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VANCE-GRANVILLE COMMUNITY COLLEGE PHILOSOPHY

The philosophy which guides Vance-Granville Community College encompasses the right of individuals to advance their skills and knowledge to their maximum potential. Indeed, the future of a democracy depends on an educated and responsible citizenry. Financially and geographically, the college provides educational opportunities not otherwise available to area adults.

A community-centered institution, Vance-Granville Community College focuses on the needs of its citizenry and institutions, offering a broad and flexible base of educational services. This integration into the life of the community differentiates the community college and its outreach programs from all other post-secondary institutions.

In order to assure everyone an equal opportunity to learn and improve skills, the doors to Vance-Granville Community College will never be closed to anyone of eligible age who can profit from its programs. The "open-door" with guided placement policy focuses on the dignity and worth of each individual and offers opportunities for each person to realize maximum potential, regardless of entry level skills.

The keys to implementing this philosophy are the caring professionals who maintain a commitment to public service and excellence in education.

INSTITUTIONAL PURPOSE AND GOALS

The purpose of Vance-Granville Community College is to extend accessible and affordable lifelong learning opportunities that will enable the citizens of Vance, Granville, Franklin and Warren counties and beyond to acquire the skills necessary to obtain gainful employment in the marketplace of our state, overcome handicaps imposed by illiteracy and insufficient mastery of basic skills, acquire the first two years of college education, and enhance the quality of their lives through the development of personal interests and talents.

Special objectives established to accomplish this purpose are to:

- * Improve and ensure quality educational programs and services.
- * Develop improved strategies for recruitment and retention of students.
- * Improve and expand all programs, services, equipment and facilities to meet future needs.
- * Strengthen accountability procedures and processes in all departments;
- * Provide opportunities for community outreach through cultural and educational offerings.

HUMAN SERVICES TECHNOLOGY CURRICULUM DESCRIPTIONS

The Human Services Technology curriculum prepares students for entry-level positions in institutions and agencies that provide social, community, and educational services. Along with core courses, students take courses that prepare them for specialization in specific human service areas.

Students will take courses from a variety of disciplines. Emphasis in core courses is placed on development of relevant knowledge, skills, and attitudes in human services. Fieldwork experience will provide opportunities for application of knowledge and skills learned in the classroom.

Graduates should qualify for positions in mental health, childcare, family services, social services, rehabilitation, correction, and educational agencies. Graduates choosing to continue their education may select from a variety of transfer programs at senior public and private institutions.

MISSION STATEMENT – HUMAN SERVICE TECHNOLOGY

The mission of the Human Services Technology Program is to meet the educational needs of students in the areas of human services to contribute to the social, cultural, economic, and political well being of the community.

STATEMENT OF PHILOSOPHY HUMAN SERVICES TECHNOLOGY

The profession charged with the responsibility to close the gap between traditional service systems and the needs and rights of the whole person and to make society more whole in the process. Human services has a cohesive underlying philosophy and ethics; a range of clearly defined tasks and goals; a specific body of knowledge; a unique set of skills; and a career ladder for its professions.

PHILOSOPHY OF HUMAN SERVICES TECHNOLOGY

The Human Services Technology curriculum is designed to train and to prepare graduates to fulfill a wide range of consumer needs in a variety of human service settings, in order to enable people to live a more satisfying, more autonomous, and more productive life. The program combines liberal arts education, human services/mental health care and/or substance abuse courses, and practicum courses. A major emphasis is placed on experiential learning. Information is presented in the classroom situation, and application of knowledge is through field placement under supervision. Personal growth, attitudes, knowledge, and marketable skills are distinct components of the human service program. This course of study is also appropriate for those individuals who wish primarily to improve their understanding of themselves and of the society in which we live.

HUMAN SERVICES TECHNOLOGY PROGRAM GOALS

The goals of the Human Services Technology program are:

- To prepare graduates for a career in the human services profession.
- To prepare graduates to effectively match consumer needs with available community resources.
- Provide students with a comprehensive “hands-on” work experience in a human service agency.
- To increase the capacity for self-awareness and personal growth.
- To develop a thoughtful, genuine, and empathetic attitude toward human beings.
- To expand and implement knowledge, skills, and attitudes necessary to help people help themselves.
- Aid the student in choosing a career track in human services.
- Provide work experience in a human service agency as an aid in gaining employment or qualifying for further education toward professional level status: Registry, Certification, and Licensure.
- To develop the necessary marketable skills to obtain and retain employment.
- To facilitate articulation with four-year degree programs.

ACADEMIC INFORMATION

APPROXIMATE STUDENT EXPENSES

Tuition rates and fees are set by the N.C. Legislature and are subject to change without notice. Cost of textbooks, laboratory fees, and supplies are additional expenses that vary according to the program of study. The payment of all fees is required at the time of registration, and no student is officially registered until all fees are paid.

Curriculum Tuition: Diploma and Degree Programs	Costs per Term	
	In-State	Out-of-State
Fall and Spring Terms:		
14 or more credit hours	\$516.00	\$2758.00
16 credit hours	587.00	3152.00
1-13 hours (per credit hour)	49.50	197.00
Summer Term:		
9 or more credit hours	333.50	1,716.75
1-8 hours (per credit hour)	49.50	197.00

For financial aid and registration purposes, 12 credit hours or more is considered full time.

Curriculum Fees:		
Fall and Spring Terms:		
12 or more credit hours	19.00	19.00
1-11 credit hours	14.00	14.00
Summer Term:		
9 or more credit hours	0	0
1-8 credit hours	0	0

DROP/ADD

Courses may be added during the first three class days of the term. To accomplish the process the students must:

1. Obtain a drop/add form from the Record's Office or satellite campus office and fill it out completely;
2. Have the academic advisor or counselor approve the change and sign the form;
3. Sign the form and return it to the Records Office or satellite campus office for updating registration;

4. Take the form to the Cashier for validation, as well as tuition payment, if appropriate; and
5. Attend added class(es) immediately. Due to varied departmental attendance requirements, students may have exceeded the number of allowable absences.

WITHDRAWAL FROM A COURSE(S)

Official withdrawal from a course(s) is permissible at any point during the term with certain restrictions. No grade will be recorded for official withdrawals during the refund period of each term (see note below). All official withdrawals after the refund period of the term and on or before the midpoint of the term will be recorded as a “W” grade. There is no academic penalty for a “W” grade; however, for Federal Financial Aid, the course(s) given a “W” grade may count as hours attempted but not earned. After the midpoint of a term, permission for an Administrative Withdrawal must be granted before a student may officially withdraw - or an “F” grade will be assigned. Any student who is a veteran needs to see the veteran’s officer prior to withdrawing from any course, since benefits will not be paid for a “W” or “WA” grade.

If a student stops attending or never attends without officially withdrawing from a course, the student will receive an “F” grade for the course. Ultimately, it is the responsibility of the student to withdraw from a course.

NOTE:Curriculum students who officially withdraw from the College prior to the first day of the semester are eligible for a 100-percent refund of tuition. Eligibility for tuition refunds after that date are determined by the state policy in effect during the specified term, which will be published prior to the beginning of each term.

ADMINISTRATIVE WITHDRAWALS

A student can petition in writing for an Administrative Withdrawal to the Dean of Student Services for a “WA” (no penalty) after the midpoint of a term, if mitigating circumstances warrant. Approval can only be granted with permission of the instructor, Department Chair, Dean of Instruction and Dean of Student Services. The burden of explanation and documentation of mitigating circumstances lies with the student.

STUDENTS WHO DO NOT FOLLOW THE ABOVE PROCEDURES HAVE NOT OFFICIALLY WITHDRAWN FROM CLASS AND WILL RECEIVE AN "F".

GRIEVANCE PROCEDURES

The student should become familiar with the grievance procedure set up for the college and documented in the college catalog. There may be variations in the process depending on whether the matter relates to student conduct or suspensions or academics. In either case, the initial response should follow the logical line of authority.

Any matter should first be discussed with the involved faculty member. Unresolved grievances should then be referred to the Program Director, Department Chairperson, and finally the Dean of Instruction. In each case, the grievance should be presented in writing and/or scheduled personal appointments. Failure to follow the proper sequence may negate the student's right to appeal to higher authority.

FINANCIAL ASSISTANCE

The college attempts to provide financial assistance to any student who would be unable to begin or continue a course of study without additional funds. All inquiries concerning student aid should be directed to the Financial Aid Office. Refer to the college catalog for further details.

GRADUATION REQUIREMENTS

In order to graduate from the Human Services Technology program at VGCC, the student must maintain at least a grade of "C" or better in all major and related area courses of study. In addition, the student must meet the college requirements for graduation listed in the current college catalog. The math requirement for graduation from Human Services Technology is MAT 070.

RETURNING STUDENTS

Students who are dismissed from the program for academic reasons or who withdraw for personal reasons may be eligible to re-enter the following academic year provided:

1. They meet the admissions requirements for the year they want to return. If admission requirements differ from when they were originally accepted, they must meet the new requirements.
2. They audit, or retake for a grade specific clinical and core courses that are prerequisites for the courses they failed or dropped. This requires students to enroll in the semester sequenced prior to the one they did not successfully complete.
3. Their academic record is adequate to warrant re-entry.

