FACULTY RESOURCE GUIDE
2017-2018
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INTRODUCTION TO ADVISING AT WKCTC

Purpose of the Faculty Resource Guide

The West Kentucky Community and Technical College Faculty Resource Guide is designed to assist all academic advisors and provide them with the tools they need to be successful advisors. It serves as a reference for advisors and helps to answer frequently asked questions. The guide also helps facilitate advisor training. The Faculty Resource Guide is also designed to help advisors refer students to the resources and programs available to our students.

WKCTC ADVISING PHILOSOPHY

West Kentucky Community & Technical College academic advising empowers students to become responsible for their own academic success. Faculty advisors are committed to providing accurate and comprehensive academic advising. Working together, students and advisors develop one-on-one relationships and share responsibility to assist students to make choices and define goals; guide students through administrative processes; develop meaningful educational plans; connect students to campus services and resources; and encourage the intellectual growth of students.

ADVISING MISSION STATEMENT

The mission of the Master Advising Center at West Kentucky Community and Technical College is to provide accessible, innovative, and comprehensive advising services within an environment of excellence and commitment to student success.

STUDENT RESPONSIBILITIES RELATED TO ADVISING

Students are responsible for:

- Knowing the requirements of their particular academic program; selecting courses that meet those requirements in an appropriate time frame; and monitoring their progress toward graduation;
- Consulting with their assigned academic advisor to handle the questions or concerns they have;
- Scheduling and keeping academic advising appointments in a timely manner throughout their academic career, so as to avoid seeking advising only during busy registration periods; and
- Being prepared for advising sessions

ADVISOR RESPONSIBILITIES

Advisors are responsible for:

- Helping students clarify their options, goals and potential;
- Helping students understand the nature and purpose of a college education;
- Maintaining confidentiality per College and Federal guidelines;
- Providing accurate information about educational options, requirements, policies and procedures, and
- Helping students plan their educational program and monitor and evaluate their educational progress.
APPRECIATIVE ADVISING OVERVIEW

DEFINED
Appreciative Advising is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.

THE SIX PHASES
Disarm: Make a positive first impression with the student, build rapport, and create a safe, welcoming space.
Discover: Ask positive open-ended questions that help advisers learn about students' strengths, skills, and abilities.
Dream: Inquire about students' hopes and dreams for their futures.
Design: Co-create a plan for making their dreams a reality.
Deliver: The student delivers on the plan created during the Design phase and the adviser is available to encourage and support students.
Don't Settle: Advisers and students determine to set their own internal bars of expectations high.

Visit us online at appreciativeadvising.net to learn more about Appreciative Advising
An Appreciative Advising Toolkit

Disarm Behavior
- Warm welcome and small talk
- Create a safe and comfortable environment
- Appropriate self-disclosure (photos of family, personal memorabilia)
- Appropriate non-verbal behavior (smile, open body posture)
- Profile information available online

Discover Questions
- What are you enjoying most about your semester?
- What led you to apply to WKCTC? What led you to apply to this program?
- What have you done this semester that has surprised you?
- What are you most looking forward to during (summer, study abroad, internship, spring break)?
- What is your greatest accomplishment?
- Tell me about a time that you positively affected someone’s life.
- Describe three life events that have helped you become who you are today.
- Who are your role models? Why? What qualities in them do you hope to emulate?

Dream Questions
- When you were 8, what did you want to be when you grew up? What about now?
- If money weren’t an issue, what would be your dream job?
- List the accomplishments that you’ll have already achieved in ten years.
- What are three adjectives that your family, colleagues and friends will use to describe you in ten years?
- What will success look like for you [for specific goal]?

Design Questions
- What outcome do you want? (backward designing)
- Let’s brainstorm the resources you’ll need to accomplish these goals and objectives.
- Who is on your personal Presidential Cabinet? What kind of support/advice can each personal advisor give you?
- What measures should we use to determine success?
- What can you do in the next week to move one step closer your goal?
- How will you celebrate the accomplishment of your goal?

Deliver Phase Questions and Practices
- Do you have any questions for me? Is there anything else I should have asked you?
- Which of the things we discussed are you most looking forward to doing?
- How and when will you keep me updates on your progress?
- What will you do if you run into roadblocks?
- What will you do if you think your goals may be changing?
- Review accomplishments made in the session (and between sessions)
- Review student and advisor’s responsibilities and the co-established deadlines
- Encourage student to contact advisor with problems or concerns
- Reiterate confidence in the student regarding the goals

Don’t Settle Questions
- You’ve done really well so far, but what’s one thing you could do even better?
- What would happen if I challenged you to become the best you could be possibly become? What would you do differently?
- If you were going to raise your own internal bar of expectations, what would that mean?
The mission of West Kentucky Community and Technical College (WKCTC) is to provide excellence in teaching and learning, promote student success, and support economic development. The WKCTC vision is to empower individuals to achieve excellence through innovative and equitable learning opportunities.

To support its mission and vision, the College has developed a Quality Enhancement Plan (QEP), Chart Your Own Course, with a purpose of establishing a culture of completion by aligning academics and student support services with shared practices and resources that empower students to take ownership of their academic and career goals. To achieve this purpose, the QEP includes the following goals and student learning outcomes (SLO):

Goal 1: To enhance student learning through personal and career exploration leading to ownership of academic and career goals.

   SLO 1: Students will identify a career goal that aligns with individual strengths.

Goal 2: To strengthen student understanding of academic and career pathways leading to successful achievement of academic and career goals.

   SLO 2: Students will develop an academic plan that aligns with the identified career goal.
   SLO 3: Students will demonstrate continued, measurable progress in the timely achievement of academic goals.

The College will use its academic success course, FYE 105 Achieving Academic Success, to help students chart their own course. FYE 105 assignments will be used to assess students’ identification of a career goal that aligns with personal strengths and to determine the extent to which students develop an academic plan that aligns with their career goal. The Appreciative Advising model will support student attainment of 15/30/45 credit hours, credential attainment, and transfer will be used to assess the continued, measurable progress in the timely achievement of academic goals.

Contact Information:
Sanci Teague, QEP Director: sanci.teague@kctcs.edu
Renea Akin, Ed.D., Associate Vice President of Institutional Planning, Research and Effectiveness: renea.akin@kctcs.edu
WEST KENTUCKY COMMUNITY & TECHNICAL COLLEGE

- Complete New Student Orientation
- Visit Financial Aid
- Take placement test
- Visit Advising Center to meet with an advisor
- Attend Friday Fun Day

1st SEMESTER
- Take FYE 105 and Chart Your Own Course!
- Accumulate 15 credit hours toward graduation

2nd SEMESTER
- Follow up on your FAFSA in January
- Meet with your academic advisor and/or visit the Advising Center to discuss transfer
- Accumulate 30 credit hours toward graduation

3rd SEMESTER
- Meet with your academic advisor and/or visit the Advising Center to discuss transfer
- Finalize transfer or career plans
- Accumulate 45 credit hours toward graduation

4th SEMESTER
- Meet with your academic advisor and/or visit the Advising Center to discuss transfer
- Accumulate 60 credit hours toward graduation
- Apply for graduation

WKCTC is an equal educational and employment opportunity institution.
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Academic Plan
complete list of classes required for a particular credential

Advising
an important part of your success at WKCTC and a shared responsibility that helps you clarify, plan, and achieve your academic and career goals

Student ID#
9-digit identification number assigned to you for student records

Credential
certificate, diploma or associate degree proving your academic qualifications

Advisor
key person at WKCTC who you should meet with at least once a semester to answer your questions and help you define your goals

Grade Point Average (GPA)
average value of all your class grades and is important for earning scholarships, maintaining financial aid, transfer, and entering a selective admissions program

Credit Hour
units that measure the weight of courses toward the completion of a credential

Persistence
your ability to progress toward completion of your credential

Completion
when you have met all the requirements for your credential

Financial Aid
state and federal funding and/or scholarships which helps you pay for your education

Student Self-Service
online access to your student account

Campus Resources
various offices at WKCTC designed to support you in your academic pursuits, which includes
• Business Office
• Career Services
• Financial Aid
• Library
• TRIO
• Tutoring
What is FERPA?
The Family Educational Rights and Privacy Act of 1974, as amended, is a federal law which provides that colleges and universities will maintain the confidentiality of student educational records. The law basically says that no one outside the institution shall have access to students’ educational records nor will the institution disclose any information from those records without the written consent of students. There are exceptions, such as allowing certain personnel within the institution with a legitimate educational interest to see the records, or releasing them in an emergency in order to protect the health or safety of students or other persons.

What is Considered Directory Information?
Under the terms of FERPA, West Kentucky Community and Technical College has established the following as directory information:

- Name
- Address
- Telephone
- Age
- Level of education
- Academic major
- Degrees received
- Educational institution in which the student was most recently enrolled

The directory information will be available for release to the general public. However, FERPA states that each student has the right to inform WKCTC that the information is not to be released. In order to withhold release of directory information, a student must update their record within their student self-service. Contact the Registrar’s Office before releasing any directory information to a third party. The Registrar’s Office will check for a non-release directive.

