Helms College

2026 CATALOG

www.helms.edu

5171 Eisenhower Parkway | Macon GA 31206
478.471.4394

3145 Washington Road | Augusta GA 30907
706.651.9707

Catalog Effective 01/01/2026

Welcome to Helms College. It is my sincere pleasure to welcome you as you begin this important chapter of your educational and professional journey.

At Helms College, our students are at the center of everything we do. We are deeply committed to your academic success, career readiness, and personal growth. Just as importantly, we strive to create a campus community where you feel supported, respected, and encouraged—one that is positive, compassionate, and rooted in a strong sense of belonging.

Helms College exists to open doors. We provide access to high-quality education and workforce training through programs designed to lead to meaningful employment, career advancement, and long-term economic mobility. Your decision to enroll reflects both courage and commitment, and we invite you to be an active partner in our mission as you progress through your studies.

Our programs are built on rigorous, hands-on learning aligned with real-world workforce needs. You will learn from experienced faculty who bring industry knowledge into the classroom and are dedicated to your success. You will also be supported by a collaborative team of faculty and professional staff who work together to provide academic guidance, career development, and individualized support throughout your time at Helms College. This layered approach ensures that you are supported not only in the classroom, but across your entire student experience.

Your success at Helms College is a shared responsibility. We are committed to providing the instruction, resources, and support you need to succeed, and we ask that you bring engagement, accountability, and perseverance to your learning. Together, we create the conditions for meaningful progress and lasting achievement.

Helms College is proud of its national accreditation and strong partnerships with industry and community organizations. These relationships ensure your education remains relevant, respected, and responsive to workforce needs. I encourage you to take full advantage of opportunities for leadership, campus involvement, community engagement, and career development while you are a student and beyond.

We believe in your potential and are honored to walk alongside you on your path to graduation. I look forward to celebrating your accomplishments and welcoming you as a proud Helms College graduate.

Warm regards,

Kristine Furtaw
Senior Vice President of Education Operations
Helms College
kfurtaw@helms.edu

2026 Academic Calendar

2026 Winter Quarter

January 12, Monday ……..…….. First Day of Class
January 19, Monday ……..…….. Martin Luther King Jr. Holiday
January 20, Tuesday …… Last Day to Drop
February 18, Wednesday……..……First Day of B Quarter
March 27, Friday ……..…… Last Day of Class
March 30 - April 13……..……..……Student Break

2026 Spring Quarter

April 14, Tuesday ……..…… First Day of Class
April 21, Tuesday ……..…….. Last Day to Drop
May 20, Wednesday……..……First Day of B Quarter
May 25, Monday ……..…….. Memorial Day Holiday
June 19, Friday……..……..……Juneteenth Holiday
June 26, Friday ……..…… Last Day of Class
June 29- July 10……..……Student Break

2026 Summer Quarter

July 13, Monday ……..……...First Day of Class
July 16, Thursday……...Last Day to Drop
August 19, Wednesday……First Day of B Quarter
September 7, Monday ……... Labor Day Holiday
September 25, Friday ……..…… Last Day of Class
September 28 - October 2……Student Break

2026 Fall Quarter

October 5, Monday…….…….... First Day of Class
October 8, Thursday……..……..…… Last Day to Drop
November 11, Wednesday……..……..…….. First Day of B Quarter
November 26 – 27...……Thanksgiving Holiday
December 18, Friday ……..……Last Day of Class
December 21 – January 8, 2027...……..Student Break

Campus	Program	Days	Hours
Macon	Culinary Arts	Monday-Friday	Morning: 9:00AM – 3:00PM Evening: 5:30PM – 11:00PM
Macon	Industrial Trades	Monday-Friday	Evening: 5:30 PM – 10:30 PM
Augusta	Culinary Arts	Monday-Friday	Morning: 9:00 AM – 3:00 PM Evening: 5:30 PM – 11:00PM
Augusta	Baking & Pastry	Monday-Friday	Afternoon: 1:30 PM – 7:00 PM
Augusta	Health Services	Monday-Friday	Morning: 8:30 AM – 3:00 PM Evening: 5:30 PM – 10:30 PM
Augusta	Industrial Trades	Monday-Friday	Evening: 5:30 PM – 10:30 PM

Helms College Locations

Helms College Augusta Campus
3145 Washington Road | Augusta, GA 30907
706.651.9707

Wrights Farm
721 Reynolds Road | Grovetown, GA, 30813
706.652-9707

Pinnacle Club Auxiliary Classroom
699 Broad Street | Augusta, GA 30901
706.651.9707

Helms College Macon Campus
5171 Eisenhower Parkway | Macon, GA 31206
478.471.4394

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Institutional Information

INSTITUTIONAL INFORMATION

MISSION STATEMENT

Helms College is a private, nonprofit institution of higher learning that offers educational programs to a diverse student population at diploma and associate degree levels in a variety of career fields. The mission of Helms College is to help people discover and develop their God-given gifts through education and career services. Helms College educational programs are designed to provide students with knowledge, skills and abilities expected and required by prospective employers for both initial competitive employment and career advancement.

CORE VALUES

To fulfill our mission, Helms College embraces **SOAR** as our core values.

- **Service** – Service-oriented mindset and attitude toward students, colleagues, and the community at large.
- **Ownership** – Pride in quality of work and high sense of responsibility.
- **Accountability** – Sense of obligation and willingness to accept responsibility; sense of urgency and integrity.
- **Respect** – Professionalism, personal dignity, adherence to the 'Golden Rule," collaboration and teamwork.

HISTORY

In response to the need for meaningful skills training and education for individuals seeking employment, the President and Chief Executive Officer of Goodwill Industries of Middle Georgia, Inc. envisioned an educational division to further fulfill the mission of the organization, "to help people discover and develop their God-given gifts through education, work, and career services." In July 2007, Helms Career Institute was founded in Macon with the sole focus of creating an educational model for Goodwill Industries that provides skills training in the Culinary Arts and other occupational areas that lead to meaningful career advancement. With continued growth, a solid curriculum and a dedicated faculty, Helms Career Institute was able to offer associate degree level education and was renamed Helms College in August 2012. In October 2012, Helms College established its Augusta campus at 3145 Washington Road, Augusta, Georgia and enrolled its inaugural cohort of students in Culinary Arts.

Goodwill Industries of Middle Georgia and the CSRA is an autonomous member of Goodwill Industries International (the membership association of autonomous members), which has a rich, century long history. Dr. Edgar J. Helms, a Methodist minister, founded Goodwill in 1902 in Boston, Massachusetts. Dr. Helms collected used household goods and clothing in wealthier areas of the city, then trained and hired unemployed people to mend and repair the used goods as a middle skills training initiative. The goods were then resold, and proceeds paid the workers' wages and were invested in the development of additional education and skills training programs. The system worked, and the Goodwill philosophy of "a hand up, not a handout" was born. Dr. Helms' vision set an early course for what has become a $6 billion nonprofit organization with 170 member organizations in the United States, Canada and around the world.

PHILOSOPHY

Goodwill Industries believes work plays a critical role in the ability of individuals to achieve desirable life outcomes. The founder of Goodwill Industries, Dr. Edgar J. Helms, believed that individuals wanted and needed a hand up, not a handout, and his basic philosophy set an "abundant living" vision since 1902. Moreover, Goodwill believes that work is better caught than taught, and it provides opportunities for individuals to "catch" a solid work ethic. Through work, individuals are enabled to assume the role of the worker in addition to other roles within the community. Work forms a cornerstone of a person's relationship with other people and is critical for preventing and minimizing social problems.

To this end, the faculty, staff, and administration at Helms College believe that access to quality education and relevant hands-on experience are the first steps to career and personal success. As a result, the development and maintenance of training programs and related services focus upon maximizing career opportunities and improving the lives of individuals by helping them acquire the skills they need for success in the workforce.

Helms College is committed to bringing together appropriate staff, curricula, physical facilities, instructional equipment, and other components needed to deliver an exceptional educational experience. Through its student-centered focus, Helms College helps individuals to successfully achieve their educational objectives to enable them to lead more fulfilling lives. Helms College promotes student access and progress, and its philosophy of student learning and development is embedded in all its instructional and support programs.

FACILITY

Helms College, Augusta Main Campus has classrooms and administrative offices located at 3145 Washington Road, Augusta, GA 30907.

In the School of Hospitality, there are three fully operational culinary teaching labs and four lecture classrooms, all multimedia equipped. Our Baking and Pastry program has an industrial baking kitchen and a professional baking lab. Helms College culinary students receive experiential learning opportunities at Edgar's Grille, an on-site, fine dining restaurant. Edgar's Bakehouse, located alongside Edgar's Grille, was founded to bring authentic French style pastries to Augusta. Edgar's Bakehouse also serves as an experiential learning venue for our Baking and Pastry students.

There is an academic development classroom furnished with computers and learning resources available to all students on campus.

In the School of Health Services, there are five lecture/lab classrooms for health services programs, and one computer lab with full Internet access. Students have access to a large student commons, which includes space for studying and computer research.

HVAC students have access to two fully equipped HVAC labs and three multimedia equipped classrooms. The campus is handicapped accessible. Parking is available free of charge in a spacious parking lot.

The Pinnacle Club serves as an auxiliary classroom for Helms College – Augusta Campus, located on the 17th floor of 699 Broad Street in downtown Augusta. This historic city club is operated and managed by Edgar's Hospitality Group and serves 600+ members in this private business and dining club. The Pinnacle Club serves as an experiential learning site for School of Hospitality students. Edgar's Above Broad, an upscale entertainment complex, also located at 699 Broad Street, is another venue that provides experiential learning opportunities for students in the School of Hospitality & Culinary Arts at Helms College.