4. There are adequate clinical slots to accommodate them when they re-enter. The program will not "save" a clinical slot unless the returning students re-apply to the program and re-enter in the fall semester as a full time student.
5. The student completes a re-entry contract with the Program Director specifying terms for re-entry.

Students who have been dismissed from the program for disciplinary reasons or who have been unsuccessful in one previous academic readmission will not be considered for readmission. Students who request readmission later than the academic year following their release, must reapply to the program, compete with other applicants in the admissions process, and retake all major and related courses.

TRANSCRIPTS

A student's official transcript is a record of the student's entire academic history within this institution. To request a transcript, the student needs to go to the Business Office and pay \$1.00 per transcript requested. Take the receipt and completed request form to the Records Office in Building #8.

STUDENT CLASSIFICATION

FRESHMAN - A student who has earned less than 36 semester hours of credit.

SOPHOMORE - A student who has earned 36 or more semester hours of credit.

FULL-TIME OR REGULAR STUDENT - A student who is registered for 12 or more credit hours. (Summer: for 9 or more credit hours).

PART-TIME STUDENT - A student who is taking less than 12 credit hours. (Summer: less than 9 credit hours).

SPECIAL STUDENT - A student who is not seeking a degree or auditing a course.

STANDARDS OF PROGRESS

Each student at Vance-Granville Community College is expected to maintain satisfactory academic progress toward completing requirements of a degree or diploma or certificate. At the end of each term a student's quality point average for that semester and his/her cumulative quality point average are examined.

Academic standing is determined by the cumulative quality-point average. (Total number of quality points earned divided by the total number of semester hours attempted.) A student whose cumulative quality point average falls below a 2.0 on a 4.0 scale is placed on academic warning, academic probation, or academic suspension. Part-time students are subject to the provisions of these standards when 12 semester hours are completed.

TESTS

Tests remain the property of Vance-Granville Community College's Human Services Technology Program. Each student is given the opportunity to review tests once they are graded.

ACADEMIC WARNING

Students are notified that their cumulative quality point average is between a 1.6 and a 1.99. They are expected to earn a 2.0 grade point average in the next semester of enrollment. Individuals on Academic Warning are required to see a member of the Counseling Services staff to discuss their academic progress. At off-campus sites, students may see a Satellite Coordinator or Counselor who will contact the Counseling Services Staff.

ACADEMIC PROBATION

Students are notified that their cumulative quality point average is below 1.6. Individuals on Academic Probation are required to see a member of the Counseling Services staff to discuss their academic progress. At off-campus sites, students may see a Satellite Coordinator or Counselor who will contact the Counseling Services staff. These individuals must limit their course load and earn a 2.0 grade point average during the next semester enrolled.

ACADEMIC SUSPENSION

Any student on Academic Probation who fails to earn a grade point average of 2.0 the following semester will be required to make a personal appeal to their Department Chairperson and see a member of the Counseling Services staff prior to registering the following semester. At off-campus sites, students may see a Satellite Coordinator or Counselor who will contact the Counseling Services staff and the Department chairperson. Any student not following the outlined procedures will be suspended for one semester.

Any appeal of the Standards of Progress beyond the Department Chairpersons will be directed to the Dean of Instruction whose decision will be final.

NOTE: The Standards of Progress as defined for financial aid may differ from academic standards as stated above.

STUDENT RESPONSIBILITIES

All students are responsible for the proper completion for their academic program, for familiarity with all requirements of the Vance-Granville Community College catalog under which they intend to graduate, for maintaining the grade average required and knowing their academic standing, and for meeting all other degree requirements. Advisors and counselors are available to all students, but final responsibility for meeting program and graduation requirements remains with the student.

APPLICATION FOR GRADUATION

It is the responsibility of the student to make application for graduation during the term preceeding the term he/she expects to complete curricular requirements (See “Academic Calendar” for dates to apply). The student should first see his/her advisor to: (1) determine status in regard to completion of curricular requirements; (2) obtain an Application for Graduation form; and (3) make an appointment with the Registrar. When this form has been completed by the student and signed by the advisor, the student files it with the Records Office, which will certify the student for graduation when all graduation requirements have been met. The graduation fee must be paid at this time.

Graduation exercises to award degrees and diplomas are held annually. **Candidates for degrees and diplomas must attend commencement exercises unless excused by the Dean of Students.**

GRADUATION FEE

A graduation fee of \$10.00 will be due and payable to the Business Office once a curricular student applies for a degree or diploma and is notified by the Student Services Office that he is eligible for graduation.

The fee covers the cost of the diploma, and other graduation expenses not paid for by the college or the state. An additional fee is paid to the bookstore for cap and gown and invitations.

REPEATING COURSES

A course taken at Vance-Granville Community College may be repeated in order to raise the grade only if the previous grade was below a "C". Such a course may be repeated only twice. Exceptions may be made by student petition to the Dean of Instruction. In the case of a course which has been repeated, only the grade points and credit hours earned in the most recent attempt will be used in the computation of the grade point average to determine eligibility for graduation. All grades on the transcript are used in the computation of the cumulative QPA.

ACADEMIC ADVISING

Vance-Granville Community College takes pride in its commitment to academic advising. The focus of this commitment lies in the great educative value of faculty and professional advisors helping students to set meaningful, self-directive goals. Academic advising is a developmental process that assists students in the planning and the development of their educational and career goals.

Courses selected by students must be approved by their advisor prior to registration. The advisor must also approve all registration changes, such as dropping and adding courses.

Special students are advised by counselors or advisors in the Counseling Services Division. All students are encouraged to meet with their advisor throughout each semester and discuss their academic progress. Although advisors are available to assist students in a variety of ways, the final responsibility for meeting all academic requirements for graduation rests with the students.

CHANGE OF MAJOR

There are times when a student's aptitude and interest may be better served by a change of curriculum. Should a change be advisable, a counselor should be consulted to explore possibilities that will serve the interest of the student.

Students who desire to change from one program of study to another must file a "Change of Major Form" with the Records Office. The change must be approved by the Program Head/Representative of the desired program of study and shall be effective at the beginning of a semester.

Students that desire a change from one program of study to another will have their academic records reviewed for possible transfer credit. In cases where grades are acceptable and prior course work is applicable to the new curriculum, transfer credit will be allowed.

Procedures for Change of Major

A. Student Responsibility

1. Meet with counselor or advisor.
2. Complete Change of Major Form. Forms may be picked up at the Records Office.
3. Have the former advisor sign the Change of Major Form and forward advisor files to new Program Head/Representative (student should hand carry).
4. Have new Program Head/Representative's approval for acceptance into desired curriculum.
5. Return Change of Major Form to Records Office.
6. Review academic records with Registrar for possible transfer credit.

BOOKSTORE

The Bookstore on the main campus is located on the first floor in Building #2. Books will normally cost you \$150.00 to \$200.00 per semester depending on the courses taken. **DO NOT PURCHASE ANY BOOKS FOR A CLASS UNTIL YOU HAVE ATTENDED THE CLASS.** The instructors will inform you which books you will need for their particular courses. Hours for the bookstore are:

Monday – Thursday 7:30 a.m. – 7:30 p.m.
Friday - 7:30 a.m. – 1:00 p.m.

The Bookstore on South Campus is open the first week of classes each semester.

LEARNING RESOURCE CENTER

The LRC on the Main Campus is open to all students for research, study, or leisure reading. Students must fill out a form in the library for a library card in order to check out materials. Hours for the LRC are:

Monday - Tuesday	8:30 a.m. - 8:00 p.m.
Wednesday	10:00 a.m. – 8:00 p.m.
Thursday - Friday	8:30 a.m. - 5:00 p.m.
Saturday	10:00 a.m. – 2:00 p.m.

Although the LRC on Main Campus is the major center for the program, the South Campus has a LRC with the following hours of operation:

Monday - Thursday	10:00 a.m. - 8:00 p.m.
Friday and Saturday	10:00 a.m. - 6:00 p.m.

STUDENT CODE OF CONDUCT

POLICIES AND PROCEDURES

I. Student Code of Conduct

The community college has the responsibility to create and maintain order on campus. All members of the college - trustees, administrators, faculty, staff and students- must share the responsibility.

The college guarantees each student the privilege of exercising his/her rights of citizenship under the Constitution of the United States and the General Statutes of the State of North Carolina.

The college can be expected to apply sanctions in instances where a student's conduct interferes with the college's primary purposes. The college has a responsibility to protect the health and safety of persons, to maintain and protect property, to keep records, and to conduct classes and non-classroom activities such as lectures, concerts, athletics, and social functions. Students are required to carry their student I.D.s while on campus and give full cooperation to security requesting verification of I.D.

The act of enrollment at Vance-Granville Community College includes an acceptance by the student of the rules and policies of Vance-Granville. Each enrolled student is considered to be a responsible adult, and Vance-Granville Community College assumes and requires that men and women who enroll in various programs will maintain standards of conduct appropriate to the status of students at Vance-Granville.

