

# **BEAUFORT COUNTY COMMUNITY COLLEGE**

## **ACADEMIC ADVISING HANDBOOK**

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## **DEFINITION OF ADVISING**

Advising is a process that assists students in the identification of their life/career goals and in the development of educational plans for the realization of these goals. Through communication and information exchanges with an advisor, students learn to make informed decisions in realizing their maximum educational potential.

Advising is teaching since it contributes to the student's growth and development. In this context, advising is more meaningful when it is treated as a teaching process rather than a product. Academic advising is a collaborative educational process whereby students and their advisors are partners in meeting the essential learning outcomes, ensuring student academic success, and outlining the steps for achievement of the students' personal, academic, and career goals.

This advisor/student partnership requires active participation and involvement of both the advisor and the student throughout the student's entire educational experience.

Advising that contributes to student success and persistence:

1. Is a student-centered process.
2. Facilitates behavioral awareness and problem-solving, decision-making and evaluation skills.
3. Encourages both short-term and long-term goal setting.
4. Makes the students feel that they matter.
5. Stresses the shared responsibility between the student and the advisor, with an emphasis on the advisor helping the students to make decisions for themselves.
6. Is ongoing, intentional, and consistent across the institution.

## **ADVISING AND STUDENTS' ACADEMIC EXPERIENCES**

Effective academic advising positively influences the educational and personal development of students. Effective academic advising has been shown to be positively correlated to students' satisfaction with their college experiences, persistence in college, and graduation (Brown and Rivas, 1992; Cowart, 1987; and Tinto, 1996).

An effective academic and registration advisement system is one in which advisement goes beyond mere schedule building. Assisting students in exploring their potential, clarifying their goals, and learning to use the resources of the college to meet their educational needs and aspirations are the hallmarks of an effective academic advising system.

## **GOALS OF ACADEMIC ADVISING**

1. Helping students clarify their values and goals.
2. Leading students to better understand the nature and purpose of higher education.
3. Providing accurate information about educational options, requirements, policies, and procedures.
4. Planning educational programs consistent with a student's interests and abilities.
5. Assisting students in a continual monitoring and evaluation of their educational progress.
6. Integrating the many resources of the institution to meet the student's special educational needs and aspirations.
7. Maintaining momentum of students from entry to completion.

## **DEFINITION OF ADVISOR**

The Vice President of Student Services will appoint faculty advisors through the Office of Admissions and the Registrar's Office. Students are assigned faculty advisors based on the declared program of study and last name. Changes in assignments may be made when (1) the advisee or advisor requests a change through the Vice President of Student Services; (2) the advisor leaves the College; or (3) the student changes curriculums. Advisors are full-time faculty members or other full-time personnel as appropriate.

## **ADVISOR RESPONSIBILITIES**

1. Assist in completing and maintaining an accurate file on each advisee.
2. Take an interest in the student's objectives, growth, and success; and create a positive environment to encourage student participation in course selection and the registration process.
3. Develop a rapport with the student and be sure the student knows you are interested in his/her success.
4. Help the student develop an awareness of his/her strengths, interests, abilities, and areas for improvement.
5. Use academic planning to motivate the student and capitalize on those things that will enhance motivation. For example, match some courses early in the program to the student's academic strengths, interests, and background.
6. Monitor the student's adjustment to college.
7. Be knowledgeable of available resources in order to make appropriate suggestions and referrals to meet student needs and interests.
8. Know college rules, procedures, and policies which affect academic programs and activities.

9. Work with Counseling Service to assist students in establishing realistic educational and career goals.
10. Help the student examine the course offerings in his/her academic program and understand the graduation requirements for that program and catalog of record.
11. Encourage the student to become familiar with program requirements and to accept responsibility for course choices and decisions.
12. Follow up on student problems and progress.
13. Participate in advisor training for your program area whenever offered.
14. Help students define and develop realistic goals and monitor progress towards goal achievement.
15. Discuss linkage between academic preparation, employability, and earnings potential.
16. Provide cross-training for advisors in other program areas and other college personnel.

### **SOME OF THE ROLES ADVISORS PLAY**

Advising students is an important undertaking which will take time, planning, understanding, encouragement, and enthusiasm for each faculty advisor. The faculty advisor assists advisees in making informed decisions and students, in turn, accept the responsibility for their decisions by devising a course of action to achieve their goals. The following are some of the responsibilities of a faculty advisor:

1. To provide ongoing advisement to advisees:

Faculty advising is distinct from individual instructional consultations with the students in the faculty member's own classes. The advising responsibility includes establishing specific office hours for advising students. Assistance should be provided for students not progressing satisfactorily.

2. To be familiar with curriculum departments and College degree/diploma/certificate requirements as specified in the current Beaufort County Community College Catalog and published supplements including information regarding prerequisite and sequence courses.
3. To advise students about selection of courses for each semester to ensure they are meeting degree/diploma/certificate requirements.
4. To assist those students who are accepted but who do not want to earn a degree/diploma/certificate from Beaufort County Community College.
5. To advise students about their course load for each semester.

Faculty advisors recommend courses which they believe are appropriate, in terms of the student's abilities and outside workloads. When advisors think that the course selection is inappropriate, they should discuss with the student the possible consequences of taking the course. A credit hour load policy is maintained in the BCCC catalog and should be reviewed by both faculty members and students.

6. To be knowledgeable in one's area of concentration. Faculty advisors should be aware of current literature and job trends in their vocation/technical area or in the transfer curriculum in which they serve as advisors.
7. To refer students to the Student Services Department for financial aid, job placement, student services, Student Government Association, veterans' affairs, and student health services.
8. To be aware of registration procedures for students and advise accordingly.
  - a. Do not enroll students in a course which requires a prerequisite unless the student has completed the prerequisite course.
  - b. Do not allow students to register after the published last day to register late.
  - c. Schedule students for individual conferences of at least 10-15 minutes for registration advising.
  - d. Provide academic advising services for on or off campus registration.
9. To work during registration and pre-registration periods and to remain on campus during official registration periods.
10. To post class and office schedule by 8:00 a.m. on the first day of class after the close of registration.
11. To periodically review advisee's academic progress and course selection, making sure the student is progressing towards graduation.
12. To inform distance-learning students of the competencies needed for success in an online environment.

In addition, an advisor is each of the following:

- |                                   |                   |
|-----------------------------------|-------------------|
| 1. Academic Role Model            | 5. Referral Agent |
| 2. Good Listener                  | 6. Communicator   |
| 3. Facilitator of Decision Making | 7. Supporter      |
| 4. Information Giver              | 8. Evaluator      |



## **ROLE OF COUNSELING, CAREER CENTER, & SPECIAL POPULATIONS**

Counseling Services and the Career Center provides academic advising and counseling to most new students and to returning students in specific programs of study. They also provide personal counseling, career counseling, and college transfer information to all students.

