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# Message from WCCC

Washington County Community College is committed to assisting all who wish to acquire the knowledge and skills to be gainfully employed and to continue their postsecondary education.

Obtaining a college credential requires a partnership between college employees and students – a partnership of shared responsibility. WCCC will provide a high-quality experience for all who enter the doors of this college. The creativity and energy of WCCC’s student-centered employees and a modern campus offer an experience like few others. In order to obtain the skills and knowledge for success students not only need to attend classes and complete assignments but also become actively involved and caring college citizens. You must dedicate yourself fully to being the best student and person possible. Expect to be challenged and supported as you pursue educational and personal goals. You will find the effort worthwhile.

Savor the warmth of WCCC, and experience campus life and recreational activities in a beautiful natural environment of ocean, forests, and land, providing opportunities that few colleges offer.

Enjoy our quality instruction.

Be inspired by our personal commitment to your success and your education.

Form a lasting relationship with learning.

The President and Employees of

Washington County Community College

# 2025–2026 ACADEMIC CALENDAR

## Summer 2025 semester

|  |  |
| --- | --- |
| Monday, May 19 | First Day of Module A Classes |
| Monday, May 26 | Memorial Day – College Closed |
| Tuesday, May 27 | Last Day for refund for Module A Classes |
| Tuesday, May 27 | Last Day of Add/Drop for Module A |
| Thursday, June 19 | Juneteenth – College Closed |
| **Friday, June 27** | **Last Day of Module A Classes** |
| Friday, July 4 | Independence Day – College Closed – No Classes |
| Monday, July 7 | First Day of Module B Classes |
| Monday, July 14 | Last Day of Add/Drop for Module B |
| Monday, July 14 | Last Day for refund for Module B Classes |
| **Friday, August 15** | **Last Day of Module B Classes** |
| Monday, August 25 | Grades due to Registrar at noon |
| Tuesday, September 2 | Grades due to Registrar at noon |

## Fall 2025 semester

|  |  |
| --- | --- |
| Monday, September 1 | Labor Day – No classes |
| Monday, September 1 | Student Move-In Day |
| Tues. & Wednesday, Sept. 2 & 3 | New Student Orientation – Required for All New Students – ends at noon on Wed. |
| Tues. & Wednesday, Sept. 2 & 3 | Faculty Professional Development Days (1.5 days) – ends at noon on Wed. |
| Wednesday, September 3 | First Day of Semester and Module A Classes, starting at noon. |
| Friday, September 5 | Faculty Professional Development ½ Day – 1 p.m. to 5 p.m. (Safe Colleges training) |
| Thursday, September 11 | Last Day of Add/Drop and for 100% refund for Fall semester and Module A classes |
| Wednesday, September 17 | 50% refund; no refund after September 18 for semester classes only |
| Thursday, September 18 | Last Day to charge or return charged books |
| Friday, September 26 | Mid-module warnings due at noon |
| Friday, October 3 | Last Day to withdraw from Module A |
| Friday, October 10 | Totally Trades – No Classes |
| Monday, October 13 | Indigenous Peoples Day – College Closed – No Classes |
| Monday-Friday, October 20-24 | Pre-registration Week |
| **Friday, October 24** | **Last Day for Module A classes** |
| Friday, October 24 | Mid-term Warnings, Attendance and Spring 2024 Incomplete Grades Due |
| Monday, October 27 | Module B classes start |
| Tuesday, October 28 | Module A grades due to Registrar at noon |
| Monday, November 3 | Last Day to drop Module B course |
| Monday, November 3 | Last Day for refund for Module B classes |
| Friday, November 7 | Last Day to withdraw from a full semester course |
| Tuesday, November 11 | Veterans Day – College Closed |
| Wednesday, November 19 | Mid-module B warnings due at noon |
| Wednesday, November 26 | Noon College Closing, Residence Halls Close at 3 p.m. |
| Thurs & Friday, November 27–28 | Thanksgiving Break – College Closed – No Classes |
| Monday, December 1 | Last day to withdraw from Module B |
| **Friday, December 19** | **Last Day of Classes for Fall Semester** |
| Friday, December 19 | Residence Halls Close at 3 p.m. |
| Mon- Friday, Dec 22-Jan 9 | Semester Break |
| Monday, December 22 | Grades due to Registrar at noon |
| Wednesday, December 25 | Christmas Staff Holiday – College Closed |

## Spring 2026 semester

|  |  |
| --- | --- |
| Thursday, January 1 | New Year’s Day – College Closed |
| Sunday, January 11 | Move-In Day for Residence Halls open at noon |
| Monday, January 12 | First Day of Semester and Module A Classes |
| Monday, January 19 | Martin Luther King, Jr. Birthday – College Closed – No classes |
| Wednesday, January 21 | Last Day of Add/Drop/Last Day for 100% refund for semester and Module A classes |
| Tuesday, January 27 | 50% refund, no refund after January 28 for semester classes only |
| Thursday, January 29 | Last Day to charge or return charged books |
| Friday, February 6 | Mid-module A warnings due at noon |
| Friday, February 13 | Last day to withdraw from Module A |
| Friday, February 13 | Residence Halls Close at 3 p.m. |
| Monday, February 16 | President’s Day – College Closed – No Classes |
| Monday-Friday, February 16–20 | Winter Vacation – No Classes |
| Friday, March 6 | Faculty Professional Development Day – No Classes |
| **Friday, March 13** | **Last Day for Module A classes** |
| Friday, March 13 | Mid-term Warnings, Attendance and Fall 2024 Incomplete Grades Due |
| Monday, March 16 | Module B classes start |
| Tuesday, March 17 | Grades due to Registrar at noon |
| Monday - Friday, March 16–20 | Pre-Registration Week |
| Monday, March 23 | Last Day to drop Module B course |
| Monday, March 23 | Last Day for refund for Module B classes |
| Friday, March 27 | Last day to withdraw from full semester course |
| Friday, March 27 | Residence Halls Close at 3 p.m. – Spring Break |
| Monday–Friday, March 30 – April 3 | Spring Break – No Classes |
| Friday, April 17 | Mid-module B warnings due at noon |
| Monday, April 20 | Patriot’s Day – College Closed – No Classes |
| Friday, April 24 | Last day to withdraw from Module B |
| **Thursday, May 14** | **Last Day of Classes for the Spring Semester** |
| Friday, May 15 | Commencement |
| Monday, May 18 | Grades Due to Registrar at noon |
| May 18– June 26 | Residential and Commercial Electrical and Welding Final Semester |

## Summer 2026 semester

|  |  |
| --- | --- |
| Monday, May 18 | First Day of Module A Classes |
| Monday, May 25 | Memorial Day – College Closed |
| Tuesday, May 26 | Last Day for refund for Module A Classes |
| Tuesday, May 26 | Last Day of Add/Drop for Module A |
| Friday, June 19 | Juneteenth – College Closed |
| **Friday, June 26** | **Last Day of Module A Classes** |
| Friday, July 3 | Independence Day observed – College Closed – No Classes |
| Monday, July 6 | First Day of Module B Classes |
| Monday, July 13 | Last Day of Add/Drop for Module B |
| Monday, July 13 | Last Day for refund for Module B Classes |
| **Friday, August 14** | **Last Day of Module B Classes** |
| Sunday, August 23 | Move-In Day Heavy Equipment Programs Residence Halls (noon to 3 p.m.) |
| Monday, August 24 | Grades due to Registrar at noon |
| Monday, August 24 | First Day of Classes Heavy Equipment Operation/Maintenance |
| Friday, August 28 | Last Day of Add/Drop for HEO/HEM |
| Tuesday, September 1 | Grades due to Registrar at noon |

# ACCREDITATION

Washington County Community College is accredited by the New England Commission of Higher Education (NECHE). Accreditation of an institution by the New England Commission of Higher Education indicates that the college meets or exceeds criteria for the assessment of institutional quality, which is periodically applied through a peer group review process. The college is a member of the American Association of Community Colleges, the American Council on Education and the Maine Higher Education Council.

Inquiries pertaining to the accreditation of Washington County Community College can be directed to the New England Commission of Higher Education, 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514, telephone 781-425-7785, fax 781-425-1001, and internet https://www.neche.org.

Washington County Community College expressly reserves the right to change in any manner, including terminating or eliminating, the courses and programs offered or otherwise presented in this catalog. The Maine Community College System expressly reserves the right to change in any manner, including increasing, tuition or any other fees. While, where practicable, the college will attempt to give as much notice as each situation allows, the college reserves the right to make any such changes without notice.

## Request for Interpretation

Assistance in interpreting the information in this catalog is available to French-and Spanish-speaking persons. Please contact the college for assistance.

Pour l’aide pour interpréter l’information de ce catalogue veuillez vous addresser a WCCC au bureau au nom de “Admissions.”

Si usted encuentra adentro de este catologo, puede usted llamar el departamento de Admissions.

## Notice of Non-Discrimination

Washington County Community College does not discriminate as proscribed by federal and/or state law on the basis of race, color, religion, national origin, sex, sexual orientation, including gender identity or expression, age, genetic information, disability, marital, parental or Vietnam era veteran status in specified programs and activities. Inquiries about the College’s compliance with, and policies that prohibit discrimination on, these bases may be directed to:

**Tatiana Osmond, Affirmative Action Officer**

Washington County Community College

One College Drive Calais, ME 04619

Ph: (207) 454-1094

Fax: (207) 454-1026

[tosmond@wccc.me.edu](mailto:tosmond@wccc.me.edu)

**Tyler Stoldt, Title IX Coordinator**

Washington County Community College

One College Drive Calais, ME 04619

Ph: (207) 454-1032

Fax: (207) 454-1026

[tstoldt@wccc.me.edu](mailto:tstoldt@wccc.me.edu)

**Tyler Stoldt, ADA Coordinator**

Washington County Community College

One College Drive Calais, ME 04619

Ph: (201) 454-1032

Fax: (207) 454-1026

[tstoldt@wccc.me.edu](mailto:tstoldt@wccc.me.edu)

and/or

**United States Department of Education Office for Civil Rights**

33 Arch Street, Suite 900

Boston, MA 02110

Ph: (617) 289-0111

Fax: (617) 289-0150

TTY/TDD: (617) 289-0063

[OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

and/or

**Maine Human Rights Commission (MHRC)**

51 State House Station

Augusta, ME 04333-0051

Ph: (207) 624-6050

Fax: (207) 624-6063

TTY/TDD: (207) 624-6064

[www.state.me.us](http://www.state.me.us)

and/or

**Equal Employment Opportunity Commission**

475 Government Center

Boston, MA 02203

Toll-Free: 1-800-669-4000

Ph: (617) 565-3200

Fax: (617) 565-3196

TTY: (617) 565-3204 or 1.800.669.6820   
[www.eeoc.gov](http://www.eeoc.gov)

# GENERAL INFORMATION

Washington County Community College (WCCC), founded in 1969, is located in Calais, a small city and rural community on the international border between the United States and New Brunswick, Canada. The college has modern classrooms, labs, and residential buildings situated on a hillside overlooking the St. Croix River, a tidal river. It is within walking distance of Calais. The college is located on a 400-acre campus of woods, fields, and outdoor adventures. Housing on campus is apartment-style with accommodations for up to five students per unit. Residential students are required to purchase a meal plan that provides one balanced meal per day in the campus Dining Hall. The Dining Hall provides breakfast as well. Apartments have small kitchens for students who wish to prepare the remaining meals, and residential life staff provides cooking classes. St. Croix Hall houses an auditorium for concerts, presentations, and other community activities as well as a gymnasium with basketball, volleyball and a state-of-the-art rock-climbing wall. One of Maine’s best snowmobile trails is located behind the residence halls, providing miles of outstanding winter recreation opportunities including snowshoeing and x-country skiing. The Outdoor Adventure Center, located in the residential complex, has a range of equipment available for student use, from kayaks to canoes and camping gear to mountain bikes for spring, summer, and fall.

The college currently offers 30 programs of study at the associate degree, diploma, and certificate levels. Certificates are “stackable.” Students have the option to gain skills in a specific technical area and return for a subsequent year to obtain another technical certificate in order to maximize employment opportunities by becoming multi-skilled technicians. Technical and career programs provide both in-class instruction and practical skill development taught in laboratories and clinical/training sites. Application-based learning in real life situations is the hallmark of this instruction. For example, Heavy Equipment Operations students develop skills in equipment operations by working in the Moosehorn Wildlife Refuge adjacent to the college; and construction trades students train on actual projects for non-profit organizations in the community.

A wide range of credit and non-credit courses are offered in the evening, during the summer term, and through various electronic delivery methods such as the internet. Programs are designed to provide the technical knowledge and skills as well as the essential general education with which to pursue a career after graduation. The Liberal Studies program offers students the opportunity to obtain the first two years of a baccalaureate credential at WCCC before transferring to another college or university. WCCC has a number of program transfer agreements with four-year institutions throughout Maine to assist students to transfer upon meeting the necessary course requirements.

WCCC is one of seven community colleges that operate under the authority of the Maine Community College System and the State of Maine. WCCC is a non-profit, residential, post-secondary institution supported, in part, by appropriations from the Maine State Legislature. Members of the college community are proud of the education provided at WCCC and look forward to many more years of providing quality post-secondary education at Washington County Community College.

## THE MISSION OF THE COLLEGE

Washington County Community College inspires individuals through an inclusive, innovative learning environment with personalized guidance that transforms lives, enriches communities, and supports economic prosperity.

## THE VISION OF THE COLLEGE

Washington County Community College is committed to providing innovative and flexible education that adapts to the ever-changing landscape of technology and the workplace. Our institution is student-centered, providing the knowledge and skills necessary for high-wage, in-demand careers. We value collaboration and partnerships with our community, industry, and other institutions to ensure high-quality instructional excellence. Our commitment to integrity is paramount as we strive for institutional advancement that benefits our students, our community, and the world at large.

## ACADEMIC CREDENTIALS

The college awards the Associate in Applied Science, the Associate in Science, and the Associate in Arts degrees, as well as Diploma and Certificate credentials.

## INSTITUTIONAL LEARNING OUTCOMES

A Washington County Community College graduate will demonstrate proficiency in the following areas:

1. **Quantitative, Mathematic and Scientific Reasoning Skills**

Students will demonstrate the ability to:

* interpret and represent information in a mathematical form;
* calculate, analyze and communicate appropriate conclusions using quantitative data;
* form and test hypotheses, evaluate empirical evidence, reflect and learn from mistakes;
* demonstrate persistence while seeking solutions.

1. **English and Communication Skills**

Students will demonstrate the ability to:

* communicate clearly and effectively, both verbally and in writing, with a variety of audiences, using appropriate academic discourse and technology;
* locate, analyze, synthesize and evaluate information;
* read with comprehension and critically analyze arguments.

1. **Employability/Transferability Skills**

Students will demonstrate:

* the ability and motivation to expand upon their entry level skills;
* organizational and time management strategies;
* the capacity to work as part of a team;
* problem solving techniques.

1. **Technical/Career/Content Specific Skills**

Students will demonstrate:

* safe work habits in compliance with industry and certification standards;
* the ability to apply theoretical knowledge in practical settings;
* the ability to complete tasks in accordance with industry and certification standards;
* the ability to qualify for employment.

1. **Information Literacy/Computer/Technology Skills**

Students will demonstrate the ability to:

* identify and use appropriate tools to locate and use information;
* recognize the implications of their choices of sources of information;
* apply tools to gather information in a variety of contexts;
* systematically retrieve and use information.

1. **Critical and Creative Reasoning Skills**

Students will demonstrate the ability to:

* recognize a question, challenge, problem, or argument;
* examine the question from a multitude of perspectives;
* gather information, consider multiple responses and evaluate them;
* prepare and justify responses to questions posed;
* consider alternatives if the expected outcome does not occur.

1. **Ethical Reasoning Skills**

Students will demonstrate:

* the ability to reflect both professional standards and codes of ethics associated with specific disciplines;
* familiarity with and understanding of codes of ethics associated with their professional major;
* the ability to act in accordance with the standards set for WCCC students in the Catalog;
* the ability to identify and examine ethical concerns in action, whether professional or personal, and explain why certain actions are appropriate in a given context.

# PROGRAM CERTIFICATIONS & ACCREDITATIONS

**Automotive** — Automotive Service Excellence (ASE) Education Foundation, 101 Blue Seal Drive, SE, Suite 101, Leesburg, VA 20175

**Diesel and Automotive Engine Overhaul** — Automotive Service Excellence (ASE) Education Foundation, 101 Blue Seal Drive, SE, Suite 101, Leesburg, VA 20175

**Medical Assisting** — Commission on Accreditation of Allied Health Education Programs (CAAHEP), 25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763

**Powersports** — Engine & Equipment Training Council (EETC), Two Stroke Engines & Four Stroke Engines, 3880 Press Wallace Drive, York, SC 29745

## Student Certifications/Licensures

The following programs are aligned with and prepare students for the specific certifications and licensures:

Automotive — Automotive Service Excellence (ASE) Education Foundation Certifications, Maine State Inspection Certification, 101 Blue Seal Drive, SE, Suite 101, Leesburg, VA 20175

Electrical — State of Maine Electrical Journeyman’s License Examination, 35 State House Station Augusta, ME 04333-0035

Diesel and Automotive Engine Overhaul — Automotive Service Excellence (ASE) Education Foundation Certifications, 101 Blue Seal Drive, SE, Suite 101, Leesburg, VA 20175

Heating — State of Maine Journeyman’s Oil Burner License Examination, 35 State House Station, Augusta, ME 04333-0035

Heavy Equipment Operations & Maintenance — OSHA 30-hour Safety Certification, First Aid Certification, CPR Certification, Fork Lift Certification, Maine Department of Labor, 45 State House Station, Augusta, ME 04333

Human Services — Mental Health Rehabilitation Technician/Community (MHRT/C) Certification, The Center for Learning, Cutler Institute for Health and Social Policy, USM Muskie School of Public Service, 12 East Chestnut Street, Augusta, ME 04330

Medical Assisting — American Association of Medical Assistants, Certified Medical Assistant Exam. American Association of Medical Assistants 20 N. Wacker Dr., Ste. 1575, Chicago, IL 60606. Phone | 312/899-1500 or 800/228-2262. Fax | 312/899-1259, American Medical Technologists Registration Examination, 10700 West Higgins, Suite 150, Rosemont, IL 60018

Outdoor Leadership — American Canoeing Association Certification, 108 Hanover St., Fredericksburg, VA 22401, US Sailing Small Boat Certification, Wilderness First Responder and First Aid, Boat Safety Certification, Maine Guide License, State of Maine, Department of Inland Fisheries & Wildlife, 41 State House Sta., 284 State Street, Augusta, ME 04333-0041, Professional Association of Dive Instructors Open Water Certification, Certified Interpretive Guide

Phlebotomy — Registered Phlebotomy Technologies. American Medical Technologist 10700 West Higgins, Suite 150, Rosemont, IL 60018

Production Technology — Manufacturing Skills Standards Council Certifications, 901 N Washington St. Suite 600, Alexandria, VA 22314

Substance Use and Recovery— State of Maine Certified Alcohol and Drug Counselor, 35 State House Station, August, ME 04333-0035

Welding — American Welding Society Certifications, 550 N.W. LeJeune Road, Miami, FL 33126

# ADMISSION

## Admission Policy

Washington County Community College maintains rolling admissions, allowing applicants to complete the application requirements and be considered for acceptance throughout the year. However, due to high demand for certain programs and the strict enrollment capacity established for each, applying early is encouraged. An official high school diploma or equivalent (GED or HiSET), which demonstrates the student has met Maine’s compulsory attendance law, as well as official college transcripts for any prior post-secondary study, are required for admission to all programs.

Most programs run on a semester basis and begin on the same date for fall and spring semesters. However, because Heavy Equipment Operations and Maintenance, and Residential/Commercial Electricity, and Welding technologies may have starting or ending dates different from other technologies, the applicant should check the WCCC academic calendar or contact the Admissions Office to find out when a particular program is scheduled to begin and end.

Washington County Community College encourages students to apply for programs considered to be non-traditional for their gender. Students with learning, mobility and other differences are also encouraged to apply and are provided appropriate support services.

For an application or additional admission information, e-mail [admissions@wccc.me.edu](mailto:admissions@wccc.me.edu) or visit [www.wccc.me.edu](http://www.wccc.me.edu).

## Application Procedure

The following procedures constitute the admission process.

* A WCCC application form must be completed and submitted to the Admissions Office. There is no fee to apply.
* A complete high school transcript, GED, or HiSET for all years attended must be submitted to the Admissions Office. Current high school seniors must include grades for the ranking periods completed at the time of application. A final transcript, which indicates the date of graduation, with final grades, must be submitted as soon as it is available. \*
* If the applicant has attended a prior college, an official college transcript must be submitted to the Admissions Office.
* Applicants must submit immunization documentation.

All applicants are strongly encouraged to visit WCCC prior to enrollment. Campus tours are conducted regularly throughout the year. Please contact the Admissions Office at (207) 454-1000 or 1-800-210-6932 or visit us at <https://www.wccc.me.edu/admissions-aid> to schedule an in-person or virtual campus visit.

\*If you have an Associate or Bachelor's Degree (with a degree conferral date listed on the official college transcript submitted to WCCC) you do not need to provide proof of high school graduation.

## Admission Procedures

Applicants are usually notified of admission decisions within two weeks of the submission of the completed application packet. To accept the offer of admission, applicants must forward an admission deposit of $75 within 30 days of receipt of the offer in order to reserve a seat in the program. Placement in the program is not secure until the admission deposit has been received. The admission deposit is credited toward semester charges, but, with a written request, it will be refunded to applicants who formally withdraw from the college prior to 120 days before the semester start date.

Applicants requesting on-campus housing must forward a $150 residence security deposit to reserve space in the residence halls. The residence security deposit is maintained as a security/damage deposit; it is not applied to residence charges. The deposit is refundable if the student withdraws; no damage charges are assessed; keys are returned; and all student accounts are paid in full. As a security precaution, background checks of residential students may be conducted.

All students who have been accepted to WCCC will be required to complete an immunization documentation form. This form must be completed and signed as a condition of enrollment. All students born after 1956 must also furnish proof of immunization against measles, mumps, rubella (German measles), diphtheria, and tetanus in order to attend classes. A physician, nurse, or other health care provider should complete and sign the documentation; or the student should present a copy of an immunization certificate in its place. The certificate must contain the dates immunizations were given, as well as the signature of the health care provider. Students born before January 1, 1957, are exempt from proof for measles, mumps, and rubella. Tetanus immunization must have been given within the last ten years. Students residing in the residence halls must also have the meningitis vaccination.

Enrollment is contingent upon satisfactory completion of high school, HiSET, GED, or any other current program of studies, receipt of the appropriate immunization documents, and other admissions office requirements.

### Course Placement

As part of the admissions and enrollment process and to ensure academic success, WCCC uses multiple measures to determine student enrollment into college level English and mathematics courses. The admissions office will use available information provided by the student (such as high school transcript grades, grades in past college courses, or test scores) to determine enrollment in the appropriate courses which meet student skill and knowledge level.

Based on the multiple measures placement, a student may be required to complete math and/or English courses that are not part of their chosen program curriculum. As a result, programs may be extended to better prepare for program-specific courses. This means that enrollment in program-specific/technology courses may be delayed by one year. Questions or concerns regarding this policy should be directed to the Admissions Office.

Students may choose to complete the Next-Generation Accuplacer Placement Assessment to provide the admissions office with additional data to consider in the multiple measures placement decision. The Accuplacer assessment is completed through a computer and students have the opportunity to answer questions in the areas of arithmetic, elementary algebra, reading comprehension, and sentence skills. Participants are not allowed to use a calculator on the math sections of the assessment except when the test provides an on-screen calculator for certain problems. While preparation is not required for students who choose to take the Accuplacer assessment, it is highly encouraged. The following site offers preparation assistance for the Accuplacer test: <https://accuplacer.collegeboard.org/>

Questions or concerns regarding this policy should be directed to the Admissions Office.

**Important Note:** Developmental math courses with course numbers lower than 100 will not count towards graduation.

### Academic Credit for Prior Learning

Washington County Community College recognizes the value of learning acquired outside a college setting. Students are encouraged to explore all of the credit options that WCCC has available to them. It is possible to earn credit through many venues such as; CLEP examinations, prior military service, Portfolio Assessment, WCCC course challenge examinations, articulation and credit for college level learning gained through paid or unpaid employment and/or internship or independent study. The college awards credit for examinations based on current American Council on Education (ACE) recommendations. For further details regarding prior learning options, please visit WCCC’s website under Prior Learning Assessment or contact your advisor.

### Criminal Disclosure Form

Students in programs that require an internship require the completion of a Criminal Disclosure Form. The completion of a Criminal Disclosure Form does not automatically deny a student admission. The Criminal Disclosure Form is primarily used to ensure a student has the ability to benefit from the program.

### International Students

Admission procedures for international students are the same as those for applicants from the United States, with the exception of two additional requirements.

Because instruction is given in English, prospective students with a native language other than English are required to demonstrate proficiency in the English language. The Test of English as a Foreign Language (TOEFL), administered by the Educational Testing Service, will be made part of the applicant’s file. Minimum scores required are 61 for the IBT (Internet-Based Test) or 500 for the PBT (Paper-Based Test). For information on dates and locations for the test, write TOEFL, Box 899, Princeton, NJ 08540, USA.F

International students are also reminded that in order to obtain their Certificate of Eligibility, Form I-20, they must provide the Financial Aid Office with a valid affidavit of support from personal funds, family funds, or funds from another source (type/source specified). To comply with this request, the applicant must complete the College Board *International Student Certification of Finances*. This form is available through the Admissions Office.

# TUITION AND FEES

The following section summarizes estimated expenses for Washington County Community College students for the 2024-2025 academic year. All expenses are subject to change, without notice, by the Maine Community College System’s Board of Trustees. Since charges are subject to change, applicants are advised to inquire about charges beyond the 2024-2025 academic year.

## Tuition

|  |  |
| --- | --- |
| Maine Resident Students | $96 per credit hour |
| New Brunswick Students\* | $96 per credit hour |
| New England Regional Students\* | $144 per credit hour |
| Non-Resident Students | $192 per credit hour |

\*For qualifying academic programs and/or states of residence. All others pay a Non-Resident rate.

## Residency

A student is classified as a Maine resident or non-resident for tuition purposes at the time of admission to the college. No student, once having registered as a non-resident student, is eligible for resident classification unless he/she has been a bona fide domiciliary of the State of Maine for at least twelve consecutive months immediately prior to their date of admissions (not application, registration or enrollment). If the student is enrolled for a full academic program, as defined by the college, it will be presumed that the student is in Maine for educational purposes and that the student is not in Maine to establish a domicile as a permanent resident: thus the burden will be on the student to prove that he/she has established a Maine domicile by the time of admission. The domicile of a student who is claimed as a dependent for tax purposes follows that of the parents or other legally appointed guardian of the student provided such claimant(s) are themselves residents within the meaning of this policy. If a student classified as a non-resident marries a person who is domiciled in Maine within the meaning of this policy and asserts the establishment and maintenance of a domicile in Maine, the student shall be presumed to be eligible for resident status at such student’s next registration. Members of the Armed Forces and their dependents are normally granted resident status during the period of active duty.

## Housing & Related Fees

Charges for housing are prorated for longer or shorter programs and/or semesters. Typical fall/spring semester charges are shown in the table below. All residential students must maintain full-time status to reside on campus.

|  |  |  |
| --- | --- | --- |
| Charge per Semester per Person | | |
|  | **Fall/Spring Semester** | **Summer Semester** |
| Occupant (5 per apartment) | $2,169 (Price includes the other fees listed below) | Summer Housing for Welding Students - $757 (6 weeks)  Summer Housing for Electrical Students - $226 (2 weeks)  Extended Stay for HEO/HEM - $126.19 (1 Week) |
| Meal Plan | $2,040 | $127.50 per week |
| Other fees | | |
| Name | **Fee** | **Reason** |
| Residence Hall Technology | $75/Fall and Spring semester $32.83/Summer semester | Charged to all students living in the residence halls. This fee supports computer services and provides in-room high-speed internet access |
| Room & Security Deposit | $150/refundable | This refundable security deposit is held until the end of the academic year. In the event of unpaid damages to the resident unit or unmet financial obligations, the security deposit will be used to pay for the cost of damages. Any damage or cleaning charges assessed as a result of housing inspections will be calculated and invoiced and must be paid within seven days of invoice date. |

## Meal Plan

WCCC’s Dining Hall provides fresh and nutritious meals for the WCCC campus community.  Open daily to residential and commuter students, faculty, staff, and visitors; many options are available from self-serve buffet style entrees to a la carte pizza, sandwiches, salads, and beverages.

### 2024-2025 Meal Hours

|  |  |
| --- | --- |
| Day | Times |
| Monday-Friday | Breakfast: 7:30 a.m. to 9:30 a.m.  Lunch: 11 a.m. to 1 p.m.  Dinner: 4 p.m. to 7 p.m. |
| Saturday & Sunday | Take home meals available for purchase each Friday |

### 2024-2025 Meal Plan Information

Two meal plans are available to residential and commuter students.  All meal plans consist of a declining balance loaded onto a gift card that can be swiped for each meal.

A residential student living in campus housing is enrolled in a mandatory 15 meals a week Complete Meal Plan and their student account is charged accordingly.

Heavy equipment operations and maintenance\*\* and Commuter students can purchase one of the two declining balance meal plan options.

Meals plans can be purchased with cash, card, or with financial aid funds, provided that the student’s financial aid funds exceed the student’s tuition and fee charges. A Meal Plan Application form must be filled out and verified by the Student Accounts Office before students can use financial aid to purchase a meal plan.

The costs in the table below are based on each 16-week semester.

|  |  |  |
| --- | --- | --- |
| Type | Cost | Number of Meals |
| Mandatory Resident Student Meal Plan Complete Meal Plan: | Three Meals Each Day  Semester Charge: $2,040.00 | 15 meals each week  $8.50 each swipe into the dining hall  3 meals each day Monday-Friday |
| Pick 2 Meal Plan: | Pick Any 2 Meals Each Day – Open to Heavy Equipment and Commuter Students Only  Semester Charge: $1,360.00 | 10 meals each week  $8.50 each swipe into the dining hall  2 meals each day Monday-Friday |

Faculty and staff can purchase buffet meals for $8.50. A la carte items available to all customers. Cash and debit/credit cards are accepted.

\*\*Heavy equipment operation and maintenance students are able to purchase a reduced meal plan as course hours may not align with scheduled mealtimes.

## General And Service Fees

All fees listed are based on full-time attendance, unless otherwise indicated. Charges for students who attend less than full-time will vary depending upon the number of credits the student is taking.

|  |  |  |
| --- | --- | --- |
| Name | Fee | Reason |
| Comprehensive Fee | $29.00/credit hour | This fee supports various student and administrative services at the college. |
| Liability Fee | $22.00/per course | Liability insurance coverage is required for **all students participating in courses that require practicum/co-op experience**. This coverage is in addition to student accident insurance. Certain programs require a higher cost. |
| Parking Fee | $2.00/credit hour | This fee is charged to all WCCC students. The parking fee is used to support maintenance of the college’s roads and parking areas. |
| Student Accident Insurance | $16/per year | All enrolled students are covered for Accident Medical Expense Benefits and Accidental Death Benefits subject to the terms, conditions, limitations and exclusions of the Policy. The plan provides coverage year-round from August to August whether college is in session or not. No sickness benefits are provided. |
| Student Services Fee | $13.00/credit hour | This fee supports activities that are sponsored, planned, or promoted by the Student Senate for the benefit of all WCCC students. |

## License and Testing Fees

A fee is charged in certain programs requiring licensing and testing exams. The cost of the fee is determined annually by the appropriate licensing and/or certification agency. When the student’s account has been paid in full, the fee will be remitted to the agency.

|  |  |
| --- | --- |
| License Testing Fees | Course Fee |
| Automotive Program | |
| ASE Exam | $75 |
| Heating | |
| Natural Gas and Propane — Basic Principles and Practices for Propane | $85 |
| Natural Gas and Propane — Appliance Service | $110 |
| Natural Gas and Propane - Appliance Installation | $85 |
| Medical Assisting | |
| CMA Certification Exam | $125 |
| Nursing | |
| NCLEX | $534 |
| Outdoor Leadership Program | |
| PCIA Climbing Wall Instructor Certification | $35 |
| WMA/WAFA Certification |  |
| WMA/WFR Certification |  |
| ACA/Skills Check, Canoe Instructor Certification |  |
| CWI Certification |  |
| Phlebotomy Program | |
| Phlebotomy Technician Certification Exam | $135 |
| Powersport Equipment/Small Engine Program | |
| EETC Certification Exam | $49 |
| Production Technician Program | |
| One-time only MSSC Registration fee | $65 |
| MSSC Safety Exam | $50\* |
| MSSC Manufacturing Process & Production Exam | $50\* |
| MSSC Quality Practices & Measurement Exam | $50\* |
| MSSC Maintenance Awareness Exam | $50\* |
| MSSC Green Production Exam | $50\* |
| Welding | |
| SMAW Welding Test | $300 |
| FCAW Welding Test | $250 |
| AWS/AMSE Welding Test | $300 |

\* Certification tests proctored at the college cost $50 certification tests offered through ProctorU cost $63.

## Alternative Credit Fees

WCCC recognizes that learning may be realized through a number of means. The evaluation of learning acquired outside a standard collegiate setting may be obtained through portfolio assessment, standardized examinations, WCCC course challenge examinations, and independent study.

\*Examples included in this section are based on WCCC’s In State per credit hour tuition rate, other tuition rates apply as applicable

|  |  |  |
| --- | --- | --- |
| Type | Fee | Reason |
| Credit by Examination | $100/attempt | Charged to all students who attempt to “test out” of a course by taking a WCCC Course Challenge Exam. |
| Directed/Independent Study | Standard tuition fee applies | Directed/independent study is available to students at WCCC under certain circumstances. Standard tuition and fee rates apply. |
| Experiential Credit | $125/per course awarded | Experiential credit is available for students who have prior work experience directly related to a discipline area of a program’s internship, cooperative or practicum credit course. A fee of $125 will be charged to all students for each course awarded. |
| Portfolio Assessment | $125/per portfolio reviewed | WCCC-administered portfolio assessment and/or course challenge examinations usually take significant amounts of administrative time and paperwork. |

## Course Related Fees

The courses listed below have an additional fee included in the course cost.

|  |  |
| --- | --- |
| Course Name | Course Fee |
| Scuba | $195 |
| COM200 — Environmental Interpretation | $200 |
| Wilderness First Responder | $200 |
| Wilderness Advanced First Aid | $165 |
| Wilderness First Responder Badge | $105 |

## Miscellaneous Costs

### Books, Supplies, and Tools

Books and supplies are available at the WCCC Bookstore. The cost of books and supplies vary according to the individual program and schedule. Tools are not available for purchase from WCCC.

For a listing of required textbooks and cost by program, visit the Bookstore page on our web site at <https://wccc.bncollege.com/course-material/course-finder>

### Payment Of Bills/Refunds/Waivers

#### Payment Of Bills

Enrolled students are billed each semester for tuition, housing, and fees. Bills are payable in full by the first day of class unless arrangements have been made with the Business Office in advance. Failure to pay a bill within the prescribed period may keep a student from attending classes.

Payment of tuition, housing, and fees may be made on campus in the Student Accounts Office or the WCCC Business Office, online by accessing the Student Account tab of the MY WCCC Portal or mailed to: WCCC Attn: Student Accounts, One College Drive, Calais, ME 04619. The Business Office is open to serve students Monday through Friday, 8 a.m. to 5 p.m. Payment may be made by cash, personal check, Visa, MasterCard, and Discover Card or by training vouchers. A $30 fee will be charged for all returned checks. Students who have questions regarding particular charges on their invoice may call Student Accounts, (207) 454-1025 or 1-800-210-6932, extension 1025 for assistance.

#### Unpaid Financial Obligations

Students may not attend classes after the first week of any semester if their semester bills have not been paid in full or if specific arrangements have not been made with the Business Office. Students who are delinquent may be dropped from enrollment or may be assessed late charges. Residential students who are delinquent in the payment of room, damage, or cleaning charges may be dismissed from college housing.

The college, except where prohibited by law, is authorized to withhold grades, degrees, diplomas, certificates, and transcripts from students, or licensing fees from appropriate agencies, for failure to pay all lawful fees, fines and charges. A $50 late fee may be applied to delinquent accounts.

#### Refund Policy

The Board of Trustees of the Maine Community College System is empowered to establish system-wide rates for tuition, housing and application fees. The college President, within the policy constraints established by the board of trustees, establishes technology fees and other similar charges associated with setting the fixed costs of the institution. While certain charges may vary from college to college, the basis for refunds of these charges is consistent.

|  |  |  |
| --- | --- | --- |
| Type of Refund | Description | Refund Amount |
| Room & Security Deposit | Refundable if financial obligations to the college have been met. | $150 |
|  | | |
| Tuition & Fees 15 Weeks or more terms | Before the start of the semester/college cancellation | 100% |
| Within 1–6 working days after the start of semester | 100% |
| Within 7–10 working days of after the start of semester | 50% |
| After the 10th working day of the start of semester | No refund |
| Unofficial withdrawal at any time | 0% |
|  | | |
| Tuition & Fees 7/8 Weeks or less terms | Before the start of the semester/term cancellation | 100% |
| Within 1–6 working days after the start of term | 100% |
| After the 6th working day of the start of term | No refund |
| Unofficial withdrawal at any time | 0% |
|  | | |
| Room and Board 15 Week or more terms | Withdrawal prior to semester start | 100% |
| Withdrawal prior to end of semester’s second week | 80% |
| Withdrawal prior to end of semester’s third week | 60% |
| Withdrawal prior to end of semester’s fourth week | 40% |
| Withdrawal prior to end of semester’s fifth week | 20% |
| After end of semester’s fifth week | No refund |
| Unofficial withdrawal from a college residence at any time | No refund |
|  | | |
| Room and Board 7/8 Weeks or less terms | Withdrawal prior to semester start | 100% |
| Withdrawal prior to end of term’s 7th day | 80% |
| Withdrawal prior to end of term’s 11th day | 60% |
| Withdrawal prior to end of term’s 17th day | 40% |
| After end of term’s 17th day | No refund |
| Unofficial withdrawal from a college residence at any time | No refund |

Notification of withdrawal or cancellation and requests for refund must be made in writing and addressed to the Registrar’s Office. Notification is effective on the date received in the Registrar’s Office.

Refund levels may vary for special or short-term courses depending upon the circumstances. No refunds are given for termination resulting from academic, disciplinary or financial dismissal. Refunds for Title IV financial aid shall follow federal guidelines. Students who feel that individual circumstances warrant exceptions from the published policy may appeal to the college President or his/her designee.

The application, student accident, and liability insurance fees are not refundable. Resident students may also have housing damage or cleaning charges. If a withdrawing student is receiving federal or state financial aid, that amount is prorated in accordance with the above schedule and federal regulations and returned to the appropriate federal or state account. Please see “Financial Aid Information” for additional information regarding refunds.

### New England Regional Students

Students who are legal residents of any New England state may be eligible for admission consideration under the New England Regional Student, or “Tuition Break,” program. The Regional Student Program, administered by the New England Board of Higher Education, enables residents of any New England state to attend an out-of-state institution within New England in programs not available in their home state public institutions. Students in this program will pay 150 percent of Maine resident tuition. More information is available from the Registrar’s Office.

### Native American Tuition/Housing Waiver

Washington County Community College (WCCC) is committed to assisting Native American students in obtaining financial assistance to meet their college costs.

To qualify for a waiver for tuition or housing, Native American students must be matriculated in a program of study at Washington County Community College and have completed the FAFSA.

Our goal is to provide support for all Washington County Community College (WCCC) Native American students who wish to obtain an academic credential that will assist them personally and professionally as they plan for the future.

#### Student Eligibility/Criteria

The program covers tuition and housing charges for:

1. Members of Maine Tribes
   1. Students whose names are included on the current tribal census, or who have at least one parent or grandparent included on the current tribal census of the Passamaquoddy Tribe, the Penobscot Nation, the Houlton Band of Maliseet, and Aroostook Band of Micmac, and
      1. *Who are residents of the State of Maine for a minimum of one year prior to enrollment* and
      2. Who provide WCCC with official proof directly from the tribe, Nation or band within the first month of the semester in a sealed envelope, similar to the process used for official transcripts, and meet additional requirements stated below in section 4.
2. Members of Other North American Tribes
   1. Must be included on the current tribal census or enrolled in a federally recognized tribe. Must provide an original letter or certificate from the tribal official who certifies membership, or a certificate of degree of Indian blood issued by the United States or Canadian government is required. Additionally, must provide documentation of Maine State residency for the past twelve months immediately prior to application and meet additional requirements stated below in section 4.
3. Descendants of a Tribal Member
   1. Descendant of a Tribal Member who has the responsibility to obtain clear documentation that proves descendancy from a member of a North American Indian Tribe. Proof can be provided in the following manner:
      1. An original document from a federally recognized tribal office stating that a parent or grandparent is an enrolled member of that tribe, or has enrollment on the tribal census, must be presented for eligibility. An original letter or certificate from the tribal office who certifies membership or certificate of degree of Indian blood issued by the United States or Canadian government is required.
      2. If a parent or grandparent is from a Canadian tribe, you must provide an original document showing their band number.
         1. Once enrollment documentation of the parent or grandparent has been provided, documentation from the applicant showing state residency for the past twelve months prior to enrollment must also be provided. Examples of forms of documentation include rental receipts, lease agreements, proof of home ownership and utility bills.
         2. To trace descendancy, the applicant must present original birth certificates naming the parent and possibly another birth certificate tracing the parent to the grandparent.
         3. The documents will be photocopied, and the originals will be returned to the applicant.
   2. Descendants must also meet requirements stated below in section 4.
4. Other Additional Eligibility Requirements for the program to cover tuition and housing charges:
   1. Continuing students who sign this Agreement and apply for financial aid. (Assuming documentation from the tribe was previously provided.)
   2. Students who provide a statement of support identifying all financial assistance provided by the tribe, Nation, or band. (This must be official documentation provided by the Tribal office responsible for assisting students with the cost of education.)
   3. Students who meet with a financial aid office staff member to:
      1. Submit their application and supporting materials.
      2. Discuss the relationship between the waivers and other federal or state financial aid, and
      3. Sign the required Agreement.
   4. Matriculated students, enrolled in academic, credit-bearing courses at Washington County Community College:
      1. Who remain academically eligible to register for classes, and
      2. Who complete a Free Application for Federal Student Aid (FAFSA) for financial aid by October 1st for the upcoming fall semester and/or academic year.
      3. Who maintain Satisfactory Academic Progress in compliance with Title IV Federal Financial Aid policies in the Student Financial Aid Handbook on the college web site [www.wccc.me.edu](http://www.wccc.me.edu).
         1. Students who *have only one major program of study* at WCCC may not receive financial aid or the Native American Waiver if the total number of attempted credits in combination with accepted transfer credits is equal to or more than 150% of the credit length of the active program. Withdrawals and repeat courses are considered attempted credits.
         2. Students who graduate from a WCCC associate degree program may not receive an additional Native American waiver.
         3. Students who graduate from a WCCC certificate/diploma program may receive the Native American waiver for one additional certificate/diploma program.
         4. Students who *change their major or add another major* at WCCC may not receive financial aid or the Native American Waiver if the total number of attempted credits in combination with accepted transfer credits is equal to or more than the 150% of the credit length of their active program. Withdrawals and repeat courses are considered attempted credits.
         5. Students will be able to receive the Native American waiver for the equivalent of two certificate/diploma programs and/or one associates degree program within a related program, but not two certificate or associate degrees in an unrelated program; (e.g., a student who successfully completes a certificate in Heavy Equipment Operations may receive a Mechanical Technology Associates Degree, but would not be eligible for the Native American waiver to pursue another unrelated certificate or associates degree program such as Medical Office Technology or Medical Assisting.)
         6. Matriculated students at Washington County Community College enrolled in five or less credit hours in credit-bearing courses are considered less than half time at WCCC. Students considered less than half time may be granted a Native American Waiver based on the Student Eligibility/Criteria.
      4. Students who are NOT employed by the Maine Community College System on a half-time or greater basis, and who are not carried on the MCCS employee payroll.

#### Native American Tuition/Housing Waiver

1. An eligible student’s bill will be credited with a Tuition and Housing (if applicable) Waiver after initial authorization from WCCC’s Financial Aid Office.
2. The total funds received by the student from all sources including the waiver may not exceed total cost of attendance.
3. All sources of gift, grant and scholarship assistance from federal, state, institutional and outside agencies will be used to pay the student’s bill for institutional charges, ***prior*** to determination of the amount of the Tuition and Housing Waiver each semester.
4. The Tuition Waiver will be awarded using a budget established by the Financial Aid Office. In the event of over-award, the tuition waiver will be adjusted first.
5. All other charges will be the responsibility of the student.

##### Appeals

A student who disagrees with a decision made under this program agreement may appeal through the appropriate campus appeals process. A student who disagrees with the decision made under this program agreement may submit an Appeal Form to the appropriate appeals committee for review. The Appeals Committee decision on the appeal will be final.

### Veterans’ Services

WCCC’s programs are approved for the education and training of military personnel, veterans and their dependents by the state approving agency for veterans’ education programs. The Coordinator of Enrollment & Student Services serves as liaison to the Veterans Administration and the State of Maine’s approval agency. Students who wish to apply for VA educational benefits should contact the Coordinator of Enrollment & Student Services when applying for admission.

A student who is eligible for veterans’ educational assistance and who has had previous post-secondary educational experiences will have these experiences evaluated by the WCCC Coordinator of Enrollment & Student Services for possible transfer credit.

WCCC is an approved Serviceman’s Opportunity College (SOC). Prior military learning experiences will be reviewed for credit. The amount of credit awarded depends upon course equivalents and the technology in which the student enrolls.

#### Veterans’ Dependents Educational Benefits

Under Maine law, children and spouses (including widows and widowers) of persons who died as a result of service in the Armed Forces of the United States (either during or after service) or who became permanently and totally disabled as a result of service or who may have died of a service-connected disability may be eligible for assistance, as determined by Maine Veterans Service.

Spouses of veterans who are attending state-supported institutions must be admitted free of tuition including mandatory fees and lab fees for all programs. Room and board may not be waived.

A child of a veteran who is attending a state-supported post-secondary institution must be admitted free of tuition including mandatory fees and lab fees for associate degree programs. The tuition waiver provided under this paragraph may be reduced by an amount necessary to ensure that the value of this waiver, combined with all other grants and benefits received by the student, does not exceed the total cost of education. Room and board may not be waived.

A child of a veteran has six academic years from the date of first entrance to complete eight semesters. The President may waive the limit of six consecutive academic years when the recipient’s education has been interrupted by severe medical disability or illness, making continued attendance impossible.

Students may obtain detailed information and an application for these benefits from the Coordinator of Enrollment & Student Services.

### Lifelong Learner Discount

Washington County Community College will waive the tuition cost for most credit courses, on a space available basis, up to a maximum of 6 credits per semester and 23 credits total for citizens of Maine who are 65 years of age or older. This waiver does not include the cost of textbooks and other materials required for a given course or other college fees such as technology fees, parking fees, etc.

# FINANCIAL AID

## Financial Aid Policy

All financial aid at WCCC is administered in accordance with policies and philosophies that have been established nationally. The basis of such programs is the belief that STUDENTS AND THEIR PARENTS HAVE THE PRIMARY RESPONSIBILITY to meet educational costs and that financial aid is available only to fill the gap between the families and /or student’s contributions and allowable educational expenses. The amount of expected student or family contribution is determined by a careful analysis of financial strength, set forth by the Department of Education, which examines income and net assets versus the allowable expenses the family may have.

Educational expenses that are considered a basis for establishing student need include tuition, fees, books and supplies, room and board, tools, transportation, personal expenses, and guarantee and origination fees from federal loans.

### Purpose

The purpose of financial aid is to serve students who need assistance in meeting the basic cost of their education. Because funds are limited, federal and state regulations require that these funds go to students who demonstrate financial need. This section outlines the application procedure, how student need and eligibility are determined, and some of the major programs available at Washington County Community College. Students who think they may be eligible for financial aid should contact the Financial Aid Office for additional information.

### Application Procedure

* Complete a Free Application for Federal Student Aid (FAFSA) for all Title IV programs (federal PELL, federal SEOG, federal CWS, and federal loans). Go to <https://studentaid.gov/h/apply-for-aid/fafsa>
* WCCC Verification Worksheet is required to be completed by students who have been selected for verification by the federal government and must be submitted to the Financial Aid Office. This form can be found on the WCCC website <https://www.wccc.me.edu/admissions-aid/finances/financial-aid-information-links/financial-aid-forms-documents/>.
* W-2 filed by your parents, if you are a dependent and you meet the criteria listed above. If you have questions regarding dependency, please contact the Financial Aid Office.

Important Note: It is important for students to have sufficient funds available to begin their first few weeks of college, because financial aid payments will not be disbursed to students until after the end of the college’s refund period. Students must be prepared to purchase all tools, books and uniforms required. Students must also have sufficient resources for expected living expenses, for example food.

#### Eligibility Determination

The following criteria apply to all financial aid programs. To receive financial aid, a student must:

1. Be enrolled or accepted for enrollment in an eligible program leading to an associate degree, diploma, or certificate.
2. Be a United States citizen, permanent resident, or refugee with appropriate visa.
3. Have financial need.
4. Be maintaining satisfactory academic progress in a course of study according to the standards and practices of WCCC.
5. Not owe a refund on a PELL grant or Supplemental Grant at WCCC.
6. Not be in default on any of the following: Federal Family Education Loan, Perkins (National/Direct) Student Loan, or Student Loan Supplemental (SLS).
7. Not have been convicted of possession or sale of drugs.
8. Not have been incarcerated with a criminal conviction.
9. Have no name or SSN conflicts with the Department of Education Central Processing System.
10. Have met legal requirements for selective service registration.
11. Have a high school diploma or equivalent.
12. Meet all provisions for Federal Student Aid listed in the FSA handbook available at the <https://fsapartners.ed.gov/home/> website.

