durham Tech facilitates several study/travel abroad programs for students to learn about and experience different cultures. Some programs are developed by Durham Tech faculty, while others are identified through

individual student interest. View the Study/Travel Abroad section of the website.

Center for Workforce Engagement

Career Services

Identifying the career and specific job that suits one's skills, abilities, and personality can be a daunting task. Career Services offers an array of services including mock interviews, résumé preparation, job exploration, job posting, worksite visits, career fairs, and individual counseling to help students develop and clarify career goals. Services are available to Durham Tech students and alumni. Interested students and alumni should visit the Career Center, located in the Wynn Center (Building 10), room 10-109 or view the Career Services section of the website.

Corporate Services

Corporate Services works directly with business and industry partners to assess, identify, develop, and deliver training solutions needed to equip new employees and skill-up incumbent workers. The Customized Training Program is housed within Corporate Services and provides comprehensive customized training solutions to eligible industries at little to no cost.

Human Resources Development

Human Resources Development (HRD) provides skills and workforce assessments and employment skills training to students and business and industry partners. They collaborate with external stakeholders to provide training opportunities and job search strategies for students within the More Than A Job (MTAJ) program.

Small Business Center

The Small Business Center (SBC) provides counseling, training, and connects entrepreneurs to critical resources and tools needed to develop business ideas to become viable, sustainable, profitable, and successful. They collaborate with external agencies to increase available resources to start-up and existing entrepreneurs.

Work-Based Education and Apprenticeship

Students gain real work experience that translates into greater job offers at higher starting salaries through Work-Based Learning (WBL), apprenticeships, pre-apprenticeships, internships, job- shadowing, and on-the-job training. This area collaborates with internal and external stakeholders to help identify short-term certificate training programs.

Community Enrichment

As an active community partner in educational, workforce, and economic development, Durham Tech is committed to establishing and maintaining mutually beneficial relationships between our students, staff, alumni, and the Durham community.

Volunteerism

Volunteerism is dedicated to providing opportunities - both on and off campus - for students, employees, college partners, and the public at large to participate in activities that support the growth and advancement of our communities. Volunteering at service events is a great way to make new friends and help your community. Interested individuals can learn more and sign up for volunteer opportunities on the Volunteerism webpages.

Campus Harvest Food Pantry

The Durham Tech food pantry offers free bags of groceries, fresh produce, snacks, frozen family meals, personal hygiene products, and diapers to employees and currently enrolled students. Snacks are offered daily Monday-Thursday, and grocery pickup is available weekly. Employees and students can submit their pantry requests online or visit Phillips (Building 3), room 3-110.

Counseling Services

Counseling Services helps students explore their best options for academic and personal success. Counselors are available to meet with students individually to discuss a wide range of personal concerns, provide encouragement and support, intervene in times of crisis, make referrals when necessary, and help students identify and resolve personal issues.

To make an appointment with a counselor, students may call 919-536-7207, email counseling@durhamtech.edu, or visit Counseling, Accessibility, and Resources in the Phail Wynn, Jr. Student Services Center (Building 10), room 10-209.

Additional Financial Support Services

Durham Tech offers Emergency Financial Assistance for students with additional financial needs to help them persist and complete their goals. This support includes on-campus resources such as the Campus Harvest Food Pantry, the Finish Line Grant, and the Emergency Financial Assistance Program, as well as referrals to community agencies.

Library

Durham Tech libraries support the mission and goals of the College by providing staff, services, and resources to support learning, research, engagement, and success.

Library collections on Main Campus, Orange County Campus, and Northern Durham Center include approximately 40,000 books, periodicals, DVDs, and other audiovisual materials. The library subscribes to more than 120 online databases for students to access articles, streaming videos, e- books, digital audiobooks, and other resources.

The Library homepage contains hours, policies, research guides, databases, search tools, an online chat service, instructional tutorials, a link to the library blog, and more. Chromebooks and tech tools are available for borrowing. Many reserve textbooks are available for use in the library.

Library facilities include individual and group study areas, a quiet room for individual study, computers, printers, copiers, and scanners. The recording room is a space for audio or video recording, interviews, meetings, or conferences.

For questions about library services, resources, spaces, or events, call 919-536-7211 or email library@durhamtech.edu.

Transfer Center

The Transfer Center serves all Durham Tech students at all stages of their education and is dedicated to providing students with information and advising to facilitate transfer to baccalaureate-level institutions.

The Transfer Center supports transfer students in the following ways:

- Providing students with transfer planning and information through individual advising sessions and transfer preparation workshops.
- Facilitating opportunities for students to meet with four-year university representatives to discuss admission procedures, academic programs, transfer credit, funding, and other issues concerning transfer.
- Developing and maintaining transfer planning resources to inform students and advisors of course requirements for specific majors and transfer universities.
- Assisting students with the transfer application process.

Student Life

Durham Tech acknowledges the importance of student life outside the classroom and supports a variety of social, cultural, and professional opportunities to enhance a student's in-class educational experiences. The College provides a variety of activities, clubs, and organizations for students and the broader community. Educational, cultural, and social activities must support the College's mission, values, and strategic goals. The College establishes and follows processes and guidelines to encourage student engagement; foster student leadership; charter official student clubs and organizations; coordinate and provide administrative oversight of activities, clubs, and organizations; provide access to and information about related funding and expenditures; maintain a safe learning environment; and ensure compliance with college policies and with state and federal laws.

View the Student Clubs and Organizations section of the website.

Clubs, Organizations, and Activities Procedure

Effective date (most recent revision): December 2025

Procedure

Requirements for Student Clubs and Organizations.

Membership and Activity

Durham Technical Community College is an equal-opportunity educational institution and does not discriminate based on race, color, gender, age, religion, national origin, or disability.

To be a member of the Student Government Association (SGA), students must be currently enrolled at the college and maintain a cumulative GPA of at least 2.5 or higher if they are a curriculum student. Students must be in good academic and conduct standing with the college to be involved with any club or organization.

Active, chartered student clubs and organizations have the option to affiliate with the Student Government Association. Groups must indicate their affiliation when completing the required registration form at the top of the Fall or Spring semester when their activity status is determined.

Maintaining Active Status

To learn more about how clubs and organizations maintain active status, please review the information below. The guidelines for promoting club marketing materials are also provided within this section.

- Student clubs and organizations that opt to affiliate with the Student Government Association must have a Senate Representative that will serve as a liaison for their group. Student clubs and organizations must complete the Student Clubs and Organizations Registration Form by the deadline determined for the beginning of the Fall semester and Spring semester each academic year. *Note: Email correspondence will be sent to all club advisors for the above point at the beginning of each academic year.*

  Student organizations and their advisors are provided with the guidance that an alternate may attend in the designated Senate Representative's absence. This is also outlined in the SGA governing documents. Notice in advance of the meeting that the designated Senate Representative will be absent and who the alternate is must be submitted to the SGA (sga@durhamtech.edu) with the SGA Advisor and the current club advisor(s) in copy prior to the day of the absence.

  Club advisors are expected to maintain professional and consistent communication with their club members to maintain accountability with the SGA as well as club activities.

- Per the SGA's governing documents, the Senate Representative is required to attend the monthly SGA General Business meeting and a subcommittee meeting (serve on one (1) subcommittee). For SGA-affiliated groups, student organization members must participate in SGA hosted and collaborative programs, events, and other engagement opportunities to maintain active status and to be eligible to request SGA funding. *Note: The option for virtual attendance may be offered contingent on the pleasure and needs of the current general body of the SGA. Currently, General Business meetings and Executive Board meetings are in-person and subcommittee meetings are virtual. Virtual options for meetings should be offered by way of college-supported software solely for safety and recordkeeping purposes. As of the 2024-2025 academic year, appropriate virtual software may include Microsoft Teams or Zoom.*

  Instructions for groups that encounter challenges in attending the required meetings.

  - Upon receiving the SGA meeting schedule for the semester via email, students are given guidance to email the SGA Advisor with their club advisor in copy if the determined schedule presented a recurring conflict that would interfere with their attendance in the required meetings.

  - If no student member of the club was available to attend the scheduled meetings, they were to indicate so, before reaching the two absences that would deem their group inactive, with their advisor in copy so that an agreement for need-based special meetings could be established.

  - Upon receipt, the SGA Advisor requests times and days that work for the student/Senate Representative's schedule for a special meeting where the student would receive all information for and discussed during the business meetings either from the SGA Advisor or the SGA Vice President. These meetings may be held in-person or virtual; club advisors are welcome to attend to provide support and supplemental information.

  - If the student did not provide time or did not attend the special meetings (2), the club is

deemed inactive.

- SGA affiliated clubs and organizations that cannot attend the meetings maintain the responsibility of assisting with SGA programming, service opportunities and initiatives.

- Groups that do not fulfill the meeting attendance requirement will be deemed inactive and must follow the procedures outlined in the SGA's governing documents to regain active status. *Note: If a Senate Representative, (cannot be the advisor(s)), is not present on behalf of the student group for two (2) consecutive SGA meetings, the group will be deemed inactive. Inactivity results in the inability to request SGA funding, to hold club meetings and/or activities, and to promote any club hosted or collaborative engagement.*

- Affiliated student organizations must also complete the required amount of SGA and non-SGA volunteer hours to maintain an active status and to remain eligible to request SGA funding. *Note: It is not the sole responsibility of the Senate Representative to complete service hours on behalf of their group. The Senate Representative is a liaison between their respective club and the SGA. They are to keep their peers and advisor(s) informed of upcoming needs and opportunities with the SGA for their group to receive volunteer hours.*

  To regain active status, clubs and organizations may submit a(n) electronically written proposal that outlines the reasoning for their inactivity, what their club's engagement and presence entails, what the group contributes to the college, as well as their plans to re-engage with the Durham Tech community and the Student Government Association (if they opt to function in alignment with the SGA). The written proposal will be submitted to the Executive Board with the current club advisor(s) and the SGA Advisor in copy, for review. If approved, the group will be allotted five (5) to seven (7) minutes during the General Business Meeting that follows the Executive Board meeting where the proposal is reviewed to present their proposal. A vote will be held by the Senate to accept or deny the request. Denial of a request must be justified with appropriate and documented cause where allowing the student organization to be active would not be favorable to students or the Durham Tech community.

  If the group does not opt to affiliate with the SGA within their request for reactivation, the same process is followed, but with the request being presented to the Coordinator, Student Leadership and Engagement along with their staff leadership team.

  Should the request be approved, the club may resume activities and engagement immediately following its re-instatement.

Student Organization Marketing/Promotional Materials

Active clubs and organizations may host their own events and partner with the SGA, college departments and organizations, and other active student organizations.

Student clubs and organizations are also required to keep the Coordinator, Student Leadership and Engagement informed about their activities. They are allowed to make announcements during the SGA General Business Meeting and may notify the SGA with the SGA Advisor in copy via email, prior to the promotion of the event.

All flyers and marketing materials must be approved by the club or organization advisor(s) and receive final approval via email (flyers should be submitted via email as well) from the Coordinator, Student Leadership and Engagement before being distributed, posted or broadcasted in any format.

Any flyers or marketing materials posted without appropriate approval will receive a written warning/notice the first time and removed from college property should the circumstance recur. Email notice of removal with reasoning will be provided to the club advisor(s) and club student leadership.

Club/Student Organization Webpages and Social Media

Active clubs and organizations may have their own webpage and social media pages/handles. Clubs are to follow procedures and receive written approval from the Durham Technical Community College Marketing and Communications Department before establishing any webpages or social media accounts as a college entity or when using the college's name, likeliness, logos or other items associated with the branding guidelines.

The Coordinator, Student Engagement and Enrichment must be aware of all websites/pages and social media accounts that are created and function as or on behalf of any Durham Tech student club, organization, and/or student life. Clubs and organizations may request for their events and engagement opportunities to be posted on the Durham Tech SGA and Student Life social media accounts. Posts may be shared via direct message on the social media platform or email to the SGA or the SGA Advisor (via email only).

The Coordinator, Student Leadership and Engagement shall maintain the responsibility of the Durham Tech Student Life social media and may provide an appropriate approved student leader with access (such as the Student Government Association Public Information Officer, a Student Services work study or intern). All posts and communications from Durham Tech student life social media will be reviewed and approved by the coordinator prior to their posting.

The Coordinator, Social Media, Marketing & Communications must be provided with and maintain current access to the website(s) and all social media login information for recordkeeping and contingency purposes. Club advisors must also maintain current access to all club social media accounts. When there is a transition of officers and/or advisors, the prior officers and advisors are to be removed from the social media login access, and the login credentials should be updated. When the roles are filled with newly elected officers, they are to be provided with the login information.

Changes to account access should be made during the same academic year in which they occur. If the advisor leaves the college, they are to be removed before leaving. Personal accounts should not be used to establish any social media on behalf of the college. A club email may be created following the guidance given by the Marketing and Communications Department and Durham Tech Information Technology Services. Should any account or website be found representing the college without the appropriate approval, the page(s) will receive notice of the appropriate procedures and the accountholders will be asked to remove, delete, or pause activity until protocol is adhered to.

Registration of Student Clubs and Organizations

A Student Club and Organization Registration Form must be completed and submitted no later than the date provided by the Coordinator, Student Engagement and Enrichment each academic year. The form identifies:

- The current academic year
- The date the form is being submitted
- The club/organization's current student leadership/officers; the information collected for this item includes the club/organization's president's name and college-issued email address
- Whether the group will affiliate with the SGA for the academic year or not
- Student leadership name(s) and Durham Tech email address
- The club's advisor(s) for the current academic year as well as the advisor(s)'s office location, college contact information, and their department
- The club/organization's intent to be active for the current academic year (Fall and Spring semesters)
- If the club/organization has national or local affiliation
- If the club/organization requires membership dues as well as the frequency of dues and method of collection, if applicable. *Note: Prior to any departure from the college (due to graduation, removal, or discontinuation of classes for students, or personnel departure), the account is to be switched over to an appropriate member (such as a club member in leadership for that group and the new advisor) who will maintain the responsibility for the account until new individuals are installed.*

Student clubs and organizations are not permitted to have nor collect, distribute, or deposit any monies utilizing an external bank account (e.g. Truist, State Employees' Credit Union, Bank of America). Also not permitted are electronic payment platforms such as but not limited to Cash App, Venmo, Apple Pay, or Square Card Reader.

- Neither students nor employees may open or maintain any external Durham Tech monetary transaction account on behalf of a student organization.
- All student clubs and organizations are required to have a GL Code housed by the Business Office to maintain their funds
- The amount of membership dues, if applicable
- Club/Organization meeting locations and times
- The understanding and agreement that the club/organization and its designated representatives if affiliated with the SGA are responsible for attending required meetings, completing volunteer hours, being present and engaged in SGA activities and abiding by all governing documents for the college and student organizations. Failure to satisfy compliance may result in the club/organization being deemed inactive or suspended, until compliance is re-established.
- The understanding and agreement that the primary club advisor must email the Coordinator, Student Leadership and Engagement to indicate their agreement to serve as the club advisor for the current academic year. The email must be submitted no later than the close of business on the day designated by the Coordinator.
- The name of the student completing the form
- Any additional information that would be necessary to keep on record, such as a small club membership roster or the inability to attend or need for accommodations for meetings or other justifiable cause that may affect a club's attendance or engagement with the SGA (for affiliated groups).
- No hard copies of the form nor of the advisor letters of agreement are accepted.

Senate Representatives may have alternates attend meetings if they are unavailable to attend a meeting. If a change occurs in the slate of club or organization officers or advisors during the year, email

notification must be provided to the SGA Advisor. The SGA Advisor must also be notified via email when the new club advisor or Senate Representative is identified. These changes should be communicated with the SGA Advisor within the five (5) consecutive business days that follow.

Conditional Reinstatement

Student organizations that miss deadlines for submitting required materials (e.g. registration forms, activity calendars), may be subjected to conditional reinstatement. The terms of this reinstatement includes:

- A 2-week probationary period where the group is deemed inactive and no activities, meetings, or engagement is permitted; any posted marketing materials must be removed immediately and remain removed until the club resumes active status
- Submission of a formal written action plan that outlines the course of action to prevent future misses
    - The action plan must be submitted within the conclusion of the probationary period

Club and Organizational Funding

All active, chartered student clubs and organizations are eligible to request and receive student activities funding through the Student Government Association (SGA). Student clubs and organizations affiliated with the SGA requesting funding from the SGA must be in and maintain active status by appointing a representative who must attend all required meetings and actively assist in the facilitation of SGA activities. Groups requesting funding must adhere to the procedures established in the SGA's Constitution and Operational Guidelines.

Groups that are not affiliated with the SGA must follow the procedure outlined in the SGA governing documents to request funding.

Per the SGA's Operational Guidelines, to request funding, the club/organization's Senate Representative must meet with the SGA Advisor and submit the required materials for the request. Collaboratively, the Senate Representative and the SGA Advisor will develop a S.M.A.R.T. motion to present to the General Body for a vote. The amount discussed in the meeting and written in the motion established will be presented to the General Body. The current club advisor must be copied on all correspondence regarding club funding requests and business.

Funding for Individual Student Organization Activities

With the exception of the Durham Technical Community College Student Government Association, no student group should rely solely on SGA funding.

- Active, recurring clubs may request up to $500 in funding with an additional $500 for a total $1000 per academic year.
- Reactivated clubs may request up to $250 with an additional $500 for a total $750 per academic year.
- Active, chartered groups not affiliated with the SGA may request up to $250.00 from the SGA per academic year
- Advance payments and subscription payments are not permitted to be paid for using SGA or Student Activities funds
- Further funding may be granted in full or a partial amount or denied, based on need, activity, or

other criteria considered and expressed by the administrative leadership of the Department of Student Enrichment.

- Fundraising is greatly encouraged for clubs and organizations.
- Fundraising requests do not have to be approved by the Student Government Association (
- Student clubs/organizations must submit a written proposal to host or collaborate for a fundraiser by:
    - Electronically submitting the details and purpose of the fundraiser which shall include the type of fundraiser, what it will be for, how long the fundraiser will be held, location(s) for distributing or exchanging products and monies, and marketing materials for the fundraiser to the Coordinator, Student Leadership and Engagement; the current club advisor(s) must be in copy of the email submission.
    - The Coordinator will review the submitted materials and provide in writing approval, need for revision, or denial of the fundraising request.
- Inactive groups or groups that have not been chartered are not eligible to request SGA funding, nor to facilitate or collaborate on fundraising opportunities.

Requests for reimbursement will not be honored if the request is not submitted and presented in the initial proposal/motion developed with the SGA Advisor. Reimbursement requests submitted without adherence to the guidelines will be denied and ineligible for appeal. Purchases made prior to or outside of the funding request process and documented agreement for reimbursement are considered donations and ineligible for reimbursement.

Requests for reimbursement will not be honored if the request is submitted in hindsight of any monies being spent. Funding requests are not to be presented to the body without the procedure outlined in the governing documents of the SGA above being followed, nor if the SGA Advisor or other approved SGA Advisor representative is not present during the meeting. Failure to comply with this guidance may result in delay or denial of a funding request being processed, or a group losing funding privileges from the SGA for a period of time.

Processing Funding Requests

The SGA Advisor will correspond with the Business Office to get any checks cut for a club with an approved SGA funding request. The SGA Advisor will complete and submit any required documents needed to complete a check or financial requests being fulfilled for SGA funding requests.

All chartered student organizations will have a GL Code housed and maintained by the Business Office.

Neither club advisors nor students will be provided with the budget codes for the SGA or Student Activities. For funding requests, the club must provide the required documentation to the SGA Advisor via email with their initial proposal to the SGA. The SGA Advisor will provide guidance via email to the student representative and the club advisor for what documentation is needed for their request. This allows the SGA Advisor to submit the documentation to the Business Office promptly. Documentation may include:

- Professional development event agendas/itineraries, such as conferences, summits, or leadership retreats;
- Travel expenses;
- The organization the check is to be made to;

- Hotel/boarding expenses;
- Food/refreshments (receipts or proof of cost); and
- Meals not provided by the professional development event. *Note: Meal expenses and reimbursements follow the guidance of the current North Carolina per diem rate and are only applicable to meals not provided during the engagement (this excludes if a student refuses a meal for reasons that are not due to dietary restrictions.*

A budget breakdown with costs must be provided to the SGA Advisor in one document for streamlining and recordkeeping purposes. No hard copy submissions will be accepted.

Community Service and Volunteerism

To maintain active status, student clubs and organizations affiliated with the SGA are required to complete volunteer hours. These groups are responsible for fulfilling at least 10 volunteer hours (five with the SGA, and five non-SGA) per semester. Credit will be given for community service by assisting with SGA programs and events, Student Enrichment opportunities, and other opportunities. The SGA Vice President or other designated recordkeeper with professional guidance from the SGA Advisor maintains the volunteer log for clubs and organizations and can provide status/progress updates upon receiving written request. Volunteer opportunities may be fulfilled at Durham Tech or with other approved community organizations, such as but not limited to:

- The Campus Harvest Food Pantry (CHFP)
- The Boys and Girls Clubs of Durham and Orange Counties
- The Ronald McDonald House
- Donating items to the CHFP
- Assisting professional staff/faculty with displays
- Facilitating, serving food/refreshments at programs, working registration/check-in at events not hosted by their organization
- Leading campus tours
- Assembling and organizing materials for SGA and/or Student Enrichment engagement opportunities

SGA volunteer service hours are inclusive of opportunities hosted or in collaboration with the SGA such as but not limited to:

- Working check-in/registration for an SGA program
- Working the SGA table during Fall Fest or Spring Fling
- Serving food during SGA programming
- Donating items (10 items=1 hour) to the Campus Harvest Food Pantry (CHFP)

Non-SGA volunteer service hours are inclusive of opportunities not led or in collaboration with the SGA may include but not be limited to:

- Hosting a club’s table at Trunk-or-Treat
- Working check-in/registration at a Student Leadership and Engagement event
- Donating items to the Campus Harvest Food Pantry not as a part of an SGA-led donation drive

Clubs and organizations may be approved to receive one (1) hour of volunteer credit for every 10 items

donated to the CHFP. If approved, the student(s) is responsible for submitting photographic evidence via email and an electronic detailed list of the donations to the SGA email with the SGA Advisor and their club advisor in copy for recordkeeping purposes.

Procedure for Requesting a Club Charter or Reactivation

The following items must be submitted by a current Durham Technical Community College student via email to the Student Government Association Advisor to request a charter or reactivation, and using the Request for Charter/Reactivation Form:

- An electronic letter from the tentative advisor that states agreement to serve as the club/organization advisor for the current academic year;
- A roster of at least 10 current Durham Tech students that will be club members for the current academic year, including the club's student leadership and its general members;
- (Note: It is recommended that at least five (5) of the club members should be returning students for the following academic year to reduce the risk of the club going inactive or dormant following its activation.)
- The roster of at least two (2) interest meetings from the current academic year; and
- The current version of the club constitution/bylaws.

The Request for Charter/Reactivation Form contents include the following items/questions:

- Application date;
- Is this a request for charter (new organization that has never existed on campus before), or a request for reactivation (bringing an inactive organization back)?
- Name of Club/Organization;
- Purpose or Mission of the Organization;
- Does a similar club/organization exist at Durham Tech? (If the group is unsure, they may check with the SGA Advisor before submitting the request for charter/reactivation materials.)
- If “Yes” was provided as the answer to the immediate previous question, how will the organization differ from the one(s) with an existing charter on record? If the answer was “No”, the group may answer with “Not Applicable.”
- If this is a reactivation, do you have a copy of the club/organization's charter? Note: If "No" the group may check with the SGA Advisor to see if they have it on file. If no record can be found, a new Request for Charter must be submitted.
- If this is a reactivation, do you have a copy of the club/organization's Bylaws Constitution? *(Note: If applicable, the answer if "No", please let the SGA Advisor know. If no Constitution is on file, the organization must submit a new Constitution to the SGA Advisor. The materials will not be considered by nor presented to the SGA until all items have been submitted to the SGA Advisor.)*
- If the group does have a copy, it must be emailed to the SGA Advisor and make sure that it has been reviewed and/or revised within the last two (2) years.
- If the group answered "Yes" to the question of if a similar club/organization exists, have they held the mandatory two (2) Interest Meetings for the club charter to be considered? Reminder: The roster for both interest meetings must be submitted via email to the SGA Advisor.
- How often does the club/organization meet?
- Does this organization have a national or local affiliation?
- If the group answers “Yes” to the immediate previous question, they are asked to explain in full

detail what the affiliation entails?
- Will the organization require dues?
- If the group answers “Yes” to the immediate previous question, they are asked how much dues will be and how often they will be paid?
- Who will the primary advisor be? (Note: Advisors must be full-time faculty or professional staff of the college. Potential advisors must have completed their probationary period within the college. Advisors must attend all formal club meetings, and activities in entirety. Formal meetings are defined as meetings where official club/organization business is discussed and/or conducted. Activities are events where the club has appropriately decided to convene and lead or collaborate as a collective. Activities may include but not be limited to state or national conferences, community service projects, fundraisers on or off Durham Tech campus(es), programs or events led by or in collaboration with the organization.)
- Advisor Durham Tech email address;
- Advisor Durham Tech Job Title;
- Name of Club/Organization's senate representative (Reminder: The Senate Representative must agree to serve for the entire academic year. If transition is necessary, the club president is to email the SGA advisor, with their club advisor in copy, of who the new Senate Representative will be);
- Name of person submitting the application;
- College-issued email address of the person submitting the application; and
- Phone number of person submitting the application.

All materials must be submitted at least two weeks prior to the Senate’s next scheduled General Business meeting for a vote, to provide context of the group, and what their engagement will entail. The general body will vote on the approval or denial of the request. Club charter/reactivation requests are not permitted to be presented from the floor on the day of the meeting nor without the proper procedure being followed. If the SGA Advisor or designated alternate advisor is not present, no voting is to occur.

After a group submits their materials, the SGA Advisor is to review the application and emailed submissions. The submitter with the tentative advisor in copy will receive an email as a confirmation of receipt and notice of approval to move forward with their request or to make revisions. The prospective group may not present their request to the body until email approval is provided from the SGA Advisor.

Should the SGA vote to approve the request, the new club is immediately added to the roster of active student organizations and is permitted to function as such. If the request is denied, the group may appeal the decision or re-submit their revised materials following the documented justification from the Senate regarding the decision.

Purpose/Definitions:

Students are defined as any individuals, regardless of age, race, ethnicity, or other factor of identity, who satisfy one or more of the following criteria:

- Currently enrolled in Durham Tech courses
- Who have active program status and/or are currently participating in Durham Tech instructional programs, including Middle College High School, Career and College Promise, and College and Career Readiness programs
- Individuals with active program status are those accepted into a program, taken classes within it,

and have been continuously enrolled at the College since beginning their matriculation.

At Durham Tech our goal is to provide students with engagement opportunities that foster community, belonging, self-awareness, civic responsibility, leadership, diversity, equity, and inclusivity, intercultural competence, critical thinking, and professional as well as personal development. While student involvement possesses intentionality for pupils while they are enrolled at Durham Tech, we strive to produce quality for the workforce, the community, or other educational institution(s).

Student Success Scholars Institute

The Durham Tech Student Success Scholars Institute (SSSI) is a program that fosters leadership, nurtures professional and personal development, and is a support network for its members. In scholarly pursuit, members and mentors learn from one another by promoting and stimulating self-efficacy, academic excellence, career aspirations, and a sense of community.

Student Publications

Recognizing the importance of a public forum for the written expression of ideas as well as the development of effective communication skills, Durham Tech supports student involvement in campus publications.

