

Requirement 3.5.3

Educational Programs: Undergraduate: Undergraduate requirements

The institution defines and publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs.

Judgment

Compliant Partial Compliance Non-Compliant Not Applicable

Narrative

Haywood Community College (HCC) is in compliance with Comprehensive Standard 3.5.3.

Haywood Community College is one of 58 community colleges within the North Carolina Community College System (NCCCS). The College offers educational programs leading to associate degrees, diplomas, and certificates. As an NC community college, HCC's educational program offerings are in keeping with all state and federal academic mandates, SACS guidelines, and 12 commonly accepted degree program standards and practices as delineated within the Association of American Colleges' (1994) *Strong Foundations: Twelve Principles for Effective General Education Programs*:

1. embedding intentionality into general education requirements
2. aligning to the stated institutional mission
3. providing coherence within a variety of course offerings
4. promoting ethical and social responsiveness
5. attending to students' experiences
6. evolving to meet a growing, changing global society
7. endorsing the constructs of academic community
8. conferring responsibility on faculty/administration to lead content and reform
9. supporting multiple populations
10. supporting faculty and their interdisciplinary interaction
11. reaching beyond the classroom into students' co-curricular activities
12. undergoing continuous reflection/assessment toward improvement.

HCC defines and publishes its educational program requirements for each curriculum program, including general education core requirements in both physical and virtual formats as noted later in this response.

Collegiate-Level Education Programs Scope

- **NC Community College Mandates**

As an accredited institution within the North Carolina Community College System (NCCCS), HCC is mandated to include a collegiate-level general education core requirement in all associate degree programs. This mandate consists of a minimum of 15 semester hours of general education courses as stipulated to in the [NCCCS Curriculum Standards](#) and [HCC Catalog Handbook 07-08 pp. 106–227](#). Additionally, the general education component must include at least two courses (six semester hours) of communications and at least one course (nine semester hours total) from each of the following areas listed below:

- humanities/fine arts
- social/behavioral sciences
- natural science/mathematics.

Moreover, all general education component courses in all associate programs must:

- be part of the [NCCCS Combined Course Library](#) for transferability to other University of North Carolina System institutions as stipulated to in the NCCSO and UNC [Articulation Agreement](#)
- general in nature
- focus on a variety of general skills, techniques, and procedures, not aptitudes specific to any particular occupation or profession ([General Education Core Course Descriptions](#)) ([HCC Catalog/Handbook, pp. 229-372](#)).

All HCC degree programs embody coherent courses of study as set forth by the North Carolina Community College System (NCCCS) curriculum standards ([NCCCS Curriculum Standards](#)). These standards incorporate pre- and co-requisites with increasing course complexity built into the preset programs of study. The requirements for every program, including general education requirements, are defined on the associated, outlined program of study. The outline of HCC's Associate in Applied Science Degree in Horticulture Technology program of study is attached as sample documentation ([HCC Catalog/Handbook, pp. 169-170](#)). ([Horticulture Curriculum Standard](#))

HCC's total general education requirements as mandated by the NCCCSO degree requirements constitute a substantial component of each undergraduate degree with a minimum of 20 percent of the total degree requirements for associate degrees and insure a breadth of knowledge across disciplines consistent with a coherent, rational liberal arts program focus. The curriculum standard provides documentation of general education requirements for each degree program. ([Curriculum Standard Associate in Arts A10100 Program](#)) ([Business Administration Curriculum Standard Associate in Applied Science Degree](#)) The HCC [Program of Study Chart](#) shows each associate degree with state and local credit requirements.

Additionally, HCC's general education requirements are designed to teach and assess six core HCC graduate competencies:

1. teamwork
2. responsibility
3. communication (written and oral)
4. problem solving
5. information processing
6. adaptability.

HCC's response to Comprehensive Standard 3.5.1 discusses in detail how each of these competencies are addressed at the program and course levels and how they are measured across the campus. Details surrounding each competency area are provided in General Competencies ([HCC General Competencies](#)). Derived from a variety of sources, these competencies were arrived upon by a consensus of thought and research, including faculty, staff, and administrator input, local industry stated needs, and accreditation standards of external accrediting agencies for graduates of specific programs, such as nursing, forestry, etc.