Helms College, Macon Campus has classrooms, labs, applied learning venues, and administrative offices located at 5171 Eisenhower Parkway, Macon, GA 31206. The campus is housed within Goodwill Industries of Middle Georgia, Inc. facility. The space is devoted to six multimedia equipped classrooms, teaching kitchens, one computer lab, a fully equipped, professional kitchen, two fully equipped HVAC labs, a career services office, Edgar's Bistro restaurant which provides for front-of-the-house training with exposure to fine dining, and the Anderson Conference Center with applied learning opportunities for students taking banquet and catering classes. Helms College is handicapped accessible. Ample parking is available free of charge in the spacious parking lot.

OWNERSHIP AND ADMINISTRATION

Helms College is owned by Helms LLC, which is wholly owned by Goodwill Industries of Middle Georgia, Inc. Goodwill Industries of Middle Georgia, Inc., is an exempt organization under IRS code section 501(c)(3). Helms College is under the policy and administrative control of the Goodwill Industries of Middle Georgia, Inc.'s Board of Directors' Education Committee. The Education Committee oversees the policies and management of Helms College to ensure that the needs of its students are met to the highest possible degree and that the College operates effectively and efficiently.

LICENSING AND ACCREDITATION

Helms College is authorized as a postsecondary educational institution by the Georgia Nonpublic Postsecondary Education Commission (GNPEC) and accredited by the Accrediting Council for Continuing Education & Training (ACCET). ACCET is a national accrediting agency recognized by the U.S. Department of Education. Helms College Culinary Arts programs at our Augusta campus are accredited by the American Culinary Federation (ACF).

GNPEC
2082 East Exchange Place, Suite 220
Tucker, GA 30084-5305
770.414.3309
www.gnpec.ga.gov

ACCET
1722 N Street, NW
Washington, DC 20036
202.955.1113
www.accet.org

ACF
180 Center Place Way
St. Augustine, FL 32095
800.624.9458
www.acfchefs.org

NC-SARA
National Council for State Authorization Reciprocity Agreements
3005 Center Green Drive, Suite 130
Bouler, CO 80301
720.680.1600
www.nc-sara.org

COMMITTEE STRUCTURE

Helms College provides numerous opportunities to give a voice to key constituencies and to promote a system of shared governance among faculty, students, and administrators. Helms College is guided and advised by its Education Committee, comprised of selected members of the Goodwill of Middle Georgia and the CSRA Board and members of the higher education community. Helms College officially recognizes the following standing committees and councils:

- **Education Committee:** oversees the overall governance and management of Helms College to ensure that the needs of its students are met to the highest possible degree in the most cost-effective and efficient manner.
- **Grievance Committee:** comprised of college administrators and staff representatives, this committee reviews any formal grievances submitted to the college in accordance with our grievance process and prepares responses for approval by the Helms College Senior Vice President of Education.
- **Refund Appeals Committee:** comprised of members of the Helms College senior leadership team, this committee determines refund settlements for students making refund requests based on the nature of the appeal request and documentable extenuating circumstances provided by the student.
- **Curriculum Committee:** comprised of faculty, staff, and administrative representatives, this committee reviews new and revised program curricula to ensure that the curriculum design and development processes as outlined in the college's curriculum review policy are followed, that input from program advisory councils is considered, and that the information on new and revised curricula is communicated across all functional departments for planning and implementation.
- **Academic Policies Review Committee:** comprised of faculty, staff, and administrator representatives, this committee is charged with periodically reviewing and updating the College's academic policies and procedures and review newly developed policies and procedures. The committee reviews and provides input on the proposed updates and new policies and procedures before they are finalized for approval by the Helms College Senior Vice President of Education.
- **Hospitality Advisory Council (HAC):** comprised of business leaders and practitioners, this council helps the School of Hospitality develop long-term goals and gives specific recommendations on the needs of businesses and industries served by the programs. It also ensures that curriculum is in alignment with and relevant to the skills needed for entry-level culinary careers and promotes community awareness of professional educational programs. The Council members also assist the College in student externship opportunities and graduate placement services.
- **Health Services Advisory Council (HSAC):** The HSPAC serves as a venue for health service industry representatives to serve as a resource to Helms College and its College of Health Services; advise on

curriculum and clinical sites; contribute expertise to aid in departmental and college strategic thinking; assist in the promotion and delivery of its programs; suggest quality improvement initiatives, evaluation, and relevant industry issues; and, provide assistance on student externship and the placement of graduates.

- **School of Trades Advisory Council (SOTAC):** Comprised of business leaders and practitioners within the industrial trades, this council helps the School of Industrial Trades develop long-term goals and gives specific recommendations on the needs of businesses and industries served by the programs. It also ensures that curriculum is in alignment with and relevant to the skills needed for entry-level careers in the trades and promotes community awareness of professional educational programs and with the placement of program graduates.
- **Retail Operations Management Program Advisory Council (ROMPAC):** Comprised of business leaders and practitioners within the retail industry and Goodwill, this council helps the School of Business and Technology develop long-term goals and gives specific recommendations on the needs of businesses and industries served by the programs. It also ensures that curriculum is in alignment with and relevant to the skills needed for entry-level careers retail operations and promotes community awareness of professional educational programs and with the placement of program graduates.

Through the committees and councils, Helms College provides numerous opportunities for instructors, students, administrators, and community leaders to provide input and collaborate on important issues related to all aspects of the College.

Admissions Information

ADMISSIONS INFORMATION

ADMISSIONS REQUIREMENTS FOR CAMPUS STUDENTS

Helms College maintains an admissions policy that welcomes all interested prospective students who can benefit from postsecondary education and career training. Helms College seeks to provide excellent training programs for individuals who want to learn new skills to participate in the workforce in meaningful jobs. Helms College is an Equal Opportunity Educational institution and does not discriminate in the recruitment and admission of students with respect to race, color, creed, sex, age, handicap, disability services, national origin, religious belief, sexual orientation, marital status or any other legally protected characteristic consistent with Federal law and policy.

To be considered for admission to Helms College all applicants must meet the following requirements:

1. The applicant must be a high school graduate or possess the recognized equivalent of a high school diploma. The applicant must provide documentation of graduation from a high school or the equivalent in the form of one of the following:

    - A copy of the student's high school transcript.
    - For students who completed secondary education in a foreign country, a copy of the "secondary school leaving certificate" or another similar document.
    - A copy of the student's final official high school transcript that shows the date when the diploma was awarded.
    - A State transcript received by a student after the student passed a State authorized examination that the State recognizes as the equivalent of a high school diploma (GED test, HiSET, TASC, or other State-authorized examination).
    - An academic transcript that indicates the student successfully completed at least a two-year college degree program if requesting to waiver Wonderlic SLE requirement.
    - For a student who was homeschooled in a State where State law requires the student obtain a secondary school completion credential for homeschooling (other than a high school diploma or its recognized equivalent), a copy of that credential.

    All documents from foreign countries must also be translated into English and evaluated to be equivalent or higher than a USA high school diploma by a credential evaluation service agency. Additionally, students must attest to their high school credential by listing it on their Free Application for Financial Aid (FAFSA) each time they apply for Financial Aid. Students are advised that if, for any reason, the student is selected for verification by the U.S. Department of Education and the student is found to be ineligible for federal financial aid, because of their high school credential the student's enrollment will immediately be canceled. The College may be required to refund all Title IV aid previously received because of an unacceptable high school credential. If this should occur, the student would be obligated to refund any of the funds they received personally because of any Title IV disbursement to the College.

2. The applicant must be seventeen years of age or older at the time he/she starts his/her program of study, verifiable by a government issued ID or birth certificate. The parent or guardian of such a student will also need to sign the Enrollment Agreement along with the student.

3. The applicant must be a U.S. citizen or eligible non-citizen.

4. The applicant must participate in an admissions interview.

5. Applicants, who otherwise meet the requirements to pursue a selected program of study, will be given the opportunity to take the Wonderlic Scholastic Level Exam (SLE). Applicants to the College who do not achieve a passing score are eligible to retake another version of the SLE. If the applicant fails to achieve a passing score in the second administration of the SLE, the applicant may request a third attempt. The request must be approved by the Helms College Senior Vice President of Education Operations. If the request is approved, the applicant must wait for a minimum of seven days before attempting the SLE for a third time using another version. A fourth and final administration of another version of the SLE is permitted only after a minimum of 180 days have elapsed since the date of the third test administration. Applicants who choose to take this fourth and final administration are strongly encouraged to pursue remediation in reading and math prior to testing for the fourth and final time to assist in strengthening their critical thinking skills. Students who have an earned degree at another accredited institution may be exempt from the testing requirement by providing a college transcript showing a cumulative grade point average of 2.0 or better.

6. Once a passing score is earned, the SLE score is valid for twelve months from the date of administration. Applicants for readmission must achieve the passing score in the SLE required of current applicants for admission to the selected program of study. If the applicant for readmission had previously achieved a passing score on the SLE, that score may be used for readmission, provided the SLE test was administered and passed within twelve months of the date of readmission and still meets the current minimum acceptable SLE score for the applicable program.
   Note: In the event an applicant desires special accommodations in taking the SLE, the applicant must follow the policies in this catalog to request those accommodations. The request for accommodation must be approved by the Senior Vice President of Education Operations.