Student Government Association

The Student Government Association (SGA) provides input to the College's administration on decisions affecting students, makes decisions regarding the allocation of student event funds, and plans student activities and events. The SGA also approves and provides support for student organizations. Student senators represent academic departments and student organizations. The SGA President serves as an ex officio, non-voting member of Durham Tech's Board of Trustees.

Student interest and leadership are necessary for the SGA to function effectively; students are encouraged to become actively involved.

Student Leadership Program

The Durham Tech Student Leadership Program, Journey, is designed for students seeking to build their leadership skills through active participation in dynamic workshops led by motivational speakers. Eligible students are encouraged to apply in the fall semester, and will be selected through a competitive process.

Student Rights and Responsibilities

Student-Faculty Responsibilities

Durham Tech students and instructors are obliged to meet a number of reciprocal responsibilities as part of the student-teacher relationship and as members of the college community.

Students and faculty are responsible for reviewing and adhering to the College's policies and procedures.

Students are responsible for the following:

- Arriving at all classes on time and being prepared to participate in assigned work or activities;
- Obtaining assignments from the instructor before an absence whenever possible so that work may be submitted upon returning;
- Requesting to make up assignments missed due to legitimate absences according to procedures stipulated by the instructor at the outset of the course; and
- Seeking instructor assistance when clarification or additional assistance is needed to complete an assignment.

The College does not permit a student to attend class with a minor or leave a minor unattended on campus except when the minor is a student in a Career and College Promise (CCP) or College and Career Readiness (CCR) program. CCR students must submit a Waiver of Age Requirement Application for approval by the dean.

Students are responsible for personal items. The College is not responsible if items that are lost, stolen, or damaged.

Instructors are responsible for the following:

- Preparing for each class, starting the class on time, and providing a full period of effective instruction throughout the term;
- Providing students with complete information about the objectives and requirements of the course, including the resources available to students outside the classroom or laboratory;
- Maintaining an accurate record of attendance for all students and consulting promptly with students about any attendance problems; and
- Being available to students outside of class in the event additional assistance is needed in meeting course requirements.

Class Attendance

Durham Tech ensures that all students develop the knowledge, skills, and networks needed to be successful in college, work, and life. Faculty and staff work closely with students from the point of application to the culmination of studies to ensure that they receive the support needed to meet the College's attendance and course requirements. To ensure successful course and program progression and completion, the College requires students to attend classes regularly and in accordance with the guidelines of this policy.

Religious observances, military service, and pregnancy/childbirth are defined as excused absences by State Board of Community Colleges (SBCC) Code or federal law.

Class Attendance – Credit-Bearing Courses Policy

Effective Date (most recent revision): June 2024

Durham Technical Community College ensures that all students develop the knowledge, skills, and networks needed to be successful in college, work, and life. Faculty and staff work closely with students from the point of application to the culmination of studies to ensure that they receive the support needed to meet the College's attendance and course requirements. To ensure successful course and program progression and completion, the College requires students to attend classes regularly and in accordance with the guidelines of this policy.

Contact Information

Dr. Kara Battle
Vice President, Chief Academic Officer
battlek@durhamtech.edu
919-536-7200, ext. 8002

Procedure

Students are marked as "entering" a course based on in-person attendance or completion of verifiable work in the Learning Management System (LMS) after the start of the term. For students who have officially entered the course, absences are calculated from the first class meeting, not from the student's first attendance date.

For all references to grades, please refer to the Grading System policy for details.

No-Shows

Students who do not attend class or complete verifiable work in the LMS after the start of the term and by the census date are considered no-shows. These students are assigned "NS" and are removed from the course. However, if a student who is unable to attend or submit work before the census date has demonstrated academically relevant engagement during that time period, the student may be allowed to enter the class up until the "NS" submission deadline (refer to the Faculty Important Dates section of the Instructor Resources webpage for specific dates). The student's entry date will be the date they first attend the class or when they submit work in the LMS according to the Student Entry Date Report. If a student has not demonstrated academically relevant engagement and attends for the first time after the "NS" submission deadline, the instructor may request approval from the dean to allow the student to remain in the class. Upon the dean's approval, the student's entry date will be the date the student first attends the class or when they submit work in the LMS according to the Student Entry Date Report.

In the case of corequisite classes, if a student is a no-show in one class but attends the other class, the student will be administratively withdrawn from the class and assigned a grade of "W" in the corequisite class (e.g., "NS" in ENG 011 and "W" in ENG 111; "NS" in SPA 111 and "W" in SPA 181). The instructor of the corequisite class that the student attends must record the student's last date of attendance in Self-Service.

Tardiness and Early Departure

Students should be on time for each class session and should be prepared to remain for the full duration of the class. Tardiness or early departure that results in the student missing at least twenty percent (20%) of the instructional session may be considered an absence. Chronic tardiness and/or early departure may

adversely impact the student's course grade and may cause the student to receive a grade of "F".

Student-Initiated Withdrawals

In accordance with the Student-Initiated Withdrawals procedure, students may officially drop or withdraw from one or all courses during a term. Students who do not officially withdraw from a course will receive the grade earned through their coursework or an "F2" for ceasing to engage in the course.

Last Date of Attendance

Due to Financial Aid and Veterans Affairs reporting requirements, instructors must report all students who stop attending and engaging in their courses. The Last Date of Attendance (LDA) is the date when the student last demonstrated academically relevant engagement in the course as defined below.

- Reporting – Students who stop attending or engaging with a course for fifteen percent (15%) of the contact hours consecutively should have an LDA reported in Self-Service. This means a student has not attended, submitted work, or demonstrated academically relevant engagement for a time equal to fifteen percent (15%) of the course hours in one period of time. This designation does not include students who have intermittent absences that total fifteen percent (15%) of the contact hours. Instructors are encouraged to contact students before they reach this point to offer assistance and direct them to appropriate College resources.
- Processing and Re-entry – When a student has not attended or demonstrated academically relevant engagement for fifteen percent (15%) of the class contact hours, the instructor will enter the LDA into Self-Service, enabling Financial Aid and Veterans Affairs staff to run accurate attendance reports from Colleague. Entering an LDA into Self-Service does not remove the student from the course or the LMS site. The student will continue to have access to the course and may resume attending classes. However, to have a previously-entered LDA removed from their Self-Service record, the student must have a discussion with the instructor, and the instructor must submit a re-entry eForm to document the legitimate removal of the LDA.
- If a student stops attending and engaging for fifteen percent (15%) of the class contact hours at the beginning of the term, returns, is re-entered, and then later stops attending and engaging for fifteen percent (15%) of the class contact hours, the instructor should enter the new LDA in Self-Service. If the student resumes class attendance, the instructor can remove the LDA in Self-Service without submitting a second re-entry eForm. Instructors must document the first re-entry only.

Grading System Policy and Guidelines

Durham Tech employs a letter grading system to evaluate student performance in meeting the stated objectives of the classroom, laboratory, shop, clinical setting, or work-based learning experience. Refer to the Grading System policy for additional information.

Instructors are encouraged to establish attendance-related grading guidelines (e.g., assigning grades for participation and/or attendance, allowing late work, etc.) that adhere to the Grading System policy and support the learning outcomes for their course and the diverse needs of their students.

Instructors should ensure that students understand their grades throughout the semester and, in particular, as the student-initiated withdrawal deadline approaches. Students should be encouraged to speak with the instructor regularly to ensure successful completion of the course.

Program-Specific Attendance Guidelines

Department- and program-specific attendance guidelines may vary due to requirements set forth by external agencies, including accreditors. Faculty must communicate department- and program-specific attendance guidelines in course syllabi, and students must follow those expectations. Students who fail to meet the course expectations may be administratively withdrawn from the course.

Should there be a discrepancy between department- and program-specific attendance guidelines based on accrediting standards and those set forth in this policy, the department- and program-specific attendance guidelines must be followed.

Excused Absences Defined by the College

An excused absence is defined as a planned absence. Students are allowed one (1) excused absence per class per term for any planned event or observance. Students who wish to use an excused absence must submit an Excused Absence Notification form and any supporting documentation at least fourteen (14) calendar days in advance of the scheduled absence date. All class work missed due to an excused absence must be made up. The instructor, in consultation with the student, will identify a deadline for submission of the work that is appropriate to the requirements of the class but no later than five (5) working days after the day of the scheduled absence.

Excused Absences Defined by State and Federal Codes

The following categories of absences are defined as excused absences by State Board of Community Colleges (SBCC) Code or federal law.

- Religious Observances – SBCC code (1B SBCCC 500.99) requires each community college to adopt a policy that authorizes a minimum of two (2) excused absences each academic year for religious observances required by the faith of a student. The College will provide the student the opportunity to make up any tests or other work missed due to an excused absence for a religious observance.
- Students who wish to use an excused absence must submit an Excused Absence Notification form and any supporting documentation at least fourteen (14) calendar days in advance of the scheduled absence date. All class work missed due to an excused absence must be made up. The instructor, in consultation with the student, will identify a deadline for submission of the work that is appropriate to the requirements of the class but no later than five (5) working days after the day of the scheduled absence.
- Military Service – SBCC code (1B SBCCC 500.1) requires each community college to adopt a policy to give an excused absence to any student who is in the United States Armed Forces and has received temporary or permanent re-assignment as a result of military operations and to any student who is a National Guard service member placed onto State active duty status during an academic term for the period of time the student is on active duty. The College will further provide the student the following:
    - The opportunity to make up any test or other work missed during the excused absence;
    - The option, when feasible, to continue classes and coursework during the academic term through online participation for the period of time the student is placed on active duty;
    - The option of receiving a temporary grade of "I" or "X" for any course that the student was unable to complete as a result of being placed on State active-duty status; however, the student must complete the course requirements within the period of time specified by the

College to avoid receiving a failing grade for the course;
    - Permission to drop, with no penalty, any course that the student was unable to complete as a result of being placed on State active duty status; and
    - Permission to drop, with no financial penalty, any course that the student was unable to complete as a result of the excused absence as set forth in 1E SBCCC 900.4.

Students who wish to use an excused absence for military service must submit a Military Service Excused Absence Notification form and any supporting documentation as soon as possible once dates of absence are known and supporting documentation is available. Students receiving Veterans' benefits, Pell Grants, or any other source of financial aid should meet with their financial aid advisor to discuss their particular situation related to any extended absence for military service.

- Pregnancy/Childbirth – Title IX of the Education Amendments of 1972 (Title IX) requires Durham Tech to adopt a policy to excuse absences due to pregnancy or childbirth for as long as the student's doctor deems it necessary. The College shall provide students the following:
    - The opportunity to return to the same academic and extracurricular status as before the student's medical leave began;
    - The opportunity to make up any work missed; and
    - The same special services it provides to students with temporary medical conditions.

Students who wish to use an excused absence for pregnancy or childbirth must submit a Pregnancy/Childbirth Excused Absence Notification form and provide any supporting documentation to the 504 Coordinator as soon as possible once dates of absence are known and supporting documentation is available. The College will ensure that instructors understand the Title IX requirements related to excused absences/medical leave. Instructors may not refuse to allow students to submit work after a deadline missed due to pregnancy or childbirth. If an instructor's grading is based in part on class participation or attendance, and a student misses class due to pregnancy or childbirth, the student should be allowed to make up the participation or attendance credits.

States of Emergency

When a state of emergency (e.g., a communicable disease emergency) is declared, the College may modify its instructional methods and operations. Examples of such modifications include temporary suspension of courses, transitioning to online instruction, and/or modification of the attendance policy. Such emergency modifications will be communicated via student communication platforms and the College's website. During states of emergency, the College will operate according to one of the following designations:

- **Open** – All College campuses/locations will be open, and instruction will take place as scheduled. Students are to attend classes according to operational guidelines. If an individual College facility (e.g., building, classroom, or lab) is closed while the College is open, instruction for the impacted class may transition to an online format or will be cancelled. Instructors will notify students of alternate class arrangements via email and the LMS. If the class is cancelled, instructors will notify students of make-up plans; make-up options include but are not limited to meeting on official make-up dates, web-based instruction, adding time to remaining class meetings, independent activities/assignments, and condensed course material.
- **Online Instruction Only** – All College campuses/locations will be closed, and face-to-face instruction will transition to an online format. Public Safety courses, including Basic Law

Enforcement Training (BLET), Fire Academy training, Emergency Medical Science (EMS), and in-service law enforcement training courses that are ongoing and have state-mandated schedules or hours required for specific certifications will meet as scheduled unless otherwise dictated by the state of emergency. Health program clinicals and work-based learning activities located at off-campus facilities may continue to meet in accordance with the facilities' emergency response protocols. Instructors will notify students of alternate class arrangements via email and the LMS.

- **Closed** – All College campuses/locations will be closed, and instruction will be cancelled. Instructors will notify students of make-up plans; make-up options include but are not limited to meeting on official make-up dates, web-based instruction, adding time to remaining class meetings, independent activities/assignments, and condensed course material.

During states of emergency, students may have expanded class attendance options. Attendance will be measured by engagement (e.g., submitting assignments by specified deadlines, participating in virtual class meetings, etc.) rather than physical presence alone. Students who are impacted by the state of emergency and are unable to participate in any way must notify their instructor via email as soon as possible. The notification should include an explanation of the absence and any available supporting documentation. Instructors must maintain the email communications in accordance with the Records Retention and Disposition policy and record the absences as state of emergency absences in their attendance records/roster.

Definitions

Academically Relevant Engagement – Includes submission of assignments via the LMS and other course platforms and verifiable communications with the instructor about coursework.

Acceptable forms of communication include email exchanges and individual meetings in the LMS or other platforms. For in-person or phone communications, the instructor must follow up with an email to the student to document the conversation. The communications must be about the academic subject studied in the course. An email simply stating that the student is unable to attend class is insufficient; an email in which the student asks a question about the course material is sufficient.

Administrative Withdrawal – The removal of a student from a class due to an "NS" grade in a corequisite class or the student's failure to meet department- or program-specific attendance requirements.

Census Date – The point in a term when ten percent (10%) of a course's instructional time has elapsed. Course census dates are available via Self-Service (instructors) and course syllabi (students).

Contact Hours – The number of hours students spend in class each week, including a combination of class, lab, and clinical hours.

Drop – When a student removes themselves from a class before the seventy-five percent (75%) tuition refund date. A dropped class does not appear on the student's transcript.

Learning Management System (LMS) – A software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, or learning and development programs (e.g., Canvas, Moodle, Blackboard).

Withdraw – When a student removes themselves from a class after the seventy-five percent (75%)

tuition refund date but before the last date to initiate a withdrawal with a grade of “W” (i.e., the sixty percent (60%) term date).

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

Verifiable Work in the Learning Management System (LMS) – Student activity in the LMS that appears on the Student Entry Date Report. This report contains all submissions students made in Forums, Tests & Quizzes, and Assignments in the LMS and all LMS Meetings students joined.

Student-Initiated Withdrawals

The timing of when a student officially drops a credit-bearing course determines if the course appears on their transcript or shows a grade of “W”, and if they receive a tuition refund for a credit or non- credit-bearing (Continuing Education) course.

Students who fail to officially withdraw from a credit-bearing course, but no longer meet course attendance requirements, may receive a grade of “F2”.

A student may request a medical withdrawal from all curriculum (credit-bearing) courses if one or more circumstances arise after the established withdrawal deadline for the applicable term.

Student-Initiated Withdrawals Policy

Effective Date (most recent revision): May 31, 2024

Contact Information

Admissions, Registration, and Records
registration@durhamtech.edu
919-536-7200, ext. 1800

Purpose

The purpose of this procedure is to provide a clear and coherent process for students to withdraw from curriculum and continuing education courses at Durham Technical Community College (Durham Tech).

Procedure

Please Note: For the purposes of this procedure, the term “withdrawal” is both specific and general (i.e., a “drop” and a “withdrawal” are each a type of withdrawal).

Continuing Education Courses

Students may officially drop one or more continuing education (non-credit-bearing) courses prior to the course’s seventy-five percent (75%) tuition refund deadline without the course(s) appearing on their transcript. If a student officially drops a course prior to the first class meeting, they will receive a one hundred percent (100%) refund. If a student officially drops a course after it has met but prior to the ten percent (10%) point in the course, they will receive a seventy-five percent (75%) refund. The deadline for students to drop with a refund is the individual course census date; census dates may be obtained from course instructors.

To initiate an official drop from a continuing education (non-credit-bearing) course, students must submit a completed Continuing Education Course Drop/Withdrawal/Refund Request Form to Admissions, Registration, and Records by the course census date.

If approved, refunds will be disbursed within 21 business days. Students who have entered banking information into Self-Service will receive their refund via direct deposit. All others will receive their refund via a check mailed to the address they have on record with the College.

After the close of the drop period and prior to the last day of a course, students may officially withdraw from one or more continuing education (non-credit-bearing) courses with a grade of “W”. To initiate a

withdrawal, students must submit a completed Continuing Education Course Drop/Withdrawal/Request Form to Admissions, Registration, and Records. Students who withdraw from courses after the census date are not eligible for refunds.

Admissions, Registration, and Records will process forms within five (5) working days. Students will receive notification of the final decision via email. Refer to the Course Cancellations and Refunds procedure for additional information, or contact the Business Office/Cashier at 919-536-7201.

Curriculum Courses

Students may officially drop one or more courses prior to the applicable term's seventy-five percent (75%) tuition refund deadline without the course(s) appearing on their transcript. The deadlines for students to withdraw with a refund and initiate a grade of "W" are published on the Drop, Withdrawal, and Refund Deadlines webpage.

For irregular length courses, students should consult the syllabus for the last day they may withdraw with a grade of "W". Refunds are automatically generated for students who make registration changes prior to the seventy-five percent (75%) tuition refund deadline. Refunds are disbursed after the seventy-five percent (75%) refund period has concluded, typically approximately three (3) weeks into the term. Students who have entered banking information into Self-Service will receive their refund via direct deposit. All others will receive their refund via a check mailed to the address they have on record with the College. Refer to the Course Cancellations and Refunds procedure for additional information, or contact the Business Office/Cashier at 919-536-7201.

After the close of the drop period and prior to the sixty percent (60%) date in the semester, students may officially withdraw from one or more courses with a grade of "W". During the traditional sixteen-week fall and spring semesters, the sixty percent (60%) date is ordinarily near the end of the tenth week of class, and for an eight-week term, the sixty percent (60%) date is near the end of the fifth week.

To initiate an official withdrawal from a curriculum (credit-bearing) course, students must submit a completed withdrawal form to Admissions, Registration, and Records by completing the following steps:

- Access the Student Withdrawal Request form.
- Complete and submit the form.

Admissions, Registration, and Records will process submissions within five (5) working days. Students who fail to officially withdraw from a course, but no longer meet course attendance requirements, may receive a grade of "F2". Students should refer to the Class Attendance – Credit-Bearing Courses policy and course syllabi and consult with their instructors regarding any questions or concerns about attendance guidelines and requirements.

Medical Withdrawals

A student may request a medical withdrawal from all curriculum courses if one or more of the following circumstances arises after the established withdrawal deadline for the applicable term:

- The student experiences an adverse medical event; and/or
- An individual for which the student has caretaker responsibilities experiences an adverse medical event.

In accordance with the Grade Change Request and Approval procedure, a medical withdrawal must be requested between the date of the adverse medical event and one calendar year after the original grade was assigned.

An adverse medical event is any medical situation that adversely impacts the student or an individual under their care, resulting in symptoms or requiring treatment that interferes with the student's ability to meet course requirements. These situations include, but are not limited to, an accident that results in physical injury, a change in medication, an exacerbation of symptoms associated with a pre-existing condition, presentation of new symptoms resulting in a new diagnosis, and involuntary hospitalization. These situations do not include documented disabilities for which the student has or could receive an accommodation plan, with the exception of a change in the severity of or way in which a disability presents.

The medical withdrawal process is as follows:

1. Step 1. The student must complete the Request for Medical Withdrawal form and obtain documentation from an appropriate medical or mental health provider. The documentation must include all of the following:

    A. A specific recommendation from the medical professional for the student to withdraw from all courses due to medical reasons, including mental health considerations. If the student's request is due to an adverse medical event affecting an individual for whom they have caretaker responsibilities, the recommendation must specifically indicate that the student should withdraw from all courses to provide care for the impacted individual.

    The only exceptions are when the adverse medical event prevents the student from completing some courses, but not others. These exceptions include circumstances when the student has already completed at least one course, when the student has already completed enough of the course to receive a passing grade without engaging in any additional coursework, or when the course has a different delivery method that allows for successful completion of the course despite the medical event (e.g., an online course for a student whose mobility has been impaired). If one of these exceptions is applicable, the documentation must state that and must provide a specific rationale as to why the condition does not require a complete withdrawal.

    B. Verification that the dates of the medical condition correspond to the term in which the student is requesting the medical withdrawal.

    C. The medical professional's official signature.

2. If the student received any financial aid for the term in which they are requesting the medical withdrawal, the student must contact their assigned Financial Aid Advisor. The purpose of this contact is to determine how an approved medical withdrawal would impact the student's Satisfactory Academic Progress (SAP) status, and whether it would result in a return of funds. Once the student has spoken with their assigned Financial Aid Advisor, the student must note that on their Request for Medical Withdrawal form.

    If the student did not receive any financial aid for the term in which they are requesting the medical withdrawal, the student must note that on their Request for Medical Withdrawal form.

3. The student must submit the completed form and supporting documentation to Counseling Services for review. If the student prefers not to submit the paperwork via email, they may fax it to 919-686-3669 or deliver it in hard copy to Counseling, Accessibility, and Resources (Phail Wynn, Jr. Student Services Center (Building 10), room 10-209). If there are any concerns with the form or supporting documentation, a Counseling Services staff member will notify the student and provide assistance with any necessary adjustments.

   Once the submission is ready for review, a Counseling Services staff member will route the form and supporting documentation to the Dean of Student Services. Within ten (10) working days of receipt of the form and supporting documentation, the Dean will log the request, review the submission, and consult with instructional deans as needed. If no additional information or documentation is needed, the student will be notified of the outcome via student email (or other email accounts, if the student email is no longer active). If additional information or documentation is needed, the student will instead be notified of what should be provided and the date by which it must be submitted. This notification will be made via email and phone/voicemail.

4. If the student is notified that additional information or documentation is needed as part of Step 3, the student must submit it within ten (10) working days of receipt of the notification. Please Note: The notification is considered received on the day of the email and phone contact from Counseling Services.

   Within ten (10) working days of receipt of any additional information or documentation, the Dean of Student Services will review the submission and consult with instructional deans as needed. The student will then be notified of the outcome via email.

   If the request is approved, the signed Request for Medical Withdrawal form will be forwarded to Admissions, Registration, and Records. An Admissions, Registration and Records staff member will officially document the withdrawal and change of grade. The medical withdrawal will appear as a grade of “W” on the student’s transcript; there is no distinction made between the medical withdrawal and the other types of withdrawals. Medical withdrawals also do not result in any refund of tuition or fees paid to the College. All supporting documentation will remain on file with the Dean.

   If the request is denied, the signed Request for Medical Withdrawal form and all supporting documentation will remain on file with the Dean.

Medical Withdrawal Appeals

If the student believes that circumstances justify reconsideration of the decision made by the Dean of Student Services, the student may file an appeal. The following are allowable circumstances for reconsideration of the Dean’s decision:

- The attainment of new documentation not initially presented;
- An allegation of bias or discrimination at any point in the medical withdrawal process; and
- The presentation of documentation showing that the medical withdrawal procedure was not properly followed by the College.

The student should not pursue an appeal if they simply disagree with the decision made during the medical withdrawal process.

The appeal process is as follows:

1. Within ten (10) working days of notification of the medical withdrawal outcome, the student must file a written appeal with the assistance of a Counseling Services staff member. Please Note: The outcome notification is considered received on the day of the email and phone contact from Counseling Services. The appeal is sent to the Dean of Student Services, who routes the form to the Vice President, Chief Student Services Officer.

   The student must work with a Counseling Services staff member to provide a clear explanation of what, according to the College, qualifies the request for medical withdrawal for an appeal. The student should be as specific as possible and attach documentation to support the appeal request. The name of the staff member assisting the student is required on the Medical Withdrawal Appeal form, which is provided by Counseling Services.

2. Upon receipt of the appeal, the Vice President, Chief Student Services Officer will review the appeal based on the allowable circumstance(s) cited. If the Vice President determines that the medical withdrawal decision is not eligible for appeal, they will communicate their decision in writing to the student and the Dean of Student Services within ten (10) working days. If they determine that the medical withdrawal decision is eligible for appeal, they will conduct an appeal investigation and render a final decision within ten (10) working days of receiving the appeal. During this time, the Vice President has the option of requesting additional information or documentation from any party involved in the medical withdrawal decision if they feel that the information or documentation will aid in their ability to reach a final decision. The Vice President will communicate their decision in writing to the student and the Dean. If the appeal is approved, a copy of the decision will also be sent to Admissions, Registration, and Records. The Vice President's decision is final; no further appeal is allowed. The Vice President documents and maintains all records related to the appeal.

Military Withdrawal

Students who need to withdraw due to active military service should contact Admissions, Registration, and Records for assistance. Refer to the Class Attendance – Credit-Bearing Courses policy for additional information.

Definitions

Census Date – The point in a term when ten percent (10%) of a course's instructional time has elapsed. Course census dates are available via Self-Service (instructors) and course syllabi (students).

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

Academic Integrity and Plagiarism Policy

Effective Date (most recent revision): May 2026

Durham Tech upholds and enforces high standards of academic honesty and integrity both in and out of the classroom. The College establishes and follows a process for defining and addressing academic dishonesty when it occurs. The College recognizes plagiarism as a specific subset of academic dishonesty and follows a process for addressing plagiarism.

Procedure

Expectations for Employee Use of AI

In order to reduce any ambiguity surrounding appropriate uses of generative Artificial Intelligence (AI), employees should clearly outline the policy for the use of generative AI tools in each course syllabus. Expectations for each assignment should be clearly indicated. Different instructors may permit different levels of AI use which will be noted in the course syllabus.

In order to model appropriate, transparent, and ethical use of AI, employees are expected to disclose any use of AI in their classwork to students.

Expectations for Student Use of AI

Students are expected to review the syllabus for each course in which they are enrolled to understand the AI policy for each course and that different instructors may permit different levels of AI use. Students are expected to review the syllabus for each course in which they are enrolled to understand the course's AI policy. Different instructors may permit different levels of AI use which will be noted in the course syllabus.

If used in any capacity for an assignment, generative AI requires proper acknowledgement according to instructor instructions for any and all generated work.

If a student is unsure of any policy or any assignment-specific directions – including whether or not a tool is considered generative AI – students should reach out to their instructor for clarification prior to using the technology or completing the assignment.

Students are responsible for verifying the accuracy of citations and references used in their writing and may be asked to verbally explain the assignment and writing process during in-class discussions and/or in a one-on-one meeting with the instructor. Regardless of whether or not the use of generative AI is permitted or prohibited for an assignment, students are expected to adhere to Durham Tech's Academic Integrity Policy.

Expectations for Both Employee and Student Use of AI

Everyone should avoid inputting personal, confidential, or sensitive data into public AI tools.

Student Violations

When a student is alleged to have committed an act of academic dishonesty, including plagiarism and the unauthorized use of Artificial Intelligence, the following procedure will be followed:

1. Within five (5) working days, the instructor who has identified the offense will submit an Academic

Integrity and Plagiarism Notification form, attaching documentation of the incident, including details of how and when the student was notified in writing. The form will be routed to the program chair/director, the department's dean, and the Vice President, Chief Academic Officer (hereafter "Vice President"). Academics and Guided Career Pathways will notify the instructor within three (3) working days of any prior academic integrity violations by the student. An instance of Gross Academic Misconduct may follow a more expedited process at the discretion of the Vice President.