Finally, HCC's program development reaches out to extend students' experiential learning opportunities by engaging students in a variety of co-curricula activities that enhance and pragmatize assimilated knowledge. By way of example, documentation is provided surrounding the following co-curricular learning opportunities. These represent a partial list of HCC co-curricula learning enhancement opportunities:

- [REAL](#) (link demonstrates example project) - allows students to develop small business plans in a business incubator environment
- [SGA](#) - provides students with a presence and voice in HCC governance
- [Diversity Workshops](#) - educates students and faculty on multicultural issues
- [Student Ambassadors](#) - provides leadership opportunities for students
- [In the Loop](#) - provides students with a student news vehicle to disseminate information and opinion
- [HEC Yearbook](#)- allows students a pragmatic learning tool and product within a journalism course wherein students learn all aspects of electronic print production and fundraising to support such production in full.
- [TLC Tutor Program](#) -- allows students to reinforce own core knowledge while tutoring fellow students and earning cash stipends.
- [Natural Resource Competitions: SE Wildlife Conclave](#) - Currently HCC's student Chapter of The Wildlife Society is preparing for the 2008 Southeastern Student Wildlife Conclave at the University of Tennessee-Martin, March 13-15. This annual event brings southeastern students together to represent their schools in various co-curricular fish and wildlife management-

related activities and competitions.

- **[Horticulture Service Work](#)** - Students from the horticulture program and horticulture club recently joined together to help out Silver Bluff, a retirement/nursing home facility in Canton by donating, grooming, trimming, transplanting, fertilizing plants in a nursing home atrium.
- **[Phi Theta Kappa](#)** - PTK students meet monthly and participate in school and community activities. PTK provides recognition and encouragement for academic achievement, growth and development through participation in honors, leadership, service, and fellowship programs. Members are eligible to participate in regional competitions each spring. The club has been rated a three-star chapter.
- **[Cosmetology Platform Teams](#)** - Students participate in hair, skin, and nail competitions hosted by state and national associations and professional associations and industry vendors.
- **[Electrical Technology Students Volunteer Work](#)** - Students used electrical skills to aid Katrina victims.

Programmatic Study and HCC Mission Alignment

HCC degree programs not only constitute coherent, college-level courses of study in keeping with state mandates regarding community college level programmatic study, but they also carefully adhere to the College's published mission (**[2007-2008 HCC Mission Statement](#)**):

As an open-door community-based institution, Haywood Community College strives to meet the educational and job training needs of diverse populations with varying backgrounds, goals, interests, abilities, and resources. The College provides accessible educational, training, entrepreneurial, cultural, and social opportunities that focus on current trends and foster the development of the individuals and communities it serves. Learners engage in experiential activities that join the worlds of work and learning and develop problem solving, leadership, critical thinking, and enterprise abilities.

As a state community college, HCC has an open-door policy and allows students to begin their education at individual-appropriate levels with significant support. Students are prepared in developmental courses for the successful completion of general education and program requirements. HCC Student Development Services (SDS) plays an important role in assessing student skill levels and providing direction and support for success. (Please see Core Requirement 2.10 for a detailed discussion of HCC Support Services and Comprehensive Standard 3.3.1 for evaluation of support services.) Prospective students apply for admission, financial aid, and test for educational placement before enrolling. The following placement exams are used to assess and place students in either adult basic skills, developmental education courses, or college-level courses (**[HCC Catalog/Handbook pp. 89-90](#)**).

- **Accuplacer™ Exams**

- sentence skills
- reading comprehension
- mathematics
- algebra

- **Institutionally-designed Science Exams**

- biology
- chemistry

- **WorkKeys™ Assessments**

- WorkKeys™ assesses students' incoming job skills levels as appropriate for their chosen field of study.
- Students are able to complete follow-up [WorkKeys™](#) assessments to track their individual growth during their program of study and to assure assimilation of general education and program knowledge. At the completion of a program's course of study, students may obtain WorkKeys certification for their field of study. This certification demonstrates to prospective employers that HCC graduates have obtained the skills demanded within their respective industries and helps HCC to further assess its program effectiveness ([HCC Catalog/Handbook p. 99](#)).