#### Determining Financial Need

The amount of financial aid is subject to available federal and state funds. The Financial Aid Office will determine the type of aid and amount received. Financial aid awards are based on demonstrated financial need, which is the difference between allowable educational expenses and the total of the parents’ expected contribution and/or the student’s own expected contribution.

Contributions are determined from analyses of the financial aid application and other required documentation. All information is held in strict confidence.

#### Financial Aid Notification

Once all application and verification documentation(s) have been received and reviewed, the Financial Aid Office will notify students in writing whether or not they qualify for financial aid. Students who qualify for FSA will receive an initial award letter. After all financial aid forms are completed by the student and received by the financial aid office, federal and state funds are requested by the financial aid office and authorized disbursements are sent to the business office.

Additional information regarding financial aid policies can be found in the student financial aid handbook, which is located on the portal and in the Online Financial Aid System website under the form section.

For further financial aid information, contact the Financial Aid Office at (207) 454-1033.

#### Return Of Title IV Funds Policy

The Higher Education Amendments of 1998 changed the formula for calculating the amount of aid a student and school can retain when the student totally withdraws from all classes. Students who withdraw from all classes prior to completing more than 60 percent of an enrollment term will have their eligibility for aid recalculated based on the percent of the term completed. For example, a student who withdraws completing only 30 percent of the term will have “earned” only 30 percent of any Title IV aid received. The college and/or the student must return the remaining 70 percent. The Financial Aid Office encourages you to read this policy carefully.

Important Note: If you are thinking about withdrawing from all classes PRIOR to completing 60 percent of the semester, you should contact the Financial Aid Office to see how your withdrawal will affect your financial aid. WCCC suggests that any student considering withdrawing from the college, please discuss the result of this withdrawal with the Director of Financial Aid prior to making a final decision. During this meeting, the Director of Financial Aid will complete the R2T4 calculation and explain the outcome to the student.

1. The policy shall apply to all students who withdraw, drop out or are expelled from Washington County Community College, and receive financial aid from Title IV funds.
   1. The term “Title IV Funds” refers to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs:
      1. William D. Ford federal direct lending program
      2. Federal Pell Grants
      3. Federal Supplemental Equal Opportunity Grants (FSEOG)
      4. Leveraging Educational Assistance Partnership Grants (Maine Student Incentive Scholarship Program [MSISP])
   2. A student’s withdrawal date is the date the student began the institution’s withdrawal process or officially notified the institution of intent to withdraw; or the midpoint of the period for a student who leaves without notifying the institution; or the student’s last date of attendance at a documented academically related activity.
2. Title IV aid is earned in a prorated manner on a per diem basis up to and including the 60 percent point in the semester. Title IV aid and all other aid is viewed as 100 percent earned after that point.
   1. The percentage of Title IV aid earned shall be calculated as follows:
      1. Number of days completed by student
      2. Total number of days in term\* = percent of term completed

The percent of term completed shall be the percentage of Title IV aid earned by the student.

\*The total number of calendar days in a term of enrollment shall exclude any scheduled breaks of more than five days.

* 1. The percentage of Title IV aid unearned (i.e., to be returned to the appropriate program) shall be 100 percent minus the percent earned.
  2. Unearned aid shall be returned first by Washington County Community College from the student’s account, calculated as follows: total institutional charges X percent of unearned aid = amount returned to program(s).
  3. Unearned Title IV aid shall be returned to the following programs in the following order:
     1. Unsubsidized Direct Loan
     2. Subsidized Direct Loan
     3. Parent Loans to Undergraduate Students (Direct Parent Plus)
     4. Federal Pell Grant
     5. Federal SEOG
     6. Other Title IV grant programs

**R2T4 calculations will be completed and WCCC will return any unearned funds to the Department of Education within 45 days.** Exception: no program can receive a refund if the student did not receive aid from that program.

* 1. When the total amount of unearned aid is greater than the amount returned by Washington County Community College from the student’s account, the student is responsible for returning unearned aid to the appropriate program(s) as follows:
     1. Unsubsidized Direct Loan\*
     2. Subsidized Direct Loan\*
     3. Parent Loans to Undergraduate Students (Direct Parent Plus) \*
     4. Federal Pell Grant\*\*
     5. Federal SEOG\*\*
     6. Other Title IV grant programs\*\*

\*Loan amounts are returned in accordance with the terms of the promissory note.

\*\* Amounts to be returned by the student to federal grant programs will receive a 50 percent discount.

1. Refunds and adjusted bills will be sent to the student’s home address on file in the Registrar’s Office following withdrawal. Students are responsible for any portion of their institutional charges that are left outstanding after the Title IV funds are returned.
2. Institutional and student responsibilities in regard to the return of Title IV funds.
   1. WCCC’s responsibilities in regard to the Title IV funds include:
      1. Providing each student with the information given in this policy.
      2. Identifying students who are affected by this policy and completing the return of Title IV funds calculation for those students.
      3. Returning any Title IV funds that are due the Title IV programs.
   2. The student’s responsibilities in regard to the return of Title IV funds include:
      1. Becoming familiar with the return of Title IV policy and how complete withdrawal affects eligibility for Title IV aid.
      2. Returning to the Title IV programs any funds that were disbursed directly to the student and for which the student was determined to be ineligible via the return of Title IV funds calculation.
3. The fees, procedures, and policies listed above supersede those published previously and are subject to change at any time.
4. Any notification of a withdrawal or cancellation of classes should be in writing and addressed to the Registrar’s Office. Such notification may be made by facsimile. A copy of such document will be forwarded to the Financial Aid Office.

Example:

**Step 1.** Determine the percentage of time the student was enrolled as of withdrawal. Andrew withdrew after attending 20 days of a payment period that spans 107 days from first day to last. The period includes one 7-day break that begins on a Thursday and ends on the following Wednesday (classes resume on Thursday). Excluding this break leaves 100 calendar days in the period. Andrew was enrolled for 20 percent (20/100) of the payment period.

**Step 2.** Determine the amount of aid earned by the student. Andrew was awarded $5,000 in Title IV funds per payment period, and all of it had been disbursed by the time he withdrew. He attended 20 percent of the payment period, thus he earned $1,000 (20 percent of $5,000).

**Step 3.** Compare the amount earned to the amount disbursed. For instance, above, Andrew only earned $1,000 but received $5,000. $4,000 would need to be returned to Title IV.

**Step 4.** Allocate the responsibility for returning unearned aid between the college and the student.

Institutional charges for the period would have to be determined. An example:

|  |  |
| --- | --- |
| Tuition and Fees | $1,500 |
| Room and Board | $1,000 |
| Books | $500 |
| Total | $3,000 |

Percentage of Title IV aid unearned using Andrew’s information = 80 percent. Multiply $3,000 times 80 percent = $2,400. Compare the amount of Title IV aid to be returned ($4,000) to above. The college must return the lesser amount ($2,400).

**Step 5**. Distribute the unearned funds back to the Title IV programs. Subtract the amount of Title IV aid due from the college from the amount of Title IV aid to be returned.

$4,000 minus $2,400 = $1,600.

The student (or parent for a PLUS loan) must return unearned aid for which the student is responsible by repaying funds as noted in the policy up to the total net amount disbursed from each source, after subtracting the amount the college will return. Amounts to be returned to grants are reduced by 50 percent\*.

1. Unsubsidized Direct Loan\*
2. Subsidized Direct Loan\*
3. Parent Loans to Undergraduate Students (Direct Parent Plus)\*
4. Federal Pell Grant
5. Federal SEOG\*
6. Other Title IV grant programs

\*Loan amounts are returned with the terms of the promissory note. No further action is required other than notification to the holder of the loan of the student’s withdrawal date.

# STUDENT resources & support

## Academic Support Services

Washington County Community College offers a number of academic support services to students. The Teaching and Learning Center for Excellence is located on the second floor of Riverview Hall and is open to all students and offers individual help in a friendly, collaborative, and comfortable atmosphere. One-on-one tutoring is available. Workshops and seminars are held regularly to provide student support around study skills, time management, test taking, note taking, or other study-related areas.

### Library Services

Library services are available in the Teaching and Learning Center for Excellence located on the second floor of Riverview Hall. The Teaching and Learning Center for Excellence offers a collaborative and comfortable environment for students, staff, and faculty for all their informational needs.

Resources include:

* Print and electronic book collections
* Print and online magazines
* Online databases
* AV equipment (cameras, recorders, projectors)

Services include:

* Information and digital literacy guidance
* Guidance in locating and evaluating sources of information
* Help with citation (MLA and APA formats)
* Inter-library loan
* Loan of selected AV equipment
* Issue of ID cards

### TRIO Student Support Services Program

The WCCC TRIO Student Support Services (SSS) program offers the following services: academic tutoring, advice and assistance in post-secondary course selection; information, assistance, and referrals regarding federal student financial aid and loans (including Federal Pell Grant awards and loan forgiveness); resources for looking for public and private scholarships; education to improve student financial and economic literacy; transfer counseling, campus visits, and application assistance for four-year post-secondary programs; peer mentoring and leadership opportunities; cultural events; grant aid for eligible participants; and individualized personal, career, and academic advising.

SSS is a federally funded educational support program that helps promising students overcome barriers to higher education. The program’s mission is to help students remain in college, graduate, and/or transfer into four-year degree programs.

Students are eligible for services if they meet the following guidelines set by the U.S. Department of Education:

* Are citizens of the United States or have permanent residency
* Are enrolled in a program at WCCC
* Are in need of academic support

In addition, meet at least one of the following criteria:

* Fall within the low-income guidelines as established by the U.S. Department of Education
* Have a documented physical or learning disability
* Neither parent graduated from a four-year college

The WCCC Student Support Services program receives its funding through a grant from the U.S. Department of Education. It also receives in-kind support from Washington County Community College.

## Accessibility

WCCC does not discriminate against students with disabilities. “No qualified handicapped student shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health insurance counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular, or other postsecondary education aid, benefits, or services.” In accordance with Section 504 of the Rehabilitation Act of 1973 (CRF 34 Part 104) and Title II of the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008 (S. 3406). WCCC is committed to assisting qualified students with disabilities achieve their individual goals. Upon request and documentation, WCCC grants qualified students reasonable accommodations to provide them an equal opportunity for success in a collegiate setting. Students requesting reasonable accommodations must contact the Accessibility Specialist at (207) 454-1093.

## Childcare Center

Downeast Community Partners operates a childcare facility on campus. Fees are on a sliding scale based on income and family size. If you are interested in more information, please contact the childcare center at (207) 454-3212.

## Counseling Services

Guidance and counseling are available to assist students with career, academic, or personal issues.

The general function of guidance and counseling at WCCC is not delegated to any one specific staff member. Those faculty members who serve as student advisors often provide academic and career counseling to their students. Each faculty member is available to students in a number of ways, including office hours, e-mail and appointment. Feel free to discuss course difficulties, career plans and matters relevant to your education with your instructors and advisor.

WCCC contracts with Aroostook Mental Health Center to provide professional mental health counseling. Please see the Associate Dean of Student Affairs and Retention at [ncote@wccc.me.edu](mailto:ncote@wccc.me.edu) or the Dean of Enrollment Management and Student Services at [tstoldt@wccc.me.edu](mailto:tstoldt@wccc.me.edu). Any student who considers withdrawing from the college is strongly urged to use counseling services prior to making a final decision.

## Food Pantry

The Caring Cupboard is a full-service food pantry available to all students. The Caring Cupboard is located in Riverview Hall. Hours of operation are advertised in the school newsletter.

## Medical Services

Twenty-four-hour emergency medical service is available at an accredited hospital located two and a half miles from the campus. Several physicians, dentists, and specialists serve the area. Through the Virtual Care Group, WCCC students also have access to doctors online 24/7. To register, please visit [thevirtualcaregroup.com/wccc](https://www.thevirtualcaregroup.com/wccc/).

## Student Advocacy & Resource Center

The Student Advocacy and Resource Center located in the lower level of Riverview Hall near the Dining Hall follows our “C.A.R.E.S.” model: (Campus, Assistance, Resources, Education, and Support), and is focused on supporting in the removal of internal and external barriers to success. Students can meet with the Student Navigator to learn more about WCCC and community-based support programs such as emergency loans and grants, transportation support, SNAP, energy assistance (LIHEAP), recovery programs, mental health, and medical services. Students can contact the Student Navigator at (207) 454-1086, or a member of the Enrollment Management and Student Service’s team at (207) 454-1000.

# Student Life

## Student Handbook

The student handbook is available every year and an electronic copy is accessible at [www.wccc.me.edu](http://www.wccc.me.edu). It contains detailed information regarding college activities, organizations, regulations, and additional information important to students at WCCC. All students are expected to be familiar with the handbook. The handbook contains the Student Code of Conduct, affirmative action policy, student sexual misconduct and assault, academic grievance procedures, and a wealth of other valuable information.

## Student Activities

Washington County Community College believes in the development of the whole student and encourages students to get involved outside of the classroom. Several co-curricular opportunities are offered throughout the year and are organized by Student Life, Student Senate, TRIO, the Student Advocacy and Resource Center, as well as other departments. Activities vary from year-to-year as student interests change, but the college consistently offers a wide variety of on- and off-campus activities.

Activities offered in the past years have included trips to New Brunswick, Canada, white water rafting, hiking, dinners, and multicultural socials as well as a variety of other events. Students also have access to recreational equipment in the Outdoor Adventure Center including canoes, kayaks, camping equipment, skis, ice skates and fishing equipment. The gymnasium in St. Croix Hall is available for student use and those who reside on campus have access to a workout gym containing various pieces of equipment.

The college encourages all students to be civic-minded and participate in activities to support the local community, such as blood drives and donation collections for local charities.

### Athletics

All students have the opportunity to participate in intramural sports and a variety of student-initiated gym games. Full time degree seeking students may also try out for the intercollegiate teams. The college offers basketball and will be adding cross country and golf. We are a member of the United States Collegiate Athletic Association. We also participate in a New England and Maine league for selected teams. Students can petition the athletic department to form other teams. Students must meet athletic and academic eligibility requirements to participate in intercollegiate sports. Open gym time is offered whenever the teams are not in season.

### Student Senate

The Student Senate is composed of student representatives and is the official voice of the student body. The senate is a vital link among students, faculty, and administration. A staff member serves as advisor.

In their weekly meetings, these student leaders seek to fulfill the student senate objectives of promoting the general welfare of the college, serving the best interests of the student body, and helping to provide a positive college spirit.

## Campus Bookstore

The Barnes & Noble Campus Bookstore is located in Riverview Hall. Hours of operation are Monday through Friday, 8 a.m. to 5 p.m. To contact, please call (207) 454-1056 or e-mail [wcccme@bkstr.com](mailto:wcccme@bkstr.com) for more information.

## Campus Housing

WCCC offers apartment style housing for students wishing to live on campus. In addition to twenty-eight available apartments, the residence halls include a laundry facility, a spacious lounge, a game room, the Outdoor Adventure Center, and a fitness center.

The campus apartments are designed to accommodate five residents. Each residence apartment contains a furnished living room and three bedrooms, complete with individual beds, bureaus, desks and closets. Occupants of each unit share a kitchen, dining area and bathroom. Students can prepare their meals and are responsible for bringing personal linens, dishes, silverware and cooking utensils. Wireless internet is available in all apartment units.

The Director of Residential Life staff and student resident assistants are available as a resource for students living on campus.

WCCC normally is able to accommodate all requests for on-campus housing; however, should demands exceed supply, preference is given to students who reside outside the local area. A five-meal plan is required of all students residing in the Residence Halls.

## Campus Dining Hall

The on-campus dining hall provides healthy, reasonably priced foods, as well as daily specials for students and guests. Hours of operation during the academic year are early morning to early evening Monday through Thursday, and early morning until noon on Friday. Meal plans are purchased for use in the Dining Hall.

## Student Code of Conduct

Student conduct and discipline at WCCC are governed within the framework of the Maine Community College System Student Code of Conduct. The code is available to all students as part of the student handbook, available electronically on the campus website at [www.wccc.me.edu](http://www.wccc.me.edu).

Students are strongly encouraged to familiarize themselves with the Student Code of Conduct upon their arrival at WCCC.

### Computer Access

All access to computers and computer-related resources at Washington County Community College is a privilege, not a right. Students must read and sign an Acceptable Use Policy, available from the IT Director, before they can access WCCC’s computers and network. This privilege is extended to students in order to assist them in their studies. Internet access is currently limited; therefore, it is reserved solely for students, faculty and staff at WCCC.

#### *Computer Acceptable Use Policy*

Washington County Community College’s computer system – including the Maine Community College System’s wide area network (WAN), local area network (LAN), computers, and peripherals – is a tool for use by the WCCC community. It is the responsibility of all authorized users to protect the integrity of the system, to respect the privacy of all users, and to maintain the standards of honesty and personal conduct here at WCCC.

All computer facilities are designed to support individual and collaborative learning, research, and administrative activities within WCCC’s programs by providing access to computing resources. WCCC’s network is designed to support the learning, research, and administrative activities of its authorized users – including current faculty, staff, and students. The following actions on the WCCC system will not be tolerated:

* Interfering with or altering the integrity of the system at large.
* Moving or relocating any piece of equipment or program without prior permission.
* Attempting to capture or crack passwords or encryption.
* Making changes to the "desktop," program manager, or operating system without prior permission.
* Destroying or altering data or programs belonging to others or to WCCC.
* Interfering with intended use by restricting or denying system access by authorized users.
* Impersonating another person in e-mail or other communications.
* Transmitting threatening or harassing material.
* "Broadcasting" information to a large subset of the WCCC community (although you may send messages to list servers or bulletin boards, which are designed for such uses).
* Sending chain letters.
* Use of the WCCC network, equipment, or software for private commercial purposes or personal financial gain is strictly prohibited.
* WCCC’s name must not be used in ways that suggest or imply endorsement of other organizations, individuals, products, or services.
* Fundraising and advertising are only permitted with approval by WCCC administration.
* Programs and software on the system are not freeware and may not be copied, shared or resold.

*Ethical Use of the System:* Ethical use of the system maintains the security of the system, protects privacy and conforms to all applicable laws, including copyright and harassment laws.

Enabling someone other than current WCCC students, faculty, or staff to use the computers and software may violate licensing agreements and should be avoided.

* Always log out when leaving a workstation; open files could jeopardize the security of your work.
* Have clear authorization to access files or directories that belong to another user.
* Do not try to access ("hack") files or directories.
* Access or monitor only information explicitly intended for you (such as logins, e-mail, user-to-user dialog, or other network traffic).
* Do not collect or publicize any personal information about others that they would not normally disseminate freely about themselves (such as grades, address, personal information, etc.) or without their consent. When in doubt, ask the other user!
* Only log into workstations that are designated explicitly for public use and with permission of the owner or current user of that machine.

### Copyright

Copyright violations are against the law. Copyright is a form of protection provided by the laws of the United States to authors of original works (Title 17, U.S. Code). Many computer programs and related documentation are "owned" and are therefore protected by these laws, licenses and contractual agreements. It is inappropriate and illegal for you to copy *any* material owned by others from *any* source without their permission or full acknowledgement. It is best to assume that all materials are copyrighted (including computer programs, print materials and Internet resources) unless a disclaimer or waiver explicitly appears. Copyright-related restrictions:

* Never copy programs or data into your work.
* Never resell programs or data.
* Never redistribute programs or data or provide facilities for their redistribution.
* Never use programs or data for non-educational purposes.
* Never use programs or data for financial gain.
* Never use programs or data without being among the individuals/groups licensed to do so.
* Never publicly disclose information about programs (e.g., source code, etc.) without the owner’s permission.

Educational institutions enjoy special exemptions from copyright protection, called "Fair Use," so that instructors and students may use reasonable portions of copyrighted material for coursework.

### Consideration of all Users

Respect and consideration are necessary to maintain the most effective learning environment.

* Personal productivity work (including text processing, sending mail and exploring the system and resources — including the Web) is encouraged whenever computers are available.
* Recreational computing is always the lowest priority (e.g., game playing and some forms of chat).
* To facilitate others’ ability to concentrate and work effectively, keep noise low and others will do the same for you.
* If you use a computer with sound in a shared workspace, please turn the volume down or use headphones.
* To ensure computers and peripherals stay in best working order, food and drink are not permitted at any computer or printer.

### Harassment

Harassment is defined as any verbal or physical conduct that has the intent or effect of unreasonably interfering with an individual’s or group’s education or work performance (Title 7, Civil Rights Act, 1991), and it is strictly prohibited. The harassment policy extends to activities on- or off-campus and to the networked world via e-mail or other electronic formats.

* Do not harass any person based on race, color, gender, disability, religion, national origin, sexual orientation or age.
* Do not send messages that unreasonably interfere with anyone’s education or work at WCCC or at another institution using WCCC as a base.
* Do not print or display material that may be considered offensive unless you have a specific academic purpose.
* Do not print or display material that may be considered intimidating or hostile unless you have a specific academic purpose.

Any member of the WCCC community who feels harassed is encouraged to report her or his concerns or complaint immediately to the Dean of Enrollment Management and Student Services or to the Dean of Finance. Use of the system is a privilege, not a right. Users enjoy only limited privacy; the college reserves the right to access, examine, or copy any files suspected of misuse, corruption or damage. Failure to comply with these guidelines will result in appropriate action. If you have any questions about this policy, are unable to agree to comply, or wish to report any violations, immediately contact the Dean of Enrollment Management and Student Services.

### Substance Use

The college maintains a zero-tolerance policy in regards to the possession and use of alcohol and illegal drugs or paraphernalia. Possession and use of alcohol and illegal drugs could result in dismissal from the Residence Halls or the college. Additionally, legal action may result with any violation of this policy. Please refer to the Residence Hall Contract and Student Code of Conduct for further information.

### Smoking Policy

Washington County Community College (WCCC) strives to provide its students, employees, and visitors with a safe and healthy learning and work environment. The purpose of this policy is to reduce harm from tobacco use and secondhand smoke, develop an environment supportive of tobacco-free lifestyles, reduce the environmental impacts of cigarette litter, and prepare our student body to work in smoke-free environments upon graduation.

WCCC’s tobacco-free campus policy applies to all students, employees, contractors, and visitors.

* Tobacco use is defined as the smoking or use of any tobacco products, including, but not limited to, cigarettes, cigars, spitless and smokeless tobacco, chew, snuff, and any nicotine-delivery devices that are non–FDA approved as cessation products.
* This policy prohibits tobacco use in all WCCC buildings, at indoor and outdoor WCCC-sponsored events, on WCCC-owned or leased grounds, in WCCC-owned or leased vehicles, and in any motor vehicle located on campus.
* Organizers of, and attendees at, public events such as conferences, meetings, performances, and/or athletic events on WCCC-owned or leased property are required to abide by this policy.
* As with other WCCC policies, compliance is expected of all employees, students, and visitors.
* Initial enforcement will involve education, awareness, interventions, and referrals for tobacco-cessation support. Existing progressive disciplinary procedures will then be used as necessary and appropriate for violations. Please contact your supervisor, Human Resources (employees), or Student Services (students) for assistance regarding specific enforcement concerns.
* The policy will be communicated in appropriate WCCC publications and contracts. Administrators, supervisors, department chairpersons, residence life staff, and event sponsors will communicate the policy within their areas of responsibility.
* Appropriate signage will be posted at campus facilities, on the college website, and elsewhere to inform students, employees, and campus visitors of WCCC’s tobacco-free policy.
* WCCC will provide access to tobacco-cessation resources for students and employees.

## Motor Vehicles

Students at WCCC have the privilege to operate motor vehicles on campus provided that they possess a valid driver’s license and that vehicles are registered and insured in accordance with state laws. All vehicles operated on campus must be registered with the college and display a current WCCC parking permit. Vehicles, like other personal property, are the sole responsibility of the owner.

The operation of ATV’s, snowmobiles, or other off-road vehicles is permitted only in designated areas on campus. Students have access to local trails for such use.

Improper use of motor vehicles may be grounds to suspend privileges.

## Family Educational Rights and Privacy Act (FERPA)

FERPA deals specifically with the educational records of students, affording them certain rights with respect to these records. Students have the right to inspect and review their own educational records. Further, they have the right to request emendation of records and they have some control over the disclosure of personally identifiable information from these records. The faculty and staff at Washington County Community College are committed to protecting the student’s right to privacy of their academic records. We will not release academic records to outside agencies without a signed authorization. If a student wishes to have their records accessible to a specific person or organization they must stop by the Registrar’s Office and complete a release form. Students can be assured that their academic records will not be released to any instructor or staff member without prior approval and/or legitimate interest.

## Workforce Development

The Division of Workforce and Professional Development channels the resources of WCCC’s faculty and staff to design, conduct, and evaluate training programs for current or potential employees of business and industry in the region. Through collaboration with local businesses, regional industries, and professional associations; courses, seminars, conferences, workshops, and other educational experiences are developed. WCCC staff aid in assessing educational and training needs, designing custom programs, securing convenient locations, marketing and promoting programs, conducting evaluations, and awarding certificates, credentials, credit, and/or continuing educational units (CEUs). In addition to the development and delivery of custom educational/training programs, the department serves the college by providing ongoing information about the current and future workforce needs in the region and the state of Maine. The division has wide-ranging responsibilities and capabilities that intersect with many facets of the institution.

Courses often follow or outline a pathway to a degree program and/or employment and may result in recognized industry credentials. Credit courses, non-credit courses, workshops, and training seminars are scheduled days, evenings, weekend, and in the summer, on-campus or off-campus, at various times and locations on the basis of need, interest and availability of suitable facilities. They are offered at times convenient for most students who have responsibilities of job and family and are carefully selected to meet predetermined community and business needs and expand technical and career programs. The course offerings are also designed to provide an opportunity for intellectual pursuit and lifespan learning.

Workforce and professional development offerings follow the same academic standards that apply in other WCCC programs. Class size is determined on a class-by-class basis and takes into consideration the subject matter, need for the course, the location, and the impact it will have on the institution, including resources and the learners enrolled. Fees are based upon the specialized nature of the course, enrollment, and the cost of materials, supplies and instruction. Insurance may be required, depending on the nature of the course. Policies that govern full-time operations are also applicable to short-term or special courses.

## Advanced Standing & Articulation

WCCC has formal, written agreements with a growing list of Maine high schools and technology centers to award credit for coursework that has been reviewed and approved by both secondary and college faculty representatives.

Students who qualify for this opportunity must meet all admission requirements for acceptance into a WCCC catalog program. Each agreement has specific conditions in terms of required competencies, credit hours and effective dates. Please visit the college’s website [www.wccc.me.edu](http://www.wccc.me.edu) for details.

# ACADEMIC POLICIES

## Definition of Units of Credit

A unit of credit shall be defined in the following manner consistent with Federal Regulations and the New England Commission of Higher Education Policy 111:

1. One semester credit hour for each fifteen hours of classroom contact plus thirty hours of outside preparation or the equivalent; or
2. One semester credit hour for each thirty hours of laboratory work plus necessary outside preparation or its equivalent, normally expected to be fifteen hours; or
3. One semester credit hour for not fewer than forty-five hours of shop instruction (contact hours) or the equivalent.

For calculating “quarter” hours into “semester” hours, the general practice is to equate two semester credit hours with three quarter credit hours.

## Academic Advising

Every WCCC student enrolled in a degree program is assigned an academic advisor who assists in course selection and offers general information concerning the student’s academic life. A student’s relationship with their advisor is a key to successful program completion.

Each semester, during a designated pre-registration period, students are required to meet with their advisors and register for the next semester. Students are encouraged to see their advisor as often as necessary to make certain they are taking courses that are appropriate to their academic and career plans. The name of the academic advisor is available on the student information website or by seeing the Assistant to the Academic Dean. Students are responsible for monitoring their own academic progress. Descriptions of specific courses are in this catalog (additional copies may be obtained in the student services office) and on the WCCC website.

## Academic Ethics

Honesty in all academic work is expected at WCCC. Any student who is suspected of academic dishonesty will face investigation and possible disciplinary action. Academic dishonesty includes, but is not limited to, using unauthorized aids; copying another person’s work on exams, quizzes and assignments; and taking language, information or ideas from another person or source without noting the appropriate reference. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the class instructor. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign an F or zero for an activity, or to assign an F for the course. Additional possible disciplinary sanctions may include dismissal from the college.

## Articulation Agreements

Washington County Community College has a number of articulation and transfer agreements with high schools and four-year colleges and universities throughout the state. These agreements enable students in certain programs to transfer credits earned at approved secondary schools to WCCC, and to apply credits earned at WCCC to baccalaureate degree programs at other post-secondary institutions. We currently have articulation agreements with Husson University, Maine Maritime Academy, New Brunswick Community College, Thomas College, the University of Maine at Orono, University of Maine at Augusta, University of Maine at Farmington, University of Maine at Presque Isle, University of New England, St. Joseph’s College, and University of Maine at Machias. Please contact the Dean of Enrollment Management and Student Services for additional information regarding these articulation agreements or visit www.wccc.me.edu. Students considering transfer to a 4-year college are encouraged to meet with the Transfer Coordinator in TRIO early in their program to ensure their electives chosen are the best fit for a 4-year degree experience.

## Attendance

When students enroll in a course, they obligate themselves for all the work that is assigned. Punctual and regular attendance is vital to the discharge of this obligation. Students are responsible for all assigned work in the course; absences, excused or unexcused, do not absolve them from this responsibility.

At the beginning of the term, the instructor will distribute information on the college’s attendance policy, including an explanation of the instructor’s grade penalties, if any, that result from failure to comply with the policy. An unsatisfactory attendance record will usually adversely affect the final grade recorded for the course. Excessive absences will also result in administrative withdrawal from the course.

The student is responsible for knowing the following attendance policy of the college:

1. In standard academic courses (1–4 credit hours), students may not be absent more than ten percent of the hours the course meets during the term. When a student’s absenteeism exceeds this number, the instructor will refer the student to the Associate Dean of Student Affairs.
2. In online or hybrid courses, student attendance is measured by participating in class and engaging in an academically related activity. Examples of such activity include but are not limited to: contributing to an online discussion forum; submitting an assignment or working draft; completing an interactive tutorial and/or computer-based instruction; participating in an on-line study group; taking a quiz or exam; initiating contact with a faculty member to ask a course-related question. Simply logging into an online class by itself is not sufficient.
3. Due to the frequency and extended hours in some technology programs that meet in 4-hour, daily blocks, students may not be absent for more than 6.5 percent of the hours the course meets during the term or a total of five (5), 4-hour classes per semester.
4. The instructor must counsel the student that excessive absences will lead to an administrative withdrawal. Additional remedies and obligations, such as mandatory tutoring or time spent in the study center, may be imposed by the instructor or student success team.
5. Any tardiness up to five (5) minutes will be counted as one-half of an absence, and a tardiness of more than five minutes will count as a full absence.
6. The student will be counted absent if he/she leaves class early without prior instructor permission.
7. When dropped from a course for poor attendance, the student may appeal to the Academic Dean for readmission if he/she feels there is justification for the absences. It is the student’s responsibility to immediately contact the Academic Dean concerning the appeal for readmission. The student may be required to provide written evidence to substantiate legitimate reasons for being absent.
8. If the student anticipates extensive absences, he/she must notify the Associate Dean of Student Affairs in writing immediately. A Student Success Team will then be convened to devise a strategy to enhance his or her likelihood of success.

## Auditing Courses

An auditor is a student who meets course pre-requisites and attends a class to acquire knowledge, but not to earn credits or a grade. Audited courses do not count toward completing degree, diploma or certificate requirements. An auditor may not change his/her status after the second-class meeting. Auditors must attend classes regularly, do assigned reading and participate in discussions, but they are excused from examinations. Auditors are admitted to a course on a space-available basis, contingent upon the approval of the Academic Dean. Students who audit courses pay regular tuition and related fees.

## Alternative Ways to Earn College Credit

### Portfolio Assessment

Credit for portfolio assessment offers enrolled students the opportunity to demonstrate learning gained through relevant life experiences and applies this learning toward a degree. In this procedure, students develop an extensive portfolio that is assessed under the direction of the Academic Dean, appropriate faculty member(s) and, in some cases, outside resource persons from business and industry. Applicable credits will be assigned to the student’s degree program.

Students who wish to pursue the portfolio assessment procedures should contact the Academic Dean’s Office for a detailed outline and meet with their academic advisor.

Once the portfolio has been produced to the specifications of the outline, a meeting with an appropriate evaluation team will be arranged to review the portfolio and how it reflects the outcomes of a catalog course. The final step involves a review of the evaluation team’s recommendations by the Academic Dean. If credit for the portfolio is granted, the college courses that correspond to this credit will be waived. The transcript will note a “TR” and the credit will be posted on the student’s transcript. Please see the section on fees in the college catalog and note *Portfolio Assessment Fee* for associated charges.

### Directed/Independent Study

Directed/independent study (the taking of a catalog course under the supervision of an instructor outside of a regularly scheduled class) is available to students at WCCC under certain circumstances. A student within 15 semester hours of graduation in a one-year program or within 30 semester hours of graduation in a two-year program, with a cumulative GPA of 2.0 or more may be eligible for a maximum of six semester hours in an approved directed study or studies. A directed study may be approved for a matriculated student when it is evident that the courses will not be offered as part of the regular semester schedule, resulting in a postponement of completion of the student’s program which would ordinarily be completed in that term. A directed study may also be approved if a required course conflicts in the schedule with another program requirement. In rare circumstances, students who do not meet these eligibility requirements may apply in writing to the Academic Dean for a directed study.

In addition, applicants for a directed study must either meet the prerequisite(s) of the course for which they apply or obtain the instructor’s permission to take a directed study. A directed study form and contract must be completed and approved prior to registration for the directed study. Copies of all written materials used for evaluation purposes must be submitted with a final grade report to the Coordinator of Enrollment & Student Services. Permission for directed study is granted at the discretion of the instructor and the Academic Dean.

Please see the section on fees in the college catalog and note the *Directed/Independent Study Fee* for associated charges.

### Transfer Credit

Students may transfer to WCCC credits earned at other accredited colleges prior to the beginning of the program. WCCC is the final judge regarding acceptance of transfer credits. The responsibility rests with students to furnish the Coordinator of Enrollment & Student Services with (1) an official copy of each college transcript and (2) a copy of the catalog from each college at which the courses were taken if the college is not located in Maine. Every effort will be made to issue transfer credit prior to the beginning of classes.

Courses with grades of “C” or better that are judged by WCCC to be equivalent in nature and content to the college’s course offerings will be transferred; however, examinations may be required to show competency of subject material. Transferred course grades will appear on the WCCC transcript as “TR” and will not be used in computing the student’s WCCC grade point average.

A student must earn a minimum of 25 percent of his/her certificate, diploma, or degree credits in residence and these credits must be earned within five years of the date of application for graduation. When a decision regarding transferability of credits is unacceptable, the student may appeal, in writing, to the Academic Dean.

Students desiring to transfer credits earned at WCCC to another post-secondary institution can expect courses to be evaluated on an individual basis by that institution. Approval for the transfer of credits from WCCC to another college rests with the receiving institution.

### Credit By Examination

Students with permission of the instructor may challenge selected courses. Students who want to “test out” of a course must be formally registered for the course. The minimum level of competency that is acceptable to successfully challenge a content area or an academic discipline is determined by the Dean of Academic Affairs in cooperation with the instructor. Credit earned through DANTES may also be considered. Credit for College Level Examination Program (CLEP) General and Subject Examination may be granted. Decisions regarding the granting of credit will be based on minimum acceptance scores in each area and the applicability of the areas to program requirements. Students who successfully complete the requirements to challenge a course will be given a passing “P” grade for the course, which will be posted on the transcript. The credit will not be computed in the grade point average. Students who do not meet the challenge standards will be required to complete the full course of instruction.

Challenge exams must be taken prior to the end of the add/drop period at the beginning of the course. The Dean of Academic Affairs will make final determinations concerning approval of credit by examination. This method of earning credit is not considered as part of the student’s course load for financial aid, veteran’s certification and other purposes.

Students who desire credit by examination should contact the Dean of Academic Affairs. Please see the section on fees in the college catalog and note the Credit by Examination Fee for associated charges.

### Experiential Credit

Experiential credit is available for students who have prior work experience directly related to a discipline area of a program’s internship, cooperative or practicum credit course.

## Grading System

Grades at Washington County Community College are given in terms of letters representing levels of achievement. The basis for determining a grade is the relative extent to which the student has achieved the objective of the course. The student’s work in each course is graded as follows:

|  |  |  |
| --- | --- | --- |
| Grade | Number  Grade | Quality Points  Per Credit |
| A+ | 98-100 | 4.00 |
| A | 94-97 | 4.00 |
| A- | 90-93 | 3.67 |
| B+ | 87-89 | 3.33 |
| B | 84-86 | 3.00 |
| B- | 80-83 | 2.67 |
| C+ | 77-79 | 2.33 |
| C | 74-76 | 2.00 |
| C- | 70-73 | 1.67 |
| D+ | 67-69 | 1.33 |
| D | 64-66 | 1.00 |
| D- | 60-63 | 0.67 |
| F | Below 60 | 0.00 |

**I\*** Incomplete is a temporary grade given when the student, due to extraordinary circumstances, has failed to complete required work. Student must complete required work and the instructor must submit a grade by mid-semester following the semester in which the “I” grade was received. An “I” grade that is not removed during this period automatically becomes an “F”.

**FS\*** This code is awarded to students who are granted a fresh start in previous coursework.

**M\*** This code is given to courses forfeited due to academic amnesty.

**P\*** Indicates successful completion of course approved for the pass/fail option equivalent to a C or higher.

**W\*** Approved Withdrawal may be issued after the add/drop period and up to the end of the 10th week in a 15- or 16-week course, the 5th week in an 8-week course and the 4th week in a 6- or 7-week course. After that, a student may request a “Special Circumstance” by submitting a request in writing to the Academic Dean or the Dean of Students, which may result in a W designation, if approved. Course withdrawal will be recorded as a “W” on the student’s transcript but will not be computed in the grade point average. A “W” is considered an attempted course for the purpose of satisfactory academic progress. This is a student and/or administration-initiated grade designation.

**AF** Administrative Failure is issued after the add/drop period up to the end of the semester. An AF is issued if a student is involuntarily separated from the college for reasons other than grade performance (example: disciplinary dismissal, not meeting attendance requirements, etc.) The grade point of the AF is zero points and will be computed in the student’s GPA. This is a faculty and/or administration-initiated grade designation.

**R** Repeated course

**F** (Failing) Awarded to students who complete the course but fail to achieve the course objectives.

**U** (Unauthorized Incomplete) Awarded to students who did not officially withdraw from the course, but who failed to participate in course activities through the end of the period. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible.

\*Not computed in GRADE POINT AVERAGE

### Repeated Courses

When a student repeats a course, the initial grade remains on the transcript and is used to compute the term’s grade point average. Only the new grade is used in computing the cumulative grade point average for credit.

## Add/Drop Policies and Procedures for Catalog Courses

Students should consult with their academic advisors before making any changes in their schedule of courses. Also, students should realize that dropping a course might have an adverse effect on financial aid. The Financial Aid Office should be consulted before a course is dropped.

Students may add or drop subjects only during the timeframe outlined in the academic calendar. If a course is dropped and another is added during the College Add/Drop period, there will be no financial penalty (see [WCCC’s refund policy](#_Refund_Policy)). After the add-drop period students may withdraw (but may not add) from a course. Students dropping any course after the withdrawal period will have a grade of “F” recorded and included in the grade point average. The add/drop form may be obtained from the Coordinator of Enrollment & Student Services. The completed form requires the signature of the student’s advisor and appropriate faculty. The form must be returned to the Registrar’s Office.

## Satisfactory Academic Progress Policy

Washington County Community College is required to establish satisfactory academic progress standards for its federal and state financial aid recipients and all enrolled students in accordance with the U.S. Department of Education regulations. These standards ensure that only those recipients demonstrating satisfactory progress toward the completion of their educational programs continue to receive financial aid.

**Satisfactory Academic Progress (SAP)** — Satisfactory Academic Progress (SAP) is defined as Grade Measure (GRADE), PACE, and/or Maximum Time Frame. The Grade Measure requires maintaining a satisfactory grade point average (GPA). The PACE measure requires students to successfully earn a minimum 67% of the total number of attempted credits. The maximum time frame requires you to complete your degree within a 150% of the credits needed for you degree. Satisfactory academic progress is evaluated at the end of each academic semester (fall, spring, and summer). Students must maintain satisfactory academic progress to remain in good academic standing and therefore, financial aid eligible.

**Attempted Credits** — Credits attempted are the sum of all Washington County Community College credits when it is on the student’s enrollment schedule at the end of the official Add/Drop schedule whether or not financial aid was received plus all transfer and consortium hours accepted for credit towards the degree program.

**Earned Credits** — Earned credits are defined as the sum of credits for which a student has earned a passing grade.

### Grade Measure of Progress (Grade)

Students must maintain the required grade point average (GPA) necessary to continue in their program and meet satisfactory academic progress. Probation and dismissal are WCCC’s official communication that academic satisfactory progress was not achieved. The following chart illustrates the Grade Measure. Students must maintain the following cumulative GPA in order to meet satisfactory academic progress requirements for continued enrollment at WCCC and for financial aid eligibility.

|  |  |  |  |
| --- | --- | --- | --- |
| Attempted  Credits | Warning (based on cumulative GPA) | Attempted  Credits | Suspension (based on cumulative GPA) |
| 1-5 | No probationary status | 1- 5 | No dismissal status |
| 6-23 | .70-1.74 | 6-23 | .69 or less |
| 24-35 | 1.75-1.90 | 24-35 | 1.74 or less |
| 36 or more | 1.91-1.99 | 36-47 | 1.90 or less |
|  |  | 48 or more | 1.99 or less |

Probation status is WCCC’s official notification that students are not making satisfactory academic progress based on the Grade measure, above. One semester in probationary status allows students to continue in their academic program and receive Title IV, state, or institutional financial assistance. The probationary semester is meant to inform the student of potential academic concerns and provide time for corrective action. A student may not have two consecutive probationary semesters in an academic year. Two consecutive probationary semesters will result in dismissal from the College. Dismissal is explained below.

**Learning Success Plan** — A Learning Success Plan is required for students on academic probation. Students must meet with an advisor or academic advisor to discuss the factors interfering with their academic progress, determine an appropriate course selection before registering for the next semester, and develop a Learning Success Plan. The student must meet their terms of the Learning Success Plan including a 2.0 GPA during the following semester and/or meet the minimum GPA for satisfactory academic progress. The Financial Aid Director will consult with the student and the designated college personnel to determine whether the terms of the Learning Success Plan have been met.

**Dismissal** — If a student does not meet the satisfactory academic progress standards as outlined in the chart above dismissal status will be imposed. Dismissal status is WCCC’s official notification that students are not making satisfactory academic progress and will not continue in their academic program or receive Title IV, state, or institutional financial assistance for future enrollment until such time as the student meets all satisfactory academic progress standards. Veteran Administration (VA) education benefits will also no longer be certified, until such a time that the reason for unsatisfactory progress is resolved. Students who have been previously dismissed from the College may be considered for readmission following a minimum of one semester leave and after providing the College with evidence of increased potential for academic success. An application for readmission must be made through the Admissions Office and is contingent upon a review of the application and space availability. Readmitted students will be placed on academic probation for the first semester after they are readmitted. Students, who do not meet satisfaction academic progress, during this semester will be dismissed. The student may appeal this dismissal as noted in appeal section, below.

#### Example of Grade Measure of Progress

**Making Progress***: Sadie enrolled in her fall semester at WCCC. She attempted 15 credits in the fall semester but does poorly in one class earning 12 credits and a cumulative grade point average of a 2.00. Because she earned a 2.0 grade point average while attempting 15 credits, she is in good standing.*

**Not Making Progress — Probation:** *Sadie enrolled in her fall semester at WCCC. She attempted 15 credits in the fall semester but does poorly in two classes earning 9 credits and a cumulative grade point average of a 1.70 Because she earned a 1.70 grade point average while attempting 15 credits, she is on probation.*

**Not Making Progress — Dismissal:** *Sadie enrolled in her fall semester at WCCC. She attempted 15 credits in the fall semester but does poorly in four classes earning 3 credits and a cumulative grade point average of a .40. Because she earned a .40 grade point average while attempting 15 credits, she is dismissed.*

|  |  |  |  |
| --- | --- | --- | --- |
| Attempted  Credits | Warning (based on cumulative GPA) | Attempted  Credits | Suspension (based on cumulative GPA) |
| 1-5 | No probationary status | 1- 5 | No dismissal status |
| 6-23 | .70-1.74 | 6-23 | .69 or less |
| 24-35 | 1.75-1.90 | 24-35 | 1.74 or less |
| 36 or more | 1.91-1.99 | 36-47 | 1.90 or less |
|  |  | 48 or more | 1.99 or less |

### Progress and Time Measure — PACE

Students must successfully earn credits to at least 67 percent of attempted credits taken at the College. The PACE requirement will be evaluated at the end of each semester. Students, who do not meet the PACE standard, may apply for one additional semester to mitigate the issues impacting their ability to maintain PACE.

Students earning less than 67 percent of the attempted credits and at least 34 percent of the attempted credits will be placed on financial aid probation. Students earning less than the 34 percent of the attempted credits will be placed on immediate dismissal status for future financial aid consideration.

Students regain their ability for financial aid consideration when they meet all satisfactory academic progress standards as noted in the Grade Measurement (e.g. improved grade point average) and PACE (e.g. earned the required credits) or are awarded an appeal by the Director of Financial Aid. The PACE percentage is calculated as follows:

PACE = CUMULATIVE CREDITS EARNED ÷ CUMULATIVE CREDITS ATTEMPTED

**Probation —** Probation status is WCCC’s official notification that students have not met satisfactory academic progress based on PACE. One semester in probationary status allows students to continue in their academic program and receive Title IV, state, or institutional financial assistance. The probationary semester is meant to inform the student of potential academic concerns and provide time for corrective action. A student will work with the Director of Financial Aid to create a plan to stay on PACE. A student that does not meet PACE after the probationary period will be dismissed.

**Dismissal** — If a student does not meet PACE dismissal status will be imposed. Dismissal status is WCCC’s official notification that students are not making PACE and will not continue in their academic program or receive Title IV, state, or institutional financial assistance for future enrollment until such time as the student meets all satisfactory academic progress standards. Veteran Administration (VA) education benefits will also no longer be certified, until such a time that the reason for unsatisfactory progress is resolved. Students who have been previously dismissed from the College may be considered for readmission following a minimum of one semester leave and after providing the College with evidence of increased potential for academic success. An application for readmission must be made through the Admissions Office and is contingent upon a review of the application and space availability. Readmitted students will be placed on academic probation for the first semester after they are readmitted. Students, who do not meet satisfaction academic progress, during this semester will be dismissed. The student may appeal this dismissal as noted in appeal section, below.

#### Examples of PACE Measure of Progress

**Not Making PACE**: *Sally attempted a total of 30 credits and successfully completed 15 for a ratio of 50%. Sally has not met the PACE SAP standard of 67%.*

**Making PACE:** *Sam has attempted 45 credits and successfully completed 30 for a ratio of 67%. Sam has met the PACE SAP standard of 67%.*

#### Appeal and Reinstatement Grade Measurement and/or PACE

Students may appeal their dismissal status to the Appeal Committee. The student appeals by submitting a Satisfactory Academic Progress (SAP) Appeal Form to the Associate Dean of Student Affairs and Retention. The form can be found on the web as well as in the Financial Aid Office and Enrollment Management and Student Services Office. A student must appeal a dismissal from the fall semester for the following spring semester at least one week prior to the start of the semester. All other appeals must be received two weeks prior to the start of the semester. *Appeals received after the deadline may be considered for the next semester.*

The Associate Dean of Student Affairs and Retention will gather information for the Committee to consider. The Committee may use available information or circumstances (e.g. medical problems, illness, death in the family, natural catastrophe, relocation, employment changes, academic progress at another institution, work, or time away from WCCC) to consider the appeal. The Committee may require an interview with the student to gather additional information or to discuss student supports services for future success. The Committee will review the appeal and contact the student within three calendar days. If the student finds the Committee’s decision unsatisfactory, the student may appeal to the Academic Dean or their designee for further review. The Academic Dean or their designee will respond within one week. The student may appeal the Academic Dean’s decision to President. The President or their designee will respond within a reasonable amount of time. The President’s decision will be final. A student approved for readmission, through the appeal process, will be placed on probation. This status will continue until the requirements put forth by the Committee, Academic Dean, and/or President are met.

### Maximum Time Frame

Federal regulations also state that a student becomes ineligible for financial aid whenever it becomes mathematically impossible to complete their degree program without exceeding the maximum timeframe (credits). Students in this scenario are no longer eligible for federal aid and are placed on financial aid suspension. The maximum time frame allows students complete their program within a 150% of the published program required credits. For example, if your degree requires 62 credit hours, you can attempt up to 93 credit hours. As soon as it is determined that it is mathematically impossible for a student to finish within the 150% Maximum Time Frame, aid is suspended. WCCC cannot allow the student to continue taking courses until he/she reaches 150%—aid is suspended when this measurement is not met. Changing or adding a degree program does not automatically extend the Maximum Time Frame. Extensions are evaluated on a case-by-case basis.

The Maximum Time Limit is calculated as follows:

Credit hours remaining in Maximum Time-Frame Allowance - Required Hours

Remaining in Program to earn degree = Negative Number: Student Ineligible for aid

Hours remaining in Maximum Time-Frame Allowance - Required Hours Remaining in Program to earn degree = Positive Number: Student Eligible for aid

#### Examples of Maximum Time Frame

**Meeting Time Frame**: *Matt is in a 60-credit program, (150% of that equals to 90 credits) and he has attempted 55 credits but only successfully completed 25 credits. He needs 35 credits more credits to graduate and adding the 35 credits he needs to the 55 credits he has attempted 90 credits. He has met the Maximum Time Frame standard as he is within the 150%.*

**Not Meeting Time Frame:** *Mary is in a 60-credit program, (150% of that equals 90 credits) and has attempted 60 credits but only successfully completed 20 credits. She needs 40 more credits to graduate but adding the 40 credits to her 60 attempted credits equals 100 credits. She will not meet the Maximum Time Frame, which is a maximum of 90 credits, standard as she is over the 150% time.*

### Definitions and Policies Related to Satisfactory Academic Progress

**Academic Amnesty** — Credits for which students have been granted academic amnesty are retained in the Student Data System and are included in the Grade, PACE, and Maximum Time Frame measurements of satisfactory academic progress.