2. In the first case of an academic integrity offense, the instructor may choose to designate the offense as a "warning" or "violation." Intention is not a factor when determining whether submitted work contains an academic integrity offense.

   An offense designated as a "warning" is not considered an act of academic dishonesty. In the case of a "warning" designation, the instructor may assign a grade of zero (0) for the assignment or assess a less strict penalty. A student has only one opportunity for an offense to be designated as a "warning." Additionally, students may not receive a "warning" after first receiving a "violation."

   An academic integrity offense designated as a "violation" is treated as a first offense of academic dishonesty, and the instructor will assign a grade of zero (0) to the assignment.

   Students charged with a first offense with either a "violation" or a "warning" designation may be required to complete a self-paced Academic Integrity and Plagiarism Tutorial in the learning management system (LMS) on understanding academic integrity. Students may be encouraged to communicate with other College support staff, such as a tutor in the Center for Academic Excellence, their Success Coach, their College Liaison, or an Academic Advisor.

   If the student wishes to appeal the allegation of an academic integrity offense, whether it is designated as a "violation" or a "warning," they should meet with the instructor within 6 working days of the reported incident to attempt to resolve the matter. If they wish to further appeal, they should communicate with the instructor's chair/program director within 10 working days of the discussion with the instructor. Contact information for the appropriate chair/director will be included in communication to the student. The Chair/Program Director will be the final arbiter of a first offense.

   Students may not use the Student Grievance policy and procedure to challenge an individual assignment grade. However, the student may use the Student Grievance policy and procedure to challenge their final course grade.

3. A second academic integrity offense, regardless of whether the initial case was classified as a warning or a violation, will be treated as a second academic dishonesty violation.

4. In the case of a second violation of academic dishonesty, regardless of whether the second offense occurs in the same course/semester or in a different or subsequent course/semester, Academics and Guided Career Pathways will notify the student and instruct them to stop attending class. Academics and Guided Career Pathways will also notify the instructor, program chair/director, dean, and appropriate vice president (if the offense occurred in a division other than Academics and Guided Career Pathways), as well as Information Technology Services (to remove

the student from the course LMS site) and Financial Aid (scholarship ineligibility).

The instructor will then assign a grade of F for the course. Students who are removed from a class for academic dishonesty cannot receive a grade of W for the course. Students may use the Student Grievance policy and procedure to challenge a final course grade. If the student appeals the second finding of academic dishonesty via the Student Grievance policy and procedure, the student will be allowed to remain in the class until the appeal is resolved.

5. In the case of a third violation of academic dishonesty, Academics and Guided Career Pathways will file a Student Code of Conduct report and request that the student meet with the Vice President within three (3) working days of the student's notification of the violation of the Student Code of Conduct

   If, upon review of the evidence, the Vice President finds the student to be not guilty of academic dishonesty, the student will be allowed to resume class attendance immediately and make up any work missed due to the suspension. If the Vice President finds that the student has committed a third violation of academic dishonesty, the Vice President will recommend a sanction to the President. Sanctions are up to the President's discretion and may include suspension from the College. If a student is found guilty of an Academic Integrity policy violation and suspended from the College due to the violation, the student's suspension will be recorded on the student's official College record.

6. In the case of Gross Academic Misconduct, the Vice President may recommend a more severe sanction beyond a warning or standard violation, reflecting the seriousness of the offense.

7. Some Healthcare, Public Safety, and English for Academic Purposes and other units have individual policies and procedures aligned with their standards. Please consult with your area's appropriate administrator for clarification.

8. Reports of Academic Integrity policy violations are kept on file with Academics and Guided Career Pathways for at least four (4) years.

Employee Violations

Durham Tech upholds the same standards of academic integrity for faculty and staff as it does for students. When an employee is alleged to have committed an act of academic dishonesty, the employee will be subject to disciplinary action as outlined in the Disciplinary Actions, Suspension, and Termination of Employment Policy.

Definitions

Academic Integrity – The pursuit and presentation of learning and scholarship in an honest, transparent, and respectful way that values personal responsibility, original expression, and proper attribution

Academic Dishonesty – A violation of academic integrity, academic dishonesty is the participation or collaboration in specific prohibited forms of conduct. Participation or collaboration may be active (such as submitting a term paper that includes plagiarized work) or passive (such as receiving a copy of a test before class).

Acknowledgment – A statement that describes how AI was used in the preparation, research, writing, editing, or organization of an academic assignment, thesis, article, or project. The statement will also identify the specific AI tool used.

Gross Academic Misconduct – A deliberate, reckless, or severe violation of academic integrity that indicates a clear intention to undermine and/or a refusal to engage in the learning process. Examples include third party platforms, devices, AI tools, and others that complete online coursework instead of the registered student. In instances of gross academic misconduct, a warning is not appropriate. The Vice President may choose to impose a penalty that goes beyond this policy in an instance of gross academic misconduct.

Offense - An instance of academic dishonesty. When reported, a first offense may be designated as a warning or a violation. Subsequent offenses are considered violations.

Plagiarism – The representation of another person's work, words, thoughts, or ideas, as one's own. Plagiarism includes (but is not limited to) copying material and using ideas from an article, book, unpublished paper, another student, or the Internet without proper documentation of references or without properly enclosing quoted material in quotation marks. Plagiarism also includes sentences that follow an original source too closely, occurring when an individual simply substitutes synonyms for another person's words.

Unauthorized Assistance or Collaboration – Use of unauthorized assistance or collaboration is a form of academic dishonesty which may include but is not limited to the following:

- Sharing information about an exam with a student who has not taken that exam;
- Obtaining information about the contents of a test the student has not taken;
- Unauthorized use of smart phones, programmable calculators, or other electronic storage devices;
- Sending or receiving text messaging or other forms of communication during an exam;
- Unauthorized use of translation software and assistance from native speakers or advanced-level students in foreign language classes;
- Sharing Durham Tech usernames/passwords with others, allowing them to log in as you, or logging in to College systems under another person's username may also be a violation of Appropriate Use of Computing Resources; and
- Unauthorized and/or unacknowledged use of software, including generative AI, to complete assignments.

Violation – The act of breaking a rule or standard. An academic integrity violation breaks Durham Tech's standards of academic integrity.

Warning – A notice that an action is potentially in violation of the standards of academic integrity.

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

Student Code of Conduct Policy

Durham Tech has an obligation to maintain a safe and orderly educational environment for students, faculty, staff, and visitors. The intent of the Student Code of Conduct is to protect the rights and safety of all individuals on campus. All students are required to abide by the Student Code of Conduct.

Effective Date (most recent revision): June 2024 (Reviewed)

Purpose

Whenever possible, one goal of any disciplinary action at Durham Tech is to teach a **student** what is appropriate in the educational setting and to provide students with an opportunity to learn behaviors that will contribute to their success in their future work/life environment. Generally, the purpose of disciplinary action is to end the behavior rather than end the student's educational opportunity. Since Durham Tech's core values promote "an engaging, collegial atmosphere with professional, ethical, and respectful interactions that enhance learning," members of our campus community will not tolerate behaviors that are not aligned with these values. Thus, this policy strives to balance the College's values and the student's goal of becoming a more educated citizen in such a way that honors both.

Disruptive Behaviors Definition

Disruptive behaviors are defined as behaviors that persistently or grossly disrupt the educational process or functioning of the College and negatively impact others within the learning environment. While not an exhaustive list of disruptive behaviors, specific violations of the Student Code of Conduct include the following:

1. Academic dishonesty, including cheating and plagiarism; the specific sanctions and procedures for this violation are outlined in the College's Academic Integrity and Plagiarism policy;
2. Vandalism, damage, destruction, or theft of institutional or private property;
3. Abuse or misuse of computing resources as outlined in the College's Appropriate Use of Computing Resources policy;
4. Forgery, falsification, alteration, or misuse of college records, documents, or identification;
5. Violation of regulations concerning drug and alcohol use as outlined in the College's Drug and Alcohol policy;
6. Possession or use of firearms, knives, explosives, dangerous chemicals, or other weapons, except for legally authorized use either on campus or at any college-sponsored event;
7. Verbal or physical harassment, assault, or battery of a college employee, student, or visitor;
8. Sexual harassment as outlined in the College's Sexual Misconduct policy (formerly Sexual Harassment policy);
9. Disorderly or legally obscene conduct;
10. Breach of peace on college property or at any college-sponsored function in a manner that disturbs the privacy of other individuals and/or the instructional program;
11. Failure to comply with the lawful directions of **College Officials**, faculty, staff, or campus police/security officers acting in the performance of their duties;
12. Failure to identify oneself when on college property or at a college-sponsored or college-supervised event upon the request of College Officials, faculty, staff, or campus police/security officers acting in the performance of their duties;
13. Violation of college regulations or policies; and

14. Breach of any federal, state, or local criminal law either on campus or at any college- sponsored activity.

Response to Disruptive Behavior

Durham Technical Community College is a Learning College, which means that we recognize that opportunities to learn can occur both inside and outside of the classroom. When disruptive behavior occurs, faculty and staff should provide students with information about the consequences of the behavior. Disruptive behaviors should be addressed with the first incident rather than after a series of incidents.

Behavior that persistently or grossly disrupts the educational process or functioning of the College may result in disciplinary action whether it occurs on campus, online, or at a college-sponsored activity. Off-campus behavior that may indicate an **articulable, imminent, and significant** safety threat to the College may also be considered in applying sanctions based on the Student Code of Conduct. Violations of this code of conduct may result in immediate sanctions, including probation, suspension, or expulsion from the College. Additionally, the College may defer imposition of sanctions pending the outcome of an investigation.

Possible Sanctions

The following section describes sanctions available to designated College Officials (see definitions below) in response to violations of the Student Code of Conduct. The listing is not inclusive of all options the Officials may choose to exercise, and more than one sanction may be imposed for a single act of misconduct. The Vice President of Student Engagement, Development, and Support (hereafter referred to as “Vice President”) will maintain the record regarding any sanctions imposed.

A. **Reprimand:** A written or oral communication which gives official notice to the student that any subsequent offense against the Student Code of Conduct will carry heavier penalties because of this prior infraction.

B. **General Probation:** General Probation has two important implications: the individual is given a chance to show capability and willingness to observe the Student Code of Conduct without further penalty, and, if the individual errs again, further action will be taken. Continued enrollment of a student on probation may be conditioned upon adherence to specified terms.

C. **Restrictive Probation:** Restrictive Probation results in loss of good standing and becomes a matter of record in the student's file. Restrictive conditions may limit activity in the College community, including possible exclusion from classes, programs, and/or specific campus locations. Generally, the individual will not be eligible for initiation into any local or national organization sanctioned by the College and may not receive any college award or other honorary recognition. The individual may not occupy a position of leadership or responsibility with any college or student organization, publication, or activity. Any violation of Restrictive Probation may result in immediate Suspension.

D. **Reduction in Grade:** Imposed as a result of academic dishonesty. Durham Tech’s policy is that students who engage in any form of academic misconduct receive a zero on the assignment. A second occurrence of academic misconduct will result in the dismissal of the student from the class with a failing grade. A third occurrence of academic misconduct may result in a recommendation of suspension or expulsion from the College. See the College's Academic

Integrity and Plagiarism policy for more detail.

E. **Withholding Transcript, Diploma, or Right to Register or Participate in Graduation Ceremonies:** Imposed when financial obligations are not met. The student will not be allowed to register until all financial obligations are met.

F. **Group Probation:** This sanction is given to a college organization for a specified period. If group violations are repeated while probation is in effect, the charter may be revoked or activities restricted.

G. **Group Charter Revocation:** Removal of college recognition for a group, club, society, or other organization for a minimum of two years. Re-charter after that time must be approved by the President.

H. **Loss of Technology Privileges:** Exclusion from all privileges associated with college technology access, including but not limited to email and network access and storage.

I. **Interim Suspension:** As a general rule, the status of a student accused of violations of the Student Code of Conduct should not be altered until a final determination is made regarding the charges against him or her. However, interim suspension may be imposed upon a finding that the continued presence of the accused student on campus constitutes a threat to the safety and well-being of the accused student or any other member of the College community or its guests, or that the continued presence of the student on campus creates a risk of disruption of classroom or other college-related activities. Interim suspension may result in exclusion from class and/or other privileges including presence on college property or college-sponsored activities until a final decision has been made concerning the alleged violation.

   Upon invoking interim suspension, the **College Official** will file a written report to the Vice President of Student Engagement, Development, and Support, including the individual(s) involved and the nature of the infraction(s). This report should be filed as soon as possible but no more than two **working days** following the incident. Consult the procedures below for details on subsequent steps in the process. In the event an investigation is conducted that leads to a conclusion that a student's continued presence on campus is not a threat to self or others, or in the event the investigation does not lead to a conclusion that a violation has in fact occurred, the College will implement a plan for the suspended student to make up missed academic work, and the student will not be penalized for absences in class.

   The College accepts no responsibility for the actions of partner organizations that may host or deliver instructional activities. Partner organizations (e.g., clinical sites) have the full and exclusive right to deny access to any individual for violations of their particular rules and regulations. In the event a student is denied access to a location where instructional activity is scheduled, the College is under no obligation to make alternate arrangements for that student.

J. **Suspension:** Exclusion from all college privileges and activities for a specified period of time. This sanction is reserved for offenses warranting discipline more severe than probation or for repeated misconduct. This sanction may be imposed only by the Vice President of Student Engagement, Development, and Support. Students who receive this sanction may also be prohibited from returning to campus property without specific written permission from the Vice President.

K. **Expulsion:** Removing student status and dismissing a student from the College permanently. This sanction may be imposed only by the President.

An expelled student or an individual who has been trespassed may not enter college premises at any time in the absence of written permission from a College Official. A suspended or expelled student must contact the Durham Tech Chief of Police (or designee) before entering the College campus or participating in any college-sponsored event.

Violation of Federal, State, or Local Law

If a student is convicted or pleads guilty to an off-campus violation of federal, state, or local law, but not with any other violation of the Student Code of Conduct, disciplinary action may be taken and sanctions imposed for misconduct that is detrimental to the College's stated mission and purpose. Disciplinary sanctions may be instituted against a student charged with violation of a law that is also a violation of the Student Code of Conduct if both violations result from the same factual situation, without regard to criminal arrest and/or prosecution. Proceedings under the Student Code of Conduct may be carried out prior to, simultaneously with, or following criminal proceedings. The College will cooperate fully with law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators.

Procedures

The following procedures are followed in situations when students demonstrate behaviors within the learning environment, whether in the classroom (physical or virtual), in common areas, or at college-sponsored activities, that are disruptive to the learning process. If the disruption is a matter of academic integrity or plagiarism, consult the Academic Integrity and Plagiarism policy.

The faculty or staff member first attempts to address an incident of disruptive behavior with the student as part of managing the classroom (physical or virtual) or the common area (hereafter the word “area” will be used to indicate either the classroom or common area) through a private conversation or communication with the student. If a student does not comply with the faculty or staff member’s directive to cease the behavior or to discuss in private or if a student escalates the disruption, the College employee is advised to take one of the following actions:

1. Direct the student to leave the area or activity for a period of time (generally for the remainder of the activity underway). Provide the student with the Code of Conduct as soon as possible. Report the incident to your immediate supervisor.
2. Direct the student to leave the area or activity. Provide the student with the Code of Conduct as soon as possible. Direct the student to schedule a discussion with you before being allowed to return to the area or activity. Report the incident to your immediate supervisor.
3. Direct the student to leave the area or activity. Provide the student with the Code of Conduct as soon as possible. Direct the student to schedule a discussion with your supervisor before being allowed to return to the area or activity. If you and your supervisor consider the matter to have risen to the level that a sanction should be considered, send an account of the incident(s) and your attempt at resolution to the Vice President of Student Engagement, Development, and Support within one to three working days.
4. Direct the student to leave the area or activity. Provide the student with the Code of Conduct as soon as possible. Direct the student to schedule a meeting with the Assistant Dean of Student Development, Communications, and Activities before being allowed to return to the area or activity. Report the incident to your immediate supervisor, and submit a Behavior of Concern

report to the Care Team within one to three working days.

5. In situations where the disruption has escalated to the point where you determine that you need assistance, contact campus police, who will manage the situation. Assist the officer in completing his/her report. Then report the incident to your immediate supervisor, and submit a Behavior of Concern report to the Care Team or a Code of Conduct report to the Threat Assessment Team within one to three working days.
6. If the student refuses to leave the area or activity and/or the student's behavior is of a threatening nature, then excuse the other students and leave the vicinity. Notify campus police immediately, and assist the officer in completing his/her report. Report the incident to your supervisor, and submit a Code of Conduct report to the Threat Assessment Team immediately.

   Note: Generally, #5 and #6 will be used with the most severe incidents, such as when students are considered out of control and refuse to comply with the employee's directive, in addition to exhibiting any threatening behaviors.

Security

If a faculty or staff member has determined that a college police officer or security staff member must be called to report a student, this action will signify that the student is not able to manage his or her behavior. Campus police will issue a citation to the student. At this point, the student will have two working days from the date of notice to make an appointment with the Vice President, as noted on the citation. If the student does not make the appointment within two working days, a default status of Interim Suspension is assumed until the student meets with the Vice President of Student Engagement, Development, and Support, as noted on the citation. The student is responsible for setting up the appointment with the Vice President. The directions for making an appointment are detailed on the citation.

Investigation

The Campus Police and Public Safety office will initiate an investigation within two working days, including interviewing appropriate witnesses and gathering signed statements. While the duration of the investigation may be dependent upon student and witness availability, the expectation is it will take no longer than seven working days to complete; however, the complexity of a particular case may warrant an extension of the timeframe. Copies of the citation and witness statements will be provided to the Director of Campus Police and Public Safety and the Vice President of Student Engagement, Development, and Support.

Authority to Require Students to Appear

Campus police or security officers, the vice president, president, or their designees may require any student to appear for an interview or to give a written statement. Failure to assist these administrators in this manner may subject the student to disciplinary action for failure to comply with a College Official. Further, a disciplinary hold may be placed on the student's class attendance, re-enrollment, or educational records for any student failing to comply with this request for an interview or for a written statement.

Action upon Completion of Investigation and Written Charges

After reviewing all documents related to the completed investigation, within five working days, the Vice President (or designee) may dismiss the complaint, refer the matter to the College Care Team, call for a hearing, determine that the complaint is supported by reliable evidence and impose sanctions, or call a

meeting of the College's Threat Assessment Team to provide counsel in the determination of final sanctions. If a student has been issued a citation, the default status of Interim Suspension may be upheld or altered at this time.

After the student has met with the Vice President (or designee) and a decision has been made, the student will be provided a letter reiterating the charge and the terms of the sanction imposed. The Vice President will notify Campus Police and Public Safety personnel and the initiator of the complaint about the decision. If the student does not meet with the Vice President as directed, final sanctions will be determined in the absence of the student's response to the complaint, and the student will be sent a letter as stated above.

Charges and Elements of Due Process

The student will initially be provided information about the nature of the violation via the citation form issued by Campus Police and Public Safety personnel. The student may also contact the College's Director of Campus Police and Public Safety to request additional information. Students are allowed to request that a counselor from Student Development act as an advocate on his or her behalf throughout this process. To ensure that rights to due process are preserved, the following essential elements are available to the student, depending on the nature of the violation:

- Access to published rules, regulations, and procedures, and written notice of the charge(s) of violating such rules and regulations;
- An oral proceeding before an administrative representative;
- Information regarding witnesses who may give evidence to support the charge(s) and the opportunity to call witnesses on his or her behalf;
- Right to an advocate of his or her choosing (the advocate may provide advice and consultation but may not participate in an oral proceeding);
- A written summary of the proceeding;
- A prompt written decision; and information regarding the appeal procedures.
- Vice President's Adjudication

Vice President's Adjudication

If the Vice President (or designee) hears the matter, he or she may immediately adjudicate the matter based on witness statements, witness appearances, and the statements and appearances of the charging party and the student charged. Based on the evidence, within five working days, the Vice President may dismiss the charges; may, based on reliable evidence, invoke one or more of sanctions A through J listed in the Student Code of Conduct: Possible Sanctions section of this document; may recommend a sanction of expulsion to the President; or may reserve a ruling until after reviewing a recommendation made by a disciplinary committee.

Disciplinary Committee

If the Vice President refers adjudication of the matter to a disciplinary committee, the Vice President will notify the President in writing and will, within three working days, appoint a disciplinary committee and the chair who will serve as the hearing examiner. The Dean of Student Development and Support (or designee) will convene the disciplinary committee, coordinate the meeting, and assist in writing the summary and final recommendation. The committee shall consist of one faculty member, one administrator, and one student. Members will be chosen in consultation with the President, taking into consideration the facts of the case and potential conflicts of interest.

The disciplinary committee will conduct a careful and thorough review of all the facts related to the alleged offense. On the basis of the review, the student may be absolved of the charge or be found to have violated a specific college rule or regulation. Recommended disciplinary action, decided by a two-thirds vote of the committee membership, may involve all or any combination of the sanctions previously detailed.

The disciplinary committee will complete its work within five working days of appointment and make a recommendation to the Vice President within two working days after completion of the hearing. The committee will provide a summary of witness statements, the facts, and the proposed sanction, if any, to the Vice President. Upon receipt of the witness statements, summary of fact, and proposed sanction (if any), the Vice President shall review the information received and reach a determination. Final disciplinary action will be established by the Vice President, who will communicate this information in writing to the student and the president within five working days.

Students who are enrolled in online courses or distance education programs may request that meetings be conducted by alternate arrangement. Meetings may be held with students or employees attending in person at the specified location, with students or employees attending the meeting by electronic means such as a conference telephone call, or by a combination of students or employees attending in person or by electronic means.

Appeals Procedure for Vice President's Adjudication

A decision of the Vice President for Student Engagement, Development, and Support may be appealed to the President. The student must make the appeal in writing, and the President’s office must receive the student’s written appeal within five working days after the decision of the Vice President. The President will review the written record, reach a determination on the appeal, and communicate his/her decision to the student in writing.

Appeals Procedure for Expulsion

1. If the Durham Technical Community College president decides to expel a student, that student shall be notified that he/she may be granted a hearing before the Student Success Committee of the Board of Trustees (“the Committee”) if he/she can provide evidence showing that the action was taken because of race, sex, religion, national origin, handicap, or protected First Amendment reasons.
2. If the student has reason to believe that he/she is being expelled because of race, sex, religion, national origin, handicap, or protected First Amendment reasons, he/she shall so notify the Committee in writing within ten working days of being notified of the expulsion. The student shall have the burden of proof showing the involvement of race, sex, religion, national origin, handicap, or protected First Amendment reasons in the decision to expel the student. The student shall address that request to the Committee in care of the Durham Technical Community College President’s Office, Post Office Box 11307, Durham, NC 27703.
3. After being notified in writing by the student that he/she reasonably believes race, national origin, handicap or protected First Amendment reasons have been involved in the decision for expulsion, the Committee shall set a date for the student to submit written evidence to the Committee for review. Within five working days of receiving the student’s written evidence for review, the Committee shall notify the student as to whether the evidence presented is sufficient to justify a

hearing before the Committee. If the Committee does find that the student has presented evidence which justifies a hearing, then the student shall be notified in writing by certified letter, delivered to his/her residence address on record at the College, of the specific date, time, and place of the hearing, that date being as soon as practically possible, but not to be fewer than ten working days or more than thirty working days from the official date of the notification of hearing by the Committee.

4. The hearing shall be before the Student Success Committee of the Board of Trustees, meeting in Executive Session. A transcript of the hearing shall be made and maintained by the College. The student shall be permitted to present witnesses and evidence, to cross- examine witnesses, and to be represented by counsel. All testimony will be taken under oath. The student shall have the burden of establishing proof of involvement of race, sex, religion, national origin, handicap, or protected First Amendment reasons in the decision of the administration to expel the student. If, in the opinion of the Committee, the student fails to carry the burden, the hearing shall be terminated. If the Committee finds that the student has carried that burden, then the administration of the College will have the burden of going forward to prove that the impermissible reason was not a factor in the decision, that it was not a substantial factor, or that there was another overriding reason for the expulsion.
5. The President, his counsel, or delegate shall have the burden of going forward with the evidence and proving to the Committee that the impermissible reason was not a factor in the decision to expel the student or to prove that though the impermissible reason was a factor in the decision, it was not a substantial factor, in that an overriding reason for the expulsion existed. The President, his counsel, or delegate shall be entitled to present witnesses and evidence and cross-examine witnesses. At the conclusion of the President's evidence, the student shall be given the opportunity to present evidence in rebuttal or to show that the reasons advanced for the expulsion are a pretext.
6. Within seven working days of the termination of the hearing, the Student Success Committee of the Board of Trustees, with the authority so delegated from the full Board of Trustees, shall make a definitive ruling on the matter and notify the student of its decision by certified letter, delivered to his/her residence address on record at the College.
7. The full Board of Trustees shall serve as the final non-judicial appellate authority. If the Student Success Committee of the Board of Trustees rules against the student at the hearing referenced above, the student may appeal the ruling to the full Board of Trustees. The appeal request must be in writing. At a time designated by the Board Chairman, the full Board of Trustees shall meet in Executive Session to review the transcript of the hearing that occurred before the Student Success Committee. At the conclusion of this transcript review, the student or his counsel or both, and the President, his counsel, or delegate shall be permitted to appear before the full Board of Trustees in Executive Session and to present a summary argument on the facts relevant to the case. At the conclusion of these arguments, the full Board of Trustees shall excuse those who presented the summary arguments and then act to sustain or reverse the actions of the Student Success Committee. Within seven working days after the full Board of Trustees has met to review the transcript of the hearing, the student shall be notified by certified letter, delivered to his/her residence address on record at the College, of the decision of the Board of Trustees as to whether the Board of Trustees has sustained or reversed the decision of the Student Success Committee of the Board of Trustees.

Notice to Parents of Minors

If a student under eighteen years of age engages in misconduct or is dismissed, suspended, placed on disciplinary probation, or otherwise disciplined, the parent(s) or guardian(s) of that student may be notified in accordance with the Family Education Rights and Privacy Act (FERPA).

Administrative Notification

The Dean of Student Development and Support will be notified to alert appropriate college offices (e.g., Student Information and Records, Student Financial Aid) regarding the actions staff need to take in response to the decision regarding the student. Students who are suspended or expelled will have a notation on their electronic record to refer them to a College Official, will be withdrawn from their current courses, and will have their college email account closed, if applicable.

Disruptive Behavior: Reporting

Any member of the College community may file a Disruptive Behavior concern with the Vice President of Student Engagement, Development, and Support (or designee) against any student or student organization for violations of the College Code of Conduct. When a student organization is charged with a violation, the student organization's officers and faculty sponsor will represent the organization for purposes of carrying out disciplinary procedures. The individual(s) raising the concern may submit an online form or provide a letter including the information listed below:

a. name of the student or student organization involved;
b. the provision of the Code of Conduct alleged to have been violated;
c. the time, place, and date of the incident;
d. names of person(s) directly involved, and/or witnesses to the infractions; and
e. any action taken that relates to the matter.

Behavior of Concern: Reporting

Some individuals may exhibit behaviors that interfere with their academic, career, or personal success but the behavior is not disruptive, as defined in this document. Examples of behaviors of concern might include frequent class absences, difficulty adjusting to college life, falling asleep in class, changes in appearance or personal hygiene, or moodiness, for example. Often faculty and staff members can help students exhibiting such behaviors by asking questions, listening, and making a referral for assistance. Individuals wishing to report a Behavior of Concern may submit an online form or provide details of the concern to the Dean, Student Development and Support.