Continuous Assessment/Improvement

- **Program Review**

Faculty, staff, and administrators regularly assess undergraduate academic programs via a comprehensive curriculum review process to determine programmatic strengths, potential areas for improvement, and adherence to North Carolina Community College System mandates, particularly compliance with general education core requirements. ([Program of Study Chart](#)) ([Business Administration Program Review](#)) (Please see HCC's response to Comprehensive Standard 3.3.1 for detailed discussion and documentation of program/curriculum reviews.) Associate degree programs in arts and science are reviewed additionally for compliance with North Carolina Comprehensive Articulation Agreement mandates for course and program transferability. Additional detail regarding undergraduate program requirements and general education core requirements is provided in Comprehensive Standard 2.7.3.

Data collected during this committee-based review process is shared with faculty in respective department meetings whereupon further analysis and recommendations are compiled into a curriculum review report ([Welding Program/Curriculum Review Report](#)). Reports are published and shared with program and departmental advisory committees to solicit additional feedback from a variety of College stakeholder groups, including local industry. Data is used to identify students' academic strengths and weaknesses, assure that relevant professional competencies are being met, implement pedagogical changes, improve the assessment of the general education core, and improve

student learning and personal/professional development.

- **Graduate Assessment**

Curriculum guidelines established for all programs ensure that all associate degree graduates will have successfully completed at least one course focusing on and measuring student acquisition of each of the previously cited HCC six core competencies. All course syllabi note core competencies addressed and measured in each course. Rubrics for core competency measurement are provided to all faculty for all six core competency areas as well as sub-areas. [General Competencies Rubrics](#) are provided as examples. (Please see HCC's response to Comprehensive Standard 3.5.1 for a detailed discussion of how HCC programs address and measure the general competencies).

To assure that all HCC graduates are meeting institutional core curriculum and program requirements, HCC employs the Worldwide Instruction Design System™ (WIDS™) for establishing, monitoring, and modifying programs of study that meet preset competencies ([Horticulture Program Review](#)). These competencies are determined by stakeholder groups comprised of faculty, administrators, and local businesses.

WIDS™ software stores all program and core competencies and links each course objective to its aligning program and core competencies. Core competency gap analyses are generated for each program to ensure student exposure to all six core competency requirements regardless of program of study. Program managers and department chairs collaborate with faculty to add or edit course content and assignments when necessary to proactively remedy any perceived competency weaknesses or gaps ([Horticulture GAP Analysis](#)).

Faculty teaching capstone courses (courses taken primarily by graduating students) additionally record student achievement of associated core competencies. Faculty teaching capstone courses also measure student acquisition of core requirements by collaboratively completing [HCC's Holistic GenEd/ESS Rubric](#) for each prospective graduate. Where holistic rubric results indicate a weakness in one or more competencies among prospective graduating students, program faculty members create an action plan designed to increase opportunities for student practice of weak competency areas ([Sample: Habitat Manipulation: Management Plan Evaluation](#)). Some instructors additionally use assignment-specific rubrics as capstone assessment tools. These rubrics are referenced later during faculty collaborative holistic rubric evaluations for prospective graduates ([A&GE Holistic Graduate Rubrics 2007](#)).

In addition to the above core competency measurement tools, several areas of learning incorporate pre- and post-course departmental exams. Exams measure students' abilities prior to and after course instruction. For many core courses, including math and English, students must successfully pass post exams in order to pass a course. Unsuccessful exam takers must retake the course and exit exam until both are successfully passed. Competency exam processes ensure competency assimilation in many core areas, including but not limited to problem solving,

writing/communications, and reading. (Sample [math competency exams](#) are provided as documentation.)

The use and retention of student work portfolios are common practices across disciplines. Faculty members in many programs additionally gather portfolio artifacts documenting student competency assimilation ([English 114 Sample Student Portfolios](#)). Externally, licensing exams and other standardized exams as well as transfer rates of graduates speak to student core competency proficiency. In this regard, copious records are retained as proof of students' exam and transfer performance. Example [licensing exam pass rates](#) and [transfer rates](#) are provided as documentation.