**Adding and Dropping Courses —** Students may ADD or DROP courses during the Add/Drop period. Students must check the academic calendar for the exact date, as the date changes from year to year, without academic penalty. Students, who drop a course, prior to the 6th business day, will receive 100% refund. Add/drop forms can be obtained from the offices of Student Services, TRIO, Academic Affairs, or individual academic advisors and must be completed, signed and submitted to the Assistant to the Dean of Academic Affairs for processing. Financial aid awards will be adjusted to agree with the students’ registration at the end of the official Add/Drop period.

Students who retain some enrollment may withdraw from courses without academic penalty according to the withdrawal period. However, all costs associated with the withdrawn course(s) will be charged according to the College’s Refund Policy. For students totally withdrawing, WCCC refund/repayment policy applies. Letter grades will be reported for all courses carried after the midpoint of each semester.

Audited and pass/fail courses - Audits are attempted but not earned hours. Passing credits received for pass/fail courses are considered attempted and earned hours; failing grades in pass/fail courses are considered attempted but not earned.

**Early Withdrawal** — Students who receive Title IV federal financial aid and completely withdraw from WCCC on or before the 60% of the term (in calendar day — please see WCCC Academic Calendar for specific date) are entitled to keep only the portion of Title IV federal student aid earned to the point of withdrawal from the College. *If any federal aid was disbursed directly to the student, he/she is responsible for returning unearned funds to the federal financial aid programs within a timely manner.* WCCC places the charges on the student account and the student is not allowed to register or receive a transcript until debt is paid. Failure to do so may result in the student’s ineligibility for the future federal student aid. If a student receiving federal financial aid withdraws after the 60% point of term, he/she is considered to have earned all their federal student aid for that semester. It is imperative that prior to the student leaving, he or she should be encouraged to complete a withdrawal form and discuss this issue with a representative from the financial aid office.

**Incomplete Grades** — Students receiving grades of “Incomplete” (I) for courses required for programs must arrange with faculty to complete course requirements. After instructors assign final letter grades, the student’s GPA is recalculated to include the appropriate quality points, and their Grade measurement will be adjusted to include the credits as completed and if a passing grade as earned credit. If cumulative GPA remains within the satisfactory academic progress policy, students retain eligibility for financial aid. Until the grade is submitted, it is attempted but not earned credit.

**Nonpunitive grades and repeated courses** — Repeated (R) courses due to failure or having obtained a grade lower than is required for a particular program impacts satisfactory academic progress in the following manner. The course is included in both Grade, PACE, and Maximum Time Frame evaluation in the semester in which the repeated course was taken. The subsequent grade, earned credit, and removal of the original grade are evaluated in the Grade and the completion of the repeated course. The original credits attempted remain in the PACE and Maximum Time Frame evaluation. In other words, a repeated course may improve the student’s grade point average, but it does not extend the allowable attempted credits toward program completion.

**Remedial/Developmental Courses** — Remedial/Developmental courses may qualify for financial aid if the courses are measured in credit hours and required as part of the student’s planned program.

**Transfer and Consortium Credits** — Credits for which financial aid is received under a consortium agreement is counted towards the student’s program. All transfer credit applied towards a student’s program requires a passing grade of C or better and therefore, WCCC only counts passing transfer credits towards SAP PACE and Maximum Time Frame calculations. Transfer credit(s) are recorded in the Student Data System as TR.

**Withdrawals and Non-Attendance** — Withdrawals (W) are attempted credits but not earned credits.

Important Note: If a student withdraws from the college in an academic term during which they are ineligible for financial aid due to not maintaining SAP, they remain ineligible for financial aid until such time they once again make SAP.

This policy does not preclude a student from enrolling in subsequent semesters as a non-matriculated student. Students may have their financial aid reinstated by the Financial Aid Office once all satisfactory academic progress standards are met or an appeal is granted.

## Fresh Start Policy

Students who have returned to WCCC after being absent for five years or more may apply for an Academic Fresh Start. Fresh Start allows students to have previous grades lower than “C” or “P” removed from their GPA calculation. An appropriate code will be placed on courses forfeited so that the courses will be excluded in calculating GPA. Students may use the Fresh Start option only one time at WCCC and may not apply for Academic Amnesty after receiving a Fresh Start.

Upon being granted the Fresh Start, students must demonstrate ability to make Satisfactory Academic Progress. Failure to do so will result in the Satisfactory Academic Progress policy being enacted.

## Academic Amnesty

An appropriate code will be placed on courses forfeited so that the courses will be excluded in calculating GPA. Students may use the amnesty option only one time at WCCC.

In order for part-time students enrolled in a program of study to maintain academic eligibility for financial aid, they must have at least a cumulative GPA of 2.0 after four semesters of course work.

## Student Success Team (SST)

The Student Success Team may consist of all the student’s instructors and his or her academic advisor, as well as the Dean of Enrollment Management and Student Services, Associate Dean of Student Affairs and Retention and, by invitation, any significant participant in the student’s education. The SST will meet with the student and help him/her solve problems that may be impeding academic progress. The SST may formulate a student success plan (SSP) and make a recommendation to the Academic Dean with respect to a student’s academic progress.

## Grade Reports

Final grade reports are available on the college’s student information Portal after the end of each semester. Final grades cannot be secured in advance from the Coordinator of Enrollment & Student Services.

## Graduation Requirements

Successful completion of catalog program curricula offered by the college entitles the student to an associate degree, a diploma, or a certificate. General requirements for earning these awards are described below. Specific course requirements are detailed in the program section of this catalog. Minimum graduation standards are the following:

1. Passing grade in all courses that are applied to program requirements.
2. 2.0 grade point average (GPA) in college major.
3. 2.0 cumulative GPA.

Selected programs may have more stringent graduation requirements.

## Graduation

There is one graduation ceremony each year, usually in May. Each candidate for graduation must pay the graduation fee of $75. The fee is payable whether or not the candidate attends graduation ceremonies. Some students do not meet all program requirements until after the ceremony. Students within six credits or two courses of graduating may attend the graduation ceremony but will not receive a signed credential until the completion of their program. Students have five years to complete program requirements.

Degrees, diplomas or certificates are mailed to students approximately one month after program requirements are met.

## Permanent Academic Record

The Coordinator of Enrollment & Student Services maintains the permanent academic record for all students of the college who receive credit. While the grade report is the unofficial notification to the student and the Academic Dean of the student’s academic achievements for a given semester, the only true and valid documentation of academic work and student status is an official transcript of the academic record, stamped with the Coordinator of Enrollment & Student Services’ signature and embossed with the seal of the college.

## Confidentiality of Student Records

WCCC fully subscribes to the Family Educational Rights and Privacy Act of 1974. Student educational records may not be released without the student’s written permission, except to academic advisors and employees with a legitimate educational interest, or to organizations and individuals empowered by law to gain access. However, “directory information,” which includes name, program, date of graduation, etc., is generally released upon request unless a student specifically requests, in writing, that it be withheld. Further information may be obtained from the admissions office or on our website at www.wccc.me.edu.

## Honors Lists

Students earning a semester grade point average of 4.0 are considered high honor (matriculated) students and are awarded a place on the President’s List.

Students earning a semester grade point average of 3.5 or above are considered honor students and are eligible for the Dean’s List. Additional requirements are:

1. The student must be enrolled in at least 12 credit hours.
2. No course grade below a “C.”

The President’s List and Dean’s List will be published as a news release. Persons wishing to be withheld from these lists should contact the Coordinator of Enrollment & Student Services.

## Withdrawal from College

Any student withdrawing from WCCC is expected to complete an official withdrawal form. This may be obtained from the Registrar’s Office. The student is required to have an exit interview with the Dean of Enrollment Management and Student Services. When circumstances prevent this, the student or parents should write to the Registrar’s Office concerning the reason requiring the student to leave. Notification of withdrawal or cancellation and requests for refund must be made in writing and addressed to the Registrar’s Office. Notification is effective on the date received in the Registrar’s Office.

Students who withdraw from the college and who are subsequently readmitted are governed by the degree requirements stipulated in the catalog at the time of readmission.

Refunds are established by the date the student signs and submits the completed withdrawal form. Refer to refund policy for details.

## Leave of Absence Policy

Students may request a leave of absence from the college for up to one year. Approval for an official leave of absence permits the student to return to enrolled status without completing a formal application for readmission. If the student returns to the prior program within a year, he or she will follow the program requirements of the catalog in force when the student initially began his or her program of study. If the student returns to the college after more than one year, the student must reapply to the college and will follow the program requirements of the catalog at that time. All other academic and financial penalties do apply. Please note that a leave of absence after the semester mid-point may result in academic penalties.

## Student Medical Leave Policy

A matriculated student, who due to a **serious medical condition or immediate family related medical condition where the student is the primary caregiver** that prevents the student from attending for an extended period of time, may apply for a formal **Medical Leave of Absence** for up to one semester while currently attending and in good academic standing.

A student who is seeking a Medical Leave of Absence who is also a financial aid recipient should contact the Financial Aid Office to discuss the leave and any potential implications for changes in financial aid eligibility. Students requesting Medical Leave of Absence must:

1. Provide a letter to the Dean of Enrollment Management and Student Services identifying their program of study, the medical reason for the request, the proposed date on which the leave would begin, and the proposed date of readmission, and;
2. Provide the Dean of Enrollment Management and Student Services documentation of the medical condition from a licensed health care professional directly involved in the treatment of the student's or immediate family member’s particular condition that is sufficiently comprehensive to facilitate the decision-making process.

The Dean of Enrollment Management and Student Services (or designee) will make a determination regarding the appropriateness of the leave request and notify the student in writing whether the request for Medical Leave of Absence was granted and what conditions, if any, for readmission may apply. Students whose Medical Leave requests are granted will not be required to re-apply for admission at the end of the leave period provided that all conditions for readmission have been met. Grades for the semester will be given in the form of W, which indicates an administrative withdrawal.

Conditions for readmission may include, but are not limited to, submission of documentation from a licensed health care professional directly involved in the treatment of the student's or immediate family member’s particular condition that is sufficiently comprehensive to provide reasonable assurance that the returning student will be able to meet all college and program academic, technical, and behavioral requirements. Other conditions for readmission may include a required in-person meeting with the Dean of Enrollment Management and Student Services, Advisor, Business Office representative and Residential Life staff member; compliance with any new admission criteria implemented in the student's absence; following a new curriculum plan that may have been implemented in the student's absence; and/or repeating courses and/or clinical experiences to ensure clinical competence following an extended absence.

Students who choose to seek Medical Leave under the provisions of this policy should be aware that information they voluntarily disclose during the application and readmission processes will be handled under the confidentiality guidelines of the Family Educational Rights and Privacy Act (FERPA) and disclosed only to those persons with a direct need to know.

Students being granted a Medical Leave will receive a medical waiver for any balance remaining on their account for the current semester. This credit will be applied after any balance that exists after applying the college’s refund policy and any required return of financial aid.

## Military Service

Washington County Community College recognizes the educational rights of its students who are called to active military duty.

Students who (either voluntarily or involuntarily) enter active military service during time of national or international crisis will be eligible for leave from the college without academic or financial penalty.

The following procedures apply to the above students to protect their rights:

* Students must call or meet with the registrar prior to departure to discuss the reasons for entering active military service and to complete the appropriate withdrawal paperwork.
* Students will receive grades of “W” for all interrupted courses.
* All calculations of student monetary obligation will be made in accordance with the Federal *Return to Title IV* refund policy. The college will waive all other charges. Students experiencing financial hardship as a result of this policy may appeal, in writing, to the President for possible mitigation of charges.
* Returning students will be given slots in their original courses or programs of study, provided that space is available and that the college is notified in a timely manner to accomplish enrollment and registration.

The college implements the following guidelines to address this point: WCCC will work proactively to assist students, but cannot guarantee re-entry into a high demand program. Re-entry into the technology courses is on a space-available basis. Students may be required to take new or additional courses in the technology or general education area if these courses are added to the program of study during the time students are on leave. All course pre-requisiteswill apply. Students must notify the admissions office in writing when they are ready to re-enter WCCC. This request must be made thirty days prior to the beginning of the semester of re-enrollment.

# Academic Offerings

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Program of Study | AA  (Associates in Arts) | AS (Associates in Science) | AAS (Associates in Applied Science) | D (Diploma) | C (Certificate) |
| Aquaculture Technology |  |  | X |  | X |
| Automotive Technology |  |  |  |  | X |
| Business Management |  |  | X |  |  |
| Entrepreneurship |  |  |  |  | X |
| Career Studies |  |  | X |  |  |
| Computer Technology |  |  | X |  |  |
| Criminal Justice |  | X |  |  |  |
| Conservation Law |  | X |  |  |  |
| Corrections and Probation |  | X |  |  | X |
| Diesel and Automotive Engine Overhaul |  |  |  |  | X |
| Early Childhood Education |  |  | X |  | X |
| Education |  | X |  |  |  |
| Electromechanical Instrumentation Technology |  |  | X |  |  |
| Heavy Equipment Maintenance Technology |  |  |  |  | X |
| Heavy Equipment Operation Technology |  |  |  |  | X |
| HVAC Technology |  |  | X |  |  |
| Heating Technology |  |  |  |  | X |
| Refrigeration and Air Conditioning Technology |  |  |  |  | X |
| Human Services |  |  | X |  |  |
| Substance Use and Recovery |  |  |  |  | X |
| Liberal Studies | X |  |  |  |  |
| Health Occupations |  |  |  |  | X |
| Mechanical Technology |  |  | X |  | X |
| Passenger Vehicle Option |  |  | X |  |  |
| Medical Assisting |  |  | X |  |  |
| Medical Office Technology |  |  |  |  | X |
| Nursing |  | X |  |  |  |
| Outdoor Leadership |  |  | X |  |  |
| Adventure Recreation & Tourism Option |  |  | X |  | X |
| Adventure Therapy Option |  |  | X |  |  |
| Phlebotomy |  |  |  |  | X |
| Powersport Equipment/Small Engine Technician |  |  |  |  | X |
| Residential & Commercial Electricity |  |  |  | X |  |
| Trade & Technical Occupations |  |  | X |  |  |
| Welding Technology |  |  |  |  | X |

## Aquaculture Technology (AAS)

Associate in Applied Science — 64 credit hours

**Purpose:** The Associate in Applied Science (AAS) degree in Aquaculture Technology is designed to develop a world class, industry-relevant and advised, training program that utilizes cutting-edge technology to prepare the next generation of aquaculture workforce. The AAS degree will:

* Prepare graduates for entry- and intermediate-level positions relevant to the Maine’s growing Aquaculture Industry.
* Prepare graduates with relevant experiential learning opportunities through highly developed and strategic industry partnerships, whereby lecture and in-person lab-based experiential learning occurs at partner locations across Maine’s coastal communities.
* Provide individuals already working in aquaculture the opportunity to upgrade their skills and knowledge base for career advancement with a college degree and an avenue to work toward more advanced degrees.
* Identify, and integrate opportunities for students to utilize appropriate cutting-edge technology and advanced data skills in their aquaculture learning experience.
* Provide the required classroom learning component for industry-led apprenticeship programs, sponsored by WCCC through both the Certificate and AAS programming.
* Be well-informed by partnership with industry experts to ensure responsive alignment with Maine’s Aquaculture Occupational Standards, other training programs and initiatives, and current and future workforce needs.

**Career Opportunities:** Graduates of the program will be qualified for positions such as Aquaculture Technician, Farm Technician, Hatchery Technician and Recirculating Aquaculture Technician.

**Program Educational Outcomes:** Upon completion of the Associate in Applied Science degree in Aquaculture Technology, the graduate is prepared to:

1. Identify and apply the basic theories, principles, and practices of the aquaculture industry: including language, regulations, and management practices for coastal and land-based operations.

2. Review and practice the fundamental skills and techniques of aquafarming, including monitoring animal heath, growth rates, and accounting for environmental factors that affect productivity.

3. Identify and analyze marine organisms, their evolutionary history, biogeography, anatomy, interactions with other organisms, adaptation to their environment and their impact on aquaculture.

4. Identify and adhere to regulatory and safety protocols and standards in aquaculture operations.

5. Evaluate career pathways in aquaculture, weighting the pros and cons, rewards, and demands to think critically and make informed decisions.

6. Interpret water quality and chemistry’s role in animal and plant welfare and its influence on Maine’s key species production.

7. Plan, develop and present a comprehensive biosecurity plan.

Aquaculture Technology

Associate in Applied Science — 64 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| AQU | Aquaculture Elective | 3 |
| [AQU101](#_AQU101_Introduction_to) | Introduction to Aquaculture | 3 |
| [BIO112](#_BIO112_Marine_Biology) | Marine Biology | 4 |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [MFG101](#_MFG101_Safety) | Safety | 2 |
| Total | | 16 |
| Semester 2 | | |
| AQU | Aquaculture Elective | 3 |
| [AQU111](#_AQU111_Basic_Principles) | Basic Principles of Aquaculture | 4 |
| [AQU112](#_AQU112_Exploring_Aquaculture) | Exploring Aquaculture Careers | 3 |
| [BIO114](#_BIO114_Introduction_to) | Introduction to Water Quality & Water Chemistry in Aquaculture | 2 |
| [MAT106](#_MAT106_College_Mathematics) | College Mathematics for Technologies | 3 |
| Total | | 15 |
| Semester 3 | | |
| [AQU211](#_AQU211_Principles_of) | Principles of Aquatic Animal Health, Nutrition & Disease Management (fin fish or shellfish & macroalgae tracks) | 3 |
| [AQU212](#_AQU212_Principles_of) | Principles of Biosecurity | 1 |
| [BIO213](#_BIO213_Applied_Marine) | Applied Marine Biology in Aquaculture | 3 |
| Elective | Elective | 3 |
| [HIS122](#_HIS122_History_of) | History of Commercial Fishing in Maine | 3 |
| Total | | 13 |
| Semester 4 | | |
| [AQU214](#_AQU214_Applied_Techniques) | Applied Techniques in Aquaculture | 8 |
| [AQU215](#_AQU215_Field_Experiences) | Field Experience in Aquaculture | 3 |
| [ENG107](#_ENG107_Speech) | Speech | 3 |
| [PHI114](#_PHI114_Environmental_Ethics) | Environmental Ethics | 3 |
| [PSY101](#_PSY101_Introduction_to) | Introduction to Psychology | 3 |
| Total | | 20 |

## Aquaculture Technology (C)

Certificate — 31 credit hours

**Purpose:** The Certificate (C) degree in Aquaculture Technology is designed to develop a world class, industry-relevant and advised, training program that utilizes cutting-edge technology to prepare the next generation of aquaculture workforce. The certificate will:

* Prepare graduates for entry-level positions relevant to the Maine’s growing Aquaculture Industry.
* Prepare graduates with relevant experiential learning opportunities through highly developed and strategic industry partnerships, whereby lecture and in-person lab-based experiential learning occurs at partner locations across Maine’s coastal communities.
* Provide individuals already working in aquaculture the opportunity to upgrade their skills and knowledge base for career advancement with a college degree and an avenue to work toward more advanced degrees.
* Identify, and integrate opportunities for students to utilize appropriate cutting-edge technology and advanced data skills in their aquaculture learning experience.
* Provide the required classroom learning component for industry-led apprenticeship programs, sponsored by WCCC through both the Certificate and AAS programming.
* Be well-informed by partnership with industry experts to ensure responsive alignment with Maine’s Aquaculture Occupational Standards, other training programs and initiatives, and current and future workforce needs.

**Career Opportunities:** Graduates of the program will be prepared for positions such as Aquaculture Technician, Farm Technician, Hatchery Technician and Recirculating Aquaculture Technician.

**Program Educational Outcomes:** Upon completion of the Associate in Applied Science degree in Aquaculture Technology, the graduate is prepared to:

1. Identify and apply the basic theories, principles, and practices of the aquaculture industry: including language, regulations, and management practices for coastal and land-based operations.

2. Identify and analyze marine organisms, their evolutionary history, biogeography, anatomy, interactions with other organisms, adaptation to their environment and their impact on aquaculture.

3. Identify and adhere to regulatory and safety protocols and standards in aquaculture operations.

4. Evaluate career pathways in aquaculture, weighting the pros and cons, rewards, and demands to think critically and make informed decisions.

5. Interpret water quality and chemistry’s role in animal and plant welfare and its influence on Maine’s key species production.

Aquaculture Technology

Certificate — 31 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| AQU | Aquaculture Elective | 3 |
| [AQU101](#_AQU101_Introduction_to) | Introduction to Aquaculture | 3 |
| [BIO112](#_BIO112_Marine_Biology) | Marine Biology | 4 |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [MFG101](#_MFG101_Safety) | Safety | 2 |
| Total | | 16 |
| Semester 2 | | |
| AQU | Aquaculture Elective | 3 |
| [AQU111](#_AQU111_Basic_Principles) | Basic Principles of Aquaculture | 4 |
| [AQU112](#_AQU112_Exploring_Aquaculture) | Exploring Aquaculture Careers | 3 |
| [BIO114](#_BIO114_Introduction_to) | Introduction to Water Quality & Water Chemistry in Aquaculture | 2 |
| [MAT106](#_MAT106_College_Mathematics) | College Mathematics for Technologies | 3 |
| Total | | 15 |

## Automotive Technology (C)

Certificate — 36 credit hours

**Purpose:** The Automotive Technology certificate program prepares students for the automotive service field. Through an intensive, shop-orientated course, students are introduced to the industry and learn to maintain automotive equipment. Emphasis is placed on understanding automotive principles and on learning to identify and solve vehicular problems. The course provides a solid background in the field, enabling students to continue to acquire skills and to keep up with changes.

**Career Opportunities:** Graduates of the program may accept positions in areas such as front-end alignment, brakes or general services. Automotive dealerships, independent repair facilities, companies with large vehicle fleets, and automotive parts supply stores are typical employers of program graduates.

**Program Educational Outcomes:** Upon completion of the certificate curriculum, the graduate is prepared to:

1. Demonstrate safe work habits in compliance with industry standards set forth by the Mechanical Technology area of their concentration.
2. Understand and apply principles of testing, diagnosis, and servicing of passenger and light commercial motor vehicles.
3. Understand and apply basic principles regarding maintenance of automotive equipment.
4. Identify and solve mechanical problems.
5. Continue to update knowledge and skills about automotive technology in order to keep up with industry standards.
6. Complete task in accordance with industry and ASE certification standards.
7. Apply theoretical knowledge of electronic and other test equipment in practical settings.
8. Qualify for employment in positions including front-end alignment, brakes, or general services at automotive dealerships, independent repair facilities, companies with large vehicle fleets, and automotive parts supply stores.

Automotive Technology

Certificate — 36 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [MET103](#_MET103_Principles_of) | Principles of Vehicular Electronics | 2 |
| [MET114](#_MET114_Vehicular_Electrical) | Vehicular Electrical Systems I | 1 |
| [MET115](#_MET115_Vehicular_Electrical) | Vehicular Electrical Systems II | 2 |
| [MET116](#_MET116_Braking_Systems) | Braking Systems I | 1 |
| [MET117](#_MET117_Braking_Systems) | Braking Systems II | 2 |
| [MET120](#_MET120_Transmission_and) | Transmissions and Drive Train | 3 |
| [WEL109](#_WEL109_Introductory_Welding) | Introductory Welding | 2 |
| Total | | 17 |
| Semester 2 | | |
| [MAT106](#_MAT106_College_Mathematics) | College Mathematics for Technologies | 3 |
| [MET107](#_MET107_Introduction_to) | Introduction to Engine Operation | 2 |
| [MET108](#_MET108_Principles_of) | Principles of Vehicular Performance | 2 |
| [MET112](#_MET112_Engine_Performance) | Engine Performance & Diagnostics I | 1 |
| [MET113](#_MET113_Engine_Performance) | Engine Performance & Diagnostics II | 2 |
| [MET118](#_MET_118_Steering) | Steering and Suspension I | 1 |
| [MET119](#_MET119_Steering_and) | Steering and Suspension II | 2 |
| [MET121](#_MET121_Heating_and) | Heating and Air Conditioning Systems | 3 |
| [MET123](#_MET123_Maine_State) | Maine State Inspection I | 1 |
| [MET126](#_MET136_Principles_of) | Principles of Electric and Hybrid Vehicles | 2 |
| Total | | 19 |

## Business Management (AAS)

Associate in Applied Science — 61 credit hours

**Purpose:** The Business Management program prepares the student for success in establishing and operating a small business enterprise. The program empowers graduates to become intelligent risk-takers by providing skills and knowledge in operating practices to successfully start and manage a business.

**Career Opportunities:** The economy of Maine is based, in a large part, on small businesses. Much of the economic development Maine will experience in the future will be in the area of small business. For this development to occur, a skilled workforce must be in position to envision, plan, develop, and operate small business.

Small businesses:

* Represent 99.7 percent of all employer firms.
* Employ half of all private sector employees.
* Pay more than 45 percent of total U.S. private payroll.
* Have generated 60 to 80 percent of net new jobs annually over the last decade.

**Program Educational Outcomes:** Upon completion of the Associate in Applied Science degree in the business management program, the graduate is prepared to:

1. Use effective management and supervisory skills needed for working in a business environment.
2. Demonstrate oral and written presentation skills unique in the business community.
3. Use technology to analyze business problems and develop appropriate solutions.
4. Diagnose business and management related issues and plan future actions.
5. Demonstrate understanding of basic knowledge about financial institutions and investment.
6. Use appropriate technology and critical thinking skills to assess, evaluate, and apply information in the planning, management, and operation of a small business.
7. Qualify for positions in business and in positions to envision, plan, develop, and operate a small business.

Business Management

Associate in Applied Science — 61 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [BUS110](#_BUS110_Introduction_to) | Introduction to Business | 3 |
| [BUS132](#_BUS132_Business_Law) | Business Law | 3 |
| COMP140 | Digital Fluency in the Modern Workplace | 3 |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [MAT112](#_MAT112_Business_Mathematics) | Business Math | 3 |
| Total | | 16 |
| Semester 2 | | |
| [BUS140](#_BUS140_Accounting_Principles) | Accounting Principles I | 3 |
| [CPT123](#_CPT123_Electronic_Spreadsheet) | Electronic Spreadsheet | 3 |
| [ENG107](#_ENG107_Speech) | Speech | 3 |
| [MAT](#_MAT115_Statistics:_Concepts)/[SCI Elective](#_BIO120_General_Biology) | [Math115](#_MAT115_Statistics:_Concepts) or above/Science Elective | 3 |
| [PSY101](#_PSY101_Introduction_to) or [SOC101](#_SOC101_Introduction_to) | Introduction to Psychology or Introduction to Sociology | 3 |
| Total | | 15 |
| Semester 3 | | |
| [BUS](#_BUS132_Business_Law) | Business Elective | 3 |
| [BUS176](#_BUS176_QuickBooks_Computerized) | QuickBooks Computerized Accounting | 3 |
| [BUS230](#_BUS230_Supervisory_Management) | Supervisory Management | 3 |
| [BUS240](#_BUS240_Advertising_and) or [BUS242](#_BUS242_International_Marketing) | Advertising & Marketing or International Marketing | 3 |
| [BUS255](#_BUS255_International_Business) | International Business | 3 |
| Total | | 15 |
| Semester 4 | | |
| [BUS205](#_BUS205_Business_Communications) | Business Communications | 3 |
| [BUS215](#_BUS215_Business_Management) | Business Management | 3 |
| [BUS218](#_BUS218_Business_Finance) | Business Finance | 3 |
| [BUS248](#_BUS248_Business_Cooperative) | Business Cooperative Internship | 3 |
| [ECO200](#_ECO200_Macroeconomics) | Macroeconomics | 3 |
| Total | | 15 |

## Career Studies (AAS)

Associate in Applied Science — 61–62 credit hours

**Purpose:** The Career Studies program provides an individualized and flexible program to meet the needs of students with significant work experience and/or learning experience whose education goals cannot be met by other technical programs at the college. The objectives of the program include recognizing significant work and/or learning experiences in a broad range of career fields and enhancing educational opportunities to assist individuals in advancing in their chosen occupation.

**Career Opportunities:** Employment and occupational outlook studies continue to show the value of post-secondary education to a person’s career opportunities. In addition, the Associate degree can serve as a platform of accomplishment for pursuing educational and career goals.

**Program Educational Outcomes:** Upon completion of the Associate in Applied Science Degree in the Career Studies program, the graduate is prepared to:

1. Achieve recognition for completion of significant work experience and/or learning experiences.
2. Demonstrate knowledge and its application through completion and/or documentation of prior learning or equivalent coursework.
3. Transfer credits earned through completion of the Associate in Applied Science Degree into a specialty degree.

**Course Requirements:** Consistent with the standards of accreditation established by the New England Commission of Higher Education, the curriculum is as follows:

Career Studies

Associate in Applied Science — 61–62 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Courses | Credits |
| [Career/ Occupational / Technical courses](#_ADV_100_Introduction) | Career/Occupational/Technical — WCCC approved (Documented and evaluated portfolio of student’s prior learning or equivalent coursework) | 24 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [General education electives](#_ART100_Introduction_to) | General Education — WCCC approved coursework in communications and/or literature; and/or social sciences, and/or humanities and/or fine arts | 3 |
| [ENG101](#_ENG101_College_Composition) | ENG 101 is a core requirement | 3 |
| [COM elective](#_COM103_Essential_Communications) | Coursework in communication | 3 |
| [MAT106](#_MAT106_College_Mathematics) | MAT 106 is a core requirement | 3 |
| [MAT/SCI elective](#_BIO112_Marine_Biology) | Coursework in mathematics, and/or sciences | 3-4 |
| [ART/HUS/Social Science elective](#_ART100_Introduction_to) | Coursework in Creative Arts/Humanities/Social Science | 6 |
|  | Electives — WCCC approved Career Studies majors may elect courses offered by the college, provided that pre-requisites are met | 15 |
| TOTAL | | 61-62 |

## Computer Technology (AAS)

Associate in Applied Science — 61 credit hours

**Purpose:** This two-year Associate in Applied Science in Computer Technology is designed to provide students with a broad based education in all aspects of the computer field. Students gain extensive experience and knowledge in computer operation, diagnosis, repair, networking and programming. The program prepares students for a variety of industry certifications. Graduates will be able to diagnose system hardware or software failures and perform remedial actions necessary to correct problems. The program provides a solid foundation in hardware installation and diagnostics complemented by extensive knowledge of modern networking techniques.

**Career Opportunities:** Graduates of the program will be prepared for a variety of positions in computer repair, troubleshooting, and computer networking.

**Program Educational Outcomes:** Upon completion of the Associate in Applied Science Degree in the Computer Technology Program, the graduate is prepared to:

1. Describe and apply trouble-shooting techniques and strategies to solve a wide range of computer hardware, software and networking problems.
2. Analyze and communicate essential industry concepts in both technical and non-technical terms.
3. Create technical reports and documentation through researching and interpreting a variety of industry sources.
4. Operate both independently and as a team member on information technology projects.
5. Describe and explain ethical issues in technology and the applicable industry standards and codes of conduct.
6. Recognize the value of diversity in opinions, values, abilities and cultures of colleagues and customers in a professional environment.
7. Research and explain how culture, economics, history, and politics affect technology trends.
8. Identify and analyze system, network and security requirements.
9. Apply problem-solving concepts and quantitative analysis to the study of a wide variety of technology problems.

Computer Technology

Associate in Applied Science — 61 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [CTT100](#_CTT100_Microcomputer_Hardware) | Microcomputer Hardware I | 3 |
| [CTT110](#_CTT110_Microcomputer_Operating) | Microcomputer Operating Systems & Applications | 3 |
| [CTT140](#_CTT140_Introduction_to) | Introduction to Computer Networking | 3 |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [MAT127](#_MAT127_College_Algebra) | College Algebra | 3 |
| Total | | 16 |
| Semester 2 | | |
| [CTT130](#_CTT130_Introduction_to) | Introduction to Computer Programming | 3 |
| [CTT155](#_CTT155_Advanced_Computer) | Advanced Computer Networking | 3 |
| [CTT157](#_CTT157_Introduction_to) | Introduction to Network Security | 3 |
| [CTT](#_CTT144_Web_Page) | Computer Elective | 3 |
| [Elective](#_PHI115_Ethics) | Humanities Elective | 3 |
| Total | | 15 |
| Semester 3 | | |
| [CTT120](#_CTT120_Database_Structures) | Database Structure and Development | 3 |
| [CTT245](#_CTT245_Computer_Network) | Computer Network Installation/Configuration | 3 |
| [Elective](#_PSY105_Human_Relations) | Social Science Elective | 3 |
| [ENG210](#_ENG210_Technical_Writing) | Technical Writing | 3 |
| [MAT115](#_MAT115_Statistics:_Concepts) | Statistics | 3 |
| Total | | 15 |
| Semester 4 | | |
| [CTT251](#_CTT251_Cloud_Computing) | Cloud Computing | 3 |
| [CTT255](#_CTT255_Server_Operating) | Server Operating Systems | 3 |
| [CTT260](#_CTT260_Computer_Capstone) | Computer Capstone Project | 3 |
| [ENG107](#_ENG107_Speech) | Speech | 3 |
| Elective | General Elective | 3 |
| Total | | 15 |

## Criminal Justice (AAS)

Associate in Science — 63 credit hours

**Purpose:** The Associate in Applied Science (AAS) degree in Criminal Justice is designed with a three-fold purpose: (1) to prepare graduates for entry level positions relevant to law enforcement, (2) to prepare students for upper division coursework at universities and colleges where a bachelor’s degree is desired, and (3) to respond to the growing demand of law enforcement employees seeking to upgrade their skills and knowledge base for career advancement with a college degree.

**Career Opportunities:** Graduates of the program will be qualified for positions such as detectives and criminal investigators, correctional officers and jailers, forensic science technicians and protective service workers including TSA agents, security systems personnel, homeland security officers, reserve officer, safety officers, intake worker positions, jail transport officers.

**Program Education Outcomes:** Upon completion of the Associate in Applies Science Degree in the Criminal Justice Program, the graduate is prepared to:

1. Demonstrate an understanding of the sociological and psychological theories of crime causation and evaluation of human behavior.
2. Apply critical thinking and problem solving techniques to the criminal justice and computer forensics environment.
3. Demonstrate the ability to apply principles of statutory law and due process within the criminal justice system.
4. Demonstrate interpersonal, written, and presentation skills required for successful employment in a criminal justice field.
5. Consistently exhibit ethical behavior and respect for a diverse community, applying services equitably to all people.
6. Be a responsible member of society and the workforce, applying knowledge skills and abilities, ultimately, for the betterment of one’s local community.

Important Note: All students taking Criminal Justice courses will be subject to a criminal background check. A criminal conviction will not automatically prevent a person from being accepted into the program. The applicant would be denied acceptance if they have a “disqualifying conviction” or committed “disqualifying conduct” as defined by the Maine Criminal Justice Academy. Such conviction / conduct prohibits a person from being certified/licensed as a police officer in the State of Maine.

Criminal Justice

Associate in Science — 63 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [CMJ101](#_CMJ101_Introduction_to) | Introduction to Criminal Justice | 3 |
| [CMJ115](#_CMJ115_Probation_and) | Probation and Parole | 3 |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [PFT100](#_PFT100_Physically_Fit) | Physically Fit for Duty (work) (1st or 3rd semester option) | 1 |
| [PHI116](#_PHI116_Criminal_Justice) | Criminal Justice Ethics | 3 |
| [PSY101](#_PSY101_Introduction_to) | Introduction to Psychology | 3 |
| Total | | 16/17 |
| Semester 2 | | |
| [CMJ122](#_CMJ122_Criminal_Law) | Criminal Law & Report Writing I | 3 |
| [CMJ201](#_CMJ201_Civil_Liberties) | Civil Liberties | 3 |
| [ENG107](#_ENG107_Speech) | Speech | 3 |
| [MAT115](#_MAT115_Statistics:_Concepts) | Statistics | 3 |
| [PSC101](#_PSC101_American_National) | American National Government | 3 |
| Total | | 15 |
| Semester 3 | | |
| [CMJ110](#_CMJ110_Introduction_to) | Intro to Corrections | 3 |
| [CMJ212](#_CMJ212_Criminal_Investigation) | Criminal Investigations & Report Writing II | 3 |
| [CMJ220](#_CMJ220_Police_Operations) or [CMJ](#_CMJ101_Introduction_to)/[HUS](#_HUS125_Substance_Abuse) elective | Police Operations or [CMJ](#_CMJ101_Introduction_to)/[HUS](#_HUS125_Substance_Abuse) Elective | 3 |
| [CMJ245](#_CMJ245_Criminology) | Criminology | 3 |
| [PFT100](#_PFT100_Physically_Fit) | Physically Fit for Duty (work) (1st or 3rd semester option) | 1 |
| [PSY252](#_PSY252_Criminal_Psychology) | Criminal Psychology | 3 |
| Total | | 15/16 |
| Semester 4 | | |
| [BIO120](#_BIO120_General_Biology) | General Biology with Lab | 4 |
| [CMJ210](#_CMJ210_The_Juvenile) | The Juvenile Justice System | 3 |
| [CMJ250](#_CMJ250_Criminalistics) | Criminalistics | 3 |
| [CMJ251](#_CMJ251_Criminal_Justice) | Criminal Justice Technical Skills Course | 3 |
| [HIS](#_HIS109_History_of) | History elective | 3 |
| Total | | 16 |

**\*\* APPROVED ELECTIVES\*\***

|  |  |  |  |
| --- | --- | --- | --- |
| CMJ | | HUS | |
| [CMJ102](#_CMJ102_Introduction_to) | Introduction to Conservation Law Enforcement | [HUS125](#_HUS125_Substance_Abuse) | Drug, Substance Use and Recovery |
| [CMJ204](#_CMJ204_Victimology) | Victimology | [HUS245](#_HUS245_Addiction_in) | Addiction and the Family |
| [CMJ225](#_CMJ225_Race_and) | Race and Ethnicity Issues in Law Enforcement | [HUS236](#_HUS236_Trauma_and) | Trauma and Recovery |
|  |  | [HUS155](#_HUS155_Introduction_to) | Introduction to Substance Use, Poverty and Trauma |

## Criminal Justice (AS) Conservation Law Option

Associate in Science — 64 credit hours

**Purpose:** The Associate in Science (AS) degree in Criminal Justice with a specialization in Conservation Law is designed with a three-fold purpose: 1. To prepare graduates for entry level positions relevant to conservation law enforcement, 2. To prepare students for upper division coursework at Universities and colleges where a bachelor’s degree in conservation law is desired, and 3. To respond to the growing demand of law enforcement employees in conservation areas to upgrade their skills and knowledge base for career advancement with a college degree.

**Career Opportunities:** Graduates of the program will be qualified for positions such as Fish & Wildlife Enforcement Officer, Wildlife Refuge Officer, Park Ranger, Natural Resources Officer, Marine Enforcement Officer, and Conservation Park Security Guard.

**Program Education Outcomes:** Upon completion of the Associate in Applies Science Degree in the Criminal Justice with a specialization in Conservation Law, the graduate is prepared to:

1. Demonstrate an understanding of the sociological and psychological theories of crime causation and evaluation of human behavior.
2. Apply critical thinking and problem solving techniques to the criminal justice and computer forensics environment.
3. Demonstrate the ability to apply principles of conservation law and due process within the criminal justice system.
4. Demonstrate interpersonal, written, and presentation skills required for successful employment in a criminal justice field.
5. Consistently exhibit ethical behavior and respect for a diverse community, applying services equitably to all people.
6. Understand and apply knowledge concerning safety and conscientious stewardship of the environment.
7. Be a responsible member of society and the workforce, applying knowledge skills and abilities, ultimately, for the betterment of one’s local community.

Criminal Justice

Conservation Law Option

Associate in Science — 64 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [ADV105](#_ADV_105_Introduction) | Introduction to Sea Kayaking | 1 |
| [ADV119](#_ADV119_Wilderness_Expedition) | Wilderness Expedition Skills I | 4 |
| [ADV141](#_ADV141_The_Maine) | The Maine Environment I | 1.5 |
| [CMJ101](#_CMJ101_Introduction_to) | Introduction to Criminal Justice | 3 |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [PFT100](#_PFT100_Physically_Fit) | Physically Fit for Duty (work) | 1 |
| [PHI116](#_PHI116_Criminal_Justice) | Criminal Justice Ethics | 3 |
| Total | | 17.5 |
| Semester 2 | | |
| [ADV121](#_ADV_121_Wilderness) | Wilderness Expedition Skills II | 4 |
| [ADV142](#_ADV142_The_Maine) | The Maine Environment II | 1.5 |
| [CMJ102](#_CMJ102_Introduction_to) | Introduction to Conservation Law Enforcement | 3 |
| [CMJ122](#_CMJ122_Criminal_Law) | Criminal Law & Reporting I | 3 |
| [CMJ201](#_CMJ201_Civil_Liberties) | Civil Liberties | 3 |
| Total | | 14.5 |
| Semester 3 | | |
| [CMJ212](#_CMJ212_Criminal_Investigation) | Criminal Investigation & Report Writing II | 3 |
| [ENV135](#_ENV135_Wildlife_and) | Wildlife and Fisheries Management | 3 |
| [ENV140](#_ENV140_Recreational_and) | Environmental and Recreational Land Management | 3 |
| [HIS](#_HIS109_History_of) | History Elective | 3 |
| [PSY101](#_PSY101_Introduction_to) | Introduction to Psychology | 3 |
| Total | | 15 |
| Semester 4 | | |
| [BIO120](#_BIO120_General_Biology) or [BIO112](#_BIO112_Marine_Biology) | General Biology with Lab or Marine Biology | 4 |
| [CMJ224](#_CMJ224_Basic_Search) | Search and Rescue | 1 |
| [CMJ250](#_CMJ250_Criminalistics) | Criminalistics | 3 |
| [CMJ251](#_CMJ251_Criminal_Justice) | Criminal Justice Technical Skills Course | 3 |
| [COM200](#_COM200_Environmental_Interpretation) | Principles of Interpretation | 3 |
| [MAT115](#_MAT115_Statistics:_Concepts) | Statistics | 3 |
| Total | | 17 |

Criminal Justice (AS) Corrections and Probation Option

Associate in Science — 62 credit hours

**Purpose:** The Associate in Science (AS) degree in Criminal Justice with a specialization in Corrections and Probation is designed with a three-fold purpose: (1) to prepare graduates for entry level positions relevant to Corrections and Probation Officers, (2) to prepare students for upper division coursework at universities and colleges where a bachelor’s degree is desired, and (3) to respond to the growing demand of Corrections and Probation employees seeking to upgrade their skills and knowledge base for career advancement with a college degree.

**Career Opportunities:** Graduates of the program will be qualified for positions such as correctional officers, Probation and Parole Officers, Re-entry Specialists, Drug Court Caseworkers, Pre-trial Caseworkers, intake worker positions, Victim Witness Advocates, and jail transport officers.

**Program Education Outcomes:** Upon completion of the Associate in Applied Science Degree in the Criminal Justice Program, the graduate is prepared to:

1. Analyze and evaluate the sociological and psychological theories of crime causation and evaluation of human behavior.
2. Apply critical thinking and problem-solving techniques within the correctional, probation and parole environments.
3. Explain and summarize the history of American Prisons and the evolution of parole and the administration of parole services.
4. Demonstrate interpersonal, written, and presentation skills required for successful employment in a criminal justice field.
5. Consistently exhibit ethical behavior and respect for a diverse community, applying services equitably to all people.
6. Identify the characteristics of a responsible member of society and the workforce, and apply these characteristics when working on a team, participating in field-based projects or addressing community issues and needs.
7. Identify and support the challenges faced by individuals with psychological, social, or economic deficits as they regard human rights, access to services, financial strain, and social stigma.
8. Collaborate with other treatment team members from a variety of disciplines and perspectives in the treatment of individuals, families, and other groups.
9. Identify and apply formal and informal support services in the community for justice involved persons as they re-enter society.
10. Exercise effective interpersonal communications and effective counseling skills and group communication techniques while dealing with diverse populations.

Important Note: All students taking Criminal Justice courses will be subject to a criminal background check. A criminal conviction will not automatically prevent a person from being accepted into the program. The applicant would be denied acceptance if they have a “disqualifying conviction” or committed “disqualifying conduct” as defined by the Maine Criminal Justice Academy. Such conviction / conduct prohibits a person from being certified/licensed as a police officer in the State of Maine.

Criminal Justice

Corrections and Probation Option (Online)

Associate in Science — 62 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [CMJ110](#_CMJ101_Introduction_to) | Introduction to Corrections | 3 |
| [CMJ115](#_CMJ115_Probation_and) | Probation and Parole | 3 |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [PHI116](#_PHI116_Criminal_Justice) | Criminal Justice Ethics | 3 |
| [PSY101](#_PSY101_Introduction_to) | Introduction to Psychology | 3 |
| Total | | 16 |
| Semester 2 | | |
| [CMJ201](#_CMJ201_Civil_Liberties) | Civil Liberties | 3 |
| [ENG107](#_ENG107_Speech) | Speech | 3 |
| [HUS213](#_HUS213_Case_Management) | Case Management | 3 |
| [HUS231](#_HUS231_Interviewing_and) | Interviewing and Counseling | 3 |
| [MAT](#_MAT112_Business_Mathematics)115 | Statistics | 3 |
| Total | | 15 |
| Semester 3 | | |
| [CMJ204](#_CMJ204_Victimology) | Victimology | 3 |
| [CMJ245](#_CMJ245_Criminology) | Criminology | 3 |
| [HIS](#_HIS109_History_of) | History Elective | 3 |
| [HUS215](#_HUS215_Crisis_Identification) | Crisis Identification and Resolution | 3 |
| [PSY252](#_PSY252_Criminal_Psychology) | Criminal Psychology | 3 |
| Total | | 15 |
| Semester 4 | | |
| [BIO120](#_BIO120_General_Biology) | General Biology with Lab | 4 |
| [CMJ210](#_CMJ210_The_Juvenile) | The Juvenile Justice System | 3 |
| [CMJ255](#_CMJ255_Corrections_Management) | Corrections Management | 3 |
| [HUS155](#_HUS155_Introduction_to) | Introduction to Substance Use, Poverty and Trauma | 3 |
| [HUS236](#_HUS236_Trauma_and) | Trauma and Recovery | 3 |
| Total | | 16 |

## Criminal Justice (C) Corrections and Probation Option

Certificate - 34 credit hours

**Purpose:** The Certificate in Criminal Justice with a specialization in Corrections and Probation is designed with a three-fold purpose: (1) to prepare graduates for entry level positions relevant to Corrections and Probation Officer Assistants, (2) Prepare students for entry into an associate degree program, and (3) to respond to the growing demand of Corrections and Probation employees seeking to enhance their skills and knowledge base for career advancement.

**Career Opportunities:** Graduates of the program will be qualified for positions such as correctional officers, Probation and Parole Officer Assistants, Re-entry Specialists, Drug Court Caseworkers, Pre-trial Caseworkers, intake worker positions, Victim Witness Advocates, and jail transport officers.

**Program Education Outcomes:** Upon completion of the Certificate in Corrections / Probation in the Criminal Justice Program, the graduate is prepared to:

1. Analyze and evaluate the sociological and psychological theories of crime causation and evaluation of human behavior.
2. Apply critical thinking and problem-solving techniques within the correctional, probation and parole environments.
3. Explain and summarize the history of American Prisons and the evolution of parole and the administration of parole services.
4. Demonstrate interpersonal, written, and presentation skills required for successful employment in a criminal justice field.
5. Consistently exhibit ethical behavior and respect for a diverse community, applying services equitably to all people.
6. Identify the characteristics of a responsible member of society and the workforce, and apply these characteristics when working on a team, participating in field-based projects or addressing community issues and needs.
7. Identify and support the challenges faced by individuals with psychological, social, or economic deficits as they regard human rights, access to services, financial strain, and social stigma.
8. Collaborate with other treatment team members from a variety of disciplines and perspectives in the treatment of individuals, families, and other groups.

Important Note: All students taking Criminal Justice courses will be subject to a criminal background check. A criminal conviction will not automatically prevent a person from being accepted into the program. The applicant would be denied acceptance if they have a “disqualifying conviction” or committed “disqualifying conduct” as defined by the Maine Criminal Justice Academy. Such conviction / conduct prohibits a person from being certified/licensed as a police officer in the State of Maine.

Criminal Justice Option

Certificate Corrections and Probation (Online)

Certificate — 34/ credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [CMJ110](#_CMJ101_Introduction_to) | Introduction to Corrections | 3 |
| [CMJ115](#_CMJ115_Probation_and) | Probation and Parole | 3 |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [HUS125](#_HUS125_Drug,_Substance) or [HUS155](#_HUS155_Introduction_to) | Drugs Substance Use and Recovery / Introduction to Substance Use, Poverty and Trauma | 3 |
| [PHI116](#_PHI116_Criminal_Justice) | Criminal Justice Ethics | 3 |
| Total | | 16 |
| Semester 2 | | |
| [CMJ201](#_CMJ201_Civil_Liberties) or CMJ/HUS Elective | Civil Liberties or CMJ Elective/HUS Elective | 3 |
| [CMJ210](#_CMJ210_The_Juvenile) | The Juvenile Justice System | 3 |
| [CMJ245](#_CMJ245_Criminology) | Criminology | 3 |
| [HUS215](#_HUS215_Crisis_Identification) | Crisis Identification and Resolution | 3 |
| [MAT115](#_MAT115_Statistics:_Concepts) | Statistics: Concept and Methods | 3 |
| [PSY252](#_PSY252_Criminal_Psychology) | Criminal Psychology | 3 |
| Total | | 18 |
| HUS and CMJ Electives | | |
| HUS213 Case Management / HUS231 Interviewing and Counseling /  HUS 151,152,153,154 Science of Series (4 Credits) | | |
| CMJ255 Corrections Management / CMJ204 Victimology | | |

## Diesel and Automotive Engine Overhaul (C)

Certificate — 30 credit hours

**Purpose:** The Diesel and Automotive Engine Overhaul program prepares the students for employment in the engine servicing industry. Instruction covers diesel and gasoline engine theory and techniques of disassembly, inspection, reassembly, and troubleshooting. Technicians use shop manuals, reference charts, diagnostic instruments, and special tools to diagnose equipment malfunctions. Career preparation requires a solid technical background in the areas of engine overhaul, electrical and electronic systems, and fuel systems.