Support and Interventions

Within five working days after the concern is received, the Vice President (or designee) will review the concerns and request that the Director/Chief of Campus Police and Public Safety conduct an investigation, if necessary. Based on the nature of the concern and documentation gathered in the investigation, they will determine whether to take action, refer the matter to the Care Team, or move the matter to the Threat Assessment Team.

Care Team and Threat Assessment Team

Member placement on these teams is based on positions held within the College, the nature of support needed for particular students, and expertise or credentials held by an employee.

Care Team

A care team will be convened under the discretion of the Dean, Student Development and Support. The team may include any of the following positions, as needed to support each particular student in need of a care-team approach:

- Coordinator, Counseling Services
- Counselor, Student Development
- Faculty member(s)
- Campus police or security officer(s)
- Other employee(s), as necessary, to support particular students

The care team's charge is as follows:

Meet as necessary to review student behavior perceived to indicate that a student may be in need of support and make referrals to internal support services or to community agencies; recommend potential additional support strategies; and monitor student progress.

The care team may decide to take any of the following actions:

- Contact the student to invite him or her to meet with a counselor or with the Coordinator, Counseling Services; Counselor, Student Development; or Dean, Student Development and Support;
- Talk with members of the campus community to gather additional information regarding the concern noted about the student;
- Refer the student to a community agency for services;
- Monitor the student's behavior; or
- Refer the matter to the Threat Assessment Team, if they determine such a referral is necessary.

Threat Assessment Team

A Threat Assessment Team is called together whenever a member of the College community reports a potential threat to the safety of members of the College community. The team's ideal composition should be limited to a few individuals to protect confidential information yet ensure a diverse and informed assessment. The Threat Assessment Team typically consists of three (3) or four (4) individuals, depending on the nature of the perceived threat, with one (1) representative from each of the following areas:

- Student Conduct: This representative is normally the Vice President, Student Engagement, Development, and Support. In his or her absence, another student services employee (e.g., Dean, Student Development and Support) may serve.
- Public Safety: This representative is normally the Director/Chief, Campus Police and Public Safety. In his or her absence, another public safety employee (e.g., Sergeant, Security Supervisor, or Police Officer) may serve.
- Division Head(s): This representative is normally the appropriate division head (e.g., Vice President, Student Learning and Instructional Services) related to the academic area(s) for the student(s) involved.
- Title IX Coordinator: If the perceived threat is related to sexual misconduct or a Title IX-related concern, the Title IX Coordinator should be involved.

The Threat Assessment Team's charge is as follows:

Consult, as needed, to review student behavior perceived to be potentially dangerous to self or others or that poses a safety concern within the campus community and recommend appropriate action.

The Threat Assessment Team may decide to take any of the following actions:

- Refer the matter to the Care Team, if they determine such a referral is more appropriate;
- Monitor the student's behavior;
- Direct the student to meet with the Vice President, Student Engagement, Development, and Support;
- Consult with the College's internal legal advisor, if necessary;
- Recommend to the Vice President that the student be required to obtain a current psychological assessment from a mental health provider;
- Recommend to the Director/Chief, Campus Police and Public Safety that criminal charges be considered; or
- Recommend a sanction listed in the Code of Conduct to the Vice President or President.

Title IX

In the event of an alleged sexual assault or harassment, the complaint will be moved to the College's Title IX Coordinator for investigation. View details in the College's Sexual Misconduct/Title IX page.

Definitions

Articulable – capable of being expressed, explained or justified

College Official – Chief of Police, Assistant/Associate Vice President, Vice President, or President

Disruptive Behavior (defined in document above)

Harassment* – severe and pervasive behavior that negatively affects another's access to an educational opportunity or other college benefit **Davis v. Monroe County Board of Education, 526 U.S. (1999)*

Imminent – impending, likely to occur at any moment

Significant – considerable, of consequence

Working Days – Days the College is open and operating under a normal schedule. This excludes weekends, closings due to weather conditions, and holidays observed by Durham Tech

Anti-Hazing Policy

Effective Date (most recent version): June 2025

The college's core values include providing a welcoming and supportive environment that supports students through goal achievement. Consistent with that value, the college is dedicated to creating an environment that is free from hazing. Durham Tech prohibits hazing and any conduct that aids, abets, assists, or supports another in hazing.

Procedure

Hazing is a violation of Durham Tech's Student Code of Conduct and is also prohibited by state and federal law.

1. Description

Hazing is defined by North Carolina State law N.C. Gen. Stat. § 14-35 as "to subject another student to physical injury as part of an initiation, or as a prerequisite to membership, into any organized school group, including any society, athletic team, fraternity or sorority, or other similar group." Persons who cause physical injury by hazing, or who aid or abet others in physical injury by hazing, are also subject to arrest and criminal liability.

For the purposes of this policy, the college acknowledges that both physical and psychological injury by hazing is possible. Injury is defined by the Stop Campus Hazing Act. It defines hazing as "any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons) against another person or persons regardless of the willingness of such other person or persons to participate, that:

- is committed in the course of an initiation into, an affiliation with, or the maintenance of membership in, a student organization; and
- causes or creates a risk, above the reasonable risk encountered in the course of participation in the institution of higher education or the organization (such as the physical preparation necessary for participation in an athletic team), of physical or psychological injury, which includes:
    - whipping, beating, striking, electronic shocking, placing of a harmful substance on someone's body, or similar activity;
    - causing, coercing, or otherwise inducing sleep deprivation, exposure to the elements, confinement in a small space, extreme calisthenics, or other similar activity;
    - causing, coercing, or otherwise inducing another person to consume food, liquid, alcohol, drugs, or other substances;
    - causing, coercing, or otherwise inducing another person to perform sexual acts; any activity that places another person in reasonable fear of bodily harm through the use of threatening words or conduct;
    - any activity against another person that includes a criminal violation of local, State, Tribal, or Federal law; and
    - any activity that induces, causes, or requires another person to perform a duty or task that involves a criminal violation of local, State, Tribal, or Federal law."

In addition to being a violation of state and federal law, the college considers hazing to be a form of "Verbal or physical harassment, assault, or battery of a college employee, student, or visitor" which is

considered a disruptive behavior under the college's Student Code of Conduct. Disruptive behavior, including hazing, is adjudicated through the college's Student Conduct process, which includes an appeals process.

2. Reporting

The college encourages reports of hazing and provides several methods. A report can be made by:

- The college's Caring for our Campus Community web page using the Hazing Reporting Form. This form is available 24/7.
- Anonymous reporting is permitted, but anonymous reports severely limit the college's ability to understand the scope of the incident, take action, or hold the perpetrator accountable.
- Contacting the Dean of Student Services at 919-536-7200, ext. 8091.
- Contacting Campus Police and Public Safety by phone or in person.
- Contacting any Campus Security Authority (CSA).

Campus security authorities include any Durham Tech official who has a significant responsibility for campus security and for certain student and campus activities. More specifically, they include the following:

- Durham Tech Campus Police and Public Safety officers;
- Any individuals not employed by Durham Tech Campus Police and Public Safety department but who have responsibility for monitoring entrance into College property (e.g., security officers employed for special events on College property); and
- Personnel responsible for counseling and student development, academic and personal counseling, and accessibility services.

3. Student Conduct Process

The Student Conduct Office will coordinate hazing investigations according to the college's Student Code of Conduct procedure, which includes an appeals process.

Violations of the code of conduct may result in immediate sanctions, including probation, suspension, or expulsion from the College.

Disciplinary sanctions may be instituted against a student charged with violation of a law that is also a violation of the Student Code of Conduct if both violations result from the same factual situation, without regard to criminal arrest and/or prosecution. Proceedings under the Student Code of Conduct may be carried out prior to, simultaneously with, or following criminal proceedings. The College will cooperate fully with law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators.

Student groups or organizations involved with hazing may be sanctioned by withholding of college funds, suspension of the club or organization's status or charter, and disqualification from recognition and awards.

4. Retaliation

The college prohibits retaliation against any person who acts in good faith to stop, prevent, or report potential hazing activity, or who participates in an investigation involving hazing allegations.

5. Awareness and Prevention

The College provides annual online training for students and employees that focuses on recognizing hazing, prevention, and bystander strategies. This training is part of the college's annual requirement for compliance for both students and employees. Prevention resources can be found here.

6. Campus Hazing Transparency Report

The college publishes a hazing transparency report that summarizes findings concerning any student organization found to be in violation of the college's standards of conduct related to hazing. Hazing reports are published here and are updated twice each year. Reports include:

- The name of the student organization;
- A general description of the violation that resulted in a finding of responsibility; and
- Related dates (the date of the alleged incident, the date of the initiation of the investigation, the date the investigation ended with a finding, and the date the institution provided notice to the organization of the finding).

7. Annual Security Report (ASR)

Clery Act crime statistics within the ASR represent reports of Clery Act crimes occurring within Clery Act defined geography that are made to campus security authorities (CSAs) or to local police agencies. The ASR crime statistics are reported by type of crime and according to specific Clery Act defined geography which can include:

- On-campus
- On-campus student housing (if an institution has such properties)
- Public property within campus bounds
- Public property immediately adjacent to and accessible from on-campus locations
- Noncampus: Buildings and property owned or controlled by the institution that are used for educational purposes and frequently used by students but not a part of the core campus, or those owned or controlled by a student organization officially recognized by the institution
- In addition to the locations above, areas within the patrol jurisdiction of the campus police or campus security department.

As a result, hazing incidents are included in the ASR:

- When reported by a CSA or to local police agencies;
- The incident occurred within Clery Act geography; and
- The incident meets the SCHA definition of hazing.

Definitions

Annual Security Report (ASR) – The report, also called the Guide to Campus Safety (pdf), provides information about safety and security on Durham Tech campuses. Information on Clery reporting and Durham Tech's ASR can be found here.

Campus Security Authorities (CSAs) – Campus security authorities include any Durham Tech official who has a significant responsibility for campus security and for certain student and campus activities. They include

- Durham Tech Campus Police and Public Safety officers;
- Any individuals not employed by Durham Tech Campus Police and Public Safety department but who have responsibility for monitoring entrance into College property (e.g., security officers employed for special events on College property); and
- Personnel responsible for counseling and student development, academic and personal counseling, and accessibility services.

Clery Act – The Jeanne Clery Campus Safety Act is a consumer protection law that requires colleges and universities receiving federal funding to prepare, disclose and publish campus crime statistics, security policies and safety information communicated to students, faculty, staff and visitors.

Clery Act Geography – Clery Act reporting is based on where the incident occurred. The college's listing of Clery Act Geography can be found here.

Physical or psychological injury – The Stop Campus Hazing Act defines this as "including whipping, beating, striking, electronic shocking, placing of a harmful substance on someone's body, or similar activity; causing, coercing, or otherwise inducing sleep deprivation, exposure to the elements, confinement in a small space, extreme calisthenics, or other similar activity; causing, coercing, or otherwise inducing another person to consume food, liquid, alcohol, drugs, or other substances; causing, coercing, or otherwise inducing another person to perform sexual acts; any activity that places another person in reasonable fear of bodily harm through the use of threatening words or conduct; any activity against another person that includes a criminal violation of local, State, Tribal, or Federal law; and any activity that induces, causes, or requires another person to perform a duty or task that involves a criminal violation of local, State, Tribal, or Federal law."

Student Group or Organization – an organization at an institution of higher education (such as a club, society, association, varsity or junior varsity athletic team, club sports team, fraternity, sorority, band, or student government) in which two or more of the members are students enrolled at the institution of higher education, whether or not the organization is established or recognized by the institution.

Tobacco-Free Campus Policy

Effective Date (most recent revision): May 2024

Employees, students, visitors, and contractors are prohibited from using tobacco products at any time on college property as well as on any spaces where college-sponsored or college-related activities are held, including during non-instructional and non-service hours.

Procedure

Communication

Signs will be posted to provide notification to faculty, staff, students, visitors, and contractors of the college's 100 percent Tobacco-Free Campus Policy. The college will also communicate about implementation of the Tobacco-Free Campus Policy through printed information in employee and student handbooks and on the college's website and through announcements during college-related activities.

Enforcement

All members of the college community are asked to respectfully remind faculty, staff, students, visitors, and contractors who are using tobacco products while on college property about the college's Tobacco-Free Campus Policy. Information cards will be available for distribution to tobacco users by any member of the college community. The tobacco-free information cards will indicate that the college is a tobacco-free campus, provide notice of actions and penalties for use, and provide information about tobacco-use prevention and cessation resources. Campus Police and Public Safety officers are responsible for reminding faculty, staff, students, visitors, and contractors about the college's Tobacco-Free Campus Policy and provide them with a copy of the tobacco-free information card. Officers may ask to see identification for faculty, staff, students, visitors, and contractors and complete an incident report for anyone violating the college's policy. Copies of incident reports for an employee will be sent to the employee's direct supervisor and division head for handling through the employee warning and disciplinary process. Copies of incident reports for students will be sent to the appropriate Student Learning, Development, and Support staff for handling through the student warning and disciplinary process. Employees and students cited for tobacco use will be notified of tobacco-use prevention programs and tobacco-use cessation resources. The five levels of offenses with penalties for tobacco-use on campus are as follows:

- First Offense – Written warning;
- Second Offense – $25 fine;
- Third Offense – $50 fine;
- Fourth Offense – Implementation of a contract with special conditions for faculty or staff and academic misconduct action for students, based on the respective disciplinary process;
- Additional Offenses – Disciplinary leave and/or termination of employment for faculty or staff and academic misconduct action for students, based on the respective disciplinary process.

Campus Police and Public Safety officers and employees will give a copy of the tobacco-free information card to visitors or contractors using tobacco products on college property and ask them to extinguish cigarettes, cigars, or pipes or to dispose of smokeless tobacco products. If a visitor or contractor refuses

to comply with this request, officers and employees may ask the visitor or contractor to leave campus. Contractors will be asked to identify themselves and will be reported to the employee contracting for the outside services. The college employee will contact the company supervisor or manager and communicate in writing the college' s expectation that contractors adhere to the college's Tobacco-Free Campus Policy for continued work with the college.

Prevention and Cessation

The college will encourage employees and students to abstain from and/or cease smoking and using tobacco products. Information about tobacco-use prevention and cessation programs will be made available to faculty, staff, and students. Any fines collected as a result of employees and students cited for Tobacco-Free Campus offenses will be used to support wellness activities at the college.

You may also call the NC Tobacco-Use Quitline at 1-800-784-8669, or visit quitlinenc.com.

Purpose/Definitions

Background

Durham Technical Community College is committed to promoting and providing a safe and healthy environment for its faculty, staff, students, visitors, and contractors. As part of this commitment, the college is adopting a Tobacco-Free Campus Policy effective May 21, 2012. This policy also supports the NC Community College System's goal of all community colleges in the state having 100 percent tobacco-free campuses by April 2013.

Definitions

For the purposes of this policy, "tobacco products" are defined as cigarettes, cigars, blunts, pipes, chewing tobacco, snuff, e-cigarettes, vaporizers, and any other items containing or reasonably resembling tobacco or tobacco products. "Tobacco use" includes smoking, vaping, chewing, dipping, or any other use of tobacco products. "Tobacco-free campus" refers to any building, facility, grounds, property, or vehicles owned or leased by Durham Technical Community College as well as any spaces where college-sponsored or college-related activities are held, whether on or off campus.

Tobacco products may be included in instructional activities in college buildings if the activity is conducted or supervised by the faculty member overseeing the instruction and if the activity does not include smoking, chewing, or otherwise ingesting the tobacco product.

Drug and Alcohol Policy

Effective Date (most recent revision): June 2025

Please note: *Below is the* ***student*** *procedure. The employee procedure can be found in the Policy and Procedure section of the website.*

Durham Tech is committed to the well-being of the College community and to promoting and providing a safe and healthy environment. The unlawful manufacture, distribution, dispensation, possession, or use of controlled substances or alcoholic beverages is prohibited on College premises and at College-sponsored activities.

Durham Tech understands that substance abuse is an extremely complex issue that can impact the safety and welfare of the College community. Therefore, the College pledges its cooperation to maintain a drug and alcohol abuse prevention program as required by federal law.

Purpose

The purpose of Durham Technical Community College's (Durham Tech's) Drug and Alcohol policy is to maintain a safe and productive teaching and learning environment and to be in compliance with the Drug-Free Workplace Act of 1988; the Drug-Free Schools and Communities Act (DFSCA); Part 86 of the Department of Education's General Administrative Regulations; North Carolina Administrative Code Title 13, Chapter 20; and the North Carolina Controlled Substance Examination Regulation Act.

The following are exceptions to the policy and the procedure supporting it:

1. Students enrolled in a course that requires the use or consumption of alcoholic beverages on **College premises** as part of the curriculum may do so during class/lab time only. Students may be required to sign a waiver in order to participate in the instructional activity.
2. The President or their designee has the right to give special written permission to serve alcohol at College events.

Procedure

Standards of Conduct and Disciplinary Actions

All Durham Technical Community College (Durham Tech) **students** are required to meet standards of conduct and are expected to attend classes, labs, and College activities unhindered by **drugs** and alcohol. Students who fail to meet these standards and/or are found to be in violation of College policies or procedures will be subject to disciplinary sanctions consistent with local, state, and federal law and as detailed in the Student Code of Conduct.

Please Note: Students employed by Durham Tech are considered College employees. Students employed under the federal work study program are considered College employees if the work performed is for the College. For work performed for any public or private agency, students are also considered College employees unless the agreement between the College and the organization specifies that the organization is considered the employer. Students considered College employees are governed by Durham Tech's employee drug and alcohol policy provisions during their working hours.

Legal Prescription and Over-the-Counter Drugs

Student use of prescription and over-the-counter drugs is not prohibited when taken in recommended

dosages or according to a physician's prescription. Students who take legal prescription and over-the-counter drugs must determine whether the drug may interfere with the safety of themselves or others on campus. It is the student's responsibility to communicate with appropriate College personnel (e.g., instructors, advisors, counselors, student services staff) if their use of legal drugs presents a safety risk. Students should disclose this information for their own safety and the safety of the classroom and College environment, especially in courses that include “live projects” such as welding and machining.

The illegal or unauthorized use, intentional misuse, abuse, or distribution of prescription or over-the-counter drugs by students is prohibited. Students in need of assistance with substance abuse issues should consult Appendix C for a list of available resources.

Notification of Drug-Related Issues

Students aware of issues (substance abuse, convictions, or other concerning behavior associated with alcohol or legal or illegal drugs, etc.) involving another student or any member of the College community and that may impact the College community, occur on College property, or take place during a College-sponsored activity should contact appropriate College personnel (e.g., Campus Police and Public Safety, instructors, advisors, counselors, student services staff) immediately.

Drug and Alcohol Abuse Prevention Program (DAAPP)

The Drug-Free Schools and Communities Act (DFSCA) and Part 86 of the Department of Education’s General Administrative Regulations requires Durham Tech to certify that it has developed and implemented a drug and alcohol abuse prevention program. The program must be designed to prevent the unlawful possession, use, and distribution of drugs and alcohol on College premises and at College-sponsored events and activities. Durham Tech’s DAAPP disclosure must include the following:

- A written statement about the College’s standards of conduct that prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees;
- A written description of legal sanctions imposed under federal, state, and local laws and ordinances for unlawful possession or distribution of illicit drugs and alcohol;
- A written description of the health risks associated with the use of illicit drugs and alcohol abuse;
- A written description of any drug or alcohol counseling, treatment, and rehabilitation/re-entry programs that are available to students and employees; and
- A written statement that the College will impose disciplinary sanctions on students and employees for violations of the institution’s codes of conduct and a description of such sanctions.

The DAAPP must be actively distributed annually to all credit-bearing students by Student Engagement, Development, and Support. The Vice President, Student Engagement, Development, and Support shall serve as the main student contact. They will coordinate with the Director of Human Resources and Talent Management regarding annual student notifications and other DAAPP matters that directly impact students.

A biennial review of the DAAPP will be conducted every odd year by the Compliance Committee. In accordance with statutory requirements, the biennial review must:

- determine the program’s effectiveness and identify needed changes;
- identify the number of drug- and alcohol-related arrests and referrals that occur on College premises (as defined in the Clery Act) or during College-sponsored activities and are reported to

College officials;
- identify the number and type of sanctions imposed by the College as a result of drug- and alcohol-related violations and fatalities on College premises or during College-sponsored activities; and
- ensure that sanctions imposed for violations of the standards of conduct addressed by the DAAPP are consistently enforced.

The Compliance Committee's responsibilities include the following:

- revising Durham Tech's DAAPP to account for any changes to the DFSCA and/or state or federal law;
- ensuring Durham Tech's DAAPP and current Durham Tech policies and procedures are reflective and not contradictory; and
- evaluating the strengths, weaknesses, opportunities, and challenges of Durham Tech's DAAPP, and responding accordingly.

Additional Guidance
Participation materials for College-sponsored events (e.g., registration forms, liability waivers, etc.) may offer additional guidance regarding the use of alcohol and misuse of prescription drugs.

Supplemental Information
Please see the appendices.

Definitions
Please Note: Some of the terms defined here are not contained within the text of this policy. They are defined here because they are referenced in external resource documents and/or related laws and statutes.

Alcohol/Alcoholic Beverages – Beverages containing at least one-half of one (1) percent (0.5%) alcohol by volume, including beer, wine, liquor, and mixed beverages

College Premises – Any property in use by the College including property that is leased, owned, used for College functions, or used by the College in the offering of any of its courses.

Controlled Substance – Any drug listed in the Schedules of Controlled Substances (21 CFR Part 1308) and other federal regulations as well as those listed in the North Carolina Controlled Substances Act. Generally, these are drugs which have a high potential for abuse. They include but are not limited to the following: cocaine, heroin, marijuana, PCP, and "crack." They also include any "legal" drugs that have not been prescribed specifically by a licensed physician.

Drug Paraphernalia – All equipment, products, and material of any kind used to facilitate, or intended or designed to facilitate, violations of the North Carolina Controlled Substances Act.

Drugs – Drugs referred to under this policy include alcoholic beverages, all illegal drugs as defined in the NC Controlled Substance Examination Regulation Act, and misused legal drugs (both prescription and over-the-counter).

Employees – Individuals of any status (full-time, part-time, permanent, temporary) who are employed by Durham Technical Community College. Students employed under the Federal Work Study Program are

considered College employees if the work performed is for the College. For work performed for a federal, state, local public agency, a private nonprofit or a private for-profit agency, students are also considered College employees unless the agreement between the College and the organization specifies that the organization is considered the employer.

Malt Beverage – A beverage containing at least one-half of one (1) percent (0.5%) and not more than six (6) percent (6%) alcohol by volume

Nolo Contendere – A plea by which a defendant in a criminal prosecution accepts conviction as though a guilty plea had been entered but does not admit guilt

Sale of Alcohol – Any transfer, trade, exchange, or barter, in any manner or by any means for consideration, of alcohol (e.g., cover charges, mug/t-shirt sales, etc.)

Serious Bodily Injury – Injury which involves substantial risk of death, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member or organ or mental faculty

Spirituous Liquor/Liquor – Distilled spirits or other alcohol and mixtures of cordials and premixed cocktails in closed containers for beverage use regardless of their dilution

Unfortified Wine – Wine with an alcohol content of not more than seventeen (17) percent (17%)

Use of Alcoholic Beverages – Possession, consumption, distribution, purchase, sale, or transfer of alcoholic beverages

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

Appendix A – Laws and Sanctions

Federal

- United States Controlled Substances Act (https://www.dea.gov/drug-information/csa)
- Federal Trafficking Penalties (https://www.dea.gov/sites/default/files/2021-12/Trafficking%20Penalties.pdf)

North Carolina

- North Carolina Controlled Substances Act (http://www.ncleg.net/EnactedLegislation/Statutes/PDF/ByArticle/Chapter_90/Article_5.pdf)
- Regulation of Alcoholic Beverages (http://www.ncleg.net/gascripts/statutes/statutelookup.pl?statute=18B)

Local Sanctions – There are no local drug or alcohol sanctions that supersede federal or state laws.

Appendix B – Health Risks and Treatment Programs

Health Risks

According to the National Institute on Drug Abuse (NIDA), drug addiction is a brain disease. Although initial drug use might be voluntary, drugs of abuse have been shown to alter gene expression and brain

circuitry, which in turn affect human behavior. Once addiction develops, these brain changes interfere with an individual's ability to make voluntary decisions, leading to compulsive drug craving, seeking, and use.

The impact of addiction can be far reaching. Cardiovascular disease, stroke, cancer, HIV/AIDS, hepatitis, and lung disease can all be affected by drug abuse. Some of these effects occur when drugs are used at high doses or after prolonged use, however, some may occur after just one use.

Learn more about specific health risks associated with commonly abused drugs by reviewing the information below and consulting the NIDA's Commonly Abused Drugs Charts. Additionally, the Drug Enforcement Administration (DEA)'s Drugs of Abuse guide is a comprehensive resource that outlines risks associated with specific classes of drugs (starting with page 38 of the 2017 edition).

Alcohol: This depressant slows down your heart, nervous system, and brain, and high doses of alcohol can cause you to stop breathing. Prolonged immoderate use can cause artery disease, heart failure, and liver damage including cancer, cirrhosis, and hepatitis. Women may develop alcohol-related health problems sooner than men, even when drinking less alcohol than men. Because alcohol affects nearly every organ in the body, long-term heavy drinking increases the risk for many serious health problems.

Amphetamines: These drugs cause acute psychoses and malnutrition. They also can make users nervous, hyperactive, and sleepless and can elevate pulse rate and blood pressure.

Anabolic Steroids: Steroids have side effects ranging from insomnia to death. Using them increases risk of cancer and cardiovascular, kidney, and liver disease. Users may exhibit aggressive, combative behavior, and use may cause impotence, sterility, or fetal damage.

Barbiturates: Both physiologically and psychologically addictive, these drugs can cause death in high doses. Infants born to barbiturate users may suffer congenital deformities. Other effects include nausea, dizziness, lethargy, allergic reactions, and possible breathing difficulties.

Cocaine: Anyone who uses cocaine – even a first-time user – may have seizures, heart fibrillation, and strokes that can result in death. Habitual users experience irritability, paranoia, and hallucinations. Use causes tumors, chronic fatigue, dangerous weight loss, sexual impotence, and insomnia and affects respiration, blood pressure, and blood sugar levels.

Ecstasy (MDMA): This drug produces both stimulant and psychedelic effects including increased heart rate, elevated blood pressure, nervousness, and hyperactivity. Because users may experience feelings of increased confidence, sensitivity, arousal, and confusion, Ecstasy use makes them more vulnerable to crime, especially robbery, sexual assault, and other unwanted sexual encounters.

Heroin and Opium: An overdose of these psychologically and physiologically addictive drugs can cause death. Users feel sluggish and fall asleep at inappropriate and dangerous times. Intravenous users risk contracting Hepatitis, HIV/AIDS, and other infections.

LSD: LSD causes hallucinations, perception distortions, and anxiety. Users cannot function normally and are accident- prone. LSD can also elevate body temperature and cause a rapid heartbeat.

Marijuana: Because it damages short-term memory and decreases concentration and learning abilities, marijuana is particularly detrimental to students. It contains more than four hundred (400) chemicals and has 2½ times as much tar as tobacco. Research shows that marijuana users experience the same health problems as tobacco smokers, such as bronchitis, emphysema, bronchial asthma, and throat and lung cancer; tend to have more chest colds than non-users; and are at greater

risk of getting lung infections like pneumonia. Studies show that someone who smokes five (5) joints per day may be taking in as many cancer-causing chemicals as someone who smokes a full pack of cigarettes every day. Effects also include increased heart rate, dryness of the mouth, reddening of the eyes, and impaired motor skills and concentration.