Prior Written Consent to Disclose Non-Directory Information
A student must provide consent via student self-service before WKCTC will disclose non-directory information on the student to unauthorized individuals or agencies.

Parental Access to Children’s Educational Records
At the post-secondary level, parents have no inherent rights to inspect a student’s educational records. The right to inspect is limited solely to the student. Records may be released to parents only under the following circumstances: (1) through the consent of the student via student self-service, (2) in compliance with a subpoena, or (3) by producing a copy of the most recent Federal Income Tax form showing that the student was claimed as a dependent.
PREPARING FOR YOUR ADVISING SESSION

1) Review your Advising List in PeopleSoft
   a. Main menu
   b. KCTCS Student Administration
   c. KCTCS Student records
   d. Advisors
   e. Advisees
   f. Enter your Empl ID where it says “Academic Advisor”
   g. Enter the current term
   h. Click Search

2) Check PS Student Information for the following:
   a. Holds that prevent enrollment (click on the 🚫 for more information about the hold).
   b. Test scores (under the Test Scores tab)
   c. AP, STEP Test Credit, Transfer Credit Information (Test/Transfer Credit tab)
   d. Academic Standing (Acad Standing tab)
   e. Current Program of Study (Term Statistics tab)

3) Check Starfish for the following:
   a. Raised flags and referrals (located under “tracking”)
   b. Advisor Notes (located under “notes”)
   c. Uploaded Interactive Curriculum Guides (located under “overview”)

4) Jot Down Notes that will help you during the advising session

5) Complete a Degree Audit using PS Information (PS Grades tab)

Advising Resources

- [Academic Plans (Interactive AA, AS, and HST)]
- [KCTCS Catalog]
- [Open/Close Report]
- [SharePoint]
- [Starfish]
- [Transfer Advising Plans]
GUIDELINES FOR ADVISING NOTES

1. Include notes that will help the student.
   • Robert should think about retaking the COMPASS test before registering for classes.
   • Reminded Cynthia to look at the selective admission requirements for the PTA program.
   • Gisele did not come to her scheduled appointment and needs to reschedule as soon as possible.

2. Include notes that will help future advisors understand the student or the advice that you gave.
   • Encouraged Darcy to enroll in EDU 201 because of her interest in Elementary Education
   • Matthew took PSY 180 even though he already has credit for enough social sciences. He understands that will be an elective.

3. Include notes that will facilitate the relationship with the student.
   • Encouraged Donna to make an appointment to meet with me after mid-term.
   • Reminded Becky to make an appointment early in the Priority Registration timeframe so she could get the schedule she desired.
   • We agreed to meet three times this semester to monitor Sylvia’s progress.

4. Include possible consequences of not following the advice given.
   • Veronica wanted to enroll in 18 credit hours this semester. I expressed my concern because of her heavy academic load and full-time work schedule.
   • Peyton wants to save her developmental math courses until the end. I showed her how this would prevent her from taking BIO 137.

5. Include referrals of a non-sensitive nature.
   • Encouraged Susan to make an appointment with the Director of Career Services.
   • Lori is interested in joining SGA. I referred her to the Coordinator of Student Development.

6. Include comments that help you in future interactions with the student.
   • Jared was well prepared for his advising session. He had a tentative schedule and a list of questions for me.
   • Faith is interested in transferring and she has researched programs at several schools.

7. Exclude your subjective judgements about the student, especially when they are negative.
   • **DO WRITE:** Laura is struggling because of lack of attendance and multiple barriers.
   • **DO NOT WRITE:** I recommended that Laura seek counseling because of her anger problems.
   • **DO WRITE:** Encouraged Lila to do further career exploration and educational planning.
   • **DO NOT WRITE:** Lila is clueless and needs help.
8. Exclude referrals of a sensitive or personal nature.
   • **DO WRITE:** Zuri expressed difficulty in course. Referred to Accessibility Services.
   • **DO NOT WRITE:** I referred Zuri to Accessibility Services. I suspect a learning disability.

9. Exclude comments regarding student’s instructor, especially when they are negative.
   • **DO WRITE:** Discussed multiple teaching and learning strategies to assist Mariam with the difficulty she is experiencing with a course.
   • **DO NOT WRITE:** Student does not get along with her instructor.

10. Exclude personal concerns about the student.
    a. **DO WRITE:** Recommended student meet with all instructors for planned absence next week.
    b. **DO NOT WRITE:** Student has to go to court for a DUI next week and will miss class.

Taken from:
## Reading and Writing Course Placement

<table>
<thead>
<tr>
<th>COMPASS RANGE</th>
<th>ACT</th>
<th>SAT</th>
<th>ASSET RANGE</th>
<th>KYOTE</th>
<th>TABE A</th>
<th>WorkKeys</th>
<th>COURSE PLACEMENT BEGINNING SPRING 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>48 and below</td>
<td>11 or below</td>
<td>0-31</td>
<td>5.4 and below</td>
<td>72 and below</td>
<td>Refer to Adult Basic Education.</td>
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<tr>
<td>49-69</td>
<td>12-16</td>
<td>32-37</td>
<td>5.5-8.9</td>
<td>73-74</td>
<td>Enroll in IRW 95* (Includes Supplemental Instruction) OR Skills Enhancement Center, Room 111, for remediation to retest.</td>
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<td></td>
</tr>
<tr>
<td>70-84</td>
<td>17-19</td>
<td>38-43</td>
<td>9.0-12.1</td>
<td>75-81</td>
<td>Enroll in RDG 100** with concurrent enrollment in Content Course specified on Open/Close report OR Skills Enhancement Center, Room 111, for remediation to retest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>85-100</td>
<td>20+</td>
<td>470 Critical Reading</td>
<td>44-55</td>
<td>20+</td>
<td>12.2-12.9</td>
<td>82-90</td>
<td>Your scores indicate that you do not need a reading course.</td>
</tr>
<tr>
<td>25 and below</td>
<td>12 and below</td>
<td>0-32</td>
<td>8.0 and below</td>
<td>Refer to Adult Basic Education.</td>
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<tr>
<td>26-48</td>
<td>13-14</td>
<td>33-39</td>
<td>8.1-10.0</td>
<td>Enroll in IRW 95* (includes Supplemental Instruction), OR Skills Enhancement Center, Room 111, for remediation to retest.</td>
<td></td>
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<tr>
<td>49-73</td>
<td>15-17</td>
<td>40-42</td>
<td>10.1-12.7</td>
<td>Enroll in ENG 100*** on campus with concurrent enrollment in ENG 101 OR Skills Enhancement Center, Room 111, for remediation to retest.</td>
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<tr>
<td>74-100</td>
<td>18+</td>
<td>Writing 430 or Critical Reading 450</td>
<td>43-55</td>
<td>6+</td>
<td>12.8-12.9</td>
<td>Enroll in ENG 101, Writing I.</td>
<td></td>
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</tbody>
</table>

* A student with a COMPASS reading range between 49-69 and/or COMPASS writing range between 26-48, or equivalent placement scores referenced above are **required** to take IRW 95. At end of class, students will either retake the placement test(s) and/or take the final exam with any of the following outcomes: 1.) Take entry-level course; 2.) Take RDG 100 with a content course and/or take ENG 100 with ENG 101; 3.) Retake IRW 95 or retest.

** A student with a COMPASS range between 70-84, or other placement in Reading referenced above, will be placed in RDG 100 + Content Course. Students may only take ONE of the content courses listed while taking RDG 100. Students must attend both RDG 100 and the Content Course.

*** A student with a COMPASS range between 49-73, or other placement in Writing referenced above, will be placed in ENG 100 + ENG 101 Paired Section. Students must attend both ENG 100 and ENG 101.

Courses numbered below 100 are transition and do not count toward hours needed for a credential. Students must enroll in transition courses within the first two semesters and continue in subsequent semesters until entry level placement is obtained.

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Integrated Reading and Writing

IRW 95 – Integrated Reading and Writing emphasizes critical reading skills to develop vocabulary techniques, active reading strategies, comprehension accuracy, and interpretation of visual elements in texts. Applies writing as a process with instruction in intermediate writing skills and technology emphasizing organization, idea development through critical thinking, and editorial improvements through multi-paragraph writing. Introduces basic research and documentation through writing in response to reading.

Reading

RDG 100 – Reading Workshop is designed to improve comprehension and vocabulary of expository materials by improving student’s comprehension processes and reading-related study skills.

Writing

ENG 100 – English Workshop provides parallel and supplemental review of English skills needed by students.

ENG 101 – Writing I focuses on academic writing and provides instruction in drafting and revising essays that express ideas in Standard English.
Students who place in any reading level must enroll in the reading class during the first semester. *Exceptions may be made for students enrolled in the Accelerate You! (AY!) Program. Successful completion of the final exam in IRW 95, the RDG 100 course, or placement scores of ACT 20 or higher, or TABE A 12.2 or higher indicates reading proficiency for college level courses.