While students are on Vance-Granville Community College property or at a Vance-Granville Community College-sponsored event, students may not act in any way that negatively impacts the college's educational objectives. Acts that are illegal or against the college's rules and regulations will be subject to disciplinary action.

A. Prohibited Conduct Shall Include, but not be Limited to:

- Dishonesty– this includes but is not limited to cheating, plagiarism, falsification of information, abuse of academic materials, fraud, attempt to assist another to commit an act of dishonesty, and unauthorized use of college name;
- Stealing, misusing or damaging college property, property of a member of the college community or a college visitor; or breaking into a locked college facility or being in a college facility after closing hours;
- Having, making use of, distributing, selling or being under the influence of alcohol or any controlled substance on college property or at any college-sponsored activity or in a college vehicle;

- Being physically or verbally lewd or indecent, distributing obscene or libelous material, or directly cursing or using vulgar or abusive language toward any college employee or student;
- Assaulting or threatening anyone on college property or at a college-sponsored or supervised event;
- Sexually harassing a student or employee;
- Obstructing or disrupting study, teaching, research, administration or disciplinary proceedings or other college activities;
- Occupying or seizing college property or a college facility;
- Having food or drink in unauthorized areas, such as classrooms and laboratory areas;
- Littering – students are responsible for cleaning their own tables and for placing trash, empty bottles, cigarette and other tobacco product disposal in proper containers;
- Wearing disruptive dress, which includes, but is not limited to, bare feet, clothing or appearance that is provocative or obscene or may result in danger to the health or safety of the student or others;
- Participating in or holding an assembly, demonstration or gathering that threatens or causes injury to anyone or anything, that interferes with access to college facilities, that is harmful to or interferes with the educational process, or staying at the scene of such a gathering when asked to leave by a college employee;
- Having, using, selling or distributing weapons or firearms of any kind;
- Issuing a bomb threat; setting off a fire alarm or tampering with safety equipment, except in an emergency when such equipment is needed;
- Gambling – on college premises or at college-sponsored activities. This includes, but is not limited to, exchanging items of value, as well as currency, and extends to keeping score for later settlement where chances for the monetary advantage of one participant are at the expense of others;
- Smoking or using other forms of tobacco in any campus building, except those areas designated;
- Violating college rules on the operation and parking of motor vehicles;
- Forging, altering or misusing college documents, records or instruments of identification;
- Failing to follow instructions or directions of college employees who are performing their duties;
- Violating the terms of disciplinary probation or college regulations while you are on probation;
- Failing to pay college fines, loans or writing bad checks to the college;
- Violating local, state or federal criminal law on college property;
- Behaving in any way that conflicts with the safety of others;
- Stealing or misusing computer time;
- Abusing the college judicial system;
- Being an accessory to a violation or helping someone else commit an offense.

- Intimidating, coercing, extorting or hazing another student, with force, violence, or threat of force or violence. No group or individual shall require another student to wear abnormal dress, play abusive or ridiculous tricks, or use frightening or other harassing behavior that subjects those individuals to personal indignity or harm.

B. **Disciplinary Sanctions**

When students violate college regulations, they are subject to disciplinary action by the college. Disciplinary action may be initiated by a complaint by any member of the college. The complaint must be filed with the Dean of Student Services or Chief Security Officer. The Dean or his/her representative shall investigate all complaints and will assign in writing formal sanctions if justified. Once formal sanctions have been initiated, the student may appeal the decision. The Student Code of Conduct sanctions range from expulsion or suspension, through probation, to lesser penalties. The list of sanctions defined seeks to preserve flexibility in the imposition of punishment. Sanctions include the following:

- **Reprimand** – A written communication which gives official notice to the student that he/she has violated the Code of Conduct and that any subsequent violation of the Code of Conduct may carry heavier penalties because of this prior infraction.
- **General Probation** – An individual may be placed on general probation when involved in a minor disciplinary offense. General probation has two (2) important implications: first, the individual is given a chance to show his/her capability and willingness to observe the Student Code without further penalty; second, if he/she errs again, additional sanctions will be imposed for this violation. The probation will be in effect for no more than two (2) terms.
- **Restrictive probation** – Results in loss of good standing and notation of such is made in the individual's record. Restrictive conditions may limit activity in the college community. Generally, the individual will not be eligible for initiation into any local or national organization, 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. This probation will be in effect for not less than two (2) terms. Any violation of restrictive probation may result in immediate suspension.
- **Restitution** – Paying for damaging, misusing, destroying, or losing property belonging to the college, college personnel, or student(s).
- **Academic Suspension** – Exclusion from classes and/or other privileges or activities set forth in the notice, until a final decision has been made concerning the alleged violation.
- **Loss of Academic Credit or Grade** – Imposed as a result of academic dishonesty.

- **Withholding Diploma or Right to Register** – Imposed when financial obligations are not met.
- **Suspension** – Exclusion from class(es) and/or all other privileges or activities of the college for a specified period of time. This sanction is reserved for those offenses warranting discipline more severe than probation, or for repeated misconduct. Students who receive this sanction must get specific written permission from the Dean of Student Services before returning to campus.
- **Expulsion** – Dismissing a student from campus for an indefinite period. The student loses his/her student status. The student may be re-admitted to the college only with the approval of the President or his designee.
- **Group Probation** – This is given to a college club or other organized group for a specified period of time. If group violations are repeated during the term of the sentence, the charter may be revoked or activities restricted.
- **Group Restriction** – Removing college recognition during the term in which the offense occurred or for a longer period (usually not more than one other term). While under restriction, the group may not seek or add members, hold or sponsor events in the college community, or engage in other activities as specified.
- **Group Charter Revocation** – Removal of college recognition for a group, club, society, or other organization for a minimum of two (2) years. Recharter after that time must be approved by the President and the Student Government Association.

C. **Order of Disciplinary Appeals Procedures**

1. Once the Dean of Student Services, or other college official has assigned disciplinary sanctions, he/she will:
 - Provide written notice to all persons accused of violations, along with statement of investigation including any evidence and sanctions imposed.
 - Provide the student with information on the Appeals Process.

Rights of the Accused

The accused may elect to:

- Voluntarily accept sanctions imposed by the Dean of Student Services; or,
- Request a hearing before the Student Services Committee by completing the Disciplinary Appeals hearing form with the Dean of Student Services. The form must be filed within five (5) college working days from the date on disciplinary action letter.

2. The Dean of Student Services will summon the Student Services Committee for a hearing within ten working days from the receipt of the Appeals request. The President appoints this committee each year. Membership includes six faculty members, three full-time students, a representative of Workforce Investment Act, Counseling Services, a member of Security, and a member from the Student Services area.

Hearing

The Student Services Committee will:

- Hear the grievance from the accused, along with any witnesses;
- Hear the counter complaint from those initiating disciplinary action;
- Meet and discuss facts to determine if disciplinary action was justified;
- Provide written notice of the final decision to the accused.

Notes:

The Dean of Student Services and Dean of Curriculum will decide if a student may attend classes during an Appeals Process. Each case will be decided individually.

Students should be aware that, when attempting to add a class as a result of an Appeals decision, certain classes might already have the maximum allowed enrollment. Also, late enrollment may cause a student to exceed the allotted days for absenteeism from a class. If this situation occurs, the student must enroll in the class at a later date.

II. Classroom Conduct

A. **Attendance:** At the beginning of each course, the instructor will announce the attendance requirements of the course in accordance with departmental attendance regulations. An instructor may withdraw a student from the class if the student has violated the attendance policy. A failing grade may be assigned if the violation of the attendance policy is after the 50% date.

B. **Safety Clothing & Equipment**

- Safety clothing and equipment must be worn as required.
- Uniforms, and name tags, must be worn in areas where they are required.
- Industrial-quality eye protection devices, when necessary, will be purchased by the college. Students will be responsible for wearing safety glasses and returning them to the instructor. The student must replace lost glasses.

It is a requirement of North Carolina General Statutes that students wear protective safety glasses in shops and laboratories when in the area or vicinity of:

- Hot solids, liquids, or molten metals;
- Milling, sawing, turning, shaping, cutting, or stamping of any solid materials;

- Heat treatment, tempering, or kiln firing of any metal or other materials;
- Gas or electric arc welding;
- Repair or servicing of any vehicle; or
- Caustic or explosive chemicals or materials.

C. Classroom Behavior

Any instructor may request a student to leave the instructor's teaching station when, in the opinion of the instructor, the student's conduct or personal habits disrupt normal classroom procedures or endanger the class. The instructor notifies the Dean of Student Services and the Security Officer of the action and reason. If, in the opinion of the instructor, security officer, and the Dean of Student Services, the student conduct is such that he or she should be prohibited from re-entering the class, then written notification shall be forwarded to the student.

D. Access to Campus Facilities

Access to campus facilities is limited to the designed and intended purposes of the specific classroom laboratory or shop. Individuals not scheduled to have access should not enter these areas without permission. Students shall not use shop equipment unless under the supervision of an instructor.