MDMA (Ecstasy): This drug produces both stimulant and psychedelic effects including increased heart rate, elevated blood pressure, nervousness, and hyperactivity. Because users may experience feelings of increased confidence, sensitivity, arousal, and confusion, Ecstasy use makes them more vulnerable to crime, especially robbery, sexual assault, and other unwanted sexual encounters.

Methamphetamines: Meth is a highly addictive drug that targets the functioning of the central nervous system. Short-term effects include increased wakefulness, increased physical activity, decreased appetite, increased respiration, rapid heartbeat, irregular heartbeat, increased blood pressure, hypothermia, irritability, paranoia, insomnia, confusion, tremors, and aggressiveness. Long-term health effects include irreversible damage to blood vessels in the brain, stroke, severe reduction in motor skills with symptoms similar to those of Parkinson's disease, impaired verbal learning, memory impairment, and decreased ability to regulate emotions. Many of the long-term effects persist after use of the drug is discontinued.

Oxycodone/Narcotics: These are safe and effective treatments for pain when prescribed by a doctor and used as directed. However, they are opioids, and therefore are psychologically and physiologically addictive. They can cause death by stopping breathing. Because of their medical uses, these drugs are frequently manufactured in a time-release (sustained-release, long-acting, extended-release) form. If users circumvent the time-release formulation, they may take a larger dose than intended, overdose, and suffer serious complications or death. Combining narcotics with alcohol or other drugs significantly increases the risk to life and well-being.

Psilocybin: This substance, found in certain mushrooms, causes hallucinations and perception distortions. Users cannot function normally and are accident-prone. This drug can also produce anxiety, elevated body temperature, rapid heartbeat, and elevated respiration.

Treatment Programs
According to the NIDA's Principles of Drug Addiction Treatment, more than three decades of scientific research show that treatment can help drug-addicted individuals stop drug use, avoid relapse, and successfully recover their lives. The guide details 13 fundamental principles that characterize effective drug abuse treatment, describes different types of science-based treatments, and provides answers to commonly asked questions.

Appendix C

Durham Tech Resources

Counseling Services (College counselors can also provide substance abuse referrals.) Phail Wynn, Jr. Student Services Center (Building 10), room 10-209, Main Campus 919-536-7207 counseling@durhamtech.edu

A list of local, state, and national resources can be found in Appendix C on the Durham Tech website.

Sexual Misconduct/Title IX Policy (4.7a)

For reports of Sexual Misconduct that reportedly occurred on or after August 14, 2020. 4.7b and 4.7c have been vacated by law as of January 9, 2025.

Effective Date (most recent revision): April 26, 2022

Durham Technical Community College does not discriminate on the basis of sex, gender, or sexual orientation in its education programs, services, or activities. Durham Tech is committed to maintaining and strengthening an environment founded on civility and respect, and providing a learning, working, and living environment that is free from harassment, discrimination, or other forms of sexual misconduct. Durham Tech is further committed to ensuring all parties are afforded the protections of due process in reviewing complaints of sexual misconduct.

Contact Information

Victoria Deaton, Title IX Coordinator
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title9coordinator@durhamtech.edu

Introduction

What is the purpose of the Sexual Misconduct policy?

Title IX of the Educational Amendments of 1972 prohibits any person in the United States from being discriminated against on the basis of sex in seeking access to any educational program or activity receiving federal financial assistance. The U.S. Department of Education, which enforces Title IX, has long defined the meaning of Title IX's prohibition on sex discrimination broadly to include various forms of sexual harassment and sexual violence that interfere with a student's ability to equally access educational programs and opportunities.

On May 19, 2020, the U.S. Department of Education issued a Final Rule under Title IX of the Education Amendments of 1972 that accomplishes the following:

- Defines the meaning of "sexual harassment" (including forms of sex-based violence)
- Addresses how Durham Tech must respond to reports of misconduct falling within that definition of sexual harassment; and
- Mandates a grievance process that Durham Tech must follow to comply with the law in these specific covered cases before issuing a disciplinary sanction against a person accused of sexual harassment.

Based on the Final Rule, Durham Tech implemented a revised Sexual Misconduct policy, effective August 14, 2020.

How does the Sexual Misconduct policy impact other College disciplinary policies?

In recent years, Title IX cases have become a short-hand for any campus disciplinary process involving sex discrimination, including those arising from sexual harassment and sexual assault. But under the Final Rule, Durham Tech must narrow both the geographic scope of its authority to act under Title IX and

the types of sexual harassment that it must subject to its Title IX investigation and adjudication process. Only incidents falling within the Final Rule's definition of sexual harassment will be investigated and, if appropriate, brought to a live hearing.

Durham Tech remains committed to addressing any violations of its policies, even those not meeting the narrow standards defined under the Title IX Final Rule. Specifically, the College's Student Code of Conduct defines certain behaviors as violations of College policy, and an earlier version of its Sexual Misconduct policy (4.7) addresses the types of sex-based offenses constituting a violation of College policy and the procedures for investigating and adjudicating those sex-based offenses.

To the extent that alleged misconduct falls outside the Sexual Misconduct policy, or misconduct falling outside the Sexual Misconduct policy is discovered in the course of investigating covered Title IX misconduct, Durham Tech retains authority to investigate and adjudicate the allegations under the policies and procedures defined within the Student Code of Conduct through a separate grievance proceeding.

The elements established in the Sexual Misconduct policy under the Final Rule have no effect and are not transferable to any other College policy for any violation of the Student Code of Conduct, employment policies, or any civil rights violation except as narrowly defined in this policy. This policy does not set a precedent for other College policies or procedures and may not be cited for or against any right or aspect of any other policy or procedure.

Procedure

Note: *For reports of Sexual Misconduct that reportedly occurred prior to August 14, 2020, please refer to Sexual Misconduct policy 4.7.*

General Rules of Application

Effective Date

This Sexual Misconduct policy will become effective on August 14, 2020, and will only apply to formal complaints of sexual harassment brought on or after August 14, 2020. Complaints brought prior to August 14, 2020, will be investigated and adjudicated according to the College's Sexual Misconduct policy 4.7 if a case is not complete by that date.

Revocation by Operation of Law

Should any portion of the Title IX Final Rule be stayed or held invalid by a court of law, or should the Title IX Final Rule be withdrawn or modified to not require the elements of this policy, this policy, or the invalidated elements of this policy, will be deemed revoked as of the publication date of the opinion or order and for all reports after that date, as well as any elements of the process that occur after that date if a case is not complete by that date of opinion or order publication. Should this Sexual Misconduct policy be revoked in this manner, any conduct covered under the policy shall be investigated and adjudicated under Sexual Misconduct policy 4.7.

Non-Discrimination in Application

The requirements and protections of this policy apply equally regardless of sex, sexual orientation, gender identity, gender expression, or other protected classes covered by federal or state law. All requirements and protections are equitably provided to individuals regardless of such status or status as

a complainant, respondent, or witness. Individuals who wish to file a complaint about Durham Tech's policy or process may contact the Department of Education's Office for Civil Rights.

Definitions

(Please also see the Additional Definitions section.)

Advisor – A person chosen by a party or appointed by the institution to accompany the party to meetings related to the resolution process, to advise the party on that process, and to conduct cross-examination for the party at the hearing, if any.

Covered Sexual Harassment – For the purposes of this policy, "covered sexual harassment" includes any conduct on the basis of sex that satisfies one or more of the following:

1. An employee conditioning educational benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
2. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity;
3. Sexual assault (as defined in the Clery Act), which includes any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent;
4. **Dating violence** (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act), which includes any violence committed by a person: (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) The length of the relationship; (ii) The type of relationship; (iii) The frequency of interaction between the persons involved in the relationship.
5. **Domestic violence** (as defined in the VAWA amendments to the Clery Act), which includes any felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under North Carolina's domestic or family violence laws or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of North Carolina.
6. **Stalking** (as defined in the VAWA amendments to the Clery Act), meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (A) fear for their safety or the safety of others; or (B) suffer substantial emotional distress.

Please Note: Conduct that does not meet one or more of these criteria may still be prohibited under the Student Code of Conduct.

Consent – For the purposes of this policy, "consent" means informed, freely, and actively given and mutually understandable words or actions that indicate a willingness to participate in mutually agreed-upon activity. Consent is mutually understandable when a reasonable person would consider the words or actions of the parties to have manifested a clear and unambiguous agreement between them to engage in certain conduct with each other. Consent cannot be gained by ignoring or acting in spite of the objections of another. Consent cannot be inferred from:

1. Silence, passivity, or lack of resistance alone;
2. A current or previous dating or sexual relationship alone (or the existence of such a relationship with anyone else);
3. Attire;
4. The buying of dinner or the spending of money on a date; or
5. Consent previously given (for example, consenting to one sexual act does not imply consent to another sexual act).

Consent is not effective if it is obtained through the use of physical force, violence, duress, intimidation, coercion, or the threat, expressed or implied, of bodily injury. Whether a party used intimidation or coercion to obtain consent will be determined by reference to the perception of a reasonable person found in the same or similar circumstances. Consent may never be given by:

1. Minors, even if the other participant did not know the minor's age;
2. Mentally disabled persons, if their disability was reasonably knowable to a sexual partner who is not mentally disabled; or
3. Persons who are incapacitated.

The use of alcohol or drugs does not diminish one's responsibility to obtain consent and does not excuse conduct that constitutes sexual misconduct under these procedures.

If at any time during a sexual act any confusion or ambiguity is, or should reasonably be, apparent on the issue of consent, it is incumbent upon each individual involved in the activity to stop and clarify the other's willingness to continue and capacity to consent. Neither party should make assumptions about the other's willingness to continue.

Education Program or Activity – For the purposes of this policy, "education program or activity" includes:

1. Any College program or activity that occurs on-campus premises
2. Any College program or activity that occurs on off-campus premises that Durham Tech has substantial control over. This includes buildings or property owned or controlled by a recognized student organization.
3. Activity occurring within computer and internet networks, digital platforms, and computer hardware or software owned or operated by, or used in the operations of Durham Tech's programs and activities over which Durham Tech has substantial control.

Formal Complaint – For the purposes of this policy, "formal complaint" means a document, including electronic submissions, filed by a complainant with a signature or other indication that the complainant is the person filing the formal complaint, or signed by the Title IX Coordinator, alleging sexual harassment against a respondent about conduct within a Durham Tech education program or activity and requesting initiation of the procedures consistent with the Sexual Misconduct policy to investigate the allegation of sexual harassment.

Complainant – For the purposes of this policy, "complainant" means any individual who has reported being or is alleged to be the victim of conduct that could constitute covered sexual harassment as defined under this policy.

Relevant Evidence and Questions – "Relevant evidence and questions" refers to any questions and evidence that tend to make an allegation of sexual harassment more or less likely to be true.

"Relevant" evidence and questions do not include the following types of evidence and questions, which are deemed "irrelevant" at all stages of the sexual misconduct grievance process:

1. Evidence and questions about the complainant's sexual predisposition or prior sexual behavior unless:
    a. They are offered to prove that someone other than the respondent committed the conduct alleged by the complainant; or
    b. They concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
2. Evidence and questions that constitute, or seek disclosure of, information protected under a legally-recognized privilege.
3. Any party's medical, psychological, and similar records unless the party has given voluntary, written consent.

Respondent – For the purposes of this policy, "respondent" means any individual who has been reported to be the perpetrator of conduct that could constitute covered sexual harassment as defined under this policy.

Privacy vs. Confidentiality – References made to confidentiality refer to the ability of identified confidential resources to not report crimes and violations to law enforcement or College officials without permission, except for extreme circumstances, such as a health and/or safety emergency or child abuse. References made to privacy mean Durham Tech offices and employees who cannot guarantee confidentiality will maintain privacy to the greatest extent possible, and information disclosed will be relayed only as necessary to investigate and/or seek a resolution and to notify the Title IX Coordinator or designee, who is responsible for tracking patterns and spotting systemic issues. Durham Tech will limit the disclosure as much as practicable, even if the Title IX Coordinator determines that the request for confidentiality cannot be honored.

Disability Accommodations – This policy does not alter any Durham Tech obligations under federal disability laws including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Parties may request reasonable accommodations for disclosed disabilities to the Title IX Coordinator at any point before or during the sexual misconduct grievance process that do not fundamentally alter the process. The Title IX Coordinator will not affirmatively provide disability accommodations that have not been specifically requested by the parties, even where the parties may be receiving accommodations in other Durham Tech programs and activities.

Making a Report Regarding Covered Sexual Harassment to Durham Tech

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, telephone, or electronic mail, using the contact information listed below, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by sending mail to the office address listed.

Title IX Coordinator Contact Information:

Victoria Deaton
Title IX Coordinator
1637 Lawson Street Durham, North Carolina 27703
Phillips Building (Building 3), suite 3-103, Main Campus
919-536-7200, ext. 6013
deatonv@durhamtech.edu

Confidential Reporting

The College will make every reasonable effort possible to preserve an individual's privacy and protect the confidentiality of information that it receives in connection with a report of sexual misconduct. All individuals receiving a report understand the desire to keep the information confidential. In particular situations where privacy cannot be strictly kept, it will still be tightly controlled on a need-to-know basis. Dissemination of information and/or written materials to persons not involved in the complaint procedure is not permitted. The College will treat information that it receives in a manner that respects both the sensitivities and rights of the complainant and the respondent.

State and federal regulations may dictate a course of action that will require making portions or all of the report known to others, including possibly the alleged offender, during the course of the investigation. Additionally, recognizing that sexual misconduct undermines the safety and freedom of an educational environment and could be criminal behavior, depending on the nature of the incident, there may be instances where it is the College's ethical and legal responsibility to disclose information regarding the circumstances related to a specific incident. Should this be the case, the victim will be notified prior to the information being released. If the complainant is a minor (under 18 years old), or the alleged incident took place while the complainant was a minor, the law requires disclosure to law enforcement authorities.

The following officials will provide privacy, but not confidentiality, upon receiving a report of conduct prohibited under this policy:

- Title IX Coordinator or designee
- Campus Police and Public Safety – Durham Tech's Campus Police and Public Safety officers are available on each campus and may be reached by phone at 919-536-7255 or ext. 5555. Campus Security officers are available 24 hours a day, seven days a week.
- If an employee of Campus Police and Public Safety, Human Resources, or the College at large receives a report of alleged sexual misconduct, they must notify the Title IX Coordinator.

If a student wishes to speak confidentially about sexual misconduct, they may report to a counselor in Counseling Services. Information that a student discusses confidentially with a licensed counselor will not be reported to the Title IX Coordinator or other College officials without the expressed consent of the student.

Non-Investigatory Measures Available Under the Sexual Misconduct Policy

Supportive Measures

Complainants (as defined above) who report allegations that could constitute covered sexual harassment under this policy have the right to receive supportive measures from regardless of whether they desire to file a complaint. Supportive measures are non-disciplinary and non-punitive.

As appropriate, supportive measures may include, but are not limited to, the following:

- Counseling;
- Extensions of deadlines or other course-related adjustments;
- Modifications of work or class schedules;
- Campus escort services;
- Restrictions on contact between the parties (no contact orders);
- Changes in work or class locations;
- Leaves of absence; and
- Increased security and monitoring of certain areas of the campus.

Emergency Removal

Durham Tech retains the authority to remove a respondent from programs and activities on an emergency basis, where Durham Tech (1) undertakes an individualized safety and threat analysis and (2) determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of covered sexual harassment justifies a removal.

If Durham Tech determines such removal is necessary, the respondent will be provided notice and an opportunity to challenge the decision immediately following the removal. The individual who hears the challenge to the removal determination shall not be an individual involved in any decision regarding responsibility or appeal of that decision regarding responsibility.

Threat Assessment Team

A Threat Assessment Team is called together whenever a member of the College community reports a potential threat to the safety of members of the College community. The team's ideal composition should be limited to a few individuals to protect confidential information yet ensure a diverse and informed assessment. The Threat Assessment Team typically consists of three or four individuals, depending on the nature of the perceived threat, with one representative from each of the following areas:

- Student Conduct: This representative is normally the Dean, Student Services. In their absence, another student services employee (e.g., Dean, Student Development and Support) may serve.
- Public Safety: This representative is normally the Director/Chief, Campus Police and Public Safety. In their absence, another public safety employee (e.g., Sergeant, Security Supervisor, or Police Officer) may serve.
- Division Head(s): This representative is normally the appropriate division head (e.g., Vice President, Chief Academic Officer) related to the academic area(s) for the student(s) involved.
- Title IX Coordinator: If the perceived threat is related to sexual misconduct or a Title IX-related concern, the Title IX Coordinator should be involved.

The Threat Assessment Team's charge is to consult, as needed, to review student behavior perceived to be potentially dangerous to self or others or that poses a safety concern within the campus community and recommend appropriate action.

The Threat Assessment Team may decide to take any of the following actions:

- Refer the matter to the Care Team, if they determine such a referral is more appropriate;
- Monitor the student's behavior;
- Direct the student to meet with the Dean, Student Services;
- Consult with the College's legal advisor, if necessary;

- Recommend to the Vice President that the student be required to obtain a current psychological assessment from a mental health provider;
- Recommend to the Director/Chief, Campus Police and Public Safety that criminal charges be considered; or
- Recommend a sanction listed in the Student Code of Conduct to the Dean, Student Services or Vice President, Chief Student Services Officer.

Administrative Leave

Durham Tech retains the authority to place a non-student employee respondent on administrative leave during the sexual misconduct grievance process, consistent with the Disciplinary Actions, Suspension, and Termination of Employment policy.

Sexual Misconduct Grievance Process

Filing a Formal Complaint

The timeframe for the sexual misconduct grievance process begins with the filing of a formal complaint. The grievance process will be concluded within a reasonably prompt manner, and no longer than ninety calendar days after the filing of the formal complaint, provided that the process may be extended for a good reason, including but not limited to the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. The procedure for applying for extensions is described below.

To file a formal complaint, a complainant must provide the Title IX Coordinator with a written, signed complaint describing the facts alleged. Complainants are only able to file a formal complaint under this policy if they are currently participating in, or attempting to participate in, College education programs or activities including as an employee. For complainants who do not meet this criterion, the College will utilize the Student Code of Conduct.

If a complainant does not wish to make a formal complaint, the Title IX Coordinator may determine whether a formal complaint is necessary. The Title IX Coordinator will inform the complainant of this decision in writing, and the complainant need not participate in the process further but will receive all notices issued under this policy and procedure.

Nothing in this policy prevents a complainant from seeking the assistance of state or local law enforcement alongside the appropriate College personnel.

Informal Resolution Statement

In appropriate cases, Durham Tech may choose to pursue informal resolution with the written consent of all parties at any point in the investigation process. Informal resolution options can include mediation, specific action plans, voluntary agreements, or agreed-upon sanctions. Under any informal resolution, the complainant will not be required to resolve the problem directly with the respondent, unless desired by the complainant.

All parties must be notified of the right to end the informal resolution process at any time and resume the formal process. Mediation shall not be used in cases involving sexual violence. The investigator will document the outcome of any informal resolution and share with the parties and the Title IX Coordinator.

In cases where the facts are generally not in dispute, and the respondent expresses a willingness to

accept responsibility for all charges in a case, with the informed consent of the complainant and the College, the hearing procedure will be waived. The parties will be provided the opportunity to submit a written statement to the Title IX Coordinator, who will share this information with appropriate supervisory personnel for employee respondents or the Dean, Student Services for student respondents for consideration in determining appropriate sanctions.

The sanction decision will be made based on investigation information and the written statements, as well as any conduct history on the part of the respondent. Any appeal in an acceptance of responsibility resolution will be limited to the grounds that the sanction provided by the College is grossly inappropriate in light of the violations committed, or relevant aggravating and mitigating factors, and in consideration of applicable policy. Both the complainant and the respondent shall have the same right of appeal.

Multi-Party Situations

Durham Tech may consolidate formal complaints alleging covered sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of covered sexual harassment arise out of the same facts or circumstances.

Determining Jurisdiction

The Title IX Coordinator will determine whether Sexual Misconduct policy 4.7 or Sexual Misconduct policy 4.7a should apply to a formal complaint. The process will apply when all of the following elements are met, in the reasonable determination of the Title IX Coordinator:

1. The conduct is alleged to have occurred on or after August 14, 2020;
2. The conduct is alleged to have occurred in the United States;
3. The conduct is alleged to have occurred in a/during a Durham Tech education program or activity; and
4. The alleged conduct, if true, would constitute covered sexual harassment as defined in this policy.

If all of the elements are met, Durham Tech will investigate the allegations according to the grievance process.

Allegations Potentially Falling Under Two Policies

If the alleged conduct, if true, includes conduct that would constitute covered sexual harassment and conduct that would not constitute covered sexual harassment, the sexual misconduct grievance process will be applied to the investigation and adjudication of only the allegations that constitute covered sexual harassment.

Mandatory Dismissal

If any one of these elements are not met, the Title IX Coordinator will notify the parties that the formal complaint is being dismissed for the purposes of this policy. Each party may appeal this dismissal using the procedure outlined in the Appeals section below.

Discretionary Dismissal

The Title IX Coordinator may dismiss a formal complaint brought under this policy, or any specific allegations raised within that formal complaint, at any time during the investigation or hearing, if:

- A complainant notifies the Title IX Coordinator in writing that they would like to withdraw the formal complaint or any allegations raised in the formal complaint;
- The respondent is no longer enrolled or employed by Durham Tech; or
- If specific circumstances prevent Durham Tech from gathering evidence sufficient to reach a determination regarding the formal complaint or allegations within the formal complaint.

Any party may appeal a dismissal determination using the process set forth in the Appeals section below.

Notice of Dismissal

Upon reaching a decision that the formal complaint will be dismissed, Durham Tech will promptly send written notice of the dismissal of the formal complaint or any specific allegation within the formal complaint, and the reason for the dismissal, simultaneously to the parties through their Durham Tech email accounts. It is the responsibility of the parties to maintain and regularly check their email accounts.

Notice of Removal

Upon dismissal for the purposes of Title IX, Durham Tech retains discretion to utilize the Student Code of Conduct to determine if a violation of the Student Code of Conduct has occurred. If so, Durham Tech will promptly send written notice of the dismissal of the formal complaint under the sexual misconduct grievance process and transfer of the allegations to the conduct process.

Notice of Allegations

The Title IX Coordinator will draft and provide the Notice of Allegations to any party to the allegations of sexual harassment. Such notice will occur as soon as practicable, but no more than five working days after Durham Tech receives a formal complaint of the allegations, and the complaint has been assigned to an investigator(s) if there are no extenuating circumstances.

The parties will be notified via their Durham Tech email accounts if they are a student or employee, and by other reasonable means if they are neither.

Durham Tech will provide sufficient time for the parties to review the Notice of Allegations and prepare a response before any initial interview.

The Title IX Coordinator may determine that the formal complaint must be dismissed on the mandatory grounds identified above, and will issue a Notice of Dismissal. If such a determination is made, any party to the allegations of sexual harassment identified in the formal complaint will receive the Notice of Dismissal in conjunction with, or in separate correspondence after, the Notice of Allegations.

Contents of Notice

- The Notice of Allegations will include the following information:
- Notice of Durham Tech’s sexual misconduct process, including the College’s informal resolution process, and a hyperlink to a copy of the process.
- Notice of the allegations potentially constituting covered sexual harassment and sufficient details known at the time the notice is issued, such as the identities of the parties involved in the incident, if known, including the complainant; the conduct allegedly constituting covered sexual harassment; and the date and location of the alleged incident, if known.
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.

- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, as required under 34 C.F.R. § 106.45(b)(5)(iv);
- A statement that before the conclusion of the investigation, the parties may inspect and review evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which Durham Tech does not intend to rely in reaching a determination regarding responsibility, and evidence that both tends to prove or disprove the allegations, whether obtained from a party or other source, as required under 34 C.F.R. § 106.45(b)(5)(vi);
- Prohibition on Providing False Information: Durham Tech places great importance on the integrity of its policies and procedures. False complaints can cause irreparable harm to the College community, regardless of the outcome of an investigation. Accordingly, any individual who knowingly files a false report or complaint, knowingly provides false information, or intentionally misleads College officials will be subject to disciplinary action.

Ongoing Notice

If, in the course of an investigation, Durham Tech decides to investigate allegations about the complainant or respondent that are not included in the Notice of Allegations and are otherwise covered sexual harassment falling within this policy, the College will notify the parties whose identities are known of the additional allegations via their Durham Tech email accounts or other reasonable means.

The parties will be provided sufficient time to review the additional allegations to prepare a response before any initial interview regarding those additional charges.

Advisor of Choice and Participation of Advisor of Choice

Durham Tech will provide the parties equal access to advisors and support persons; any restrictions on advisor participation will be applied equally.

Durham Tech has a long-standing practice of requiring students to participate in the process directly and not through an advocate or representative. Students participating as complainant or respondent in this process may be accompanied by an Advisor of Choice to any meeting or hearing to which they are required or are eligible to attend. The Advisor of Choice is not an advocate. Except where explicitly stated in this policy, as consistent with the Final Rule, Advisors of Choice shall not participate directly in the process as per standard College policy and practice.

Durham Tech will not intentionally schedule meetings or hearings on dates when the Advisors of Choice for all parties are not available, provided that the Advisors act reasonably in providing available dates and work collegially to find dates and times that meet all schedules.

Durham Tech's obligations to investigate and adjudicate in a prompt timeframe under Title IX and other College policies apply to matters governed under this policy, and Durham Tech cannot agree to extensive delays solely to accommodate the schedule of an Advisor of Choice. The determination of what is reasonable shall be made by the Title IX Coordinator or designee. Durham Tech will not be obligated to delay a meeting or hearing under this process more than five days due to the unavailability of an Advisor of Choice, and may offer the party the opportunity to obtain a different Advisor of Choice or utilize one provided by the College.

Notice of Meetings and Interviews

Durham Tech will provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings with a party, with sufficient time for the party to prepare to participate.

Delays

Each party may request a one-time delay in the grievance process of up to five days for good cause (granted or denied in the sole judgment of the Title IX Coordinator, Dean, Student Services, or designee) provided that the requestor provides reasonable notice, and the delay does not overly inconvenience other parties. For example, a request to take a five-day pause made an hour before a hearing for which multiple parties and their advisors have traveled to and prepared for shall generally not be granted, while a request for a five-day pause in the middle of investigation interviews to allow a party to obtain certain documentary evidence shall generally be granted. The Title IX Coordinator or designee shall have sole judgment to grant further pauses in the process.

Investigations

General Rules of Investigations

The Title IX Coordinator and/or an investigator designated by the Title IX Coordinator will conduct an investigation under a reasonably prompt timeframe of the conduct alleged to constitute covered sexual harassment after issuing the Notice of Allegations.

Durham Tech, and not the parties, has the burden of proof and the burden of gathering evidence (i.e., the responsibility of showing a violation of this policy has occurred). This burden does not rest with either party, and either party may decide not to share their account of what occurred or may decide not to participate in an investigation or hearing. This does not shift the burden of proof away from Durham Tech and does not indicate responsibility.

Durham Tech cannot access, consider, or disclose medical records without a waiver from the party (or parent, if applicable) to whom the records belong or of whom the records include information. Durham Tech will provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence, as described below.

Inspection and Review of Evidence

Prior to the completion of the investigation, the parties will have an equal opportunity to inspect and review the evidence obtained through the investigation. The purpose of the inspection and review process is to allow each party the equal opportunity to meaningfully respond to the evidence prior to the conclusion of the investigation.