**Career Opportunities**: Graduates of this program may find employment as technicians with automotive service facilities, construction companies, logging companies, farm machinery dealers, heavy equipment dealers, marine engine companies, and farm operators. With experience, graduates may advance to shop supervisor, service manager, resident field service technician, master mechanic, technical representative, or sales representative. Some may become owners of service facilities.

**Program Educational Outcomes:** Upon completion of the certificate curriculum in the Diesel and Automotive Engine Overhaul certificate program, the graduate is prepared to:

1. Understand and apply diesel and gasoline engine theory and techniques of disassembly, inspection, reassembly, and troubleshooting.
2. Use shop manuals, reference charts, diagnostic instruments, and special tools to diagnose equipment malfunctions.
3. Understand and apply knowledge required for repair and maintenance of engine overhaul, electrical and electronic systems, and fuel systems.
4. Qualify for employment as technicians with automotive service facilities, construction companies, logging companies, farm machinery dealers, heavy equipment dealers, marine engine companies, and farm operators.

Diesel and Automotive Engine Overhaul

Certificate — 30 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [MET101](#_MET101_Diesel_Engine) | Diesel Engine Overhaul | 3 |
| [MET103](#_MET103_Principles_of) | Principles of Vehicular Electronics | 2 |
| [MET132](#_MET132_Diesel_Engine) | Diesel Engine Fuel Systems | 1 |
| [MET137](#_MET137_Diesel_Engine) | Diesel Engine Overhaul Lab | 4 |
| [WEL109](#_WEL109_Introductory_Welding) | Introductory Welding | 2 |
| Total | | 16 |
| Semester 2 | | |
| [MAT106](#_MAT106_College_Mathematics) | College Mathematics for Technologies | 3 |
| [MET108](#_MET108_Principles_of) | Principles of Vehicular Performance | 2 |
| MET142 | High Performance Engine | 1 |
| [MET138](#_MET138_Automotive_Engine) | Automotive Engine / Motor Overhaul | 3 |
| [MET139](#_MET139_Automotive_Engine) | Automotive Engine / Motor Overhaul Lab | 5 |
| Total | | 14 |

## Early Childhood Education (AAS)

Associate in Applied Science — 62 credit hours

**Purpose:** The Associate of Applied Science (AAS) degree in Early Childhood Education (ECE) prepares graduates to enter positions in a variety of programs that serve children birth to eight years of age, including programs that serve children with special learning and developmental needs. Through a combination of coursework and practical internships, students gain foundational knowledge of the theories of child development along with opportunities for hands on experience including the delivery of meaningful curriculum, practice of observation and assessment, and the use of positive guidance and discipline strategies. That National Association of Education of Young Children (NAEYC) Professional Preparation Standards are weaved through ECE courses and internship experiences to prepare students with a working knowledge of core values and principles in the profession of early childhood education. The AAS degree may also be a pathway to earning a bachelor’s degree and a teaching certificate.

**Career Opportunities:** ECE graduates are qualified to apply to Maine Department of Education for an Education Technician II certification. It may also be a pathway to Educational Technician III certification and/or bachelor’s degree and teaching certification (the ECE program has articulation agreements with University of Maine Augusta and Farmington). Graduates are qualified to seek positions as assistant teachers at Head Start programs, or occupations working with children at community based programs that serve families and children. Graduates may also choose to open their own child care program through licensing with the Maine Department of Health and Human Services.

**Program Educational Outcomes:** Upon completion of the AAS degree in the Early Childhood Education program and in accordance with the NAEYC Professional Preparation Standards, the graduate is prepared to:

1. Use child development knowledge base to create safe, health, respectful, supportive environments for all young children.
2. Understand the importance of developmental domains – cognitive, physical, social, emotional to design, implement and evaluate meaningful curriculum for each child.
3. Use a variety of developmentally appropriate approaches and instructional strategies to guide children’s development and learning.
4. Understand and conduct observation and assessment to promote positive outcomes for use in development of appropriate goals, curriculum, and teaching strategies for young children.
5. Understand the complex and diverse characteristics of children’s families and communities and build reciprocal relationships that support families.
6. Understand that positive relationships are the foundation of work with young children.
7. Engage in professional behavior and use ethical guidelines to uphold ethical standards as a member of the early childhood profession.

Early Childhood Education

Associate in Applied Science — 62 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [ECE100](#_ECE100_Introduction_to) | Introduction to Early Childhood Education | 3 |
| [EDU180](#_EDU180_Children’s_Literature) | Children’s Literature | 3 |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [PSY101](#_PSY101_Introduction_to) | Introduction to Psychology | 3 |
| [PSY190](#_PSY190_Child_and) | Child and Adolescent Development | 3 |
| Total | | 16 |
| Semester 2 | | |
| [ECE104](#_ECE104_Professional_Development) | Professional Development in Early Childhood Education | 3 |
| [ECE185](#_ECE185_Observation_and) | Observation and Assessment in Early Childhood | 3 |
| [MAT](#_MAT115_Statistics:_Concepts) | Math Elective of [MAT112](#_MAT112_Business_Mathematics) or above | 3 |
| [SED220](#_SED220_Education_of) | Education of Young Children with Special Needs | 3 |
| [SOC101](#_SOC101_Introduction_to) | Introduction to Sociology | 3 |
| Total | | 15 |
| Semester 3 | | |
| [BIO120](#_BIO120_General_Biology) | General Biology | 4 |
| [ECE197](#_ECE197_Field_Experience) | Field Experience in ECE | 3 |
| [ECE210](#_ECE210_Child_Guidance) | Child Guidance and Discipline | 3 |
| [ECE230](#_ECE230_Curriculum_in) | Curriculum in Early Childhood Education (Birth to Age 3) | 3 |
| [ENG107](#_ENG107_Speech) | Speech | 3 |
| Total | | 16 |
| Semester 4 | | |
| [ECE235](#_ECE235_Curriculum_in) | Curriculum in Early Childhood Education (Ages 3-8) | 3 |
| [EDU280](#_EDU280_Internship_in) | Internship in Early Childhood Education | 6 |
| [Elective](#_EDU215_Learning_and) | Approved Education Elective | 3 |
| [HUS255](#_HUS255_Diverse_Care) | Diverse Care in Human Services | 3 |
| Total | | 15 |

## Early Childhood Education (C)

Certificate — 31 credit hours

**Purpose:** The Early Childhood Education CDA certificate program at WCCC is a two-semester, integrated, comprehensive program covering 35 topics in Early Childhood Education in three courses (ECE100, ECE104, and PSY190), and 15 Early Childhood topics in special education and the field experience. Introduction to psychology, sociology of the family, college composition, and basic mathematics are also requirements, which give the student the background foundation for successful completion of the program. This certificate program is equivalent to the first year of an Associate degree in Early Childhood Education program. Students apply for the national CDA credential through the Council for Professional Recognition.

**National Child Development Associate (CDA) Credential:** Those students only interested in the CDA national credential from the Council for Professional Recognition must take the three courses (ECE100, ECE104, and PSY190) and the field experience that cover the 35 Early Childhood topics, which are based on the CDA competency goals and the NAEYC standards. These three courses include many different components, enabling participants to consider course material in small groups, large groups, and individually; with peers locally and across the country; and through written materials, visual images, hands-on activities and group discussion. The courses can be accessed through a distance-learning format if that suits the student. If students are not working in an early childhood setting, they must participate in the two field experiences. Portfolio analysis is available for those professionals already working in the field.

**Career Opportunities:** A CDA credential qualifies students for entry-level classroom, home-based childcare and home visitor positions. This is frequently the first professional milestone that practitioners choose. This option is for students seeking the CDA as a terminal credential at this time.

**Program Educational Outcomes:** Upon completion of the certificate curriculum in the Early Childhood Education program, the graduate is prepared to:

1. Apply for the national CDA credential.
2. Demonstrate how to set up and maintain a healthy, safe environment, and exhibit knowledge of necessary content in areas defined by DHHS licensing, NAEYC developmentally appropriate practices and CDA standards.
3. Understand and demonstrate knowledge of child development and skill in observation.
4. Understand and demonstrate knowledge of the diverse ways in which children learn and develop by providing an environment of learning opportunities that supports their cognitive, social, emotional, and physical growth through developmentally appropriate programming.
5. Create a classroom environment that encourages friendship, cooperation, pro-social behavior, self-control, peer problem solving and active listening.
6. Demonstrate the ability to engage home, community and collegial resources to support students’ learning and well-being.
7. Provide classroom practices that foster positive gender identity, positive racial/cultural identity and positive individual identity.
8. Demonstrate awareness of business and management practices, maintenance and growth of self and legal issues related to the profession.
9. Meet standards established by the National Association for Education of Young Children (NAEYC) and the credentialing guidelines for the Child Development Associate (CDA).
10. Understand and apply knowledge learned in the classroom through completion of a 400-hour supervised field experience.

Early Childhood Education

Certificate — 31 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [ECE100](#_ECE100_Introduction_to) | Introduction to Early Childhood Education | 3 |
| [EDU180](#_EDU180_Children’s_Literature) | Children’s Literature | 3 |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [PSY101](#_PSY101_Introduction_to) | Introduction to Psychology | 3 |
| [PSY190](#_PSY190_Child_and) | Child and Adolescent Development | 3 |
| Total | | 16 |
| Semester 2 | | |
| [ECE104](#_ECE104_Professional_Development) | Professional Development in Early Childhood Education | 3 |
| [ECE185](#_ECE185_Observation_and) | Observation and Assessment in Early Childhood | 3 |
| [HUS255](#_HUS255_Diverse_Care) | Diverse Care in Human Services | 3 |
| [MAT](#_MAT115_Statistics:_Concepts) | Math Elective of [MAT112](#_MAT112_Business_Mathematics) or above | 3 |
| [SED220](#_SED220_Education_of) | Education of Young Children with Special Needs | 3 |
| Total | | 15 |

## Education (AS)

Associate in Science — 62 credit hours

**Purpose:** The Education program at WCCC provides a comprehensive introduction to the field of education, especially for those considering teaching as a future career. The curriculum, which includes a strong background in liberal studies like English, mathematics, speech, and the social sciences, provides students with the opportunity to gain extensive knowledge about learning preferences, instructional techniques, developmentally appropriate practice, behavior management, special education, curriculum development, instructional technology, cultural competency, and a variety of other pertinent educational topics. An internship is integral to the program and may be completed at the student’s place of employment if appropriate. Students with extensive working experience in schools may be granted up to 6 credits in lieu of the internship.

**Career Opportunities:** Graduates who hold an Associate degree in Education meet the requirements of the Maine Department of Education (DOE) for certification as Educational Technician II and other one-on-one positions in schools and child and family facilities as community or behavioral aides. In addition, graduates who wish to proceed to a teacher certification program at a four-year college, an articulation agreement is in place with the University of Maine at Augusta.

**Program Education Outcomes:** Upon completion of the Associate in Science Degree in Education, the graduate is prepared to:

1. Apply current principles of child development to sustain a developmentally appropriate educational environment for children.
2. Use a variety of assessment methods to plan curriculum that promotes positive outcomes for all students using National and State standards.
3. Use a variety of instructional strategies to meet diverse learning needs of students.
4. Continue professional growth through reflective practice and continuing education.
5. Research, analyze, and reflect on contemporary cultural issues, in relation to the delivery of special education services including providing accommodations for exceptionalities.

Education (AS)

Associate in Science — 62 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [PSY101](#_PSY101_Introduction_to) | Introduction to Psychology | 3 |
| [EDU103](#_EDU103_Introduction_to) | Introduction to Education, School, and Community | 3 |
| [EDU180](#_EDU180_Children’s_Literature) | Children’s Literature | 3 |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [MAT](#_MAT115_Statistics:_Concepts) | Math Elective [MAT112](#_MAT112_Business_Mathematics) or Higher | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| Total | | 16 |
| Semester 2 | | |
| [BIO120](#_BIO120_General_Biology) | General Biology | 4 |
| Elective | Humanities/Creative Arts | 3 |
| [ENG107](#_ENG107_Speech) | Speech | 3 |
| [PSY190](#_PSY190_Child_and) | Child and Adolescent Development | 3 |
| [SED282](#_SED282_Teaching_the) | Teaching the Exceptional Child in the Regular Classroom | 3 |
| Total | | 16 |
| Semester 3 | | |
| [EDU215](#_EDU215_Learning_and) | Learning and the Brain | 3 |
| [EDU](#_EDU225_Teaching,_Learning) | Education Elective | 3 |
| [HUS255](#_HUS255_Diverse_Care) | Diverse Care in Human Services | 3 |
| [SED235](#_SED235_Behavior_Management) | Behavior Management Techniques | 3 |
| [SOC101](#_SOC101_Introduction_to) | Introduction to Sociology | 3 |
| Total | | 15 |
| Semester 4 | | |
| [EDU](#_EDU225_Teaching,_Learning) | Education Elective | 3 |
| [EDU245](#_EDU245_Assessment_and) | Assessment and RTI | 3 |
| [EDU280](#_EDU280_Internship_in) | Internship in ECE, Elementary or High School | 6 |
| [PHI101](#_PHI101_Introduction_to) | Introduction to Philosophy | 3 |
| Total | | 15 |

## Electromechanical Instrumentation Technology (AAS)

Associate in Applied Science — 63 credit hours

**Purpose:** The Electromechanical Instrumentation Technology Associate in Applied Science Degree is designed to provide students with additional knowledge beyond our Residential and Commercial Electricity program in the areas of Programmable Logic Controls, Instrumentation, Computer Electronics, and Physics. Graduates of this program will have solid skills to work in the production, manufacturing and process industries. The graduate will possess knowledge of the control process in manufacturing and production, troubleshooting, and maintaining such systems.

**Career Opportunities:** Graduates from the program will be prepared to assume positions in manufacturing facilities where the process is computer controlled and involves programmable logic circuits and both electronic and pneumatic control. This program has been developed through a cooperative partnership with the local paper production industry. It is designed, however, to be applicable to a variety of manufacturing and production industries. Students will have the opportunity to start careers in the manufacturing sector locally and regionally as well as transfer to four-year programs in the engineering fields.

The student must be a graduate of a Regional Technical Center Electrical Program or equivalent, earn an SAT or Accuplacer score high enough to qualify for Math 106, or pass high school algebra with a C or better.

**Program Educational Outcomes:** Students who successfully complete the Associates in Applied Science degree in Electromechanical Instrumentation Technology will be able to:

1. Understand and apply knowledge in layout, assembly, installation, and troubleshooting of fixtures, devices, services, heating systems, pumps, motors, and motor controls used in residential, commercial, and industrial locations.
2. Understand and apply knowledge of electrical theory and techniques of the trade, including blueprint reading, wiring, pipe bending, motor control, switching, and power circuits.
3. Demonstrate ability to understand requirements of the National Electrical Code in all wiring installations.
4. Qualify for employment opportunities with manufacturing facilities, companies using process control systems, and industrial maintenance and troubleshooting companies.

Electromechanical Instrumentation Technology

Associate in Applied Science — 63 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [REY131](#_REY131_Residential_&) | Residential and Commercial Electricity Technology I | 2 |
| [REY152](#_REY152_Residential_&) | Residential and Commercial Electricity Technology II | 8 |
| [TEC150](#_TEC150_Electronic_Principles) | Electronic Principles I | 3 |
| Total | | 17 |
| Semester 2 | | |
| [NEC111](#_NEC111_National_Electrical) | National Electrical Code | 3 |
| [PSY101](#_PSY101_Introduction_to) | Introduction to Psychology | 3 |
| [REY181](#_REY181_Residential_&) | Residential and Commercial Electricity Technology III | 9 |
| [TEC151](#_TEC151_Electronic_Principles) | Electronic Principles II | 3 |
| Total | | 18 |
| Semester 3 | | |
| [DRG124](#_DRG124_Print_Reading,) | Print Reading, Sketching, and Introduction to CAD | 3 |
| [EIT180](#_EIT180_Programmable_Logic) | Programmable Logic Control I | 3 |
| [EIT250](#_EIT250_Industrial_Electrical) | Industrial Electrical Troubleshooting | 3 |
| [ENG210](#_ENG210_Technical_Writing) | Technical Writing | 3 |
| [MAT127](#_MAT127_College_Algebra) | College Algebra | 3 |
| Total | | 15 |
| Semester 4 | | |
| [EIT225](#_EIT225_Industrial_Instrumentation,) | Industrial Instrumentation, Automation and Process Control | 3 |
| [EIT240](#_EIT240_Programmable_Logic) | Programmable Logic Control II | 3 |
| [Elective](#_ENG208_Creative_Writing) | Art/Humanity/Social Science Elective | 3 |
| [PHY120](#_PHY120_Physics) | Physics | 4 |
| Total | | 13 |

## Entrepreneurship (C)

Certificate — 34 credit hours

**Purpose:** With over 95 percent of Maine’s businesses being considered small, the enterprise and entrepreneurship certificate will prepare and support all new venture and presently industrialized businesses. This certificate will prepare the entrepreneur in dealing with lending institutions, employer/employee laws, maintaining their own payroll, accounts receivable/payable, and marketing skills.

**Career Opportunities:** This certificate will prepare and support a workforce of small business to be self-reliant by providing them with the skills in managing and operating their businesses and helping them to pursue their endeavors.

**Program Educational Outcomes:** Upon completion of the certificate, the graduate is prepared to:

1. Develop an understanding of the entrepreneurship and the entrepreneurial process.
2. Develop an understanding of the entrepreneurship and new venture creation in economic development.
3. Evaluate the necessary qualities and characteristics of the successful entrepreneurial profile.
4. Develop a basic Small Business Plan.
5. Understand the interrelationships between the elements of business management and entrepreneurial undertaking.

Entrepreneurship

Certificate — 34 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [BUS110](#_BUS110_Introduction_to) | Introduction to Business | 3 |
| [BUS132](#_BUS132_Business_Law) | Business Law | 3 |
| [BUS160](#_BUS160_Entrepreneurship_and) | Entrepreneurship and New Venture Practices | 3 |
| [BUS240](#_BUS240_Advertising_and) | Advertising & Marketing | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [MAT112](#_MAT112_Business_Mathematics) | Business Math | 3 |
| [PHI115](#_PHI115_Ethics) | Ethics | 3 |
| Total | | 19 |
| Semester 2 | | |
| Elective | Elective | 3 |
| [BUS140](#_BUS140_Accounting_Principles) | Accounting Principles I | 3 |
| [BUS215](#_BUS215_Business_Management) | Business Management | 3 |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [PSY105](#_PSY105_Human_Relations) | Human Relations | 3 |
| Total | | 15 |
| Elective — 3 credits | | |
| [MAT Elective](#_MAT130_College_Algebra) | Math/Science | 3 |
| [BUS176](#_BUS176_QuickBooks_Computerized) | QuickBooks Computerized Accounting | 3 |
| [BUS230](#_BUS230_Supervisory_Management) | Supervisory Management | 3 |
| [BUS255](#_BUS255_International_Business) | International Business | 3 |
| [CPT123](#_CPT123_Electronic_Spreadsheet) | Electronic Spreadsheet | 3 |
| [CTT144](#_CTT144_Web_Page) | Web Page Design | 3 |

## Heating Technology (C)

Certificate — 35 credit hours

**Purpose:** The Heating Technology certificate prepares the student with the skills and knowledge used for careers in the heating industry. Students learn how to assemble, maintain, and repair heating systems according to the code specifications of the National Fire Protection Association. The safe and efficient use of tools and materials is stressed as students work in a shop and at a one-week co-op with different types of heating systems. Instruction in the related skills of blueprint reading, mathematics, soldering, and electrical applications is included.

**Career Opportunities:**Upon successful completion of the certificate, graduates are eligible to take the State of Maine journeyman oil burner license examination and are qualified for employment with heating contractors, fuel oil companies, in maintenance positions, or as sales personnel. Additional experience may provide graduates with opportunities as managers, supervisors, or operators of their own business.

**Program Educational Outcomes:** Upon completion of the Heating Technology certificate, the graduate is prepared to:

1. Operate and maintain tools and test equipment.
2. Analyze and troubleshoot equipment.
3. Identify and adhere to propane industry standards, safety codes, and regulations.
4. Service and repair heating equipment.
5. Assemble, maintain, and repair heating systems according to code specifications of the National Fire Protection Association.
6. Safely and efficiently use tools and materials required for operation of heating systems.
7. Understand and apply knowledge of blueprint reading, mathematics, soldering, and electrical applications related to heating systems.
8. Demonstrate eligibility to take the State of Maine journeyman oil burner license examination.
9. Qualified for employment with heating contractors, fuel oil companies, in maintenance positions, or as sales personnel.

Heating Technology

Certificate — 35 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Description | Credits |
| Semester 1 | | |
| [DRG124](#_DRG124_Print_Reading,) | Print Reading, Sketching and Intro to CAD | 3 |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [HVAC100](#_HTG132_Heating_Technology) | Heating Technology I | 10 |
| Total | | 17 |
| Semester 2 | | |
| [HVAC105](#_HTG123_Electricity_in) | Electricity in the HVAC Industry | 3 |
| [HVAC110](#_HTG153_Heating_Technology) | Heating Technology II | 9 |
| [MAT106](#_MAT106_College_Mathematics) | College Mathematics for Technologies | 3 |
| [PSY10](#_PSY101_Introduction_to)1 | Introduction to Psychology | 3 |
| Total | | 18 |

## Heating, Ventilation, and Air Conditioning (HVAC) Technology (AAS)

Associate in Applied Science — 64 credit hours

**Purpose:** The HVAC/R Applied Science Degree is designed to develop an industry-necessary and relevant training program that will utilize the new-age technologies to prepare the future technicians of the HVAC/R industry. The AAS degree will:

1. Prepare graduates for entry- and intermediate-level positions relevant to the Maine’s growing HVAC/R Industry.
2. Prepare graduates with knowledge and experience through industry partnerships, whereby lecture and in-person lab-based experiential learning occurs in house and through internships in the field as well as on-site learning.
3. Provide individuals already working in the HVAC/R field the opportunity to upgrade their skills and knowledge base for career advancement with a college degree and an avenue to work toward more necessary licensure.
4. Identify, and integrate opportunities for students to utilize appropriate cutting-edge technology and advanced tool operation skillsets in their learning experience.
5. Provide the required classroom learning component for industry-led apprenticeship programs, sponsored by WCCC through both the Certificate and AAS programming.
6. Be well-informed by partnership with industry experts and the Maine State Fuel Board to ensure responsive alignment with current industry needs, Laws and Rules, other training programs and initiatives, and current and future workforce needs.

**Career Opportunities:** Graduates of the program will be qualified and able to be licensed to work as a Field Technician in all aspects of the HVAC/R trade, as an Outside Salesperson for wholesale companies such as F.W. Webb, System Design Engineer, Code Enforcement Officer for state or local government to name a few.

**Program Educational Outcomes:** Upon completion of the Associate in Applied Science Degree in HVAC/R, the graduate is prepared to:

1. Identify and apply the basic theories, principles, and practices of the HVAC/R trade: including regulations, nomenclature, and best practices for customer service and system maintenance
2. Identify system components and controls of oil, gas, and refrigeration appliances.
3. Identify and systematically troubleshoot common problems and components.
4. Identify and adhere to regulatory and safety protocols and standards in the HVAC/R trade.
5. Evaluate career pathways in the HVAC/R industry, weighing the pros and cons, rewards, and demands in order to think critically and make informed decisions.
6. Use best practices when working with customers, using proper techniques for good customer relations.
7. Ability to complete the Maine State exam for Journeyman Oil Burner License
8. Complete the Maine State exam for Appliance Service and Connection gas license

Heating, Ventilation, and Air Conditioning (HVAC) Technology

Associate in Applied Science — 64 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Description | Credits |
| Semester 1 | | |
| [DRG124](#_DRG124_Print_Reading,) | Print Reading, Sketching and Intro to CAD | 3 |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [HVAC100](#_HTG132_Heating_Technology) / [HVAC120](#_HVC120_Refrigeration_and) | Heating Technology I / Refrigeration and Air Conditioning Technology I | 10 |
| Total | | 17 |
| Semester 2 | | |
| [HVAC105](#_HTG123_Electricity_in) | Electricity in the HVAC Industry | 3 |
| [HVAC110](#_HTG153_Heating_Technology) / [HVAC130](#_HVC130_Refrigeration_and) | Heating Technology II / Refrigeration and Air Conditioning Technology II | 9 |
| [MAT106](#_MAT106_College_Mathematics) | College Mathematics for Technologies | 3 |
| [PSY10](#_PSY101_Introduction_to)1 | Introduction to Psychology | 3 |
| Total | | 18 |
| Semester 3 | | |
| [ENG210](#_ENG210_Technical_Writing) / [ENG107](#_ENG107_Speech) | Technical Writing / Speech | 3 |
| Elective | General Elective | 3 |
| [HVAC100](#_HTG132_Heating_Technology) / [HVAC120](#_HVC120_Refrigeration_and) | Heating Technology I / Refrigeration and Air Conditioning Technology I | 10 |
| Total | | 16 |
| Semester 4 | | |
|  |  |  |
| [PHY120](#_PHY120_Physics) | Physics | 4 |
| [HVAC110](#_HTG153_Heating_Technology) / [HVAC130](#_HVC130_Refrigeration_and) | Heating Technology II / Refrigeration and Air Conditioning Technology II | 9 |
| Total | | 13 |

## Heavy Equipment Maintenance (C)

Certificate — 31 credit hours

**Purpose:** The Heavy Equipment Maintenance program prepares students for maintenance jobs in the forestry, trucking, earth moving, or construction industries. Through intensive shop and field-oriented courses, students are introduced to a variety of heavy equipment and learn to operate and maintain, repair, and rebuild it. Emphasis is placed on the maintenance of drive train, running gear, external engine components, and hydraulic systems, as well as on the proper operation of bulldozers, trucks, pay-loaders, backhoes, and other heavy equipment.

**Career Opportunities:** Graduates of this certificate program may find entry-level employment as heavy equipment operators or mechanics for construction companies, logging companies, farm operations, or equipment dealers.

**Program Educational Outcomes:** Upon completion of the certificate curriculum in this program, the graduate is prepared to:

1. Demonstrate knowledge of safety issues via OSHA certification as well as certifications in Red Cross, First Aid, and CPR.
2. Operate, maintain, repair, and rebuild a variety of heavy equipment.
3. Maintain drive train, running gear, external engine components, and hydraulic systems.
4. Properly operate bulldozers, trucks, pay-loaders, backhoes, and other heavy equipment.
5. Qualify for employment as entry-level operators or technicians for construction, logging, farm operations, or equipment dealers.

Heavy Equipment Maintenance

Certificate — 31 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [MET100](#_MET100_General_Service) | General Service | 3 |
| [MET102](#_MET102_Introduction_to) | Introduction to OSHA Safety/First Aid/CPR | 3 |
| [MET150](#_MET150_Introduction_to) | Introduction to Equipment Operations | 2 |
| [MET162](#_MET162_Equipment_Maintenance) | Heavy Equipment Maintenance Project | 4 |
| Total | | 16 |
| Semester 2 | | |
| [MAT106](#_MAT106_College_Mathematics) | College Mathematics for Technologies | 3 |
| [MET 146](#_MET146_Intro_to) | Intro to Diesel Engines | 1 |
| [WEL109](#_WEL109_Introductory_Welding) | Introductory Welding | 2 |
| Choose 3 from the following courses: | | |
| [MET152](#_MET152_Heavy_Duty) | Heavy Duty Brakes | 3 |
| [MET153](#_MET153_Steering_and) | Steering & Suspension | 3 |
| [MET158](#_MET158_Heavy_Duty) | Heavy Duty Electrical Systems | 3 |
| [MET159](#_MET159_Power_Trains) | Power Trains | 3 |
| [MET220](#_MET220_Equipment_Hydraulics) | Equipment Hydraulics | 3 |
| [MET221](#_MET221_Mobile_Air) | Heavy Equipment HVAC | 3 |
| Total | | 15 |

## Heavy Equipment Operation (C)

Certificate — 28 credit hours

**Purpose:** The Heavy Equipment Operations program prepares students for operations jobs in the forestry, trucking, earth moving, or construction industries. Through intensive shop and field-oriented courses, students are introduced to a variety of heavy equipment and learn to operate and maintain, repair, and rebuild it. Emphasis is placed on the maintenance of drive train, running gear, external engine components, and hydraulic systems, as well as on the proper operation of bulldozers, trucks, pay-loaders, backhoes, and other heavy equipment.

**Career Opportunities:** Graduates of this certificate program may find entry-level employment as heavy equipment operators or mechanics for construction companies, logging companies, farm operations, or equipment dealers.

**Program Educational Outcomes:** Upon completion of the certificate curriculum in this program, the graduate is prepared to:

1. Demonstrate knowledge of safety issues via OSHA certification as well as certifications in Red Cross, First Aid, and CPR.
2. Operate, maintain, repair, and rebuild a variety of heavy equipment.
3. Maintain drive train, running gear, external engine components, and hydraulic systems.
4. Properly operate bulldozers, trucks, pay-loaders, backhoes, and other heavy equipment.
5. Qualify for employment as entry-level operators or technicians for construction, logging, farm operations, or equipment dealers.

Heavy Equipment Operations

Certificate — 28 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [MET100](#_MET101_Diesel_Engine) | General Service | 3 |
| [MET102](#_MET102_Introduction_to) | Introduction to OSHA Safety/First Aid/CPR | 3 |
| [MET150](#_MET150_Introduction_to) | Introduction to Equipment Operations | 2 |
| [MET151](#_MET151_Equipment_Operation) | Heavy Equipment Operation Project | 4 |
| Total | | 16 |
| Semester 2 | | |
| [MAT106](#_MAT106_College_Mathematics) | College Mathematics for Technologies | 3 |
| [MET155](#_MET155_Grade_Work) | Grade Work | 3 |
| [MET156](#_MET156_Forklift_Operation) | Forklift Operation and Maintenance | 2 |
| [MET157](#_MET157_Crane_Theory) | Crane Theory and Operation | 2 |
| [WEL109](#_WEL109_Introductory_Welding) | Introductory Welding | 2 |
| Total | | 12 |

## Human Services (AAS)

Associate in Applied Science — 62 credit hours

**Purpose:** The Human Services Program prepares students in a number of areas to enter the human services or medical fields as entry-level caseworkers. A series of foundational courses and experience that provide skills for a range of employment opportunities based on a solid foundation of service delivery and understanding of human growth and development. It will qualify students for skilled entry into a specialty of their choice. The program will provide opportunities for personal and professional growth through applied and classroom instruction, community involvement, and practical experience under direct supervision of professionals in local agencies.

**Career Opportunities:** Positions available in the field include case managers in both the human services and medical fields, volunteer coordinators for various agencies, human service specialists, and substance abuse counselors. Students have the option to receive the MHRT/C.

Program Learning Outcomes: Upon completion of the Associate in Applied Science degree in Human Services, the graduate is prepared to:

1. Demonstrate knowledge of the human services professions, its' history and structures, and the implications of social policy on the helping professions.
2. Exercise effective interpersonal communications techniques when dealing with diverse populations.
3. Understand and demonstrate basic counseling skills and group communications techniques.
4. Exercise professional ethics in all matters pertaining to the helping relationship and the workplace.
5. Exhibit professional conduct in a human services organization including legal and ethical responsibilities and demonstrated understanding of roles and boundaries.
6. Demonstrate knowledge of the formal and informal support systems in the community. Show an understanding of and skill at, accessing available resources.
7. Collaborate with other treatment team members from a variety of disciplines and perspectives in the treatment of individuals, families, and other groups.
8. Demonstrate awareness of the challenges faced by individuals with psychological, social or economic deficits as they regard human rights, access to services, financial strain, and social stigma.
9. Establish and engage in a process of continued personal and professional growth in order to remain personally healthy and professionally competent.

Human Services

Associate in Applied Science — 62 credit hours

|  |  |  |
| --- | --- | --- |
| Course# | Course Title | Credits |
| Semester 1 | | |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [HUS101](#_HUS101_Introduction_to) | Introduction to Human Services | 3 |
| [HUS125](#_HUS125_Substance_Abuse) | Drug, Substance Use and Recovery | 3 |
| [MAT Elective](#_MAT115_Statistics:_Concepts) | Math Elective of [MAT112](#_MAT112_Business_Mathematics) or above | 3 |
| [PSY101](#_PSY101_Introduction_to) | Introduction to Psychology | 3 |
| Total | | 16 |
| Semester 2 | | |
| BIO/SCI | Any BIO/SCI with Lab | 4 |
| Elective | English/Communications Elective | 3 |
| [HUS213](#_HUS213_Case_Management) | Case Management | 3 |
| [HUS231](#_HUS231_Interviewing_and) | Interviewing and Counseling | 3 |
| [PHI115](#_PHI115_Ethics) | Ethics | 3 |
| Total | | 16 |
| Semester 3 | | |
| [HUS204](#_HUS204_Human_Service) | Human Services Internship I | 3 |
| [HUS210](#_HUS210_Ethics_and) | Ethics and Policy in Human Services | 3 |
| [HUS219](#_HUS219_Community_Mental) | Community Mental Health | 3 |
| HUS Elective | Human Services Elective | 3 |
| [SED220](#_SED220_Education_of) or [SED235](#_SED235_Behavior_Management) | Education of Young Children with Special Needs or Behavior Management | 3 |
| Total | | 15 |
| Semester 4 | | |
| [HUS236](#_HUS236_Trauma_and) | Trauma and Recovery | 3 |
| [HUS240](#_HUS240_Group_Process) | Group Process and Procedure | 3 |
| [HUS255](#_HUS255_Diverse_Care) | Diverse Care in Human Services | 3 |
| HUS Elective | Human Services Elective | 3 |
| Elective | Arts/Humanities/Social Science Elective | 3 |
| Total | | 15 |

## Liberal Studies (AA)

Associate in Arts — 62 or 63 credit hours

**Purpose:** The Liberal Studies program is designed to provide a foundation of study that prepares students to transfer to four-year colleges and universities. The curriculum is built on a foundation of general education and electives to develop depth in the background knowledge required for further study. In some cases, where an Associate Degree is an employer’s defined minimum credential, the degree serves as a terminal degree for employment.

The program includes a minimum of 62 or 63 credits of course work with 32 of the credits comprising a required core of courses and 30 or 31 of the credits comprising selected electives transferable to the student’s desired baccalaureate program of study.

**Career Opportunities:** Employment and occupational outlook studies continue to show the value of post-secondary education to a person’s career opportunities and earning potential. Many employers look upon the Associate Degree as a minimum requirement for skilled occupations. In addition, the Associate Degree can serve as a platform of accomplishment for pursuing additional education and career goals.

**Program Educational Outcomes:** Upon completion of the Associate in Arts Degree in the Liberal Studies program, the graduate is prepared to:

1. Demonstrate knowledge in writing, speaking, science, mathematics, computer literacy, the humanities, critical thinking, problem solving, and human-relations in both the professional and personal sphere.
2. Transfer credits earned through completion of the Liberal Studies program to a baccalaureate program at a four-year institution.
3. Pursue technical programs that meet his/her abilities, needs and desires.
4. Demonstrate critical thinking skills that enhance employment opportunities and earning potential.
5. Enter the workforce, as many employers look upon the Associate Degree as the minimum requirement for skilled occupations.

Liberal Studies

Associate in Arts — 62 or 63 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Program Core — 28 credit hours | | |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [ENG107](#_ENG107_Speech) | Speech | 3 |
| [ENG212](#_ENG212_Introduction_to) | Introduction to Literature | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [HIS117](#_HIS117_World_History) | World History to 1715 | 3 |
| [HIS119](#_HIS119_World_History) | World History from 1715 to Present | 3 |
| [MAT127](#_MAT127_College_Algebra)/[MAT115](#_MAT115_Statistics:_Concepts) | College Algebra/Statistics | 3 |
| [PHI114](#_PHI114_Environmental_Ethics)/[PHI115](#_PHI115_Ethics) | Environmental Ethics or Ethics | 3 |
| [PSY101](#_PSY101_Introduction_to) | Introduction to Psychology | 3 |
| [SOC101](#_SOC101_Introduction_to) | Introduction to Sociology | 3 |
| Science Core — 4 credit hours | | |
| Students must choose a Laboratory Science course from [BIO](#_BIO112_Marine_Biology), [CHY](#_CHY110_Fundamentals_of), or [ENV](#_ENV110_Field_Natural) | | |
| Creative Arts Elective — Choose 3 credit hours | | |
| [ART105](#_ART105_Drawing_for) | Drawing for Beginners | 3 |
| [ART201](#_ART201_Mixed_Media) | Mixed Media Artwork | 3 |
| [ENG208](#_ENG208_Creative_Writing) | Creative Writing | 3 |
| [ENG214](#_ENG214_Literature_and) | Literature and Film | 3 |
| English Elective — Choose 3 credit hours | | |
| [ENG203](#_ENG203_Special_Topics) | Special Topics in Literature | 3 |
| [ENG208](#_ENG208_Creative_Writing) | Creative Writing | 3 |
| [ENG209](#_ENG209_Shakespeare) | Shakespeare | 3 |
| [ENG215](#_ENG215_Contemporary_American) | Contemporary American Fiction | 3 |
| [ENG214](#_ENG214_Literature_and) | Literature and Film | 3 |
| Humanities Elective — Choose 3 credit hours | | |
| [HIS112](#_HIS112_American_History) | American History to Reconstruction | 3 |
| [HIS113](#_HIS113_American_History) | American History from Reconstruction | 3 |
| [HIS115](#_HIS115_Maine_History) | Maine History | 3 |
| [PHI101](#_PHI101_Introduction_to) | Intro to Philosophy | 3 |
| [PHI114](#_PHI114_Environmental_Ethics) | Environmental Ethics | 3 |
| Math/Science Elective — Choose 3 or 4 credit hours | | |
| Students may choose any [MAT](#_MAT115_Statistics:_Concepts) course numbered 115 or higher or an additional Science course from [BIO](#_BIO112_Marine_Biology), [CHY](#_CHY110_Fundamentals_of), or [ENV](#_ENV110_Field_Natural) | | |
| Social Science Elective — Choose 3 credit hours | | |
| [PSC101](#_PSC101_American_National) | American National Government | 3 |
| [PSY105](#_PSY105_Human_Relations) | Human Relations | 3 |
| [PSY190](#_PSY190_Child_and) | Child and Adolescent Development | 3 |
| [SOC102](#_SOC102_Sociology_of) | Sociology of the Family | 3 |
| General Electives 15 Credits | | |
| Students are responsible for choosing these courses with the advice of their advisor and the transfer counselor to ensure a seamless 2+2 transfer to their intended baccalaureate major. | | |

## Liberal Studies Health Occupations (C)

Certificate — 30 or 31 credit hours

**Purpose:** The Health Occupations Certificate is designed as a preparation program for students wishing to enter occupations in health careers at a Maine Community College campus, a University of Maine campus, or Maine private college health program. The program is structured to encourage career exploration and provide guidance to students of opportunities as they prepare to apply to their chosen health degree program.

**Career Opportunities:** Successful completion of the program qualifies graduates to transfer into a two or four-year health degree program. Transfer programs could lead to a career in nursing, medical assisting, physical therapy, phlebotomy, respiration therapy, health information management, or radiology.

**Program Educational Outcomes:** Upon completion of the Certificate in Health Occupations, the graduate is prepared to:

1. Form and test scientific hypothesis, evaluate empirical evidence, and reflect upon and learn from mistakes.
2. Employ clear, concise, and consistent written and verbal communication skills and practice active listening techniques.
3. Locate, analyze, synthesize, and evaluate information.
4. Read with comprehension and critically analyze arguments.
5. Calculate, analyze, and communicate conclusions using both qualitative and quantitative data.
6. Synthesize and evaluate meaning based upon philosophical, literary, or multidisciplinary perspectives.
7. Identify and evaluate ethical concerns from a theoretical, professional and/or cultural perspective.

Liberal Studies Health Occupations

Certificate — 30 or 31 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [BIO225](#_BIO225_Anatomy_and) | Anatomy & Physiology I | 4 |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [MDT125](#_MDT125_Medical_Terminology) | Medical Terminology | 3 |
| [PSY101](#_PSY101_Introduction_to) | Introduction to Psychology | 3 |
| Total | | 14 |
| Semester 2 | | |
| [BIO235](#_BIO235_Anatomy_and) | Anatomy & Physiology II | 4 |
| [ENG107](#_ENG107_Speech) | Speech | 3 |
| [MAT115](#_MAT115_Statistics:_Concepts) | Statistics | 3 |
| Medical or Science Elective | Medical or Science Elective | 3 or 4 |
| [PHI115](#_PHI115_Ethics) | Ethics | 3 |
| Total | | 16-17 |

## Mechanical Technology (AAS)

Associate in Applied Science — 61 credit hours

**Purpose:** The intent of the AAS curriculum is to allow students maximum flexibility in the selection of subject matter. Students may pursue a curriculum focus in automotive technology, operation or maintenance of heavy equipment, engine overhaul or other combinations of courses to meet their interests and career objectives. Students must complete four semesters as prescribed within the chosen technology.

Technology program curriculum that can be used:

* Automotive Technology
* Diesel and Automotive Engine Overhaul
* Heavy Equipment Operations
* Heavy Equipment Maintenance
* Powersport Equipment/Small Engine Technician
* Welding Technology

**Career Opportunities:** Graduates of this program will have a multi-faceted background enabling them to pursue employment in the field of their choice.

**Program Educational Outcomes:** Upon completion of the Associate in Applied Science Degree in the Mechanical Technology program, the graduate is prepared to:

1. Demonstrate safe work habits in compliance with industry standards set forth by the mechanical technology area of their concentration.
2. Qualify for employment in a variety of areas of mechanical technology, depending on his/her areas of study.

Mechanical Technology

Associate in Applied Science — 61 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [MET](#_MET101_Diesel_Engine) or [WEL](#_WEL109_Introductory_Welding) | Mechanical Technology Electives – any MET and/or WEL designation\*\* | 7-11\* |
| Total | | 11-15 |
| Semester 2 | | |
| [MAT106](#_MAT106_College_Mathematics) | College Mathematics for Technologies | 3 |
| [MET](#_MET101_Diesel_Engine) or [WEL](#_WEL109_Introductory_Welding) | Mechanical Technology Electives – any MET and/or WEL designation\*\* | 7-11\* |
| [WEL109](#_WEL109_Introductory_Welding) | Introductory Welding | 2 |
| Total | | 12-16 |
| Semester 3 | | |
| [Elective](#_BUS110_Introduction_to) | Business Elective | 3 |
| [Elective](#_BIO220_Microbiology_with) | Math/Science (above the 100 level) | 3 |
| [ENG210](#_ENG210_Technical_Writing) | Technical Writing | 3 |
| [MET](#_MET101_Diesel_Engine) or [WEL](#_WEL109_Introductory_Welding) | Mechanical Technology Electives – any MET and/or WEL designation\*\* | 7-11\* |
| Total | | 16-20 |
| Semester 4 | | |
| [DRG124](#_DRG124_Print_Reading,) | Print Reading, Sketching, and Intro to CAD | 3 |
| [Elective](#_PSY105_Human_Relations) | Social Science Elective | 3 |
| [MET](#_MET101_Diesel_Engine) or [WEL](#_WEL109_Introductory_Welding) | Mechanical Technology Electives – any MET and/or WEL designation\*\* | 7-11\* |
| Total | | 13-17 |
| \* Minimum of 7 MET/WEL, Maximum of 11 MET/WEL credits per semester to total 37 MET/WEL credits. | | |
| \*\* Students must obtain a certificate in Welding Technology to be eligible for the WEL electives to apply to an A.A.S. in Mechanical Technology. | | |

## Mechanical Technology (C)

Certificate — 32 credit hours

**Purpose:** The intent of the Mechanical Technology certificate curriculum is to allow students maximum flexibility in the selection of subject matter. Students must complete two semesters as prescribed within the chosen technology.

Technology program curriculum that can be used:

* Automotive Technology
* Diesel and Automotive Engine Overhaul
* Heavy Equipment Operations
* Heavy Equipment Maintenance
* Powersport Equipment/Small Engine Technician
* Welding Technology

**Career Opportunities:** Graduates of this program will have a multi-faceted background enabling them to pursue employment in the field of their choice.

**Program Educational Outcomes:** Upon completion of the certificate curriculum in the Mechanical Technology certificate program, the graduate is prepared to:

1. Demonstrate safe work habits in compliance with industry standards set forth by the mechanical technology area of their concentration.
2. Qualify for employment in a variety of areas of mechanical technology, depending on their areas of study.

Mechanical Technology

Certificate — 32 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [MET](#_MET101_Diesel_Engine) Elective | Mechanical Technology Electives (any MET designation) | 6 |
| [MET100](#_MET100_General_Service) | General Service | 3 |
| [MET102](#_MET102_Introduction_to) | Introduction to OSHA Safety/First Aid/CPR | 3 |
| [MET103](#_MET103_Principles_of) | Principles of Vehicular Electronics | 2 |
| [WEL109](#_WEL109_Introductory_Welding) | Introductory Welding | 2 |
| Total | | 17 |
| Semester 2 | | |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [MAT106](#_MAT106_College_Mathematics) | College Mathematics for Technologies | 3 |
| [MET](#_MET101_Diesel_Engine) Elective | Mechanical Technology Electives (any MET designation) | 7 |
| [MET107](#_MET107_Introduction_to) | Introduction to Engine Operation | 2 |
| Total | | 15 |

## Mechanical Technology with Specialization in Passenger Vehicle (AAS)

Associate in Applied Science — 68 credit hours

**Purpose:** The Mechanical Technology with Specialization in Passenger Vehicle program prepares students for success as vehicle service mechanics. This program offers training in the testing, diagnosis, and servicing of passenger and light commercial motor vehicles. The program enables students to develop skills needed for the diagnosis as well as repair and maintenance of vehicle systems to include brakes, suspension and steering, electrical/electronics, engine performance, drive trains, heating and air conditioning, and all aspects of engine work.

In addition to classroom study where background knowledge is acquired, shop projects involving work on vehicles provide students with practical experiences where emphasis is placed on developing competence with electronic and other test equipment and the completion of work in accordance with automotive industry standards.

**Career Opportunities:** The automotive service industry offers a wide variety of career opportunities with excellent chances of advancement. Some of the occupations students may pursue in the automotive service field include general service technician, specialty technician, diagnostic technician, automotive machinist, service writer/advisor, service manager, parts counter attendant, parts manager, and manufacturer’s service and/or parts representative.

**Program Educational Outcomes**: Upon completion of this Mechanical Technologies program, the graduate is prepared to:

1. Demonstrate safe work habits in compliance with industry standards set forth by the mechanical technology area of their concentration.
2. Understand and apply principles of testing, diagnosis, and servicing of passenger and light commercial motor vehicles.
3. Diagnose, repair, and maintain electrical and ignition systems, brakes, drive trains, steering and suspension, and all aspects of engine work.
4. Apply theoretical knowledge of electronic and other test equipment in practical settings.
5. Complete tasks in accordance with industry and ASE certification standards.
6. Qualify for employment in a variety of positions, including general service technician, specialty technician, diagnostic technician, automotive machinist, service writer/advisor, service manager parts, counter attendant, parts manager and manufacturer’s service and/or parts representative.

Mechanical Technology with Specialization in Passenger Vehicle

Associate in Applied Science — 686credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [MET103](#_MET103_Principles_of) | Principles of Vehicular Electronics | 2 |
| [MET114](#_MET114_Vehicular_Electrical) | Vehicular Electrical Systems I | 1 |
| [MET115](#_MET115_Vehicular_Electrical) | Vehicular Electrical Systems II | 2 |
| [MET116](#_MET116_Braking_Systems) | Braking Systems I | 1 |
| [MET117](#_MET117_Braking_Systems) | Braking Systems II | 2 |
| [MET120](#_MET120_Transmission_and) | Transmission and Drive Train | 3 |
| [WEL109](#_WEL109_Introductory_Welding) | Introductory Welding | 2 |
| Total | | 17 |
| Semester 2 | | |
| [MAT106](#_MAT106_College_Mathematics) | College Mathematics for Technologies | 3 |
| [MET107](#_MET107_Introduction_to) | Introduction to Engines Operation | 2 |
| [MET108](#_MET108_Principles_of) | Principles of Vehicular Performance | 2 |
| [MET112](#_MET112_Engine_Performance) | Engine Performance & Diagnostics I | 1 |
| [MET113](#_MET113_Engine_Performance) | Engine Performance & Diagnostics II | 2 |
| [MET118](#_MET_118_Steering) | Steering and Suspension I | 1 |
| [MET119](#_MET119_Steering_and) | Steering and Suspension II | 2 |
| [MET121](#_MET121_Heating_and) | Heating & Air Conditioning Systems | 3 |
| [MET123](#_MET123_Maine_State) | Maine State Inspection | 1 |
| [MET126](#_MET136_Principles_of) | Principles of EV/Hybrid Vehicles | 2 |
| Total | | 19 |
| Semester 3 | | |
| [ENG210](#_ENG210_Technical_Writing) | Technical Writing | 3 |
| [Elective](#_BUS110_Introduction_to) | Business Elective | 3 |
| [Elective](#_BIO220_Microbiology_with) | Math/Science (above the 100 level) | 3 |
| [MET101](#_MET101_Diesel_Engine) | Diesel Engine Overhaul | 3 |
| [MET132](#_MET132_Diesel_Engine) | Diesel Engine Fuel Systems | 1 |
| [MET137](#_MET137_Diesel_Engine) | Diesel Engine Overhaul Lab | 4 |
| Total | | 17 |
| Semester 4 | | |
| [DRG124](#_DRG124_Print_Reading,) | Print Reading, Sketching, and Intro to CAD | 3 |
| [MET138](#_MET138_Automotive_Engine) | Automotive Engine & Motor Overhaul | 3 |
| [MET139](#_MET139_Automotive_Engine) | Automotive Engine & Motor Overhaul Lab | 5 |
| [MET142](#_MET142_High_Performance) | High Performance Engines | 1 |
| Elective | Social Science Elective ([PSY10](#_PSY101_Introduction_to)1 or [SOC 101](#_SOC101_Introduction_to) or [SOC102](#_SOC102_Sociology_of) ) | 3 |
| Total | | 15 |

## Medical Assisting (AAS)

Associate in Applied Science — 64 credit hours

**Purpose:** This two-year Medical Assistant program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Medical Assisting Education Review Board. This program provides students with expertise in fulfilling the day-to-day operations of a medical office. Medical assistants manage both administrative and clinical duties of a health occupation organization. Duties include, but are not limited to, preparing exam room, administering blood pressure, greeting and scheduling patients, arranging hospital laboratory services, billing, typing correspondence, answering the phone, and assisting patients.