7. Students enrolling in health services programs must submit to a criminal background check. Students who refuse will not be permitted to enroll. Students with drug convictions or charges of drug violent crimes, or crimes against children or the elderly will not be permitted to enroll. Students will also be required to submit to a drug screening prior to being placed on an externship site. Students who test positive or refuse to undergo drug screening will not be permitted on an externship site, which may prevent the student from successfully completing the program. All students must have a Purified Protein Derivative (PPD) TB Test or Chest X-ray (if applicable) prior to attending externship, plus any additional requirements of the externship site.

8. Accepted applicants must agree to and sign an Enrollment Agreement.

9. The College reserves the right to deny admission to any prospective student who poses an undue risk to the safety or security of the College community.

Each of our programs has a different entrance requirement or equivalent, which must be met to enroll.

The chart below outlines the minimum entrance requirement for each program:

Program	Wonderlic SLE	SAT Composite	ACT Composite	ASVAB
Culinary Arts Degree	15	910	17	50
Culinary Arts Diploma	15	910	17	50
Culinary Arts Certificate	15	910	17	50
Baking and Pastry Diploma	15	910	17	50
Multi-Skilled Medical Assistant Diploma	13	870	16	31
HVACR Diploma	13	870	16	31
AAS in Retail Operations Management (SLE-Q)	15	910	17	50

Please refer to Addendum VI in the back of this catalog for revised scores.

ADMISSIONS REQUIREMENTS FOR INTERACTIVE DISTANCE LEARNING (IDL) STUDENTS

To be considered for admission to Helms College, all IDL applicants must meet the following requirements:

1. The applicant must be a high school graduate or possess the recognized equivalent of a high school diploma. The applicant must provide documentation of graduation from a high school or the equivalent in the form of one of the following:

    - A copy of the student's high school diploma.
    - For students who completed secondary education in a foreign country, a copy of the "secondary school leaving certificate" or other similar document.
    - A copy of the student's final official high school transcript that shows the date when the diploma was awarded.
    - A State certificate or transcript received by a student after the student passed a State authorized examination that the State recognizes as the equivalent of a high school diploma (GED test, HiSET, TASC, or other State-authorized examination).
    - An academic transcript that indicates the student successfully completed at least a two-year college degree program if requesting to waiver Wonderlic SLE requirement.
    - For a student who was homeschooled in a State where State law requires the student obtain a secondary school completion credential for homeschooling (other than a high school diploma or its recognized equivalent), a copy of that credential.
    - For a student who was homeschooled in a State where State law does not require the student to obtain a secondary school completion credential for homeschooling (other than a high school diploma or its recognized equivalent), a transcript, or the equivalent, signed by the student's parent or guardian, that lists the secondary school courses the student completed and includes a statement that the student successfully completed a secondary school education in a homeschool setting

    All documents from foreign countries must also be translated into English and evaluated to be equivalent or higher than a USA high school diploma by a credential evaluation service agency. Additionally, students must attest to their high school credential by listing it on their Free Application for Financial Aid (FAFSA) each time they apply for Financial Aid. Students are advised that if, for any reason, the student is selected for verification by the U.S. Department of Education and the student is found to be ineligible for federal financial aid, as a result of their high school credential the student's enrollment will immediately be canceled. The College may be required to refund all Title IV aid previously received because of an unacceptable high school credential. If this should occur, the student would be obligated to refund any of the funds they received personally as a result of any Title IV disbursement to the College.

2. The applicant must be seventeen years of age or older at the time he/she starts his/her program of study, verifiable by a government issued ID or birth certificate. The parent or guardian of such a student will also need to sign the Enrollment Agreement along with the student.

3. The applicant must be a U.S. citizen or eligible non-citizen.

4. The applicant must participate in an admissions interview via Teams or telephone.

5. Following a successful admissions interview, students are sent a link to take the Wonderlic SLE-Q. This version of the SLE is a rapid and initial assessment, consisting of 30 questions that the applicant will need to answer within a swift 8-minute timeframe. It offers a rapid evaluation of their cognitive abilities and is used for selecting candidates for online learning programs. The SLE-Q is an un-proctored examination that features automated scoring. This assessment can be taken on any computer or smart mobile device. Applicants who do not achieve a passing score are eligible to retake another version of the SLE-Q. If the applicant fails to achieve a passing score in the second administration of the SLE-Q, the applicant may request a third attempt. The request must be approved by the Helms College Senior Vice President of Education. If the request is approved, the applicant must wait for a minimum of seven days before attempting the SLE-Q for a third time

using another version. A fourth and final administration of another version of the SLE-Q is permitted only after a minimum of 180 days have elapsed since the date of the third test administration. Applicants who choose to take this fourth and final administration are strongly encouraged to pursue remediation in reading and math prior to testing for the fourth and final time to assist in strengthening their critical thinking skills. Students who have an earned degree at another accredited institution may be exempt from the testing requirement by providing a college transcript showing a cumulative grade point average of 2.0 or better.

6. Once a passing score is earned, the SLE-Q score is valid for six months from the date of administration. Applicants for readmission must achieve the passing score on the SLE-Q required of current applicants for admission to the selected program of study. If the applicant for readmission had previously achieved a passing score on the SLE-Q, that score may be used for readmission, provided the SLE-Q test was administered and passed within one year (12 months) of the date of readmission and still meets the current minimum acceptable SLQ score for the applicable program.
   Note: In the event an applicant desires special accommodations in taking the SLE-Q, the applicant must follow the policies in this catalog to request those accommodations. The request for accommodation must be approved by the Senior Vice President of Education.

7. Applicants must sign the Helms College Interactive Distance Learning Program Technology Requirements Acknowledgment.
8. Accepted applicants must agree to and sign an Enrollment Agreement.

ADMISSION PROCEDURES

Qualified applicants will submit all application materials, including transcripts and proof of high school diploma or GED test scores to:

Admissions Office–Helms College
5171 Eisenhower Pkwy
Macon, GA 31206
478.471.4394

Admissions Office–Helms College
3145 Washington Road
Augusta, GA 30907
706.854.4721

After application materials are received or submitted in person, and the prospective student completes the admissions interviews, the admissions department will notify the applicant in writing of the admissions decision. Upon acceptance to Helms College, students will complete an Enrollment Agreement.

Students may not enroll in more than one Helms College program at a time. Students who desire to complete a higher-level program after completion of their initial program must complete a new enrollment agreement and must meet the acceptance requirements of that program.

APPLICATION MATERIALS

Applicants are required to ensure that all required admission documents are submitted. The following must be completed by prospective students when applying for a program offered by Helms College:

- Anyone seeking admission to Helms College must complete an application. When accepted, a prospective student will complete and sign an enrollment agreement. Any student under the age of 18 must have a parent or guardian to sign the enrollment agreement as well.
- Proof of graduation from high school or certificate of General Education Development (GED) exam results.
- Applicants who previously attended a college or university are required to submit official transcripts prior to matriculation into the program to be considered for transfer credit.
- Proof of U.S. citizenship and minimum age requirement verified by a valid driver's license or other government issued identification.

- Proof of non-citizen eligibility such as the College's approved Student and Exchange Visitor Program documentation.

REINSTATEMENT

Students who are administratively withdrawn from Helms College for nonattendance, failing to comply with Helms College policy or procedures, or failing to meet the Satisfactory Academic Progress (SAP) requirements may petition for reinstatement. Students who withdraw under their own premise may petition for reinstatement. Readmission will be contingent upon several factors and must be fulfilled prior to application with Admissions: meeting all financial obligations, the resolution of past issues, and an interview with Student Services, Program Manager, and Senior Vice President of Education to discuss strategies for enhancing opportunities for success and final approval.

SPECIAL NEEDS ADMISSION REQUIREMENTS

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), Helms College is an Equal Opportunity Educational institution and does not discriminate in the recruitment and admission of students with respect to race, color, creed, sex, age, handicap, disability services, national origin, religious belief, sexual orientation, marital status or any other legally protected characteristic. Applicants, prospective students, or current students with disabilities who require academic adjustments and/or auxiliary aids in connection with the admissions process, the admissions test and/or their program of study, should contact the Student Retention and Engagement Specialist. The Student Retention and Engagement Specialist, in consultation with the program administrators, will work with the applicant and/or prospective student to identify reasonable accommodations/adjustments necessary to enable him or her to fully participate in the admissions and educational processes. Students should submit this request at least two weeks prior to the beginning of class or as soon as practically possible. Questions about this process may be directed to the Student Retention and Engagement Specialist.

ADULT LITERACY SERVICES

Adult Literacy is designed to assist students with basic reading and language skills, mathematics, as well as General Education Development (GED) test preparation. Anyone interested in these services should contact the campus for referral to the program. Adult Literacy services are also available for Interactive Distance Learning (IDL) students. Adult Literacy services for IDL students can be coordinated through the Student Retention and Engagement Specialist.

VOCATIONAL REHABILITATION SERVICE

The Vocational Rehabilitation Service of the Georgia Department of Labor provides financial assistance to persons with certain physical disabilities. Please contact the Admissions Office for further information.

VETERAN STUDENT

A Department of Veterans Affairs (VA) funded student enrolling in any of the College's programs with prior credit from another College or military education or skills training will be evaluated according to the Transfer Credit Policy for all students. All veterans and other students eligible for VA funding should apply for credit for previously completed training. The College will evaluate and grant credit, as appropriate. Training time will be adjusted appropriately, and tuition reduced proportionately if credit is granted for previous training.