<table>
<thead>
<tr>
<th>ACT</th>
<th>TABE A</th>
<th>READING</th>
<th>MATH</th>
<th>WRITING</th>
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<tr>
<td>11 or below</td>
<td>5.4 and below</td>
<td>Refer to Adult Ed</td>
<td>as placed</td>
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<td>12-16</td>
<td>5.5-8.9</td>
<td>IRW 95*</td>
<td>as placed</td>
<td>If writing score is ACT 13-14 or TABE A 8.1-10.0</td>
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<td>17-19</td>
<td>9.0-12.1</td>
<td>RDG 100**</td>
<td>as placed</td>
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* if scores fall within both reading and writing ranges; includes Supplemental Instruction

** RDG 100 must be taken as a corequisite with an approved general education course.

Do not release students to self-enroll unless they have completed their development courses.

** READING PLACEMENT COURSE OPTIONS**

<table>
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<tr>
<th>AREAS</th>
<th>ELIGIBLE COURSES</th>
<th>ACT READING SCORE</th>
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<td>Air Conditioning Technology</td>
<td>ACR 100, ACR 101, ACR 102, ACR 103, ACR 130, ACR 131</td>
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<td>Allied Health</td>
<td>AHS 120</td>
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<td>Art</td>
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<td>AREAS</td>
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<td>ART 110, ART 112</td>
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<td>ART 113, ART 210, ART 240, ART 260</td>
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<td>Biological Sciences</td>
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<td>Collision Repair Technology</td>
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<td>Communications</td>
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<td>Computer Aided Drafting and</td>
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<td>and Machining</td>
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<td>Construction Technology</td>
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<td>Construction Technology (cont.)</td>
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<td>Criminal Justice</td>
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<td>First Year Experience</td>
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<td>General College Studies</td>
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<td>Industrial Maintenance Technology</td>
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<tr>
<td>Kinesiology &amp; Health Promotion</td>
<td>KHP courses (*excludes KHP 190)</td>
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</tr>
<tr>
<td>Marine Technology</td>
<td>MRN 100, MRN 101</td>
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<tr>
<td></td>
<td>MRN 102</td>
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<tr>
<td>Medical Information Technology</td>
<td>MIT 103, MIT 104, MIT 106</td>
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<tr>
<td>Music</td>
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<td>MUS 150, MUS 192</td>
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<td>Nursing Assistant</td>
<td>NAA 100</td>
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<td>NAA 115 (pre-requisite NAA 100), NAA 125</td>
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<td>Office Systems Technology</td>
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<td></td>
<td>OST 101</td>
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<td>OST 109, OST 110, OST 150</td>
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<td>AREAS</td>
<td>ELIGIBLE COURSES</td>
<td>ACT READING SCORE</td>
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<td>0-11</td>
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<tr>
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<td>Adult Ed</td>
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<tr>
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<td>RDG 100**</td>
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<td>Theatre</td>
<td>THA 101</td>
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<td>Visual Communications</td>
<td>VCA 108, VCC 100, VCC 105, VCC 110, VCC 150, VCC 166, VCC 212, VCC 214, VCM 110, VCM 140</td>
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<td>VCC 115, VCC 200, VCC 210, VCC 266, VCM 115, VCM 215, VCM 220, VCM 230, VCM 240</td>
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<td>Welding</td>
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<td></td>
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<td>WLD 120, WLD 121, WLD 123, WLD 130, WLD 131, WLD 133, WLD 140, WLD 141, WLD 143</td>
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### SPR 2018 RDG 100, ENG 100, AND AY COURSES

<table>
<thead>
<tr>
<th>RDG Class Number</th>
<th>Section</th>
<th>Day/Time</th>
<th>Start Date</th>
<th>Gen Ed Class Number</th>
<th>Section</th>
<th>Day/Time</th>
<th>Start Date</th>
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<tbody>
<tr>
<td>76008</td>
<td>RDG 100 B5J1</td>
<td>MW 2:00-2:50pm</td>
<td>1/8/2018</td>
<td>81678</td>
<td>PSY 110 B5J1</td>
<td>MW 12:30-1:45pm</td>
<td>1/8/2018</td>
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<td>75730</td>
<td>RDG 100 B5J2</td>
<td>MW 2:00-2:50pm</td>
<td>1/8/2018</td>
<td>81716</td>
<td>HIS 109 B5J1</td>
<td>MW 9:30-10:50am</td>
<td>1/17/2018</td>
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<tr>
<td>81342</td>
<td>RDG 100 B5J3</td>
<td>MW 2:00-2:50pm</td>
<td>1/8/2018</td>
<td>81681</td>
<td>PSY 110 B5J2</td>
<td>MW 9:30-10:45am</td>
<td>1/8/2018</td>
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<tr>
<td>81343</td>
<td>RDG 100 B5J4</td>
<td>TR 8:00-8:50am</td>
<td>1/8/2018</td>
<td>81714</td>
<td>HIS 109 B5J2</td>
<td>TR 12:30-1:45pm</td>
<td>1/8/2018</td>
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<tr>
<td>81347</td>
<td>RDG 100 B5J5</td>
<td>TR 8:00-8:50am</td>
<td>1/8/2018</td>
<td>81715</td>
<td>HIS 240 B5J1</td>
<td>TR 2:00-3:15pm</td>
<td>1/8/2018</td>
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<tr>
<td>81348</td>
<td>RDG 100 B5J6</td>
<td>TR 8:00-8:50am</td>
<td>1/8/2018</td>
<td>81682</td>
<td>PSY 110 B5J3</td>
<td>TR 12:30-1:45pm</td>
<td>1/8/2018</td>
</tr>
<tr>
<td>81355</td>
<td>RDG 100 B5J7</td>
<td>TR 12:30-1:30pm</td>
<td>1/16/2018</td>
<td>81717</td>
<td>SOC 101 B5J1</td>
<td>TR 2:00-3:20pm</td>
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<td>81356</td>
<td>RDG 100 B5J8</td>
<td>TR 12:30-1:30pm</td>
<td>1/16/2018</td>
<td>81684</td>
<td>PSY 110 B5J4</td>
<td>TR 11:00-12:15pm</td>
<td>1/8/2018</td>
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<tr>
<td>81361</td>
<td>RDG 100 B5J9</td>
<td>TR 12:30-1:30pm</td>
<td>1/16/2018</td>
<td>81687</td>
<td>PSY 110 B5J5</td>
<td>TR 9:30-10:50am</td>
<td>1/16/2018</td>
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<tr>
<td>75848</td>
<td>RDG 100 B5Z1</td>
<td>WWW</td>
<td>1/8/2018</td>
<td>Choice of:</td>
<td></td>
<td>WWW</td>
<td>All begin</td>
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<td>75375</td>
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<td>1/8/2018</td>
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### IRW Class Number

<table>
<thead>
<tr>
<th>IRW Class Number</th>
<th>Section</th>
<th>Day/Time</th>
<th>Start Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>76007</td>
<td>IRW 95 B501</td>
<td>MW 9:30-11:10am</td>
<td>1/8/2018</td>
<td>Do NOT put student in RDG 100 or ENG 100 if taking IRW 95. Student is limited to what other classes they can take.</td>
</tr>
<tr>
<td>75781</td>
<td>IRW 95 B5Z1</td>
<td>WWW</td>
<td>1/8/2018</td>
<td>Do NOT put student in RDG 100 or ENG 100 if taking IRW 95. Student is limited to what other classes they can take.</td>
</tr>
<tr>
<td>ENG 100 Class Number</td>
<td>Section</td>
<td>Day/Time</td>
<td>Start Date</td>
<td>ENG 101 Class Number</td>
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<tr>
<td>75445</td>
<td>B501</td>
<td>MW 8:00-9:00am</td>
<td>1/8/2018</td>
<td>75737</td>
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<tr>
<td>75697</td>
<td>B502</td>
<td>MW 8:00-9:00am</td>
<td>1/8/2018</td>
<td>75723</td>
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<tr>
<td>75761</td>
<td>B503</td>
<td>TR 12:30-1:45pm</td>
<td>1/8/2018</td>
<td>75763</td>
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<tr>
<td>75762</td>
<td>B504</td>
<td>TR 12:30-1:45pm</td>
<td>1/8/2018</td>
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**AY! Sections with extra support available**

<table>
<thead>
<tr>
<th>AY! Sections with extra support available</th>
<th>Section</th>
<th>Day/Time</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>75263/75265 BIO 135 B501/B5L2</td>
<td>TR 8:00-9:15am/R 11:00-12:40pm</td>
<td>Extra support available on Tuesdays from 11-12 in ROS 210</td>
<td></td>
</tr>
<tr>
<td>75299/75770 BIO 137 B503/B5L1</td>
<td>MW 12:30-1:45pm/M 2:10-3:50pm</td>
<td>Extra support available on Wednesdays from 2-3 in WAL 206</td>
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<tr>
<td>75291/75286 BIO 137 B502/B5L3</td>
<td>MW 9:30-10:45am/W 11:00-12:40pm</td>
<td>Extra support available on Mondays from 11-12 in WAL 206</td>
<td></td>
</tr>
</tbody>
</table>