**Career Opportunities:** Positions available include medical assistant in a physician’s office, office manager, office assistant, medical secretary, transcriptionist, coder/abstractor, unit secretary, patient registration, receptionist, billing manager, billing clerk, or medical records clerk.

**Program Educational Outcomes:** All students enrolled in the Medical Assisting Program must maintain 80% on all competencies within the program to graduate. Upon completion of the Associate in Applied Science degree in the Medical Assistant program, the graduate is prepared to:

1. Demonstrate knowledge of medical relationships and effective communication skills among physicians, patients, and families while balancing ethical principles of health care law and standards.
2. Demonstrate dedication to the field of patient care with diverse administrative and clinical skills for a variety of patient care settings.
3. Exhibit behaviors of cultural awareness, empathy, and sensitivity appropriate for today’s health care setting and patients.
4. Exhibit skills, knowledge, and performance to be prepared to meet medical assistant training needs specifically tailored to Washington County health care community while also meeting national standards.
5. Qualify for a variety of medical assisting health care positions and to be eligible for national exam.
6. AAMA — American Association of Medical Assistants, Certified Medical Assisting Exam (CMA)
7. AMT — American Medical Technologist, Registered Medical Assisting Exam (RMA)

**Program Goals:** To prepare medical assistants to meet competency in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

**Occupational Risks:** Medical Assisting is a profession with many rewards, as practitioners can perform both administrative and clinical services, filling several roles in a variety of healthcare environments. The Bureau of Labor Statistics clearly outlines that it is a growth field, with an anticipated 18% growth from 2020 to 2030.

Medical Assistants work directly with providers and patients, with the goal of providing healthcare and ensuring patient safety. It is a position with a great deal of responsibility. As with any healthcare position, there are certain occupational risks that come into play with being a medical assistant, and those hazards include the following:

* Exposure to infectious diseases
* Sharps injuries
* Bloodborne pathogens and biological hazards
* Chemical and drug exposure
* Ergonomic hazards from lifting, sitting, and repetitive tasks
* Latex allergies
* Stress
* Workplace Violence

At the same time, there are protections set up with the Occupational Safety and Health Act (OSHA), and those protections are particularly important within a healthcare environment. OSHA has a series of standards that protect the safety of healthcare workers and patients.

Accredited medical assisting programs are required to teach students about the hazards that they face on the job and the protocols that can be put into place to ensure a workplace culture that prioritizes safety.

**Technical Standards:** Technical standards are requirements for admission to or participation in WCCC’s Medical Assisting Program. The standards, skills & performance requirements are required of every participant entering the Medical Assisting program.

Technical standards are abilities that must be met with or without accommodations. A student seeking admission into the Medical Assisting Program at Washington County Community College should carefully review these technical standards.

Consistent with the requirements of state and federal law, the College provides reasonable accommodations for students with documented disabilities. If you have a disability for which you believe you may need an accommodation, including any required to perform the below-described abilities, please contact the College’s Coordinator of Accessibility Services at 454-1093 or visit the Coordinator of Accessibility Services at the TRIO office.

The Medical Assistant specializes in the application of scientific knowledge and theory in the skillful performance of their profession. Therefore, all applicants should be able to:

Physical Standards:

* Transport Requirements: 50 pounds. Transport and place equipment and patients up to 50 pounds. Support and assist patients in and out of a wheelchair and on and off an examination table. The frequency of the transport requirement is 0-25% of the time.
* Transport requirement 200 pounds. (Transporting a patient weighing 200 pounds in a wheelchair).
* Average percent of the time during a regular workday spent moving; positioning oneself in low, tight spaces; accessing items above head height, etc.is 25%.
* Perform CPR, assist patients, and to retrieve items from cabinets located below waist level.
* Access items above shoulder height, and or position oneself to operate the examination table, adjust equipment, or obtain supplies.
* Exhibit fine motor skills. Ability to , grasp, pinch, to operate equipment and delicate instruments such as microscopes, and sphygmomanometers, and perform tasks such as phlebotomy, electrocardiography, drawing up and administering parenteral medications, prepare and place small containers of potentially biohazardous specimens (one inch by one inch), using sample measuring devices such as capillary tubes, setting up and maintaining a sterile field, putting on personal protective equipment, and operating controls on instruments and equipment, operating multi-line telephone systems, computer keyboards, and ten-key adding machines, and the ability to talk on the telephone and write simultaneously. Perform fine motor skills without shaking.

Tactile Standards

* Palpate pulses, muscle contractions, bony landmarks, and edema.
* Differentiate between temperature and pressure variations.

Visual Standards

* Identify and perceive information in the preparation and administration of all forms of medication, the performance of diagnostic laboratory procedures, and observation necessary for patient assessment and care.
* Identify and accurately perceive numbers and letters on instruments, equipment, computer screens, and paper.
* Discriminate shapes and colors to identify reagents and other materials such as laboratory media, stained preparations, and the physical properties of various body fluids.
* All the above with or without corrective devices.

Auditory Standards

* Communicate with patients and members of the health care team either in person or over the telephone.
* Detect heart sounds, blood pressure sounds, and patient distress sounds to assess the health needs of patients.
* Detect instrument timers and alarms.
* Express oneself over the telephone, paging systems, or intercom to communicate with patients and other members of the health care team.
* All of the above, with or without corrective devices.

Communication Standards

* Adequate communication skills (verbal, nonverbal, and written) to interact effectively with individuals.

Cognitive Standards

* Sufficient intellectual and emotional functions to plan and implement assigned duties in a responsible manner.
* Function safely, responsibly, and effectively under stressful situations.
* Remain alert to surroundings and potential emergencies.
* Interact effectively and appropriately with patients, families, and coworkers.
* Display attitudes and actions consistent with ethical standards of medical assisting.
* Maintain composure while managing and prioritizing multiple tasks.
* Communicate an understanding of the principles of confidentiality, respect, tact, politeness, collaboration, teamwork, and discretion.
* Handle difficult interpersonal situations in a calm and tactful manner.
* Remain calm, rational, decisive, and in control at all times, especially during emergency situations.
* Maintain cleanliness and personal grooming consistent with close personal contact.
* Function without causing harm to others if under the influence of prescription or over-the-counter medication.
* Function without causing harm to others. This would include situations that may result from any mental or physical conditions.

Medical Assisting

Associate in Applied Science — 64 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| COMP140 | Digital Fluency in the Modern Workplace | 3 |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [MAT106](#_MAT106_College_Mathematics) | College Mathematics for Technologies or higher | 3 |
| [MDT103](#_MDT103_Introduction_to) | Introduction to Medical Assisting | 3 |
| [MDT125](#_MDT125_Medical_Terminology) | Medical Terminology | 3 |
| Total | | 16 |
| Semester 2 | | |
| [BUS205](#_BUS205_Business_Communications) | Business Communications | 3 |
| [MDT130](#_MDT130_Medical_Office) | Medical Office Management | 3 |
| [MDT134](#_MDT133_Medical_Documentation) | Medical Documentation | 3 |
| [MDT136](#_MDT135_Clinical_Office) | Clinical Office Procedures I | 3 |
| [MDT221](#_MDT221_Insurance_Coding) | Insurance Coding and Billing | 3 |
| Total | | 15 |
| Semester 3 | | |
| [BIO130](#_BIO130_Human_Anatomy) | Human Anatomy and Physiology | 4 |
| [BUS230](#_BUS230_Supervisory_Management) | Supervisory Management | 3 |
| [MDT223](#_MDT223_Phlebotomy_and) | Phlebotomy and Infection Control | 3 |
| [MDT228](#_MDT227_Introduction_to) | Introduction to Pharmacology | 3 |
| [MDT236](#_MDT235_Clinical_Office) | Clinical Office Procedures II & Lab | 4 |
| Total | | 17 |
| Semester 4 | | |
| Elective | Elective | 3 |
| [MDT240](#_MDT240_Medical_Assisting) | Medical Assisting Capstone | 3 |
| [MDT245](#_MDT245_Clinical_Medical) | Clinical Medical Cooperative Practicum | 4 |
| [PHI115](#_PHI115_Ethics) | Ethics | 3 |
| [PSY101](#_PSY101_Introduction_to) or [PSY105](#_PSY105_Human_Relations) | Introduction to Psychology or Human Relations | 3 |
| Total | | 16 |

## Medical Office Technology (C)

Certificate — 31 credit hours

**Purpose:** With the medical industry’s climate changing almost daily, the demand for office professionals trained in health care is growing. The MOT program prepares students to become professionally dedicated to assisting in patient care and proficient in a number of skills. The MOT professional transcribes dictation, greets patients, schedules appointments, maintains medical records, bills patients and insurance companies for office visits and treatments, and may assist physicians with reports and articles. Office professionals in medicine have the opportunity to work in a variety of settings. Medical office professionals are necessary to the smooth operation of physician’s offices, clinics, and other health care facilities.

**Career Opportunities:** Career options include office manager, office assistant, medical secretary, transcriptionist, coder/abstractor, unit secretary, patient registration, receptionist, billing manager, billing clerk, or medical records clerk.

**Program Educational Outcomes:** Upon completion of the certificate curriculum in the medical office technology program, the graduate is prepared to:

1. Demonstrate understanding of commonly used medical terms that are encountered in physical exams, medical correspondence, x-ray and pathological reports. Evaluate and perform medical office procedures including specialties of medical transcription.
2. Take specialized clerical positions in medical administration, including records management, billing, and insurance claims.
3. Utilize word processing and accounting applications.
4. Demonstrate professional conduct and interpersonal communication skills with patients, health care professionals, and the public.
5. Qualify for medical office positions in clinics, hospitals, doctors’ offices, and home health care facilities.

Medical Office Technology

Certificate — 31 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| COMP140 | Digital Fluency in the Modern Workplace | 3 |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [MAT106](#_MAT106_College_Mathematics) | College Mathematics for Technologies or higher | 3 |
| [MDT103](#_MDT103_Introduction_to) | Introduction to Medical Assisting | 3 |
| [MDT125](#_MDT125_Medical_Terminology) | Medical Terminology | 3 |
| Total | | 16 |
| Semester 2 | | |
| [BUS205](#_BUS205_Business_Communications) | Business Communications | 3 |
| [MDT130](#_MDT130_Medical_Office) | Medical Office Management | 3 |
| [MDT134](#_MDT133_Medical_Documentation) | Medical Documentation | 3 |
| [MDT136](#_MDT135_Clinical_Office) | Clinical Office Procedures I | 3 |
| [MDT221](#_MDT221_Insurance_Coding) | Insurance Billing and Coding | 3 |
| Total | | 15 |

## Nursing (AS)

Associate of Science — 69 credit hours (with pre-requisite semester)

**Purpose:** The Nursing Program at Washington County Community College is designed to provide students with the opportunity to enter nursing and transfer to bachelor’s degree programs in nursing. Educational mobility exhibited by the nursing program at Washington County Community College gives students the opportunity to develop and augment technical skills and knowledge based on a balanced educational program.

The A.S. in Nursing is an appropriate fit for the program mix at Washington County Community College and a complement to the allied health programs currently offered. This program will not replace any current programs offered at Washington County Community College. The college has renovated dedicated space for the program and invested in the most advanced technology to support the ADN program.

**Career Opportunities:** There are numerous career opportunities as a Registered Nurse. By pursuing a degree in Nursing, students can look forward to opportunities caring for individuals across the lifespan. Students can work in acute care, outpatient clinic settings, long term or assisted living facility settings, home health settings, and many other specialties areas. After completion of the associate degree nursing program students can continue their education and expand their career opportunities. Students interested in pursuing higher degrees in nursing can look forward to careers in leadership roles, nursing education, and as advanced practice providers should they choose to become nurse practitioners.

**Program Educational Outcomes:** Upon completion of the Associate in Science degree in Nursing, the graduate is prepared to:

1. Provide patient-centered holistic care, utilizing the nursing process, to individuals and families across the life span and the wellness-illness continuum.
2. Formulates own professional leadership style with integrity by effectively using skills such as advocacy, communication, and education with the entire patient care team.
3. Provide safe and ethical care utilizing evidence-based practice to support the decision-making process and improve quality of care.
4. Provide safe and effective care while demonstrating professional communication, collaboration, and leadership ability.
5. Provides safe and ethical care founded in evidence-based practice through the utilization of informatics and technology to support decision making and quality of care.
6. Demonstrate legal and ethical accountability for the delivery of caring and competent nursing care using professional communication with interdisciplinary team members.
7. Values professional leadership and integrity by effectively using advocacy, communication, and education with the entire patient care team.
8. Develop effective communication skills that foster mutual respect and shared decision-making in the healthcare setting.
9. Values the unique psychosocial, physical, and cultural attributes of the older adult to promote healthy aging, while providing safe and effective evidence-based care.

Nursing

**PRE-REQUISTE SEMESTER – 13 credit hours**

Must achieve a C+ or higher in pre-requisite courses.

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 (Summer) | | |
| [BIO225](#_BIO225_Anatomy_and) | Anatomy and Physiology with Lab | 4 |
| [ENG101](#_ENG101_College_Composition) | English Composition | 3 |
| [MAT115](#_MAT115_Statistics:_Concepts) | Statistics | 3 |
| [PSY101](#_PSY101_Introduction_to) | Introduction to Psychology | 3 |
| Total | | 13 |

Nursing

Associate of Science — 69 credit hours (with pre-requisite semester)

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 2 (Fall) | | |
| [BIO235](#_BIO235_Anatomy_and) | Anatomy and Physiology II with Lab | 4 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [NUR103](#_NUR103_Foundations_of) | Foundations of Nursing | 8 |
| [PSY207](#_PSY207_Developmental_Psychology) | Developmental Psychology | 3 |
| Total | | 16 |
| Semester 3 (Spring) | | |
| [BIO220](#_BIO220_Microbiology_with) | Microbiology with Lab | 4 |
| [NUR110](#_NUR110_Pharmacology) | Pharmacology | 3 |
| [NUR137](#_NUR137_Nursing_Across) | Nursing Across the Lifespan I | 8 |
| Total | | 15 |
| Semester 4 (Summer) | | |
| [ENG212](#_ENG212_Introduction_to) | Introduction to Literature | 3 |
| [NUR254](#_NUR254) | Nursing Across the Lifespan II | 8 |
| Total | | 11 |
| Semester 5 (Fall) | | |
| [ENG107](#_ENG107_Speech) | Speech | 3 |
| [NUR280](#_NUR280) | Nursing Across the Lifespan III | 10 |
| [NUR282](#_NUR282) | Transition into Nursing Practice | 1 |
| Total | | 14 |

## Outdoor Leadership (AAS) Adventure Recreation & Tourism Option

Associate in Applied Science — 63 credit hours

**Purpose:** The purpose of the Adventure Recreation & Tourism option of the Outdoor Leadership program is to equip students with a strong foundation in economic, cultural, and environmental studies related to the Adventure Tourism industry through a variety of challenging and engaging field experiences. This knowledge base allows students to make informed decisions while promoting environmental and cultural stewardship. The Adventure Recreation and Tourism program balances theoretical knowledge with hands-on, practical skills, enabling students to take effective leadership roles in planning, coordinating, and guiding recreational adventures.

**Career Opportunities:** Successful completion of the program qualifies graduates for a variety of positions in the adventure tourism industry including tour operator, parks interpreter, recreation coordinator, and Maine guide in sea kayaking, recreation, hunting and fishing.

**Program Educational Outcomes:** Upon completion of the Associate in Applied Science degree in the Adventure Recreation and Tourism Program, the graduate is prepared to:

1. Demonstrate understanding of the knowledge, technical skills and credentials necessary to work in various facets of the industry.
2. Understand and apply knowledge concerning safety and conscientious stewardship of the environment.
3. Demonstrate adventure tourism leadership.
4. Demonstrate ability to support adventure, nature and outdoor recreation activities that are part of the Washington County community.
5. Demonstrate eligibility to take several State tests for licensure in the adventure recreation and tourism industry.
6. Qualify for employment in nature-related travel and outdoor recreation businesses or to start their own businesses.

Outdoor Leadership

Adventure Recreation & Tourism Option

Associate in Applied Science — 63 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [ADV105](#_ADV_105_Introduction) | Introduction to Sea Kayaking | 1 |
| [ADV114](#_ADV114_Ropes_Course) | Ropes Course Facilitation | 2 |
| [ADV119](#_ADV119_Wilderness_Expedition) | Wilderness Expedition Skills I | 4 |
| [ADV141](#_ADV141_The_Maine) | The Maine Environment I | 1.5 |
| [ENG101](#_ENG101_College_Composition) | English Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [MAT](#_MAT112_Business_Mathematics) | Math Elective of [MAT112](#_MAT112_Business_Mathematics) or higher | 3 |
| [PFT100](#_PFT100_Physically_Fit) | Physically Fit for Duty | 1 |
| Total | | 16.5 |
| Semester 2 | | |
| [ADV115](#_ADV_115_Outdoor) | Outdoor Leadership | 3 |
| [ADV121](#_ADV_121_Wilderness) | Wilderness Expedition Skills II | 4 |
| [ADV125](#_ADV_125_Tourism) or [ADV260](#_ADV260_Foundations_of) | Tourism Seminar or Foundations of Outdoor Therapy | 3 |
| [ADV142](#_ADV142_The_Maine) | The Maine Environment II | 1.5 |
| [ADV175](#_ADV175_Practicum_in) | Practicum in Adventure Recreation | 3 |
| [EMS114](#_EMS114_Wilderness_Advanced) | Wilderness Advanced First Aid | 1.5 |
| Total | | 16 |
| Semester 3 | | |
| [ADV](#_ADV_100_Introduction) | Adventure Recreation Elective | 3 |
| [ADV226](#_ADV226_Adventure_Programming) | Adventure Programming | 3 |
| [BUS](#_BUS110_Introduction_to) | Business Elective | 3 |
| [HIS115](#_HIS115_Maine_History) | Maine History | 3 |
| [PHI114](#_PHI114_Environmental_Ethics) | Environmental Ethics | 3 |
| Total | | 15 |
| Semester 4 | | |
| [ADV](#_ADV_100_Introduction) | Adventure Recreation Elective | 3 |
| [ADV250](#_ADV250_Capstone_Project) | Capstone | 3 |
| [CMJ224](#_CMJ224_Basic_Search) | Search and Rescue | 1 |
| [COM200](#_COM200_Environmental_Interpretation) | Principles of Interpretation | 3 |
| [Lab Science Elective](#_BIO112_Marine_Biology) | 4-Credit Lab Science Elective | 4 |
| [EMS116](#_EMS116_Wilderness_First) | Wilderness First Responder Bridge | 1.5 |
| Total | | 15.5 |

## Outdoor Leadership (C) Adventure Recreation & Tourism Option

Certificate — 32 credit hours

**Purpose:** The purpose of the Adventure Recreation & Tourism option of the Outdoor Leadership Certificate program is to equip students with a strong foundation of economic, cultural, and environmental studies related to the Adventure Recreation & Tourism industry through a variety of challenging and engaging field experiences. This knowledge base allows students to make informed decisions while promoting environmental and cultural stewardship. The Adventure Recreation & Tourism certificate balances theoretical knowledge with hands-on, practical skills, enabling students to take effective leadership roles in planning, coordinating, and guiding recreational adventures.

**Career Opportunities:** Successful completion of the program qualifies graduates for a variety of positions in the adventure tourism industry including tour operator, parks interpreter, recreation coordinator, and Maine guide in sea kayaking, recreation, hunting and fishing.

**Program Educational Outcomes:** Upon completion of the Certificate in the Adventure Recreation and Tourism Program, the graduate is prepared to:

1. Demonstrate understanding of the knowledge, technical skills and credentials necessary to work in various facets of the industry.
2. Understand and apply knowledge concerning safety and conscientious stewardship of the environment.
3. Demonstrate adventure tourism leadership.
4. Demonstrate ability to support adventure, nature and outdoor recreation activities that are part of the Washington County community.
5. Demonstrate eligibility to take several State tests for licensure in the adventure recreation and tourism industry.
6. Qualify for employment in nature-related travel and outdoor recreation businesses or to start their own businesses.

Outdoor Leadership

Adventure Recreation & Tourism Option

Certificate — 32 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [ADV105](#_ADV_105_Introduction) | Introduction to Sea Kayaking | 1 |
| [ADV114](#_ADV114_Ropes_Course) | Ropes Course Facilitation | 2 |
| [ADV119](#_ADV119_Wilderness_Expedition) | Wilderness Expedition Skills I | 4 |
| [ADV141](#_ADV141_The_Maine) | The Maine Environment I | 1.5 |
| [ENG101](#_ENG101_College_Composition) | English Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [MAT](#_MAT112_Business_Mathematics) | Math Elective of [MAT112](#_MAT112_Business_Mathematics) or higher | 3 |
| [PFT100](#_PFT100_Physically_Fit) | Physically Fit for Duty | 1 |
| Total | | 16.5 |
| Semester 2 | | |
| [ADV115](#_ADV_115_Outdoor) | Outdoor Leadership | 3 |
| [ADV121](#_ADV_121_Wilderness) | Wilderness Expedition Skills II | 4 |
| [ADV142](#_ADV142_The_Maine) | The Maine Environment II | 1.5 |
| [ADV175](#_ADV175_Practicum_in) | Practicum in Adventure Recreation | 3 |
| [CMJ224](#_CMJ224_Basic_Search) | Search and Rescue | 1 |
| [EMS114](#_EMS114_Wilderness_Advanced) | Wilderness Advanced First Aid | 1.5 |
| [EMS116](#_EMS116_Wilderness_First) | Wilderness First Responder Bridge | 1.5 |
| Total | | 15.5 |

## Outdoor Leadership (AAS) Adventure Therapy Option

Associate in Applied Science — 63.5 credit hours

**Purpose:** The Adventure Therapy option of the Outdoor Leadership program at Washington County Community College was created in response to the increasing demand for qualified, trained outdoor professionals in adventure-based and nature-based therapy. This program focuses on providing students the skills needed to provide front-line support services to clients in adventure-based and nature-based therapeutic programs in Maine, across the country, and around the world. Adventure Therapy provides students with the opportunity to combine training in outdoor leadership skills with counseling and facilitation skills, allowing them to lead and facilitate adventure-based and wilderness-based therapeutic experiences using effective techniques to help clients cope with and overcome various behavioral, cognitive, social, and affective disorders. This hands-on, experiential program utilizes Maine's natural environment as a classroom, allowing students to study how adventure-based and nature-based therapeutic programs are transforming people's lives.

**Career Opportunities:** Successful completion of the program qualifies graduates to work as field guides, recovery coaches, program directors, and other support positions for organizations that specialize in providing adventure-based and wilderness-based therapeutic programs in the outdoor behavioral health field.

**Program Educational Outcomes:** Upon completion of the Associate in Applied Science degree in Outdoor Leadership Adventure Therapy, the graduate is prepared to:

1. Identify and apply principles of self-care and personal leadership in a variety of challenging outdoor environments.
2. Research and discuss the history and importance of various types of outdoor programs.
3. Identify and apply effective risk management concepts before, during, and after various outdoor activities.
4. Identify and apply various leadership theories related to outdoor leadership and programming.
5. Identify and interpret various components of the natural world.
6. Research common ethical viewpoints and formulate a personal environmental ethic.
7. Create and deliver outdoor programs that address a specific set of outcomes.
8. Identify and apply outdoor technical skills to meet industry standards specific to various certifications and licensures.
9. Explain the role that risk and wilderness play in providing a therapeutic experience.
10. Identify various forms of crisis and formulate appropriate plans to manage its impact.

Outdoor Leadership

Adventure Therapy Option

Associate in Applied Science — 63.5 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [ADV105](#_ADV_105_Introduction) | Introduction to Sea Kayaking | 1 |
| [ADV119](#_ADV119_Wilderness_Expedition) | Wilderness Expedition Skills I | 4 |
| [ADV141](#_ADV141_The_Maine) | The Maine Environment I | 1.5 |
| [ADV114](#_ADV114_Ropes_Course) | Ropes Course Facilitation | 2 |
| [PFT100](#_PFT100_Physically_Fit) | Physically Fit for Duty | 1 |
| [MAT](#_MAT112_Business_Mathematics) | Math Elective of [MAT112](#_MAT112_Business_Mathematics) or higher | 3 |
| [ENG101](#_ENG101_College_Composition) | English Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| Total | | 16.5 |
| Semester 2 | | |
| [ADV115](#_ADV_115_Outdoor) | Outdoor Leadership | 3 |
| [ADV121](#_ADV_121_Wilderness) | Wilderness Expedition Skills II | 4 |
| [ADV142](#_ADV142_The_Maine) | The Maine Environment II | 1.5 |
| [ADV175](#_ADV175_Practicum_in) | Practicum in Adventure Recreation | 3 |
| [ADV260](#_ADV260_Foundations_of) | Foundations of Outdoor Therapy | 3 |
| [EMS114](#_EMS114_Wilderness_Advanced) | Wilderness Advanced First Aid | 1.5 |
| Total | | 16 |
| Semester 3 | | |
| [HUS125](#_HUS125_Substance_Abuse) | Drug, Substance Use and Recovery | 3 |
| [HUS](#_HUS102_Topics_in)/[ADV](#_ADV_100_Introduction) Elective | Any HUS or ADV Elective | 3 |
| [Lab Science Elective](#_BIO112_Marine_Biology) | 4-Credit Lab Science Elective | 4 |
| [PHI114](#_PHI114_Environmental_Ethics) | Environmental Ethics | 3 |
| [PSY101](#_PSY101_Introduction_to) | Intro to Psychology | 3 |
| Total | | 16 |
| Semester 4 | | |
| [Elective](#_BUS240_Advertising_and) | Any Elective | 3 |
| [COM200](#_COM200_Environmental_Interpretation) | Environmental Interpretation | 3 |
| [HUS231](#_HUS231_Interviewing_and) | Interviewing and Counseling | 3 |
| [HUS236](#_HUS236_Trauma_and) | Trauma and Recovery | 3 |
| [HUS240](#_HUS240_Group_Process) | Group Process | 3 |
| Total | | 15 |

## Phlebotomy (C)

Certificate — 25 credit hours

**Purpose:** The Phlebotomy Certificate program is a one-year certificate program designed to prepare students for entry-level positions as phlebotomists and laboratory technicians in hospitals, clinics, and other medical facilities. Phlebotomists draw blood from patients in preparation for medical testing. A phlebotomy technician is an integral member of the medical laboratory team whose primary function is the collection of blood samples from patients by venipuncture or dermal puncture. The phlebotomy technician facilitates the collection and transportation of laboratory specimens and is often the patients only contact with the medical laboratory.

Students will also participate in a Phlebotomy Internship. This internship provides practical phlebotomy experience in a clinical setting. WCCC partners with both Calais Regional Hospital and Downeast Community Hospital.

**Career Opportunities:** Upon successful completion of this program, the graduates will be qualified to sit for the Phlebotomy Technician Certification Exam offered by the American Medical Technologies (AMT). Graduates will become certified phlebotomists upon passing the exam.

**Program Educational Outcomes:** Upon completion of the Phlebotomy program, the graduate is prepared to:

1. Match laboratory requisition forms to specimen tubes.
2. Dispose of contaminated sharps, in accordance with applicable laws, standards, and policies.
3. Draw blood from veins by vacuum tube, syringe, or butterfly venipuncture methods.
4. Dispose of blood or other biohazard fluids or tissue, in accordance with applicable laws, standards, or policies.
5. Draw blood from capillaries by dermal puncture, such as heel or finger stick methods.
6. Enter patient, specimen, insurance, or billing information into computer.
7. Organize or clean blood-drawing trays, ensuring that appropriate instruments are sterile and all needles, syringes, or related items are of first-time use.
8. Collect fluid or tissue samples, using appropriate collection procedures.
9. Collect specimens at specific time intervals for tests, such as those assessing therapeutic drug levels.
10. Transport specimens or fluid samples from collection sites to laboratories
11. Prepare for the phlebotomy technician (RBT) certification exam through the American Medical Technologies (AMT).

Phlebotomy

Certificate — 25 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| COMP140 | Digital Fluency in the Modern Workplace | 3 |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [MDT125](#_MDT125_Medical_Terminology) | Medical Terminology | 3 |
| [MDT223](#_MDT223_Phlebotomy_and) | Phlebotomy and Infection Control | 3 |
| Total | | 13 |
| Semester 2 | | |
| [MAT106](#_MAT106_College_Mathematics) | College Math for Technologies | 3 |
| [MDT222](#_MDT222_Phlebotomy_Internship) | Phlebotomy Internship | 3 |
| [MDT230](#_MDT230_Phlebotomy_Capstone) | Phlebotomy Capstone | 3 |
| [PSY105](#_PSY105_Human_Relations) | Human Relations | 3 |
| Total | | 12 |

## Powersport Equipment/Small Engine Technician (C)

Certificate — 29 credit hours

**Purpose:** The Powersport Equipment/Small Engine Technician Certificate program has been developed to train students as professional entry-level outdoor power propulsion and small engine technicians through a combination of theory and hands on experience. The program prepares students to maintain and repair a variety of outdoor equipment. Students will be introduced to the skills and knowledge to be capable of diagnosing mechanical failures quickly and accurately on various types of two- and four-cycle small engines that are presently used to power lawn mowers, snow blowers, generators, garden tractors, rototillers, snowmobiles, ATVs, handheld power equipment (chainsaws, trimmers, blowers, etc.) and personal watercrafts. Students who perform satisfactorily may find employment as service technicians, sales personnel, equipment rental staff, parts counter, set-up personnel, and factory representatives or may wish to open their own business.

**Program Educational Outcomes:** Upon completion of the Certificate in Powersport Equipment/Small Engine Technician, the graduate is prepared to:

1. Demonstrate a foundation in theory, technology, equipment, safety and industry standards.
2. Understand and apply basic principles of testing, diagnosis, and servicing of small engines, outdoor power equipment, recreational power equipment and power sport equipment.
3. Understand and apply basic principles regarding repair and maintenance.
4. Identify, diagnose, and solve mechanical equipment/engine problems.
5. Apply theoretical knowledge and skills, and complete repair and maintenance tasks in accordance with the Equipment and Engine Training Council (EETC) and the outdoor Power Equipment and Engine Service Association (OPEESA).
6. Apply theoretical knowledge of electronic and other test equipment in practical settings.
7. Demonstrate professionalism.
8. Interpret service information.
9. Work towards EETC 4 Stoke Technician certification.
10. Work towards Briggs & Stratham and Kohler Engine certifications.
11. Work towards Stihl Bronze training.
12. Work towards Mercury Outboard Technician certification.

Powersport Equipment/Small Engine Technician

Certificate — 29 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [MET103](#_MET103_Principles_of) | Principles of Vehicular Electronics | 2 |
| [MET170](#_MET170_Small_Engine) | Small Engine Repair and Tune-up | 3 |
| [MET172](#_MET172_Power_Equipment) | Power Equipment Electrical Systems and Generators | 3 |
| [MET195](#_MET195_Outdoor_Powered) | Outdoor Powered Equipment Vehicle Repair and Maintenance | 3 |
| Total | | 15 |
| Semester 2 | | |
| [MAT106](#_MAT106_College_Mathematics) | Mathematics for Technologies | 3 |
| [MET171](#_MET171_Power_Equipment) | Power Equipment Drivelines/Hydraulics | 3 |
| [MET173](#_MET173_Marine_and) | Marine and Personal Watercraft Repair and Maintenance | 3 |
| [MET190](#_MET190_Recreational_Vehicles) | Recreational Vehicles Operation and Maintenance | 3 |
| [WEL109](#_WEL109_Introductory_Welding) | Introductory Welding | 2 |
| Total | | 14 |

## Refrigeration and Air Conditioning Technology (C)

Certificate — 35 credit hours

**Purpose:** The Refrigeration and Air Conditioning Technology certificate prepares the student with the skills and knowledge used for careers in the refrigeration and air conditioning industry. Students learn how to assemble, maintain, and repair refrigeration and air conditioning systems according to the code specifications of the National Fire Protection Association. The safe and efficient use of tools and materials is stressed as students work in a shop and at a one-week co-op with different types of refrigeration and air conditioning systems. Instruction in the related skills of blueprint reading, mathematics, soldering, and electrical applications is included.

**Career Opportunities:** Upon successful completion of the program, graduates are eligible to take the State of Maine journeyman oil burner license examination and are qualified for employment with refrigeration and air-conditioning contractors, HVAC companies, in maintenance positions, or as sales personnel. Additional experience may provide graduates with opportunities as managers, supervisors, or operators of their own business.

**Program Educational Outcomes:** Upon completion of the of the Refrigeration and Air Conditioning Technology certificate, the graduate is prepared to:

1. Operate and maintain tools and test equipment.
2. Analyze and troubleshoot equipment.
3. Identify and adhere to propane industry standards, safety codes, and regulations.
4. Service and repair Refrigeration and Air Conditioning equipment.
5. Assemble, maintain, and repair Refrigeration and Air Conditioning systems according to code specifications of the National Fire Protection Association.
6. Safely and efficiently use tools and materials required for operation of Refrigeration and Air Conditioning systems.
7. Understand and apply knowledge of blueprint reading, mathematics, soldering, and electrical applications related to heating systems.
8. Demonstrate eligibility to take the State of Maine journeyman oil burner license examination.
9. Qualified for employment with heating contractors, fuel oil companies, in maintenance positions, or as sales personnel.

Refrigeration and Air Conditioning Technology

Certificate — 35 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Description | Credits |
| Semester 1 | | |
| [DRG124](#_DRG124_Print_Reading,) | Print Reading, Sketching and Intro to CAD | 3 |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [HVAC120](#_HVC120_Refrigeration_and) | Refrigeration and Air Conditioning Technology I | 10 |
| Total | | 17 |
| Semester 2 | | |
| [HVAC105](#_HTG123_Electricity_in) | Electricity in the HVAC Industry | 3 |
| [HVAC130](#_HVC130_Refrigeration_and) | Refrigeration and Air Conditioning Technology II | 9 |
| [MAT106](#_MAT106_College_Mathematics) | College Mathematics for Technologies | 3 |
| [PSY10](#_PSY101_Introduction_to)1 | Introduction to Psychology | 3 |
| Total | | 18 |

## Residential and Commercial Electricity Technology (D)

Diploma — 45 credit hours

**Purpose:** The Residential and Commercial Electricity program provides students with the skills necessary for an entry-level job as an electrician. Thorough technical instruction is given in the layout, assembly, installation, and troubleshooting of fixtures, devices, services, heating systems, pumps, motors and motor controls used in residential, commercial, and some industrial locations.

The students learn electrical theory and the techniques of the trade, including blueprint reading, wiring, pipe bending, motor control, switching, and power circuits. Emphasis is placed on meeting the requirements of the National Electrical Code in all wiring installations.

Successful completion of the course qualifies the student to take the State of Maine journeyman’s examination, receive 4,000 hours towards a journeyman license, and to enter employment under a master electrician. Residential/commercial electricity is a two-semester program that starts in the fall semester, and concludes with a 6-week internship with and Electrical Contractor during the following May and June.

**Career Opportunities:** Upon completion of the program, graduates are eligible to take the State of Maine journeyman’s electrician examination. Upon passing the state examination, students are issued journeyman-in-training licenses. Graduates may find employment opportunities with electrical contractors, electrical equipment suppliers, and industrial maintenance companies.

The student must be a graduate of a Regional Technical Center Electrical Program or equivalent, earn an SAT or Accuplacer score high enough to qualify for Math 106, or pass high school algebra with a C or better.

**Program Educational Outcomes:** Upon completion of the diploma curriculum in the Residential and Commercial Electricity Technology program, the graduate is prepared to:

1. Understand and apply knowledge in layout, assembly, installation, and troubleshooting of fixtures, devices, services, heating systems, pumps, motors, and motor controls used in residential, commercial, and some industrial locations.
2. Understand and apply knowledge of electrical theory and techniques of the trade, including blueprint reading, wiring, pipe bending, motor control, switching, and power circuits.
3. Demonstrate ability to understand requirements of the National Electrical Code in all wiring installations.
4. Be eligible to take State of Maine journeyman’s electrician examination and to enter employment under a master electrician.
5. Qualify for employment opportunities with electrical contractors, electrical equipment suppliers, and industrial maintenance companies.

Residential and Commercial Electricity Technology

Diploma — 45 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [DRG126](#_DRG126_Architectural_Drafting) | Architectural Drafting and CAD | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [MAT106](#_MAT106_College_Mathematics) | College Mathematics for Technologies | 3 |
| [REY131](#_REY131_Residential_&) | Residential and Commercial Electricity Technology I | 2 |
| [REY152](#_REY152_Residential_&) | Residential and Commercial Electricity Technology II | 8 |
| [TEC150](#_TEC150_Electronic_Principles) | Electronic Principles I | 3 |
| Total | | 20 |
| Semester 2 | | |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [NEC111](#_NEC111_National_Electrical) | National Electrical Code | 3 |
| [REY181](#_REY181_Residential_&) | Residential and Commercial Electricity Technology III | 9 |
| [REY184](#_REY184_Residential_&) | Residential and Commercial Electricity IV | 4 |
| [TEC151](#_TEC151_Electronic_Principles) | Electronic Principles II | 3 |
| Total | | 22 |
| Semester 3 | | |
| [REY190](#_REY190_Residential_&) | Residential and Commercial Electricity Internship | 3 |
| Total | | 3 |

## Substance Use and Recovery (C)

Certificate — 37 credit hours

Purpose: The Certificate in Substance Use and Recovery prepares students to test to become a Certified Alcohol and Drug Counselor in the State of Maine. Students will become familiar with substance use and the skills necessary to support individuals seeking various pathways to recovery. Students will learn their role as a contributing member to a treatment team, including screening, assessment, diagnosis, and treatment planning.

Program Educational Outcomes: Upon completion of the certificate curriculum in the Substance Use and Recovery certificate program, the graduate is prepared to:

1. Students will demonstrate understand types of substances and their physiological, behavioral, and emotional impact.
2. Students will have knowledge of different counseling theories and their applications in treatment and treatment planning.
3. Students will be able to assess, diagnose and treatment plan with individuals with substance use disorders.
4. Students will understand a variety of treatment interventions and settings for substance use disorders and people with co-occurring disorders.
5. Students will understand the role of the Certified Alcohol and Drug Counselor as a contributing member of the treatment team.

Substance Use and Recovery (C)

Certificate — 37 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [HUS125](#_HUS125_Substance_Abuse) | Drug, Substance Use and Recovery | 3 |
| [HUS219](#_HUS219_Community_Mental) | Community Mental Health | 3 |
| [HUS245](#_HUS245_Addiction_in) | Addiction and the Family | 3 |
| [MAT112](#_MAT112_Business_Mathematics) or Higher | MAT112 or Higher | 3 |
| [PSY101](#_PSY101_Introduction_to) | Introduction to Psychology | 3 |
| Total | | 19 |
| Semester 2 | | |
| [HUS213](#_HUS213_Case_Management) | Case Management | 3 |
| [HUS231](#_HUS231_Interviewing_and) | Interviewing and Counseling | 3 |
| [HUS236](#_HUS236_Trauma_and) | Trauma and Recovery | 3 |
| [HUS240](#_HUS240_Group_Process) | Group Process | 3 |
| [HUS250](#_HUS250_Chemical_Dependency) | Chemical Dependency Counseling | 3 |
| [HUS255](#_HUS255_Diverse_Care) or [ADV260](#_ADV260_Foundations_of) | Diverse Care in Human Services or Foundations of Outdoor Therapy | 3 |
| Total | | 18 |

## Trade and Technical Occupations (AAS)

Associate in Applied Science — 61–62 credit hours

**Purpose:** The Associate in Applied Science Degree in Trade and Technical Occupations is designed to recognize the proficiency of people who are enrolled in or have completed a registered apprenticeship program (i.e., journeyman status). Students who have completed or are currently enrolled in a registered apprenticeship program\*, or a formal program approved by the college, may apply and simultaneously complete both their apprenticeship training program and degree requirements. It is the responsibility of the individual to make the appropriate sponsor arrangements for his/her apprenticeship experience prior to filing an application to the TTO program.

\*A registered apprenticeship program is one approved by the Maine State Apprenticeship and Training Council or the U.S. Department of Labor, Bureau of Apprenticeship Training.

**Program Educational Outcomes:** Upon completion of the Associate in Applied Science Degree in the Trade and Technical Occupations program, the graduate is prepared to:

1. Achieve recognition for enrollment and/or completion of a registered apprenticeship program (i.e., journeyman status) approved by the Maine State Apprenticeship and Training Council or the U.S. Department of Labor, Bureau of Apprenticeship Training.
2. Make appropriate sponsor arrangements for the apprenticeship experience prior to filing an application to the TTO program.
3. Demonstrate ability to simultaneously complete both apprenticeship training program and degree requirements.

Trade and Technical Occupations (AAS)

Associate in Applied Science — 61–62 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Courses | Credits |
| Technical Specialty courses | Technical Specialty | 24 |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| Related Technical Courses | Related Technical Courses | 3 |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [COM elective](#_COM103_Essential_Communications) | Coursework in communication | 3 |
| [MAT106](#_MAT106_College_Mathematics) | MAT 106 is a core requirement | 3 |
| [MAT/SCI elective](#_BIO112_Marine_Biology) | Coursework in mathematics, and/or sciences | 3-4 |
| [ART/HUS/Social Science Elective](#_ART100_Introduction_to) | Coursework in Creative Arts/Humanities/Social Science | 6 |
| General education elective | General education elective | 15 |
| TOTAL | | 61-62 |
| \*The student is responsible for providing the necessary documentation to verify his/her successful completion of the apprenticeship program; For example: certification documentation is a schedule of training required by the employer and other credentials that support the enrollment of the student. Individuals who seek admission to this program should contact the WCCC admission office and follow the standard admissions procedures. | | |

## Welding Technology (C)

Certificate —36 credit hours

**Purpose:** Instruction focuses on training students to produce acceptable, sound welds in

all positions in Shielded Metal Arc Welding (SMAW) and to select the correct filler rod to

fit the job and the metal being welded. Upon completion of the program, students are

prepared for the American Welding Society (AWS) structural stick welding certification;

the AWS flux core MIG structural certification, and the American Standard Mechanical Engineering (AMSE) pipe certification. Students will also be qualified on Gas Tungsten Arc Welding (GTAW) and fit-up (pipefitting) on stainless and carbon steel pipe. This qualifies graduates for employment as AWS certified welder in the construction, shipbuilding, fabricating, and metal and maintenance fields.

**Career Opportunities:** Graduates of the welding technology program may find employment in shipbuilding, fabrication, construction, mechanical and maintenance industries.

**Program Education Outcomes:** Upon completion of the certificate curriculum in the Welding Technology program, the graduate is prepared to:

1. Identify and practice safety procedures in the working environment.
2. Identify welding methods, tools and equipment.
3. Identify ferrous and non-ferrous material and chose correct filter rod to fit the job and the metal being welded.
4. Produce and test the quality of acceptable, sound welds in all positions in electric arc welding in preparation for the American Welding Society structural certification and State of Maine pipe certification.
5. Produce TIG weld on stainless and carbon still pipe.
6. Perform pipe fitting techniques by producing a fit-up and tack preparation for open root GTAW welding and SMAW 7018 filler and cap.