Evidence that will be available for inspection and review by the parties will be any evidence that is directly related to the allegations raised in the formal complaint. It will include any of the following:

1. Evidence that is relevant, even if that evidence does not end up being relied upon by Durham Tech in making a determination regarding responsibility; and
2. Inculpatory or exculpatory evidence (i.e., evidence that tends to prove or disprove the allegations) that is directly related to the allegations, whether obtained from a party or other source.

All parties must submit any evidence they would like the investigator to consider prior to when the parties'

time to inspect and review evidence begins.

Durham Tech will send the evidence made available for each party and each party's Advisor of Choice, if any, to inspect and review through an electronic format or hard copy. Durham Tech is not under any obligation to use any specific process or technology to provide the evidence and shall have sole discretion in terms of determining format and any restrictions or limitations on access.

The parties will have ten calendar days to inspect and review the evidence and submit a written response by email to the investigator. The investigator will consider the parties' written responses before completing the Investigative Report.

Any evidence subject to inspection and review will be available at any hearing, including for purposes of cross-examination.

The parties and their advisors must sign an agreement not to disseminate any of the evidence subject to inspection and review or use such evidence for any purpose unrelated to the sexual misconduct grievance process. Once signed, this agreement may not be withdrawn. The parties and their advisors agree not to photograph or otherwise copy the evidence.

Inclusion of Evidence Not Directly Related to the Allegations

Evidence obtained in the investigation that is determined in the reasoned judgment of the investigator not to be directly related to the allegations in the formal complaint will not be disclosed or may be appropriately redacted before the parties' inspection to avoid disclosure of a student's personally identifiable information. Any evidence obtained in the investigation that is kept from disclosure or appropriately redacted will be documented in a privilege log that may be reviewed by the parties and their advisors, if any.

Investigative Report

The Title IX Coordinator and/or an investigator designated by the Title IX Coordinator will create an investigative report that fairly summarizes relevant evidence and will provide the report to the parties at least ten calendar days prior the hearing for each party's review and written response.

The investigative report is not intended to catalog all evidence obtained by the investigator, but is meant only to provide a fair summary of the evidence. Only relevant evidence (including both inculpatory and exculpatory evidence) will be referenced in the investigative report. The investigator may redact irrelevant information when that information is contained in documents or evidence that are otherwise relevant.

Hearings

General Rules of Hearings

Durham Tech will not issue a disciplinary sanction arising from an allegation of covered sexual harassment without holding a live hearing unless it is otherwise resolved through an informal resolution process.

The live hearing may be conducted with all parties physically present in the same geographic location, or, at Durham Tech's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually through a remote video conferencing option. This technology will enable participants to simultaneously see and hear each other. At its discretion, Durham Tech may delay or adjourn a hearing

based on technological errors not within a party's control.

All proceedings will be captured via an audiovisual recording. The recording or transcript will be made available to the parties for inspection and review.

Prior to obtaining access to any evidence, the parties and their advisors must sign an agreement not to disseminate any of the testimony heard or evidence obtained in the hearing or use such testimony or evidence for any purpose unrelated to the sexual misconduct grievance process. Once signed, this agreement may not be withdrawn.

Continuances or Granting Extensions

Durham Tech may determine that multiple sessions or a continuance (i.e., a pause on the proceedings until a later date or time) is needed to complete a hearing. If so, Durham Tech will notify all participants and endeavor to accommodate all participants' schedules and complete the hearing as promptly as practicable.

Newly-Discovered Evidence

As a general rule, no new evidence or witnesses may be submitted during the live hearing. If a party identifies new evidence or witnesses that were not reasonably available prior to the live hearing and could affect the outcome of the matter, the party may request that such evidence or witnesses be considered at the live hearing.

The decision-maker will consider this request and make a determination regarding (1) whether such evidence or witness testimony was actually unavailable by reasonable effort prior to the hearing, and (2) whether such evidence or witness testimony could affect the outcome of the matter. The party offering the newly-discovered evidence or witness has the burden of establishing these questions by the preponderance of the evidence.

If the decision-maker answers in the affirmative to both questions, then the parties will be granted a reasonable pause in the hearing to review the evidence or prepare for questioning of the witness.

Participants in the Live Hearing

Live hearings are not public, and the only individuals permitted to participate in the hearing are as follows:

Complainant and Respondent (The Parties)

- The parties cannot waive the right to a live hearing.
- Durham Tech may still proceed with the live hearing in the absence of a party, and may reach a determination of responsibility in their absence, including through any evidence gathered that does not constitute a "statement" by that party.
- For example, a verbal or written statement constituting part or all of the sexual harassment itself is not a "prior statement" that must be excluded if the maker of the statement does not submit to cross-examination about that statement. In other words, a prior statement would not include a document, audio recording, audiovisual recording, and digital media, including but not limited to text messages, emails, and social media postings, that constitute the conduct alleged to have been the act of sexual harassment under the formal complaint. See OCR Blog (May 22, 2020).
- Durham Tech will not threaten, coerce, intimidate or discriminate against the party in an attempt to secure the party's participation.

- If a party does not submit to cross-examination, the decision-maker cannot rely on any prior statements made by that party in reaching a determination regarding responsibility, but may reach a determination regarding responsibility based on evidence that does not constitute a “statement” by that party.
- The decision-maker cannot draw an inference about the determination regarding responsibility based solely on a party’s absence from the live hearing or refusal to answer cross examination or other questions.
- The parties shall be subject to Durham Tech’s Rules of Decorum (Appendix B).

The Decision-Maker

- The hearing body will consist of a panel of two decision-makers.
- No member of the hearing body will also have served as the Title IX Coordinator, Title IX investigator, or advisor to any party in the case, nor may any member of the hearing body serve on the appeals body in the case.
- No member of the hearing body will have a conflict of interest or bias in favor of or against complainants or respondents generally, or in favor or against the parties to the particular case.
- The hearing body will be trained on topics including how to serve impartially, issues of relevance, including how to apply the rape shield protections provided for complainants, and any technology to be used at the hearing.
- The parties will have an opportunity to raise any objections regarding a decision-maker’s actual or perceived conflicts of interest or bias at the commencement of the live hearing.

Advisor of Choice

- The parties have the right to select an advisor of their choice, who may be, but does not have to be, an attorney.
- The Advisor of Choice may accompany the parties to any meeting or hearing they are permitted to attend, but may not speak for the party, except for the purpose of cross-examination.
- In addition to selecting an advisor to conduct cross-examination, the parties may select an advisor who may accompany the parties to any meeting or hearing they are permitted to attend, but may not speak for the party.
- The parties are not permitted to conduct cross-examination; it must be conducted by the Advisor of Choice. As a result, if a party does not select an advisor, Durham Tech will select an individual to serve in this role for the limited purpose of conducting the cross-examination at no fee or charge to the party.
- The advisor is not prohibited from having a conflict of interest or bias in favor of or against complainants or respondents generally, or in favor or against the parties to the particular case.
- The advisor is not prohibited from being a witness in the matter.
- If a party does not attend the live hearing, the party’s advisor may appear and conduct cross-examination on their behalf.
- If neither a party nor their advisor appear at the hearing, Durham Tech will provide an advisor to appear on behalf of the non-appearing party.
- Advisors shall be subject to Durham Tech’s Rules of Decorum (Appendix B) and may be removed upon violation of those rules.

Witnesses

- Witnesses cannot be compelled to participate in the live hearing, and have the right not to

participate in the hearing free from retaliation. See, 85 Fed. Reg. 30026, 30360 (May 19, 2020).
- If a witness does not submit to cross-examination, as described below, the decision-maker cannot rely on any statements made by that witness in reaching a determination regarding responsibility, including any statement relayed by the absent witness to a witness or party who testifies at the live hearing. 85 Fed. Reg. 30026, 30347 (May 19, 2020).
- Witnesses shall be subject to Durham Tech's Rules of Decorum (see Appendix B) and may be removed upon violation of those rules.

Hearing Procedures

The live hearing procedure will be as follows:

- A hearing panel will open and establish rules and expectations for the hearing;
- The parties will each be given the opportunity to provide opening statements;
- The hearing panel officers will ask questions of the parties and witnesses;
- Parties will be given the opportunity for live cross-examination after the hearing panel conducts its initial round of questioning;
- During the parties' cross-examination, the hearing panel will have the authority to pause cross-examination at any time for the purposes of asking the hearing panel's own follow-up questions and to take any time necessary in order to enforce the established rules of decorum.

Should a party or the party's advisor choose not to cross-examine a party or witness, the party shall affirmatively waive cross-examination through a written or oral statement to the hearing panel. A party's waiver of cross-examination does not eliminate the ability of the hearing panel to use statements made by the party.

Live Cross-Examination Procedure

Each party's advisor will conduct live cross-examination of the other party or parties and witnesses. During this live-cross examination, the advisor will ask the other party or parties and witnesses relevant questions and follow-up questions, including those challenging credibility directly, orally, and in real time.

Before any cross-examination question is answered, the hearing panel will determine if the question is relevant. Cross-examination questions that are duplicative of those already asked, including by the hearing panel may be deemed irrelevant if they have been asked and answered.

Review of Recording

The recording of the hearing will be available for review by the parties within ten working days unless there are any extenuating circumstances. The recording of the hearing will not be provided to parties or advisors.

Determination Regarding Responsibility

Standard of Proof

Durham Tech uses the preponderance of the evidence standard for investigations and determinations regarding responsibility of formal complaints covered under this policy. This means that the investigation and hearing determines whether it is more likely than not that a policy violation occurred.

General Considerations for Evaluating Testimony and Evidence

While the opportunity for cross-examination is required in all sexual misconduct hearings, determinations regarding responsibility may be based in part, or entirely, on documentary, audiovisual, and digital evidence, as warranted in the reasoned judgment of the decision-maker.

Decision-makers shall not draw inferences regarding the credibility of a party or witness based on their status as a complainant, respondent, or witness, nor shall decision-makers base their judgments on stereotypes about how a party or witness would or should act under the circumstances.

Generally, credibility judgments should rest on the demeanor of the party or witness, the plausibility of their testimony, the consistency of their testimony and its reliability in light of corroborating or conflicting testimony or evidence.

Still, credibility judgments should not rest on whether testimony is non-linear or incomplete, or if the party or witness is displaying stress or anxiety.

Decision-makers will afford the highest weight relative to first-hand testimony by parties and witnesses regarding their own memory of specific facts that occurred. Both inculpatory and exculpatory evidence will be weighed in equal fashion.

Except where specifically barred by the Title IX Final Rule, a witness's testimony regarding third-party knowledge of the facts at issue will be allowed, but will generally be accorded lower weight than testimony regarding direct knowledge of specific facts that occurred.

The Final Rule requires that Durham Tech allow parties to call expert witnesses for direct and cross examination. Durham Tech does not provide for expert witnesses in other proceedings. While the expert witness will be allowed to testify and be crossed as required by the Final Rule, the decision-maker will be instructed to afford lower weight to non-factual testimony of the expert relative to fact witnesses, and any expert testimony that is not directed to the specific facts that occurred in the case will be afforded lower weight relative to fact witnesses, regardless of whether the expert witness testimony is the subject of cross-examination and regardless of whether all parties present experts as witnesses.

The Final Rule requires that Durham Tech allow parties to call character witnesses to testify. Durham Tech does not provide for character witnesses in other proceedings. While the character witnesses will be allowed to testify and be crossed as required by the Final Rule, the decision-maker will be instructed to afford very low weight to any non-factual character testimony of any witness.

The Final Rule requires that Durham Tech admit and allow testimony regarding polygraph tests (i.e., lie detector tests) and other procedures that are outside of standard use in academic and non-academic conduct processes. While the processes and testimony about them will be allowed for testimonial purposes as required by the Final Rule, the decision-maker will be instructed to afford lower weight to such processes relative to the testimony of fact witnesses.

Where a party or witness's conduct or statements demonstrate that the party or witness is engaging in retaliatory conduct, including but not limited to witness tampering and intimidation, the decision-maker may draw an adverse inference as to that party's or witness's credibility.

Components of the Determination Regarding Responsibility

The written Determination Regarding Responsibility will be issued simultaneously to all parties through their Durham Tech email accounts, or other reasonable means as necessary. The Determination will include the following:

1. Identification of the allegations potentially constituting covered sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding which section of the Student Code of Conduct, if any, the respondent has or has not violated.
5. For each allegation:
    a. A statement of, and rationale for, a determination regarding responsibility;
    b. A statement of, and rationale for, any disciplinary sanctions the recipient imposes on the respondent; and
    c. A statement of, and rationale for, whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
6. The recipient's procedures and the permitted reasons for the complainant and respondent to appeal (described below in the Appeals section).

Timeline of Determination Regarding Responsibility

If there are no extenuating circumstances, the determination regarding responsibility will be issued by Durham Tech within ten calendar days of the completion of the hearing.

Finality

The determination regarding responsibility becomes final either on the date that Durham Tech provides the parties with the written determination of the result of the appeal, if an appeal is filed consistent with the procedures and timeline outlined in the Appeals section below, or if an appeal is not filed, the date on which the opportunity to appeal expires.

Appeals

Each party may appeal (1) the dismissal of a formal complaint or any included allegations and/or (2) a determination regarding responsibility. The appeal must be requested in writing to the Appeal Officer (Title IX Coordinator) within seven calendar days of receipt of the Decision Letter. The written request must state the grounds for the appeal and must include supporting evidence.

The limited grounds for appeal available are as follows:

- Procedural irregularities that affected the outcome of the matter (i.e., a failure to follow Durham Tech's own procedures);
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against an individual party, or for or against complainants or respondents in general, that affected the outcome of the matter.

- False, misleading, or extraneous facts or criteria brought to bear that substantially affected the final decision to the detriment of the reporting party or respondent.

The submission of appeal stays any sanctions for the pendency of an appeal. Supportive measures and remote learning opportunities remain available during the pendency of the appeal.

If a party appeals, Durham Tech will as soon as is practicable notify the other party in writing of the appeal; however, the time for appeal shall be offered equitably to all parties and shall not be extended for any party solely because the other party filed an appeal.

Appeals may be no longer than 2,000 characters or eight pages, including attachments. Appeals should be submitted in electronic form using 12-point Arial or Times New Roman and should be single-spaced. Appeals should use footnotes, not endnotes. Appeals that do not meet these standards may be returned to the party for correction, but the time for appeal will not be extended unless there is evidence that a technical malfunction caused the appeal document not to meet these standards.

Appeals will be decided by an appeals committee that will be free of conflict of interest and bias. The Title IX investigator, the Title IX Coordinator, and the hearing decision-maker may not serve as members of the appeals committee.

The outcome of the appeal will be provided in writing simultaneously to both parties and will include the rationale for the decision.

Retaliation

Durham Tech will maintain the confidentiality of any parties involved in, or subject to, a Title IX complaint.

No person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX of the Education Amendments of 1972 or its implementing regulations.

No person may intimidate, threaten, coerce, or discriminate against any individual because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding or hearing under this policy.

Any intimidation, threats, coercion, or discrimination, for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations constitutes retaliation. This includes any charges filed against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but that arise from the same facts or circumstances as a report or complaint of sex discrimination or a report or formal complaint of sexual harassment.

Additional Definitions

Actual Knowledge – Notice of sexual harassment or allegations of sexual harassment to Durham Tech's Title IX Coordinator or any official of Durham Tech who has authority to institute corrective measures on behalf of the College. Notice is not limited to a report of sexual harassment to the Title IX Coordinator. An individual is thought to have actual knowledge of a complaint upon receiving notice from the Title IX Coordinator.

Calendar Days – Durham Tech holidays (i.e., days when the College is officially closed) are excluded

from the computation of time. If a duration of time ends on a Saturday or Sunday, the deadline is extended to the following College working day.

Campus and Community Resources – Please see Appendix A.

Clery Act – The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is a federal statute codified at 20 U.S.C. § 1092(f), with implementing regulations in the U.S. Code of Federal Regulations at 34 C.F.R. 668.46. The Clery Act requires all colleges and universities that participate in federal financial aid programs to keep and disclose information about crime on and near their respective campuses.

Complainant – An individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Complaint – An allegation of sexual misconduct asserted against another party.

Dating Violence – Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition:

- Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
- Dating violence does not include acts covered under the definition of domestic violence.

Day – A working day or calendar day, as specified in each instance by these procedures. In the case of a calendar day specified by these procedures that falls on a Saturday, Sunday, or other day on which the College is closed, then the calendar day specified will be interpreted to mean the immediately preceding working day (whether or not classes are in session).

Discrimination – Any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their race, religion, ethnicity, national origin, gender, sex, age, disability, genetic information, and veteran status. Discrimination may be intentional or unintentional.

Domestic Violence – Domestic violence is violence committed:

- By a current or former spouse or intimate partner of the victim;
- By a person with whom the victim shares a child in common;
- By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;
- By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; and/or
- By any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

(To categorize an incident as domestic violence, the relationship between the perpetrator and the victim

must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.)

FERPA – The Family Educational Rights and Privacy Act (FERPA) is a federal statute codified at 20 U.S.C. § 1232g, with implementing regulations in the U.S. Code of Federal Regulations at 34 C.F.R. § 99. FERPA protects the privacy of student education records. FERPA grants to parents or eligible students the right to access, inspect, and review education records, the right to challenge the content of education records, and the right to consent to the disclosure of education records.

Fondling – The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental incapacity.

Formal Complaint – A document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that Durham Tech investigate the allegation of sexual harassment. A compliant may be filed with the Title IX Coordinator in person, by mail, or by electronic mail.

- The Title IX coordinator will accept a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.
- Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party and must otherwise comply with their regulatory duties.
- Incapacitated – Lacking the physical and/or mental ability to make informed, rational judgments. A person may be incapacitated for a variety of reasons, including, but not limited to, being asleep or unconscious, having consumed alcohol or taken drugs, or experiencing blackouts or flashbacks.

Incest – Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Inculpatory and Exculpatory Evidence – Inculpatory evidence is evidence that shows, or tends to show, a person's involvement in an act, or evidence that can establish guilt. Evidence that tends to show a person's innocence is considered exculpatory evidence.

Informal Resolution Process – Informal resolution options can include mediation, specific action plans, voluntary agreements, or agreed-upon sanctions. Under any informal resolution, the complainant will not be required to resolve the problem directly with the respondent, unless desired by the complainant.

Minors – The North Carolina General Assembly defines minors as persons who have not reached the age of 18 years

Preponderance of the Evidence – More likely than not that the violation occurred

Rape – The penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. This offense includes the rape of both males and females.

Rape occurs regardless of the age of the victim, if the victim did not consent or if the victim was incapable

of giving consent. If the victim consented, the offender did not force or threaten the victim, and the victim was under the statutory age of consent, define as statutory rape.

Relevant – The Department of Education encourages institutions to apply the "plain and ordinary meaning" of relevance in their determinations. Basically, a relevant question will ask whether the facts material to the allegations under investigation are more or less likely to be true. A question not directly related to the allegations will generally be irrelevant.

Respondent – An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Retaliation – Any adverse action threatened or taken against a person because they have filed, supported, or provided information in connection with a complaint of sexual misconduct, including, but not limited to, direct and indirect intimidation, threats, and harassment.

Sexual Assault – Any attempted or actual sexual act directed against another person, without consent of the victim, including instances where the victim is incapable of giving consent.

Sexual Harassment – Conduct on the basis of sex that satisfies one or more of the following:

- An employee of Durham Tech conditioning the provision of an aid, benefit, or service of Durham Tech on an individual's participation in unwelcome sexual conduct.
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to a Durham Tech education program or activity.

Stalking – Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- Fear for the person's safety or the safety of others; or
- Suffer substantial emotional distress which is defined as significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

For the purposes of this definition, "course of conduct" means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

"Reasonable person" means a reasonable person under similar circumstances and with similar identities to the victim.

Statutory Rape – Sexual intercourse with a person who is under the statutory age of consent

Supportive Measures – Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. These measures are designed to restore or preserve equal access to Durham Tech's education programs or activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Durham Tech's educational environment, or deter sexual harassment.

Supportive measures may include:

- Counseling;
- Extensions of deadlines or other course-related adjustments;
- Modifications of work or class schedules;
- Campus escort services;
- Restrictions on contact between the parties (no contact orders);
- Changes in work or class locations;
- Leaves of absence; and
- Increased security and monitoring of certain areas of the campus.

Durham Tech will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Durham Tech to provide the supportive measures.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Title IX Coordinator – The employee responsible for coordinating the College's efforts to comply with and carry out its responsibilities under Title IX, which prohibits sexual discrimination in all operations, as well as prohibiting retaliation for the purpose of interfering with any right or privilege secured by Title IX. The Title IX Coordinator oversees the College's response to reports and complaints that involve possible sexual discrimination to monitor outcomes, identify and address any patterns, and assess effects on the campus climate so the College can address issues that affect the wider community; and develops sexual misconduct-related education and training programs.

Title IX Investigator – The employee appointed by the Title IX Coordinator to conduct prompt, equitable, and impartial administrative investigations into complaints including identifying and interviewing parties; identifying, gathering, and assessing information relevant to the investigation; applying relevant policies; and making findings of fact in individual cases.

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

Appendix A – Campus and Community Resources

For emergency assistance:

Durham Tech Campus Police and Public Safety: 919-536-7255, ext. 5555

Durham Police Department: 911

Campus Resources: Sexual Misconduct Policy

Victoria Deaton, Compliance Officer/Title IX Coordinator
919-536-7200, ext. 6013 or title9coordinator@durhamtech.edu

Anonymous Complaint Line: 919-536-7200, ext. 5108

Online Reporting Form

Campus Police and Public Safety (All Campuses, 24 hours a day, seven days a week): 919-536-7255 or ext. 5555

Counseling Services
Main Campus, Wynn Center (Building 10), room 10-209
919-536-7200, ext. 1408
counseling@durhamtech.edu

Community Resources

- National Domestic Violence Hotline: 1- 800-799-7233
- National Suicide Prevention Lifeline: 1-800-273-TALK (8255)
- Lifeline Chat (online live messaging)
- Durham Crisis Response Center (Emergency Shelters): 919-403-6562
- Durham City Police Department: 911 or 919-560-4322
- Durham County Sheriff's Office: 919-560-0897
- Durham Crisis Response Center: 919-403-6562
- North Carolina Victim's Compensation Services: 1-800-826-6200
- North Carolina Coalition Against Sexual Assault: 919-871-1015
- Nursing Home Abuse Center
- Orange County Rape Crisis Center: 1-866-WE-LISTEN (866-935-4783; 24-hour Help Line)
- RAINN (Rape, Abuse, & Incest National Network): 1-800-656-HOPE (1-800-656-4673)
- Rape Victim Assistance Program: 1-800-826-6200
- SAVAN (Statewide Automated Victim Assistance & Notification): 1-877-627-2826

Appendix B – Rules of Decorum

Purpose of the Rules of Decorum

Title IX hearings are not civil or criminal proceedings, and are not designed to mimic formal trial proceedings. They are primarily educational in nature, and the U.S. Department of Education, writing about Title IX in the Final Rule "purposefully designed these final regulations to allow recipients to retain flexibility to adopt rules of decorum that prohibit any party advisor or decision-maker from questioning witnesses in an abusive, intimidating, or disrespectful manner." 85 Fed. Reg. 30026, 30319 (May 19, 2020). The Department has determined that institutions "are in a better position than the Department to craft rules of decorum best suited to their educational environment" and build a hearing process that will reassure the parties that the institution "is not throwing a party to the proverbial wolves." Id.

To achieve this purpose, institutions may provide for reasonable rules of order and decorum, which may be enforced through the removal of an advisor who refuses to comply with the rules. Id., at 30320. As the Department explains, the removal process "incentivizes a party to work with an advisor of choice in a manner that complies with a recipient's rules that govern the conduct of a hearing, and incentivizes colleges and universities to appoint advisors who also will comply with such rules, so that hearings are conducted with respect for all participants." Id.

At base, these Rules of Decorum require that all parties, advisors of choice, and institutional staff treat others who are engaged in the process with respect.

The rules and standards apply equally to all Parties and their Advisors regardless of sex, gender, or other

protected class, and regardless of whether they are in the role of Complainant or Respondent.

Rules of Decorum

The following Rules of Decorum are to be observed in the hearing and applied equally to all parties (meaning the complainant and respondent) and advisors.

1. Questions must be conveyed in a neutral tone.
2. Parties and advisors will refer to other parties, witnesses, advisors, and institutional staff using the name and gender used by the person and shall not intentionally mis-name or mis-gender that person in communication or questioning.
3. No party may act abusively or disrespectfully during the hearing toward any other party or to witnesses, advisors, or decision-makers.
4. While an advisor may be an attorney, no duty of zealous advocacy should be inferred or enforced within this forum.
5. The advisor may not yell, scream, badger, or physically ‘‘lean in’’ to a party or witness’s personal space. Advisors may not approach the other party or witnesses without obtaining permission from the hearing panel.
6. The advisor may not use profanity or make irrelevant ad hominem attacks upon a party or witness. Questions are meant to be interrogative statements used to test knowledge or understand a fact; they may not include accusations within the text of the question.
7. The advisor may not ask repetitive questions. This includes questions that have already been asked by the hearing panel, the advisor in cross-examination, or the party or advisor in direct testimony. When the hearing panel determines a question has been “asked and answered” or is otherwise not relevant, the advisor must move on.
8. Parties and advisors may take no action at the hearing that a reasonable person in the shoes of the affected party would see as intended to intimidate that person (whether party, witness, or official) into not participating in the process or meaningfully modifying their participation in the process.

Warning and Removal Process

The hearing panel shall have sole discretion to determine if the Rules of Decorum have been violated. The hearing panel will notify the offending person of any violation of the Rules.

Upon a second or further violation of the Rules, the [decision-maker] shall have discretion to remove the offending person or allow them to continue participating in the hearing or other part of the process.

Where the hearing panel removes a party’s advisor, the party may select a different advisor of their choice, or accept an advisor provided by the institution for the limited purpose of cross-examination at the hearing. Reasonable delays, including the temporary adjournment of the hearing, may be anticipated should an advisor be removed. A party cannot serve as their own advisor in this circumstance.

The hearing panel shall document any decision to remove an advisor in the written determination regarding responsibility.

For flagrant, multiple, or continual violations of this Rule, in one or more proceedings, advisors may be prohibited from participating in future proceedings at the institution in the advisor role on a temporary or permanent basis. Evidence of violation(s) of this agreement will be gathered by the Title IX Coordinator

and presented to the Dean, Student Services for cases involving students or the HR Director for cases involving employees. The Advisor accused may provide an explanation or alternative evidence in writing for consideration by the Dean, Student Services or HR Director. Such evidence or explanation is due within fifteen (15) calendar days of receipt of a notice of a charge of re-disclosure or improper access to records. There shall be no right to a live hearing, oral testimony, or cross-examination. The Dean, Student Services or HR Director will consider the evidence under a preponderance of the evidence standard and issue a finding in writing and, if the finding is Responsible, shall include a Sanction. The finding shall be issued in writing to all Parties and Advisors (if there is a current case pending) within thirty (30) days unless extended for good cause. There is no appeal of this finding. Sanctions shall be higher for intentional re-disclosure of records than for negligent re-discourse. In the event that an Advisor is barred permanently or for a term from serving in the role as Advisor in the future, they may request a review of that bar from the Dean, Student Services or the HR Director no earlier than three-hundred and sixty-five (365) days after the date of the findings letter.