New Collegiate-Level Educational Program Development

As an NC State community college, HCC follows [NCCCS Curriculum Procedures Manual, Section 3](#) mandates when seeking approval of new degree programs of study. In this regard, the College first demonstrates the purpose of the proposed program and its relationship to the College's mission. The College also documents HCC Advisory Committee (AC) participation. Committees are comprised of college faculty and administrators as well as local business and industry representatives ([2007-2008 Advisory Committee Membership](#)) ([AC Meeting Minutes 06 22 06](#)). Taken into careful consideration are the above commonly-accepted degree program standards as well as the following criteria built into HCC's programmatic curriculum design and proposal:

- student interest in the proposed program
 - job competencies and employment opportunities for program graduates
 - projected program enrollment
 - appropriate faculty, library, and budget resources for program support
 - post-program licensing requirements
 - state and SACS accreditation standards.
- ([Entrepreneurial Program Proposal](#))

































Only after careful review and approval by NCCCS Curriculum Committee (NCCCSCC) and the NC State Board of Community Colleges (NCSBCC) is the program of study incorporated into HCC curriculum offerings. Compliance Standard 3.4.6 provides a more in-depth discussion of the roles and procedures of the NCCCSCC and the NCSBCC.

Program and General Education Core Requirements Publication

Both program of study and general education core requirements are published in the [HCC Catalog Handbook 07-08 pp. 105 – 227](#), as well as the State's publication of its [NCCCS Combined Course Library](#). During academic year 2007-08, HCC began combining its catalog and student handbook into one publication. Copies of the catalog/handbook are available online ([HCC](#)

[Publications Web site Screen Shot](#)) and hardcopies are available upon request at HCC's Student Development Services Office, academic departments, the college library, administration building, and other campus locations. The catalog/handbook is provided upon request to potential students either through U.S. mail or in person at HCC's orientation for new students (required attendance by all new students, either on campus or online). The catalog/handbook is also distributed to local high school guidance counselors and agencies upon request to the Student Development Support Services Division.

Supporting Documents

-  [Competition_event_schedule_05](#)
-  [Competition_event_schedule_06](#)
-  [Competition_event_schedule_Fa07](#)
-  [Competition_event_schedule_Sp07](#)
-  [Competiton_06_Regional_Categories](#)
-  [HCC_Cosmo_letter_Platform](#)
-  [HCC_Cosmo_Regional_Competition_samples](#)
-  [Letter_for_Competition_06](#)
-  [PLATFORM_ARTIST_accept](#)
-  [PLATFORM_ARTIST_alternate_accept](#)
-  [PLATFORM_ARTIST_CONGRAT_MEMO](#)
-  [SACS_Competition_event_schedule_Sp07](#)
-  [ATTACHMENT_21-SUMMARY_OF_DATA](#)
-  [ATTACHMENT_22-DATA_TO_SUPPORT_CRITICAL_NEED_FOR_SPECIAL_APPLICATION_PROCESS](#)
-  [ATTACHMENT_23-SPECIAL_APPLICATION_REQUEST](#)
-  [ATTACHMENT_25-HIGH_SCHOOL_POPULATION_SURVEY_RESULTS](#)
-  [ATTACHMENT_27-NORTH_CAROLINA_REAL_ENTERPRISES_INC_PROFILE](#)
-  [ATTACHMENT_28-ENTREPRENEURSHIP_STANDARDS_JOB_COMPETENCIES](#)
-  [ATTACHMENT_30-IMPACT_ASSESSMENT_RESULTS](#)
-  [Part_2](#)
-  [ATTACHMENT_36-DUPLICITY_WITH_BUSINESS_ADMINISTRATION_DEGREE_PROGRAM](#)
-  [ATTACHMENT_37-SUPPORT_LETTER-THE_RURAL_CENTER](#)
-  [ATTACHMENT_38-SUPPORT_LETTER-ROSE_JOHNSON](#)
-  [Part_3](#)
-  [ATTACHMENT_10-SEMESTER_SCHEDULE](#)
-  [ATTACHMENT_3-PLANNING_MEETING-ENTREPRENEURSHIP-9-23-07](#)
-  [ATTACHMENT_4-ADVISORY_COMMITTEE_MEETING_9-13-07](#)
-  [ATTACHMENT_5-ENTREPRENEURSHIP_ADVISORY_COMMITTEE_MEMBERS_FOR_2007](#)
-  [ATTACHMENT_6-MEETING-DEVELOPING_A_COMMUNITY_COLLEGE_ENTREPRENEURSHIP_CURRICULUM-7-29-07](#)
-  [ATTACHMENT_7-CURRICULUM_SURVEY_FOR_ENTREPRENEURSHIP](#)
-  [Attachment_8-CURRICULUM_PROPOSAL_IMPACT](#)
-  [ATTACHMENT_9-CURRICULUM_STANDARD-ENTREPRENEURSHIP](#)
- [BUS_280_student_BP](#)
- [CPR_Manual_3_parts](#)
- [Curriculum_Procedurres_Reference_Manual](#)