The Special Populations Coordinator (SPC) is available on a fulltime basis to provide consulting and planning strategies for students who have documented special needs. The SPC will coordinate special services such as interpreters for the hearing impaired, note takers, auxiliary aids, testing modifications, and academic planning. A written plan with strategies for students to share with instructors will be developed. Students who feel that they are in need of these services should make an appointment and bring a copy of current psychological testing (usually from school records).

See a full list of campus resources in the appendices for additional details about Counseling Services, Career Center, and Special Populations services.

## **STUDENT RESPONSIBILITIES**

1. Give thoughtful consideration to personal, educational, and career goals.
2. Become familiar with program requirements and accept responsibility for course choices and decisions.
3. Discuss problems encountered with school work, study habits, and academic progress.
4. Ask questions concerning confusing information and procedures.
5. Develop a tentative schedule of classes each term before meeting with an advisor.
6. Make decisions and keep good records (in a folder) of all Beaufort County Community College transactions.
7. If planning to transfer to a four-year college, contact the prospective institution as soon as possible so that you will have all the necessary information concerning your future major and the requirements for that degree.
8. Participate fully in the advising experience and reflect thoughtfully on suggestions of advisor.

## **RECOGNIZING WHERE STUDENTS ARE**

We would like for all students to come with a schedule prepared, to know the college's policies/procedures, and to know all of the services available to them. Although we want all students to eventually get to this point, unfortunately most students do not start here. Just as with the classes they take, they have to be taught. As an advisor,

you need to meet students where they are and take them to where they should be. One of the reasons why students may not be prepared is their cognitive developmental level. Cognitive development can be viewed as sequential positions that move from describing simple thinking patterns to more complex thinking patterns. Students' perceptions of knowledge can affect their learning behaviors.

Several studies have shown that students generally operate at higher cognitive levels when they leave school or begin graduate school than when they are freshmen. Thus, a university senior may operate at a higher cognitive level than a college freshman. Some students, especially first generation college students, may be unfamiliar with what to do. Rather than sending them away, show them what to do to be more prepared. Understanding this concept can help explain how students in the same situation can view advising from entirely different perspectives and can help advisors promote students' growth.

### **Simple thinking patterns**

"Tell me what to take." "You're the expert; why should I do any work?" Students at this level view advisors as having the answers, and the advisor's task is to provide the right answer or schedule. Students in this stage believe there is a single right answer to all questions. Knowledge is viewed in absolutes; everything is right or wrong, black or white. Students resist thinking independently, drawing their own conclusions, stating their own points of view, or doing any fact digging on their own; these are senseless tasks because they believe advisors should deliver the facts. They are especially uneasy when authorities disagree.

"I don't need to see an advisor. One person says one thing and another says something different. I don't think anybody knows the right answer." College students at this level begin to realize that there aren't always absolutes. Moreover, they recognize that many authorities they've relied upon for the truth often disagree among themselves. These students begin to adopt the attitude that there is no right or wrong and that they should "just do what seems right at the time." These students may also believe that the institution or that many faculty don't really view advising as important. Advisors need to emphasize that there is more than one path to completion, and there is no single best answer. These students may view advising as simply schedule building and don't see the importance in seeking advising.

### **More complex thinking patterns**

These students view advising as a cooperative relationship. They know that they have to take responsibility for their own success. Students at this level recognize that opinions are based on values, experiences, and knowledge. Students at this level are more reflective.

## THE ADVISING SESSION

The advising session may occur at any point including before, during, or after an academic semester. Advisees should be encouraged to meet with their advisor on a regular basis but especially in the weeks *before* a registration period. Registration periods can be high stress environments for both students and advisors. Pre-advising that occurs before registration days provide an opportunity for the advisee and advisor to fully explore the status and projected pathway of the student thru a curriculum.

The following are suggestions for improving communication.

1. **OPENING.** Greet students by name. Be relaxed and warm. Open with a question such as, "How are things going?" or "How can I help?"
2. **PHRASING QUESTIONS.** Conversational flow will be cut off if questions requiring a "yes" or "no" reply are asked. You might ask: "What were your favorite subjects in high school?" or "What are some things that have made you think about business as a career?"
3. **LISTENING.** Good advising is effective listening. Listening is more than the absence of talking. Identify the fine shades of feelings behind the words. Allow periods of silence to occur. The student may be thinking.
4. **ACCEPTING AND REFLECTING THE STUDENT'S ATTITUDES AND FEELINGS.** A student may fear that the advisor will not approve of what he/she says. Advisors must convey their acceptance of these feelings and attitudes in a non-judgmental way. Try to understand what the student is saying. Ask the student to elaborate.
5. **CROSS-EXAMINING.** Do not fire questions at the student like a machine gun.
6. **SILENCE.** Most people are embarrassed if no conversation is going on. Remember, the student may be groping for words or ideas.
8. **ADMIT IF YOU DON'T KNOW AN ANSWER.** If a student asks a question regarding facts and you do not know the answer, admit it. Go to your resources for the information or call the student back.
9. **SETTING LIMITS ON THE ADVISING SESSION.** The advisor and the student should realize from the beginning that the session lasts for a fixed length of time.
10. **ENDING THE SESSION.** Once limits have been set, end the interview at the agreed time. A comfortable phrase might be, "Do you think we have done all we can for today?" or "Let's make another appointment so that we can go into this further."

### Three Basic Types of Conversations Advisors Have with Students

1. Conversations that are informational (too often advising conversations stop here and do not progress to the next two types). Students that experience this, especially new students, may experience information overload.

1. College policies and procedures
  2. Requirements
  3. Important dates and deadlines
  4. Programs of study
2. Conversations about the individual student
    1. Core values
    2. Aptitudes/interests
    3. Strengths
    4. Areas for improvement (i.e., study skills, time management)
    5. Level of involvement in the life of the College
3. Conversations about the future
    1. Goal setting and posing questions
    2. What do you want your future to be?
    3. What steps do I need to take to make this future a reality? (career and personal life)
    4. How are you changing as a result of your education?
    5. Why are you in college?

### Advising Questions

The following are examples of possible questions for helping students become aware of the choice process. Some things to consider while asking questions is to ask open-ended versus closed-ended questions, avoid interruptions/solutions, and reflect or paraphrase. The goal is for both the student and advisor to gain insight about the skills, weaknesses, strengths, and career interests of the students.

Note: At least six factors serve as sources of motivation for adult learning:

**Social relationships:** To make new friends, to meet a need for associations and friendships.

**External expectations:** To comply with instructions from someone else; to fulfill the expectations or recommendations of someone with formal authority.

**Social welfare:** To improve ability to serve mankind, prepare for service to the community, and improve ability to participate in community work.

**Personal advancement:** To achieve higher status in a job, secure professional advancement, and stay abreast of competitors.

**Escape/Stimulation:** To relieve boredom, provide a break in the routine of home or work, and provide a contrast to other exacting details of life.