Title 38 United States Code Section 3679(e) School Compliance Policy

In accordance with Title 38 US Code 3679(e), Helms College adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch.33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA.

Helms College will permit the student to attend or participate in the course of education during the period beginning on the date on which the student provides to Helms College a certificate of eligibility for entitlement to educational assistance under Chapters 31 or 33, or a Statement of Benefits from theVA website e-benefits, or a VAF 28-1905 form for Chapter 31 and ending on the earlier of the following dates:

- The date on which payment from VA is made to Helms College.
- 90 days after the date Helms College certified tuition and fees following receipt of thecertificate of eligibility.

Helms College will not:

Assess a late penalty fee to the student.

- Require the student to secure alternative or additional funding.
- Deny the student access to any resources (access to classes, libraries, or other institutionalfacilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Submit a VA Certificate of Eligibility (COE) no later than the first day of a course of education.
- Submit a written request to use entitlement.
- Provide additional information necessary to Helms College for the proper certification of enrollment.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More informationabout education benefits offered by VA is available at the official U.S. government website (https://www.benefits.va.gov/gibill/).

POLICY OF NONDISCRIMINATION

Helms College affirms a policy of equal employment opportunity, equal educational opportunity, nondiscrimination in the provision of educational services to the public, and administering all educational programs and related supporting services and benefits in a manner that does not discriminate because of a student's race, color, creed or religion, sex or sexual orientation, marital status, national origin, age, physical or mental disadvantage, or other factors, which cannot be lawfully the basis for an employment or educational opportunity decision.

Helms College is obligated by and adheres to the provisions of:

- Section 493A, Title IV, Higher Education Act of 1965 as amended.
- Title 38, United States Code, Veterans Benefits
- Title IX, Education Amendments of 1972
- Section 504, Rehabilitation Act of 1973
- Family Educational Rights and Privacy Act of 1974 as amended Drug Free Schools and Communities Act Amendments of 1989

Inquiries concerning the application of these laws and their implementing regulations may be addressed to:

Senior Vice President of Education
Helms College – Macon Campus
5171 Eisenhower Parkway
Macon, GA 31206

or

Senior Vice President of Education
Helms College – Augusta Campus
3145 Washington Road
Augusta, GA 30907

Student Information and Services

STUDENT INFORMATION & SERVICES

HOURS OF OPERATION

Helms College Administrative Offices are open Monday – Friday from 8:30 a.m. to 5:00 p.m.

Students may request an appointment with Financial Aid, Student Services, Admissions or Student Accounting outside of these regular business hours by contacting the office directly.

NEW STUDENT ORIENTATION

To facilitate students' transition to the College, Helms College offers an orientation program that all new students are expected to attend prior to the first day of classes. The orientation program introduces students to Helms College, its expectations of them, services available and student regulations, policies, and procedures. An important aspect of the orientation program is to help students to gain familiarity with their intended program of study. During the orientation program, the administration and staff outline the program requirements, introduce students to the classroom and laboratory facilities and familiarize students with the classroom policies and procedures, classroom conduct and expectations, and student assessment and grading policies. New Student Orientation for Interactive Distance Learning Students is conducted virtually using Microsoft Teams.

STUDENT SERVICES AND ACADEMIC ADVISING

Academic advising is an on-going process that helps students to develop and achieve their educational, career, and personal goals and to achieve success in their classes. Student Retention and Engagement Specialists serve as mentors who monitor students' progress, ensure that students receive support in their classes as needed, and address personal and life issues that may present barriers to student success in their programs of study.

OFFICE OF CAREER SERVICES

The Office of Career Services provides students with support in a career advisement environment. The Career Services Advisor provides, and coordinates resume preparation, interview skills and overall job readiness training as part of the Helms College core curriculum to prepare graduates for success in their careers.

Career Services is considered a team effort and involves Career Services Advisors, program instructors and support staff. Some students will choose to obtain employment on their own; however, students are strongly encouraged to utilize services offered to assist them in obtaining employment. The Office of Career Services through partnership with Goodwill Industries of Middle Georgia and the CSRA Job Connections Career Centers also provides job search support for Helms College students. Access and assistance in navigating the services provided through the career centers will be coordinated as needed with the assistance of Helms College Career Service Advisors or Job Connection Career Center staff. The Job Connection will also partner with Helms College Career Service office to coordinate targeted industry specific job fairs for local employers seeking to hire prospective Helms College graduates.

The services offered by Helms College are not an obligation, or a guarantee of employment. Periodically, Career Services conducts surveys with graduates and their employers to ensure that the programs offered are achieving their educational objectives and giving students the skills they need for success. A separate record is maintained for each graduate, and employment information is recorded for everyone as a way to track their career paths. An annual report highlights the employment information gathered

from the surveys. The report documents the extent to which the successful completion of the educational program leads to gainful employment opportunities.

SPECIAL EVENTS AND GUEST SPEAKERS

As part of Helms College's effort to provide a range of experiences, guest speakers are periodically invited to share their knowledge and expertise in the field. Field trips are also a way for students to experience first-hand a real-world workplace related to their future career field.

PERSONAL PROPERTY

Helms College assumes no responsibility for loss or damage to a student's personal property or vehicle sustained in the campus parking lot.

COMPUTER AND ELECTRONIC COMMUNICATION

Computer equipment and internet access is provided to students exclusively for educational activities directly related to Helms College programs of study. Downloading, viewing, distributing, or sending pornographic or obscene materials is prohibited. This includes book marking any such websites or opening or forwarding any such email messages. A student's privilege of using computers for anything other than to benefit and enhance their Helms College education will be discontinued.

COMPUTER USE GUIDELINES

Helms College has computer facilities which are networked throughout the campus and are connected to the Internet. The use of these resources entails the same privileges, obligations and responsibilities that come with using all College facilities. There are, however, some unique responsibilities described below, but not necessarily limited to those responsibilities. The network exists to support the needs of those engaged in academic work.

- Helms College is a learning community. Its computer resources exist to assist members of the community to attain educational goals. Games are not permitted during the school day. Academic work always has priority.
- As a shared resource, computer workstations, system files or configurations may not be altered or modified. All environmental settings such as desktop patterns and colors must be restored after use.
- Helms College network system may not be used for private gain, business, or any other activity not consistent with the mission of the College.

Adhere to all laws concerning the use and distribution of copyrighted software and materials.

- All data programs residing on the network workstations and file servers with the exception of personal accounts directories/folders are property of Helms College and may not be copied, moved, altered, or used outside of the College under any circumstance without expressed written permission.
- Any person seeking to upload applications software of any type to a personal account must receive expressed written permission. Permission may be granted for software which does not have clear proprietary ownership, for which specific licensing permission for use over a network is granted and is determined to be safe by the College's Information Technology department.

Appropriate and respectful language must be always used.

- Communication over the network must show appropriate language and content. All those using the communication facilities are responsible for their own words and words attributable to their account.
- The use of profanity, gender, ethnic or racial slurs, or any form of malicious language is prohibited on the network (including, but not restricted to email and talk).

INTERNET USAGE

Internet access to global electronic information resources on the World Wide Web is used by the campus to assist students in obtaining education-related data and technology. The following guidelines have been established to help ensure responsible and productive Internet usage.

All Internet data that is composed, transmitted, or received via the campus computer communications systems is considered to be part of the official records of the College and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, students should always ensure that the information contained in the Internet email messages and other transmissions is accurate, appropriate, ethical, and lawful.

The equipment, services, and technology provided via the Internet are the property of Helms College. As such, Helms College reserves the right to monitor Internet traffic, and retrieve and read any data composed, sent, or received through its online connections and stored in its computer systems. Data that is composed, transmitted, accessed, or received via the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.

The unauthorized use, installation, copying, or distribution of copyrighted, trademarked, or patented material on the Internet is expressly prohibited. As a rule, if a student did not create the material, does not own the rights to it, or has not secured authorization for its use, it should not be put on the Internet. Likewise, copyrighted and/or trademarked information should not be downloaded from the Internet to the College's networks or devices without obtaining prior permission in writing or having possession of a legal bill of sale or license from the owner to use such material.

Abuse of the Internet access provided by Helms College in violation of law or College policies will result in disciplinary action, up to and including dismissal. Students may also be held personally liable for any violations of this policy. The following behaviors are examples of previously stated or additional actions and activities that are prohibited and can result in disciplinary action:

- Sending, printing or posting discriminatory, harassing, or threatening messages or images
- Stealing, using, or disclosing someone else's code or password without authorization
- Copying, pirating, or downloading software and electronic files without permission
- Violating copyright law
- Failing to observe licensing agreements
- Engaging in unauthorized transactions that may incur a cost to the organization or initiate unwanted Internet services and transmission.
- Sending or posting messages or material that could damage the organization's image or reputation; including the use of Helms College name, titles and positions in any publication that may be perceived as offensive.
- Participating in the viewing or exchange of pornography or obscene materials
- Sending or posting messages that defame or slander other individuals.

- Posting on behalf of Helms College, without explicit permission from the Helms College Senior Vice President of Education
- Posting work-related pictures of Helms College employees, students, or anyone associated with Helms College, without that person's permission.
- Attempting to break into the computer system of another organization or person
- Performing operations against another organization's computers or networks intended to identify security vulnerabilities or disrupt service.
- Refusing to cooperate with security investigation
- Sending or posting chain letters, solicitations, or advertisements not related to education purposes or activities.
- Using the Internet for political causes or activities, religious activities, or any sort of gambling
- Jeopardizing the security of the organization's electronic communications systems
- Sending or posting messages that disparage another organization's products or services or the passing of personal views as representing those of the organization.
- Sending anonymous e-mail messages
- Engaging in any other inappropriate or illegal activities

STUDENT RIGHTS AND RESPONSIBILITIES

Students accepted into a program of study offered by Helms College have certain rights and responsibilities. These rights and the associated responsibilities establish a student code of professional conduct. Primary to this code is access to an environment free from interference in the learning process.