E. Computer and Network User Policy

The college has a detailed policy that addresses use and misuse of the campus computing facilities. Students should be aware that violations might range from sanctions imposed by the college to felony criminal offenses. Copies of the Computer and Network User Policy may be obtained from the Director of Information Technology, the Dean of Student Services and the Learning Resources Center.

F. Publications Policy

Publications are defined to include but are not limited to the following: newspapers, pamphlets, newsletters, brochures, flyers, books, posters, or magazines. Publications are not to be printed or distributed without official approval of the Dean of Student Services. Off-campus organizations are not allowed to distribute their publications on any of the college's properties without the approval of the college administration.

- **Approval of Publications:** Approved campus organizations may post and distribute their publications if said publications have been approved by the president of the organization, the organization's advisor, and the Dean of Student Services.

- **Offensive Publications:** Publications containing profanity, language that is offensive to race, sex, or creed, and incorrect statements will not be approved for printing or distribution. All publications must represent the dignity, mission, and standards of the college.
- **Organizations Publications:** Organizational publications must be consistent with the philosophy and mission of the organization and Vance-Granville Community College.
- **Policy Violations:** The college reserves the right to rescind the approval to function on campus of any organization that violates this policy. Individuals found guilty of not conforming to the publication rules could face disciplinary actions.

G. **Bulletin Boards**

- Posters of any type are not permitted on walls, doors, windows, or exterior surfaces of buildings. Important announcements concerning student activities, meetings, pre-registration, job openings, and special events are posted on the bulletin boards. Students are held responsible for removing all notices which are outdated or improperly posted.
- Ads (books for sale, rentals, items for sale, etc.) may be posted on bulletin boards. Permission to mount posters or notices on bulletin boards must be obtained from the Student Services office.

H. **Approval of Activities, Fund Raising**

All extracurricular activities and fund raising must be approved. The activities are to be recorded on a college activity calendar in the Student Services office to ensure that they are coordinated throughout the entire college.

I. **Unattended Children on Campus**

The recreational facilities, classrooms, and other areas of the college are designated primarily for the student population. Students are discouraged from bringing children on campus unless they are enrolled in the college day care program. Children or other individuals (non-students) accompanying students are not allowed in class, nor can the college assume responsibility for these individuals while on campus.

J. **Maintenance of a Safe and Orderly Environment**

All rules apply on and off campus during college-sponsored activities. Administration, security, faculty, and all other college employees have the authority to enforce all rules on or off campus during college-sponsored events. Students are responsible for full cooperation in the maintenance of a safe and orderly environment.

1. Campus Order

All students, faculty, and college personnel have the right to attend scheduled classes or work stations without fear of violence or psychological abuse. Should any interruption of the process of business, training, or occupancy of Vance-Granville Community College's premises occur, the following actions will be initiated when any of the situations listed (or like situations) occur:

- **Unauthorized Assembly:** When an assembly of students on campus, not authorized by the college, has been requested to disband by the President or other designated officers, those refusing to comply will be subject to immediate suspension and/or dismissal and legal action for trespassing.
- **Hearing of Grievances:** In the event that an assembly appears to be a demonstration related to grievances, those present should be advised that orderly procedures for the hearing of grievances are available to which adherence is mandatory. Institutional officials will not negotiate with such groups under conditions of duress.
- **Unauthorized Occupation:** Any unauthorized occupation of buildings and/or institutional property constitutes reason for immediate suspension and/or dismissal from the college of students who may be involved. Destruction of state property is punishable by law.
- **Non-Student Participation:** Any person currently not a student is not allowed to participate in demonstrations on the campus.
- **Outside Force:** Voluntary compliance is required to maintain law and order on campus. When voluntary compliance fails, the college may call upon outside forces to restore order. It should be remembered, however, that the institution does not always make the decisions about whether police shall come in. In certain instances, the police are obligated to come in when law breaking is perceived or violence erupts.
- **No Retroactive Amnesty:** The criminal act of violating another person's rights, once committed, cannot be undone. The act of destroying state or private property is not rescinded by an apology or by restitution. Once the act has been committed, the responsibility for the act is fixed. Retroactive amnesty is not the policy of the college. Institutional officials will not consider any proposals or demands presented to them during a period of duress created by a group or a faction of the student body.

2. Guidelines

- **Speakers on Campus:** When speakers are invited to campus under established procedures, they should be allowed to speak. Respect for the democratic principles of open discussions and the right to hold and present differing opinions carries with it the obligation to allow speakers to speak and to permit audiences to listen.
- **Recruiting on Campus:** Vance-Granville Community College, through its placement services, will invite representatives from industries, businesses, and government to campus. This policy guarantees that any recruiter visiting the campus and approved by the administration will be treated as a guest.
- **Civil Disobedience:** Civil disobedience is not civil liberty and, by definition, constitutes a violation of law.

3. Disruption of College

- **Forceful Disruption:** A student shall not by use of violent force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct intentionally cause the disruption of the function of the college or persons engaged in the business of the college.
- **Formal or Informal Assembly:** A student or group of students shall not participate in or conduct an informal or formal assembly:
 - In a manner that threatens or causes injury to persons or property;
 - Which interferes with free access to college facilities; or
 - Which is harmful, obstructive, or disruptive to the educational process or institutional function of the college.Remaining at the scene of such an assembly after being asked to leave by a representative of the college staff will also constitute a violation.
- **Intentional Obstruction:** A student or group of students shall not intentionally obstruct or disrupt teaching, administration, or disciplinary proceedings, or other college activities, including public service functions and other duly authorized activities on college premises.
- **Occupation or Seizure:** Students or a group of students shall not participate in occupation or seizure of college property, a college facility, or any portion thereof, for a use inconsistent with prescribed, customary, or authorized use.
- **Fire Alarms:** It is unlawful to set off a fire alarm or use or tamper with any fire safety equipment.
- **Disturbance:** Any physical or verbal disturbance that interrupts or interferes with teaching or orderly conduct of college activities is prohibited.

III. Alcohol and Drug Abuse Policy

It is the policy of Vance-Granville Community College to comply with the Drug-Free Schools and Communities Act of 1989 (Public Law 101-226) as implemented by regulations contained in 34 CFR Part 86, Subpart B, (amended as Title IV Safe and Drug Free Schools and Communities Act of 1994.) Therefore, it is the policy of this College that the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance on the College's campuses or at any site or activity operated by Vance-Granville Community College is prohibited. Any student violating this policy is in violation of the College's rules and regulations and is also prohibited under the Student Code of Conduct of Vance-Granville Community College. Any student violating this policy will be subject to disciplinary action up to and including permanent expulsion.

Students who violate the College's policies relating to drug abuse will be referred to the appropriate legal agencies for prosecution under the federal and state laws governing use and possession of a controlled substance. This includes, but is not limited to, narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of Section 2020 of the Controlled Substance Act (21 U.S.C. Section 812) and as further defined by regulation at 21 C.F.R. 1300.11 through 1300.15 or article 5 Chapter 90 of the North Carolina General Statute. Persons who violate this statute shall be guilty of a felony and may be imprisoned up to 10 years or fined up to \$10,000 or both at the discretion of the court.

Possession or use of alcoholic beverages or being in a state of intoxication on the college campus or at college-sponsored or supervised functions off-campus or in college-owned vehicles is prohibited. This includes, but is not limited to, alcoholic beverages, malt beverages, or fortified wine or other intoxicating liquor. Use of alcoholic beverages may result in referral to counseling programs and/or legal agencies for prosecution under federal and state laws.

Prescription drugs authorized by a registered physician or pharmacist are not in violation of the code of conduct as long as the individual intended to receive the prescription medication takes the drug according to the prescribed dosage. Any influence, which may be attributed to the use of drugs or of alcoholic beverages, shall not in any way limit the responsibility of the individual for the consequences of his/her actions.

Students should be aware that the use of alcohol, non-prescription use of depressants including sleeping pills, sedatives, tranquilizers, non-prescription use of stimulants including cocaine, prescription diet pills and marijuana can lead to lapses in attention, slowed reflexes and reaction time, impaired vision and impaired short term memory. Alcohol is strongly associated with the increased risk of cancers of the oral cavity, pharynx and larynx. Other research indicates chronic alcohol abuse may effect the immune system.