 [PROGRAM_APPLICATION-ENTREPRENEURSHIP](#)

 [A-portfolio_writing](#)

 [B-portfolio_writing](#)

 [C-portfolio_writing](#)

 [D-portfolio_writing](#)

 [Sample of Tutee Improvement Form Fall 07](#)

 [Sample of Tutee Improvement Form Sum 07](#)

 [TEACHING & LEARNING CTR STUDENTS SERVED](#)

 [TLC new software for ADA Dev](#)

 [TLC TUTORING HDCT FTE CHARTS](#)

 [TLC TUTORING HEADCOUNT MATH ENG CIS 1997 2007](#)

 [TLC Informationsheet2008 handout email sample](#)

 [2007_2008_PHI_THETA_KAPPA](#)

 [A&GE Holistic Graduate Rubrics 2007](#)

 [AA_Curriculum_Standard](#)

 [Assoc_Business_Standard](#)

 [Business_admin_2006-07](#)

 [csf2007](#)

 [Diversity_summit_news-release_06](#)

 [Electrical_students_help_Katrina_victims](#)

 [GenEd ESS Holistic Rubric 4 12 07](#)

 [Gen_Comp](#)

 [HCC General Education Requirements](#)

 [HCC_General_Competencies](#)

 [HCC_General_Education_Requirements](#)

 [HCC_Web_Publications](#)

 [HEC_Yearbook](#)

 [Horticulture Tech Associate](#)

 [Horticulture_curriculum_review_prog_analysis](#)

 [Horticulture_HCC_Catalog](#)

 [horticulture_service](#)

 [HOR_gap_analysis](#)

 [In the Loop - Issue 1_page 1_1-29-08](#)

 [June_22_2006_Machining_Advisory_Committee_Meeting](#)

 [Machining_Advisory_Committee_Meeting_6_2006](#)

 [Management_Plan](#)

 [Math_Competyency_Exam](#)

 [natural_resources_competitions_blogposts](#)

 [NCCCS Curriculum Manual Section 3](#)

 [NCCCSO Curriculum Standards for AA Program Gen Ed](#)

 [Nursing_Standard](#)

 [REAL_Bus_Plan_Organic_for_life](#)

 [SGA_Minutes_Nov29_2007](#)

 [Student_activities_selects_student_ambassadors](#)

 [Testing_HCC_Catalog](#)

 [WELDING](#)

 [Workkeys_Agreement_overview](#)

 [Workkeys_HCC_Catalog](#)

 [HCC_0708_Catalog \(page 105\)](#)

 [HCC_0708_Catalog \(page 110\)](#)

 [HCC_0708_Catalog \(page 111\)](#)



[HCC_0708_Catalog \(page 334\)](#)



[HCC_Curriculum_Standards](#)



[HCC_Mission_Vision_Values](#)



[Licensing_Pass_Rate_HCC_NCCC_graph](#)



[NC_Comprehensive_Articulation_102.51CAA](#)



[NCCCS_Combined_Course_Library](#)



[Programs_of_Study_Chart](#)