Relevant Questions Asked in Violation of the Rules of Decorum

Where an advisor asks a relevant question in a manner that violates the Rules, such as yelling, screaming, badgering, or leaning-in to the witness or party's personal space, the question may not be deemed irrelevant by the decision-maker simply because of the manner it was delivered. Under that circumstance, the decision-maker will notify the advisor of the violation of the Rules, and, if the question is relevant, will allow the question to be re-asked in a respectful, non-abusive manner by the advisor (or a replacement advisor, should the advisor be removed for violation of the Rules). See, 85 Fed. Reg. 30331.

Durham Tech uses Title IX training materials provided by SUNY, which are available for review.

Appropriate Use of Computing Resources Policy

Effective Date (most recent version): May 2024

Durham Tech provides a variety of computing resources to employees, students, and our community. Restrictions or limits placed on the use of college computing resources are intended to protect the resources; to maintain the integrity of the networks; and to comply with appropriate policies, laws, and regulations.

Users of college computing resources are expected to use them responsibly.

Procedure

Individual users of college computing resources must acknowledge consent to abide by this policy, by completing the “Agreement to Comply with the College’s Appropriate Use Policy” form in order to use the college’s computing resources.

The College’s Rights

The college owns or leases the computers and owns the internal computer networks used on campus. The college has rights to the software and information residing on, developed on, or licensed for these computers and networks. The college exercises its rights to and does continuously administer, protect, support, and monitor this collection of computers, software, and networks. The college also exercises its rights to and does continuously establish and uphold rigorous standards for ensuring the security, privacy, bandwidth integrity, and data integrity on its computing systems as it deems appropriate. Furthermore, the college reserves its rights as well as exercises its rights to determine the nature and extent of access to computer resources; deny access to computer systems and networks; limit access to certain sites, materials, and programs; and determine who may connect a device to college computer systems as well as designate the specifications for such a device.

The Individual User’s Responsibilities

1. Use college computing resources for instruction, research, learning, and administrative purposes only. Durham Tech’s computers and networks are for uses consistent with the college’s mission. They may not be used for outside business projects or personal activities. This policy also expressly prohibits the use of college computing resources for the intentional accessing, viewing, browsing, downloading, posting, or sending of pornographic or sexually explicit material or images.
2. Respect licensing and copyright laws. All software installed on or used on Durham Tech computers must be legally licensed for use on the college premises. Copyrighted software should not be copied from computers on campus or installed on campus computers not legally licensed for their use. Licenses for college-purchased software will be kept on file in Information Technology Services (ITS). All other software licenses that faculty and staff obtain must be maintained by that user and produced upon request for verification. This includes licenses for all software including but not limited to freeware, shareware, and complimentary software provided to college employees. Students are not allowed to load software on college computers unless they are under the direction of a faculty or staff member.
3. Maintain secure passwords. Account passwords must not be shared with anyone, unless directed by faculty for instructional needs. Employees and students should use valid passwords that include at least one non-letter character and should change passwords at least every four months.
4. Protect college computer facilities. Users must abide by all federal and state laws provisions. Also,

users must not knowingly install any virus or destructive computer program onto campus computers.

5. Use computer resources in an acceptable manner. Durham Technical Community College computing resources must not be used for any purpose which is not consistent with the mission of the college, which is illegal, dishonest, or potentially damaging to the reputation of the college; or which may subject the college to liability. Unacceptable uses of college computing resources include, but are not limited to, the following:
    a. Destruction of or damage to equipment, software, or data belonging to Durham Technical Community College or to other individuals or entities;
    b. Disruption or unauthorized monitoring of electronic communications and electronically stored information;
    c. Disabling or overloading (or attempting to disable or overload) any system or network;
    d. Infringement of copyright or trademark laws or rights of others (e.g. downloading or distributing pirated software, video, music, or data);
    e. Violation of computer system security, including but not limited to the unauthorized use of computer accounts, access codes, or network identification numbers and email addresses assigned to others;
    f. Unauthorized access to Durham Technical Community College's information systems, Intranet, or networked computers;
    g. Use of computer communications facilities in ways that unnecessarily impede or disrupt the computing activities of other college users;
    h. Intentional downloading or propagating the distribution of computer viruses, trojan horses, timebombs, worms, or other forms of destructive rogue programs;
    i. Posting, sending, storing, or intentionally accessing pornographic, obscene, or sexually explicit material or images;
    j. Posting personal messages or sending mass electronic messages for such purposes as selling, making solicitations to sell, communicating about partisan political activities, or distributing "junk" email such as chain letters or spam;
    k. Academic or intellectual dishonesty;
    l. Violation of software license agreements or copyright laws;
    m. Recreational use such as peer to peer .mpg file sharing (e.g. music or video downloads);
    n. Violation of network usage policies and regulations;
    o. Posting, sending, or intentionally accessing material that is inconsistent or inappropriate to the mission of the college;
    p. Violation of privacy;
    q. Harassment;
    r. Libel or slander;
    s. Fraud or misrepresentation; and
    t. Use of Durham Technical Community College's logo without prior approval.

Other Limitations and Warnings

1. Various limits may be imposed on college computing resources and systems. Users must abide by any limits set.
2. Privacy when using computing resources and systems is not guaranteed. While technical and administrative policies are in place for the protection of computer information, computer data security is never perfect. Please be aware of the following
    a. Unauthorized computer users may be able to breach security restrictions and gain access

to your files.

b. Misdirected email is not uncommon. Your email messages may be seen by unintended recipients at Durham Tech or elsewhere on the Internet. If email is considered confidential, the information should be communicated by other means.
c. Systems administrators and other college employees may require access to files on any Durham Tech computers to perform audits or resolve technical problems.
d. The college reserves the right to monitor email transmission over its internal computer network. Legal mandates regarding confidentiality will be observed by computer staff when accessing data files.

3. Computer users are responsible for backing up their own data files unless told that backup services are provided for their system and their files are being backed up.

Sanctions

Anyone violating this appropriate use policy is subject to the college's student code of conduct, the employees' due process policy, and criminal complaint or civil action for damages. More specifically, any student, employee, or individual willfully engaging in any activity with intent to interfere with, degrade, monopolize, or compromise the campus network, network security, or any of its components shall be subject to disciplinary action to include suspension, expulsion, termination from employment, and/or prosecution.

Purpose/Definitions

College computing resources include, but are not limited to, personal computers, servers, networks, data sets, printers, Internet and Intranet access, and software.

Durham Technical Community College provides a variety of computing resources to faculty, staff, students, and (in limited cases) community residents. Restrictions or limits placed on use of college computing resources are intended to protect the resources as well as the integrity of the networks, and to comply with appropriate policies, laws, and regulations.

Student Grievance Policy

Effective Date (most recent revision): June 10, 2024

Durham Technical Community College students have the right to pursue timely, legitimate grievances against employees of the College. Therefore, the College shall establish, publish, and follow a procedure that delineates the rights and responsibilities of the aggrieved party and the College employee against whom a grievance may be lodged.

Please Note: General complaints about non-academic issues may be reported using the General Complaints form. The form may be used by anyone who interacts or communicates with a College entity or a member of the College community, as long as the interaction or communication takes place on College premises, or occurs while the complainant is conducting College business, or when the respondent is acting in a capacity related to their role at the College. Upon submission of the General Complaints form, the complainant will receive an autoresponder email that confirms receipt of the submission and outlines the process timeline.

Procedure

Durham Technical Community College (Durham Tech) has established the following procedures for resolving student disputes with employees, regardless of status (full-time, part-time, temporary, contractual, and work-study students) or role (administrators, faculty, and staff), and volunteers. Students employed by Durham Tech are considered College employees. Students employed under the work study program are considered College employees if the work performed is for the College. For work performed for any public or private agency, students are also considered College employees unless the agreement between the College and the organization specifies that the organization is considered the employer. Students considered College employees are governed by Durham Tech's employee grievance procedure during their working hours.

Refer to the Definitions section of this document for definitions of terms that appear in boldface type.

The student grievance procedure applies to all student issues, including but not limited to academic issues, student services, and administrative concerns. Grievances involving academic issues are limited to concerns related to final course grades and satisfactory completion of instructional program requirements. Students who need additional accommodations at any time during this procedure should contact Accessibility Services.

The student grievance procedure may be used by individuals who were Durham Tech students at the time the incident occurred. The individual filing the grievance must be the subject of the alleged unfair treatment related to their status as a student. A grievance cannot be filed on behalf of someone else.

Throughout the grievance process, the student is responsible for presenting evidence to support the claim. Students are advised to keep written notes and maintain documentation to provide evidence of compliance with each step of the procedure. All allegations arising from a single incident must be presented in one grievance.

The student grievance procedure includes specific deadlines for pursuing a grievance. Students are required to follow the steps and timeline outlined within this procedure. Issues presented past the deadlines will not be considered unless there are specific, extenuating circumstances. A request for an extension due to extenuating circumstances must be made in writing by the student, employee,

supervisor, or dean within the specified timeframe for each step. Requests for deadline extensions must be submitted to the appropriate College official. If extenuating circumstances are present, documented, and supportive of the request, the College official handling the case will determine and communicate in writing to all involved parties an appropriate revised timeline and next steps.

In all cases, College officials (or, in their absence, their designee) will conduct their work within each step of the process as quickly as possible within the ten (10) working-day limit, particularly in cases where a resolution in the case may affect a student's ability to progress in a particular program.

If College officials determine that the student cannot continue to attend class, participate in clinical experiences, or participate in student activities for a specified period because of the potential for harm to self or others, the Dean of Student Services, after consultation with other College officials, may issue specific restrictions and will provide the rationale in writing.

If the grievance or appeal involves claims of bias, discrimination, or harassment at any time in the process, the College official handling the grievance will coordinate with the Title IX Coordinator. The Title IX Coordinator will have up to ten (10) working days to complete the initial fact-finding assessment and determine whether to open a Title VI or Title VII investigation. If a Title VII investigation is opened, the Title VII Grievance Investigations procedure will be followed from that point on. If not, the case will move back to the College official handling the grievance.

If the grievance or appeal involves a claim of sexual misconduct at any time in the process, the matter must be forwarded immediately to the Title IX coordinator, who will review the situation and determine within ten (10) working days of the notification whether to open a Title IX investigation. If a Title IX investigation is opened, the procedures supporting the Sexual Misconduct policy will be followed from that point on. If not, the case will move back to the College official handling the grievance.

Prohibition on Retaliation

Retaliation against any person participating in good faith in connection with a grievance or complaint is strictly prohibited. Violations will be addressed through these procedures and/or other applicable College disciplinary procedures. Any person who feels that they have been subjected to retaliation should make a report to a College official. Students employed by the College may refer to the Whistleblower policy for additional information.

Prohibition on Providing False Information

Durham Tech places great importance on the integrity of its policies and procedures. False complaints can cause irreparable harm to the College community, regardless of the outcome of an investigation. Accordingly, any individual who knowingly files a false report or complaint, knowingly provides false information, or intentionally misleads College officials will be subject to disciplinary action.

Grievance Process

Step 1. The student meets with the employee with whom they have the concern within six (6) working days of the incident. This conversation should be an attempt on the part of the student to resolve the issue. Both parties should document the facts and possible outcome for their own records. If the student is not satisfied that the concern has been addressed, or if the student has documentation of having attempted to contact the employee without getting a response, the student may move to Step 2.

Step 2. The student meets with the employee's supervisor to discuss the grievance within ten (10) working days of the meeting with the employee. Following this additional informal conversation, all parties should document the facts and possible outcome for their own records. If the student communicates to the supervisor that the issue is still unresolved, the supervisor provides the student with information about the formal grievance procedure, which begins with Step 3.

Step 3. The student submits the formal Student Grievance Form within ten (10) working days of the meeting with the supervisor. If the student feels that the conversation with the employee and their supervisor did not resolve the issue, the student should initiate the formal grievance procedure:

- The student completes the electronic form documenting the dates of any meetings and prior discussions held to resolve the grievance.
- Within ten (10) working days from the meeting with the supervisor, the student submits the form and any accompanying documentation. The form is routed directly to the Dean of Student Services (or, in their absence, their designee).
- Within ten (10) working days of receipt of the form, the Dean of Student Services (or, in their absence, their designee) logs the formal grievance and determines whether the student has met the guidelines outlined in this procedure. If the guidelines have been met, the Dean creates the official case and assigns it to the appropriate College official and notifies the appropriate Vice President. If the guidelines have not been met, the grievance is denied and an explanation of the rationale for the denial is communicated in writing to the student. If the issue raised by the student is not appropriately handled by the grievance procedures, the Dean may refer the student to other procedures for adjudication.

The student is encouraged to meet with a counselor in the Counseling Services office for assistance with the following tasks:

- Identifying the specific issues involved in the grievance;
- Reviewing the procedure and strategies for meeting the requirements of each step;
- Developing verbal and written approaches appropriate to the grievance and in compliance with the student grievance procedure;
- Determining when immediate support and other assistance is necessary, especially if the matter involves claims of discrimination or sexual misconduct; and
- Completing the Student Grievance Form.

Step 4. Within ten (10) working days of receiving a grievance, the College official investigates the case to determine whether the concern meets the guidelines for being heard. If so, the College official notifies the employee and supervisor that a grievance has been filed, requests a written response, and monitors the process through the subsequent steps. If not, the College official denies the grievance and responds in writing to the student explaining the rationale for the denial.

Step 5. The employee and supervisor submit a written response to the College official within ten (10) working days of receiving the notification from the College official. The College official uploads this documentation and adds it to the official case file.

Step 6. The College official discusses the official grievance case with the student within ten (10) working days of receipt of the written responses noted in Step 5 and shares the information

gathered regarding the case. Both parties should document the conversation and possible outcome for their own records. The College official will determine the appropriate resolution within ten (10) working days of the discussion and will communicate the decision to the student, employee, appropriate supervisor, appropriate Vice President, and the Dean of Student Services. The decision of the College official is final except in the circumstances outlined in the appeals procedure. All records of formal grievances are stored in the College's secure case management and tracking system.

Appeals

If the student believes that exceptional circumstances justify reconsideration of the decision made by the department head, the student may file an appeal. An appeal should not be pursued if the student simply disagrees with the decisions made during the grievance procedure.

To request an appeal, the student follows these steps:

Step 1. Within ten (10) working days of the date of the written decision in the grievance case, the student files a written appeal with the assistance of a College counselor, who will have access to the appeal form available via the College's secure case management and tracking system. The appeal is sent within the system to the Dean of Student Services who routes the form to the appropriate Vice President.

The student must work with a Counseling Services counselor to provide a clear explanation of what qualifies the grievance for an appeal based on the College's definition of exceptional circumstances. The student should be as specific as possible and attach documentation to support their appeal request. The name of the counselor assisting the student is required on the appeal form.

Step 2. Upon receipt of the appeal, the appropriate Vice President reviews the appeal based on the College's definition of exceptional circumstances. If they determine that the grievance is not eligible for appeal, they communicate that decision to all involved parties and close the case within ten (10) working days. If they determine that the grievance is eligible for appeal, they conduct an appeal investigation and render a final decision within ten (10) working days of receiving the appeal. During this time, the appropriate Vice President has the option of requesting further meetings with any party involved in the grievance if they feel that such conversations will aid in their ability to reach a final decision.

The Vice President sends a copy of the decision to the student, employee, College official, and Dean of Student Services via the College's case management and tracking system. The decision is final. No further appeal is available after the Vice President renders a final decision.

All records of the appeal are documented and maintained in the College's secure case management and tracking system.

Confidentiality

The College will make every reasonable effort to protect the confidentiality of information received in connection with a student grievance report and its related investigation; information related to a case will be shared on a need-to-know basis only. College administrators will, however, share information, as appropriate and necessary, in order to address and resolve the concerns at issue and prevent the recurrence of similar situations. There may be instances when it is the College's ethical and legal responsibility to disclose information regarding the circumstances related to a specific grievance, depending on the nature of the allegation. Should this be the case, the student will be notified prior to the

information being released.

Definitions

Academic Issues – Issues and concerns involving final course grades or satisfactory completion of instructional program requirements

Additional Accommodations – Assistance for students requiring language or interpretation assistance, disabilities accommodations, or alternate arrangements for online/distance learning students

Appeal – The process for requesting further consideration of a grievance case decision when the student or employee believes there were exceptional circumstances that affected the decision. Simply disagreeing with the outcome of the process is not grounds for appeal.

Appropriate Vice President – The Vice President responsible for the division within which the involved employee works

Bias – A preference for or tendency toward a particular viewpoint or outcome. Bias stems from the internalization and institutionalization of particular values, beliefs, and assumptions. Not to be confused with bigotry, which is motivated by ill intent, bias can co-exist unconsciously with good intentions, but nevertheless result in outcomes that are inclined to favor some groups over others.

College Official – A College employee who serves in one of the following roles: President, Chief of Staff, Vice President, or Chief of Police; for the purposes of this policy, “College Official” also refers to the roles of Executive Director or Dean.

College Premises – Any property in use by the College including property that is leased, owned, used for College functions, or used by the College in the offering of any of its courses.

Discrimination – Any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on their race, religion, ethnicity, national origin, gender, sex, age, disability, genetic information, and veteran status. Discrimination may be intentional or unintentional.

Exceptional Circumstances – The discovery of new evidence not presented in the initial grievance; an allegation of serious bias or discrimination at some level of the student grievance process; and/or documentation showing that the College did not adhere to the grievance policy.

Extenuating Circumstances – Documented medical illness, death of a family member, or work or family situations that significantly interfere with normal life functions.

Formal Grievance – A formal grievance may commence when informal communication regarding an incident has not led to resolution, and the student files an official Student Grievance Form. All formal grievances are documented in the College’s secure case management and tracking system.

Harassment – Severe, pervasive, and offensive behavior that negatively affects another’s access to an educational opportunity or other College benefit.

Incident – The situation or circumstance that the student perceives as grievable.

Informal – Of, or related to, communication regarding an incident when it is at the inquiry stage and open

to resolution without the filing of a formal grievance.

Sexual Misconduct – Any unwelcome conduct of a sexual nature, including any conduct or act of a sexual nature perpetrated against an individual without consent. Sexual misconduct can occur between strangers or acquaintances, including people involved in an intimate or sexual relationship. Sexual misconduct can be committed by men or by women, and it can occur between people of the same or different sex. Sexual misconduct also includes complicity in sexual misconduct. Refer to the Sexual Misconduct policy for additional information.

Student – Any individual, regardless of age, who are currently enrolled in Durham Tech courses, who have active program status, and/or who are currently participating in Durham Tech instructional programs, including Middle College High School, Career and College Promise, and College and Career Readiness programs. Individuals with active program status are those who have been accepted into a program, have taken classes within the program, and have been continuously enrolled at the College since beginning the program.

Student Grievance Form – The electronic form, available via the College's website, a student uses to formally register a complaint with the College about matters such as academic issues, student services or administrative concerns, and discrimination or harassment.

Title VII – Title VII of the Civil Rights Act, as amended, protects employees and job applicants from employment discrimination based on race, color, religion, sex, and national origin.

Title IX – Title IX of the Education Amendments of 1972 is a federal law that protects people from discrimination based on sex in education programs or activities that receive federal financial assistance.

Title IX Coordinator – The College employee responsible for coordinating the College's efforts to comply with and carry out its responsibilities under Title IX, as well as prohibiting retaliation for the purpose of interfering with any right or privilege secured by Title IX. The Title IX Coordinator oversees the College's response to reports and complaints that involve possible sexual discrimination to monitor outcomes, identify and address any patterns, and assess effects on the campus climate so the College can address issues that affect the wider community; and develops sexual misconduct-related education and training programs.

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

Safety and Security

Durham Tech Police and Public Safety provides 24-hour-a-day patrol protection for college buildings, grounds, and parking lots. It responds to crime reports, fires, medical emergencies, traffic accidents, and other incidents requiring police or security assistance. The Police and Public Safety office is located on Main Campus in Building 8. Students and employees may report emergencies by dialing extension 5555 from any campus phone or calling Durham City Police by dialing 9-911. To report security or safety hazards or other non-emergency situations, call Police and Public Safety at 919-536- 7255, extension 5555.

Alert Notifications

In times of emergency, the College will provide appropriate College-wide response to assure safety and minimize losses. The College uses an emergency notification system called Everbridge, which will notify students and employees through text, email, and push notifications on the Everbridge app when an emergency occurs and for weather closure information. If the app is not installed, students and employees will still receive text and email notifications. Text notifications will be sent to the cell phone the College has on file, and email notifications will be sent to Durham Tech email accounts.

Step-by-step instructions for downloading the Everbridge app, up-to-date emergency information, and communication options are posted on the Alert Notifications webpage.

Safety and Security Policy

Effective Date (most recent revision): May 2024

Durham Technical Community College is concerned about the safety, welfare, and protection of all students, faculty, staff, visitors, and college property. The college is committed to providing a safe and secure environment to everyone.

Campus Police and Public Safety provides 24-hour-a-day patrol protection for college buildings, grounds, and parking lots. It responds to crime reports, fires, medical emergencies, traffic accidents, and other incidents requiring police or security assistance. The office is located on Main Campus in Building 8.

Procedure

Students, faculty, and staff can report emergencies to Campus Police and Public Safety by dialing extension 5555 from any on-campus phone or calling the Durham City Police by dialing 9-911. To report security or safety hazards or other non-emergency situations, call Campus Police and Public Safety at 919-536-7255, extension 5555.

Anyone who must walk alone on campus at night is encouraged to take advantage of a Campus Police and Public Safety escort by dialing extension 5555 from a campus phone. A member of the Campus Police and Public Safety staff will accompany the caller to any campus building or parking lot.

Identification Card

As one means of ensuring a safer campus for everyone, all students are expected to carry identification when on campus or at a college-sponsored event. Students must be prepared to show an identification card when requested by Durham Tech faculty or staff. The identification card may be a Durham Technical Community College ID card or other official ID, such as license, state ID, passport, or military ID. Students wishing to utilize campus services or facilities, such as the libraries or computer labs, must have

a valid Durham Tech ID card or Campus Access card.

Students newly admitted to the college may obtain a Durham Tech ID card during their first semester or at the start of their program. To obtain a photo college ID card, a student must be registered for courses and must have paid tuition. An official photo ID, such as license, state ID, passport, or military ID, is required to obtain a photo college ID card. They are available no earlier than one week prior to the start of classes.

Any registered student who does not have an official photo ID may obtain a Campus Access card. The Campus Access card will not have a photograph. Do not discard your college ID card. (Replacement fees are charged as detailed below.) You will use your college ID card throughout your career at Durham Tech.

Returning students must validate their college ID card each semester. To obtain a validation sticker, students must be registered for courses and must have paid tuition. Students must present their college ID card for validation.

Continuing students who have lost their Durham Tech ID card should go to the Campus Police and Public Safety office for a replacement. A $10 fee is charged for replacing lost or missing cards. An official photo ID is required to be issued a replacement photo college ID card.

Students with a damaged Durham Tech ID card should carry the card to the Campus Police and Public Safety office. A replacement fee is not charged unless there is evidence of abuse. A fee of $10 is charged for replacing a card damaged due to abuse.

Students who need to replace their Durham Tech ID card because of a name change should carry the card to the Campus Police and Public Safety office. No replacement fee is charged if proof of the name change is provided.

GoPass

GoPass is a free student bus pass that allows eligible Durham Tech students to ride city and regional buses via Triangle Transit to get to and from the college. The GoPass works on the following regional transit systems: DATA, TTA, CAT, and OPT. Read more about eligibility requirements and how to use them on the GoPass web page.

Campus Safety Tips

1. Park in well-lighted areas and lock your car, even in the daytime. Keep packages and personal belongings out of sight.
2. Do not walk or jog alone, especially after dark. Call Campus Police and Public Safety officers for an escort.
3. Be aware of people and activities around you and report suspicious behavior to Campus Police and Public Safety.
4. Stay alert! Avoid talking on your cell or using electronic devices when walking.
5. Trust your instincts. If something or someone makes you uneasy, avoid the person or leave.
6. Have your car key in hand before you reach the door.
7. Be careful if anyone in a car asks you for directions – if you answer, keep your distance from the car.

8. If you feel threatened, don't be afraid to make a "scene." Public embarrassment is the least concern when you are in a dangerous situation.

First Aid

Campus Police and Public Safety personnel can provide first aid for minor injuries. They are also trained as first responders in medical emergencies. For medical assistance, call extension 5555 or 9-911 (Durham City Police).

Lost and Found

Any lost and found items should be turned in to the Campus Police and Public Safety office. Persons looking for lost items should check in the Campus Police and Public Safety office.

Emergency Information

The college is committed to the safety and security of all members of the college community. In times of emergency, the college will provide appropriate campus-wide response to assure safety and minimize losses. Up-to-date information on an emergency situation will be posted on the Alert Notifications web page.

Consumer Information Crime Statistics

Information about crime at Durham Technical Community College's Main Campus, Orange County Campus and Northern Durham Center is available to the public online through the Office of Postsecondary Education in the U.S. Department of Education. Type the name of the college in the search engine to access the reports. Also, the daily crime log is available for public inspection upon request in the college's Campus Police and Public Safety office at the Main Campus and at the Orange County Campus or the Northern Durham Center.

Crime Statistics

Information about crime at the Main Campus, Orange County Campus, and Northern Durham Center is available online through the Office of Postsecondary Education in the U.S. Department of Education. The daily crime log is available upon request in the Police and Public Safety office on Main Campus or at the Security desk at Orange County Campus and the Northern Durham Center.

Your Guide to Safety on Campus serves as Durham Tech's Clery Report, and provides information about safety and security on Durham Tech campuses. The document is posted on the website and available from Durham Tech Police and Public Safety.

The Family Educational Rights and Privacy Act (FERPA)

Effective Date (most recent revision): May 2024

In accordance with the Family Educational Rights and Privacy Act (FERPA), the Federal law that protects the privacy of student education records, students have certain rights to inspect and review their education records, request that their records be corrected if they believe that they are inaccurate or misleading, and determine what information about their records can be released. Durham Technical Community College reserves the right to disclose directory information without consent.

Procedure

Contact Information

Admissions, Registration, and Records
Phail Wynn, Jr. Student Services Center
Building 10, Main Campus
Rooms 10-201 and 10-202
admissions@durhamtech.edu
919-536-7214, ext. 1800

Please note the following information pertaining to the disclosure of student education records:

- Students have the right to inspect and review their education records maintained by Admissions, Registration, and Records. Durham Technical Community College (Durham Tech) is not required to provide copies of records unless a student is unable to review the records on site due to extenuating circumstances such as the student being a significant distance away from the College or the College being inaccessible due to an emergency. Durham Tech may charge a fee for copies if the provision of the copies requires an extraordinary expenditure of human and/or other resources, or if the same copies were previously provided to the requesting student.
- Students have the right to request that Durham Tech correct records which they believe to be inaccurate or misleading. If the College decides not to amend the record, the student may pursue remedy via the Student Grievance procedure. If the College's decision not to amend the record stands, the student has the right to ask that a statement detailing their view of the contested information be added to the record.
- Per 34 CFR § 99.31, Durham Tech may disclose records without consent to the following parties:
    - Members of the College community (e.g., employees, Board of Trustees, Durham Tech Foundation) with legitimate educational interest;
    - Colleges to which students have applied for transfer admission;

    - Specified officials (e.g., auditors from the North Carolina Community College System (NCCCS) or the Veterans Administration) for audit or evaluation purposes;
    - Non-College officials responsible for determining eligibility or administering financial aid for which a student has applied;
    - Organizations conducting certain studies for or on behalf of the College;
    - Accrediting organizations (e.g., SACSCOC);
    - Appropriate officials in cases of health and safety emergencies; and
    - State and local authorities, within or working with the juvenile justice system, pursuant to specific State law.
- Durham Tech may also disclose records without consent to comply with judicial orders or court-ordered, lawfully issued subpoenas.
- Durham Tech may disclose without consent a student's name, program of study, honors and awards, credentials earned, and participation in officially recognized student clubs or organizations for College marketing and communications purposes (e.g., press releases, event programs, and social media posts).
- Durham Tech does not publish or distribute lists of applicants, current students, or graduates for use by off-campus organizations, without the provision of a data-sharing agreement or Memorandum of Understanding (MOU).
- Durham Tech does not publish or distribute lists of applicants, current students, or graduates to non-College entities for marketing or solicitation purposes.