Students desiring counseling or treatment for the abuse of alcohol or drugs should contact any of the following agencies:

- Alcoholics Anonymous Alcoholism Information Center 919-286-9499
- Narcotics Anonymous Hotline 919-755-5391
- Alcohol Drug Council of NC 1-800-662-7030
- Alcohol Abuse 24-Hour Hotline & Treatment 1-800-374-2800
- Alcohol Abuse & Addiction – Information & Treatment 1-800-333-2294
- Alcohol Abuse 24-Hour Assistance & Treatment 1-800-234-1253

Franklin County

- Alcoholism & Drug Abuse Services – Mental Health Program 919-496-4111
107 Industrial Dr., Suite B, Louisburg, NC 27549

Granville County

- Alcoholism & Drug Abuse Services – Mental Health Program 919-693-2611
120 Orange St., Oxford, NC 27565
- Alcoholics Anonymous 111 Grace Street, Oxford, NC 919-693-5635
- Alcoholics Anonymous 213 Pine Tree Rd., Oxford, NC 919-693-2329

Vance County

- Alcoholism & Drug Abuse Services – Mental Health Program 252-492-4011
125 Charles Rollins Rd., Henderson, NC 27536

Warren County

- Alcoholism & Drug Abuse Services – Mental Health Program 252-257-2774
546 Ridgeway St., Warrenton, NC 27589

Durham County

- Substance Abuse Services 919-560-7500
705 S. Mangum St., Durham, NC 27701

Wake County

- Mental Health Services 3010 Falstaff Rd., Raleigh, NC 919-250-3100
- Alcoholics Anonymous Hotline 24 Hours 919-783-6144
- Al-Anon-Alateen 3824 Barrett Dr., Raleigh, NC 919-787-1653

IV. Weapons and Firearms Policy

The firearms and weapons policy is taken from the North Carolina General Assembly Senate Bill 1096 enacted on December 1, 1999 (G.S. 14-269.2).

- It shall be a Class I felony for any person to possess or carry, whether openly or concealed, any gun, rifle, pistol, or other firearm of any kind, dynamite cartridge, bomb, grenade, mine, or powerful explosive, on educational property or to a curricular or extracurricular activity sponsored by the school. It shall also be a Class I felony for any person to cause, encourage, or aid a minor who is less than 18 years old to possess or carry any firearm or weapons mentioned in this section.
- It shall be a Class I misdemeanor for any person to possess or carry, whether openly or concealed, any BB gun, stun gun, air rifle, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades, and any sharp-pointed or edged instrument except instructional supplies, on educational property or to a curricular or extracurricular sponsored by the school. It shall be a Class I misdemeanor for any person to cause, encourage, or aid a minor who is less than 18 years old to possess or carry any weapon listed in this section.
- Any person caught with possession of the above mentioned firearms or weapons on Vance-Granville Community College property will be permanently suspended from Vance-Granville Community College campuses.

V. Sexual Harassment

Sexual harassment is a form of sex discrimination in violation of federal law and Vance-Granville Community College policy and will not be tolerated. Vance-Granville Community College forbids harassment of employees and students because of age, race, sex, color, religion, handicap, national origin, political affiliation, or marital status. Violation of this policy will lead to serious disciplinary action up to and including dismissal.

A. Definition

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature shall constitute sexual harassment.

B. Reporting Sexual Harassment

In an effort to prevent sexual harassment from occurring at the institution, it is policy to encourage the reporting of sexual harassment to members of the college administration.

VI. Communicable Disease Policy

Communicable and infectious disease shall include, but is not limited to, chicken pox, influenza, tuberculosis, conjunctivitis, hepatitis A, B, and D, infectious mononucleosis, and acquired immune deficiency syndrome (AIDS).

Persons who know or have a reasonable basis for believing that they have an infectious/communicable disease, which may pose a threat to others, have an obligation to conduct themselves in accordance with such knowledge, so as to protect themselves and others. Accordingly, employees and students should report the information to the Dean of Student Services. All information will be kept confidential except to those persons determined by the Dean of Student Services as having a need to know. These persons will be informed after the individual is advised that such action will be taken.

Any student believed to be or knows they are infected and engaged in patient-care clinicals are required to share that information as soon as possible with the Dean of Student Services on a confidential basis, so that the college can protect the welfare of patients and others.

VII. Operation and Parking of Motor Vehicles

A. Enforcement

Under the provisions of North Carolina Statute 115D-21, the college may enforce traffic and parking regulations on campus.

B. Application of State Law

All the provisions of Chapter 20 of the General Statutes relating to the use of highways of the State of North Carolina and the operation of motor vehicles thereon shall apply to the streets, roads, and driveways of the Vance-Granville Community College campus, along with rules and regulations approved by the Board of Trustees.

C. General Rules

- **Parking:** Students must park in areas marked for student parking.
- **Permit Stickers:** All vehicles on campus must be registered and the parking permit sticker displayed on the left rear bumper or in a clear space on the dashboard or the rear window.
- **24-Hour Regulations:** These rules and regulations shall apply on a 24-hour basis to operators of all vehicles, public or private, while operating a vehicle on the campus of the college.

- **Parking Responsibility:** The operator of any vehicle on the campus of the college shall comply with the legal instructions of any campus security officer and all traffic signs in accordance with the provision of these regulations. *The responsibility of finding a legal parking space rests with the motor vehicle operator. Lack of space is not considered an excuse for violation of parking regulations.*
- **Citations** will be issued for violations of the college traffic and parking regulations.
- **Accountability:** The person to whom a vehicle parking decal is issued shall be responsible for parking and traffic violations of the vehicle for which the permit is issued.
- **Penalty Fees** for drivers not complying with parking and traffic violations have been established. Failure to pay penalties may affect the student's enrollment status.

HUMAN SERVICES TECHNOLOGY

DEPARTMENT POLICIES

FACULTY EXPECTATIONS

Faculty expectations of students are high. Successful students must master the content and co-op work experiences of the courses they take. Classes are small and interaction between the student and faculty member is close. Faculty members make themselves readily available to the student and strive to assist the student to perform to the best of her/his ability. A faculty advisor is assigned to each student and they work with the student in planning her/his programs and to monitor progress.

ATTENDANCE POLICY

The faculty believes that anytime a student is not in attendance at a didactic class, or co-op work experience, he/she is not able to receive the full benefits of a presentation even if competencies are eventually met. Therefore, full-time attendance is mandatory to didactic classes and co-op work experiences. At the same, the faculty recognizes that students may contract illnesses or have family emergencies. In this event, the student must adhere to the following guidelines:

1. Students are responsible for all material covered in scheduled classes whether or not they were in attendance. They assume the task of obtaining the material they need from classmates. If a test is missed, the student is expected to take the exam within 24 hours of returning to class. Any delay beyond the 24 hour time period will result in a 10% grade reduction for each day of procrastination.
2. Students shall not miss more than 20% of the total classroom time per class per semester. After the 20% point is reached, the student will be asked to withdraw failing unless extenuating circumstances prevail.
3. Anytime a student misses more than three consecutive days of class and/or co-op work experience, the student must obtain a doctor's excuse for the missed time before returning to class or work experience.
4. Please be advised: instructors may have attendance policies that differ from the Program Handbook.

TARDINESS

Habitual tardiness to classroom or co-op work sites will not be tolerated. Instruction includes workforce skills, one of which is to be on time. Three tardies will constitute the equivalent of one full day's absence in either the co-op work experience or classroom. The absence will be counted toward the 20% point in both class and work experience.

ASSIGNMENTS

There will be no late assignments accepted. If a student is having a difficult time completing an assignment they **MUST** speak to the instructor ahead of time to make arrangements to submit the work in a timely manner. Remember: **NO LATE ASSIGNMENTS.**

DRESS CODE

All Human Services students are required to adhere to the proper dress code whenever attending the co-op work experience of their training. It would be expected that the student be professionally dressed. No jeans, tee shirts or shorts allowed. Classroom attire should be neat and conservative, and not distract from the learning process. Shoes must be worn at all times, and halters or cropped off shirts are not allowed.

ACADEMIC INFORMATION

The VGCC grading system operates on the belief that each student has the right to know the basis on which he/she will be graded. The following grading symbols are used:

Grade	Definition	Quality Points
A	93-100	4
B	85-92	3
C	77-84	2
D	69-76	1
F	68-Below	0
I	Incomplete (No Credit)	*
P	Pass/Fail Grade	*
R	Reschedule	0
X	Audit (No Credit)	0
W	Officially Withdrew	0
WA	Administrative Withdrawal	0
T	Transfer Credit	*
CE	Credit by Examination	*

Grade Point Average (G.P.A.) Calculation

G.P.A. is the total of quality points earned divided by the total number of credit hours attempted. Each letter grade earns the following numerical value:

A = 4 points	C = 2 points	F = 0 points
B = 3 points	D = 1 point	

For an example of computing your G.P.A. take the following steps:

PSY 150	General Psychology		3 credits
ENG 111	Expository Writing		3 credits
HSE 110	Intro to Human Services		3 credits
HSE 112	Group Process I		2 credits
	Total		11 credits
PSY 150	B (3)	3 (grade) x 3 (credit)	9 quality points
ENG 111	C (2)	2 x 3	6 quality points
HSE 110	B (3)	3 x 3	9 quality points
HSE 112	A (4)	4 x 2	8 quality points
	Total		32 quality points

32 divided by 11 equals 2.9 G.P.A.

SUBSTANCE ABUSE POLICY

Substance abuse and its sequel, addictive illness, can lead to serious physical, psychological, and social problems for the individual. Affected student(s) may have impaired judgement and skills that can pose a serious threat to the lives of clients in their care. Substance abuse not only compromises client care but also compromises the educational process. Vance-Granville Community College Human Services Technology program is committed to identification of abuse, intervention, and referral for treatment of any students involved.