- Students have the right to an impartial, objective evaluation of their academic performance. At the beginning of each course, students receive written guidelines outlining the method of evaluating student progress toward, and achievement of, course goals and objectives, including the method by which the final grade is determined.
- Students shall be treated in a manner conducive to maintaining their worth and dignity. Students shall be free from acts or threats of intimidation, harassment, mockery, insult, or physical aggression.
- Students shall be free from the imposition of disciplinary sanctions without proper regard for due process.
- When confronted with perceived injustices, students may seek redress through grievance procedures established in accordance with Helms College's nondiscrimination policy. Such procedures are available to those students who make their grievances known within five (5) business days.
- Students have the responsibility to conduct themselves in a professional manner within the institutional and lab settings and to abide by the policies of Helms College.
- Students are expected to conduct all relationships with Helms College staff and faculty, their peers and their clients with honesty and respect.
- Students are encouraged to apply creativity in their own learning process while striving for academic excellence, and to share their knowledge and learning experiences with fellow students in the interest of promoting team building for the workplace.

Helms College is committed to providing an environment conducive to equal access to educational opportunities. It is the policy of Helms College that no act of any member of the community shall serve to restrain or inhibit access to the pursuit of their programs of study.

GRIEVANCE POLICY

I. Purpose

Helms College is committed to maintaining an educational environment where concerns, complaints, and grievances are addressed promptly, fairly, and respectfully. This policy establishes clear procedures for resolving student concerns at the lowest possible level, while also ensuring due process and documentation at each stage. This grievance process is intended for individual grievances. Helms College does not accept or process group or class grievances, as doing so could compromise the privacy and confidentiality of the individuals involved. Each concern must be submitted and addressed on an individual basis.

II. Definitions

A. Concern:
An initial expression of dissatisfaction or inquiry about a situation, decision, or policy that a student wishes to discuss informally. Many concerns can be resolved by an open discussion between the student and the faculty member. If a student has a concern, the student needs to meet with the faculty member to discuss the concern, when reasonably possible.

Examples:

- Clarification about a classroom policy, assignment, or grading rubric.
- Questions regarding attendance, make-up work, or class participation expectations.
- Difficulty understanding course content or needing additional academic support.
- Concern about classroom temperature, seating arrangements, or noise levels.

B. Complaint:
A complaint is a formal expression of dissatisfaction regarding a service, policy, instructor, staff member, or institutional process that does not involve an alleged violation of a right or policy.
Complaints are typically administrative or instructional in nature and can often be resolved through discussion, mediation, or clarification.

Examples:

- Dissatisfaction with course materials or delivery.
- Issues with classroom environment or scheduling.
- Concerns about communication or customer service.

C. Grievance:
A grievance is a formal allegation that an action, decision, condition, or practice has violated a student's rights under institutional policy, accreditation standards, or applicable law. Grievances often involve claims of unfair treatment, discrimination, harassment, retaliation, or violation of institutional procedures. Grade appeals are not considered grievances under this policy.

Examples:

- Violations of published policies or student rights.
- Discrimination based on protected characteristics.
- Sexual harassment or sexual misconduct (see Title IX reference below).

III. Title IX Grievances

For grievances or complaints involving sexual harassment, sexual assault, gender discrimination, or retaliation related to sex or gender, please refer to the Helms College Title IX Policy.
Such reports are handled in accordance with federal Title IX regulations and Helms College's internal Title IX grievance procedures.

Contact:
Title IX Coordinator – William Dindy, Vice President of Education Operations and Compliance

IV. General Principles

- Grievances and complaints will be handled confidentially to the extent possible.
- Retaliation against any individual who raises a complaint or grievance in good faith is strictly prohibited.
- Anonymous complaints will be reviewed to the extent practicable but may limit the College's ability to investigate.
- Documentation will be maintained at each stage of the process.

V. Internal Grievance Resolution Procedure

Students are encouraged to resolve complaints as informally as possible before filing a formal grievance.

Step 1: Informal Resolution
Students should first attempt to resolve the issue directly with the instructor, staff member, or department involved. If resolution is not achieved, the student may proceed to Step 2.

Step 2: Program Manager/Student Services Review
If the student-instructor discussion does not resolve the issue or if such a discussion is not reasonably possible, the student should contact the Program Manager, as appropriate, to seek a solution. If the issue can be resolved at this level, the case is then closed. If the issue cannot be resolved to the student's satisfaction, the student may file a written grievance using the Grievance Form provided by the Student Retention and Engagement Specialist.

Step 3: Grievance Committee Review
Once a grievance has been submitted, a Grievance Committee is convened within Five (5) business days. The Grievance Committee will consist of:

- Student Retention and Engagement Specialist
- A Program Manager from another program
- Vice President of Education Operations and Compliance
- Program faculty member
- At large staff member

The Grievance Committee's responsibilities are to interview all involved parties, review the documentation, develop recommendations in writing with a supporting rationale and submit its recommendations to the Senior Vice President of Education, who will make determinations. When the student is interviewed, he or she may not be accompanied by legal counsel or family members unless the case relates to a Title IX complaint or disability matter. Committee members commit to discuss the grievance only in the context of

committee deliberations. If a conflict of interest exists at any level, an alternate qualified staff or faculty member will be appointed by the Senior Vice President of Education (SVP) (or Vice President of Education Operations and Compliance when the SVP is conflicted) to ensure an impartial review.

The Committee will submit a written report of their review of the findings to the Senior Vice President of Education within ten (10) business days of receipt of the initial grievance form.

The College's internal grievance process must be fully completed before filing with any external agency.

VI. External Complaint Procedures

Georgia Nonpublic Postsecondary Education Commission (GNPEC)

If the student is still dissatisfied with the solution, they may contact the Georgia Nonpublic Postsecondary Education Commission (GNPEC) by submitting an Authorized School Complaint Form, which will then be referred to the appropriate Regulatory Specialist. The form can be found by visiting https://gnpec.georgia.gov/student-resources/complaints-against-institution and selecting "Consumer Resources." The information below outlines the GNPEC Complaint Procedure:

GNPEC Authorized School Complaint Procedure—Authority: O.C.G.A. § 20-3-250 et al.

Any student who feels that an institution for which GNPEC is the complaint agent has not adequately addressed a complaint, or who feels that the institution is not in compliance with the Commission's Minimum Standards, may file a formal complaint. In order to be considered, a formal complaint must be submitted in accordance with the Commission's Complaint Procedures by using its online complaint form. The complaint **must** include documentation of the basis of the complaint and of the final determination from the institution indicating no further institutional review is available. If preliminary findings indicate a violation of GNPEC regulations by the institution or a failure to follow its procedures, the Commission shall attempt to resolve the complaint through mediation. All parties will be notified in writing of the outcome of the investigation.

In order to be reviewed by the Commission, the complaint must be filed within 90 calendar days of the final resolution from the institution, and it must include the following:

- Basis for any allegation of noncompliance with GNPEC standards or requirements.
- All relevant names and dates and a brief description of the actions forming the basis of the complaint.
- Copies of all documents or materials related to the allegations, including institutional responses documentation and/or analysis.
- Proof of completion of the institutional complaint or grievance process; and
- Desired resolution.

The Commission will not review a complaint that fails to provide complete information or does not address an issue that can be reviewed. In no instance will a complaint be accepted for review that has not completed the process published by the institution.

Upon receipt of a complaint filed in accordance with the aforementioned format, the Commission will forward a copy of the complaint to the school for a response.

GNPEC can also be reached at:
Georgia Nonpublic Postsecondary Education Commission 2082
East Exchange Place, Suite 220
Tucker, Georgia 30084
770.414.3300

Accrediting Council for Continuing Education & Training (ACCET)

ACCET Complaint Procedure

Helms College is recognized by the Accrediting Council for Continuing Education & Training (ACCET) as meeting and maintaining certain standards of quality. It is the mutual goal of ACCET and the institution to ensure that quality educational training programs are provided. When issues or problems arise, students should make every attempt to find a fair and reasonable solution through the institution's internal complaint procedure, which is required of ACCET-accredited institutions and frequently requires the submission of a written complaint. Refer to the institution's written complaint procedure, which is published in the institution's catalog or otherwise available from the institution, upon request. Note that ACCET will process complaints that involve ACCET standards and policies and, therefore, are within the scope of the accrediting agency.

If a student has used the institution's formal student complaint procedure, and the issue has not been resolved, the student has the right and is encouraged to submit a complaint to ACCET in writing via the online form on the ACCET website (https://accet.org/about-us/contact-us). The online form will require the following information:

1. Name and location of the ACCET institution
2. A detailed description of the alleged problem(s)
3. The approximate date(s) that the problem(s) occurred
4. The names and titles/positions of all persons involved in the problem(s), including faculty, staff, and/or other students
5. What was previously done to resolve the complaint, along with evidence demonstrating that the institution's complaint procedure was followed prior to contacting ACCET.
6. The name, email address, telephone number, and mailing address of the complainant. If the complainant specifically requests that anonymity be maintained, ACCET will not reveal his or her name to the institution involved.
7. The status of the complainant with the institution (e.g., current student, former student)

Please include copies of any relevant supporting documentation (e.g., student enrollment agreement, syllabus or course outline, correspondence between the student and the institution).