Students may request that none of their directory information is disclosed by contacting Admissions, Registration, and Records and completing the Request for FERPA Information Disclosure Restriction form within the first six (6) weeks of a term in which they are enrolled. When such a restriction is in effect, any response to inquiries will indicate that the College cannot release information about the student. This directory restriction will remain in effect indefinitely and can only be revoked by written authorization from the student.

Alternatively, students may request that neither directory nor non-directory information is disclosed by contacting Admissions, Registration, and Records and completing the Request for FERPA Information Disclosure Restriction form within the first six (6) weeks of a term in which they are enrolled. As this restriction prohibits Durham Tech from acknowledging or verifying a student's attendance or existence at the College, this option should only be considered in compelling circumstances. When such a restriction is in effect, any response to inquiries will indicate that the College has no information about the individual. This FERPA restriction will remain in effect indefinitely and can only be revoked by written authorization from the student.

Students may designate individuals to have access to their education records by contacting Admissions, Registration and Records and completing the Consent for Disclosure of Non-Directory Information form.

Definitions

Directory Information – Information that Durham Tech has determined may be shared about a student including the student's name, Student Email address, and current program of study.

Directory Restriction – When a student exercises control over directory information by prohibiting the disclosure of all or specific directory information.

FERPA Restriction – When a student exercises control over directory and non-directory information by prohibiting the disclosure of any or all information related to attendance or existence at the College.

Legitimate Educational Interest – The need to review an education record in the context of official business, when fulfilling job responsibilities relevant to a determination about a student, or in support of a student's educational interests or the College's mission. The determination as to whether or not a legitimate educational interest exists may be made by the records custodian on a case-by-case basis.

Memorandum of Understanding (MOU) – An agreement between two parties that is not legally binding, but which outlines the responsibilities of each of the parties to the agreement.

Officially Recognized Student Clubs or Organizations – Student organizations that have been chartered by the Student Government Association in accordance with the Clubs, Organizations, and Activities procedure.

Students – Any individuals, regardless of age, who are currently enrolled in Durham Tech courses, who have active program status, and/or who are currently participating in Durham Tech instructional programs, including Middle College High School, Career and College Promise, and College and Career Readiness programs. Individuals with active program status are those who have been accepted into a program, have taken classes within the program, and have been continuously enrolled at the College since beginning the program.

Student Education Records – All information considered part of students' permanent records, including but not limited to, directory information, grades, comments recorded in the student information system, and faculty or clinical notes.

Facilities

Facility Services

The Facility Services Department provides maintenance, housekeeping, landscaping, shipping/receiving, and mail services for the college facilities in both Durham and Orange counties. They also assist with equipment and furniture moves across campus and maintain inventory for paper and lab products.

Rental and Public Use of College Facilities Policy

Effective Date (most recent version): June 2025

Durham Technical Community College's Board of Trustees grants the President authority to permit external use of College facilities for certain community, cultural, economic development, or educational purposes. External organizations may not use College facilities for commercial gain, or partisan political activity. On at least an annual basis, the President shall report on the external use of College facilities to the Board of Trustees.

Procedure

1. Purpose

North Carolina General Statutes (specifically GS 66-58) prohibit state agencies (including community colleges) from competing with private citizens or organizations in the delivery of goods or services. However, GS 66-58(c)(3a) and GS 66-58(c)(3d) provide exceptions to this general prohibition and enable community college boards of trustees to establish policies that permit and clarify the use of College facilities by external organizations for certain economic development purposes.

The College encourages and supports open, vigorous, and civil debate across the full spectrum of society's issues as they present themselves to this community. At the same time, limitations on activities on the College's property are necessary so that the College may fulfill its primary missions of teaching. The use of a location or designated space on campus does not represent an endorsement or support by the College of the content or viewpoints expressed by the individual or group.

This procedure ensures the College is in compliance with the appropriate North Carolina General Statutes and the North Carolina Administrative Procedure Act by delineating the situations under which an external organization can use College facilities. This procedure also applies to College Organizations and College-Sponsored Organizations.

This procedure applies to the short-term use of all space owned, leased, operated, or controlled by Durham Tech. Free speech is central to Durham Tech's academic mission.

This procedure does not control long-term uses of College space, in which the user has continuous, exclusive use. Any such proposed use that lasts longer than one (1) week or should be referred to the Vice President, Chief Campus Operations Officer.

This procedure also does not apply to scheduling of "general use academic space" (primarily classrooms and lecture halls) for Durham Tech academic purposes. That function is handled by the Coordinator, Scheduling and Compliance, and has priority over all other uses.

Subject to restrictions on the use of Facilities prescribed elsewhere in this procedure, the College permits

assemblies and gatherings of College-sponsored, College-affiliated and non-affiliated groups.

2. Procedure

a) Requests

Organizations must request the use of College facilities in writing to Campus Operations. The request must include the following information:

1. Name of the organization requesting use;
2. Name and contact information of the individual responsible for coordinating use;
3. Date(s) of use;
4. Number of attendees;
5. Intended purposes; and
6. Additional information as requested.

b) Categorization, deadlines, forms, and routing

1. College and Employee Groups/Organization requests can be made using Astra, the College's room scheduling system. Additional information on procedures for these events can be found in Policy 3.28 College Sponsored Events. Requests must be made 7 business days in advance. The Vice President, Chief Campus Operations Officer or their designee will render a decision within 3 business days after it receives a request.
2. College-Sponsored External Organization requests are routed to Campus Operations. Additional information on procedures for these events can be found in Policy 3.28 College Sponsored Events. Requests must be made 7 business days in advance. The Vice President, Chief Campus Operations Officer or their designee will render a decision within 3 business days after it receives a request.
3. External Groups are routed to Campus Operations and may require Vice President, Chief Campus Operations Officer approval. Requests must be made 30 business days in advance. The Vice President, Chief Operations Officer or their designee will render a decision within 10 business days after it receives a request.
4. If a request is received less than 10 business days in advance of the time for which the Facility is requested the request may be honored at the discretion of the Vice President, Chief Operations Officer.

3. Consideration for use of space

Consideration for approving the use of the space will include whether the requested space is suitable for the use, and any health and safety concerns that require special precautions or arrangements. Several factors will be considered for the proposed use including, but not limited to:

- the purpose of the space;
- the anticipated size, including the number of attendees;
- noise likely to be generated;
- the impact on College educational activities or other essential College processes;
- the impact on vehicular and pedestrian traffic;
- adequacy and suitability of accommodations provided in the requested location;
- compliance with applicable laws and College policies and procedures;
- potential risk to the health or safety of participants, observers, or others; and

- any other factors identified in Section 2.

At the discretion of the Office of the Vice President, Chief Operations Officer, external groups and individuals may be required to provide evidence of financial responsibility and insurance where functions appear to carry some risk of damage to property, injury to persons, substantial costs, or constitute a Major Event. The Vice President, Chief Operations Officer and Chief of Campus Police should be consulted to assist in this assessment.

A Major Event is defined as an event where:

- Over 75 people are anticipated to attend;
- The Vice President, Campus Operations Officer determines that the complexity of the event requires the involvement of more than one College administrative unit;
- The Vice President, Campus Operations Officer determines that the event is likely to significantly affect campus safety and security (based on assessment from Campus Police) or significantly affects campus services;
- The Vice President, Campus Operations Officer determines that the event has a substantial likelihood of interfering with other College-sponsored events, activities, or essential College processes;
- The event features an elected official or candidate at the federal, state, or local government level;
- The event is a dance, prom, or concert, regardless of how many attendees;
- The event extends the normal operating hours for the space; or
- Outdoor amplified sound is requested.

Priority for use of space is as follows:

- General use academic space (primarily classrooms, labs, and lecture halls) for Durham Tech academic purposes.
- College Groups and Organizations (both student and employee). For example:
- Student clubs
- Employee organizations (Staff Association, Faculty Association, etc.)
- College-sponsored Groups and Organizations
- External Groups and Organizations

Conduct for Use of Space

- All uses of space must be conducted under the following conditions:
- All activities are conducted so that campus pedestrian, bicycle, and automobile traffic are unimpeded and members of the College community not participating in the event may proceed with their normal activities.
- The activity does not block or otherwise interfere with ingress and egress into, within, and out of College buildings.
- The activity does not obstruct, disrupt, interrupt, or attempt to force the cancellation of any College-sponsored event or activity, or by users authorized to use College space.
- The activity is conducted in an orderly and peaceful manner, and groups and individuals participating in the activity shall not engage in harassing, physically abusive, threatening or intimidating conduct toward any person.
- The activity does not disrupt or interfere with classes, meetings, ceremonies, scheduled activities,

educational activities, and other essential College processes.

- The activity does not interfere with or preclude a scheduled speaker from being heard.
- All activities must be conducted without sound amplification equipment unless permission for amplification is obtained from the Vice President, Chief Operations Officer or their designee.
- Banners, signs, or other materials may only be posted in designated areas. See Policy 2.4: Signs, Fliers, and Bulletin Boards.
- The use of sticks, poles, or other items that could be used as weapons are prohibited.
- Groups must not leave materials unattended on a surface or vehicle to be picked up, as that is considered littering.
- The safety of members of the campus community, collectively and individually, must be protected at all times.
- The activity shall not damage College property or its grounds, including building interior and exteriors, lawns, shrubs, or trees.
- Groups and individuals participating in the activity must comply with all applicable College policies and procedures, and with applicable laws.
- Groups and individuals participating in the activity must comply with the directions of College officials when enforcing these provisions.
- Groups and individuals, including sponsoring organizations, are responsible and accountable for the cleanliness and order of all spaces following their use, including the proper disposal of trash and recycling and the arrangement of additional services as needed. Groups and individuals are expected to refrain from littering.
- The groups and/or individuals will be billed for cleanup that they do not adequately complete themselves, including cleanup of littered materials.
- Camping is not permitted on campus property.
- In order to provide a safe and secure environment for the campus community and visitors, additional security will be provided for Major Events as necessary based on a security assessment by Campus Police. The security assessment will consider objective criteria including:
    - the number of anticipated attendees and audience
    - whether the proposed event involves an activity or structure that poses a risk of personal injury or damage to College property;
    - the location where the event is to be held,
    - time of day when the event will be held,
    - number of entry and exit points,
    - traffic control and parking considerations,
    - whether the group intends to charge admission to the event,
    - any prior incidents of injury or property damage during similar events at the College or other institutions, and
    - the type of event.
- If Campus Police determines that additional security is required for the Major Event the group or individual shall be responsible for paying all costs for the additional security personnel and for other security measures related to the Major Event. Additional security for the Major Event could include extra law enforcement personnel, barricades, parking control, and other measures as specified by Campus Police based on the security assessment.
- Groups sponsoring a Major Event must adhere to any requirements established as a result of the Major Event Assessment to minimize risks to health and safety, protect free expression rights, and to lessen the impact to College operations. These requirements will be created without regard to

the content or viewpoint anticipated to be expressed at the event.

- Parking and Room Access. Event attendees who are not current students or employees must obtain a temporary visitors' permit from the Campus Police and Public Safety office, (Building 8, Main Campus). Visitor permits must be clearly displayed inside the left front windshield of vehicles. Employees coordinating events that require parking for fifty (50) or more attendees and/or who need rooms unlocked for an event should contact the Director/Chief, Campus Police and Public Safety.
- Distribution of Non-Commercial Written Information

Student Organizations, Student Groups, Students, and non-College groups and individuals may distribute non-commercial written information without reserving space in any outdoor area of campus.

All groups or individuals using tables, carts, booths, or similar structures in association with the distribution of non-commercial written information will be required to reserve space under the provisions of Section 2A.

4. Unscheduled Outdoor Uses

Occasionally, events occur which may result in immediate and spontaneous speech or gatherings ("unscheduled use"). It is not the intent of the College to limit students' and College employees' right to assemble or protest when such events occur. Unscheduled uses may occur by Student Organizations, Student Groups, Students, and College employees provided that the activity does not interfere with College activities as described in this procedure or any events or functions for which the occupied space has been reserved in advance.

Although not required, to further the effectiveness of the unscheduled use, student organizations, student groups, students, and College employees are encouraged to contact Campus Operations and provide advance notice about the activity. Advance notification enables the College to help ensure that the activity does not conflict with a reserved or scheduled use, to safeguard the participants' safety, and to assist organizers in seeing that the activity does not disrupt the College's educational activities and essential processes.

Gatherings involving twenty-five (25) or fewer Students and/or College employees may occur at any outdoor College space without reserving space, provided that the space is not already reserved or scheduled. However, such gatherings are still subject to all applicable College policies and procedures, including the conditions of section 2C above. Accordingly, the College encourages all groups or individuals planning an activity involving the use of outdoor space to contact Campus Operations for the space to discuss how these provisions might apply to the activity.

In situations where a small group grows in number or is expected to grow beyond the anticipated twenty-five (25) participants, the college will assess whether additional security and safety measures are needed (See Conduct for Use of Space, section r.)

5. Commercial solicitation or fundraising

Except for College-approved vendors, groups may not conduct commercial solicitation or fundraising.

6. Dates Not Available for Use

Groups and individuals are not allowed to reserve or use outdoor College Space for activities on dates of

College holidays, or when the College is operating under inclement weather or emergency and adverse conditions. Only College Units can reserve and use outdoor College Space for activities during reading days, or spring and fall semester final examinations.

7. Agreements

The College will prepare a written agreement with the organization describing the permissible uses of the facilities and the costs involved, including but not limited to utilities, Campus Police and Public Safety, Facility Services, housekeeping, IT, audio/visual support, and media services expenses. The President has the authority to waive some or all of the costs involved and has final authority to approve the request. The President can delegate this authority to appropriate administrative officers.

The College retains the right to cancel approval of any request if College personnel discover the request was not made in good faith or if the facilities requested are needed for College functions. The College also retains the right to deny a request which could, in the view of the President, negatively impact the College or its reputation.

College premises will be used only for the purpose stated in the application and confirmed in the written contract. Any illegal use of facilities, including, but not limited to, gambling, possession of alcohol, illegal drugs, weapons, firearms, or disorderly conduct is not permitted. In the event of such illegal activity, the College reserves the right to pursue legal action. Employees, students, visitors, and contractors are prohibited from using tobacco products at any time on college property as well as on any spaces where college-sponsored or college-related activities are held, including during non-instructional and non-service hours (Tobacco Free Campus Policy 4.4.3)

8. Guidelines for College-sponsored events

An activity designed and intended for students, employees, or the community is considered a College-sponsored event when it is promoted, staffed, and/or funded by a College department, office, or officially recognized student club or organization. As such, the supervisor of the sponsoring department/office or the leadership of the sponsoring student organization must be aware of and approve the activity or event. Each event must have at least one (1) individual identified as its coordinator or point of contact. The College will cooperate with Durham Tech-affiliated students, faculty, staff, and educational organizations by making its facilities available for use under the 3.28 College-Sponsored Events process. Departments or offices who wish to use on-campus space for a College-sponsored function should reserve the space using Astra, the College's online room scheduler. When completing a room request, event coordinators must allow for sufficient set up and breakdown time. A minimum of thirty (30) minutes should be added to the time requested both before and after the event's actual start and end times. If the request includes room set-up changes that require assistance from Facility Services, an additional hour must be added before and after the actual event start and end times to allow for event furniture setup/breakdown, and event space cleaning.

Work Orders

If an event requires a room set-up change and/or additional furniture, the event coordinator should submit event details and a room diagram to the event location's Building Coordinator via email at least seven (7) working days prior to the event. If the set-up of a room is changed, the event coordinator should ensure that the room is reset to its original arrangement (this should be indicated on the work order). Event coordinators should allow one (1) hour between scheduled events so there is sufficient time for resetting the room. Any leftover food/beverage items, supplies, and trash should be removed and disposed of

appropriately by the person or group reserving the room.

If media services or other technology support is needed, an ITS Work Order should be submitted as soon as the event is planned but no later than seven (7) working days prior to the event. Event coordinators should allow one (1) hour between scheduled events so there is sufficient time for resetting the room.

The Sponsor must contact Campus Police and Public safety to unlock doors prior to use and lock them after the event is over and the room is cleaned and reset.

Please refer to 3.28 College-Sponsored Events for more information.

Helpful links to service requests for Durham Tech Groups or Individuals seeking to reserve space under this policy:

- **Event Space (including outdoor space)**: Schedule through the Astra Scheduling system.
- **Catering**: Submit a Catering Request Form to the Durham Tech Café.
- **Facilities Setup (incl. event setup and breakdown)**: Submit a work order to Facility Services at least one week in advance of the event. Contact your Building Coordinator for assistance.
- **Technology & Media**: Submit a work order to ITS, at least one week in advance, for AV/Media support, guest wireless access, or additional tech needs.
- **Parking & Security**: Contact Campus Police and Public Safety at least one week in advance for special parking, permits, or signage.
- **President's Attendance**: Direct requests to the Office of the President at president@durhamtech.edu.

Termination of Use

The College reserves the right to terminate any use of space that fails to comply with this procedure.

If a decision is made to terminate the use of space, the group, or sponsoring organization or individual, utilizing the space is responsible for making sure that any amplification stops, an announcement is made asking the crowd to disperse, or other action is taken to end the event.

9. Accountability

Groups and individuals participating in the activities, whether sponsored or not, are accountable for compliance with the provisions of this policy and procedure. Violations may be grounds for disciplinary action. Individuals or groups who invite non-College participants may be held accountable for such participant's compliance with this procedure. In addition, since non-College individuals or groups are not subject to the College's disciplinary procedures, their failure to comply with these provisions may result in appropriate action under State or Federal law, included but not limited to trespassing an individual or group.

Appeals of College disciplinary actions by students or employees must follow the Student Code of Conduct or Employee Handbook, whichever is applicable.

Definitions

Camping – is defined as any of the following:

1. The establishment of, or attempt to establish, temporary or permanent living quarters at any location on College property;
2. Sleeping outdoors on College property with or without bedding, tent, hammock, tarp, or similar device, protection, or equipment overnight (between sunset and sunrise);
3. Sleeping in, on top of, or under any parked vehicle on College property;
4. Establishing or maintaining outdoors, or in or under any structure not designated for human occupancy, at any time during the day or night, a temporary or permanent place on College property for cooking, storing of personal belongings, or sleeping by setting up any bedding, sleeping bag, mattress, tent, hammock or other sleeping equipment, or by setting up any cooking equipment that has not been approved by the Vice President, Campus Operations Officer .

College Officials – A College employee who serves in one of the following roles: President, Chief of Staff, Vice President, or Chief of Police; for the purposes of this policy, “College Official” also refers to the roles of Executive Director or Dean.

College Organizations – Groups such as student clubs and organizations, and employee groups such as the Staff and Faculty Associations. A student organization is one that has been chartered by the Student Government Association in accordance with the College’s Clubs, Organizations, and Activities procedure.

College Sponsored – An event or activity is one that is promoted, staffed, and funded by a department, office, or officially recognized student club or organization and is designed and intended for students, employees, or the community. College-sponsored events do not include activities that are sponsored by an individual employee (e.g., a guest for a class lecture or personal employee events), nor do they include activities that are promoted, staffed, or funded by an external organization or entity.

Harassment – Severe, pervasive, and offensive behavior that negatively affects another’s access to an educational opportunity or other College benefit.

Long term use – proposed use that lasts longer than one (1) week of consecutive days, or one or more days for consecutive months.

Major Event – an event where:

- Over 75 persons are anticipated to attend, and the attendees will include visitors and other non-college affiliated individuals;
- The Vice President, Campus Operations Officer determines that the complexity of the event requires the involvement of more than one College administrative unit;
- The Vice President, Campus Operations Officer determines that the event is likely to significantly affect campus safety and security (based on assessment from Campus Police) or significantly affects campus services;
- The Vice President, Campus Operations Officer determines that the event has a substantial likelihood of interfering with other College-sponsored events, activities, or essential college processes;
- The event features an elected official or candidate at the federal, state, or local government level;
- The event is a dance or concert; regardless of how many attendees;
- The event is anticipated to involve minors;

- The event extends the normal operating hours for the space; or
- Outdoor amplified sound is requested.

Officially recognized student club or organization – A student organization that has been chartered by the Student Government Association in accordance with the College's Clubs, Organizations, and Activities procedure.

Short-term use – proposed use that lasts less than one (1) week.

Space – As it relates to public versus non-public areas: Public areas on campus include parking lots; outdoor spaces including sidewalks, pathways, and green spaces; main entrances, lobbies, and hallways in buildings to which access is not restricted by a key, key card, or College-issued ID card, or is not otherwise subject to College monitoring; lounges; and the main areas of the library (excluding rooms reserved for private use or otherwise restricted to the general public). Some areas that are normally public may sometimes temporarily be designated as non-public during certain functions and hours of operation.

All other areas of campus are generally non-public. Non-public areas on campus include areas where access is restricted by a key, key card, or College-issued ID card, or is otherwise subject to College monitoring. Non-public spaces also include areas that may be unlocked during normal operations but their use involves concerns for safety and privacy, such as classrooms, laboratories, and other areas used for research; administrative, faculty, and student offices; meeting rooms; gyms and exercise rooms; mechanical and service rooms; rooms containing specialized equipment (including the café kitchen, storage, and serving areas) or hazardous materials; and server rooms or other spaces housing hardware that supports the College's network infrastructure and IT operations.

Signs, Fliers, and Bulletin Boards

Effective Date (most recent version): June 2025

The content of any posted material will not be subject to restrictions unless said content breaches any College policies, violates federal, state, or local laws, falsely defames an individual or group, presents a legitimate threat, infringes on substantial privacy or confidentiality rights, or causes disruption to the College's normal operations.

Procedure

1. Posters and Other Written Materials

- Posters and other written materials such as fliers must be approved and date stamped by the building coordinator where they are placed. Posters are approved for 30 calendar days
    - Bulletin board locations and the corresponding building coordinator contact information can be found here.
- Posters and other written materials such as fliers may be attached and displayed only on surfaces designed and designated for such purposes, for example, display panels, and bulletin boards.
- The posters or other materials must be mounted with tape, pushpins, paper staples, or other means to allow removal without surface defacement. Stickers must be affixed in the aforementioned manner and not with their adhesive backings.
- Display of any poster or other material on the exterior of any buildings, landscape features (including trees and light posts) or other surfaces not specifically designated and designed is strictly prohibited.
- Any employment or internship related materials or signs must be approved by Career Services prior to approval by the building coordinator.
- All outdated posters and materials must be removed no later than three (3) days after the expiration date by the person who posted.
- All material not meeting the above requirements will be removed.
- Bulletin Boards that are designated solely for specific department announcements and information only (for example, the Transfer Center, and Human Resources and Talent Management) are not intended for student or public use and are maintained by their respective department personnel.
- Advertisements and solicitations for human research studies, including those defined by the College's IRB (Institutional Review Board) Policy must be approved prior to posting. Please contact IRB@durhamtech.edu for approval. More information on the College's IRB can be found here.

2. Chalking

- Chalking is permitted on the following Durham Tech properties only: Main Campus, Duke Street North, Northern Durham Center, and Orange County Campus. A map of campus locations can be found here.
- Chalking is permitted on horizontal surfaces that are exposed to rain where it will naturally be washed away. Chalking is not allowed under overhangs or other areas that would block the surface from being exposed to rain.
- Only washable chalk may be used for sidewalk chalking. Paint, spray/adhesive chalks, markers or inks are not allowed and strictly prohibited. Spray chalks cannot be used.

- Chalking is strictly prohibited on vertical surfaces such as buildings walls, vertical steps, columns, etc.
- Any individual or group using sidewalk chalking is responsible for removing any chalking of outdated materials that has not washed away within three (3) days after the activity, event, or program is over.

3. Temporary Outdoor Signage

Temporary outdoor signs, including banners, sandwich boards, easels and yard signs are permitted in accordance with the following conditions:

- College and Employee Groups/Organizations, College-sponsored External Groups, and External Groups may place temporary signage around campus to promote activities, events, and programs.
- Groups and individuals are responsible for providing their own signage. Size limits for temporary signage are as follows:
    - Yard signs: no larger than 18 X 24 inches;
    - Sandwich boards: maximum size of 24 X 46 inches;
    - Banners: no larger than 36 X 72 inches;
    - Flags: no larger than 36 X 60 inches;
- Signage having large stakes are not permitted. Stakes must be no higher than 24 inches, and no larger than ½ inch diameter. No metal stakes of any kind are permitted. The College reserves the right to prohibit any stakes, or limit their size and depth, in areas where they may disrupt or damage underground infrastructure.
- The signage should not detract from an aesthetic appearance for the campus. Groups and individuals should prevent the appearance of clutter, and avoid placing signage in locations, or in close proximity, where other signage is already present.
- Signage must clearly identify the sponsoring organization of the activity, event, or program.
- Except for College-contracted vendors, signage used for commercial advertising is prohibited. The signage may acknowledge the corporate support of the activity, event, or program.
- Except for College signage or those of College-contracted vendors, signage is prohibited at American Tobacco, Frontier RTP, and the Small Business and Corporate Education Center, and/or the parking lots surrounding these facilities.
- College and Employee Groups/Organizations, College-sponsored External Groups, and External Groups, and individuals can only place signage on campus up to 72 hours prior to the start of the activity, event, or program. Such signage can only promote or advertise one, set activity, event, or program, and not a series of multiple activities, events, or programs occurring throughout a semester. The signage must be removed within 24 hours following the conclusion of the activity, event, or program for which the sign is related.
- Signage used for Durham Tech student government elections may be placed during and remain only for the duration of the elections campaign period. The signage must be removed within 24 hours following the conclusion of the activity, event, or program for which the sign is related. Any signage remaining after this period will be discarded.
- All signs must be placed where they do not impede pedestrian or vehicle traffic.
- Signage cannot be attached to the exterior of buildings, light poles, flag poles, benches, other structures, or landscape elements such as fences, trees, or shrubs. This provision shall not apply to banners and flags used by the College.

- Signage must not obstruct permanent signs, windows, or doors, create a safety hazard, or interfere with a previously scheduled event.
- Signage should not disrupt existing plant life or foliage.
- Signage should be placed to minimize interference with College grounds maintenance. The College reserves the right to remove signage as part of its normal maintenance schedule.
- Signage failing to meet the above conditions will result in removal and possible loss of future privileges.
- Political campaign signs are subject to N.C. Gen. Stat. § 136-32.

4. Electronic Displays

For information on posting information on the College's electronic displays, please contact marketing@durhamtech.edu.

5. Accountability

- All posters, fliers, painting, chalking, or signage that violates applicable law or College policies or procedures will be removed.
- Groups and individuals violating applicable law or this procedure will be responsible for any restoration costs (i.e., paint removal, cleaning, removal of residual substances, etc.) to the property.
- Students and employees violating this procedure will face possible sanctions according to the Student Code of Conduct or Employee handbook.
- Groups or individuals violating this regulation which also results in the defacement of public property will be criminally charged pursuant to NC Gen. Stat. 14-132(a)(2).

Definitions

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Institutional Review Board – a specially formed review body established to protect the welfare of human subjects in research.