Drug testing of body fluids is a method of identifying recent use of alcohol or drugs. It is not a diagnosis of substance abuse or addiction. A violation of agency co-op work experience policy will likewise be considered a violation of college policy. Test results will be kept confidential with access allowed only for those who “need to know.” If clinical sites impose testing requirements that affect students and faculty, the school will uphold the clinical site’s policy in requiring testing.

Identification of Abuse

Any student:

1. Found to possess (consumed or carried on one’s body) any alcoholic beverage, mind-altering chemical, or non-prescribed controlled substance on the Vance-Granville Community College campus or at any co-op work site.
2. Who diverts any controlled substance from a clinical facility.

3. Whose behavior or appearance provides reasonable suspicion that the student is under the influence of alcohol or non-prescribed controlled substances, under the influence of chemicals that alter cognitive functions and/or abusing prescribed medications.

Intervention is defined as

Any Student:

1. Identified according to Identification of abuse #1 and/or #2 (as cited above) will be dismissed from the Human Services Technology program.
2. Identified according to Identification of abuse #3 (as cited above) may be required to submit to a breath analysis, saliva test, urinalysis, or blood analysis. Faculty may make the determination that reasonable suspicion exists. Refusal to offer the required sample will be grounds for dismissal from the program. A positive test indicating use of controlled substance, mind-altering chemicals, or alcoholic beverages will be grounds for dismissal from the Human Services Technology program. The student will be responsible for the cost of testing.

REFERRAL FOR TREATMENT

Individuals who have been identified will be referred to the appropriate local or state agencies for assistance. All individuals will be afforded the right of confidentiality in all contacts consistent with local, state, and federal laws and the general welfare of the school, it's students, faculty, and staff.

Human Services Technology Curriculum Competencies

KNOWLEDGE

1. Knowledge of professional, ethical, personal, and client related values and conflicts.
2. Knowledge of human systems: individual, group, family, organization, community, and society and their interaction.
3. Explore the psychodynamic, behavioral, humanistic, cognitive and eclectic approaches to working with the individual.
4. Knowledge of diversity in our society.
5. Knowledge of future trends and career choices available to the human service worker.
6. Knowledge of client populations served by human service workers.
7. Knowledge of human service related community resources.
8. Reason logically, analyze objectively, generate new ideas, and make reasoned choices.
9. Express a working knowledge of the historical development of human services and the profession.
10. Distinguish a wide range of intervention techniques and roles that are appropriate to their level of knowledge.
11. Recognize various psychotropic drugs, side effects, and reasons for use.
12. Understand various treatment models, strengths, and weaknesses

SKILLS

1. Communicates effectively and appropriately both verbally and in written form.
2. Assess and evaluate psychosocial conditions reflecting current individual/participant functioning.
3. Recommend modifications to support optimal human functioning.
4. Demonstrate the ability to select appropriate strategies, services, or interventions and assist in the evaluation of outcomes.
5. Demonstrate information management skills including observations, communication, assessment, evaluation and documentation.
6. Demonstrate an understanding of prevention, intervention and resolution skills.
7. Use a wide range of interpersonal skills to include clarifying expectations, dealing effectively with conflict, establishing rapport, maintaining behavior that is congruent with expressed values and empowerment of others.
8. Demonstrate an understanding about the mission and practices of the support organization (agency) with which they are affiliated and participate in the life of the organization.
9. Demonstrate knowledge and application of human intervention skills.
10. Identify and use the skills involved in creating a helping relationship and environment.
11. Create a two-year Human Services Technology Portfolio to be used to assist the student in obtaining employment or admission into four year program.

ATTITUDES

1. Cooperate and collaborate with others.
2. Communicate the major human service values and attitudes in or to promote understanding of human service ethics and their application in practice.
3. Examine and develop awareness of one's own values, personalities, reaction patterns, interpersonal styles and limitations.

Human Services Course Descriptions

BIO 163	Basic Anatomy & Physiology	4	2	0	5
Prerequisites: None					
Corequisites: None					
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.					
CIS 111	Basic PC Literacy	1	2	0	2
Prerequisites: RED 090					
Corequisites: None					
This course provides a brief overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and workplace use. Upon completions, students should be able to demonstrate basic personal computer skills.					
COE 111	Co-op Work Experience I	0	0	10	1
Prerequisites:					
Corequisites					
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.					
COE 115	Work Exp Seminar I	1	0	0	1
Prerequisites:					
Corequisites: COE 111, COE 112, COE 113, or COE 114					
This course description may be written by the individual colleges.					
COE 121	Co-op Work Experience II	0	0	10	1
Prerequisites:					
Corequisites:					
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.					

COE 125	Work Exp Seminar II	1	0	0	1
Prerequisites:					
Corequisites: COE 121, COE 122, COE 123, or COE 124					
This course description may be written by the individual colleges.					
ENG 111	Expository Writing	3	0	0	3
Prerequisites: ENG 090 and RED 090, or placement in ENG 111					
Corequisites: None					
This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.					
ENG 111A	Expository Writing Lab	0	2	0	1
Prerequisites: ENG 090 and RED 090					
Corequisites: ENG 111					
This writing laboratory is designed to apply the skills introduced in ENG 111. Emphasis is placed on the editing and revision components of the writing process. Upon completion, students should be able to apply those skills in the production of final drafts in ENG 111.					
ENG 114	Professional Research & Reporting	3	0	0	3
Prerequisites: ENG 111					
Corequisites: None					
This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research. Listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations.					
HSE 110	Intro to Human Services	2	2	0	3
Prerequisites:					
Corequisites: None					
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 service worker.					

HSE 112	Group Process I	1	2	0	2
Prerequisites: Enrollment in the HSE program					
Corequisites: None					
This course introduces interpersonal concepts and group dynamics. Emphasis is placed on self-awareness facilitated by experiential learning in small groups with analysis of personal experiences and the behavior of others. Upon completion, students should be able to show competence in identifying and explaining how people are influenced by their interactions in-group settings.					
HSE 123	Interviewing Techniques	2	2	0	3
Prerequisites:					
Corequisites: None					
This course covers the purpose, structure, focus, and techniques employed in effective interviewing. Emphasis is placed on observing, attending, listening, responding, recording, and summarizing of personal histories with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to function in the helping relationship.					
HSE 125	Counseling	2	2	0	3
Prerequisites: PSY 150					
Corequisites: None					
This course covers the major approaches to psychotherapy and counseling, including theory, characteristics, and techniques. Emphasis is placed on facilitation of self-exploration, problem solving, decision making, and personal growth. Upon completion, students should be able to understand various theories of counseling and demonstrate counseling techniques.					
HSE 127	Conflict Resolution	2	2	0	3
Prerequisites:					
Corequisites: None					
This course introduces conflict resolution and mediation theory and practice. Emphasis is placed on achieving compromise and a win/win perception. Upon completion, students should be able to demonstrate competence in identifying seemingly dissimilar positions and facilitating agreement.					
HSE 145	Child Abuse and Neglect	3	3	0	0
Prerequisites: None					
Corequisites: None					
This course examines child physical, sexual and emotional abuse and child neglect. Topics include characteristics of abusive families, effects of abuse, symptoms, statistics, assessment and treatment, history of child maltreatment, laws, and child welfare organizations and agencies.					

HSE 210	Human Services Issues	2	0	0	2
Prerequisites:					
Corequisites: None					
This course covers current issues and trends in the field of human services. Emphasis is placed on contemporary topics with relevance to special issues in a multi-faceted field. Upon completion, students should be able to integrate the knowledge, skills, and experiences gained in classroom and clinical experiences with emerging trends in the field.					
HSE 225	Crisis Intervention	3	0	0	3
Prerequisites:					
Corequisites: None					
This course introduces the basic theories and principles of crisis intervention. Emphasis is placed on identifying and demonstrating appropriate and differential techniques for intervening in various crisis situations. Upon completion, students should be able to assess crisis situations and respond appropriately.					
HSE 226	Mental Retardation	3	0	0	3
Prerequisites: PSY 150					
Corequisites: None					
This course covers mental retardation and related issues. Emphasis is placed on the theoretical perspectives, causes, prevention, and treatment of mental retardation. Upon completion, students should be able to demonstrate a general knowledge of the mentally retarded individual.					
HSE 240	Issues in Client Services	3	0	0	3
Prerequisites:					
Corequisites: None					
This course introduces systems of professional standards, values, and issues in the helping professions. Topics include confidentiality, assessment of personal values, professional responsibilities, competencies, and ethics relative to multicultural counseling and research. Upon completion, students should be able to understand and discuss multiple ethical issues applicable to counseling and apply various decision-making models to current issues.					
HSE 245	Stress Management	2	2	0	3
Prerequisites:					
Corequisites: None					
This course covers stressors and techniques for stress management. Topics include anger, assertiveness, breathing, change, coping skills, family, time management, meditation, guided imagery, and journaling. Upon completion, students should be able to identify areas of stress and the skills and management techniques for dealing with stressors.					