**Cognitive interest:** To learn for the sake of learning, seek knowledge for its own sake, and to satisfy an inquiring mind.

### Example Questions

1. Why are you in college?
2. What does a college degree mean to you?
3. As far back as you can remember, what general occupational fields have you thought about?
4. What subjects did you enjoy in high school? In what subjects did you have the best grades? Do you consider your strengths to be in the math and science areas or in the social sciences?
5. What type of extra-curricular activities did you take part in while in high school? Which were the most enjoyable? What did you learn about yourself from them?
6. What are your best personal qualities and strengths? What do your friends like the most about you?
7. What do you see as your limitations?
8. Name the highest point in your life so far (your greatest accomplishments). What about the experience made it special?
9. In what kind of work environment do you picture yourself five years after you have completed college?
10. If you have a spare hour to use, what do you do?
11. How do your abilities and skills fit the tasks necessary to succeed in these areas?
12. Will these occupations provide the rewards and satisfactions you want for your life? Why?
13. What are the differences among the majors (occupations) you are tentatively considering? The similarities?
14. Do you have the support of your family?
15. Can you balance family, work, school and other responsibilities?
16. Are you aware of the amount of time it takes to be in school and study for classes?
17. Will your employer provide tuition assistance or other financial aid?
18. Are there any barriers that might affect your education?

Adults also have many responsibilities that they must balance with the demands of learning. Because of these responsibilities, adults have *barriers against participating in learning*. Some of these barriers include lack of time, money, confidence, scheduling problems, and problems with child care and transportation.

## ADVISING SPECIAL POPULATIONS

TRIO/Student Support Services (SSS) is federally-funded by the U.S. Department of Education in cooperation with Beaufort County Community College. The program helps undergraduates meet the rigors of higher education, graduate from Beaufort

County Community College, and/or transfer to a four-year institution. The program is designed for students whose socioeconomic backgrounds, educational records, and personal situations suggest they may experience challenges at Beaufort County Community College that could be alleviated with the use of student services. See the appendices for additional information about the services TRIO provides. Advisors should consider the following characteristics and strategies when advising students with special needs or characteristics.

<b>Population</b>	<b>Important Characteristics</b>	<b>Advising Strategies</b>
<b>Ethnic minorities</b>	<ul style="list-style-type: none"> <li>• Increasing percentages of African Americans and Hispanics enrolling.</li> <li>• Academic performance related to satisfaction with college.</li> </ul>	<ul style="list-style-type: none"> <li>• Make efforts to enhance the college-student fit.</li> <li>• Encourage involvement on campus.</li> <li>• Suggest campus resources when needed.</li> <li>• Avoid stereotypical attitudes and expectations.</li> <li>• Suggest academic experiences that can prove successful, especially at first.</li> </ul>
<b>International students</b>	<ul style="list-style-type: none"> <li>• Academic and career concerns primary.</li> <li>• Need practical experience in career area.</li> <li>• Concerned with language difficulties, financial problems, and selecting relevant problems.</li> <li>• Non-western students see instructors as revered authorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Be familiar with student's academic preparation.</li> <li>• Encourage open view about U.S. lifestyles.</li> <li>• Encourage involvement in college community.</li> <li>• Be prepared to translate collegiate and US culture.</li> </ul>
<b>Students with disabilities</b>	<ul style="list-style-type: none"> <li>• Increasing participation in college.</li> <li>• One or more major life activities limited.</li> <li>• Prefer to see themselves as "able" rather than "disabled."</li> <li>• Expressed need for removal of barriers to full participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand students' abilities and the barriers they face.</li> <li>• Display positive attitudes.</li> <li>• Encourage full participation in college.</li> <li>• Recommend support services when needed and support accommodation plans developed by the college.</li> <li>• Act as an advocate for special and campus resources.</li> </ul>
<b>Academically underprepared students</b>	<ul style="list-style-type: none"> <li>• Increasing participation in college.</li> <li>• Often dependent learners with low self-concept.</li> <li>• Many deficient in basic skills.</li> <li>• Need to experience academic success.</li> <li>• Hesitant to seek needed support services.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a trusting advising relationship.</li> <li>• Discuss the purposes of college early in the relationship.</li> <li>• Encourage development of basic skills first.</li> <li>• Recommend intervention programs and campus resources when needed.</li> </ul>

<p style="text-align: center;"><b>First Generation Students</b></p>	<ul style="list-style-type: none"> <li>• Increasing levels of enrollment.</li> <li>• Lack of family guides.</li> <li>• Issues of “representing.”</li> <li>• Conflict between family and academics.</li> <li>• Lacking information about career preparation.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of issues and challenges.</li> <li>• Take early initiative to establish relationship and act as an advocate.</li> <li>• Connect with campus and community resources.</li> <li>• Encourage maintaining connections with family and community.</li> </ul>
<p style="text-align: center;"><b>Adult Students</b></p>	<ul style="list-style-type: none"> <li>• Most work full or part-time.</li> <li>• Family responsibilities are a priority.</li> <li>• Managing multiple roles.</li> <li>• Varied life experiences.</li> <li>• Time challenged.</li> <li>• Low self-concept based on previous academic experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand issues of adult development.</li> <li>• Understand purpose and goals.</li> <li>• Encourage academic planning.</li> <li>• Encourage balance of academic and personal issues.</li> </ul>

Source: Tom Brown, NACADA 19<sup>th</sup> Annual Academic Advising Summer Institute 2005

## THE REGISTRATION PROCESS

### Registration

A student may register for any class provided the class is open, all prerequisites have been met, and the registration period is still open. Registration periods often include both an early and late registration period that extends into the first few days of the semester. Registration periods for late start and minimester classes may also be different than for regular semester classes.

At the close of early registration, all registration and payment files are checked on the published purge date. Any student with an outstanding balance at this time is deregistered. The student will not appear on the official class roster. During late registration periods, a student must pay all outstanding balances by the close of business on that day or they will be de-registered.

Students must register in person\*. The online schedule of classes may also be used to search for classes being offered for a semester and to see which sections are currently open. An advising checklist for a typical advising session for a new student or returning student is provided in the Appendix.

*\*In special situations, a student may be able to register via telephone with their advisor.*

### Credit for Prior Learning

A student who has completed courses at another educational institution(s) will have his/her transcript(s) reviewed by the Admissions Office and Lead Instructors in subject areas. Division Deans and the Vice President of Academics may also review transcripts. Credits to be accepted by Beaufort County Community College for the

requested program will be designated in the student's academic records (STAC or TRAN) with the codes *TR* (transfer) or *XT* (transfer substitution). For courses to be accepted, they must have been completed with a "C" or better.