*There may be a success coach in some other courses in the spring to help during the class one day a week, but that is yet to be determined. Also, there will be sections of MAT 100/150 (probably with Tina Ragsdale) that will have a success coach and we will arrange an extra hour support a time or two a week to help students with those expanded band scores.*
<table>
<thead>
<tr>
<th>COMPASS RANGE</th>
<th>ACT</th>
<th>SAT</th>
<th>ASSET RANGE</th>
<th>KYOTE</th>
<th>TABE A</th>
<th>COURSE PLACEMENT</th>
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<tr>
<td>Pre-Algebra</td>
<td></td>
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<td>Math Assessment</td>
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<tr>
<td>Below 24</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Below 6.4</td>
</tr>
<tr>
<td>24-99</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Enroll in MAT 065* (includes Supplemental Instruction) OR for remediation to retest, refer students to the Tutoring Center in MLRC 2nd floor in the library OR <a href="http://www.westkentucky.EdReady.org">www.westkentucky.EdReady.org</a> (keyword: mathready).</td>
</tr>
<tr>
<td>Algebra</td>
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<td></td>
<td></td>
<td></td>
<td>Refer to Adult Basic Education.</td>
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<tr>
<td>16-30</td>
<td>16</td>
<td>26-35</td>
<td>MT 055 = KMath 6-11 MT 065 = KMath 12-17</td>
<td>N/A</td>
<td></td>
<td>Enroll in MAT 065 (includes supplemental instruction) OR for remediation to retest, refer students to the Tutoring Center in MLRC 2nd floor in the library OR <a href="http://www.westkentucky.EdReady.org">www.westkentucky.EdReady.org</a> (keyword: mathready).</td>
</tr>
<tr>
<td>25-30</td>
<td>17</td>
<td>33-35</td>
<td>KAlgebra 5-13</td>
<td>N/A</td>
<td></td>
<td>Enroll in MAT 105; MAT 110 or MAT 116 with supplemental instruction or any course listed above.</td>
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<tr>
<td>31-35</td>
<td>18</td>
<td>36-38</td>
<td>KAlgebra 7-13 OR KMath 18-21</td>
<td>N/A</td>
<td></td>
<td>Enroll in MAT 085 or MAT 126 with supplemental instruction or any course listed above***.</td>
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<tr>
<td>36-49**</td>
<td>19-21</td>
<td>39-42**</td>
<td>KAlgebra 7-13 OR KMath 22+</td>
<td>N/A</td>
<td></td>
<td>Enroll in MAT 150 with MAT 100. Enroll in MAT 146; MAT 105; MAT 110; MAT 116; or MAT 126 or any course listed above.</td>
</tr>
<tr>
<td>50-99**</td>
<td>22+</td>
<td>43-55**</td>
<td>KAlgebra 14+</td>
<td>N/A</td>
<td></td>
<td>Enroll in MAT 150 or any course listed above.</td>
</tr>
<tr>
<td>83-99</td>
<td>27+</td>
<td>610+</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Enroll in MAT 170, MAT 175 or any course listed above.</td>
</tr>
</tbody>
</table>

*A student with a COMPASS Pre-Algebra range 24-41, ASSET 25-37, OR TABE 6.4-10.1, will be placed “One Up” with A&P policy in to MAT 65 with Supplemental Instruction.

**See an advisor to determine appropriate math for diploma programs and the AA, AS, and AAS degrees. MAT 146 fulfills degree requirements for the Associate in Arts but does not fulfill degree requirements for the Associate in Science degree and may not fulfill degree requirements for certain four-year majors.

*** MAT 085 is a prerequisite for MAT 146 and MAT 150.

Courses numbered below 100 are transition and do not count toward hours needed for a credential. They are not used in calculating grade point averages and may be graded on a pass/fail basis. These courses will count in determining whether a student is part-time (less than 12 hours) or full-time (12 hours or more) for the semester. Students must enroll in transition courses within the first two semesters and continue in subsequent semesters until entry level placement is obtained.

West Kentucky Community and Technical College is an equal educational and employment opportunity institution.
**Math**

**MAT 065 – Basic Algebra with Measurement** covers variable expressions, linear equations and inequalities, exponents, polynomials, factoring, square and cube roots, scientific and engineering notation, elementary graphing, and measurement unit and conversions.

**MAT 085 – Intermediate Algebra with Applications** includes exponents, factoring, polynomials, radicals, radical expressions, graphing in the plane, linear and quadratic equations, and appropriate applications.

The sequence of math courses a student follows after MAT 065 depends on the program of study.

**MAT 105 – Business Mathematics** covers concepts as applied to finance. Topics include percentages, simple and compound interest, annuities, sinking funds, depreciation, balance sheets, and consumer debt.

OR

**MAT 110 – Applied Mathematics** includes the concepts of ratio and proportion, units and conversions, linear equations in two variables, inequalities, graphing and writing equation of a line, percents, interest, descriptive statistics, and logical symbolism.

OR

**MAT 116 – Technical Mathematics** covers mathematical concepts from algebra, geometry, and trigonometry. Topics include unit conversions, variation, measurement of geometric figures and vectors.

OR

**MAT 126 – Technical Algebra and Trigonometry** covers topics including vectors, phasor algebra, variation, trigonometric functions, coordinate systems, system of linear equations, quadratic, rational, exponential and logarithmic equations.

OR

**MAT 146 – Contemporary College Mathematics** is a course in quantitative reasoning and problem solving intended for non-science majors. Topics are chosen from apportionment, finance, growth, form and measurement, logic, population growth, probability and statistics, and voting theory. **Prerequisite MAT 085 or appropriate placement score.**

OR

**MAT 100 – College Algebra Workshop** provides parallel and supplemental review of algebra skills needed for success in college algebra for students. **Prerequisite appropriate placement score.**

**MAT 150 – College Algebra and Functions** covers selected topics in algebra and analytic geometry. Develops manipulative skills and concepts required for further study in mathematics. Includes linear, quadratic, polynomial, rational, exponential, logarithmic and piecewise function; systems of equations and inequalities; and introduction to analytic geometry. **Prerequisite MAT 085 or appropriate placement score.**

OR

**MAT 170 – Brief Calculus with Applications** provides an introduction to differential and integral calculus with applications in biological sciences, or business with an analysis of algebraic, exponential, and logarithmic functions. **Prerequisites MAT 150 or appropriate placement score.**

**MAT 175 – Calculus I** examines one-variable calculus including limits, differentiation and integration of algebraic, trigonometric, exponential, logarithmic, hyperbolic, and inverse trigonometric functions with applications. **Prerequisites MAT 150 and MAT 155 or appropriate placement score.**

Lower numbered courses do not always meet the prerequisite for the next higher course. Always check the catalog for specific course pre-requisites.
• Remediation is available to all students for free using EdReady. (Highly recommended for students before beginning any Transition Math Course) Go to [www.westkentucky.edready.org](http://www.westkentucky.edready.org) and use keyword mathready for review.

• Applied Technology students should all be registered using the appropriate program card. (If they do not meet the assessment requirements they will be required to attend the AY! supplement time.)

• HST Students who qualify for AY! should be registered using the AY! program cards. (Available Fall Semester only)
  o Be sure the appropriate MAT 110 or MAT 150/100 labeled AY! in the course title is selected.

• Expanded band MAT 150/100 courses are available for students with ACT of 17-21 (COMPASS ALG 31-54) Check course title on schedule to select the proper section.

• Regular MAT 150/100 courses require ACT of 19-21 (COMPASS 36-54).

• Other students who do not meet the assessment requirements should be registered into the appropriate transition course (MAT 65 or MAT 85).

Examples of Possible Paths (Not an exhaustive list)

- **Applied Technology**
  - MAT 116

- **HST (AY!)**
  - MAT 110 OR MAT 150/100 PLUS AOCCR

- **STEM**
  - MAT 65
  - MAT 150/100

- **STEM**
  - MAT 85
  - MAT 150

- **STEM (ACT17+)**
  - MAT 150/100 EXPANDED BAND SECTION

### Transition Math Courses (MAT 65 and MAT 85)

#### Advising Notes
- No MP’s will be issued. All courses must be completed within the semester enrolled.
- Transition Math courses do not count toward GPA.
- Please ask students what the Math Center Faculty have advised, if currently enrolled.

#### General Information
- Course is taught in the Math Center. (MLC 5 and MLC 5A are the same.)
- Each course has 4 Modules composed of Multiple Lessons, a Practice Test and a Module Test. Lessons have Learn with a Study Guide, Practice, and Certify (the lesson quiz).
- Attendance is required during scheduled class times.
- Students may spend additional time in the Math Center as needed.

#### Benefits to Students
- Instructors and tutors provide individualized support.
- Students may work ahead. If the second course is completed within the semester, STEP credit is given at NO additional cost. STEP credit for the second course can be found under the Test/Transfer Credit tab on the student information page in PeopleSoft.
- Lectures are supplemented by multimedia aids, videos and one-on-one tutoring by an instructor or tutor. This allows personalized attention and more instructor-to-student interaction.
- Online students may come to the Math Center to work on course assignments.
- Testing into the next level before finals week on the Math Placement Assessment earns a P (Pass).