HSE 250	Financial Services	2	0	0	2
Prerequisites:					
Corequisites: None					
This course introduces those agencies that provide income maintenance casework services. Emphasis is placed on qualifying applicants for a variety of economic assistant programs offered by human service agencies. Upon completion, students should be able to make a factual and objective assessment of a client's economic situation to qualify them for economic assistance.					
HSE 251	Activities Therapy	2	2	0	3
Prerequisites:					
Corequisites: None					
This course introduces skills and techniques used in recreation and leisure activities to enhance the lives of special populations. Emphasis is placed on music, art, and recreational therapy. Upon completion, students should be able to define, plan, and adapt recreational activities for selected groups and individuals.					
HSE 255	Health Prob & Prevent	2	2	0	3
Prerequisites:					
Corequisites: None					
This course surveys a range of health problems and issues, including the development of prevention strategies. Topics include teen pregnancy, HIV/AIDS, tuberculosis, communicable diseases, professional burnout, substance abuse, and sexually transmitted diseases. Upon completion, students should be able to identify health issues and demonstrate prevention strategies.					
MHA 150	Mental Health Systems	3	0	0	3
Prerequisites: HSE 110					
Corequisites: None					
This course introduces the treatment and services available at both public and private mental health facilities. Topics include intake procedures, admission criteria, history, and structure of mental health facilities. Upon completion, students should be able to demonstrate competence in articulating both the theory and practice of mental health services delivery					
MHA 155	Psychological Assessment	3	0	0	3
Prerequisites: PSY 150					
Corequisites: None					
This course covers psychological assessment. Emphasis is placed on different types of psychological tests. Upon completion, students should be able to recognize and understand the purpose of various psychological tests					

MHA 240	Advocacy	2	0	0	2
Prerequisites:	HSE 110				
Corequisites:	None				

This course covers the roles and duties of the client advocate. Topics include treatment planning, needs assessment, referral procedures, and follow-up and integration of services. Upon completion, students should be able to effectively manage the care of the whole person from contact initiation to termination

PSY 150	General Psychology	3	0	0	3
Prerequisites:					
Corequisites:	None				

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. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

PSY 241	Developmental Psych	3	0	0	3
Prerequisites:	PSY 150				
Corequisites:	None				

This course is the 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. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

PSY 265	Behavioral Modification	3	0	0	3
Prerequisites:	PSY 150				
Corequisites:	None				

This course is an applied study of factors influencing human behavior and strategies for behavioral change. Emphasis is placed on cognitive-behavioral theory, behavioral assessment, practical applications of conditioning techniques, and maintenance of adaptive behavior patterns. Upon completion, students should be able to implement basic learning principles to effect behavioral changes in self and others.

PSY 281	Abnormal Psychology	3	0	0	3
Prerequisites:	PSY 150				
Corequisites:	None				
<p>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. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.</p>					
SAB 110	Substance Abuse Overview	3	0	0	3
Prerequisites:					
Corequisites:	None				
<p>This course provides an overview of the core concepts in substance abuse and dependence. Topics include the history of drug use/abuse, effects on societal members, treatment of addiction, and preventive measures. Upon completion, students should be able to demonstrate knowledge of the etiology of drug abuse, addiction, prevention, and treatment.</p>					
SAB 120	Intake and Assessment	3	0	0	3
Prerequisites:					
Corequisites:	None				
<p>This course develops processes for establishment of client rapport, elicitation of client information on which therapeutic activities are based, and stimulation of client introspection. Topics include diagnostic criteria, functions of counseling, nonverbal behavior, collaterals and significant others, dual diagnosis, client strengths and weakness, uncooperative clients, and crisis interventions. Upon completion, students should be able to establish communication with clients, recognize disorders, obtain information for counseling, and terminate the counseling process</p>					
SAB 125	SAB Case Mgmt	2	2	0	3
Prerequisites:	SAB 120				
Corequisites:	None				
<p>This course provides case management activities, including record keeping, recovery issues, community resources, and continuum of care. Emphasis is placed on establishing a systematic approach to monitor the treatment plan and maintain quality of life. Upon completion, students should be able to assist clients in the continuum of care as an ongoing recovery process and develop agency networking</p>					

SAB 135	Addictive Process	3	0	0	3
Prerequisites:	PSY 150				
Corequisites:	None				
<p>This course explores the physical, emotional, psychological, and cultural aspects of the addictive process. Emphasis is placed on addictions to food, sex, alcohol, drugs, work, gambling, and relationships. Upon completion, students should be able to identify the effects, prevention strategies, and treatment methods associated with addictive disorders.</p>					
SAB 210	Sub Abuse Counseling	2	2	0	3
Prerequisites:					
Corequisites:	None				
<p>This course provides theory and skills acquisition by utilizing intervention strategies designed to obtain therapeutic information, support recovery, and prevent relapse. Topics include counseling individuals and dysfunctional families, screening instruments, counseling techniques and approaches, recovery and relapse, and special populations. Upon completion, students should be able to discuss issues critical to recovery, identify intervention models, and initiate a procedure culminating in cognitive/behavioral change.</p>					
SAB 240	SAB Issues in Client Serv	3	0	0	3
Prerequisites:	Successful completion of 12 SHC in the SAB concentration				
Corequisites:	None				
<p>This course introduces systems of professional standards, values, and issues in substance abuse counseling. Topics include confidentiality, assessment of personal values, professional responsibilities, competencies, and ethics relative to multicultural counseling and research. Upon completion, students should be able to understand and discuss multiple ethical issues applicable to counseling and apply various decision-making models to current issues.</p>					
SOC 201	Introduction to Sociology	3	0	0	3
Prerequisites:	None				
Corequisites:	None				
<p>This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.</p>					

STUDY SKILLS - NOTETAKING

- I. What to Study
 - A. Vocabulary - keep a list - review daily.
 - B. Formulas, laws, rules - keep a list - review daily.
 - C. Famous people and important dates - how they relate.
 - D. Relationships - know how facts are related to one another.
 - E. Predict questions - notice what instructor emphasizes in class.
 - F. Main headings - study questions and summaries at the end of the sections or chapters.

- II. How To Take Notes
 - A. Lecture
 - 1. Write down key words.
 - 2. Listen for clues.
 - 3. Note major conclusions.
 - 4. Emphasis - note when teacher gives special points or writes on board.
 - 5. Review notes daily taken in class.
 - B. Books
 - 1. Read assignment as assigned.
 - 2. Get the big picture - what is the chapter about?
 - 3. Note chapter headings or subheadings.
 - 4. Read and write down important or key ideas or facts - actively involved.
 - 5. Read summary sections at the end of the chapter to get general idea.
 - 6. Review notes daily taken on reading.
 - C. Note-Taking Summary
 - 1. Purpose - read for plots, ideas, facts.
 - 2. Words - look up words you don't know.
 - 3. Why - relationship of ideas.
 - 4. Summarize - the so what!
 - 5. Explain - to someone else about subject.

- III. Good Study Habits
 - A. Have a study schedule written down and stick to it.
 - B. Schedule at least 45 minutes to 1 hour per study session.
 - C. Take study breaks and move around, then go back to study.
 - D. Keep in good shape physically and mentally.
 - 1. Sleep.
 - 2. Exercise.
 - 3. Have fun.
 - 4. Eat good regular meals.

ADVISEE CHECKLIST

1. You should Contact and keep in touch with your advisor.
2. You should Become familiar with your advisor's office hours or schedule.
3. You should Make and keep appointments or call if it is necessary to change or cancel an appointment.
4. You should Be willing to discuss any concerns regarding schoolwork, study habits, academic progress, etc.
5. You should Be open to discussions concerning careers and selection of appropriate courses.
6. You should Be willing to search out and use other sources of information.
7. You should Clarify some of your personal values and goals prior to sessions with your advisor.
8. You should Be prepared; have the necessary forms and, have an idea of the type of schedule you desire.
9. You should Become knowledgeable about all VGCC policies, procedures, and requirements.
10. You should Accept responsibility for the decisions to be made and the outcome thereof.

If it is necessary to drop in to see your advisor without an appointment, try to do so at a time when he/she is free, avoid the busiest time of the day, and allow plenty of time in case you have to wait.

The first and last two weeks of each term are the busiest for your advisor, please schedule longer conferences (to discuss change of programs, graduation requirements, etc.) during the middle part of the term.

Working effectively with your advisor takes time and effort; the interaction is worthwhile. Enjoy it!

RELATIONSHIPS WITH INSTRUCTORS

Instructors are people. They are an integral part of your education. Here are some suggestions for forming a good working relationship with them.