Advisors should pay particular attention to courses transferred from other institutions outside of NCCCS. One case involves articulated credit for a course where the accepted credit is less than the credit of the Beaufort County Community College course. It is standard practice that for a course to be accepted as transfer it must match in content and have at least the same number of credit hours as the BCCC course. For example, a course may have the same content as HUM 220 but may only be 2 credit hours. HUM 220 at Beaufort County Community College is actually 3 credit hours. In such a case, the student may not receive transfer credit for the course. Lead Instructors, Deans, and the Vice President of Academics will make this determination.

Another case involves Combined Course Library courses transferred from other North Carolina community colleges. In these cases, advisors may need to refer to the Combined Course Library to see how the course is designated. For example, if a student transfers HIS 121 from another community college, the advisor should note that HIS 121 is a general education core course in social/behavioral sciences. If this student were seeking an Associate in Arts Degree, he/she would not need to take HIS 111, 112, 131, or 132.

Advisors should be familiar with the Credit by Exam procedures that are found in the college catalog. Before making a decision about testing out of a course, both advisor and student should consult with the appropriate department chair to determine whether or not a particular course may be challenged and if the student is eligible. The student must be registered and have paid for the course for which the examination is requested. The examination must be completed within the first two weeks of the semester. If the student successfully passes the exam, the grade will be listed as *CE*. **Students should be advised that grades of *CE* may or may not transfer depending on the policies and procedures of those institutions.**

Procedures for awarding of credit for advanced placement, CLEP, tech prep credit, military credits, and other credits are provided in the BCCC Credit for Prior Learning Handbook.

### **Time Limits**

Some Beaufort County Community College programs have time limits for allowing certain courses to count in those programs. Students who are in those programs and who have previous credit for the courses mentioned that is beyond the time limits cannot count that credit in the program due to program and course currency. Students and advisors should consult with program coordinators and/or Lead Instructors for guidance about time limits on certain courses.



## Other Handbooks

The *Personnel Handbook*, *Student Handbook*, and *Beaufort County Community College Catalog* offer detailed information that can be helpful to the advising process.

## Payment of Fees and Tuition

Payment for tuition and fees can be made by using cash, check, money order, or credit card. Counter checks and third party checks are not accepted by the business office. Payment can be made at the Business Office on campus, or by mailing a check or money order to: Beaufort County Community College Business Office, 5337 Hwy 264 East, Washington, NC 27889.

## Late Registration Process

The drop/add period begins on the first day of class. At this point, students will be charged a 25% penalty for dropped classes. In order to avoid this penalty, the student must add back the exact number of credit hours being dropped. The drop/add must occur within the same transaction. A separate drop/add transaction will result in a 25% charge to the student. During the drop/add period it is best practice for the advisor to complete a paper drop/add form and send students to the registrar's office for schedule adjustments.

## Refund Policy

1. A 100 percent refund shall be made if the student officially withdraws prior to the first day of class(es) of the academic semester as noted in the College calendar. Also, a student is eligible for a 100 percent refund if the class in which the student is officially registered fails to "make" due to insufficient enrollment.
2. A 75 percent refund shall be made if the student officially withdraws from the class(es) prior to or on the official 10 percent point of the semester.
3. For classes beginning at times other than the first week (seven calendar days) of the semester, a 100 percent refund shall be made if the student officially withdraws from the class prior to the first class meeting. A 5 percent refund shall be made if the student officially withdraws from the class prior to or on the 10 percent point of the class.
4. For contact hour classes, 10 calendar days from the first day of the class(es) is the determination date.
5. Student activity fees are not refundable unless a course or curriculum fails to materialize due to no faculty of the student.

\*This information is published in the College Catalog available at [www.beaufortccc.edu](http://www.beaufortccc.edu).

## Student Testing and Placement Information

### Placement Testing

1. Placement testing is mandatory for all students taking curriculum level courses with a developmental prerequisite. Placement testing may be waived under the following conditions:
  - a. The student receives transfer credit for appropriate developmental course work.
  - b. The student receives transfer credit for ENG 111 and the first required curriculum mathematics course.
  - c. SAT Critical Reading or SAT Writing Score of 500 or ACT Reading score of 20 or ACT English score of 18 waives English and Reading Placement test requirements.
  - d. SAT Math Score of 500 or ACT Math score of 22 waives Math Placement test requirement.
  - e. The student holds an associate's degree or higher from a regionally accredited institution in which English was the language of instruction.
2. Placement test, SAT, and ACT scores are valid for five (5) years from the date of the test.
3. Students may test twice within a calendar year on all or part of the placement tests.

The college currently uses ACCUPLACER for placement testing but also accepts ASSET, COMPASS, SAT, and CAT scores. A new diagnostic placement test for Mathematics and English/Reading is currently under development/review in the North Carolina Community College System. The College will transition to this new placement test when that review has been completed. Placement testing may not be required of any person who has completed college level Algebra and English courses at a regionally accredited institution of higher education with a grade of C or better.

Advisors should consult current placement testing procedures when evaluating college readiness.

Students must take the developmental courses into which they are placed. Students may retake the placement test if they are eligible per the guidelines of the catalog and Student Handbook. Placement test scores are available under the TSUM mnemonic in Colleague. Students may have taken a test more than once, so be sure to pay attention to the date the test was taken. You may need to scroll down to view all tests. Placement testing scores are valid for a period of five years. When advising students for registration, counselors and academic advisors will need to verify that the time period from the test date to the first day of the term is five years or less. If the student is registering for a second chance or second session class that starts later in the term, the first regular day of the semester will still be used to determine the eligibility of the student to take the course. In other words, look at the first day of the semester no matter when the course starts in that semester. Details about how to use Colleague to

access placement test scores are provided in the appendix.

A few examples may help clarify this:

*Example 1:* A student took the placement test in September 2007 and placed into MAT 070 and plans to register for MAT 070 in Fall 2012. The time period from the test date to the first day of the term (Aug. 23) is less than 5 years so the student may register for the class.

*Example 2:* A student took the placement test in September 2007 and placed into MAT 080 and wants to register for a MAT 080 class starting in the second eight-weeks of Fall 2012, which would be in October. Even though this class starts later in the term, the first day of the Fall 2012 term is still used to determine the five-year period. The time period from the test date to the first day of the term (Aug. 23) is less than five years so the student may register for the class.

Note that although test scores are good for five years, students should be cautioned that knowledge demonstrated on a test five years ago may not be readily retrievable if the student has not routinely utilized that knowledge. In these situations, the student should be advised to review the content before classes begin. This will ensure that the student starts the semester with a solid foundation. Students may also self-elect to re-test if they are unsure of their current knowledge base.

### Prerequisites and Prerequisite Enforcement

The North Carolina Administrative Code Title 23, Chapter 2E.0204 requires community colleges to enforce prerequisites to courses. Our registration system is designed to prevent students without prerequisites for a course from registering for the course. The SPRT mnemonic in Colleague may be used to determine if a student has met the prerequisites for the course. Detailed information on how to use Colleague is provided in the appendices. Students may be eligible for a pre-requisite waiver if they demonstrate college-readiness through placement testing or other methods.