#### Information Students Need to Know
- Students should activate email accounts prior to the first day of class.
- All Transition Math students should expect to spend additional time working at home or in the Math Center.
- Tests for on-campus courses MUST be completed in the Math Center.
- Online courses require a proctored Final (and sometimes a proctored Midterm).
www.westkentucky.EdReady.org, keyword mathready is recommended for remediation. 
This flow chart is for a guide to aid with developmental advising.  
It is NOT a complete listing of possible math pathways.

Note: A student may enroll in any course which precedes where they test.
*Appropriate Reading Assessment required before enrolling in MAT 100 level Math Course.

Updated 9/13/2017
General Education Certifications

The General Education Transfer Policy is in place between all public colleges and universities in Kentucky.

- Full General Education Certification

Students who have successfully completed a general education program of 33 credit hours (Block I - a minimum of 15 hours completed with KCTCS) will be “fully general education certified”. Students transferring with full general education certification will automatically fulfill general education requirements at the college and university. This does not take the place of major or graduation requirements.

- Category Certification

Students who have completed only some categories in the 33-credit hour component will be certified for those categories they complete. For example, a student who has completed the six-hour Arts & Humanities requirement of the AA/AS degree may be certified as having met the General Education Transfer Policy’s six-hour Arts & Humanities requirement at the four-year institution.

This information is important for students who plan to transfer before they complete the AA/AS.

Questions about general education certification should be directed to Lori Johnson in the Advising Center.

Transfer Advising Guides

Advising guides for transfer students are located on the WKCTC Transfer Website listed below:

https://westkentucky.kctcs.edu/academics/transfer/transferadvisingguides/index.aspx

If you are working with a transfer student that needs an advising guide not available on the website, please contact Lori Johnson in the Advising Center.

Transfer Equivalencies

Direct equivalencies to most four year public institutions can be found on the website below:

https://westkentucky.kctcs.edu/academics/transfer/transfer_equivalency_system%20.aspx
Joint Admission

WKCTC has a Joint Admission agreement with Murray State University. Benefits of the program include application and transcript fee waivers, early advising from MSU, and the usage of student services on MSU’s campus.

Students must apply for Joint Admission before they reach 30 credit hours. To apply, students can visit the Advising Center.

TRN Indicator

This positive indicator assists with tracking currently enrolled students who intend to transfer. Apply this indicator when you work with advisees who would like to transfer. Please include the transfer institution and the intended major in the notes section of the indicator. Please watch the TRN Video for detailed instructions on how to apply the indicator. Contact Lori Johnson for more details.

Transfer Scholarships

Students transferring to Murray State University should complete the MSU Scholarship Application (STARS) by January 15th.


Additional scholarship information can be found on the WKCTC Transfer Website.
Who is successful in an online learning course?

Before enrolling a student in an online course, you can help the student determine if they are a good candidate for online learning by asking the following questions:

- Do you own or have access to a reliable, up-to-date computer?
- Do you have access to reliable internet?
- Are you able to prioritize and stay on task?
- Are you willing to devote a minimum of 10-15 hours per week to each online course?
- Are you an independent, self-directed learner?
- Do you know how to send and receive email and attach a file to an email message?
- Do you know how to copy and paste text?
- Can you run applications you need to use on a computer?
- Do you know how to install software on a computer?

Students who lack these personal traits or technical skills may not be successful in online courses.

What's the difference between “Learn by Term” and “Learn on Demand”?

Learn by Term and Learn on Demand are both forms of online learning. Learn by Term classes are the “traditional” online courses with specific term start and end dates. Learn on Demand classes are competency-based, student-paced courses offering credit for prior knowledge. They can be taken in a 15-week session, 14-week, and so on down to a 6-week session. Courses must be completed by the end of the term in which the student is enrolled.

Can a student take on-campus, Learn by Term, and Learn on Demand courses in the same semester?

Yes, but financial aid will be disbursed according to the Learn on Demand guidelines. Students who qualify for financial aid should contact the Go WKCTC! Student Service at 1-855-469-5282, opt. 1, about the disbursement of financial aid prior to enrolling in Learn on Demand courses.

Can an advisor enroll a student in a Learn on Demand course?

Because there are certain attributes that must be applied to the Learn on Demand student’s PeopleSoft record, the student should be referred to the Learn on Demand Academic Advisor and Student Success Coach, Laura James, at laura.james@kctcs.edu.

Can an advisor enroll a student in an online learning course delivered by another KCTCS college?

Of course, but it’s always best to mention to the student the benefits of taking an online course with WKCTC. For instance, WKCTC, as the delivering campus, offers standardized course templates, student technical support, and a variety of student services.

What services are offered to WKCTC online students?

Online students get the same services and benefits as on-campus students: testing, library, tutoring, counseling, advising, veteran, and accessibility services. Please contact the Online Student Services Coordinator, Sam Evens at sam.evens@kctcs.edu, for more details.
**Concept Definition:** Program applicability refers to the federal regulatory requirement that federal financial aid can only be paid for coursework that is required by the student’s chosen program of study.

**FAQ’s**

**How should we treat First Year Experience (FYE) courses under program applicability?**

- **FYE courses are considered applicable if they meet a graduation requirement, can be used as an elective or required as a local college policy.**

We have certain courses that do not fall under the program requirements but are required for graduation, are those courses applicable.

- **Yes, if you require certain courses that constitute a requirement for graduation and that requirement is supported by written policy then federal financial aid can be used to pay for that class or classes.**

**Student states that they need to be enrolled in 12 hours for insurance purposes and they only have 9 hours that applicable to the program of study, can the student take an extra class that is not required for insurance reasons?**

- **Federal Financial Aid cannot pay for classes that fall outside of the program requirements. That is not to say that the student cannot take an additional class if he/she were willing to pay for the class themselves.**

**Are pre-requisites considered program applicable?**

- Pre-requisites are considered program applicable, however, pre-requisites should be clearly spelled out in course catalogs and other appropriate informational documents.

**What about co-requisites courses? (Courses that are required to be taken simultaneously with another course)**

- **Co-requisites are permissible and are considered program applicable. Co-requisites should be clearly identified in policy and informational materials such as the catalog etc.**
What about repeat courses?

- Students on federal financial aid are permitted to repeat a previously passed (program applicable) course one time. If they choose to repeat a course for third time, then federal aid can no longer pay for that course.
- If the student failed the course, they can repeat the course as many times as it takes to receive a passing grade.

Considerations

When determining if a class is applicable towards a student’s program of study, you should consider the following:

- Does the program of study require the course?
- Is the course a Co-Requisite course?
- Does the course meet a graduation requirement?
- Is the course required by some other established college policy?
- Does the course represent a substitution for another required course as determined by an Advisor/Faculty member? (Make sure that course substitution has been documented)

Risks

What are the risks associated with program applicability and non-compliance? Below are some examples of schools that were determined to be out of compliance with the federal requirements:

- Florida State College at Jacksonville March 2014 Final Program Review Determination included a $3,446,587 liability for FSA funds awarded for courses that did not apply to student degrees.

- Saint Johns River State College, (Florida) recently had to pay back $675,000 to the Department of Education for FSA funds awarded for courses that did not apply to student degrees.
### Written Communication

**Diploma**
- TEC 200 Technical Communications
- OST 108 Editing Skills for Office Professionals

**AAS, AA, AS, AFA**
- ENG 101 Writing I ........................................... 3
- ENG 102 Writing II ........................................... 3
- ENG 105 Writing: An Accelerated Course ................. 3

### Oral Communications

**Diploma, AAS, AA, AS, AFA**
- COM 181 Basic Public Speaking ........................................ 3
- COM 205 Business and Professional Communication .......... 3
- COM 252 Intro to Interpersonal Communications ............ 3
- COM 281 Communication in Small Group ..................... 3
- COM 287 Persuasive Speaking .................................... 3

### Quantitative Reasoning

**Diploma**
- MAT 105 Business Mathematics ..................................... 3
- MAT 110 Applied Mathematics ........................................ 3
- MAT 116 Technical Mathematics .................................... 3
- MAT 126 Technical Algebra and Trigonometry .................. 3

**AAS, AFA**
- MAT 146 Contemporary College Mathematics .................. 3
- PHI 250 Symbolic Logic ........................................... 3

**AS**
- MAT 150 College Algebra .......................................... 3
- MAT 154 Trigonometry ............................................. 2
- MAT 155 Trigonometry ............................................. 3
- MAT 159 Analytic Geometry and Trigonometry ................. 4
- MAT 160 Precalculus ............................................. 5
- MAT 165 Finite Mathematics and its Applications ........ 3
- MAT 170 Brief Calculus with Applications .................... 3
- MAT 174 Calculus I ................................................ 5
- MAT 175 Calculus II ............................................... 4
- MAT 184 Calculus IV ............................................... 5
- MAT 185 Calculus V ............................................... 5
- MAT 206 Mathematics for Elementary and Middle School Teachers II ........................................ 3
- MAT 261 Introduction to Number Theory ....................... 3
- MAT 275 Calculus III ............................................. 4
- MAT 285 Differential Equations .................................. 3
- STA 210 Statistics: A Force in Human Judgment ............ 3
- STA 220 Statistics ............................................... 3