1. Form your own opinion about each instructor. Students talk about teachers, and you may hear conflicting reports. Decide for yourself.
2. Be attentive. Daydreaming, sleeping or having side conversations in class will insult your instructor. Besides, you miss what's happening. Side conversations also disturb other students.
3. We all have mental pictures about instructors. Perhaps they are unapproachable, brilliant, boring, demanding, eccentric, etc. Assume nothing. Get to know your teacher first-hand. Take advantage of their office hours. Some teachers best express their love and enthusiasm for their subject in private conversations rather than lectures.
4. Many instructors have special office hours. Most are delighted to talk to students. That's why they are teachers. Talking to one student allows them to focus on the area that's critical to that student and their enthusiasm can be contagious. What sounded incomprehensible in class may become clear in a one-to-one exchange.
5. Arrive early for classes. You can visit with your instructor or classmates, review notes, or spend a few minutes relaxing. Being on time demonstrates your commitment and interest.
6. Participate in class discussions. Ask questions. Provide answers. Be ready to debate and discuss. Your instructor will know you are interested and prepared. Asking questions to sidetrack your teacher or just to get noticed, however, wastes everyone's time.
7. Accept criticism. Learn from your teacher's comments on your work. It is a teacher's job to correct. Don't take it personally.
8. Submit professional work of high quality in both content and form. Prepare papers as if you were submitting them to an employer. Imagine that a promotion and raise will be determined by your work.

STUDENT SERVICES PERSONNEL

STUDENT SERVICES

Vanessa Jones	Dean of Student Dev. and Advancement Services
Gene Purvis	Dean of Student Services
Cindy Jackson	Counseling Services Secretary
Brenda Beck	Coordinator of Records and Admissions
Glenda Bowman	Financial Aid Assistant
Tonya J. Owen	Financial Aid Assistant
Beth Brockhaus	Counselor
Kathy Ktul	Registrar
Frank Clark	Coordinator of Financial Aid
Michael Davis	Asst. to the Coordinator of Records/Admissions
Claudette Dickerson	Asst. to the Coordinator of Records/Admissions
Theodora G. Smith	Asst. to the Coordinator of Records/Admissions
Tonya Waddle	Asst. to the Coordinator of Records/Admissions
Susan Miller	Secretary to the Dean of Student Services
Lori Forsythe	Assistant Admissions Officer/Testing Coordinator
Work-Study	Secretary/Receptionist – Financial Aid Office
Jerry Rose	Financial Aid Officer/VA Officer
Carol Slaughter	Secretary to Asst. Dean of Student Services
Barbara Smith	Career Center Coordinator
Deborah Sullivan	Career Center Assistant
Herbert Washington	Advisor

SATELLITE STAFF

Kevin Brown	Assistant Coordinator/Advisor, South Campus
Mary Fuller	Assistant Coordinator, Warren County Campus
Loretta Gaddis	Assistant Coordinator, South Campus
Bobbie Jo May	Coordinator, Franklin County Campus
Nancy Price	Assistant Coordinator, Franklin County Campus
Nancy Tunstall	Coordinator, Warren County Campus
Cecilia Wheeler	Coordinator, South Campus

STUDENT SUPPORT SERVICES

Helen Lindsey	Coordinator of Student Support Services
Scott O'Neal	Administrative Assistant/Tutor Supervisor
Yvonne Alston	Counselor, Student Support Services

CURRICULUM ADMINISTRATION

Marsha Nelson	Dean of Curriculum
Angela Ballentine	Chairman, Health Education
Dr. John Beck	Chairman, General College/College Transfer
JoAnna Jones	Chairman, Commerce/Technical
James Wheeler	Chairman, Vocational/Public Service

PROGRAM HEADS

JoAnna Jones	Accounting/Business Administration
Wesley Smith	Air Conditioning, Heating and Refrigeration
Beth Phillips	Associate Degree Nursing Practical Nursing
Fred Brewer	Automotive Systems Technology
Robert Wood	Business Administration/Operations Management
Keith Tunstall	Carpentry
Paula Askew	Cosmetology
Angela Johnson	Criminal Justice Technology
Wendy Frandsen	Developmental Studies
Jennifer Johnson	Early Childhood Associate
Leon Dillard	Electrical/Electronics Technology
Jim Tart	Electronics Engineering
Martha Bergeron	English
Tracy Wallace	Human Services
Robert Hudson	Industrial Maintenance Technology
Billie Evans	Information Systems Technology
Laura Pittard	Mathematics/Physics
Tammy Care	Medical Assisting
Faith Harris	Network Administration and Support
Linda Hall	Office Systems Technology
Lydia Powell	Psychology
Dr. Angela Ballentine	Radiography
Jane Jackson	Recreation & Leisure Studies
Steve McGrady	Science
Aaron Randall	Social Sciences
Jacqueline Heath	Teacher Associate
Bill Jones	Welding Technology

2004-2006 ACADEMIC CALENDAR

Fall Semester 2004

August 18	Wednesday	Curriculum Classes Begin
August 20	Friday	Last Day To Add A Class *
August 27	Friday	Last Day For A Partial Refund
August 27	Friday	Last Day To Drop With No Transcript Grade
September 6	Monday	Labor Day Holiday
October 11, 12	Monday, Tuesday	Fall Break
November 2	Tuesday	Last Day To Withdraw With "W" Grade
November 25, 26	Thursday, Friday	Thanksgiving Holidays
December 13	Monday	Exam Study Day
December 14-16	Tuesday-Thursday	Final Exams

Spring Semester 2005

January 6	Thursday	Curriculum Classes Begin
January 10	Monday	Last Day To Add A Class *
January 18	Tuesday	Last Day For A Partial Refund
January 18	Tuesday	Last Day To Drop With No Transcript Grade
January 17	Monday	Martin Luther King, Jr., Holiday
March 21-24	Monday-Thursday	Spring Break
March 25, 28	Friday, Monday	Easter Holidays
March 29	Tuesday	Last Day To Withdraw With "W" Grade
May 5	Thursday	Exam Study Day
May 6-10	Friday-Tuesday	Final Exams
May 14	Saturday	Spring Graduation

Summer Term 2005

May 24	Tuesday	Curriculum Classes Begin
May 25	Wednesday	Last Day To Add A Class *
May 30	Monday	Memorial Day Holiday
May 31	Tuesday	Last Day For A Partial Refund
May 31	Tuesday	Last Day To Drop With No Transcript Grade
July 4, 5	Monday, Tuesday	Independence Day Holidays
July 12	Tuesday	Last Day To Withdraw With "W" Grade
August 4	Thursday	Curriculum Classes End
August 9	Tuesday	Summer Graduation

Fall Semester 2005

August 18	Thursday	Curriculum Classes Begin
August 22	Monday	Last Day To Add A Class *
August 29	Monday	Last Day For A Partial Refund
August 29	Monday	Last Day To DropWith No Transcript Grade
September 5	Monday	Labor Day Holiday
October 10, 11	Monday, Tuesday	Fall Break
November 2	Wednesday	Last Day To Withdraw With "W" Grade
November 24, 25	Thursday, Friday	Thanksgiving Holidays
December 13	Tuesday	Exam Study Day
December 14-16	Wednesday-Friday	Final Exams

Spring Semester 2006

January 5	Thursday	Curriculum Classes Begin
January 9	Monday	Last Day To Add A Class *
January 16	Monday	Martin Luther King, Jr., Holiday
January 17	Tuesday	Last Day For A Partial Refund
January 17	Tuesday	Last Day To DropWith No Transcript Grade
March 13-17	Monday-Friday	Spring Break
March 27	Monday	Last Day To Withdraw With "W" Grade
April 14, 17	Friday, Monday	Easter Holidays
May 5	Friday	Exam Study Day
May 8-10	Monday-Wednesday	Final Exams
May 13	Saturday	Spring Graduation

Summer Term 2006

May 23	Tuesday	Curriculum Classes Begin
May 24	Wednesday	Last Day To Add A Class *
May 30	Tuesday	Last Day For A Partial Refund
May 30	Tuesday	Last Day To DropWith No Transcript Grade
May 29	Monday	Memorial Day Holiday
July 3, 4	Monday, Tuesday	Independence Day Holidays
July 12	Wednesday	Last Day To Withdraw With "W" Grade
August 4	Friday	Curriculum Classes End
August 8	Tuesday	Summer Graduation

**Instructor permission is required to add a class beyond this date.
See "Drop and Add" policy.*

Student Contract
Human Services Technology Program

The grounds for immediate dismissal from the Human Services Technology program at Vance Granville Community College are listed below. I realize I can be suspended from the program at any time during training for violation of any one of the grounds listed below.

1. Failing grades in Human Services Technology.
2. Insubordination.
3. The conviction and/or known use of, distribution of, or possession of illegal drugs or controlled substances.
4. The possession and/or use of alcoholic beverages before or during classroom or co-op work experiences.
5. Failure to accomplish co-op work experience assignments and objectives.
6. Unprofessional or unethical conduct.
7. Cheating in any courses.
8. If a clinical affiliate refuses to allow a student on hospital property for violations such as theft, misconduct, or poor performance the students will not be allowed to continue.

Signed

Date

**Human Services Technology Course
Handbook Agreement**

I have read the student handbook for the Human Services Technology Program at Vance Granville Community College in it's entirety. I understand it's content and agree to abide by the policies and procedures set forth during my two year period.

Signed

Date