If students attended the College several years prior to re-entry, their records may be archived and no longer accessible in Colleague until they are re-entered. Placement test scores may also not have been entered prior to the student registering. **If the student provides evidence of having met the prerequisite, a copy of this evidence must be submitted with the prerequisite waiver to be kept on file in the student's records.** Examples of student-provided evidence include student copies of transcripts from other colleges or universities, student copies of grade reports, online copies of transcripts or grade reports, high school transcripts, etc. Consult the Student Handbook and/or College Catalog for details.

You may use the STAC or TRAN mnemonics in Colleague to view the record of a

student's academic history.

### **Repeating a Course**

All repeated courses and course attempts will appear on the student's transcript. The cumulative grade point average will be computed to count only the most recent course. If the student's GPA is not updated on the transcript, the student should see the Registrar's Office. Repeated courses include those with grades, audits, withdrawals, and incompletes. A student may repeat a Beaufort County Community College curriculum course for credit up to, but not more than, three times within a five-year period. Counting the first attempt and three repeated attempts allowed by policy, a student may take the same class a maximum of four times. Other institutions to which Beaufort County Community College students apply for admission differ in the way they compute the GPA. Some may use only the highest grade while others may use all grades received for the course. Students should see the Office of Financial Aid and Veterans Affairs concerning financial aid for repeated classes.

### **Graduation Information**

Requirements for degree, diploma, or certificate will vary according to the curriculum. Students should refer to their particular program requirements. General guidelines that apply to all students:

1. A 2.0 grade point average is required for graduation.
2. At least 20 semester credit hours for an associate degree or diploma must be completed in attendance at Beaufort County Community College.
3. At least 75 percent of the requirements for the certificate must be completed at Beaufort County Community College.
4. Courses numbered less than 100 do not count for credit towards graduation.

### **Catalog of Record**

A student who is in continuous attendance (summer semester excluded) may graduate under the provisions of the catalog in effect on his/her date of entry provided the courses are still offered or he/she may choose to meet the requirements of a subsequent issue. A student not enrolled for a period of two consecutive semesters must graduate under the provision of the catalog in effect on his/her last re-entry date. A student who changes programs must meet the requirements of the catalog in effect at the time of the change of program.

Students are required to complete and submit a graduation application for degrees and diplomas to the Records and Registration Office by the deadline stated for that semester. The application deadlines are announced through email and on the website. Students should start the process early in the semester before they expect to graduate (spring for summer graduates). A graduation fee is charged to each graduating student.

### **Academic Forgiveness**

The Academic Forgiveness Policy allows Beaufort County Community College students who have experienced academic difficulty at Beaufort County Community College to have one opportunity to have grades below a “C” excluded from the cumulative grade point average. Details regarding the Academic Forgiveness Policy are provided in the Appendix.

### **Change of Major**

Students may change their designated program or add a major by completing a Change of Major Form through the Registrar’s Office. Students should meet with their new advisor to review their previous course work and obtain information about program requirements for their new major.

### **Course Substitutions**

Under special circumstances, a course substitution may be made in a student’s program of study. The student is responsible for requesting his/her department chair for consideration of substituting a completed course for one not completed in their program of study. The divisional Dean is responsible for approving the course substitution. The Records and Registration Office must be notified by utilization of the Course Substitution Form.

### **Forms Used in the Advisement and Registration Process**

Forms used in the advising and registration process are available online and through office managers within divisions.

## **EDUCATIONAL PROGRAMS**

Certificate, Diploma, and Associate in Applied Science programs are designed to provide entry-level employment training. The Associate in Arts and Associate in Science are designed to prepare students for transfer to institutions offering baccalaureate degrees. Certificate programs range from 12 to 18 credit hours. Diploma programs range from 36 to 48 credit hours. Associate in Applied Science programs range from 64 to 76 credit hours of which 15 hours must be general education requirements in communications, humanities/fine arts, social/behavioral

sciences, and natural sciences/mathematics. Associate in Arts and Associate in Science range from 64 to 65 credit hours. Certain courses in the Associate in Applied Science programs may be accepted by a four-year college or university for transfer credit in an associated field depending on agreements with individual institutions. These *local articulation agreements* are not part of the Comprehensive Articulation Agreement.

## DISTANCE EDUCATION

Beaufort County Community College defines distance education as a formal educational process in which the instruction occurs when student and instructor are not in the same place at the same time. Instruction may be synchronous (same time) or asynchronous (any time). Classes offered through video-conference are considered distance education for students who participate in video-conference but are not in the same location as the instructor.

Registration for distance education courses is handled in the same manner as traditional courses. Students are encouraged to attend orientation sessions for online courses.

### Online Requirements

In order to participate in online learning, students should possess fundamental skills in personal computer operation, word processing, e-mail (including file attachment), and the use of a web browser at a minimum. Some courses will also require students to develop research skills such as library use and electronic information retrieval.

In addition, students enrolled in online classes should have access to:

1. A computer running a major modern operating system (Windows Vista/XP/7, Mac OSX, or Linux)
2. Any current web browser such as Firefox, Internet Explorer, Safari, Chrome, etc. (Browsers generally should be updated to the latest available version, except in the case of beta versions of browser software which are not recommended for compatibility reasons).
3. Access to the Internet is required. A high-speed connection is preferred. Computer hardware produced in the last 5 years is generally fast enough to access online courses, but individual machines (especially laptops) may vary.

Individual courses may require some/all of the following:

1. A personal email account capable of file attachment (currently provided by Beaufort County Community College).
2. Word processing software, such as MS Word (requires purchase) or Google

- Docs (available online for free). Consult with your course site(s).
3. Specialty software, such as video decoders, mp3 players, spreadsheet applications, etc. is usually available online for free. In instances where a purchase is required, you will be informed of this by your instructor.
  4. Virus protection (if necessary). Files submitted to your instructor are expected to be free of any computer viruses or malicious code.

Advisors should clarify the characteristics of successful online students.

Successful online learners:

1. Are independent learners who rarely need guidance or face to face communication from instructors.
2. Begin working during the first week of the course.
3. Set aside time each week for the course and keep up with all assignments.
4. Contact the instructor if any problems arise.
5. Have an appropriate technology background for online courses (Internet, email use, word processing use, etc.).
6. Have an understanding that distance education courses must meet the same requirements as traditional courses.
7. Have the appropriate equipment.

## QUESTIONS THAT ADVISORS ARE OFTEN ASKED

### 1. Will it take more than two years to earn an associate degree?

Students who take 15 to 18 semester hours credit (**SHC**) should be able to complete most associate degree programs in two years under the semester system, if no developmental courses are required. (Some programs may require attendance in summer sessions.)