### Natural Sciences

**Diploma**
- PHX 150 Introductory Physics ........................................... 3

**AAS, AA, AFA, AS**
- ANA 209 Principles of Human Anatomy ........................... 3
- AST 101 Frontiers of Astronomy .................................... 3
- AST 155/RIO 155 Astrobiology .................................... 3
- AST 191 The Solar System .......................................... 3
- AST 192 Stars, Galaxies, and the Universe .................... 3
- AST 195 Introductory Astronomy Laboratory* .................. 1
- BIO 112 Introduction to Biology .................................. 3
- BIO 113 Introduction to Biology Lab* ............................ 1
- BIO 114 Major Discoveries in Biology ......................... 3
- BIO 115 Biology Laboratory I* ................................... 1
- BIO 116 Biology II .................................................. 1
- BIO 117 Biology Laboratory II* ................................... 1
- BIO 118 Microbes and Society ..................................... 3
- BIO 120 Human Ecology ........................................... 3
- BIO 121 Introduction to Ecology Laboratory* .................. 1
- BIO 122 Introduction to Conservation Biology ................ 3
- BIO 124 Principles of Ecology ..................................... 3
- BIO 130 Aspects of Human Biology ............................... 3
- BIO 135 Basic Anatomy and Physiology with Laboratory* .... 4
- BIO 137 Human Anatomy and Physiology I* ..................... 4
- BIO 139 Human Anatomy and Physiology II* .................... 4
- BIO 140 Botany ..................................................... 3
- BIO 141 Botany with Laboratory* .................................. 4
- BIO 142 Zoology .................................................... 3
- BIO 143 Zoology with Laboratory* ................................ 4
- BIO 144 Insect Biology ........................................... 3
- BIO 150 Principles of Biology I .................................... 3
- BIO 151 Principles of Biology Laboratory I* ................... 2
- BIO 152 Principles of Biology II ................................... 3
- BIO 153 Principles of Biology Laboratory II* .................. 2
- BIO 155/AST 155 Astrobiology ..................................... 3
- BIO 209 Introductory Microbiology Lab* ....................... 1
- BIO 220 The Genetic Perspective ................................... 3
- BIO 225 Medical Microbiology ..................................... 4
- BIO 226 Principles of Microbiology ................................ 3
- BIO 227 Principles of Microbiology with Laboratory* ....... 5
- CHE 120 Chemistry in Society ..................................... 3
- CHE 125 The Joy of Chemistry Laboratory* ..................... 1
- CHE 130 Introductory General and Biological Chemistry* .... 4
- CHE 140 Introductory General Chemistry ....................... 3
- CHE 145 Introductory General Chemistry Laboratory* ....... 1
- CHE 150 Introduction to Organic and Biological Chemistry* ... 3
- CHE 155 Intro to Organic and Biological Chemistry Laboratory* . 1
- CHE 170 General College Chemistry I ............................. 4
- CHE 175 General College Chemistry Laboratory I* ............ 1
- CHE 180 General College Chemistry II* ......................... 4
- CHE 185 General College Chemistry Laboratory II* ............ 1
- CHE 200 Technical Communications ............................. 3
- CHE 201 Writing I .................................................. 3
- CHE 205 Business and Professional Communication .......... 3
- CHE 285 Organic Chemistry Laboratory II* ..................... 2
- CHE 290 Organic Chemistry Laboratory* ........................ 3
- EST 150 Introductory Ecology* .................................... 4
- EST 160 Hydrological Geology ..................................... 3
- GEO 130 Earth’s Physical Environment ......................... 3
- GEO 251 Weather and Climate ..................................... 3
- GLY 101 Physical Geology ......................................... 3
- GLY 102 Historical Geology ........................................ 3
- GLY 110 Environmental Geology .................................. 3
- GLY 111 Laboratory for Physical Geology* .................... 1
- GLY 112 Laboratory for Historical Geology* ................... 1
- GLY 114 Environmental Geology Laboratory* .................. 1
- GLY 125 Geology of the National Parks & Monuments ....... 3
- GLY 130 Dinosaurs and Disasters: A Brief History of the Vertebrates ........................................ 3
- GLY 131 Dinosaur Laboratory* .................................... 1
- GLY 220 Principles of Physical Geology* ....................... 4
- PHY 151 Introductory Physics I .................................... 3
- PHY 152 Introductory Physics II ................................... 3
- PHY 160 Physics and Astronomy for Elementary Teachers* ... 3
- PHY 161 Introductory Physics Laboratory I* .................... 1
- PHY 162 Introductory Physics Laboratory II* ................... 1
- PHY 171 Applied Physics* ......................................... 4
- PHY 172 Physics for Health Science* .............................. 2
- PHY 201 College Physics I ......................................... 4
- PHY 202 College Physics Lab I* .................................... 1
- PHY 203 College Physics II ......................................... 4
- PHY 204 College Physics Lab II* ................................... 1
- PHY 231 General University Physics I ............................. 4
- PHY 232 General University Physics II ........................... 4
- PHY 241 General University Physics I Laboratory* .......... 1
- PHY 242 General University Physics II Laboratory* .......... 1
- SCI 295 Scientific Investigations .................................. 3

*Course satisfies the General Education requirement for a laboratory experience.

### Social and Behavioral Sciences

**Diploma**
- EFM 100 Personal Financial Management ........................ 3
- WPP 200 Workplace Principles ..................................... 3

**AAS, AA, AS, AFA**
- AGR 101 The Economics of Food and Agriculture ............... 3
- ANT 101 Introduction to Anthropology ............................ 3
- ANT 130/REL 130 A History of Comparative Religion .......... 3
- ANT 160 Cultural Diversity in the Modern World .............. 3
- ANT 220 Introduction to Cultural Anthropology ................ 3
- ANT 221 Native People of North America ....................... 3

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**WKCTC Faculty Resource Guide 29**
ANT 235 Food and Culture ........................................ 3
ANT 240 Introduction to Archaeology ............................. 3
ANT 241 Origins of Old World Civilizations ...................... 3
ANT 242 Origins of New World Civilizations ........................ 3
COM 101 Introduction to Communications .......................... 3
COM 249 Mass Media Communication ............................. 3
COM 254 Intro to Intercultural Communications .................. 3
ECO 101 Contemporary Economic Issues .......................... 3
ECO 150 Introduction to Global Economics ....................... 3
ECO 201 Principles of Microeconomics ............................. 3
ECO 202 Principles of Macroeconomics ............................. 3
FAM 252 Introduction to Family Science ............................ 3
FAM 253 Human Sexuality: Development, Behavior, and Attitudes .................................................. 3
FLK 280 Cultural Diversity in the US ............................... 3
GEN 140 Development of Leadership .............................. 3
GEN 225 Lifelong Learning Applications ........................... 3
GEO 152 Regional Geography of the World ......................... 3
GEO 160 Lands and Peoples of the Non-Western World ............ 3
GEO 172 Human Geography ........................................... 3
GEO 210 Pollution, Hazards and Environmental Management ....... 3
GEO 222 Cities of the World .......................................... 3
GEO 240 Geography and Gender ...................................... 3
HON 101 The Ancient World .......................................... 3
HUM 135 Introduction to Native American Literature ........................ 3
HUM 202 Survey of Appalachian Studies I ........................... 3
HUM 203 Survey of Appalachian Studies II ............................ 3
HUM 204 Appalachian Seminar ................................. 3
HUM 221 Contemporary Perspectives on Peace and War .......... 3
HUM 222 Survey of English Literature I ........................... 3
HUM 223 Survey of English Literature II ........................... 3
HUM 230 Psychology of Agedness ................................. 3
HUM 231 Survey of English Literature III .......................... 3
HUM 232 Survey of English Literature IV .......................... 3
HUM 240 History of the United States: 1607 to the Present .......... 3
HUM 241 History of the United States: 1607 to the Present .......... 3
POL 101 American Government ..................................... 3
POL 210 Introduction to European Politics: East and West ...... 3
POL 212 Culture and Politics in the Third World ................... 3
POL 235 World Politics .................................................. 3
POL 255 State Government ............................................ 3
PSY 110 General Psychology ......................................... 3
PSY 180 Human Relations ............................................ 3
PSY 185 Human Potential ............................................. 3
PSY 230 Psychosocial Aspects of Developmental Psychopathology ... 3
PSY 232 Developmental Psychology .................................. 3
PSY 297 Psychology of Aging ......................................... 3
PSY 298 Essentials of Abnormal Psychology ........................ 3
RAE 120 Introduction to Chinese Culture .......................... 3
REL 101 Introduction to Religious Studies ........................ 3
REL 130 Introduction to Comparative Religion .................... 3
SOC 101 Introduction to Sociology ................................... 3
SOC 151 Social Interaction ............................................ 3
SOC 152 Modern Social Problems ..................................... 3
SOC 220 The Community .............................................. 3
SOC 235 Inequality in Society ........................................ 3
SOC 249 Media, Society, and Culture ................................ 3
SOC 260 Population, Resources and Change ....................... 3
SPA 115 Hispanic Culture: (Country or Region) .................... 3
SUS 101 Introduction to Sustainability ............................. 3
SUS 102 Sustainable Built Environment ............................ 3
SUS 201 Sustainable Societies ........................................ 3
SUS 202 Sustainable Urban Systems .................................. 3
SWK 275 The Family ................................................... 3
WGS 200 Introduction to Women’s and Gender Studies in the Social Sciences ........................................... 3
1. A student may not receive credit for both ANT 130 and REL 130.