Note: Complainants will receive an acknowledgment of receipt within 15 business days.

Interactive Distance Learning Student Complaint Procedure

Students should begin the complaint process with the institution, following the Grievance Policy above. If resolution is not found, the student should contact the institution's home state SARA Portal Entity—GA-SARA at the link below:

https://gnpec.georgia.gov/student-resources/student-complaints/ga-sara-online-student- complaint-form

Interactive Distance Learning student complaints relating to consumer protection laws offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA), must first be filed with the institution to seek resolution. The full policy can be found here: https://nc- sara.org/student-complaints

STUDENT RECORDS

Record keeping control is an essential element to both the academic enterprise as well as the business of vocational rehabilitation. We have developed policies to control the accuracy, completeness and security of our client/student records. Paper records are kept in a file room under lock-and-key. Only select personnel are permitted to access records, and they are signed in and out. Records for students who enrolled on or after July 1, 2023, are stored electronically in Anthology Campus Nexus Student, our student information system.

Student records are backed up on a data system maintained by the College. Students may request information from their files by filing a written request for such information.

Records of students are the sole property of Helms College and may not be removed from the property. Students may review their records upon written request. Helms College will not release information or records to unauthorized persons or agencies without the expressed written permission of the student. Students and alumni should contact the Registrar on all matters relating to their academic records. Certain third-party governmental agencies or people have access to student records without prior consent for disclosure. These include:

- Persons complying with a judicial order.
- Persons from accrediting agencies and government-authorized studies.
- Officials of other institutions in which students seek to enroll.
- Persons in an emergency situation who are in a position to protect the health or safety of the student.
- Department of Immigration and Naturalization.
- Attorney General of the United States.

Helms College will notify the student of release of any information to the persons or agencies listed above.

FERPA POLICY

Helms College complies with the Family Educational Rights and Privacy Act (FERPA), which affords students certain rights with respect to their education records:

1. The right to inspect and review the students' educational records within 45 days of the day Helms College receives a request for access. Students should submit to the Registrar or other appropriate official written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask for a record that they believe is inaccurate or misleading to be amended. Students should write to the Registrar; clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the school decides not to amend a record as requested by the student, the school will notify the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the school has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Directors or Trustees; or a student

serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records to officials of another school, in which a student seeks or intends to enroll. Additionally, directory information may be released without a student's prior consent; this information is limited to:

- Student name
- Date admitted
- Mailing address and telephone number
- Dates of attendance
- Program of study
- Enrollment status
- Honors and awards
- Certificate and dates received
- Emergency contact information

Students have the right to withhold the release of information designated as "directory information" by submitting to the Registrar a request written and signed that "directory information" not be released. This request is effective until revoked in writing by the eligible student.

4. A written consent of the student is required before personally identifiable information from education records of that student may be released to a third party, unless the disclosure is otherwise allowed under an express FERPA exception to disclosure or is required by law. Students may consent to their school disclosing PII from the student's education record to a third party. This consent must be made to the Registrar, in writing, signed and dated by the student, and must (1) specify the records to be disclosed, (2) state the purpose of the disclosure, (3) and identify the party to whom the disclosure is to be made. This release requirement is applicable to disclosures to parents or other family members who inquire about a student's education record.

CAMPUS SAFETY AND SECURITY

Medical Emergency Procedures

First aid kits and safety equipment are available on campus. In the event of injury or other medical emergency, the nearest instructor or staff member should be notified. Professional emergency care, if needed, will be secured by an administrator. In case of serious accident or illness, Helms College will refer the student to the nearest hospital, or hospital of student's choice, for emergency care and will notify the person specified by the student as an emergency contact. It is to be understood that the student or his/her family will be responsible for the cost of the emergency care, including ambulance services.

Nothing herein precludes any student, staff, or faculty from contacting the appropriate authorities directly in the event they feel the threat of physical harm or danger. In an emergency, call 911.

Safety

The health and safety of each student and employee of Helms College is a prime consideration. Safety instruction and practices are an integral part of each program. Students are expected to always follow Helms College safety regulations. Students are not to use any equipment except under the supervision of the instructor. Students are not permitted in classrooms or labs if supervision is not available. Proper conduct is expected at all times.

All students shall assist in maintaining safe working conditions by notifying the instructor of any dangerous condition, faulty equipment or tools, or any unsafe practices being conducted. Violation of safety regulations will result in immediate disciplinary action. In cooperation with the court system of Georgia and section 42 U.S.C. A§1071(j) of the Official Code of Georgia Annotated, Helms College students may obtain information concerning registered sex offenders by contacting the Bibb or Richmond counties sheriff's departments or by searching the Georgia Bureau of

Investigation's website at www.ganet.org/gbi/sorsch.cgi.

Crime Awareness Act of 1990
A postsecondary institution must make available to all current students and employees and to any applicant for enrollment or employment information of current reports concerning criminal actions or other emergencies occurring on campus and policies on security of law enforcement prevention of crimes on campus including murder, rape, robbery, aggravated assault, violence against women, burglary, motor vehicle theft, liquor law violations, drug abuse and weapons possessions reported and documented to the appropriate local or state law enforcement agency. Crime statistics are released October 1st each year to current and potential students and to all current employees of the College (Public Law 101-542, amended by P.L. 102026 of the Higher Education Technical Amendment Act of 1991). This information can be freely accessed through the Helms College website throughout the year.

Violence Against Women Act (VAWA), Sex Discrimination, Sexual Harassment and Sexual Violence (Title IX)
Helms College is committed to maintaining a healthy and safe learning environment that promotes responsibility and respect in matters of sexual conduct. Title IX offenses are a violation of trust and respect, are prohibited and will not be tolerated. This policy applies to academic, educational, co-curricular, and off-campus conduct. Title IX offenses include rape and sexual assault, domestic violence, dating violence and stalking. Helms College will support and assist victims of sexual violence by directing them to community resources for medical care, counseling and to local law enforcement. Helms College will investigate student complaints, and a student who has committed a Title IX offense will be subject to the school's Disciplinary Action Policy which could result in dismissal from school. Helms College will provide students with educational materials on sexual violence so that students can be informed of risks and take steps to ensure they do not become a victim or a perpetrator of a Title IX offense.

If a student is a victim of sexual violence, the student is urged to seek immediate medical assistance and to report the incident to the police. Prompt collection of physical evidence is essential should a person later decide to pursue criminal prosecution and/or a civil action. A student who is a victim of sexual violence involving a student at Helms College or an employee is urged to make a complaint to a Helms College Administrator immediately. Victim support and community resources are available even if the victim does not report to the police or make a complaint to Helms College Administrator. If a student has knowledge of an incident of sexual violence involving a fellow student, he/she should report the facts to the local police. Retaliation against an individual who reports a crime, brings a complaint; pursues legal action; participates in an investigation; or is a witness in any proceeding is prohibited and will not be tolerated by Helms College. Should a victim of sexual violence request confidentiality, Helms College will honor the request to the extent possible and allowed by law. Helms College will not disclose the name of the victim of sexual violence unless required by law or with permission of the victim.

In accordance with federal law, including Title IX of the Education Amendments of 1972, Helms College does not discriminate on the basis of sex in its education programs and activities. The nature of Title IX cases warrant confidentiality due to the content of the cases and the protection of witnesses, as Title IX cases often contain sensitive information.

Individuals with questions, concerns or a complaint related to sex discrimination, sexual harassment, or sexual violence may contact the College's Title IX Coordinator: Bill Dindy, Helms College, 3145 Washington Road, Augusta, Georgia 30907, bdindy@helms.edu

EMERGENCY PROCEDURES

Fire
The fire alarm and strobe lights will be activated in case of fire or fire drill. Students and all Helms College personnel should evacuate the building according to evacuation procedures posted in each area. Students should wait at the designated place until given the signal to return to the building. Both the need to evacuate the building and the fact that it is safe to return will be relayed over the emergency alert system.

Bomb Threat
If a bomb threat is received, members of the administrative staff will notify each classroom of the need to evacuate the building using the posted evacuation procedure. When the building has been declared safe, students and personnel will be allowed to return to the building.

Tornado
In case of a tornado or tornado drill, staff and instructors will be notified to evacuate the building and report to the shelter areas. The evacuation order will also be transmitted over the emergency alert system. When the danger has passed, an all-clear announcement will be made, or further instructions will be given.

Emergency School Closing
If it is necessary for Helms College to be closed due to inclement weather or other emergencies, local radio and television stations will be notified. Notification will also be sent to all students via telephone, e-mail and/or social media. If a closure is required during the class day, it will be announced through the faculty and staff.

Active Shooter
In the event of an active shooter situation at Helms College, the safety of students, faculty, staff, and visitors is the highest priority. The College follows the ALICE response protocol—Alert, Lockdown, Inform, Counter, Evacuate—to guide actions during such an emergency. Individuals should pay close attention to alerts and information from College officials or law enforcement, secure their location if evacuation is not immediately possible, and remain vigilant and prepared to take additional protective actions as circumstances change. Evacuation should occur when it can be done safely, and any defensive action should be used only as a last resort to protect life. All individuals must follow instructions from law enforcement and Helms College officials and should not resume normal activities until an official all-clear has been issued.