Welding Technology

Certificate — 36 credit hours

|  |  |  |
| --- | --- | --- |
| Course # | Course Title | Credits |
| Semester 1 | | |
| [FYE100](#_FYE100_First_Year) | First Year Experience | 1 |
| [MAT106](#_MAT106_College_Mathematics) | College Mathematics for Technologies | 3 |
| COMP140 | Digital Fluency in the Modern Workplace | 3 |
| [WEL120](#_WEL120_Safety_and) | Safety and Basic Welding Technology I | 7 |
| Total | | 14 |
| Semester 2 | | |
| [DRG124](#_DRG124_Print_Reading,) | Print Reading, Sketching, and Intro to CAD | 3 |
| [ENG101](#_ENG101_College_Composition) | College Composition | 3 |
| [WEL121](#_WEL121_Basic_Welding) | Basic Welding Technology II | 4.5 |
| [WEL122](#_WEL122_Advanced_Welding) | Advanced Welding | 1.5 |
| [WEL123](#_WEL123_Pipe_Welding) | Pipe Welding | 4 |
| Total | | 16 |
| Semester 3 | | |
| [WEL124](#_WEL124_TIG_Welding) | TIG Welding | 5 |
| [WEL125](#_WEL125_Introduction_to) | Introduction to Pipe Fitting | 1 |
| Total | | 6 |

# COURSE DESCRIPTIONS

## Course Code Conversion

Course codes will (soon) be converted to four letter coding. Below is a conversion table showing the new four-letter codes corresponding to the old three letter code. New courses will automatically be coded with the four-letter coding.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Four Letter Prefix | New Course Code | Three Letter Prefix | Old Course Code | Course Title |
| ADVR | 105 | ADV | 105 | Introduction to Sea Kayaking |
| ADVR | 114 | ADV | 114 | Ropes Course Facilitation |
| ADVR | 115 | ADV | 115 | Outdoor Leadership |
| ADVR | 119 | ADV | 119 | Wilderness Expedition Skills I |
| ADVR | 121 | ADV | 121 | Wilderness Expedition Skills II |
| ADVR | 130 | ADV | 130 | Map and Compass |
| ADVR | 131 | ADV | 131 | Nautical Navigation |
| ADVR | 141 | ADV | 141 | The Maine Environment I |
| ADVR | 142 | ADV | 142 | The Maine Environment II |
| ADVR | 170 | ADV | 170 | Maine Guide Recreation Preparation |
| ADVR | 175 | ADV | 175 | Practicum in Adventure Recreation |
| ADVR | 211 | ADV | 211 | Sailing |
| ADVR | 226 | ADV | 226 | Adventure Programming |
| ADVR | 250 | ADV | 250 | Adventure Rec Capstone Project |
| ADVR | 260 | ADV | 260 | Foundations of Outdoor Therapy |
| AEDD | 124 | DRG | 124 | Print Reading, Sketching, and Intro to CAD |
| AEDD | 126 | DRG | 126 | Architectural Drafting and CAD |
| AQUA | 101 | AQU | 101 | Introduction to Aquaculture |
| AQUA | 111 | AQU | 111 | Basic Priniciples of Aquaculture |
| AQUA | 112 | AQU | 112 | Exploring Aquaculture Careers |
| AQUA | 211 | AQU | 211 | Principles of Aquatic Animal Health, Nutrition & Disease Management |
| AQUA | 212 | AQU | 212 | Principles of Biosecurity |
| AQUA | 214 | AQU | 214 | Applied Techniques in Aquaculture |
| AQUA | 215 | AQU | 215 | Field Experience in Aquaculture |
| AUTO | 103 | MET | 103 | Principles of Vehicular Electronics I |
| AUTO | 107 | MET | 107 | Engine Operation |
| AUTO | 108 | MET | 108 | Principles of Vehicular Performance |
| AUTO | 112 | MET | 112 | Engine Performance & Diagnostics I |
| AUTO | 113 | MET | 113 | Engine Performance & Diagnostics II |
| AUTO | 114 | MET | 114 | Vehicular Electrical Systems I |
| AUTO | 115 | MET | 115 | Vehicular Electrical Systems II |
| AUTO | 116 | MET | 116 | Automotive Braking Systems I |
| AUTO | 117 | MET | 117 | Automotive Braking Systems II |
| AUTO | 118 | MET | 118 | Steering & Suspension I |
| AUTO | 119 | MET | 119 | Steering & Suspension II |
| AUTO | 120 | MET | 120 | Transmission and Drive Train |
| AUTO | 121 | MET | 121 | Heating & Air Conditioning Systems |
| AUTO | 123 | MET | 123 | Maine State Inspection |
| BIOL | 100 | BIO | 120 | Biology I |
| BIOL | 104 | BIO | 130 | Anatomy & Physiology I |
| BIOL | 215 | BIO | 225 | Anatomy & Physiology I |
| BIOL | 230 | BIO | 235 | Anatomy & Physiology II |
| BUSN | 110 | BUS | 110 | Introduction to Business |
| BUSN | 132 | BUS | 132 | Business Law I |
| BUSN | 140 | BUS | 140A | Accounting I A |
| BUSN | 141 | BUS | 140B | Accounting I B |
| BUSN | 160 | BUS | 160 | Entrepreneurship |
| BUSN | 162 | BUS | 162 | Partners in Entrepreneurial Path2.0 |
| BUSN | 176 | BUS | 176 | Quickbooks using Computerized Acct |
| BUSN | 180 | WPD | 180 | Partners in Entrepreneurial Pathway |
| BUSN | 183 | WPD | 183 | Financial Empowerment |
| BUSN | 205 | BUS | 205 | Business Communications |
| BUSN | 215 | BUS | 215 | Principles of Management |
| BUSN | 218 | BUS | 218 | Business Finance |
| BUSN | 230 | BUS | 230 | Supervisory Management |
| BUSN | 240 | BUS | 240 | Advertising & Marketing |
| BUSN | 248 | BUS | 248 | Business Cooperative Internship |
| CFMT | 105 | MRT | 105 | Fisheries Fundamentals I |
| CFMT | 115 | MRT | 115 | USCG OUPV Captain's Course |
| CFMT | 116 | MRT | 116 | Basic Open Water Diving (SCUBA) |
| CHEM | 100 | CHY | 110 | General Chemistry I |
| CJUS | 101 | CMJ | 101 | Introduction to Criminal Justice |
| CJUS | 110 | CMJ | 110 | Introduction to Corrections |
| CJUS | 115 | CMJ | 115 | Probation and Parole |
| CJUS | 122 | CMJ | 122 | Criminal Law and Report Writing |
| CJUS | 201 | CMJ | 201 | Civil Liberties |
| CJUS | 204 | CMJ | 204 | Victimology |
| CJUS | 210 | CMJ | 210 | Juvenile Justice System |
| CJUS | 212 | CMJ | 212 | Crim Investg and Report Writing II |
| CJUS | 220 | CMJ | 220 | Police Operations |
| CJUS | 224 | CMJ | 224 | Basic Search and Rescue |
| CJUS | 245 | CMJ | 245 | Criminology |
| CJUS | 250 | CMJ | 250 | Criminalistics |
| CJUS | 251 | CMJ | 251 | Criminal Justice Technical Skills |
| CJUS | 255 | CMJ | 255 | Corrections Management |
| CLGE | 100 | FYE | 100 | First Year Seminar |
| CNLE | 102 | CMJ | 102 | Introduction to Conservation Law |
| COMM | 107 | ENG | 107 | Oral Communications |
| COMM | 200 | COM | 200 | Principles of Interpretation |
| COMP | 121 | TEC | 121 | Intro to Computer Applications |
| COMP | 123 | CPT | 123 | Electronic Spreadsheet |
| COMP | 140 | CPT | 140 | Word Processing |
| CONS | 111 | BCN | 111 | Construction Core Curriculum |
| CSCI | 100 | CTT | 100 | Microcomputer Hardware I |
| CSCI | 110 | CTT | 110 | MicroComputer Oper Syst & Appl |
| CSCI | 120 | CTT | 120 | Database Structure and Development |
| CSCI | 130 | CTT | 130 | Introduction to Computer Programming |
| CSCI | 140 | CTT | 140 | Introduction to Computer Networking |
| CSCI | 155 | CTT | 155 | Advanced Computer Networking |
| CSCI | 157 | CTT | 157 | Network Security |
| CSCI | 245 | CTT | 245 | Computer Network Systems |
| CSCI | 251 | CTT | 251 | Cloud Computing |
| CSCI | 255 | CTT | 255 | Server Operating Systems |
| CSCI | 260 | CTT | 260 | Computer Capstone Project |
| CSCI | 270 | CTT | 270 | Introduction to Virtual Computing |
| DTHE | 101 | MET | 101 | Diesel Engine Overhaul |
| DTHE | 132 | MET | 132 | Diesel Engine Fuel Systems |
| DTHE | 134 | MET | 134 | High Performance Engines |
| DTHE | 137 | MET | 137 | Diesel Engine Overhaul Lab |
| DTHE | 138 | MET | 138 | Automotive Engine/Motor Overhaul |
| DTHE | 139 | MET | 139 | Automotive Engine/Motor Overhaul Lab |
| ECED | 101 | ECE | 101 | Introduction to Early Childhood Education |
| ECED | 104 | ECE | 104 | Management, Prof&PersonalDevECE |
| ECED | 185 | ECE | 185 | Observation & Assessment in ECE |
| ECED | 210 | ECE | 210 | Child Guidance & Discipline |
| ECED | 230 | ECE | 230 | Curriculum (Birth to 3 years) |
| ECED | 235 | ECE | 235 | Curriculum Early Child Ed 3-8 |
| ECON | 201 | ECO | 200 | Macroeconomics |
| EDSE | 220 | SED | 220 | Educaction of Young Children with Special Needs |
| EDSE | 235 | SED | 235 | Behavior Management Techniques |
| EDSE | 282 | SED | 282 | Teaching the Exceptional Child in the Regular Classroom |
| EDUC | 103 | EDU | 103 | Introduction to Education |
| EDUC | 180 | EDU | 180 | Children's Literature |
| EDUC | 195 | EDU | 195 | Field Exp.ECE, Elementary, or HS II |
| EDUC | 215 | EDU | 215 | Learning and the Brain |
| EDUC | 226 | EDU | 226 | Teaching, Learning & Technology |
| EDUC | 245 | EDU | 245 | Assessment & Response Intervention RTI |
| EDUC | 280 | EDU | 280 | Internship in ECE, Elem, or HS |
| EJIM | 101 | EJI | 101 | Brave Web Design I |
| ELEC | 111 | NEC | 111 | National Electrical Code |
| ELEC | 131 | REY | 131 | Resident. & Comm. Electricity I |
| ELEC | 152 | REY | 152 | Resident. & Comm. Electricity II |
| ELEC | 180 | EIT | 180 | Programmable Controls |
| ELEC | 181 | REY | 181 | Resident. & Comm. Electricity III |
| ELEC | 184 | REY | 184 | Resident. & Comm. Electricity IV |
| ELEC | 190 | REY | 190 | Resident. & Comm. Elect. Internship |
| ELEC | 225 | EIT | 225 | Indstrl InstrmntaAutomatiProceCntrl |
| EMST | 109 | EMS | 109 | Emergency Medical Technician |
| EMST | 114 | EMS | 114 | Wilderness Advanced First Aid |
| EMST | 116 | EMS | 116 | Wilderness First Responder Bridge |
| ENGL | 098 | ENG | 098 | College Reading and Writing |
| ENGL | 101 | ENG | 101 | College Composition |
| ENGL | 102 | ENG | 101L | College Composition Lab |
| ENGL | 115 | ENG | 212 | Introduction to Literature |
| ENGL | 200 | ENG | 208 | Creative Writing |
| ENGL | 201 | ENG | 210 | Technical Writing |
| ENGL | 260 | ENG | 214 | Literature and Film |
| HEMA | 102 | MET | 102 | OSHA Safety/First Aid/CPR |
| HEMA | 146 | MET | 146 | Introduction to Diesel Engines |
| HEMA | 152 | MET | 152 | Heavy Duty Brakes |
| HEMA | 153 | MET | 153 | Steering and Suspension |
| HEMA | 158 | MET | 158 | Heavy Duty Electrical Systems |
| HEMA | 159 | MET | 159 | Power Trains |
| HEMA | 162 | MET | 162 | Heavy Equipment Maintenance Project |
| HEMA | 220 | MET | 220 | Equipment Hydraulics |
| HEMA | 221 | MET | 221 | Heavy Equipment HVAC |
| HEOP | 100 | MET | 100 | General Service |
| HEOP | 102 | MET | 102 | OSHA Safety/First Aid/CPR |
| HEOP | 150 | MET | 150 | Introduction to Equipment Operation |
| HEOP | 151 | MET | 151 | Equipment Operation Projects |
| HEOP | 155 | MET | 155 | Gradework |
| HEOP | 156 | MET | 156 | Forklift Operation & Maintenance |
| HEOP | 157 | MET | 157 | Crane Theory & Operation |
| HEOP | 158 | MET | 158 | Heavy Duty Electrical Systems |
| HIST | 120 | HIS | 117 | World Civilization to 1715 |
| HIST | 125 | HIS | 119 | World Civilization 1715-Present |
| HIST | 130 | HIS | 112 | American History to Reconstruction |
| HIST | 135 | HIS | 113 | American History From Reconstruction |
| HIST | 145 | HIS | 115 | Maine History |
| HUMS | 101 | HUS | 101 | Introduction to Human Services |
| HUMS | 125 | HUS | 125 | Drugs, Substance Abuse & Recovery |
| HUMS | 151 | HUS | 151 | Science of Substance Use Disorder |
| HUMS | 151 | WPD | 151 | Science of Substance Use Disorder |
| HUMS | 204 | HUS | 204 | Human Services Internship I |
| HUMS | 210 | HUS | 210 | Ethics & Policy in Human Services |
| HUMS | 213 | HUS | 213 | Case Management |
| HUMS | 215 | HUS | 215 | Crisis Identification & Resolution |
| HUMS | 219 | HUS | 219 | Community Mental Health |
| HUMS | 223 | HUS | 223 | Vocational Aspects of Disability |
| HUMS | 231 | HUS | 231 | Interviewing and Counseling |
| HUMS | 236 | HUS | 236 | Trauma and Recovery |
| HUMS | 250 | HUS | 250 | Chemical Dependency Counseling |
| HUMS | 255 | HUS | 255 | Diverse Care in Human Services |
| HUMS | 260 | HUS | 240 | Group Process |
| HVAC | 100 | HTG | 132 | Heating Technology I |
| HVAC | 105 | HTG | 123 | Electricity in the Oil Heat Industry (now HVAC industry) |
| HVAC | 110 | HTG | 153 | Heating Technology II |
| MATH | 091 | MAT | 091 | Algebra I |
| MATH | 092 | MAT | 092 | Intermediate Algebra |
| MATH | 106 | MAT | 106 | College Mathematics for Technologies |
| MATH | 114 | MAT | 112 | Business Mathematics |
| MATH | 140 | MAT | 127 | College Algebra |
| MATH | 155 | MAT | 115 | Statistics |
| MDAS | 103 | MDT | 103 | Introduction to Medical Assisting |
| MDAS | 125 | MDT | 125 | Medical Terminology I |
| MDAS | 130 | MDT | 130 | Medical Office Procedures |
| MDAS | 134 | MDT | 134 | Medical Documentation |
| MDAS | 136 | MDT | 136 | Clinical Office Procedures I |
| MDAS | 221 | MDT | 221 | Medical Insurance Coding & Billing |
| MDAS | 222 | MDT | 222 | Phlebotomy Internship |
| MDAS | 223 | MDT | 223 | Phlebotomy and Infection Control |
| MDAS | 228 | MDT | 228 | Introduction to Pharmacology |
| MDAS | 230 | MDT | 230 | Phlebotomy Capstone |
| MDAS | 236 | MDT | 236 | Clinical Office Procedures II |
| MDAS | 240 | MDT | 240 | Medical Assisting Capstone |
| MDAS | 245 | MDT | 245 | Clinical Medical Co-op Practicum |
| MFGT | 101 | MFG | 101 | Safety |
| MFGT | 110 | MFG | 110 | Manufacturing Process & Production |
| MFGT | 120 | MFG | 120 | Quality Practices & Measurement |
| MFGT | 125 | MFG | 125 | Maintenance Awareness |
| NURS | 103 | NUR | 103 | Foundations of Nursing |
| NURS | 110 | NUR | 110 | Pharmacology |
| NURS | 137 | NUR | 137 | Nursing Across the Lifespan I |
| NURS | 254 | NUR | 254 | Nursing Across the Lifespan II |
| NURS | 280 | NUR | 280 | Nursing Across the Lifespan III |
| NURS | 282 | NUR | 282 | Transition to Nursing Practice |
| PHFS | 100 | PFT | 100 | Physically Fit for Duty (work) |
| PHIL | 100 | PHI | 101 | Introduction to Philosophy |
| PHIL | 105 | PHI | 115 | Ethics |
| PHIL | 114 | PHI | 114 | Environmental Ethics |
| PHIL | 116 | PHI | 116 | Criminal Justice Ethics |
| PHYS | 103 | PHY | 103 | Descriptive Physics |
| PHYS | 150 | PHY | 120 | Physics I |
| POLS | 105 | PSC | 101 | American Government |
| PRNG | 110 | NGP | 110 | Basic Principles and Practices |
| PSYC | 100 | PSY | 101 | Introduction to Psychology |
| PSYC | 114 | PSY | 195 | Child Development |
| PSYC | 211 | PSY | 105 | Human Relations |
| PSYC | 219 | PSY | 225 | Adult Development from Young Adulthood to Death |
| PSYC | 220 | PSY | 207 | Developmental Psychology |
| PSYC | 280 | PSY | 252 | Criminal Psychology |
| PWSE | 159 | MET | 159 | Power Trains |
| PWSE | 170 | MET | 170 | Small Engine Repair & Tune up |
| PWSE | 171 | MET | 171 | PwrEquipDrvlns/Hydraulic/Hydrostics |
| PWSE | 172 | MET | 172 | PwrEquipElectSystms&Generators |
| PWSE | 173 | MET | 173 | Marine&Prsnl WtrcrftRpr&Mantnance |
| PWSE | 190 | MET | 190 | Rec. Vehicle Ops & Maintenance |
| PWSE | 195 | MET | 195 | OutdoorPowerEquipVeh Repair & Maint |
| PWSE | 220 | MET | 220 | Equipment Hydraulics |
| SOCI | 100 | SOC | 101 | Introduction to Sociology |
| SOCI | 201 | SOC | 102 | Sociology of the Family |
| SPAN | 101 | SPA | 101 | Beginning Spanish I |
| TECH | 110 | TEC | 110 | Safety |
| TECH | 150 | TEC | 150 | Electronic Principles I |
| TECH | 151 | TEC | 151 | Electronic Principles II |
| WELD | 109 | WEL | 109 | Introductory Welding |
| WELD | 120 | WEL | 120 | Safety and Basic Welding Technology I |
| WELD | 121 | WEL | 121 | Basic Welding Technology II |
| WELD | 122 | WEL | 122 | Advanced Welding |
| WELD | 123 | WEL | 123 | Pipe Welding |
| WELD | 124 | WEL | 124 | Tig Welding |
| WELD | 125 | WEL | 125 | Introduction to Pipe Fitting |