### 2. What is a minimum load for a full-time student under the semester system?

The number of credit hours considered to be “full-time status” is 12 semester hours. However, a full “academic load” is normally 15 to 18 semester hours for completion of an associate degree in two years. Eligibility for full financial aid benefit is also contingent on being enrolled for 12 or more semester hours. In addition, for students who may be covered under the health insurance of their parents, there is often a requirement that they be enrolled for at least 12 semester hours in post-secondary education.

### 3. Why do students have to take General Education courses?

In order to be a well-educated and contributing participant in today's world, you need more than specialized training. Employers expect people to have more skills than just technical skills, and they know that successful people draw on a broad range of knowledge to solve problems and be creative, not just what was learned in a major. The purpose of general education courses is not to force you to take courses you don't like or to force you to jump through hoops; it's to address what has concerned humankind over the centuries. For these reasons, general education courses are required by the North Carolina Community College System and the Commission on Colleges of the Southern Association of Colleges and Schools.

General education courses help students:

1. Become broadly educated
2. Communicate appropriately, effectively, and skillfully
3. Learn to use critical and reflective thinking
4. Appreciate global diversity
5. Work independently and cooperatively to solve problems
6. Appreciate beauty through the arts and humanities and understand how they influence and are shaped by society
7. Identify your own and understand others' beliefs and perspectives
8. Understand social relationships
9. Understand how perspectives and beliefs are shaped by historical, cultural, political, economic, ethical, and social processes
10. Prepare you for lifelong learning

#### **4. Why do some programs have time limits for accepting credit on certain courses?**

In some programs, the rapidly changing nature of science and technology makes content and techniques in those courses outdated in a relatively short period of time. In order to be current and successful in those areas, you would need to retake those courses. For example, the content learned in a computer course 30 years ago would be much different than the content learned in a computer course today.



## APPENDICES

## Who's Who of BCCC Support Services:

### **Academic Support Center, Building 1, Room 115**

James Casey

Phone: (252) 940-6338

**Hours:**

**Fall/Spring** Monday – Thursday 8:00 a.m. - 5:00 p.m., Friday 8:00 a.m. - 4:00 p.m.

<http://www.beaufortccc.edu/asc/welcome.htm>

### **Admissions, Building 9, Room 910**

Daniel Wilson

Phone: (252) 940-6233

**Hours:**

**Fall/Spring** Monday – Thursday 8:00 a.m. - 5:00 p.m., Friday 8:00 a.m. - 4:00 p.m.

**Summer** Monday – Thursday 7:30 a.m. – 5:30 p.m.

<http://www.beaufortccc.edu/admission/admission.htm>

### **Business Office, Building 1, 2<sup>nd</sup> Floor**

Clara Ebron

Phone: (252) 940-6212

**Hours:**

**Fall/Spring** Monday – Thursday 8:00 a.m. - 5:00 p.m., Friday 8:00 a.m. - 4:00 p.m.

**Summer** Monday – Thursday 7:30 a.m. – 5:30 p.m.

### **Career Center, Building 9, Room 921**

Sandy McFadden

Phone: (252) 940-6314

**Hours:**

**Fall/Spring** Monday – Thursday 8:00 a.m. - 5:00 p.m., Friday 8:00 a.m. - 4:00 p.m.

**Summer** Monday – Thursday 7:30 a.m. – 5:30 p.m.

<http://www.beaufortccc.edu/stdserve/career/career.htm>

### **Counseling, Building 9, Room 925**

Kim Jackson

Phone: (252) 940-6252

**Hours:**

**Fall/Spring** Monday – Thursday 8:00 a.m. - 5:00 p.m., Friday 8:00 a.m. - 4:00 p.m.

**Summer** Monday – Thursday 7:30 a.m. – 5:30 p.m.

<http://www.beaufortccc.edu/stdserve/counseling.htm>

**Financial Aid Office, Building 9, Room 905**

Megan Sommers

Phone: (252) 940-6327

**Hours:**

**Fall/Spring** Monday – Thursday 8:00 a.m. - 5:00 p.m., Friday 8:00 a.m. - 4:00 p.m.

**Summer** Monday – Thursday 7:30 a.m. – 5:30 p.m.

<http://www.beaufortccc.edu/finance/financia.htm>

**Learning Resource Center, Building 5, 2<sup>nd</sup> Floor**

Penny Sermons

Phone: (252) 940-6243

**Hours:**

**Fall/Spring** Monday – Thursday 8:00 a.m. - 9:00 p.m., Friday 8:00 a.m. - 4:00 p.m.

**Summer** Monday – Thursday 7:30 a.m. – 5:30 p.m.

<http://www.beaufortccc.edu/lrc/Library/librarymain.htm>

**Registration and Records, Building 9, Room 912**

Camille Richardson

Phone: (252) 940-6236

**Hours:**

**Fall/Spring** Monday – Thursday 8:00 a.m. - 9:00 p.m., Friday 8:00 a.m. - 4:00 p.m.

**Summer** Monday – Thursday 7:30 a.m. – 5:30 p.m.

<http://www.beaufortccc.edu/stdserve/registrars/registrar.htm>

**Student Government Association and Clubs, Building 9, Room 918**

Theresa Edwards

Phone: (252) 940-6217

**Hours:**

**Fall/Spring** Monday – Thursday 8:00 a.m. - 9:00 p.m., Friday 8:00 a.m. - 4:00 p.m.

**Summer** Monday – Thursday 7:30 a.m. – 5:30 p.m.

<http://www.beaufort.cc.nc.us/stdserve/SGA/sganews.htm>

**Student Support Services, Building 9, Room 923**

Dorothy Jordan

Phone: (252) 940-6287

**Hours:**

**Fall/Spring** Monday – Thursday 8:00 a.m. - 9:00 p.m., Friday 8:00 a.m. - 4:00 p.m.

**Summer** Monday – Thursday 7:30 a.m. – 5:30 p.m.

<http://www.beaufortccc.edu/stdserve/Support/support.htm>

**Student Employment and Cooperative Education, Building 4, Room 102A**

Steve Smith

Phone: (252) 940-6428

**Hours:**

**Fall/Spring** Monday – Thursday 8:00 a.m. - 9:00 p.m., Friday 8:00 a.m. - 4:00 p.m.

**Summer** Monday – Thursday 7:30 a.m. – 5:30 p.m.

<http://www.beaufortccc.edu/stdserve/career/cooped.htm>

**Writing Center, Building 11, Room 26**

Phone: (252) 940-6445

**Hours:**

Monday – Thursday 8:00 – 2:00 p.m., Friday 8:00 – 12:00 p.m.

[http://beaufortccc.libguides.com/writing\\_center](http://beaufortccc.libguides.com/writing_center)

## TRIO/STUDENT SUPPORT SERVICES (SSS)

The Student Support Services (SSS) program is a federally-funded TRiO program that offers a variety of academic and support services for qualified students. SSS provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward successful completion of their education. All of the services are free for program participants.