2. May be used to fulfill either Social and Behavioral Sciences or Arts & Humanities competency, but may not be used to fulfill both general education categories.

Arts and Humanities

Heritage

Diploma, AAS, AA, AS, AFA
FLK 276 Introduction to Folk Studies ............................... 3
HIS 101 World Civilization I ........................................... 3
HIS 102 World Civilization II ......................................... 3
HIS 104 A History of Europe Through the Mid-Seventeenth Century .... 3
HIS 105 A History of Europe from the Mid-Seventeenth Century to the Present ......................... 3
HIS 106 Western Culture: Science and Technology I .................. 3
HIS 107 Western Culture: Science and Technology II ............... 3
HIS 108 History of the U.S. Through 1865 ........................... 3
HIS 109 History of the U.S. Since 1865 ................................ 3
HIS 120 The World at War 1939-45 .................................. 3
HIS 202 History of British People to the Restoration .................. 3
HIS 203 History of British People Since the Restoration .................. 3
HIS 206 History of Colonial Latin America .......................... 3
HIS 207 History of Modern Latin America, 1806 to the Present ....... 3
HIS 215 Historical Perspectives on Prisons and Police Work ............. 3
HIS 220 Native American History: Pre-Contact to 1865 ............... 3
HIS 221 Native American History: 1865 to Present .................... 3
HIS 240 History of Kentucky ........................................... 3
HIS 247 History of Islam and Middle East Peoples, 500-1250 A.D. ......... 3
HIS 248 History of Islam and Middle East Peoples, 1250 to Present ...... 3
HIS 254 History of Sub-Saharan Africa .................................. 3
HIS 260 African American History to 1865 ............................ 3
HIS 261 African American History 1865 - Present .......................... 3
HIS 263 History of Women in America ................................ 3
HIS 270 Ancient Europe .................................................. 3
HIS 271 Medieval Europe ............................................... 3
HIS 275 East Asia to 1800 ................................................ 3
HIS 296 History of Asia II .................................................. 3
HIS 297 History of Asia I .................................................. 3

STudies

Diploma, AAS, AA, AS, AFA
ANT 130/REL 130 Introduction to Comparative Religion .............. 3
ART 100 Introduction to Art ............................................. 3
ART 104 Introduction to African Art .................................... 3
ART 105 Ancient Through Medieval Art History ....................... 3
ART 106 Renaissance Through Modern Art History .......................... 3
ART 108 Introduction to World Art ...................................... 3
ART 201 Art History ....................................................... 3
ART 202 Medieval Art History .......................................... 3
ART 203 Renaissance Art History ....................................... 3
ART 204 Modern Art History ............................................ 3
ART 205 African American Art ........................................... 3
ENG 135 Greek and Roman Mythology in Translation .................. 3
ENG 161 Introduction to Literature ..................................... 3
ENG 221 Survey of English Literature I ................................ 3
ENG 222 Survey of English Literature II ................................ 3
ENG 230 Introduction to Literature (Subtitle Required) .................. 3
ENG 231 Literature and Genre (Subtitle) .................................. 3
ENG 232 Literature and Place (Subtitle Required) ......................... 3
ENG 233 Literature and Identities (Subtitle Required) ..................... 3
ENG 234 Introduction to Women’s Literature .......................... 3
ENG 251 Survey of American Literature I ................................ 3
ENG 252 Survey of American Literature II ............................. 3
ENG 261 Survey of Western Literature from the Greeks through the Renaissance .......... 3
ENG 262 Survey of Western Literature from 1660 to the Present ....... 3
ENG 264 Major Black Writers ............................................ 3
ENG 270 The Old Testament as Literature ............................. 3
ENG 271 The New Testament as Literature ............................. 3
ENG 281/HUM 281 Introduction to Film .................................. 3
ENG 282/HUM 282 International Film Studies ........................ 3
FLK 276 Introduction to Folk Studies .................................. 3
GEN 125 Applied Meta-Thinking ....................................... 3
HNR 101 Introduction to Contemporary Thought ........................ 3
HON 101 The Ancient World .......................................... 3
HON 102 The Medieval and Renaissance World .......................... 3
HON 201 The Early and Modern World .................................. 3
HON 202 The Contemporary World ..................................... 3
HRS 101 An Integrated Survey of Western Civilization I ............... 3
HRS 102 An Integrated Survey of Western Civilization II ............... 3
HRS 201 An Integrated Survey of Western Civilization III ............... 3
HRS 202 An Integrated Survey of Western Civilization IV ............... 3
HUM 120 Introduction to the Humanities ................................ 3
HUM 121 Peace Studies ................................................... 3
HUM 135 Introduction to Native American Literature ................. 3
HUM 140 Introduction to Latino Literature ............................ 3
HUM 150 Introduction to African Literature ............................ 3
HUM 160 Introduction to Holocaust Literature and Film ............... 3

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Cultural Studies Courses

Cultural Studies is defined as a course in which the major thrust is the study of one or more non-traditional and/or underrepresented cultures that are traditionally excluded from or marginalized in mainstream American curriculum. Cultural studies courses demonstrate a cultural emphasis in their course descriptions. For completion of the AA/AS degree, students must complete at least one cultural studies course.

Other General Education Courses

Foreign Languages
AAS, AA, AS, AFA
FRE 101 Elementary French I ................................. 3
FRE 102 Elementary French II ................................ 4
FRE 201 Intermediate French I ................................ 3
FRE 202 Intermediate French II ............................... 3
GER 101 Elementary German I .............................. 4
GER 102 Elementary German II .............................. 4
GER 201 Intermediate German I ............................. 3
GER 202 Intermediate German II ............................ 3
JPN 101 Beginning Japanese I ............................... 4
JPN 102 Beginning Japanese II ............................... 4
RAE 150 Elementary Chinese I ............................. 4
RAE 151 Elementary Chinese II ............................. 4
SED 101 Sign Language I ..................................... 3
SED 102 Sign Language II ..................................... 3
SED 203 Sign Language III ................................... 3
SED 204 Sign Language IV ................................... 3
SPA 101 Elementary Spanish I (spoken approach) 4
SPA 102 Elementary Spanish II (spoken approach) 4
SPA 201 Intermediate Spanish I .............................. 3
SPA 202 Intermediate Spanish II ............................ 3

Other Degree and/or Credential Requirements

Cultural Studies Courses

Social and Behavioral Sciences

ANT 130/REL 130 Introduction to Comparative Religion* 3
ANT 160 Cultural Diversity in the Modern World 3
ANT 220 Introduction to Cultural Anthropology 3
ANT 221 Native People of North America 3
ANT 235 Food and Culture 3
ANT 240 Introduction to Archaeology 3
ANT 241 Origins of Old World Civilizations 3
ANT 242 Origins of New World Civilizations 3
COM 254 Introduction to Intercultural Communication 3
ECO 150 Introduction to Global Economics 3
GEO 152 Regional Geography of the World 3
GEO 160 Lands and Peoples of the Non-Western World 3
HUM 135 Introduction to Native American Literature* 3
HUM 202 Survey of Appalachian Studies I* 3
HUM 203 Survey of Appalachian Studies II* 3
HUM 204 Appalachian Seminar* 3
HUM 205 Introduction to Women's and Gender Studies in the Arts and Humanities 3
HUM 206 American Music History 3
HUM 207 African American Music History 3
HUM 208 World Music History 3
HUM 222 History and Sociology of Rock Music 3
HUM 230 Contemporary Japanese Literature 3
HUM 231 History and Culture of Translation 3
HUM 232 History and Culture of Translation 3
HUM 233 History and Culture of Translation 3
HUM 234 History and Culture of Translation 3
HUM 235 History and Culture of Translation 3
HUM 236 History and Culture of Translation 3
HUM 237 History and Culture of Translation 3
HUM 238 History and Culture of Translation 3
HUM 239 History and Culture of Translation 3
HUM 240 History and Culture of Translation 3
HUM 241 History and Culture of Translation 3
HUM 242 History and Culture of Translation 3
HUM 243 History and Culture of Translation 3
HUM 244 History and Culture of Translation 3
HUM 245 History and Culture of Translation 3
HUM 246 History and Culture of Translation 3
HUM 247 History and Culture of Translation 3
HUM 248 History and Culture of Translation 3
HUM 249 History and Culture of Translation 3
HUM 250 Appalachian Literature Survey 3
HUM 251 Contemporary Appalachian Literature 3
MLI 101 Folk and Traditional Music of the Western Continents 3
Digital Literacy

(The KCTCS Digital Literacy Policy is pending updates in 2018-19)

Digital literacy, also referred to previously as computer literacy, is a topic both broad in its scope and deep in its detail. As a consequence of this, KCTCS has adopted current Internet and Computing Core Certification (IC3) objectives to define digital literacy, emphasizing in particular the three identified, broad categories of Computing Fundamentals, Key Applications, and Living Online. A complete listing of the IC3 objectives may be found at http://www.certiport.com/Portal/desktopdefault.aspx?page=common/pagelibrary/IC3_Certifications.html

All AA, AS, AFA, AAS, and diploma students graduating from KCTCS must demonstrate digital literacy by one of the following means within five years preceding their current admission to a KCTCS college:

1. Scoring a minimum of a 75% composite score on the digital literacy exam, or
2. Achieving the IC3 Certification, or
3. Articulating credit from another institution which has demonstrated compliance with the above course criteria as identified by the registrar of the receiving college in cooperation with the digital literacy faculty of the receiving college, or
4. Receiving credit for an approved KCTCS digital literacy course, or
5. Providing documentation of successful completion of other certification exams as approved by KCTCS.