## Current Courses

|  |  |
| --- | --- |
| COURSE | CREDIT HOURS |
| ADV 100 Introduction to Adventure Recreation | 3 cr. |
| This course will provide the student with an introduction to various skills in the adventure recreation field. It is intended as an introductory course for dual enrollment of students currently enrolled in participating secondary school programs related to adventure recreation. To earn credit for this course, students will have received a grade of “B” or above and demonstrated a basic understanding of outdoor leadership skills including wilderness navigation, outdoor cooking, group dynamics, group facilitation, and trip planning. | |
| ADV 102 Pathways in Outdoor RecreationElective option / one-time offering / CTE / 2024 | 1 cr. |
| This course is offered in partnership with the Maine Tourism Association and Adventure Bound.  This intensive 3-day, 1-credit course provides an experiential introduction to various aspects of outdoor recreation management and guiding through a partnership with Adventure Bound and the Maine Tourism Association. Students will participate in activities facilitated by Adventure Bound guides and staff focused on both technical skills (such as belaying, paddling, and climbing) and interpersonal skills (such as communication, leadership, and problem solving). Additionally, students will have opportunities to engage with guides and management in discussions about the field of outdoor recreation and pathways to becoming an outdoor recreation professional. This course includes approximately 8.5 lecture hours, 7 lab hours, and 12 shop hours. | |
| ADV 105 Introduction to Sea Kayaking | 3 cr. |
| This course is designed to introduce students to the basics of paddle sports and will focus on sea kayak and lake kayak safety. Students will learn the basics of boat design, basic paddling skills and safety considerations for paddling on fresh- and salt-water environments. The course will include a kayak safety rescue clinic as well as basic waterway navigation. This course is a pre-requisite for the sea kayak guide course. Maintaining a reasonable level of physical fitness and enthusiasm for the outdoors is essential. | |
| ADV 112 Introduction to Sailing | 1 cr. |
| Sailing will provide the student with instruction in basic sailing nomenclature and skills. Experience will be in small sloop-rigged dinghies and/or gaff-rigged catboats. Actual sailing time will include both lake and ocean time. The curriculum will be based on US Sailing’s standard small boat sailing certification program. Appropriate level of physical fitness is recommended. | |
| ADV114 Ropes Course Facilitation | 2 cr. |
| Students will learn to use and facilitate activities on both low and high elements on a ropes course to discover the importance of using initiatives to achieve group goals. Students will learn course design, safety and belay techniques, appropriate programming techniques, and facilitation techniques specific to ropes courses. This course is aligned with the standards published by the Associate for Challenge Course Standards. Participants may be eligible to receive certification as a Level 1 Challenge Course Practitioner through the ACCT. Students will work in teams to develop and facilitate a half-day ropes course program for a specific group. Appropriate fitness, clothing, and an adventurous spirit are required. | |
| ADV 115 Outdoor Leadership | 3 cr. |
| This course is an introduction to the development, acquisition, and application of outdoor leadership skills and knowledge. This course provides an introduction to the theories of leadership; group dynamics and human relationships used in outdoor recreation; and experiential education delivery systems. The diversity of employment and career opportunities in both the public and private sectors will be explored. | |
| ADV119 Wilderness Expedition Skills I | 4 cr. |
| This course will utilize classroom lectures, guest speakers, and extensive outdoor expeditions to expose students to various activities in the adventure recreation field. Students will participate in two expeditions led by professional guides, allowing them the opportunity to experience various guiding methods, styles, and techniques. Activities will include sea kayaking, backpacking, backcountry camping, and other activities. Appropriate fitness, clothing, and an adventurous spirit are pre-requisites for this course. This course will involve two mandatory overnight weekend expeditions. Students in this course must also be concurrently or previously enrolled in ADV105 or have received approval from the instructor. | |
| ADV 121 Wilderness Expedition Skills II | 4 cr. |
| This course will utilize classroom lectures, guest speakers, and extensive outdoor expeditions to expose students to various activities in the adventure recreation field. Students will participate in three expeditions led by professional guides, allowing them the opportunity to experience various guiding methods, styles and techniques. Activities may include winter camping and travel, rock climbing, and white-water canoeing. Appropriate fitness, clothing, and an adventurous spirit are pre-requisites for this course. This course will involve three mandatory overnight weekend expeditions. PRE-REQUISITE: ADV119 or with instructor permission. | |
| ADV 125 Tourism Application Seminar | 3 cr. |
| This course provides an introduction to the background, history, basic elements, scope, impacts and potential of the tourism industry from regional, national and international perspectives. Topics include an overview of industry sectors; interrelationships among sectors; terminology and definitions; history and development of tourism; economic, social, cultural and environmental issues; opportunities and impacts related to tourism; and tourism markets and products. The course includes specific overviews of ecotourism, adventure tourism, and cultural and heritage tourism. The future of the tourism industry is examined in the context of the global marketplace and current trends, issues and innovations. | |
| ADV 130 Map and Compass | 1 cr. |
| This course is the first of a three-course series that teaches the skills necessary to locate one’s geographical position on land or sea. ADV130 will address the basics of map and compass. Topics covered include reading and understanding topographic maps and map symbols; magnetic needle compass anatomy; taking compass bearings; and traveling and navigating with map and compass over land. | |
| ADV131 Nautical Navigation | 1 cr. |
| This course is the second of a three-course series that teaches the skills necessary to locate one's geographical position on land or sea. Through studying the science of coastal navigation, students will learn the mapping features unique to nautical charts and navigation techniques utilized at sea. Students will learn the methods and theory behind coastal navigation, dead reckoning, piloting, and calculating set and drift. Students will apply these learned skills through field time on a schooner if also enrolled in ADV111. PRE-REQUISITE: ADV130 or with instructor permission. | |
| ADV141 The Maine Environment I | 1.5 cr. |
| Using both an indoor and outdoor classroom setting, this course will provide the student with a practical knowledge of the natural environment in Maine during the summer and fall seasons and as such emphasizes direct observation and interpretation of terrestrial, marine, and aquatic organisms in their natural habitats. This course includes identification of common plants and animals found in Maine and promotes understanding of the relationships between physical factors such as weather, climate, ocean tides, and the life histories of organisms. Note: this course is offered only during the fall semester and utilizes a combination of lectures and field investigations on multi-day outdoor experiences. CO-REQUISITE: ADV119. | |
| ADV142 The Maine Environment II | 1.5 cr. |
| Using both an indoor and outdoor classroom setting, this course will provide the student with a practical knowledge of the natural environment in Maine during the winter and spring seasons and as such emphasizes direct observation and interpretation of terrestrial, marine, and aquatic organisms in their natural habitats. This course includes identification of common plants and animals found in Maine and promotes understanding of the relationships between physical factors such as weather, climate, geology, and the life histories of organisms. Note: this course is offered only during the spring semester and utilizes a combination of lectures and field investigations on multi-day outdoor experiences. PRE-REQUISITE: ADV141 or instructor approval. CO-REQUISITE: ADV121 or instructor approval. | |
| ADV150 Maine Guide Hunting Preparation | 3 cr. |
| Topics covered include hunter safety and hunter safety instructor course, first aid, orienteering competency, identification and use of firearms, and hunting and trapping rules. PRE-REQUISITE: ADV115 and ADV121 or with instructor permission. | |
| ADV160 Maine Guide Fishing Preparation | 3 cr. |
| This course is designed to give participants the training necessary to pass the Registered Maine Guide test for fishing and to pass the watercraft operator’s license test. Some of the topics covered include first aid, navigation, local fishing methods, water survival skills, fly tying demonstrations and identification, fishing and watercraft rules and regulations, and game fish identification. PRE-REQUISITE: ADV115 and ADV121 or with instructor permission. | |
| ADV165 Freshwater Fishing | 3 cr. |
| This comprehensive course will introduce the student to the ecological and economic importance of freshwater sport fishing in Maine while introducing technical skills related to the sport of fishing including ice fishing, lake and stream fishing, and fly fishing. The course includes both classroom lessons and field time spent on rivers, lakes, and streams. Fishing equipment is provided, although proper outdoor clothing is required. All participants need to purchase a Maine fishing license. | |
| ADV170 Maine Guide Recreational Preparation | 3 cr. |
| This is an introductory course for those interested in pursuing guiding opportunities. This course will concentrate on the first aid, canoeing, and safety information needed to pass the Registered Maine Guide test. Other study areas will include guide responsibilities, study tips, and the application processes. Discussion of the required steps for obtaining certifications in hunting, fishing, sea kayaking and salt-water fishing will also be studied. PRE-REQUISITE: ADV115 and ADV121 or with instructor permission. | |
| ADV172 Maine Raft Guide PreparationElective option/ one-time offering / 2024 | 3 cr. |
| This course provides students with the skills, knowledge, and experience needed to obtain a Maine Level 1 Raft Guide license. Students will learn river rescue techniques, swift water safety, river hydrology, trip preparation, hazard evaluation, regulations, and appropriate use of rafting equipment. The course includes both classroom and hands-on river instruction. Participants will sit for the Maine Level 1 Raft Guide license exam at the end of this course. This course includes approximately 15 hours of lecture, 30 hours of lab, and 45 hours of shop time. | |
| ADV175 Practicum in Adventure Recreation | 3 cr. |
| The practicum is a practical application of skills formally learned in courses throughout the Adventure Recreation and Tourism program curriculum. Students are required to research, apply for, and secure a practicum or internship position with an appropriate entity within the Adventure Tourism industry for 280 hours (8 weeks at 35 hours per week) to be approved by the student’s advisor. The diversity of employment and career opportunities in both the public and private sectors will be explored. Upon return to WCCC in the fall semester, students will make a formal presentation of their experience to receive credit. | |
| ADV180 Coast Guard License Preparation | 3 cr. |
| This course is a captain’s license preparatory guide for all those desiring to sit for the master and mate operator licenses up to 100 gross (six and above passenger licenses). It includes international and inland rules of the road, general navigation, deck general safety, coast guard rules and regulations for inspected vessels, sail and auxiliary sail, and practical chart navigation. PRE-REQUISITE: ADV115 and ADV121 or with instructor permission. | |
| ADV185 Outdoor Recreational Equipment Maintenance and Repair | 3 cr. |
| This course allows the student to learn equipment maintenance and repair techniques related to the outdoor recreation industry. Content is delivered through lecture and lab experiences, allowing students to demonstrate competency at maintaining and repairing a variety of equipment both in the front country and in the backcountry. | |
| ADV190 Recreation Vehicle Operations and Maintenance | 3 cr. |
| This course will cover off-road applications of bicycles, 2-, 3- and 4-wheel all-terrain vehicles and snowmobiles. It will focus on proper application of equipment, applicable vehicle laws and regulations, environmentally conscious off-road use and user safety under all applications. Vehicle maintenance and both preventative and emergency repair will be emphasized. PRE-REQUISITE: ADV115 or with instructor permission. | |
| ADV200 Personal Paddle Craft | 4 cr. |
| This course will involve the students in more intensive application, safe use and maintenance of kayaks, canoes, and inflatable vessels, including flat water and ocean use. User safety and emergency procedures will be emphasized. Integration of the Maine guide recreational procedures and certification preparation will be included in this course. PRE-REQUISITE: ADV121 or instructor permission. Familiarity with use of the above craft and an appropriate level of physical fitness is recommended. | |
| ADV205 PCIA Climbing Wall Instructor Certification | 1 cr. |
| Course provides instructors and potential instructors with an in depth and standardized understanding of the skills essential to teaching climbing in an indoor setting. It is the first step in a sequential approach to professional climbing instructor development. The course reinforces the importance of teaching technically accurate information and debunks many common climbing myths. The course emphasizes the presentation of sound fundamental skills to climbing gym participants, the formation of risk assessment and risk management skills and basic problem-solving skills such as belay transitions and on wall coaching and assist techniques. Participants will be assessed on both their core knowledge and their ability to effectively teach and coach related skills. PRE-REQUISITE: ADV121 and belay certification or with instructor permission. | |
| ADV207 Advanced Paddling Skills | 3 cr. |
| This course delivers instruction in advanced canoeing and sea kayaking skills. Utilizing lecture, pool sessions, and open water environments, students will learn solo and tandem canoe skills consistent with the American Canoe Association level IV program for moving water up to class IV. Students will also learn advanced skills related to coastal sea kayaking in adverse conditions such as heavy weather, surf, and current. This course requires the student to be in excellent physical condition. PRE-REQUISITE: ADV115 and ADV121 or with instructor permission. | |
| ADV211 Sailing | 3 cr. |
| This course will provide the student with instruction in basic sailing skills including both dinghy sailing, keelboat sailing, navigation, communication, and passage making. Experience will be in small sloop-rigged dinghy sailboats and larger keelboats and actual sailing time will include both lake and ocean time. The curriculum is based on the US Sailing certification program and Coast Guard navigation and sail endorsement preparation. Students will have the opportunity to satisfy the requirements for the US Sailing Small Boat Sailing and Keelboat Sailing certifications. PRE-REQUISITE: ADV121 or with instructor permission. | |
| ADV220 Motor Boat Operation | 2 cr. |
| This course will cover the operation and use of outboard, inboard, jet ski/jet powered, and stern drive propelled vessels. Both single- and twin-screw applications will be covered. Vessel handling, safety, and routine maintenance will be covered in each category, as vessels are available. PRE-REQUISITE: ADV121 or with instructor permission. Familiarity with use of the above craft and an appropriate level of physical fitness is recommended. | |
| ADV226 Adventure Programming | 3 cr. |
| This course will allow students the experience of being outdoor leaders through planning and guiding extensive outdoor expeditions that explore Maine, New England, and/or elsewhere. Students will also participate in excursions led by professional guides, allowing them the opportunity to critique various guiding methods, styles, and techniques. Activities may include canoeing, kayaking, sailing, backpacking and other activities. Appropriate fitness, clothing, and a willingness to have fun are pre-requisites for this course. This course will involve mandatory overnight weekend expeditions. PRE-REQUISITE: ADV121 or with instructor permission. | |
| ADV230 Scuba | 3 cr. |
| Learn to dive today. This course leads to PADI (Professional Association of Diving Instructors) open water dive certification and dive master certification, the most widely recognized and respected diving certification in the world. Within a few days, students will be enjoying the underwater world. Locations of course(s) to be announced due to facilities required. | |
| ADV241 Advanced Winter Skills | 2 cr. |
| This course allows students the opportunity to develop advanced winter skills specific to outdoor recreation including backcountry skiing, ice climbing, and mountaineering and provides content through both lecture and field experiences. Students will be involved in a multi-day winter expedition in a mountain environment and have the opportunity to receive certificate for Level I training from the American Institute for Avalanche Research and Education (AIARE). This course is physically demanding and requires the student to be in excellent physical condition. PRE-REQUISITE: ADV121 or with instructor permission. | |
| ADV250 Capstone Project | 3 cr. |
| This course is a semester-long project that will be the culmination of the student’s learning experiences in the Adventure Recreation and Tourism program at WCCC. Students will use this project to help organize and develop a small tourism-based business through which they will offer many tours, activities, and events. For this project, students are to fully develop, plan, market, promote, and deliver one of these products. PRE-REQUISITE: All course work in core or with instructor permission. | |
| ADV260 Foundations of Outdoor Therapy | 3 cr. |
| This course will introduce the student to the fundamental concepts of both adventure-based and wilderness-based therapy. Through both classroom (30 hours) and field session (30 hours), the student will demonstrate a basic understanding of hose the use of apparent risk and the natural world can be utilized to help people heal. This course utilizes an experiential approach and involves the use of WCCC’s ropes course and may include overnight wilderness experiences. PRE-REQUISITES: A sense of adventure and an open mind. | |
| ART100 Introduction to ART: The Visual Experience | 3 cr. |
| The pervasiveness of the visual experience in contemporary life is indisputable. Through slide/power point lectures, hands-on visual training exercises, and directed studio art projects, this course guides students in developing the varied literacies needed to engage in their visual world and to acquire the language to communicate their visual experiences. Emphasis will be on in-depth analysis of individual works of art and hands-on exercises in a series of in-context assignments. Students will be introduced to art from the position of the observer, the artist, the scholar, and the critic; will become familiar with the techniques of architecture, painting, drawing and sculpture; will gain an understanding of the concepts that connect the progression of ideas in artistic communication and expression from the ancient world to modern times through a brief survey of art from its beginnings to present day; and will gain an understanding of the creative process and personal expression. | |
| ART103 Printmaking | 3 cr. |
| This is a studio course which provides a fundamental theoretical and technical approach to printmaking. After initial overview of tools, technical language, and history, most of the remaining class time is spent actually making prints, with ongoing guidance and critique of works in progress and weekly group critique and discussion of finished works. Students will complete this course with a basic understanding of and competent with the skills, both visual and manual, involved in making prints and printing plates. | |
| ART105 Drawing for Beginners | 3 cr. |
| This course will explore the practical and technical basics of drawing. Through lecture and hands-on drawing exercises, students will sharpen their powers of perception, develop practical drawing skills and learn about different approaches, techniques and drawing media. The focus will be on the studio setting, but some classes will be held outdoors as weather permits. Class sessions will focus on still life, landscape and the model. The goal of this course is for students to gain an understanding of the basic principles of design and the concepts of shape, value, lines, texture, and perspective. | |
| ART201 Mixed Media Artwork | 3 cr. |
| The course examines the nature of the creative process in both drawing and painted media for intermediate and advanced students who have acquired basic representational drawing skills. Emphasis is on the materials of art and structural principles such as color, form, and design. Students will participate in a series of studio and Plein Air experiences with a variety of art media and personal interests to produce finalized artworks. Upon successful completion of the course, the student should be able to: Create finished personal artworks suitable for framing and exhibition in a fall semester group show at the college. Expand and further develop personal visual skills and interests in artistic themes with a variety of art media. Learn from the instructor and course participants in art materials handling practice and techniques. PRE-REQUISITE: ART105 or Portfolio Submission. | |
| AQU101 Introduction to Aquaculture | 3 cr. |
| Introduction to Aquaculture will introduce the basic principles and practices of aquaculture from local, national, and international perspectives. Students will gain a basic understanding of the parameters that contribute to a successful aquafarm, and factors controlling the growth and development of the aquaculture industry. This course covers many of the topics found in the Maine Aquaculture Association's Occupational Standards for entry-level aquaculture positions. | |
| AQU111 Basic Principles of Aquaculture | 4 cr. |
| The objective of this course is to introduce basic principles of aquaculture. Students will be introduced to environmental, social, and economic aspects of each of the four sub-sectors, including topics such as site selection, feeding and nutrition, reproduction, breeding, disease and biosecurity, aquaculture systems, and husbandry. The course covers Shellfish, fin fish, algae, and RAS aquaculture. | |
| AQU112 Exploring Aquaculture Careers | 3 cr. |
| The objective of this course is to raise awareness of careers within aquaculture, and pathways towards these careers. Students will visit a range of aquaculture operations and become familiar with different roles and responsibilities. This may include visiting shellfish, algae and fin fish hatcheries, land-based recirculating aquaculture operations, marine-based fin fish and shellfish operations, processing facilities, research facilities. We will meet with people in a broad range of careers including farming/production, biotechnology, processing, distribution and transport, gear/equipment manufacturing, veterinarians and aquatic animal health, feed production, entrepreneurship, sales, advocacy, education, policy and regulation, research, engineering, food science, and more. | |
| AQU211 Principles of Aquatic Animal Health, Nutrition, & Disease Management | 3 cr. |
| In this course students will be introduced to and discuss the basic concepts of fish health, nutrition, and disease management for shellfish and fin fish aquaculture. Students will be introduced to basic nutritional and disease terminology; explore changing health and nutritional requirements through the life cycles of common aquacultured species; be introduced to the composition and development of fish diets; gain a basic understanding of the fish immune system and its development; be introduced to common diseases; and explore the anatomy and the function of different organs as related to health, nutrition, and disease. PRE-REQUISITE: AQU 111 or with instructor permission. | |
| AQU212 Principles of Biosecurity | 1 cr. |
| Biosecurity in aquaculture consists of practices that minimize the risk of introduction and spread of an infectious disease among the animals and/or plants on a farm and the risk that diseased animals or infectious agents will leave a facility and spread to other farms, into the wild, and into other susceptible species. Students will learn the principles of biosecurity, examine biosecurity risks for different production system types, explore examples of biosecurity management, and will develop a simple biosecurity plan. | |
| AQU214 Applied Techniques in Aquaculture | 8 cr. |
| Applied techniques in aquaculture explores the theory and practice of various species and system design and function in aquaculture. This is an intensive, “hands-on” class with advanced laboratory learning experiences and field components. Topics include reproductive biology, anatomy, techniques, on-growing in the marine environment, case studies, farm site selection and leasing permitting requirements, as well as biofilters and nitrification processes, aeration and oxygenation, fine and dissolved solids removal, planning and building recirculating systems, and production considerations focusing on both shellfish, fin fish, macroalgae, and RAS aquaculture. PRE-REQUISITE: AQU 211 and BIO 213. | |
| AQU215 Field Experiences in Aquaculture | 3 cr. |
| Field Experiences in Aquaculture Internship is a method of integrating classroom theory with practical experience through a work situation. This internship provides practical, hands-on experience at an industry partner location. Students will be required to complete a minimum of 50 hours of field experience and may be paid or unpaid. PRE-REQUISITE: AQU 111 or with instructor permission. | |
| ASTR100 Introduction to Astronomy | 4 cr. |
| This introductory astronomy course explores the vast expanse of the universe, from our Sun and solar system to distant galaxies and nebulae. Through a combination of classroom discussions, hands-on laboratory work, and direct astronomical observations, students will develop a foundational understanding of celestial phenomena, astronomical measurement techniques, and the tools used to study the cosmos. Students will learn how to identify constellations, stars, and planets, track the daily and seasonal motions of celestial objects, and use a telescope and star maps and star charts to navigate the night sky. Observational sessions—conducted either at the instructor’s observatory or on campus—will provide students with the opportunity to view celestial objects firsthand and apply measurement techniques used by astronomers. This course is ideal for students of all backgrounds who are curious about the night sky and the science behind what we observe. No prior experience in astronomy or physics is required. | |
| BIO112 Marine Biology | 4 cr. |
| A survey of marine environments and their biotic communities with emphasis on the natural history of marine organisms. | |
| BIO114 Introduction to Water Quality & Water Chemistry in Aquaculture | 2 cr. |
| This course introduces students to the basic principles of water quality and water chemistry and how they affect open and closed aquaculture systems. Students will gain an understanding of the chemical properties of marine and fresh water and the impacts on farmed species when water quality becomes out of balance. Specific water quality parameters covered include pH, salinity, temperature, nutrients, dissolved oxygen, microbes, and pollutants. Students will become proficient with tools and instruments commonly used to measure water quality conditions on farm sites. | |
| BIO120 General Biology with Lab | 4 cr. |
| This course introduces students to the concepts and principles of the chemical basis of life; organic molecules; cell structure; function and structure of living organisms including nutrition, digestion, and circulation; regulation in organisms including hormonal, nervous systems, senses, muscles and movement. PRE-REQUISITE: C or better in high school biology. | |
| BIO130 Human Anatomy and Physiology | 4 cr. |
| This introductory one-semester course is designed to provide students with the fundamental concepts of human anatomy and physiology. The sequence of topics includes an orientation to the human body, basic chemistry, cells and tissues, organ systems, special senses and blood. The activity-based labs, using models, slides, and prepared specimens, are designed to explore lecture topics. | |
| BIO213 Applied Marine Biology in Aquaculture | 3 cr. |
| Students will advance the knowledge gained from BIO 112 to further their understanding of the natural history and biology of key commercially important species in Maine. This will include the comparative natural history and biology and the influence of biology and natural history on the choice and design of production systems across shellfish, fin fish, and macroalgae. PRE-REQUISITE: BIO 112 or with instructor permission. | |
| BIO220 Microbiology with Lab | 4 cr. |
| This course is a basic introduction to the science of microbiology. The student should develop a broad understanding of both theoretical and laboratory aspects of the science. Specific topics to be covered include general characteristics of bacteria, viruses, protozoa, and fungi; disease transmission; immunology; epidemiology; and microbial control. The student will have the opportunity to practice techniques for specimen collection, culturing, staining, and microscopic observation of representative species. PRE-REQUISITE: BIO225 or Instructor Permission. | |
| BIO225 Anatomy and Physiology I with Lab | 4 cr. |
| This course is designed to prepare students for a career in the allied health sciences. Topics include structure levels, anatomical positions and cavities, skeletal and muscular systems, and nervous system. The intent of this approach is to allow the student to develop a concise understanding of how each system of the body functions and interacts. The concepts covered in the lecture course are explored in greater detail in lab. Model, prepared slides, and preserved specimens will all be used to enhance instruction. PRE-REQUISITE: Those who have not successfully completed a high school or college lab-based biology course, within the past five years, are recommended to take biology prior to this course. An introductory knowledge of both applied biochemistry and biology is essential for course success. | |
| BIO235 Anatomy and Physiology II with Lab | 4 cr. |
| This course is a continuation of BIO125. Topics include neural, sensory, circulatory, urinary, lymphatic, digestive, endocrine, and reproduction systems; and fluids, electrolytes and acid-base control. The intent of this approach is to allow the student to develop a concise understanding of how each system of the body functions and interacts. The concepts covered in the lecture course are explored in greater detail in lab. Models, prepared slides and preserved specimens will all be used to supply the student with a detailed view of the anatomy of the body. PRE-REQUISITE: BIO225. | |
| BUS110 Introduction to Business | 3 cr. |
| This course will survey the business management functions found in modern organizational environs to provide a foundation for understanding the interrelations of the various facets of business organizations. | |
| BUS132 Business Law | 3 cr. |
| This course is an examination of legal obligations and rights in the business community. Areas covered are contract law, computer law, financial crimes, environmental law, international law, discrimination and sexual harassment, family law, and ethics. | |
| BUS140 Accounting Principles | 3 cr. |
| This course concentrates on the business of business — how accounting contributes to effective management while providing the students with a strong basic knowledge of accounting terms, concepts, and procedures. This course introduces basic accounting principles and procedures as it progresses through the accounting cycle for both a service-based and a merchandising business. Students become familiar with basic financial reports such as the balance sheet, income statement, statement of owner’s equity, and statement of cash flows. Focus is on accounting procedures and theory. The overall objective is to provide the student with a sound basic understanding of the concepts, procedures, and terminology of accounting and the ability to analyze and interpret financial data and apply internal controls. | |
| BUS160 Entrepreneurship and New Venture Practice | 3 cr. |
| This course is designed to bring out the required attributes of an entrepreneur. It begins by discussing the characteristics and personality of successful entrepreneurs, then provides information on becoming an entrepreneur, types of ownership, the importance of developing a business plan, marketing a business, hiring and managing a staff, and financing, protecting and insuring the business. Entrepreneurship class members will consider business-planning, self-assessment, idea generation, and operating strategies required to set up small business. The business planning process includes opportunity recognition, concept development, feasibility analysis, and the business plan. Students will be introduced to the skills and strategies relevant for start-up and early-stage entrepreneurs. | |
| BUS176 QuickBooks Computerized Accounting | 3 cr. |
| QuickBooks Online Computerized Accounting emphasizes the operation of computerized accounting systems from manual input forms. Topics include equipment use, general ledger, accounts receivable and payable, payroll, cash management, and financial reports. All assignments involve theoretical and technical application. Students will integrate managerial aspects of accounting by performing financial analyses and comparisons from computer generated financial reports. Students will plan, setup, maintain, and analyze a new or existing business as a final project. | |
| BUS205 Business Communications | 3 cr. |
| This course covers various types of business reports and communications with emphasis on preparation, collection of data, organization, style and format. A brief review of composition techniques and standard usage are included. Emphasis is placed on appropriate formats for business communications including grammatical style, clarity, and conciseness of message. PRE-REQUISITE: ENG101 passed with a C or better. | |
| BUS215 Business Management | 3 cr. |
| This course studies small business management, organization, forms of ownership and the process of starting a small business. Students should have successfully completed two semesters within the Business Management program or obtain permission of instructor. PRE-REQUISITE: BUS110 and BUS140 passed with a C or better or with instructor permission. | |
| BUS218 Business Finance | 3 cr. |
| The study of financing a small business, including seeking and obtaining financing, calculating start-up costs, financial sources, personal financial statements, and equity vs. debt financing. PRE-REQUISITE: BUS140 and BUS110 passed with a C or better or with instructor permission. | |
| BUS230 Supervisory Management | 3 cr. |
| This course describes the scope of managerial work and discusses the roles and responsibilities of a supervisor. The student recognizes the strengths of a supervisor such as technical competence, individual energy, and the ability to have a good relationship with and motivate others. Other pertinent and current topics that are covered are human relations skills, developing positive assertiveness, effective team building, sexual harassment, staffing, training, ethics in business, and conflict resolution. Students will work in assigned teams with their selected supervisor/team leader to complete practical group projects. | |
| BUS240 Advertising and Marketing | 3 cr. |
| This course provides a detailed study of marketing, pricing, promoting, distribution, and the role of advertising in the marketing of goods and services. The types of advertising media, how advertising is created, agency functions and regulatory aspects of advertising are covered. | |
| BUS242 International Marketing | 3 cr. |
| International Marketing examines marketing concepts within the context of the global marketplace. Driven by the key marketing functions identified in the National Marketing Education Standards, serves as a multimedia resource for a one-semester course. Using numerous real-life examples, International Marketing provides industry-specific examples to master international economics, promotion, technology, and professional sales. Topics cover the economic impact of international marketing on local, state, national, and global economies. Students will conduct marketing research to determine an international market need and then develop a plan for an international venture. | |
| BUSN245 The Digital Business Toolkit | 3 cr. |
| This course provides students with the essential skills and knowledge to develop effective digital strategies for businesses, combining website design, social media marketing, and artificial intelligence (Al) tools. Students will learn to utilize design principles and web development tools to create visually appealing and functional websites tailored to business needs. Through hands-on projects, they will craft compelling social media marketing campaigns that align with business goals, audience engagement, and brand positioning. The course also introduces Al-driven solutions for business optimization. Throughout the course, ethical and legal considerations in website management, social media marketing, and Al implementation will be examined to ensure compliance with industry standards and regulations. By the end of the course, students will be equipped with the skills to develop and execute data-driven, Al­ enhanced digital marketing strategies that drive business growth and success. | |
| BUS248 Business Cooperative Internship | 3 cr. |
| The cooperative internship program is designed to provide practical experience that cannot be obtained in the classroom. The student will design a personal profile, learn career skills, develop performance objectives, and acquire work adjustment skills. The student will evaluate his/her job progress and transfer skills obtained during the experiential learning experience to permanent employment. A formal evaluation of the cooperative education experience is required. Students should have successfully completed a minimum of 30 credits or permission from the instructor. | |
| BUS255 International Business | 3 cr. |
| This course aims to enhance the global perspective of small business managers. It covers the legal, cultural, economic, and political factors in operating an international business. | |
| CHY110 Fundamentals of Chemistry with Lab | 4 cr. |
| Stressing the basic principles and concepts of chemistry, this course is designed as an elective for non-science majors or as an introductory course for those who have not studied chemistry and plan to take other science courses. Laboratory work is designed to illustrate topics discussed in class. | |
| CMJ101 Introduction to Criminal Justice | 3 cr. |
| This course is designed to provide an overview of the legal system in America, including the history and evolution of law enforcement and the criminal law, to the present status of the criminal justice system. Topics discussed will include the purposes and goals of the criminal justice system; the history and evolution of the criminal law and the legal process; the role of law enforcement in a democratic society; the balancing of individual rights versus the protection of society; the manner in which the criminal justice system confronts terrorism; and the development and current status of justice policy. The course will examine in significant detail the three primary components that comprise the criminal justice system: law enforcement, adjudication, and corrections. Juvenile justice and its purposes and goals will also be discussed. | |
| CMJ102 Introduction to Conservation Law Enforcement | 3 cr. |
| This course is designed to introduce the student to the profession of conservation law enforcement. Topics will span an overview of the legal system in America, including the history and evolution of law enforcement and the criminal law, to the present status of the criminal justice system, wildlife and environmental law enforcement, parks and recreation law enforcement and the balancing of individual rights versus the protection of society. The relationship between law enforcement and natural resource management and public and community relations will also be discussed. | |
| CMJ110 Introduction to Corrections | 3 cr. |
| This course is designed to provide an overview of the historical background of corrections. Topics discussed will include: the goal and purposes of corrections; the various past and current philosophies of corrections; the concepts and issues that determine the necessity for the development of the Maine Correctional Standards; the legal issues in corrections; the principles and issues of the Constitutional Law as it pertains to the 1st, 4th, 8th, and 14th Amendments and the rights of inmates; the structure and functions of incarceration; Probation and Parole Agencies, Management and treatment programs; and the differences between. | |
| CMJ115 Probation and Parole | 3 cr. |
| In this course students will be introduced to probation and parole in the criminal justice system. Students will learn about the history of probation and parole and the differences between them. Students will learn theory and practices of probation and parole and will look at special issues and the future of probation and parole. | |
| CMJ122 Criminal Law & Report Writing I | 3 cr. |
| This course deals with the application and philosophy of criminal law, with a focus on the applicability of the statutory law. The goals and purposes of the criminal justice system will be examined. The formulation of the substantive law and limitations on that authority will be studied. | |
| CMJ201 Civil Liberties | 3 cr. |
| This course examines the constitutional aspects of the American criminal justice process, including search and seizure, arrest, interrogation, trial and appeal. | |
| CMJ204 Victimology | 3 cr. |
| This course presents a comprehensive and balanced exploration of victimology, a vital new and, at times, controversial branch of criminology. This course examines the victims’ plight and is careful to place statistics from the FBI’s Uniform Crime Reports and Bureau of Justice Statistics National Crime Victimization in context. This course systematically investigates how victims currently are handled by the criminal justice system, analyzes the goals of the victims’ rights movement, and discusses what the future is likely to hold. Also discussed will be human trafficking, crimes on campus, identity theft, stalking, motor vehicle theft and prisoners attacked behind bars. | |
| CMJ210 The Juvenile Justice System | 3 cr. |
| This course will examine the Juvenile Justice system in America, including its history, philosophy and development, along with future challenges the system must confront. The rights of Juveniles in the American Juvenile Justice System will be thoroughly explored and discussed. Differences between the adult criminal system and juvenile offender treatment will be analyzed. The problems facing youth as well as the impact of cultural, sociological and other forces will be examined. Other societies’ treatment of youthful offenders will be compared and contracted with the American system. Appropriate punishment of juvenile offenders, including community programs and institutionalization, will be studied. The class will explore in depth the challenges facing the juvenile justice system and discuss ways in which the system might be improved and advanced. Other modalities such as outside speakers, films and/or field trips may be utilized during the course to assist students in more fully integrating the concepts explored. PRE-REQUISITE: CMJ101. | |
| CMJ212 Criminal Investigation and Report Writing II | 3 cr. |
| This course is designed to teach students proper methods in which to prepare a case for possible court presentation. Included in the course will be appropriate information gathering techniques, report writing, and pre-court preparation. Proper courtroom procedures, witness styles and behavior will also be discussed. PRE-REQUISITE: CMJ101 and CMJ122. | |
| CMJ220 Police Operations | 3 cr. |
| This course is concerned with providing the student with an understanding of the role police play in today’s society. PRE-REQUISITE: CMJ101. | |
| CMJ224 Basic Search and Rescue | 1 cr. |
| This course is an introduction to search and rescue operations and will introduce the student to basic search and rescue techniques. Most of the course will be hands on work with map, compass, and GPS. Students will learn basic search and rescue terminology. Students will learn the importance of triage, SAR communications, and modes of extraction. Students will be expected to participate in mock search and rescue scenarios and will prove their ability to function on a volunteer search and rescue team. | |
| CMJ225 Race and Ethnicity Issues in Law Enforcement | 3 cr. |
| The course examines the impact of cultural diversity on law enforcement to include a discussion of cultural awareness, bias, prejudice, training, recruitment and cross-cultural communication. Police challenges in engaging with specific racial/ethnic groups are examined, to include Asian/Pacific Americans, African Americans, Latino/Hispanic Americans, Arab Americans, Native Americans and others. Homeland security concerns, racial profiling and hate crimes are also addressed. | |
| CMJ245 Criminology | 3 cr. |
| This course will define crime and evaluate the various ways crime is measured. Students will be provided with an overview of the more popular criminological theories, emphasizing the biological, psychological, and sociological schools of thought. In addition, crime control and prevention strategies as they relate to each theory will be examined in terms of theory, practice and effectiveness. PRE-REQUISITE: CMJ101. | |
| CMJ250 Criminalistics | 3 cr. |
| This class examines the techniques of crime scene investigation. Once potential evidence has been identified at a crime scene it must be secured, documents and properly collected. The student will learn basic evidence collection techniques. The course will include lecture and actual crime scene search and evidence collection. The laboratory analysis of the following will be covered: glass, soil, organic and inorganic substances, hairs, fibers, paint, drugs, poison, arson and explosive evidence, serology, DNA, fingerprints, firearms, tool impressions, miscellaneous impressions, photography, document and voice examinations. Emphasis is added pertaining to the challenges that “Special Victims” present to investigators. PRE-REQUISITE: CMJ101 and CMJ212. | |
| CMJ251 Criminal Justice Technical Skills | 3 cr. |
| In this course students will work scenarios to improve critical thinking and decision-making skills. Students will assume the roles of Law Enforcement Officers and develop the following skill set; critical thinking, decision making, command presence, de-escalation, communication, interview and interrogation, use of force, search and seizure, physical restraint and control, vehicle stops, surveillance, crime scene processing, and leadership. | |
| CMJ253 FARO Certification | 3 cr. |
| This class examines the techniques of crime scene investigation. Once potential evidence has been identified at a crime scene it must be documented. The student will use the FARO Scanner and Scene on the computer to accurately scan and produce a computer 3D documentation of the scene. Testing is conducted online through FARO Technologies. PRE-REQUISITE: Permission from Instructor is needed for admittance to this class. | |
| CMJ255 Corrections Management | 3 cr. |
| This course will cover the various phases of administration as they relate to corrections. Three basic stages are covered: executive, mid management, and like operations. Each of these levels will be discussed as they relate to institutions, community-based institutions, and the operation of probation and parole. Problems and their possible solutions will be covered for each division of corrections. | |
| CMJ297 Criminal Justice Internship | 3 cr. |
| In this course, a student is placed with a criminal justice agency and is supervised by the criminal justice internship coordinator. To participate in the internship, students must have completed at least two semesters and be in their second year at WCCC. Students must have a minimum 2.5 grade point average. | |
| COM200 Environmental Interpretation | 3 cr. |
| This course will provide an overview of interpretation of the natural environment and its important role in sharing outdoor educational experiences with the public and enhancing the quality of recreational experiences and programs offered by parks and recreation agencies. Examples of innovative and successful interpretive and environmental education programs will be described and discussed. PRE-REQUISITE: ENV110 or with instructor permission. | |
| COMP140 Digital Fluency for the Modern Workplace | 3 cr. |
| This introductory course provides a foundation in essential digital skills needed for success in today's workplace. The course will begin with the basics of creating, organizing, and managing digital files, ensuring you understand how to navigate and utilize computer systems effectively. Students will learn about common hardware and software and create visually appealing and well-formatted documents and presentations. Students will also discover the power of spreadsheets for basic data analysis, learning how to summarize and visualize information. Finally, the concept of collaborative digital workspaces will be covered, demonstrating how teams can work together effectively on projects using shared online resources. This course emphasizes hands-on practice and real-world application in a professional setting. | |
| CPT123 Electronic Spreadsheet | 3 cr. |
| This course begins by introducing students to spreadsheet applications using Microsoft Excel. Spreadsheet basics will be taught that can be applied to any spreadsheet software with which the student may be confronted. The student will progress from introductory to the advanced features of Microsoft Excel. The student will learn to create charts, protect worksheets, create templates and outlines, create and edit graphic objects, create and filter lists, embed and share data, create and execute macros, create hyperlinks and utilize Excel’s advances data analysis tools. Using spreadsheet programs to manage numerical and financial data and to analyze and evaluate information in business applications is emphasized. (Creating financial statements, preparing budgets, managing inventory, analyzing cost flow, etc.) Upon successful completion of this course, students are prepared for Microsoft Office User Specialist (MOUS) Expert Level certification. Students will demonstrate knowledge of understanding of business spreadsheet applications by completing a practical business spreadsheet as a final project. PRE-REQUISITE: COMP140 or permission from instructor. | |
| PSYCTT100 Microcomputer Hardware I | 3 cr. |
| This course will introduce students to the insides of a personal computer. The student will learn to setup, install and troubleshoot computer hardware. Students will build a computer from components. Students will work cooperatively with others in problem analysis and remediation of hardware issues. | |
| CTT110 Microcomputer Operating Systems and Applications I | 3 cr. |
| This course will introduce students to installation and troubleshooting of computer operating systems and applications software. Students will be introduced to MS-DOS, Microsoft Windows, and Unix. Students will be taught to recognize the needs of others and recommend software. Custom configuration of computer software will be introduced. | |
| CTT120 Database Structures and Development | 3 cr. |
| This course will introduce students to database design. Creating, modifying and using a database system will be introduced along with querying and programming database systems. | |
| CTT130 Introduction to Computer Programming | 3cr. |
| This course prepares students to utilize Visual Basic as an object-oriented programming language. Topics include the Visual Basic environment, properties, controls, procedures, interfaces, and structures. Knowledge of these topics will evolve through extensive programming examples and projects. | |
| CTT140 Introduction to Computer Networking | 3cr. |
| Introduction to computer networking introduces history of networks, network software, terminology, topologies, structure, protocols, cabling, modems, LANS, WANS, network management and security, and future direction in the industry. | |
| CTT144 Web Page Design | 3 cr. |
| Students will create and maintain Web pages using HTML5 coding techniques. This course is taught within the PC computer lab, but the coursework can be completed on other computer platforms either at home or in the lab. Students are expected to be proficient with the operating system on their computers, including file management and connecting to the Internet. Students will learn to create and edit HTML and CSS files directly using a text editor. This course will not employ the use of an authoring tool in a WYSIWYG (What You See Is What You Get) environment, such as Adobe Dreamweaver or WordPress. Students are encouraged to use the code view of their browser to gain insight into existing HTML structures. This course will focus on the implementation of a web site for professional use with modern CSS and SEO strategies. This course is designed for a student new to Windows Server Operating Systems. Prior experience within Microsoft Windows 7 or newer is expected. | |
| CTT147 Web Server Administration | 3 cr. |
| This class will teach students how to install, configure, and administer Microsoft IIS Web Servers. Activities will include adding the IIS role to an existing Windows Server installation, configuring web servers for delivery of web content, security, and performance. Other topics will include PCI compliance, logging, encryption, and ASP processing. The end result will be a live hosted site visible to public Internet guests and private intranet access. Hands-on experience through labs and projects will reinforce the reading, coursework, and exams. | |
| CTT150 Microcomputer Hardware II | 3 cr. |
| This will be a continuation course of Microcomputer Hardware I. Computer hardware advanced concepts will be studied. PRE-REQUISITE: CTT100 passed with a C or better. | |
| CTT155 Advanced Computer Networking | 3 cr. |
| This will be a continuation course of Introduction to Computer Networking. Advanced aspects of network routing and switching as well as advanced trouble shooting techniques will be studied. PRE-REQUISITE: CTT140 passed with a C or better. | |
| CTT157 Introduction to Network Security | 3 cr. |
| This course provides an introduction to the fundamentals of network security, including compliance and operational security; threats and vulnerabilities; application, data, and host security; access control and identity management; and cryptography. The course covers new topics in network security as well, including psychological approaches to social engineering attacks, Web application attacks, penetration testing, data loss prevention, cloud computing security, and application programming development security. | |
| CTT245 Computer Network Installation and Configuration | 3 cr. |
| This course will instruct students in installation and configuration of computer networks of various sizes. Configuration of network operating systems, print servers, and security/access rights. PRE-REQUISITE: CTT155 passed with a C or better, or approval of instructor. | |
| CTT251 Cloud Computing | 3 cr. |
| This course introduces students to fundamental concepts of cloud computing. It covers topics such as virtualization, architecture of cloud systems, resource management, as well as privacy and security issues. Students will gain practical experience with cloud architecture through a series of hands-on assignments working with a number of industry leading cloud service providers. The course curriculum is based on the latest CompTIA Cloud+ training materials. A knowledge of basic computer networking and security principles is required for this course. PRE-REQUISITES: CTT110 and CTT140 passed with a C or better, or permission of instructor. | |
| CTT255 Server Operating Systems | 3 cr. |
| This course will introduce students to installation, support and troubleshooting of computer server operating systems. Students will focus on Microsoft Windows Server platforms. Other server platforms will also be reviewed. PRE-REQUISITES: CTT110 and CTT140 passed with a C or better, or permission of instructor. | |
| CTT260 Computer Capstone Project | 3 cr. |
| For the Computer Capstone Project, students will be required to plan and execute the installation of a selected client/server-based application. Students will be required to plan, install, and configure all prerequisites required by the application including desktop, server, network, and database components. PRE-REQUISITES: CTT245, CTT100, CTT110, and either CTT120 or CTT130 passed with a C or better or permission of instructor. | |
| CTT270 Introduction to Virtual Computing | 3 cr. |
| This course provides students with a background in virtualization technology needed to advance in today’s technology workplace. The course includes an overview of virtualization technology with lectures dedicated to the latest virtualization products: VMware Workstation, VMware Server, Windows Virtual PC, and Microsoft Hyper-V. Additional lectures focus on using virtualization software in networked server environments and include building virtual networks, implementing high-availability clusters, enhancing performance and security, and using Microsoft Virtual Machine Manager to centralize management of multiple virtual servers. Many hands-on activities are included, which allow the student to work with virtual computing concepts, using real-world situations to build the skills necessary for a successful understanding of virtualization. PRE-REQUISITES: CTT110, CTT140, or permission of instructor. | |
| DRG124 Print Reading, Sketching, and Intro to CAD | 3 cr. |
| This course provides instruction in the basics of technical drawings, sketching, mechanical print reading and an introduction to Computer-Aided Drafting using industry standard software. Students will create drawings, both on paper and through the use of the CAD software, that are particular to their chosen trade. | |
| DRG126 Architectural Drafting and CAD | 3 cr. |
| This course provides instruction in the basics of technical floor plan drawings, sketching, architectural print reading and an introduction to Computer-Aided Drafting using industry standard software. Students will create drawings, both on paper and through the use of the CAD software, that are particular to all facets of home construction. | |
| ECE100 Introduction to Early Childhood Education | 3 cr. |
| This course provides an overview of the field of early childhood education, including historical and contemporary influences along with major theories of development and learning. Students will become familiar with the core considerations of developmentally appropriate practice (DAP). The National Association of Education of Young Children (NAEYC) Professional Standards and Competencies and Code of Ethical Conduct. Students will explore the role of the teacher in building relationships with children, families and communities in a diverse society. | |
| ECE104 Professional Development in Early Childhood Education | 3 cr. |
| Each student will create a professional portfolio by presenting each of the six NAEYC professional development standards and identifying related competencies for early childhood educators. The portfolio is designed to prepare the student to develop the capacity to understand, reflect upon, and integrate the professional standards into practice for work with, and on behalf of, young children and their families. PRE-REQUISITE: [ECE100](#_ECE100_Introduction_to) or by permission. | |
| ECE185 Observation and Assessment in Early Childhood | 3 cr. |
| This course is designed to explore how to conduct observation and assessment of young children. The course will further provide the student with the knowledge and skills to interpret and use the information gained to plan activities that are responsive to and supportive of children's learning and development. Students will have the opportunity to engage in assessment processes through means of classroom observations, providing each student with a stronger understanding of child development skills. Students learn about and explore a variety of assessments to gather and share information on each child's skills, abilities, interests and needs, birth through age 8. | |
| ECE197 Field Experience in Early Childhood Education (100 hours) | 3 cr. |
| This 100-hour field experience is intended to involve students with practical experience in observing, teaching, and participating with young children in an early childhood setting (ages 0-8). The experience will be supervised by one or more cooperating teacher/providers and coordinated by the college supervisor. The student will encounter as many actual teaching experiences as possible in a semester and will gradually be given more responsibilities. PRE-REQUISITES: ECE 100, ECE185, PSY190 or by permission. | |
| ECE210 Child Guidance and Discipline | 3 cr. |
| This course will discuss the differences between punishment and discipline and techniques for guiding children. Topics will include positive reinforcement, redirection of negative behavior, setting and enforcing limits, and the natural and logical consequences of a child’s choices. Students will also learn techniques for self-control and stress management and develop an understanding that discipline develops from a respect for the dignity of the child. | |
| ECE230 Curriculum in Early Childhood Education (birth to three years) | 3 cr. |
| This course will provide an in-depth study into the development of curriculum for infants and toddlers. Topics include the diverse approaches to infant-toddler rearing and the very early years as a crucial time when basic patterns of living and learning are set. The course focuses on the needs of infants, toddlers, parents, and caregivers through age-appropriate scheduling, assessment of individual development and long-range planning. Students will develop creative instructional materials and will evaluate and utilize commercially developed products. | |
| ECE235 Curriculum in Early Childhood Education (ages 3-8) | 3 cr. |
| Emphasis will be on the development of curriculum and materials for the pre-school and primary age child. Focus will be on integrative curriculum through art, music, movement, math, social studies, science, and drama. Students will design and participate in activities using multiple intelligences and the project approach. | |
| ECO200 Macroeconomics | 3 cr. |
| This course examines the allocation of scarce resources and the economic reasoning used by people as consumers, producers, savers, investors, workers, voters, and government agencies. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. | |
| ECO201 Microeconomics | 3 cr. |
| This course covers microeconomics the market structure of firms operating in competition and monopoly, labor markets and unions, income distribution, current economic problems, international economic, and alternative economic systems. | |
| EDU103 Introduction to Education, School, and Community | 3 cr. |
| This course is designed as an introduction to the field of education and the influences of school and community on our educational system. Students will be introduced to the teaching profession, will explore current issues in education, and will actively discover a variety of resources available to educators. | |
| EDU180 Children’s Literature | 3 cr. |
| Emphasis will be placed on creating a learning environment that encourages children to develop an interest in reading and literature. Experiences will include the evaluation, selection and presentation of age-appropriate reading materials, and strategies such as creative dramatics, poetry and finger play to foster an interactive and communication-rich environment filled with oral and written resources. | |
| EDU210 Guided Self-Study in Education (100 hours) | 3 cr. |
| As an alternative for self-directed students, students have the opportunity to do a self-guided, self-study project, subject to the approval of the department chair. The project is to be in an area of education chosen by the student. It must have effective application in the classroom, school or district. The project’s subject and an initial outline of the plan are to be presented to the department chair for approval. | |
| EDU215 Learning and the Brain | 3 cr. |
| This course is an overview of the human brain and a study of how recent advances in technology and brain research are revolutionizing our understanding of how the brain learns. Students will learn to develop and implement strategies to enhance student learning by teaching with the brain in mind. | |
| EDU226 Teaching, Learning, and Technology | 3 cr. |
| This course is an overview of educational technologies designed to enhance the abilities of students to effectively use technology in educational settings. The use of technology for differentiated learning styles of students will be emphasized. Students will evaluate and use online resources effectively. | |
| EDU245 Assessment and Response to Intervention (RTI) | 3 cr. |
| This course will provide learners with the skills needed to effectively understand and apply the use of assessment and Multitiered Support Systems (MTSS) within the classroom. Learners will gain an understanding of the MTSS structure and its use. They will be able to define the different types of assessment, such as formative and summative, and know which ones to use, and when. | |
| EDU275 Multiple Intelligences | 3 cr. |
| This course is an in-depth examination of Howard Gardner’s theory of Multiple Intelligences and of the many kinds of abilities and many ways learners demonstrate potential. The emphasis of the course will be on understanding the multiple ways people learn and designing lessons to accommodate each student’s individual strengths. | |
| EDU280 Internship in Early Childhood Education, Elementary or High School | 6 cr. |
| The early childhood internship is intended to involve students with practical experience in observing, teaching, one-on-one assistance and participating with young children in early childhood or education settings for a minimum of 200 hours throughout 15 weeks. The experience will be supervised by one or more cooperating teacher/providers and by the college supervisor. The student will encounter as many actual guidance/teaching/tutoring experiences as possible in a semester. PRE-REQUISITES: ECE Majors: [ECE100](#_ECE100_Introduction_to), [ECE185](#_ECE185_Observation_and), [PSY190](#_PSY190_Child_and), [ECE197](#_ECE197_Field_Experience), EDU Majors: [EDU103](#_EDU103_Introduction_to), [PSY190](#_PSY190_Child_and) | |
| EIT180 Programmable Logic Control I | 3 cr. |
| An introduction to Programmable Logic Controllers (PLCs) including hardware, number systems, the fundamentals of logic and the basics of PLC programming. Students will start with a review of mechanical and electronic inputs and outputs to the PLC and covering hardware, software, and ladder logic programming. Allen-Bradley MicroLogix PLCs are used with RS Logix 500 programming software. Process Control systems and industrial networks are introduced. Labs use PLC application trainers, miniature machine trainers as well as software simulators. PRE-REQUISITE: [TEC151](#_TEC121_Introduction_to). | |
| EIT225 Industrial Instrumentation, Automation, and Process Control | 3 cr. |
| The course is designed to give a student or electrician knowledge of industrial instrumentation. Process measurements of Pressure, Flow, Level, Density, Humidity, and Temperature are covered. The different types of transmitters, final control elements, controllers and transducers are included as well as converting from analog to digital and digital to analog. Automatic control theory includes on-off, PID, cascaded and feed forward control. Documentation includes ISA symbols, SAMA symbols, P&IDs and Loop sheets. Labs include control tuning with miniature machines as well as simulation software which provide insight into industrial process control. PRE-REQUISITE: [TEC151](#_TEC151_Electronic_Principles). | |
| EIT240 Programmable Logic Control II | 3 cr. |
| This course uses the large tag-based Programmable Automation Controllers (PAC). Allen-Bradley Control Logic hardware with RS Logix 5000 software is used. The course included advanced PLCs, processors, programming terminals and peripherals. PLC communications includes topology, industrial networks, process automation protocols and industrial control system protocols. Installation and maintenance of the PACs are covered as well as an introduction to Distributed Control Systems (DCS). The emphasis is on tag-based ladder logic programming, data handling and program control instructions. Labs use PLC application trainers, miniature machine trainers as well as software simulation. PRE-REQUISITE: EIT180. | |
| EIT250 Industrial Electrical Troubleshooting | 3 cr. |
| This course covers the fundamentals of installing, programming and troubleshooting of digital and analog PLC modules. Troubleshooting principles include both electrical motor starters and Programmable Logic Controller (PLC) systems. Troubleshooting uses multimeters, specialized test instruments and oscilloscopes. PLC and electrical safety in troubleshooting are emphasized. The PLC part of the course uses Allen-Bradley products from Rockwell Automation. Content includes PLC hardware, electrical circuits, programming instructions, system interfacing, installation and startup as well as troubleshooting. Troubleshooting methods for the PLCs uses both hardware and software. Analog principles and device installation, programming and troubleshooting are included. Troubleshooting of hydraulic and pneumatic systems are included. Electrical troubleshooting trainers are used with fault switches to set short circuit or open circuit faults in the trainer for realistic hands on experience. PRE-REQUISITE: TEC151. | |
| EMS113 Emergency Medical Technician-Intermediate | 6 cr. |
| A 240-hour course that builds on the knowledge and skills acquired in the basic EMT course, this intermediate program covers physiology of the respiratory and cardiovascular systems, airway assessment and management, recognition and management of shock, and cardiac disorders. The course is open to currently licensed basic EMTs who are recommended by their ambulance or rescue services. Clinical experience will include time in cardiac care units, an operating room to perform endotracheal intubation and peripheral IV insertions. This is a state-approved training program following state and national guidelines and curriculum. Upon successful completion of all parts of the course, the student is eligible for the State of Maine written and practical licensing examinations for advanced EMT-intermediate. | |
| EMS114 Wilderness Advanced First Aid | 1.5 cr. |
| This course is an entry-level course designed for professionals working in significantly remote settings for days or weeks. Wilderness Advanced First Aid is comprehensive medical training designed for remote professionals or wilderness leaders who venture into remote and challenging environments. Wilderness medicine differs significantly from standard first aid courses and other training that are oriented toward urban environments. This course teaches how to manage medical emergencies when hospitals and rescue services may not be available for an extensive time period and prepares students for emergency situations that involve prolonged patient care, severe environments, and improvised equipment. Successful completion of this course may lead to certification from Wilderness Medical Associates in Wilderness Advanced First Aid (WAFA) or Wilderness First Aid (WFA). PRE-REQUISITE: ADV111. | |
| EMS115 Wilderness First Responder | 3 cr. |
| This course differs significantly from conventional EMS courses and other programs that are oriented towards the urban environment. In this course, the student will learn to deal with medical emergencies when help is miles away and dialing 911 is not an option. The student will prepare for emergency situations that involve prolonged patient care, severe environments, and improvised equipment. Wilderness First Responder is the definitive medical training course for all outdoor leaders and enthusiasts. PRE-REQUISITE: Students must be at least 16 years of age to participate in this course; 16–17-year-olds must provide written proof of parental consent. | |
| EMS116 Wilderness First Responder Bridge | 1.5 cr. |
| The WFR Bridge course upgrades the Wilderness Advanced First Aid certification to a Wilderness First Responder (WFR) credential. This course must be taken within 3 years of receiving the WMA International WAFA certification or an equivalent from another provider. The WFR is the definitive medical training course for all outdoor professionals and enthusiasts. This course may be used as a recertification for those holding a current WFR certification or equivalent from another provider whose original WFR training was at least 64 hours in length. Current WMA International Wilderness EMTs may also use this course to recertify the wilderness portion of their certification. Successful completion of this course may lead to certification from Wilderness Medical Associates. PRE-REQUISITE: EMS115. | |
| EMS201 Fundamentals of EMS | 3 cr. |
| Introduces the student to the role of the Advanced Life Support Provider. Topics covered include roles and responsibilities of ALS providers, medical terminology, self-care, and initial patient stabilization and management. Students will learn how to obtain a history and perform a physical assessment on a patient. | |
| EMS202 Cardiac/Respiratory Emergencies | 3 cr. |
| Provides an in-depth study of the respiratory and cardiovascular system. In the lab, students will learn advanced airway skills, perfect ventilation techniques, and perform basic cardiac rhythm interpretation. An introduction to the pathophysiology and management of cardiovascular and respiratory disorders will be provided. This course serves as a core course for the EMT-Intermediate (AEMT) licensure. | |
| EMS205 EMT Skills Seminar | 2 cr. |
| This course serves two major purposes. First, it serves as a refresher for those currently licensed Advanced EMTs wishing to become paramedics. Second, it is a required course for students who seek to be licensed at the Advanced EMT (AEMT) level. Students will review and practice all intermediate/advanced EMT skills in an interactive seminar format. The course includes multiple case studies, interactive lab sessions, and creative teaching methods. The course concludes with mandatory skills tests to assure mastery of the topics covered in the AEMT curriculum. | |
| EMS206 EMT Clinical Preceptorship and Field Internship | 3 cr. |
| This course provides students the opportunity to apply the didactic knowledge and skills developed in the classroom, in the pre-hospital and clinical setting. Students partner with pre-hospital providers at local ambulance services and clinical preceptors in various healthcare settings to develop skills in clinical decision-making, electrocardiology, and management of acute and chronic disease. This clinical experience focuses in the skills needed to function at the Intermediate/AEMT level. | |
| ENG101 College Composition | 3 cr. |
| This course provides an introduction to academic writing. Students will study and practice standard rhetorical modes through frequent writing assignment and critical analysis of reading selections. This course emphasizes writing as a process of drafting, revising, rewriting, and proofreading. It also provides an introduction to information literacy. Students will study and practice locating, evaluating, integrating, and documenting sources in MLA style. | |
| ENG107 Speech | 3 cr. |
| This oral communication course offers experience in the selection and organization of speech content, audience analysis, and delivery. Classroom experience emphasizes preparation and delivery of informative and persuasive speeches, as well as other types of oral presentations. | |
| ENG 111 College Composition with Lab | 4 cr. |
| This course provides an introduction to academic writing. Through frequent writing assignments, students will study and practice several academic genres, analyzing how purpose, audience, and context shape research, strategies for organization, and language usage. Critical analysis of reading selections will reinforce students’ rhetorical awareness. This course emphasizes that writing is a flexible, collaborative process that is informed by feedback and reflection. It also provides an introduction to information literacy. Students will study and practice locating, evaluating, integrating, and documenting sources in MLA style. ENG 111 includes an additional two hours of supplemental instruction each week that allows for more time with the instructor and/or working in a writing lab. PRE-REQUISITE: Placement into ENG 111 will be determined by departmental measures. | |
| ENG203 Special Topics in Literature | 3 cr. |
| This course varies each semester. It focuses on a given author, literary genre or motif. Each course will study a variety of representative works of literature on the special topic. Some of the topics have included Shakespeare, Mark Twain, King Arthur, and Maine poetry. Students can take multiple versions of this course for credit because the topics differ. | |
| ENG208 Creative Writing | 3 cr. |
| This course will serve as an introduction to the writing of poetry, fiction, and creative non-fiction. Students will study the literary techniques and forms central to each of these genres, and then apply them to produce original manuscripts. In addition, students will read and discuss exemplary texts from published writers. Students will also learn to critique their own work and the work of others through in-class workshops. PRE-REQUISITE: ENG101/ENG111 passed with a C or better, or satisfactory scores on the reading and writing placement tests. | |
| ENG209 Shakespeare | 3 cr. |
| This course is an introductory analysis of Shakespeare’s dramatic and poetic works. Key themes and scenes, as well as language use, will be assessed as they connect to the social context of that time and also to contemporary culture and current issues. Additionally, film and theatrical productions will be viewed for several dramatic works to study the translations of Shakespeare’s text to visual media. PRE-REQUISITE: ENG101/ENG111 passed with a C or better, or satisfactory scores on the reading and writing placement tests. | |
| ENG210 Technical Writing | 3 cr. |
| This course provides students with workplace communication skills regularly used in industry and trade professions. Students will focus on various writing situations common in industry and choose suitable organization, development, and presentation methods, which could include memo, letter, informal/formal reports, instructions and technical graphics. Students will also practice job procurement skills and presenting technical information orally. Since this course is taught in a computer lab, students should have adequate internet and computer skills. PRE-REQUISITE: ENG 101/ENG111 with a “C” or better. | |
| ENG212 Introduction to Literature | 3 cr. |
| This course introduces students to the principal literary genres, including epic and lyric poetry, the short story, the novel, and drama, with attention to textual analysis, literary terminology, and critical research. Students will prepare oral and written class presentations. PRE-REQUISITE: ENG101/ENG111 passed with a C or better. | |
| ENG214 Literature and Film | 3 cr. |
| This course examines the relationship between film and literary text (novels, short stories and plays) and analyzes how narrative is interpreted and re-interpreted through fiction and cinematic techniques. Students will explore how a director translates a writer’s story using the tools of film to create a distinct and unique visual narrative. Just like critically reading a novel, students will learn how to critically read a film and use this knowledge to interpret and evaluate both artistic modes and how they inter-relate and how they diverge. PRE-REQUISITE: ENG101/ENG111 passed with a C or better. | |
| ENG215 Contemporary American Fiction | 3 cr. |
| In this course, students will read and study a selection of recent American fiction, from 1945-present. They will consider and discuss contemporary short stories and novels as individual texts, as well as in relation to one another. They will also analyze the texts within the context of contemporary American culture, politics, history, and identity, including issues related to race, class, gender, ethnicity, religion, and sexuality. Students will focus on reading the texts critically and actively, learning the language and framework of literary analysis. Students will study the history and evolution of the novel, along with the formal and stylistic considerations that novelists take into account while writing their texts. PRE-REQUISITE: ENG101/ENG111 passed with a C or better, or satisfactory scores on the reading and writing placement tests. | |
| ENV110 Field Natural History | 4 cr. |
| This is a course that will emphasize field and laboratory studies of the diversity and richness of habitats found in Maine. Examination of the interplay between living and non-living systems within fresh water, marine and terrestrial environments will be the focus of these studies. Students will appropriately use basic field and laboratory equipment to conduct environmental investigations and write suitable technical (lab) reports regarding their investigations. | |
| ENV135 Wildlife and Fisheries Management | 3 cr. |
| This course introduces students to current wildlife techniques including creature survey methods, data collection and analysis practices, estimation of abundance, capturing and tagging, identification, aging, habitat evaluation, and scientific investigation. | |
| ENV140 Recreational and Environmental Land Management | 3 cr. |
| This class will explore the proper management of sustainable landscapes while balancing and protecting wildlife habitat while offering the public access to safe, affordable, and healthy ways to experience and appreciate nature. This class will teach an understanding of the need to contribute to the economic well-being of communities through conservation and providing many economic benefits to communities derived from outdoor recreation. This class combines lectures along with outdoor lab. The outdoor lab will include trail building, maintenance, and design. | |
| FYE100 First Year Experience | 1 cr. |
| Students will actively and deliberately engage in the requirements of their transition into college. This seminar focuses on how to succeed. It will facilitate a strong start, empower with necessary skills and awareness, chart a path toward achievement of goals, and direct students toward supports as needed. Particular attention will be paid to navigating the college environment, expectations of the institution, individual learning style, career development, academic strategies, community building, time management and time theft. | |
| GET199 General Technology | (Variable Credit-Maximum 24 cr.) |
| Prior Learning – Portfolio Assessment  Recognition is granted of appropriate and significant prior learning and its credit relationship to degree requirements. Knowledge and skills (not chronological experience) acquired prior to matriculation are systematically identified and documented in a portfolio, which is assessed by the college, and credit is awarded. PRE-REQUISITE: ENG101 and Portfolio Development Instruction passed with a C or better. | |
| HIS112 American History to Reconstruction | 3 cr. |
| This course will cover the United States from its first inhabitants to European exploration, settlement, the Revolution, Independence, and the creation of a new nation. They will explore concepts of Sectionalism, political parties, Jacksonian democracy, Age of Reform, westward expansion, the impending crisis, Civil War and reconstruction. Students will be introduced to major political, economic, military, social, and cultural developments from earlier beginnings to reconstruction. | |
| HIS113 American History from Reconstruction | 3 cr. |
| This course will study the United States from the reconstruction period to the present. Topics will include growth of the West and South. The Machine Age, the Progressive Era, World War I, the roaring 20s, depression, recovery, reform, World War II, the Cold War, reform and conflict of the 1960s and the 1970s, the Reagan Era, post Reagan up to current events. The student will be exposed to concepts of U.S./foreign relations and will be introduced to the major political, economic, military, social, and cultural developments of this period including developing an understanding of the new global economy and its relationship to the U.S. | |
| HIS115 Maine History | 3 cr. |
| Students will become aware of the aspects of Maine’s past, and present, that are unique to New England and the State. We will examine the history of Maine’s communities and economies and rediscover how the production of its most lucrative commodities translated to changes over time. Maine history is also used as a microcosmic example to identify, clarify, and explain the problems and themes of national history and the impact of national events on individual states. This course uses historical inquiry and introduces research through source analysis and archival examination. | |
| HIS117 World History to 1715 | 3 cr. |
| Within the time frame, particular emphasis will be placed on the ideas, institutions, and cultural heritage of civilization, as well as a more traditional focus on political events. Emphasis will be placed on the following key themes: the political, philosophical, and cultural legacies of ancient Greece and Rome; the origins and beliefs of Judaism and Christianity; Medieval society and institutions; the Renaissance and Reformation; European exploration and colonization; the emergence of capitalism; the English Revolution; Constitutionalism and Absolutism; the Scientific Revolution and the Enlightenment. | |
| HIS119 World History from 1715 to Present | 3 cr. |
| Within the time frame, particular emphasis will be placed on the ideas, institutions, and cultural heritage of the West, as well as more traditional focus on political events. Emphasis will be placed on the following key themes: the legacy and meaning of the American and French Revolutions, the Industrial Revolution, the ideologies of 19th and 20th century Europe, imperialism, and decolonization; the origin and impacts of the two world wars and postwar superpower relations. | |
| HIS122 History of Commercial Fishing in Maine | 3 cr. |
| This course is designed to give a broad background in Maine history. Maine history is used as a microcosmic example to identify, clarify, and explain the problems and themes of national history. At the same time, students will become aware of the aspects of Maine’s past that are unique to New England and to the state. | |
| HUS101 Introduction to Human Services | 3 cr. |
| Students will learn about human services, the helping process, and the role and function of the human service professional. The purpose of this course is to examine the broad range of services and varying responsibilities of the human service professional. Students will gain an understanding of the types of agencies where human service professionals are employed and be exposed to an overview of the human service profession. This course is the first course toward training students to become professionals in the human service field. | |
| HUS102 Topics in Health & Aging | 3 cr. |
| This course explores topics and issues related to various aspects of aging, including sociological, governmental, political, health care, and economic. The course looks at the issues associated with our aging population and how those issues affect people of all ages. Several current controversies associated with our changing population are examined. | |
| HUS125 Drug, Substance Use and Recovery | 3 cr. |
| An exploration of substance abuse in contemporary society, this course reviews the physical, psychological, and social impact of substance abuse and addresses the strategies used in treating it. The impact of substance abuse from a personal, familial, social, economic, and public health perspective will be emphasized. | |
| HUS135 Gerontology | 3 cr. |
| This course offers an introduction and overview to the field of gerontology and the issues associated with aging and older adulthood. Students will explore the biological, social, and cultural influences of aging, as well as the physical, psychological, and spiritual needs of an aging population. | |
| HUS151 The Science of Substance Use Disorder | 1 cr. |
| This course is designed to cover the science behind substance use disorder, its relationship to the human brain, and the effects of substances on humans.  This course may be taken alone or in addition to the Recovery Coach Academy to substitute HUS 125 Drugs Substance Use and Disorder. \*\*Note: This is a social science course and cannot be used as a lab science credit. | |
| HUS152 The Science of Trauma | 1 cr. |
| This course is designed to be an introduction to trauma and the effects of trauma. Students will learn about trauma, how trauma is defined, and various types of traumas. Students will also learn about the impact of trauma on the individual throughout the lifespan. \*\*Note: This is a social science course and cannot be used as a lab science credit. | |
| HUS153 The Science of Poverty | 1 cr. |
| This class is designed to introduce poverty in the United States. Students will learn about different types of definitions of poverty, how poverty is measured, and the biopsychosocial consequences associated with poverty. \*\*Note: This is a social science course and cannot be used as a lab science credit. | |
| HUS154 The Science of Self-Care and Compassion Fatigue | 1 cr. |
| This course will introduce the concept of compassion fatigue as it relates to a broad range of helping professions. Students will learn signs and symptoms of stress and burnout as well as actionable measures that can be taken in both their personal and professional lives to mitigate the effects of compassion fatigue and focus on self-care. \*\*Note: This is a social science course and cannot be used as a lab science credit. | |
| HUS155 Introduction to Substance Use, Poverty and Trauma | 3 cr. |
| This course provides an introduction to mind-altering substances, poverty, and trauma, examining their interrelated impacts on health and society. Students will explore common categories of substances, including their neurobiology and health consequences. The course will look at the various definitions and types of poverty in the United States and the biopsychosocial consequences that arise from economic hardship. Students will learn about trauma, its definitions, and the various types that exist, along with the lasting effects of trauma on individuals throughout their lifespan. | |
| HUS204 Human Service Internship I | 3 cr. |
| This 135-hour internship (serves to put knowledge into practice. Students will partner with one or more human service providers to gain experience and an in-depth, personal understanding of the work of human service professionals. Periodic meetings with faculty are required. PRE-REQUISITE: HUS101 and PSY101, or with instructor permission. | |
| HUS205 Human Service Internship II | 3 cr. |
| The internship serves to put knowledge into practice. Students will partner with one or more human service providers to gain experience and an in-depth, personal understanding of the work of human service professionals. Periodic meetings with faculty are required. PRE-REQUISITE: HUS204. Additional requirements may be set by individual sites. | |
| HUS210 Ethics and Policy in Human Services | 3 cr. |
| An introduction and overview of the ethical obligations of human services professionals and the policies that guide their work. The course will review the Code of Ethics as well as ethical dilemmas and challenges that many professionals face as well as the appropriate use of consultation and supervision. The course will review State and Federal Policies, how they relate to ethical principles and the role of the human services professional in advocating for policy change and encouraging self-advocacy. | |
| HUS213 Case Management | 3 cr. |
| An introduction in case management as it is utilized in health and human services. Case management is a process of accessing a client’s needs, and planning and facilitating their connections with health and human services and other resources. Case management includes education, advocacy and networking with providers and services across many disciplines. The course will introduce students to the skills and responsibilities central to case management, as well as professional, legal, and ethical issues that impact this service. | |
| HUS215 Crisis Identification and Resolution | 3 cr. |
| Students will become familiar with crisis theory and behaviors that often prompt crisis interventions, and which interventions are used in times of crisis. The course will cover topics such as severe and persistent mental illness, co-incurring disorders, trauma, and threats to self and others. PRE-REQUISITE: HUS101, or with instructor permission. | |
| HUS219 Community Mental Health | 3 cr. |
| A study of community mental health systems from historic and current perspectives. Emphasis is placed on the work of social service agencies and the roles of human service workers in treating the whole person and integrating care. The nature of helping relationships including attitudes, values, skills and conflicts will be explored. | |
| HUS222 Disabilities and Psycho-Social Rehabilitation | 3 cr. |
| An overview of perspectives relating to the day-to-day problems of persons with mental, physical and developmental disabilities including mental retardation, autism, cerebral palsy, epilepsy, traumatic brain injury and other nervous symptom disorders. The rehabilitation process will be examined, including strategies and techniques for rehabilitation of the various disabilities. Additional focus will be on developing the knowledge and skills necessary for functional assessment and rehabilitation planning. Ethical and legal issues such as self-determination, strategies for independence and nondiscrimination will be addressed. PRE-REQUISITE: PSY101, or with instructor permission. | |
| HUS223 Vocational Aspects of Disability | 3 cr. |
| This course will examine the rehabilitation process, including strategies and techniques for rehabilitation of various disabilities. Students will become familiar with vocational implications of physical, psychiatric, and intellectual disabilities. Additional focus will be on developing the knowledge and skills necessary for functional assessment and rehabilitation planning. Employment resources and theories, as well as tools to assist individuals in finding and maintaining employment will be emphasized. Ethical and legal issues such as self-determination, strategies for independence and non-discrimination will be addressed. | |
| HUS231 Interviewing and Counseling | 3 cr. |
| An introductory course focusing on the skills fundamental to professional interviewing and to different psychological approaches to counseling. Ethical issues will be emphasized. Students will participate in small group sessions to practice their interviewing and counseling techniques and to hone their skills in group processes, communication patterns, leadership, and decision-making. The class will include group participation, role-playing and simulation. | |
| HUS236 Trauma and Recovery | 3 cr. |
| Students will become familiar with trauma, screening and assessment tools, as well as resources and the use of natural and professional supports for those who have experienced trauma. Students will become aware of the lasting effects that trauma can have and become familiar with the recovery model. | |
| HUS240 Group Process | 3 cr. |
| This course will introduce group development, group dynamics and group facilitation. Students will learn the various stages of groups and the role of the counselor at each stage of growth. Different types and styles of groups will be introduced as will counseling theories and group facilitation skills. | |
| HUS245 Addiction and the Family | 3 cr. |
| This course looks at substance use and substance use disorders as they relate to families and affected others. Students will learn about society and cultural perspectives on substance use and risk factors, protective factors, and building resiliency in families. Students will become familiar with typical family roles and dynamics as they explore addiction as a family disease. The relationship between addiction and connection will be emphasized as well as the need to support the family unit in treating substance use. | |
| HUS250 Chemical Dependency Counseling | 3 cr. |
| This course builds on concepts of addiction and chemical dependency in contemporary society. Students will learn screening, assessment and diagnose of substance use disorders and other common comorbidities. Students will learn the role of the substance use counselor as part of a comprehensive treatment team as well as common treatment techniques including theories, skills, and medication assisted treatment. | |
| HUS255 Diverse Care in Human Services | 3 cr. |
| This course explores the concept of diversity, cultural competence as an ethical responsibility. Students will explore various cultures and cultural considerations in human services, including the importance of cultural humility in providing services to individuals, families, and communities. Students will consider prejudice, discrimination, equity, and privilege while increasing knowledge, building skills, and understanding that cultural competence is a lifelong responsibility rather than an end point in professional practice. | |
| HVAC100 Heating Technology I | 10 cr. |
| This course offers instruction in basic theory, safety procedures, fitting and pipe identification, types of heating systems, basic electricity, installation of tanks and piping, sheet metal fabrication, chimney flues, draft controls, and residential domestic oil burner installation and controls. | |
| HVAC105 Electricity in HVAC Industry | 3 cr. |
| This course introduces students to the concepts of electricity in the HVAC industry. Topics include safety, current flow, resistance, National Electric Code, and reading schematic diagrams. Emphasis will be placed on installing and troubleshooting electrical control circuitry for modern oil heat systems. | |
| HVAC110 Heating Technology II | 9 cr. |
| This course offers instruction in the heat loss calculation and heating system designs and layouts. It also includes electrical testing, heating codes, service and maintenance problems, multiple zone systems and controls, and LP gas utilization. PRE-REQUISITE: HVC100 passed with a C or better. | |
| HVAC120 Refrigeration and Air Conditioning Technology I | 10 cr. |
| This course is designed to provide an introduction into modern refrigeration and air conditioning. Students will focus on learning and understanding the basic refrigeration cycle, EPA guidelines and requirements, safety, how to perform basic steps in troubleshooting, how to properly handle and account for refrigerants, tools and equipment, as well as reading refrigerant gauges on different appliances. They will also understand how basic refrigeration electrical control’s function/operate and how these controls apply to the different appliances. The curriculum is designed to provide a foundation to students in understanding the fundamentals of refrigeration and air conditioning and an introduction to EPA guidelines and safety. | |
| HVAC130 Refrigeration and Air Conditioning Technology II | 9 cr. |
| This course is a comprehensive 9-credit course designed to equip students with the knowledge and practical skills necessary to excel in the HVAC industry. This course takes the fundamentals from Refrigeration and Air Conditioning I and focuses on the hands-on application of techniques and practices. While building off the foundation of the basic refrigeration cycle, the course emphasizes the need to adhere to industry standards, safety, and proper troubleshooting techniques. Students will learn how to evacuate, vacuum down, pump down, nitrogen purge and recover refrigerants. They will also demonstrate the ability to perform proper installation and conduct maintenance on HVAC appliances as well as troubleshooting and repair procedures. The curriculum is designed to ensure that students are well-prepared to address challenges that will occur in the field and conform to the industry and EPA standards and regulations. | |
| MAT091 Algebra I | 3 cr. |
| This course covers integers, fractions, decimals, ratio, proportion, and percent, and then uses these concepts to solve problems involving expressions, single variable equations, and systems of equations. Functions and graphing are also introduced. PRE-REQUISITE: Scores on the WCCC Placement Assessment Examination are used for placement into this course. Credits earned do not apply to any credential requirements or toward graduation from any degree program. | |
| MAT092 Intermediate Algebra | 3 cr. |
| This course begins with polynomials and then moves into roots and radicals. Additional topics include factoring, rational equations, quadratics, inequalities and absolute values. Time permitting, exponential and logarithmic equations will be introduced. PRE-REQUISITE: MAT 091 or equivalent passed with a C- or better or by satisfactory scores on the WCCC Placement Assessment Examination. Credits earned do not apply to any credential requirements toward graduation from any degree program. | |
| MAT106 College Mathematics for Technologies | 3 cr. |
| This course reviews fractions, decimals, and percent. It covers integers, simple algebraic equations and formulas, ratio, proportion, geometric concepts, and right triangle trigonometry. This course emphasizes applied mathematics. PRE-REQUISITE: MAT091 passed with a C- or better or satisfactory scores on the skills assessment examination. | |
| MAT112 Business Mathematics | 3 cr. |
| This course presents the mathematics needed to understand the procedures and policies of business transactions, covering bank reconciliation, payroll, trade and cash discounts, simple and compound interest, consumer credit, present and future value, securities, and problem solving with fractions and percent. PRE-REQUISITE: MAT 091 with a C- or better or by satisfactory scores on the WCCC skills assessment examination. | |
| MAT115 Statistics: Concepts & Methods | 3 cr. |
| This course covers organizing data, random samples, graphs, histograms, and frequency distributions, averages and variations, mode, median, mean, and standard deviations, correlation, regression, elementary probability theory, binomial probability distributions, sampling distributions, estimation and hypothesis testing. PRE-REQUISITE: MAT 091 passed with a C- or better or placement by the WCCC admissions office. | |
| MAT127 College Algebra | 3 cr. |
| This course starts with a brief review of the fundamental concepts of algebra and then moves to equations and inequalities, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, and systems of equations and inequalities. PRE-REQUISITE: MAT092 or equivalent passed with a C- or better or by satisfactory scores on the WCCC skills assessment examination. | |
| MDT103 Introduction to Medical Assisting | 3 cr. |
| This course will introduce students to the field of medical assisting. Concepts of effective communication and professionalism will be emphasized. Students will also participate in competency-based keyboarding curriculum. In order to pass this course, students must demonstrate keyboarding proficiency by keying at least 35 words per minute with 3 errors or less on a five-minute timed writing. Students in the Medical Assisting Program must pass this course with a B- or better. | |
| MDT125 Medical Terminology | 3 cr. |
| Students become familiar with the most commonly used medical terms that are encountered in physical exams, medical correspondence, x-ray and pathological reports. Students will learn pronunciation rules for medical terms and are introduced to the rules of punctuation, abbreviation, format, style, and grammar as they apply to medical transcription. Students in the Medical Assisting Program must pass this course with a B- or better. | |
| MDT130 Medical Office Management | 3 cr. |
| This course is designed to give the student hands-on medical office experience. The student will learn records management procedures, electronic health care records, organization of a health record, triaging patients, medical inventory, basic financial practices, and the overall day-to-day operations of a physician’s office. Students in the Medical Assisting Program must pass this course with a B- or better. PRE-REQUISITE: CPT140, MDT103 and MDT 125, or instructor permission. | |
| MDT134 Medical Documentation | 3 cr. |
| This course will provide a foundation in administrative and clinical documentation in the medical office. The Electronic Health Record (EHR) will be used for clinical documentation, workflow and care coordination. Organization and storage of administrative and clinical components and meaningful use will also be introduced. Students in the Medical Assisting Program must pass this course with a B- or better. PRE-REQUISITE: CPT140, MDT103 and MDT125, or instructor permission. This course must be passed with a B- or better. | |
| MDT136 Clinical Office Procedures I | 3 cr. |
| Students will be introduced to the medical assistant’s clinical role in the medical office. Patient coaching, patient screening, and compliance reporting will be covered. An emphasis will be placed on professional response to ethical issues and critical thinking skills. This course must be passed with a B- or better to apply to the Medical Assisting Program. PRE-REQUISITE: MDT125 (with a B- of better for the Medical Assisting Program). | |
| MDT221 Insurance Coding and Billing | 3 cr. |
| Students will become familiar with ICD-10 and CPT coding, as well as the CMS-1500 forms for patient case scenarios. The importance of accurate codes will be stressed as well as the addition of modifiers, E codes, and V codes. Students in the Medical Assisting Program must pass this course with a B- or better. PRE-REQUISITE: MDT125. | |
| MDT222 Phlebotomy Internship | 3 cr. |
| This internship provides practical phlebotomy experience in a clinical setting. Emphasis will be placed on specimen collection and handling. Students will be required to complete 50 successful venipuncture and 10 capillary collections and record a minimum of 50 clinical hours. PRE-REQUISITE: MDT220 and completion of Immunization History Form and all immunizations up to date. CO-REQUISITE: MDT230 or instructor permission. | |
| MDT223 Phlebotomy and Infection Control | 3 cr. |
| This course will prepare students to collect, handle, and analyze blood specimens according to CLSI standards. Students will also learn to follow safety guidelines, OSHA regulations, and CDC precautions. The fundamentals of infection control in healthcare and sterile procedures will be included. Students in the Medical Assisting Program must pass this course with a B- or better. PREREQUISITE/CO-REQUISITE: MDT125, or instructor permission. | |
| MDT228 Introduction to Pharmacology | 3 cr. |
| This course is designed to provide the student with a broad knowledge of drugs, dosage calculations and administration of medications as it pertains to the field of medical assisting. Rights of medication administration, medication abbreviations, nutrition and dietary needs will also be covered. Students in the Medical Assisting Program must pass this course with a B- or better. PRE-REQUISITE: MDT125 and MAT106. | |
| MDT230 Phlebotomy Capstone | 3 cr. |
| This course will culminate procedures learned in MDT220, Phlebotomy and the practical experience from MDT225, Phlebotomy Internship. Pre-analytical factors of the sample or patient as they relate to and influence laboratory procedures will be covered and an emphasis will be placed on registration and preparation for the Phlebotomy Technician Certification Exam offered by the American Society for Clinical Pathology. Students in the Medical Assisting Program must pass this course with a B- or better. PRE-REQUISITE: MDT 220. CO-REQUISITE: MDT 225 | |
| MDT236 Clinical Office Procedures II | 4 cr. |
| This course covers clinical medical assisting tasks commonly performed in an ambulatory healthcare setting. Students learn the skills and knowledge necessary to assist physicians with patient care, including vital signs, CLIA Waived tests, would care, pulmonary function tests and electrocardiography. Students in the Medical Assisting Program must pass this course with a B- or better. PRE-REQUISITE: MDT136. | |
| MDT240 Medical Assisting Capstone | 3 cr. |
| This capstone course is designed to integrate learning from previous semesters. Students will utilize their knowledge and skills to recognize disease processes, medical treatment, medication interactions, signs, symptoms and outcomes of common diseases. This course will integrate current patient topics and thinking about etiology, prognosis, and clinical practice of medicine. A holistic, interdisciplinary approach to patient centered care, education, and quality will be utilized. Students in the Medical Assisting Program must pass this course with a B- or better. PRE-REQUISITE: MDT125, MDT135, MDT227, and MDT235, or with instructor permission. | |
| MDT245 Clinical Medical Cooperative Practicum | 4 cr. |
| This course will integrate the clinical office skills necessary for the medical office. It will allow students the opportunity to integrate knowledge and skills learned. This 165-hour externship is a hands-on learning experience at a local medical center or office. This is an unpaid externship per CAAHEP standards. Students in the Medical Assisting Program must pass this course with a B- or better. PRE-REQUISITE: MDT125, MDT130, MDT133, MDT135, MDT221, MDT223, MDT227 and MDT235, or with instructor permission and completion of Immunization History Form and all immunizations up to date. Prior to entering this course, the student must possess current Health Care Provider CPR. | |
| MET100 General Service | 3 cr. |
| Emphasis on preventative maintenance to include fuel systems, cooling systems, air/exhaust systems, brake systems, power train inspections and lubrication, hydraulic systems, and all lubricating oils and filters. | |
| MET101 Diesel Engine Overhaul | 3 cr. |
| This course is designed to give the student knowledge of diesel engine theory and construction including engine operation, component identification and terminology. This course is the companion course to Diesel Engine Overhaul Lab (MET137). | |
| MET102 Introduction to OSHA Safety/First Aid/CPR | 3 cr. |
| An introductory course designed to cover the handling of hazardous materials, respiratory safety, fire safety, and first aid. Students successfully completing this course will receive the 30-hour OSHA certification and will be Red Cross First Aid and CPR certified. | |
| MET103 Principles of Vehicular Electronics I | 2 cr. |
| Students will study the basic principles of electricity and electronics while strengthening and increasing knowledge of electricity and electronics for the automotive and heavy-duty technicians. The course includes the theory of vehicular electrical circuits and devices, concentrating on computer controls. Proper testing methods of circuits, components and processors will also be covered. | |
| MET107 Introduction to Engine Operation | 2 cr. |
| This course is restricted to Automotive, Heavy Equipment Maintenance and Heavy Equipment Operation students in their second semester. Introduction to engine applications, basic construction, and correct operation will be discussed. Both diesel and gasoline engines will be included in the lessons. | |
| MET108 Principles of Vehicular Performance | 2 cr. |
| This course utilizes the theories from MET 103 Principles of Vehicular Electronics through hands-on experience in a lab environment. Emphasis will be placed on testing and diagnosis of automotive electrical/electronic circuits and devices as they apply to vehicle performance. These tasks will be performed in accordance with ASE standards. | |
| MET112 Engine Performance and Diagnostics I | 1 cr. |
| This course provides students with the knowledge and skills to comprehend vehicular fuel, ignition, and computer systems’ components and their effect on vehicle performance. | |
| MET113 Engine Performance and Diagnostics II | 2 cr. |
| As a continuation of MET112, this course expands the student’s knowledge of vehicular ignition, fuel, and computer systems through testing and analyzing of components and systems in accordance with ASE guidelines. Students will prepare for ASE national certification. | |
| MET114 Vehicular Electrical Systems I | 1 cr. |
| This course provides a knowledge and understanding of automotive electrical theory and the components that make up a vehicle's electrical system. | |
| MET115 Vehicular Electrical Systems II | 2 cr. |
| A continuation of MET114, this course expands the students’ knowledge of electrical fundamentals in magnetism and chemical reactions. Vehicular electrical systems will be studied while working with starting and charging systems. Vehicle wiring and components will be tested for proper operation by checking against industry specifications. Students will explore the possibilities of circuit failures using specialized electrical test equipment while safely performing hands-on identification and diagnosis and determining needed repairs of these systems in accordance with ASE guidelines. Students will prepare for ASE national certification. | |
| MET116 Braking Systems I | 1 cr. |
| This course is an introduction to vehicular braking system hydraulics, components and safety issues for proper diagnosis and service of automotive and light truck brake systems. | |
| MET117 Braking Systems II | 2 cr. |
| A continuation of topics covered in MET116 Braking Systems I, this course focuses on diagnosis, failure analysis, service procedures, and adherence to manufacturers’ specifications in accordance with ASE guidelines. Students will prepare for ASE national certification. | |
| MET 118 Steering and Suspension I | 1 cr. |
| This course is an introduction to the theory and operation of steering and suspension components and their effect on vehicle handling. | |
| MET119 Steering and Suspension II | 2 cr. |
| A continuation of MET118 Steering Suspension I, this course will cover the diagnosis and repair of steering pumps, gears, and related chassis systems. Wheel alignment angles will be understood by performing four-wheel alignments. These tasks will be performed in accordance with ASE guidelines. Students will prepare for ASE national certification. | |
| MET120 Transmission and Drive Train | 3 cr. |
| This course consists of theory and application of the operation and repair of automotive/light truck automatic transmissions, manual transmissions, and drive train systems. Emphasis is given to preventative maintenance, system diagnosis, failure analysis, and proper service procedures. Students will prepare for ASE national certification. | |
| MET121 Heating and Air Conditioning Systems | 3 cr. |
| This course is designed to provide students with knowledge and understanding of automotive heating and air conditioning systems and their impact on driver comfort and vehicle reliability, while observing environmental concerns. Students will gain the understanding needed to perform proper heating and air conditioning service while emphasis is given to system diagnosis, failure analysis, and proper service procedures, as well as the use of specialized shop tools and equipment. | |
| MET122 Hydraulics | 3 cr. |
| This course provides an overview of hydraulic theory, including hydraulic principles, terminology, component identification, and the principles of mechanical advantage inherent in hydraulic systems. | |
| MET123 Maine State Inspection | 1 cr. |
| This course reviews State of Maine motor vehicle laws to prepare students to take the motor vehicle inspection license exam and how to check motor vehicles for compliance of these laws. The application and manual requests for the Maine State Inspection exam will be sent out at the beginning of the second semester by the instructor. Students are responsible for the fee to cover the application and manual costs. The Maine State Inspection License Exam will be given at the end of this course. | |
| MET126 Principles of Electric and Hybrid Vehicles | 2 cr. |
| Students will study the basic principles of electric and hybrid vehicles and their impact on the environment, transportation industry and consumers. This course is beneficial to all levels of mechanical technicians. Including but not limited to, automotive and heavy-duty technicians. This course includes the theory of electric motors and their relationship with internal combustion engines. Safety will be a key component to this course. Proper tools, equipment and testing procedures will be discussed. There will also be a focal point throughout the course of vehicular electrical circuits and devices. | |
| MET132 Diesel Engine Fuel Systems | 1 cr. |
| This course will make the student aware of the various manufacturers and types of fuel delivery systems used on the diesel engine. From the fuel tank through the filters to the engine, this course covers the most important principles and explains how the diesel engine uses fuel injection to produce power. | |
| MET137 Diesel Engine Overhaul Lab | 4 cr. |
| In a modern well-equipped lab, students are given a hands-on opportunity to overhaul a diesel engine. Using factory service manuals and a variety of specialty tools, proper disassembly and assembly of the engine is taught. Measurement, repair and assembly of all components provide a solid technical background in diesel engines. This course is a companion course to Diesel Engine Overhaul (MET101). | |
| MET138 Automotive Engine & Motor Overhaul | 3 cr. |
| A course designed to provide students with the fundamentals to successfully overhaul automotive engines and electric motors. | |
| MET139 Automotive Engine & Motor Overhaul Lab | 5 cr. |
| A course designed to continue the information taught in MET138 which gives the student the basic principles and knowledge of working parts of an internal combustion engine and electric motors. Automotive overhaul procedures will be performed. | |
| MET142 High Performance Engines | 1 cr. |
| Designed for the performance engine enthusiast, this course concentrates on the use and installation of high-performance components. The effects of carburetion, camshaft design, and exhaust systems will be covered. | |
| MET146 Intro to Diesel Engines | 1 cr. |
| A course designed to provide students with an introduction to Diesel engine components and operation. | |
| MET150 Introduction to Equipment Operation | 2 cr. |
| This course covers equipment safety practices, equipment pre-start checks, parking and stopping equipment, and general controls/operation of different types of equipment. | |
| MET151 Equipment Operation Projects | 4 cr. |
| This course covers operation of equipment to work on projects, to grade, load, haul, leveling, digging, and dozing of gravel, in job-like situations. The student will be involved in some actual construction work. | |
| MET152 Heavy Duty Brakes | 3 cr. |
| The course emphasis is on air brake and hydraulic brake operation and function, including all components of the braking systems. CDL brake adjustment certification is included with this course. | |
| MET153 Steering and Suspension | 3 cr. |
| This course covers all types of steering and suspension systems related to on- and-off road industrial equipment. The operation and function of all components of the systems are emphasized. | |
| MET155 Grade Work | 3 cr. |
| This course covers plotting and correction of irregularities of ground to a definite limit of grade and alignment. Basic grade work with math and blueprint reading pertaining to the course will be covered. | |
| MET156 Forklift Operation and Maintenance | 2 cr. |
| This course covers operation and inspection of powered industrial fork trucks. Upon successful completion, the student will receive certification by the National Safety Council as a fork truck operator. | |
| MET157 Crane Theory and Operation | 2 cr. |
| This course covers crane theory, safety, rigging, use of load charts, and operation of cranes. | |
| MET158 Heavy Duty Electrical Systems | 3 cr. |
| The course emphasis is on equipment electrical systems, including charging, starting, ignition, and lighting circuits. Operation, service, and maintenance of all components of these circuits are included. | |
| MET159 Power Trains | 3 cr. |
| This course covers the operation and maintenance of components in a power train, including clutches, transmissions, differentials, and final drives. Most types of commercial and industrial equipment are included. | |
| MET162 Equipment Maintenance Projects | 4 cr. |
| Heavy Equipment Maintenance Projects replicates the usual everyday operation of a mechanic service truck in a job like setting. Students will learn to manage and maintain an onboard tool and materials inventory. As the situation arises for repairs, students will partake in real time repair activities on HEO equipment. Focus on environmental best practices will be followed and MSHA safety regulations be adhered to. | |
| MET170 Small Engine Repair and Tune Up | 3 cr. |
| This course will cover the operating principles of small engines, including compression, fuel, governor, and electrical, cooling and lubricating systems. Troubleshooting methods and engine selection and application will be covered. Students will prepare for the Briggs and Stratton master service technician exam. | |
| MET171 Power Equipment Drivelines/Hydraulics and Hydrostatics | 3 cr. |
| This course is an introduction to power equipment drivelines/hydraulics and hydrostatics. Students will develop a solid understanding of systems that propel equipment/vehicles powered by small engines. This course focuses on diagnosis, failure analysis, service procedures, and adherence to manufacturers' specifications in accordance with Equipment & Education Training Council, Inc. (EETC) guidelines. | |
| MET172 Power Equipment Electrical Systems and Generators | 3 cr. |
| This course will utilize industry training standards set forth by the Equipment & Engine Training Council, Inc. (EETC) to train students to safely diagnose and repair all types of electrical systems pertaining to Power sports and off-road small engine equipment. Students will develop skills necessary to diagnose and service portable generators. | |
| MET173 Marine and Personal Watercraft Repair and Maintenance | 3 cr. |
| This course is an introduction to Marine and Personal Watercraft, components and focuses on safely diagnosing systems, failure analysis, service procedures, and adherence to manufacturers’ specifications. Outboard motors, personal watercraft/jet ski service, repair and maintenance will be the concentration of this course. | |
| MET190 Recreational Vehicles Operation and Maintenance | 3 cr. |
| This course will cover off-road applications of; 2-3-4-wheel all-terrain vehicles; and snowmobiles. It will focus on proper application of equipment, applicable vehicle laws and regulations, environmentally conscious-off road use, and user safety under all applications. Vehicle maintenance, both prevention and emergency repair, will be emphasized. | |
| MET195 Outdoor Powered Equipment Vehicle Repair and Maintenance | 3 cr. |
| This course covers various aspects of service and repair of outdoor powered equipment and vehicles. While this class is designed as a continuation of MET190, Recreational Vehicles Operation and Maintenance, students can begin with this course pending instructor approval. | |
| MET200 Advanced Equipment Operation | 4 cr. |
| This course will cover septic system installation, preparing ground for foundation footings, and trenching. The use of transits is integral to the course. PRE-REQUISITE: MET150, MET151 and MET155. | |
| MET220 Equipment Hydraulics | 3 cr. |
| This course covers all components of open- and closed-centered hydraulic systems. Theory, operation, maintenance, and repair of these components are emphasized. | |
| MET221 Heavy Equipment HVAC | 2 cr. |
| This course is an introduction to the function and repair of heating, ventilation, and air conditioning units with concentration on mobile heavy equipment. | |
| MET232 Advanced Engine Overhaul/Machine Shop | 6 cr. |
| A selected group of top achievers with a full year of “Diesel and Automotive Engine Overhaul” background are placed in a real life shop atmosphere and given the opportunity to hone their skills obtained from the previous year. The course encourages students to think and act on their own, allowing them the freedom to perform various operations with minimal supervision. A pre-class session and daily time sheets let the instructor keep up with various stages of the students’ progress. | |
| MFG101 Safety | 2 cr. |
| This course introduces students to safe operating practices and procedures in a manufacturing environment. Performance of emergency drills, performing corrective action when observing unsafe practices, new equipment safety integration, and ergonomics are discussed. Students who pass this course are prepared to take the MSSC Safety portion of the CPT industry credential. | |
| MFG110 Manufacturing Processes and Production | 3 cr. |
| This course introduces students to overall manufacturing processes and production. Common industry topics such as customer need identification, resource and procurement, equipment production scheduling, setting production goals and team assignments are addressed. Production documentation and final product delivery concepts are introduced. Students who pass this course are prepared to take the MSSC Manufacturing Process and Production portion of the CPT industry credential. | |
| MFG120 Quality Practices and Measurement | 3 cr. |
| This course prepares students to work in a quality control and measurement sector within the manufacturing/production industry. Areas addressed are quality audit activities, calibration of data collection equipment, continuous improvement implementation, inspection, documentation, and corrective action implementation. Record keeping and use of industry standard testing and measurement equipment are also introduced. Students who pass this course are prepared to take the MSSC Quality Practices and Measurement portion of the CPT industry credential. | |
| MFG125 Maintenance Awareness | 3 cr. |
| This course introduces students to the concepts of preventative maintenance, routine scheduled repair, monitoring of equipment for correct performance, and production scheduling around maintenance activities. Students who pass this course are prepared to take the MSSC Maintenance Awareness portion of the CPT industry credential. | |
| MFG210 Green Production | 2 cr. |
| This course trains students on environmental issues in manufacturing. Topics introduced are the issues associated with becoming green, implementation of environmental programs, environmental incident identification, reporting, and recovery, and recycling implementation for production facilities. Students who pass this course are prepared to take the MSSC Green Production portion of the CPT industry credential. PRE-REQUISITE: MFG110 or with instructor permission. | |
| NEC111 National Electrical Code | 3 cr. |
| This 45-hour course covers all nine chapters of the national electrical codebook. Students develop a thorough understanding of the code requirements and applications, as well as proficiency in researching various code rules. Must be passed with a C or better. PRE-REQUISITE: Electrical Helper’s License or higher, C or better in REY103, or instructor permission. | |
| NGP110 Basic Principles and Practices for Propane/Natural Gas | 1 cr. |
| This course is a prerequisite to the more advanced classes and includes sections covering the physical properties and combustion characteristics of propane, identifying propane industry standards, safety codes and regulations, identifying the basic parts of tanks, cylinders, and bulk storage installations, maintaining a safe working environment, identifying commonly used hand tools and supplies, and serving the customers. State certification testing is included. This is a pass/fail course. | |
| NGP116 Distribution Systems Operations | 2 cr. |
| This course focuses primarily on the procedure of placing a vapor distribution system into operation. The course also addresses the different system test required for vapor distribution systems and appliances, validating the container, piping, and regulator, how and when to make the final connections, how to purge the system of air, appliance controls and safety devices, and how to adjust air. This is a pass/fail course. | |
| NGP118 Appliance Installation | 2 cr. |
| The course includes placing propane utilization equipment into service, identifying the fundamental principles of venting and ventilation, pressure testing and leak checking propane-piping systems, controlling propane/air mixtures for proper combustion, and sizing /installing natural draft venting systems. This is a pass/fail course. | |
| NGP120 Appliance Service | 2 cr. |
| Appliance service covers identifying troubleshooting skills and electrical circuits/systems, measuring electrical quantities, identifying operating characteristics and components of common sensing devices, and troubleshooting control devices basic to gas operating equipment. This is a pass/fail course. | |
| NUR103 Foundations of Nursing | 8 cr. |
| Introduces the role of a nurse as a member of the health care team. Student learning focuses on the nursing process in regard to basic human needs, and stresses the impact of culture, values, beliefs, and internal and external stressors on health and illness. Principles of nutrition, communication, pharmacology, and teaching-learning are integrated into the course. Selected clinical experiences are expanded upon in a laboratory learning setting for a variety of basic nursing skills. | |
| NUR110 Pharmacology | 3 cr. |
| This course builds upon students’ knowledge of anatomy, physiology, and the nursing process. It is designed to provide the knowledge required for the safe administration of drugs and teaching with patients across the lifespan. The student will examine actions, therapeutic uses, interactions and side effects of major drug classifications, nursing responsibilities related to drug administration to clients across the lifespan, and skills related to medication administration. | |
| NUR137 Nursing Across the Lifespan I | 8 cr. |
| Provides the knowledge and skills needed to care for individuals experiencing alterations in meeting their basic human needs as they relate to medical-surgical system alterations and mental health issues. Students use a patient centered approach in caring for individuals across the lifespan and explore preventive maintenance and restorative nursing interventions within the nursing process framework. this course applies basic knowledge learned in NUR 103, Foundations of Nursing, along with nutrition, pharmacology, communication skills, psychology, and teaching-learning principles. Classroom content correlates with selected learning experiences in structured healthcare settings. | |
| NUR254 Nursing Across the Lifespan II | 8 cr. |
| This course builds on previous theoretical and clinical learning experiences while increasing the student’s knowledge and responsibility in the care of clients with multiple and complex health issues. End-of-life care and chronic disease management are included. This course includes didactic and case study classroom work. Clinical experiences include supervised advanced clinical medical/surgical skills and practice of management skills in healthcare facilities. After this course, students can provide and manage comprehensive care in a variety of clinical settings. | |
| NUR280 Nursing Across the Lifespan III | 10 cr. |
| Builds on previous theoretical and clinical learning experiences while increasing the student’s knowledge and responsibility in the care of clients with multiple and complex health issues, including the nurse’s role and responsibility in emergency and disaster situations. End-of-life care and chronic disease management are included. This course includes didactic and case study classroom work. Clinical experiences include supervised advanced clinical medical/surgical skills partnership experience and practice of management skills in healthcare facilities. After this course, students can provide and manage comprehensive care in a variety of clinical settings. | |
| NUR282 Transition into Nursing Practice | 1 cr. |
| This weekly seminar capstone class is meant for students graduating at the end of the semester. Students engage in online NCLEX-RN preparation and practice activities related to transitioning from a student nurse to a new graduate nurse. The seminar portion of the class affords students an opportunity to review information, discuss questions and challenges, and enhance their abilities to successfully complete the NCLEX- RN exam and begin entry-level nursing practice. | |
| NUTR110 Nutrition Science | 4 cr. |
| This course introduces the scientific principles of human nutrition, bridging the gap between theory and practice. Students will study the structure and function of essential nutrients (carbohydrates, fats, proteins, vitamins, and minerals) and explore the physiological processes of digestion, absorption, and metabolism. Life cycle nutrition, current dietary guidelines, and community nutrition programs are also examined. The accompanying laboratory sessions provide practical experience through activities such as dietary analysis, nutrient calculations, and hands-on investigations. | |
| PFT100 Physically Fit for Duty (Work) | 1 cr. |
| Physically Fit for Duty (work) provides the understanding of wellness and physically fitness to a standard that prepares the student to work safely in the career path they choose. This course is designed specifically for Emergency Services Personnel, Law Enforcement, Outdoor Recreational Leaders and any job that the duties may require any level of physical fitness and wellbeing. This course will cover nutrition, weight control, stress management, development of positive lifestyle behaviors. Each student will learn how to assess what level of fitness they are currently at and how to set and obtain reachable goals. This course will use the assessment and testing criteria set forth by the Main Criminal Justice Academy. | |
| PHI101 Introduction to Philosophy | 3 cr. |
| This course is a study of the perennial problems of philosophy as discussed by authors of all periods, from the Pre-Socratic Greeks to contemporary writers. This survey focuses primarily on western philosophy, but also introduces eastern thought. Such issues as free will vs. determinism, the problem of evil, the mind-body split, the nature of time, the limits of science and mysticism are among topics offered. | |
| PHI114 Environmental Ethics | 3 cr. |
| This course will introduce students to the study of environmental ethics. Students will explore Western and Non-Western perspectives concerning the environment, deep ecology, social ecology, animal rights, biodiversity, ecofeminism, species preservation, economics and the environment, global justice, as well as sustainable society issues. | |
| PHI115 Ethics | 3 cr. |
| Ethics is the study of that which is of fundamental interest to every human. This course provides the student with the study of ancient and contemporary issues involving actions freely performed that significantly harm or benefit humankind and the reasoned methods of judging such behavior. | |
| PHI116 Criminal Justice Ethics | 3 cr. |
| This course examines current issues of ethics in criminal justice. The major focus is to develop a general understanding of ethics; decision making, actions, and thought processes, within the criminal justice system. This course will include law enforcement scenarios and allow students to make their own decisions and justify them while staying within the boundaries of the law and professional code of ethics. | |
| PHY120 Physics | 4 cr. |
| The first of a two-semester sequence, this course stresses the qualitative and quantitative aspects of vector analysis, kinematics, dynamics, energy concepts, and includes an introduction to thermodynamics. Particular topics include projectile motion, circular motion, simple machines, thermal properties of matter, and heat transfer. | |
| PSC101 American National Government | 3 cr. |
| This course is an introductory study of the major principles, structures and practices of the United States government. The course will focus on topics such as the Constitution and its development, the federal system, civil liberties and civil rights, public opinion and interest groups, the Congress, the Supreme Court, the Presidency, domestic and foreign policy formation, the federal budget and federal taxation. | |
| PSY101 Introduction to Psychology | 3 cr. |
| This course is an introduction in the discipline of psychology. The student will be able to define and describe the science of psychology and demonstrate knowledge of theoretical issues, psychological processes, and mechanisms of behavior. | |
| PSY105 Human Relations | 3 cr. |
| Human Relations introduces students to the principles of psychology applied to the understanding of self and others. Students will study the interactions that exist between people at work, in organizations and in one’s personal life. The student will be provided with a clear, insightful, and comprehensive understanding to the principles and underlying psychological dynamics of interpersonal relations and have the opportunity to practice these skills. | |
| PSY190 Child and Adolescent Development | 3 cr. |
| This course explores the growth and development of the child from conception through adolescence. (A study of birth, pre-natal, and neo-natal development will be included.) Investigations of the physical, intellectual, social, and emotional domains are sued to understand and describe the developing person. Students will understand the theories, research, and multiple variables that affect the growth and development of children and adolescents. | |
| PSY207 Developmental Psychology | 3 cr. |
| The development of the individual is an exciting process, beginning at birth and continuing through the intricate changes of growth and aging. The study of the life span is also intriguing because each of us, and everyone we care about, is constantly developing. This course therefore includes the biosocial, cognitive and psychosocial domains of human development. PRE-REQUISITE: PSY101. | |
| PSY225 Adult Development from Young Adulthood to Death | 3 cr. |
| This is the continuation of the study of development of the person throughout adulthood in the physical, social, emotional, moral, and cognitive domains. It is concerned with growth and development over time and with changes during the life span. Topics to be explored will be sex roles, sexuality, work and leisure, marriage and alternate lifestyles (singlehood, same sex marriages), parenting, aging, retirement, relinquishing roles of the elderly, role integration and death and dying. | |
| PSY252 Criminal Psychology | 3 cr. |
| This course is designed to provide an understanding of criminal behavior and antisocial behavior from a psychological perspective. Contemporary research, theory, and practice concerning the psychology of crime will be explored. Students will learn about the factors associated with the onset and maintenance of antisocial and criminal behavior.  Because some criminal behavior begins early, antisocial conduct in juveniles is covered in detail, although the great majority of juveniles who offend also stop before reaching adulthood. Information about juveniles will include not only the type and extent of their offending, but also current research on the developing brain during adolescence. Many youths today also are victims of crime or deprived of educational and economic opportunities that place them at risk of future offending. | |
| REY103 Introduction to Residential Electricity | 3 cr. |
| This course is an introduction to the residential electrical trades. It covers basic electrical theory, safety, tools and material used specifically in the electrical trades. It also introduces the student to the National Electrical Code as well as gives them some hands on training in conductor terminations and residential wiring techniques. | |
| REY131 Residential & Commercial Electrical Technology I | 2 cr. |
| This course is an introduction to the electrical trade. It covers basic electrical theory, safety, tools, and material used specifically in the electrical trade. It also introduces the student to the national electrical code as well as gives them some hands on training in conductor terminations. | |
| REY152 Residential & Commercial Electrical Technology II | 8 cr. |
| Topics include residential building plans, branch & feeder circuits, services, rough-in wiring, switching circuits, devising and fixture installation. PRE-REQUISITE: REY 131 passed with a C- or better or with instructor permission. | |
| REY181 Residential & Commercial Electrical Technology III | 9 cr. |
| Topics include trouble shooting, phone and data wiring, green wiring techniques, commercial blueprint reading, commercial services, commercial wiring methods and motors & controls. PRE-REQUISITE: REY152 passed with a C- or better. | |
| REY184 Residential & Commercial Electricity IV | 4 cr. |
| Topics include commercial lighting low voltage wiring, h. v. a. c. wiring, over current protection, special wiring situations and journeyman exam preparations. PRE-REQUISITE: REY181 passed with a C- or better. | |
| REY190 Residential & Commercial Electricity Internship | 3 cr. |
| The practicum provides students with a supervised field experience. Students will gain hands-on experience in the electrical contracting field. This opportunity increases students' occupational awareness and professionalism. This is a pass/fail course. | |
| SED220 Education of Young Children with Special Needs | 3 cr. |
| This course is designed to introduce students to the field of special education and to train students to identify special needs, to refer children, and to care and teach children with special needs in an inclusive setting. Students will learn causes, characteristics, and appropriate intervention and interaction strategies for children with special needs. | |
| SED235 Behavior Management Techniques | 3 cr. |
| This course is designed to provide knowledge and skills necessary to support students with emotional and behavioral difficulties. The emphasis of the course will be on the use of data collection to better understand how to intervene and change negative behaviors. Course content will emphasize both formal and informal data gathering techniques. Crisis management techniques and the development of behavior management plans will be covered. Students completing requirements will earn a Behavioral Health Professional (BHP) certificate. | |
| SED282 Teaching the Exceptional Child in the Regular Classroom | 3 cr. |
| The purpose of this course is to provide an understanding of the characteristics and needs of K-12 students with exceptionalities. The student will explore the history of special education, specific categories of exceptionalities, the provisions of IDEA, definitions, causes, prevalence, and educational implications, and relevant legal issues in special education. The student will become familiar with program planning and placement, with an emphasis on inclusive practices; transitioning students to adulthood; classroom accommodations and modifications; and instruction of students with exceptionalities. The student will comprehend current federal and state special education regulations as they relate to the general educator, the special education referral process, and appropriate accommodations and modifications for students with disabilities that are best practice in the regular education classroom. The student will discover inclusion successes and challenges of early childhood, elementary, and secondary education. The student will analyze the roles of both parents and paraprofessionals within the inclusive model. Factors that put students at risk, cultural and linguistic diversity, and giftedness are also explored. | |
| SOC101 Introduction to Sociology | 3 cr. |
| This course is a general study of people in society, with emphasis on the nature of culture, social institutions, social interaction and social units and their influence on the individual. An overview of sociological concepts and perspectives is also presented. | |
| SOC102 Sociology of the Family | 3 cr. |
| This course is an introduction to sociology, with an emphasis on family systems. Foundational sociological theory will be covered as a basis for an in-depth study of modern family structures. This course will explore the contemporary issues of power relationships; family organization and reorganization; single parent families; divorce, family violence, malfunction; and the effect of the family on the socialization of children. | |
| SPA101 Introduction to Spanish | 3 cr. |
| Introduction to Spanish is a beginner’s course that emphasizes the skills needed for everyday communications in communities or places of employment. In this course, students will learn language function, vocabulary and grammar. Not only will students develop a proficiency in and appreciation for the Spanish language, but also an understanding of Hispanic cultures and their growing importance in our world. | |
| SPA103 Introduction to Spanish II | 3 cr. |
| Introduction to Spanish II is the second part of a course that emphasizes the skills needed for everyday communications in communities or places of employment. In this course, students will learn language function, vocabulary and grammar. Not only will students develop a proficiency in and appreciation for the Spanish language, but also an understanding of Hispanic cultures and their growing importance in the world. | |
| TEC150 Electronic Principles I | 3 cr. |
| This course provides the fundamentals of Electrical and Electronic circuits. Direct current and alternating current include series, parallel and combination circuits. Measuring instruments and soldering techniques are presented. A required digital multimeter kit is soldered and assembled. All components are covered including resistors, inductors and capacitors. Electrical formulas and trigonometry are included as part of this course. | |
| TEC151 Electronic Principles II | 3 cr. |
| This course covers electrical controls, motor starters, semiconductors, DC power supplies, motor drives and programmable logic controllers. Mechanical and electronic semiconductor input control devices are included. Output control devices such as solenoids, solenoid valves, magnetic motor starters and pneumatic actuators are included. A DC power supply kit is soldered, assembled and checked with an oscilloscope to measure ripple voltage. The programmable controller project combines programming inputs and outputs with ladder logic control. PRE-REQUISITE: TEC 150 passed with a C or better. | |
| TTO199 Trade and Technical Occupations | Variable Credit-Maximum 24 cr. |
| Prior Learning-Apprenticeship. Recognition of appropriate and significant prior learning and its credit relationship to degree requirements is granted. Knowledge and skills (not chronological experience) acquired prior to enrollment are systematically identified and documented in a portfolio, which is assessed by the college, and credit is awarded. PRE-REQUISITE: Minimum of three years in a registered or college-approved apprenticeship, ENG101, and portfolio development instruction. | |
| WEL109 Introductory Welding | 2 cr. |
| This course teaches basic arc welding, light MIG welding, and torch work. | |
| WEL120 Safety and Basic Welding Technology I | 7 cr. |
| Shielded metal arc welding with emphasis on safety in the workplace. This course will  introduce students to proper safety practices, habits, and attitudes in shop areas. It will focus on using machines and equipment, electrode identification, and oxygen and acetylene cutting and welding in all positions using 11018 electrode. | |
| WEL121 Basic Welding Technology II | 4.5 cr. |
| Unit of instruction focuses on safety and arc position welding in preparation of 3/8’s plate for AWS Certification. This includes the fitup, the tacking together, the welding procedure, and the bend process and preparation. Students will learn to apply the process bested situated for each type of job. | |
| WEL122 Advanced Welding Technology | 1.5 cr. |
| All structural welding tests using 7018 stick and MIG.045-flux core will be covered, as well as structural welding on ¼” and 3/8” thick plate using a back plate with 7018 and 6011 electrodes. Students must pass a guided bend test in the vertical and overhead positions. | |
| WEL123 Pipe Welding | 4 cr. |
| This is an introductory course in carbon steel pipe welding, where students practice pipe fit ups, tacking techniques and welding procedures in the root pass with 6011 electrodes. The 7018 electrode will be used for fillers and cover passes. This is an advanced course in carbon pipe welding. The entire course will be with a heavy emphasis on the 6G positions. Preparation time for certifying exam may be provided. | |
| WEL124 TIG Welding | 5 cr. |
| This course is an introductory to TIG pipe welding, and all Schedule pipes. All welding will be done in the 6G position. Students will perform pipe fitups, tacking techniques and TIG welding in the root and hot pass. This is also an introductory TIG welding course on schedule 10 stainless steel pipe; which includes fitup, tacking, and making quality stainless welds using solar flux and an argon purge in the open root passes. This is courses includes an advanced TIG welding module, welding double extra heavy boiler tube and 5” schedule 80 pipe with TIG root and hot pass filler and capped with 7018. | |
| WEL125 Introduction to Pipe Welding | 1 cr. |
| This course introduces students to pipe fitting using a pipe threading machine, using pipe fittings, and measurements to perform accurate fitups on all task requirements. Upon competition students will be able to accurately measure and thread pipes. | |