Student Support Services has offices in Building 9 and Building 1. The Resource Lab is located in Room 120 in Building 1.

### **Services include:**

- Assistance with educational planning
- Access to computer technology
- Tutorial assistance
- Study skill and personal development workshops and resources
- Cultural enrichment activities
- College campus visits
- Financial aid and scholarship information
- Financial literacy training
- Personal, academic, and career counseling; and referrals
- Loaner program for educational assistance tools
- Transfer assistance
- Study skill and enrichment workshops
- Leadership development

### **Who Qualifies?**

To be considered for participation in the Student Support Services program, a student must meet one of the following criteria:

- "First-Generation" college student (this means that neither of your parents have received a bachelor's degree)
- "Low-Income" college student (this means you meet the current federal requirements, usually qualifying for PELL Grant)
- Student with disability (documented disability that affects your academic progress)

The student must also:

1. Be a U. S. Citizen or legal resident
2. Have an academic need
3. Be pursuing a degree or plan to transfer to a four year college or university

**How to Apply:**

Interested students should come by the Student Support Services offices in Building 1 or Building 9 to get an application. Completed applications should be returned to any SSS staff member.

**Student Support Services Staff:**

Sandra Hunter  
Student Success Coordinator  
Building 1, Room 120  
252-940-6487

Lucy Lawrence  
Data Specialist/Office Manager  
Building 1, Room 120  
252-940-6289

Dorothy Jordan  
Director of SSS  
Building 9, Room 923  
252-940-6287

To sign up for events or workshops, students should see Ms. Lawrence in Building 9, Office 917, or email her at [lucyl@beaufortccc.edu](mailto:lucyl@beaufortccc.edu).

## **Advising Arts & Sciences Students and the Comprehensive Articulation Agreement (CAA)**

College transfer is offered through the Associate in Arts (AA) and Associate in Science (AS) degree programs. The Associate in Arts (AA) and Associate in Science (AS) degree programs are part of the Comprehensive Articulation Agreement (CAA) between the North Carolina Community College System (NCCCS) and the University of North Carolina (UNC) institutions. More information on this agreement can be found at [www.northcarolina.edu/aa/articulation/index.htm](http://www.northcarolina.edu/aa/articulation/index.htm). Many private colleges and universities in North Carolina honor the Independent Comprehensive Articulation Agreement (ICAA). More information on this agreement, and participating colleges and universities, may be found at [www.ncicu.org](http://www.ncicu.org) under "Fast Facts." The following tenants are part of the CAA:

The CAA assures admission to one of the 16 UNC institutions with the following stipulations:

1. Admission is not assured to a specific campus or specific program or major.
2. Students must have graduated from a North Carolina community college with an associate in arts or associate in science degree.
3. Students must meet all requirements of the CAA.
4. Students must have an overall GPA of at least 2.0 on a 4.0 scale, as calculated by the college from which they graduated, and a grade of "C" or better in all CAA courses.
5. Students must be academically eligible for re-admission to the last institution attended.
6. Students must meet judicial requirements of the institution to which they apply. Students must meet all application requirements at the receiving institution including the submission of all required documentation by stated deadlines.
7. Graduates of AA and AS degree programs who are admitted to UNC institutions transfer with junior status.
8. Universities cannot place requirements on students transferring under the CAA which are not required of their native students.
9. Community college graduates of AA and AS degree programs will be considered to have fulfilled the institution-wide, general education requirements of the receiving institution.
10. Requirements for admission to some major programs may require additional pre specialty courses beyond the pre-major taken at the community college. Students entering such programs may need more than two academic years of course work to complete the baccalaureate degree, depending on requirements of the program.

11. Students who have completed the general education core of 44 credit hours with a grade of C or better in each course, but who have not completed the associate degree, will be considered to have fulfilled the general education requirements of the receiving UNC institution. The general education core specifically includes **approved** courses in the following areas:

	<b>Arts</b>	<b>Sciences</b>
English Composition	6 S.H.	6 S.H.
Humanities & Fine Arts	12 S.H.	9 S.H.
Social & Behavioral Sciences	12 S.H.	9 S.H.
Natural Sciences	8 S.H.	8-12 S.H.
Mathematics	6 S.H.	8-12 S.H.
	44 S.H.	44 S.H.

The transcripts of students who transfer *before* completing the general education core will be evaluated on a course-by-course basis by the receiving university. The transferring student who has not completed the core must meet the receiving institution's general education requirements.

#### Associate in General Education (AGE)

The Associate in General Education (AGE) degree program is designed for individuals wishing to broaden their education. All courses in the program are college-level courses numbered 110-199 or 210-299. However, the program is not principally designed for college transfer.

#### **D Grades**

Students who are in a transfer program and make a D in a transfer course should retake the course, or at least retake a course in the same area. A “D” grade violates the Comprehensive Articulation Agreement. A “D” grade will not transfer, and a “D” grade lowers the student’s GPA which may affect getting accepted into a particular school. Not retaking the course could lead to having to take more than one course at a university. If your GPA is not updated on your transcript, please see the Registrar’s Office.

#### **WHAT ENGLISH COURSES SHOULD TRANSFER STUDENTS TAKE?**

All transfer students must take ENG 111 and either ENG 112, 113, or 114. Most colleges and universities prefer ENG 112 or ENG 113 for AA and AS students. Some colleges and universities have not accepted ENG 114 as the second communication course if students did not complete the general education core. Please recommend that transfer students take ENG 112 or ENG 113 unless a specific program at a college or university recommends ENG 114.



## WHAT MATH COURSES SHOULD TRANSFER STUDENTS TAKE?

Associate in Arts students must take MAT 161/MAT 161A or MAT 140/MAT 140A and an additional 3 hours of Math. AA students often elect to use CIS 110 as the additional Math course. Associate in Science students must take MAT 171/171A. Associate in Science students must also take an additional Math course. AS students often elect to take either MAT 155/MAT 155A or MAT 172/MAT 172A as the additional Math.

## WHAT SCIENCE COURSES SHOULD TRANSFER STUDENTS TAKE?

Biology Options:

### ***BIO 110 Principles of Biology***

1. ***This course is intended for non-science majors.*** This course fulfills the **core** requirement of a one-semester biological sciences course for non-majors.
2. This course surveys fundamental biological principles. Upon completion, students should be able to demonstrate understanding of biology as it applies to everyday life.
3. Topics include introduction to chemical and biochemical terms, cell biology, metabolism, genetics, taxonomy, evolution, ecology, diversity, and related topics. Course includes lecture and lab.

### ***BIO 111 General Biology I***

1. ***This course is intended for science majors. It is considerably more detailed and rigorous than BIO 110.*** This course has been approved to satisfy the Comprehensive Articulation Agreement general education **core** in natural sciences/mathematics. This course is the first of a two semester sequence (followed by BIO 112).
2. Topics include basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and related topics. Course includes lecture and lab.