If you have any questions regarding campus safety and security, contact Doug Newsome at the Macon campus or Bryant Martie at the Augusta campus. If you are not able to reach your security officer, contact the Program Manager, the Vice President of Education Operations and Compliance or the Vice President of Culinary Operations and Education

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Academic Information

ACADEMIC INFORMATION

DEFINITION OF ACADEMIC YEAR

Helms College defines an academic year as 900 clock hours/36 Credit Hours and 33 weeks of instructional time. Class sessions begin periodically throughout the calendar year, and the administration of the College determines the schedule of classes and academic calendar for all degree, diploma and certificate programs offered.

DEFINITION OF CREDIT HOUR

A. Helms College uses quarter credit hours to measure academic workload.
B. A quarter credit hour is an amount of work represented to achieve learning outcomes and is verifiable by evidence of student work in class and out of class.
C. A standard quarter is approximately 11 weeks.
D. One Quarter Credit Hour is defined as:
    - 11 clock hours of classroom or direct faculty instruction plus student out-of-class work.
    - 22 clock hours of laboratory learning activities plus related assignments; or
    - 33 clock hours of externship/clinical work on an assigned affiliated site plus related assignments.
E. For all courses except externship, one clock hour is defined as 50 minutes of class and 10 minutes of break time.

OUTSIDE ASSIGNMENTS AND STUDY EXPECTATIONS

Students may find the degree, diploma and certificate programs offered at Helms College to be intensive and rigorous. It is therefore expected that all assignments will be submitted by students by the designated deadline. Students are responsible for reading any study materials issued by their instructors. For students to achieve academic success, they are expected to devote time outside of the regular classroom period toward studying and preparing for their classes. The amount of time that students devote to out of class study time per week will vary according to the individual student's abilities; however, it is expected that students will study on their own or in small group settings as a daily activity. The course syllabus contains specific information on in-class and out-of-class learning activities and expectations.

ATTENDANCE AND TARDINESS POLICY

The Helms College attendance policy is based on our belief that regular class attendance improves the student's chance to succeed academically, and builds the qualities of promptness and dependability, which are essential to success in all occupations.

Tardiness and early departures will be noted by each class instructor and a student's attendance is posted in accordance with the time they were present in class. Attendance records are maintained by faculty and the Registrar's office and become part of the student's permanent academic record. Faculty advise students of absenteeism concerns and can, at their discretion, offer makeup assignments for missed time. See Makeup Policy. If students wish to appeal their posted attendance hours, they may speak to their program administrator.

Students with absenteeism in excess of 20% of the scheduled hours may receive a failing grade for the course regardless of academic performance on other course grading criteria. Students must attend 100% of their scheduled hours for clinical or externship courses.

Students who are absent for 14 consecutive calendar days (excluding school holidays and breaks) and have not been approved for a Leave of Absence will be administratively withdrawn from the college.

Program administrators, Student Retention and Engagement Specialists, and the Registrar meet bi-weekly to discuss students who may be at risk of attrition or failure. Action plans are developed to assist the student in being successful.

INTERACTIVE DISTANCE LEARNING ATTENDANCE POLICY

Regular class attendance is required of all students. Consistent attendance is strongly linked to better educational outcomes, such as higher grades and deeper understanding of course material, which in turn enhance occupational prospects by fostering essential skills like reliability, discipline, and time management that are highly valued in the workplace.

Attendance for students in the Interactive Distance Learning (IDL) program is recorded on a weekly basis. A week is defined as the period between 00:00 a.m. on Sunday and 11:59 p.m. on Saturday based on Eastern Time. To be counted as in attendance, the student must meet the following criteria during the given week:

1. Watch 100% of the assigned Live Learning Session(s) or recorded Live Learning Session(s) for the week and complete post-lecture assignment;
2. Complete the required number of posts in Discussion Forum.

Last Date of Attendance
In the event that a student voluntarily withdraws from the course/program or is administratively withdrawn from the program for excessive absences, the last date on which the student submitted an assignment, activity or assessment in the Learning Management System is to be the Last Date of Attendance. The simple act of logging into the Canvas classroom does not equate to attendance.

A student attending Helms College will be withdrawn from any course he or she does not attend within a 14-calendar day period (excluding school holidays and breaks).

Students have real-time access to their attendance in the CourseKey Student Application and also in their Anthology student portal.

Students may appeal to the program administrator if they feel an error has been made in their attendance calculation.

The simple act of a student logging into the Canvas classroom does not equate to attendance.

EXTERNSHIPS

Externships are included in some Helms College programs as a cooperative learning encounter between students, potential future employers and the College. The purpose of externship is to provide the student with an experiential learning environment for practical application of skills learned and an opportunity to develop professional relationships via networking within their chosen industry. Students must complete 100% of their scheduled working hours per the terms of their externship course. The program administrators can provide detailed information for the externship related to each program, including the course syllabus and/or other externship guides.

ATTENDANCE REQUIREMENTS FOR VETERAN STUDENTS

If a student is receiving Department of Veterans Affairs (VA) Educational Benefits, the student must meet both the College's attendance requirements as stated in the Academic Policies and Services section of the College's Catalog and the attendance standards set forth in this section as a condition of continued receipt of his or her VA Educational Benefits.

Recipients of VA educational benefits may not be absent for more than 20% of the scheduled instructional hours in all courses for each "term." For purposes of VA eligibility, a "term" is defined as an eleven-week quarter for students enrolled in Culinary Arts and Hospitality programs. For all other programs of study, the instruction in each eleven-

week quarter is divided into two 5.5-week modules or terms; therefore, for VA eligibility purposes only, a "term" is defined as a 5.5-week instructional period. The College will notify the VA when a recipient fails to meet the College's attendance standards in a "term" and the recipient will lose his or her VA Educational Benefits for enrollment at Helms College.

Loss of VA Educational Benefits does not always mean that the College will terminate the enrollment of the student. A student who experiences a loss of his or her VA Educational Benefits should meet with the Program Administrator or College Administrator to discuss the student's academic and financial aid options at the College.
A VA Educational Benefit recipient who has lost eligibility for his or her VA benefits solely based on absenteeism in excess of 20% in a "term" may reestablish his or her eligibility for VA benefits by demonstrating attendance of 80% or higher in a subsequent "term" at the College.

Attendance is recorded and tracked using CourseKey. Instructors generate a QR code before class begins and students must scan the QR code using their phone to check in. At the end of class, students scan the QR code to check out of class. The CourseKey system records attendance in real-time, recording student attendance down to the exact number of minutes attended.

CERTIFICATION

Students are encouraged to seek certifications in their fields of study to enhance their professional credentials and make them more competitive in the job market. Certifications generally require that a student successfully complete a certification examination. The appropriate professional certificates and information regarding the recommended certifications are listed in the program description section of this catalog. Students will not automatically receive certification upon completion of their program of study at Helms College. Although Helms College will prepare students to take various certification exams, it is the student's responsibility to understand these requirements. Helms College will make every attempt to provide accurate information about test dates and fees for exams. Fees for the initial attempt at some certification exams are included in the program cost. The student is responsible for the fee of any subsequent attempt(s).

CHANGES IN PROGRAMS OR POLICIES

Helms College has the right, at its discretion, to make changes to program content, materials, schedules, or sequences of courses in programs in the interest of improving the student's education. Helms College certifies that the information contained in this publication is current and correct, but it is subject to change without notice and does not constitute a binding agreement on the part of Helms College. If changes are made to the information in this catalog, informational addenda will be provided. Reentering students will be subject to policies contained in the most recent catalog.

STANDARDS OF CONDUCT

As students interact with their fellow students, staff and faculty, and the business community, they are expected to act in a professional, respectful manner that is complimentary to the learning process and the academic environment associated with their education and training.

A list of forms of misconduct can only be used as a reference- it is not all-inclusive. Examples of conduct that may lead to disciplinary action up to and including dismissal include:

- Knowingly furnishing false information to Helms College
- Theft of Helms College property; theft, damage, forgery, alteration, misuse or mutilation of Helms College documents, records, identification, educational materials, or property
- Interfering with the right of others to an education; violation of safety and security rules, bringing animals or children into class
- Hazing, on or off Helms College property
- Plagiarism, cheating, and any other form of academic dishonesty
- Discourteous, disruptive, or disrespectful behavior to fellow students, faculty, and staff on or off campus

- Physical or verbal abuse of any person or engaging in conduct, which threatens or endangers the health or safety of others.
- Unauthorized entry or use of facilities
- Smoking policy violations
- Intentional or unauthorized interference with a right of access to Helms College facilities or freedom of movement or speech of any person on the premises
- Unlawful possession, use, or distribution of illicit drugs and alcohol on campus or during any student activities. If a student appears to be under the influence of drugs or alcohol in a clinical, class, or laboratory experience, that student will be removed from the learning experience.
- Use or possession of firearms, ammunition, or other dangerous weapons or substances prohibited by law.
- Disorderly, lewd, indecent, obscene, or sexually harassing conduct or expression
- Violation of federal, state, or local ordinances including, but not limited to, those covering alcoholic beverages, narcotics, gambling, sex offenses or arson, of which violation occurs on Helms College property or at a Helms College function.
- Unauthorized solicitation of students, staff, or faculty on-campus or online for any product or service
- Misuse of electronic equipment, copiers, faxes, email accounts, or internet services, including viewing any material or sending any message that is obscene, harassing, or threatening to any individual.
- Aiding, abetting, encouraging, or participating in a riot.
- Failure to comply with the verbal or written directions of any Helms College official acting within the scope of his or her authority, or resisting a security officer performing his or her duty.
- Aiding and abetting or inciting others to commit any act of misconduct

TOBACCO PRODUCTS AND PARKING POLICY

Helms College is committed to providing a healthy environment on our campuses. We recognize the serious health implications of both the direct use of tobacco products and indirect exposure to the use of tobacco products and our responsibility to promote the health and well-being of our students, faculty, staff, and visitors. Helms College discourages the use of tobacco products. "Tobacco Products" are defined as cigarettes, cigars, pipes, all forms of smokeless tobacco, clove cigarettes and any other smoking devices that use tobacco, such as hookahs, or simulate the use of tobacco, such as electronic cigarettes and vapes. Tobacco products should only be used in authorized smoking areas.