# FACULTY AND PROFESSIONAL STAFF

## PRESIDENT’S CABINET

|  |  |
| --- | --- |
| Susan Mingo | President |
| Darin McGaw | Dean of Academic Affairs |
| Tyler Stoldt | Dean of Enrollment Management and Student Services |
| Nichole Sawyer | Dean of Workforce Development & Community Engagement |
| Cletus Stoflet | Dean of Finance and Administration |
| Tina Erskine | Manager of Operations & Human Resources |
| Richard Ramsey | Manager of Facilities |
| Melinda Reynolds | Early Childhood Education/Education Instructor Faculty Representative |

## FACULTY AND STAFF

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| First Name | Last  Name | Position | Credentials/Degrees/ Diplomas/Certificates | Year started | |
| Noel | Abrahamson | Industry Partnership and Program Coordinator of Aquaculture Technology | AS, Biology, Glendale Community College, AZ; BS, Oceanography, University of Washington, Seattle, WA. | | 2024 |
| Stephanie | Allard | Science Instructor | AAS, Audio Visual Technology/Photography, Newbury College; BS, Biology, University of Maine | | 2019 |
| MacKenzie | Bennett | Recruitment and Admissions Specialist | BA, Child Development and Family Relations, University of Maine, Orono | | 2023 |
| Michelle | Binette | Coordinator of Workforce Programming | BS, Business Management, University of Phoenix; Project Management Profession (PMP). | | 2022 |
| Toni | Carter | Workforce Student Navigator | BA, Psychology and Behavioral Science, Cedarville University; MS Counselling, University of Southern Maine. | | 2023 |
| Wayde | Carter | Criminal Justice /  Conservation Law Instructor | BS Environmental Studies with a concentration in Emergency Disaster Management 2024, Criminal Justice Clark State Community College; Criminal Justice, Cedarville University; Basic Police Certification MCJA, Advanced Warden School, Basic K-9 Handler and Instructor Certification, Maine Criminal Justice Academy Instructor, Field Training Officer, Basic Supervisor Training, Drug Recognition Expert Certification, Crisis Intervention Certification, Boating Under the Influence Instructor Certification, Managing the Lost Person Incident Training, Leadership and Mastering Performance Management Training and Wide area Search and Rescue Incident Training. | | 2019 |
| Rachel | Cilley | Cook I | Sanitation Certificate | | 2009 |
| Dan | Corbett | Lead Facility Technician | Welding Certificate, Washington County Technical; AA, General Technology, Washington County Community College | | 2004 |
| Nichole | Cote | Associate Dean of Enrollment Management and Student Services | BA, University of Maine at Presque Isle; MEd, University of Maine. | | 2015 |
| Lisa | Dereszewski | Humanities Instructor |  | | 2024 |
| Anne | Donahue | Coordinator of Enrollment and Student Service | AAS, Washington County Technical College. | | 1989 |
| Katie | Erskine | Coordinator of Admissions & Marketing | BS, Husson University; AAS, Washington County Community College | | 2024 |
| Tina | Erskine | Manager of Operations & Human Resources | AAS, Washington County Technical College; BS, University of Southern Maine; MBA, Thomas College. | | 1994 |
| Bernadette | Farrar | Student Navigator | Global Career Development Facilitator; Certified Career Services Provider; BS, History, University of Maine at Presque Isle; MS, Adult and Higher Education, University of Southern Maine, CCAR Trained Recovery Coach, The Caring Cupboard Coordinator | | 2016 |
| Pamela | Feeney | Transfer Counselor & Learning Specialist | Certified Maine School Counselor; National Certified Counselor Educator; B.U.S., University of Maine; M.Ed., University of Maine; Ph.D., University of Maine. | | 2011 |
| Linda | Fitzsimmons | Director of Financial Aid | Certificate, Washington County Vocational Technical Institute; AAS, Washington County Community College; BCS, University of Maine at Machias. MS, Higher Education Administration, Southern New Hampshire University. | | 1986 |
| Scott | Fraser | Outdoor Leadership Instructor | BPS, State University of New York, Buffalo; M.A., Prescott College. | | 2004 |
| Rhonda | French | Business Studies Instructor | BS, University of Maine at Machias; MBA, Thomas College. | | 1992 |
| Todd | Fullerton | Food Services Manager | AS, Mental Health and Human Services; Certifications, ServSafe, Management, Hospitality, and Baking. | | 2023 |
| Donna | Geel | Assistant to the Academic Dean | AAS, Eastern Maine Vocational Technical Institute; AAS, Casco Bay College. | | 1994 |
| Karin | Gookin | Director of Residential Life & Student Activities | AAS, Washington County Community College. | | 2007 |
| Ethan | Hafford | HVAC Technology Instructor | AAS, HVAC/R, Eastern Maine Community College. | | 2024 |
| Kevin | Howland | Heavy Equipment Maintenance Instructor | Certificate, Washington County Community College. | | 2008 |
| Tim | James | Residential and Commercial Electricity Instructor | Diploma, Residential & Commercial Electricity WCCC, Certificate in Electromechanical Instrumentation Technology WCCC; Level II FLIR Thermography, Master Electrician License. | | 2023 |
| Elise | Jensen | Executive Assistant to the President and HR Coordinator |  | | 2024 |
| Greg | Johnson | Powersport Equipment/Small Engine Technician Instructor | Certificate, Marine Painting, Washington County Technical College; Master Service Technician, Diagnostics, Theory and General Knowledge, Products, Repowering, Failure Analysis & Warranty; Bronze Level Technician; Gold Master Wrench; Small Engine Technician; Four Stroke Engine Technician; Two Stroke Engine Technician; Certification, Ski-doo Technician, Outboard Mechanic, Husqvarna Service Technician, ATV, Snowmobile, and PWC Technician, Marine and Industrial Coatings. | | 2013 |
| Sierra | Johnson | Accountant III |  | | 2025 |
| Lorinda | Joy | Coordinator of Apprenticeship Programs | BA, Special Education, University of Maine Machias; Certification, Vocational Benefits Specialist, Cornell University. | | 2023 |
| Louis | Knight | Maintenance Technician |  | | 2021 |
| Elisa | LaPointe | Student Services and Financial Aid Representative | BS, Business Education/ Administration, Husson University; MEd, Curriculum and Instruction, National Louis University. | | 2016 |
| John | Leavitt | Librarian I | BFA, Portland School of Art. | | 2002 |
| Loni | Levesque | Help Desk Manager (Northern Region) |  | | 2024 |
| Ashley | Macdonald | Business Manager | BS, Thomas College; MBA, Southern New Hampshire University. | | 2011 |
| Arthur | Mahar | Heavy Equipment Operation Instructor | Certificate in Diesel Systems and Automotive, Washington County Vocational Technical Institute; Certified Instructor - National Center for Construction Education and Research (NCCER) for Core Curriculum for Heavy Equipment Operation; Hoisting Operator's License - State of Massachusetts | | 2011 |
| Laurie | Mahar | Medical Assisting Instructor | BSN Hussan University; MSN Hussan University | | 2024 |
| Amy | Mayhew | Enrollment and Student Success Specialist | BA, University of Maine at Farmington. | | 2023 |
| Molly | McDonald | English / Communications Instructor | BA, Oberlin College; MFA, University of Montana; Graduate Certificate, College Writing Theory and Practice, Bowling Green State University, Ohio | | 2008 |
| Susan | Mingo | President | BS, University of Maine at Machias; MS, Husson University. | | 2005 |
| Cynthia | Moholland | Business Studies Instructor | AAS, Washington County Technical College; BS, University of Maine at Machias; MBA, Thomas College; CMA (AAMA); PBT (ASCP) | | 1999 |
| Ronald | O’Brien | Automotive Instructor | AAS, Washington County Technical College; BS, University of Southern Maine; ASE Master Certifications. | | 2000 |
| Natasha | Osmond | Allied Health Occupations Instructor | BScN, Dalhousie University, Nova Scotia, Canada  Periop RN, George Brown College, Ontario, Canada  MSN, Athabasca University, Alberta, Canada  GDID, Athabasca University, Alberta, Canada | | 2024 |
| Tatiana | Osmond | Associate Dean of the Teaching & Learning Center for Excellence | Certificates, CISN Operator, CISN Administrator and CISN Manager, Department of National Defense Nova Scotia, Canada; Certificate, Data Analysis, University of New Brunswick, Canada;  M Ed, Athabasca University, Alberta, Canada. | | 2014 |
| Travis | Pelletier | Facilities Maintenance Specialist I | Forklift, and Clamp Truck Operator. 2023 | | 2022 |
| Anne | Perry | Nursing Administrator |  | | 2024 |
| Kelly | Peters | English/Communications Instructor | BA, University of Maryland; M.A. and M.Ed., Millersville University, Post Graduate Degree, Education Specialist in Curriculum & Instruction, Liberty University. | | 2010 |
| Ryan | Prescott | Information Technology Technician III | AAS Computer Technology, Washington County Community College. | | 2025 |
| Michael | Ramsdell | Facilities Maintenance Specialist III |  | | 2017 |
| Richard | Ramsey | Facilities Manager | Certificate, Building Construction Technology, Washington County Technical College. Certified Building Analyst Professional with Building Performance Institute, Inc. EPA Lead-Safe Certified Renovator. OSHA Certified Trainer in Construction. Certified Instructor; National Center for Construction Education and Research (NCCER) for Core Curriculum, Plumbing, Heating and Carpentry. Maine State License, Propane and Natural Gas. Maine State License Master Oil Burner up to 15GPH. | | 2008 |
| Melinda | Reynolds | Early Childhood Education/Education Instructor | BS, West Chester University of Pennsylvania; M.Ed. Grand Canyon University; DOE Professional certifications: Birth-5 (081), K-8 (020), and K-12 Building Administrator (040). | | 2022 |
| Nichole | Sawyer | Dean of Workforce Development & Community Engagement. | BA, Public Administration, University of Maine. | | 2018 |
| Heather | Smale | Director of Finance | BS, Business Administration, Boston University. | | 2015 |
| Greg | Smith | Mathematics Instructor | BS, Secondary Education Mathematics, University of Maine at Farmington. 2019 | | 2006 |
| Travis | Stepan | Mathematics Instructor | BS, University of North Dakota; MS, University of North Dakota. | | 2010 |
| Tyler | Stoldt | Dean of Enrollment Management & Student Services | AS, Business Administration, Neosho County Community College; BS, Organizational Leadership, Fort Hays State University; MSE, Higher Education Student Affairs, Fort Hays State University. | | 2021 |
| Elizabeth | Sullivan | Human Services Instructor | BA, Behavioral Science & Community Studies, University of Maine at Machias; BS, Environmental Studies, University of Maine at Machias: MS, Counseling, University of Southern Maine; Graduate Certificate, Interdisciplinary Disability Studies, University of Maine. | | 2014 |
| Amanda | Tirrell | Administrative Assistant |  | | 2014 |
| Mary-Ann | Urquhart | EMBARK/JMG College Success Specialist | AAS, Washington County Technical College; BS, University of Maine at Machias. | | 2011 |
| Leigh-Ann | Voisine | Accounting Assistant II | AAS, Business Management, Washington County Community College; Certificate of Apprenticeship. | | 2019 |
| Scott | Wheelock | Welding Instructor | Welding Certificate, Washington County Community College; Diploma, Master Journeyman Pipe Fitter. | | 2019 |

## EMERITUS APPOINTMENTS

|  |  |
| --- | --- |
| Vinton Cassidy, Faculty Emeritus | 1980–2013 |
| Dr. William Cassidy, President Emeritus | 2003–2009, 2012–2013 |
| Dr. William Flahive, President Emeritus | 1996-2003 |
| Tessa Ftorek, Dean Emeritus | 1988–2004 |
| Dr. Joyce Hedlund, President Emeritus | 2010–2012 |
| Ronald Renaud, President Emeritus | 1983–1996, 2003 |
| David Rowe, Faculty Emeritus | 1972–2010 |

## GOVERNANCE

The Maine Community College System Board of Trustees governs the college. The President of the Maine Community College System is David Daigler. The Maine Community College System board members, their residence, and business affiliation are:

|  |  |  |
| --- | --- | --- |
| Name | Area | Title |
| Peter DelGreco, Chair | North Yarmouth | Maine & Company, President & CEO |
| Kate Rush, Vice Chair | Newport | EVP & Chief Operating Officer – Androscoggin Bank |
| Margaret Angell | Cape Elizabeth | Head of Partnerships & Strategic Initiatives (former)  The Roux Institute at Northeastern University |
| Dr. Mark Fourre | Camden | President (former) Coastal Healthcare Alliance, |
| Jane Gilbert | Augusta | Retired |
| Stacey Harris | Windham | General Superintendent – Consigli Construction |
| Joyce Maker | Calais | Retired – Washington County Community College |
| Jean Ginn Marvin | Scarborough | Nonantum Resort, Innkeeper |
| Elizabeth Neptune | Indian Township | Independent Consultant |
| Anne Roosevelt | Embden | Goodwill Northern New England, CEO (Retired) |
| Cheryl Wendelken | Portland | Brooks Family Foundation, Director |
| EX-OFFICIO MEMBERS | | |
| Pender Makin |  | Commissioner  Maine Department of Education |
| Laura Fortman |  | Commissioner Maine Department of Labor |

## WASHINGTON COUNTY COMMUNITY COLLEGE ADVISORY COUNCIL

|  |  |  |
| --- | --- | --- |
| Name | Company/Business | Address |
| Andrea Guerra | Maine Career Center | 53 Prescott Drive,  Machias, ME 04654 |
| Bill Barnett | Riverside Electric | 334 North Street  Calais, ME 04619 |
| Bob Jamison | Maine Wild Blueberry | 78 Elm Street  Machias, ME 04654 |
| Bob Peacock | Quoddy Pilots, USA | 99 Tollbridge Road  Eastport, ME 04631 |
| Brian Schuth | Eastport City Manager | 22 Washington Street  Eastport, ME 04631 |
| Charles McAlpin | Eastern Maine Electric Co-op | P.O. Box 425  Calais, ME 04619 |
| Charles Rudelitch, Esq. | St. Croix Economic Council | 7 Ames Way  Machias, ME 04654 |
| Charley Martin-Berry | Community Caring Collaborative | PO Box 204  East Machias, ME 04630 |
| Harry Flower | Maine Wild Blueberry | 320 Ridge Rd Cherryfield, ME 04662 |
| Chief William Nicholas | Indian Township Tribal Government | 8 Kennebasis Road  Indian Township, ME 04668 |
| Christopher Gardner | Eastport Port Authority | 220 King Street  Edmunds, ME 04628 |
| Christopher Loughlin | Town of Baileyville | PO Box 370  Baileyville, ME 04694 |
| Atrica Emerson | Maine Career Center | 53 Prescott Drive, Suite 1  Machias, ME 04654 |
| James Thompson | 55 Cedar Lane | Calais, ME 04619 |
| John Magera | Moosehorn National Wildlife Refuge | 103 Headquarters Road  Baring, ME 04694 |
| Judy East | Bureau of Resource Information & Land Use Planning | 35 Manning Street  Calais, ME 04619 |
| Kara Mitchell | Chamber of Commerce | 39 Union Street  Calais, ME 04619 |
| Martin Richard | St. Croix Tissue, Inc. | 144 Main Street  Baileyville, ME 04694 |
| Meg McGarvey | The Commons | 2A Pleasant Street  Eastport, ME 04631 |
| Mike Ellis | Calais City Manager | PO Box 413  Calais, ME 04619 |
| Mary Anne Spearin | Calais School System | 34 Blue Devil Drive Calais, ME 04619 |
| Pos Bassett | Pleasant Point Tribal Government | P.O. Box 343 Perry, ME 04667 |
| Renee Gray | Washington County Government | 85 Court Street Machias, ME 04654 |
| Ryan Lincoln | Woodland Recreation Department | P.O. Box 370  Baileyville, ME 04694 |
| Sheridan Smith | Border Electric | 337 North Street  Calais, ME 04619 |
| Steve Lail | Down East/Calais Community Hospital | 11 Hospital Drive  Machias, ME 04654 |
| Vinton Cassidy | Professor Emeritus | 43 Cassidy Lane  Calais, ME 04619 |

## Directions

Directions to Washington County Community College Calais Campus — from within Calais:

Go to the first traffic light at Route 1, North Street. At the next traffic light, turn right onto Main Street. Drive past the Calais Motor Inn on right, St. Croix Country Club on the left, and Pratt Chevrolet on the right. The WCCC driveway is directly on right past the WCCC sign. Come up the main driveway and take the second driveway on the right. Enter the building with “WCCC” over the entrance.

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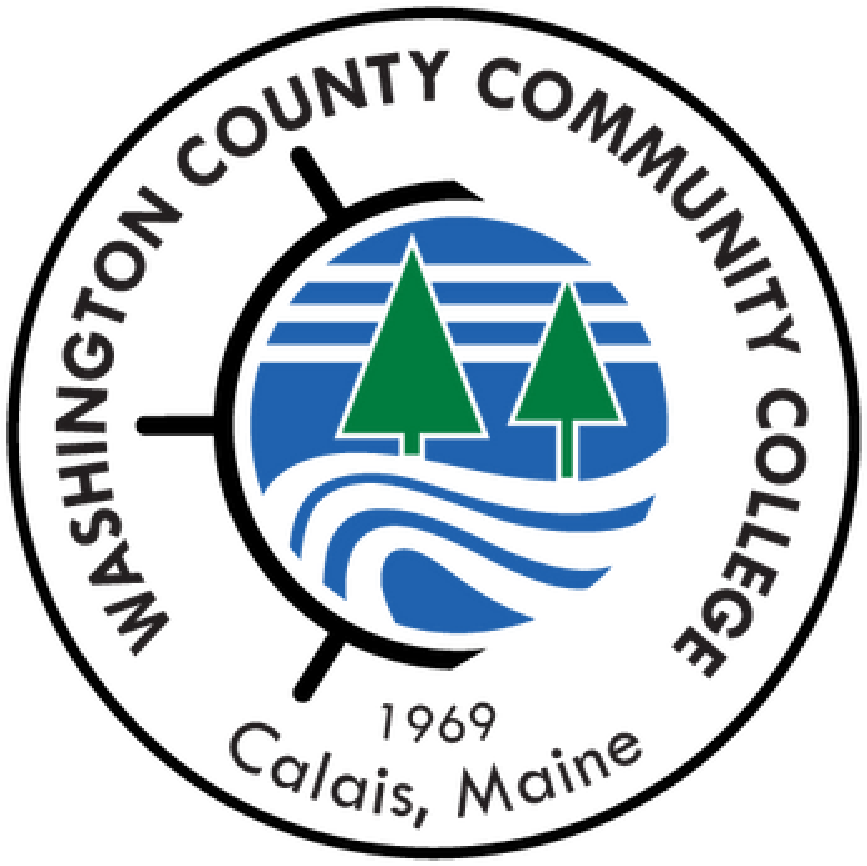
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