Documentation of digital literacy will be placed on the student’s transcript. Students may choose to take the standardized Computer Exam to demonstrate computer competency. Students who score a passing score on the exam will have met the requirements of digital literacy and documentation will be placed on the student’s transcript.
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
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<td>2019-2020</td>
<td>4192 = 2019</td>
<td>4194 = 2019</td>
<td>4196 = 2020</td>
</tr>
</tbody>
</table>
The Accelerate You! program is designed to help students interested in a program that allows them to improve basic math, reading, and writing skills and enroll immediately into required, credit-bearing classes without taking and paying for non-credit classes.

Benefits of the program include:

- Provides a clear pathway to a career
- Includes a short-term credential that allows a student to become employed upon completing the program or allows them to pursue additional credentials
- Layers of support
  - refresh math, reading, and writing skills before classes start through the Adult Learning Center or the Academic Support Center
  - additional support from an Accelerate You! success coach

ACE Program

- Accessible College Education (ACE) Program is designed for working adults. This program has 4 options for the working adult.
- Prior Learning Assessment: Through portfolio development, earn credit for prior learning derived from experiences outside the classroom.
- Flexible Course Offerings: Plenty of options to meet your busy schedule.
- Online Education: Earn an associate at home by taking online courses.
- A Combination of Options: Choose a combination of the options that best fits your goals/needs.

Adult Education/ Skills Enhancement

Adult Education provides adult learners, 16 years of age or older who are not enrolled in public schools, with the basic skills they need to start or continue their education. The Skills Enhancement Center offers a variety of free services including GED preparation, COMPASS preparation, GED Official Practice Test (OPT), and English as a Second Language (ESL) classes.

The Advising Center is staffed with knowledgeable advisors who are able to help students create an academic plan designed to enable students to reach their educational goals. Advisor help students by reviewing transcripts and other prior educational experiences.

The Assessment Center provides COMPASS placement testing for students prior to enrolling in classes at WKCTC as well as testing for students enrolling in other colleges and universities.
Information about current job opportunities are available through the Career Services Office ATB room 106. Additionally, career advising and information on resumes, cover letters, job fair tips, and interview advice are available.

The Office of Cultural Diversity strives to enhance the academic, cultural, and social needs of students at WKCTC by providing opportunities for multi-cultural education and assisting in the development of a campus culture where diversity is respected and valued.

The mission of Accessibility Services at WKCTC is to provide students with disabilities the tools, reasonable accommodations, and support services to fully participate in the academic environment and to promote an accessible and culturally sensitive campus by building partnership within the college community and beyond.

Distance Learning is any instructional opportunity that reaches beyond the college campus through the use of technology.

Dislocated workers Trade-certified for Trade Adjustment Assistance (TAA) training by the U.S. Department of Labor. Under skilled adults that meet the criteria for training assistance through Workforce Investment Act (WIA).

Student Success Counselor works directly with TTA/WIA students (admission and enrollment process), and Workforce One Stop Career Centers; ensure TTA/WIA trade documents are in compliance and meet Department of Labor guidelines.

Personnel in the Financial Aid Office are available to assist students in completing the FAFSA and answer questions or concerns about their Pell Grant, SEOG, CAP, FWS, LOANS, KEES, STATE and FEDERAL SCHOLARSHIPS, VETERANS BENEFITS and other various specialized aid. Students may come to the Anderson Building, Room 107, during normal office hours, Monday 8 a.m. – 6:00p.m. and Tuesday through Friday 8 a.m. – 4:00 p.m. The federal school code for WKCTC is 001979.
### Information Desk

**Anderson Lobby**

The information desk is able to provide the student with the following forms: Financial Aid checklist, Change of Name/Address, COMPASS packet, and WKCTC information packet.

**Library**

**MLRC, 2nd Floor**

Matheson Library offers books, DVDs, eBooks, online research databases and streaming videos, computer labs, printing, wireless access and wireless printing, interlibrary loan, fax/copier, quiet study, research assistance, and much more. Hours are Monday-Thursday, 7:30 am – 5:30 pm, and Fridays 7:30 am – 4pm. Check our website for closings and special hours between semesters.

**Ready to Work/Work and Learn**

**Anderson 130**

Ready to Work and Work and Learn are programs designed to assist low-income parents pursuing a GED or attending college classes at WKCTC. Both programs assist students in meeting their KTAP/TANF work requirement through a combination of school and paid work study. Services provided to students include referrals for transportation, counseling, tutoring, childcare and other resources to assist them while pursuing their educational goals.

**Records/Registrar’s Office**

**Anderson 112**

The Records office houses student records, processes enrollment verifications and transcript requests, posts evaluated transfer coursework, second chance appeal submissions and maintains course withdrawal procedures including no-pay and no-show drops. The Registrar’s office evaluates transfer coursework, audits and applies student credentials, audits students who have reached maximum time frame for financial aid purposes, maintains academic suspension/probation records.

**Scholarship Office**

**Anderson 107**

Each year WKCTC recognizes and rewards outstanding scholastic achievements by awarding merit-based scholarships and special awards to deserving students. Students must submit a scholarship application via our website to be considered. The WKCTC scholarship brochure is also located on our website.

**Student Support Services - TRIO Grant**

**Anderson 126**

The TRIO (Student Support Services) program is a federally funded program providing the needed services designed to help students succeed in college. The TRIO staff is committed to helping student stay enrolled, earn good grades and graduate or transfer to a four-year college.
The Transfer Center provides students with comprehensive transfer services to inform and facilitate transfer to four-year colleges and universities. Representatives from four-year schools will sometimes be available to meet with students to discuss transfer and scholarship opportunities.

The Tutoring Center provides trained tutors who can assist students in writing, reading, science, and math. In addition, the staff helps students prepare for the mathematics section of the COMPASS assessment, conducts workshops on time management skills, and provides supplemental instructions. WKCTC students can utilize the center free of charge.

Workforce Solutions exists to provide non-credit and credit, general and customized training, assessments, facilitation, consulting and coaching for existing and new businesses and industries to promote economic development in the Purchase Area of western Kentucky.

The Veterans Office is your one-stop resource for all active military, guard, reserve, veterans, and dependents. The Veterans Benefits Coordinator and Veterans Services Coordinator along with several student veterans are ready to support the transition to the classroom.
Faculty and Staff: Please refer to the following chart for information about assisting students. If referring a student to one of these services, please send them ATB 106: The Advising Center.

<table>
<thead>
<tr>
<th>Service</th>
<th>ADMISSEIONS x43435</th>
<th>BUSINESS OFFICE x43160</th>
</tr>
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<td>ADM holds</td>
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<tr>
<td>Admission requirements</td>
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<td>Adult Outreach</td>
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<td>Balances</td>
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<td>Bookstore (Student issues only)</td>
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<td>FIN holds (Financial)</td>
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<td>Graduation</td>
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<td>Transcript evaluations</td>
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10/17
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<th>WHO TO CALL IN RECORDS AND FINANCIAL AID</th>
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<tr>
<td><strong>REGISTRAR’S OFFICE x43438</strong></td>
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<td><strong>ATB 112</strong></td>
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<td>Jess Puffenbarger</td>
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<td>Registrar</td>
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</table>
Four Rivers Behavioral Health

Four Rivers Behavioral Health is a private, not-for-profit agency providing comprehensive, integrated mental health, substance abuse and developmental disability services to promote the health and quality of life for consumers in Ballard, Calloway, Carlisle, Fulton, Graves, Hickman, Livingston, Marshall, and McCracken counties. Any individual in need is eligible to receive services without regard to race, religion, disability, national origin, or gender.

West Kentucky Community & Technical College Main Campus Location

Anderson Technical Building (ATB)
Room 136

WKCTC
4810 Alben Barkley Drive
Paducah, KY 42002-7380
(Office) 270-534-3863
(Crisis Line) 1-800-592-3980

Make A Referral

Paducah-McCracken County Quick Reference Directory

Quick Reference Directory for Services in Calloway County

Quick Reference Directory for Services in Marshall County (included on pages 41-42)