### ***BIO 163 Basic Anatomy & Physiology***

1. This course has been approved for transfer as an **elective** through the Comprehensive Articulation Agreement.
2. This course is a one semester course designed to provide a basic study of the structure and function of the human body.
3. Topics include introduction to homeostasis, cells, tissues, and the body systems. Course includes lecture and lab.
4. This course counts as an elective in the AA and AS curricula.

## **BIO 168 & BIO 169 Anatomy and Physiology I and II**

1. This course has been approved for transfer as an **elective** through the Comprehensive Articulation Agreement.
2. This is a two semester sequence course for students pursuing an associate of science degree, or those intending to transfer to a senior institution and pursue a degree in science (biology, physics, chemistry), or pre-health professional programs, such as nursing, pre-med, pre-dentistry, or pre-pharmacy.
3. This course sequence provides a comprehensive study of the anatomy and physiology of the human body. Course includes lecture and lab.
4. These courses count as **electives** in the AA and AS curricula.

## **Which biology courses apply to which degree programs?**

BIO 110 counts toward the science requirement for the AA degree. BIO 110 will count as an elective for the AS degree for students who choose chemistry or physics for their sequence. Students in the AA or AS curriculum may not receive credit for both BIO 110 and BIO 111.

The BIO 111/112 sequence fulfills the sequence of science requirement for the AS degree or the 2 science course requirement for the AA degree

BIO 163 counts as an elective in the AA and AS curricula.

BIO 168 and 169 are also electives in the AA and AS curricula, they do not fulfill the sequence requirement under the AS or the two-science requirement of the AA. We no longer offer BIO 165 and BIO 166, which have the same curriculum as BIO 168 and BIO 169 but in the past were not transferable as separate courses.

### Physics Options:

#### **PHY110/110A - Conceptual Physics**

1. This course fulfills a natural science **core requirement** for the A.A. degree.
2. This course fulfills a natural science **elective** for the A.S. degree.
3. Prerequisite: MAT 070 and RED 090.

#### **PHY 151 - College Physics I and PHY 152 - College Physics II**

1. Either course fulfills a natural science **core requirement** for the A.A. degree.
2. The sequence, PHY 151 and PHY 152, fulfills a natural science **core requirement** for the A.S. degree.
3. Prerequisite for PHY 151: MAT 161, MAT 171, or MAT 175.
4. Prerequisite for PHY 152: PHY 151.

## Chemistry Options:

### ***CHM 115 – Concepts in Chemistry***

1. Fulfills a general education elective for the A.A. and A.S. degrees.
2. Fulfills a natural science elective for the A.S. degree.

### ***CHM 151 - General Chemistry I and CHM 152 - General Chemistry II***

1. Either course fulfills a natural science **core requirement** for the A.A. degree.
2. The sequence, CHM 151 and CHM 152, fulfills a natural science **core requirement** for the A.S. degree.
3. Prerequisite for CHM 151: Departmental Permission or high school chemistry.
4. Prerequisite for CHM 152: CHM 151.

## **What Other Science Courses Can Transfer Students Take?**

### ***AST 111/111A - Descriptive Astronomy***

1. This course fulfills a natural science **core requirement** for the A.A. degree.
2. This course fulfills a natural science **elective** for the A.S. degree.

## **WHAT OTHER COURSES SHOULD TRANSFER STUDENTS TAKE?**

Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution. Check with the college or university to which you are transferring to determine if they have requirements for these areas.

All transfer students must take HEA 110—Personal Health & Wellness, a minimum of 1 credit hour of Physical Education (PED \*\*\*) and an academic success course such as ACA 111, ACA 115, ACA 118 or ACA 122. Transfer students must also take a course in literature such as ENG 131, ENG 231, ENG 232, ENG 241, or ENG 242 and a course in history such as HIS 111, HIS 112, HIS 115, HIS 131, or HIS 132. Students in the Associate in Science program must complete a minimum of 14 semester hours of electives in college transfer courses designated as mathematics, natural sciences, computer sciences, or pre-major courses.

## Academic Forgiveness

A student who has not been enrolled in curriculum courses at Beaufort County Community College for 60 consecutive months may request the registrar to reevaluate his or her academic record. Under this policy, the student may request that his or her previous grade(s) of “F” not be used in calculating the GPA.

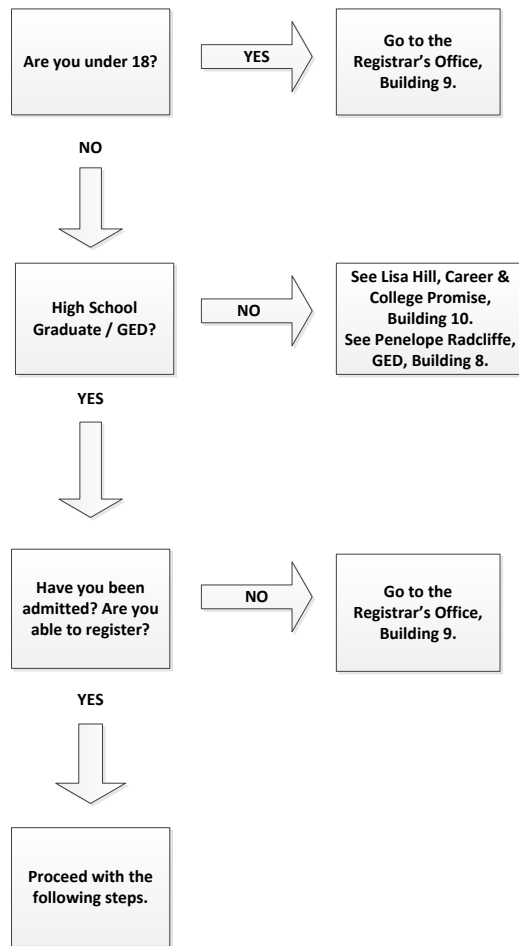
Prior to the reevaluation:

1. The student must be readmitted to the College,
2. Register for courses, and
3. Complete at least 12 credit hours of course work with a minimum quality point average of 2.0.

At the request of the student, the registrar will reevaluate his or her cumulative quality point average as provided above. A reevaluation is provided only once for each student.

Grades that are included in academic forgiveness are not exempt from academic progress relating to Financial Aid and VA educational benefits.

## ADVISING CHECKLIST



Intention to Review/Discuss	Resources
Do you have an intended degree or program?	College catalog
Have you previously attended colleges and have other college transcripts?	SPRO; Demographic; IASU
Have you taken previous courses?	STAC
Do you have placement scores?	TSUM
Do you know your GPA if you are a returning student?	STAT
Do you have any failed courses you need to repeat ASAP?	STAC
What are your day/time limitations?	
Your progress to graduation	EVAL
Course prerequisites	College catalog



## PROGRAM CHECKLISTS