All students with personally owned vehicles will receive a Helms College parking pass during New Student Orientation. The parking pass must be displayed when parking on campus, and students may only park in authorized student parking areas.

A list of authorized parking areas and smoking areas are distributed during New Student Orientation and are also posted on the bulletin boards in all common areas.

FRATERNIZATION

Employees of the College are prohibited, under any and all circumstances, from dating or engaging in any fraternization with students, regardless of the student's age and/or regardless of whether the student has consented to such conduct. Further, employees are prohibited from entertaining students or socializing with students outside of the College environment. Similarly, any action or comment by an employee which invites sexual or romantic involvement with a student is considered highly unethical, in violation of college policy, and may result in disciplinary action by the College.

Inappropriate behavior between employees and students includes, but is not limited to: flirting; dating; making suggestive comments; requests for sexual activity; physical displays of affection; giving inappropriate personal gifts; frequent personal communication with a student (via phone, notes, e-mail, letters, text messages, social networks, etc.) unrelated to course work or official College matters; providing or accepting rides; providing or offering housing; conducting business transactions outside reasonable retail transactions; providing alcohol or drugs to students;

inappropriate touching; and engaging in sexual contact and/or sexual relations. This is not an inclusive or exhaustive list of inappropriate behavior.

If a student witnesses or is made aware of a college employee's participation in an inappropriate relationship with a student, we ask that the incident be reported to the Campus Administration immediately.

SUSPENSION AND DISMISSAL

The Discipline Committee will meet whenever there is a case to be heard. Actions of the committee are decided by majority vote. The Helms College Senior Vice President of Education will designate a Chair to preside over the hearing and maintain an official file of the case. The committee will be comprised of the Chair, Program Manager, Student Retention and Engagement Specialist and one faculty member. The committee may decide the following outcomes, or combination thereof, in each heard case.

Interim Suspension: An interim suspension generally means that the student is not allowed on campus and cannot attend classes or activities until the case is decided by the Discipline Committee.

Suspension: Mandatory separation from the College for a period of time as specified in the order of suspension. A student who has been suspended is barred from the campus during the suspension. The committee may make certain remedial actions mandatory before readmission is considered.

Disciplinary Probation: A disciplinary sanction serving notice to a student that the student's behavior is in serious violation of college standard and that continued enrollment depends upon the maintenance of satisfactory performance and conduct during the period of probation. Students will be released from the disciplinary probation status after a specified time period has lapsed.

Restitution: Reimbursement for damage to or misappropriation of the property of the College or other persons may be warranted by the committee. Reimbursement may take the form of rendering appropriate repairs otherwise compensating for damages.

Dismissal: Mandatory separation from the College with no right of future readmission may be warranted by the committee. A student who has been dismissed is barred from all College campus locations.

An appeal by the student to a committee decision must be made in writing within five (5) days of receiving the written notification of the committee's decision. The appeal must be addressed to the Helms College Senior Vice President of Education, who will render a final decision based on the record presented. The Discipline Committee is a non-adversarial process, and no student will have representation by counsel or others during the process.

SUSPENDING ENROLLMENT WITHIN HELMS COLLEGE

Due to the vocational nature of our programs, students are required to complete all courses outlined in their individual programs of study. There are no courses designated as 'electives', so successful completion of all courses is mandatory, and students are not permitted to withdraw from individual courses. However, students are permitted to suspend their enrollment in specific courses without withdrawing from the institution. The student should contact the Office of Student Services and explain the reason(s) why the course cannot be completed and when he or she expects to be able to resume enrollment. When circumstances warrant, the student may be granted a Leave of Absence until he or she anticipates returning to the institution. It is expected that the student will return to resume enrollment on the date indicated on the Leave of Absence form. If the student does not return and does not contact the College to extend the Leave of Absence, then the student will be administratively withdrawn from Helms College. There may be financial implications caused by this action.

WITHDRAWAL FROM HELMS COLLEGE

Most students who begin classes at Helms College successfully complete their program of study. However, circumstances beyond the control of both the student and Helms College may occasionally require a student to withdraw.

A student considering withdrawal is strongly encouraged to meet with their Instructor, Program Manager, or Student Retention and Engagement Specialist, as well as with the Business Office, to gain a full understanding of the academic and financial implications of this decision and to explore any available options for continuing enrollment.

If the student elects to proceed with withdrawal, the student must notify their Student Retention and Engagement Specialist, Program Manager, and Financial Aid Advisor, either in writing or verbally, in order to receive appropriate academic and financial advisement.

Refunds are calculated based on the student's official withdrawal date, as certified by a Student Services representative. The official withdrawal process begins upon completion of the steps outlined above. The Student Accounts Office completes all refund calculations, and the student is provided with a copy of the refund calculation and an updated account ledger from Global Financial Aid Services.

GRADUATION REQUIREMENTS

Students must complete each of the following requirements to be eligible to graduate:

1. Complete all required coursework with a cumulative GPA of 2.0 or above within the maximum timeframe.
2. Attend at least 80% of all scheduled hours.
3. Return all property belonging to Helms College.
4. Fulfill all financial obligations to Helms College.

Eligible students must submit a graduation application to the Registrar's office no later than one month prior to the end of their program of study. The Registrar will review the graduation application, conduct an audit of the student's academic record and recommend approval and will notify the student in writing of his/her graduation status.
Upon successful completion of the program and after fulfilling all graduation requirements, students will be awarded the Helms College certificate, diploma or degree for their program of study. The earned academic credential will be released only when the student's financial obligations to Helms College are fulfilled.

TRANSCRIPTS

A transcript is a copy of the student's academic record. All official transcripts are embossed with the official seal of Helms College. Official transcripts of student academic records are issued by the Registrar upon the written request of the student.

Transcripts sent directly to the student will be marked to indicate they are unofficial copies. Official transcripts will be issued only after the student has satisfied all Helms College financial obligations. Transcript requests signed by the student may be submitted in person to the Registrar or mailed to the following address. The transcript fee is $5.00:

Helms College
Attn: Registrar
3145 Washington Road
Augusta, GA 30907

or

Helms College
Attn: Registrar
5171 Eisenhower Parkway
Macon, GA 31206

When requirements are met, the official transcript will be mailed within five business days of receiving the request.

TRANSFER OF CREDIT

Transfer from Other Institutions: Transfer of credit to Helms College from another institution will be determined by the program administrators. They will determine the applicability of credits earned at another institute that may count toward programs offered at Helms College.

Students must submit all official college transcripts from each college attended prior to Helms College. Foreign transcripts must be translated into English and be evaluated by a member agency of the National Association of Credential Evaluation Services (NACES). Official transcripts should be received 21 days prior to the student's start date at the College whenever possible. If official transcripts, course descriptions, or other requested materials are not received within that designated timeframe, transfer credit may be forfeited.

Students may be required to enroll in additional courses to meet the specific requirements or prerequisites of the program of their choice. Students transferring from one program to another (change of major) are advised to request a transfer credit reevaluation. Students should be scheduled to meet with an academic advisor or the Registrar to review their curriculum requirements and scheduling of classes.

Courses transferred into Helms College must meet the following requirements:

1. A grade of “C” or better must have been earned in each course to be considered.

2. Course must be at least 85% content equivalent to the Helms College required course in the program. (The catalog for both institutions will be reviewed and compared for equivalent course content.)

3. Prerequisite laboratory or fundamental courses in Health Services and Culinary Arts programs must have been completed within five years (60 months) of enrollment at Helms College.

4. Student must complete at least 50 percent of credit hours of the program requirements in residence at Helms College to receive a degree, diploma or certificate.

5. To have courses taken elsewhere be considered for transfer into Helms College, a matriculating student must submit official transcripts from the issuing institution, documenting completion of the course(s) with the earned grade(s).

6. Helms College will consider awarding credit for courses taken through workplace or military sources, if said education and training is recognized by the American Council on Education’s Center for Adult Learning and Education Credentials program.

7. Tuition will be reduced based on the tuition cost of the course(s) that have been transferred in. Reducing the number of required hours or required courses after receiving transfer credit will also impact the amount Federal Student Aid that a student may be eligible for.

8. Helms College students transferring into another Helms College program will receive full transfer credit for their previous Helms College courses, provided they have earned a passing grade in the courses transferred and the courses are a component of the new program. Students must also meet all other admissions requirements for the new program.

9. Helms College students interested in receiving credit for CLEP exams should arrange to have their official grade reports sent to the Helms College Admissions Office directly from CLEP. If credit is awarded, a student’s transcript will carry notation of credit, but no grade will be recorded. CLEP Credit awarded will not affect a student’s grade-point average. Credits may be awarded for a CLEP exam that covers material that is the substantial equivalent of material covered in a specific Helms College course.

10. All courses transferred into Helms College will be recorded on a Prior Enrollment/Credit Information Form and on the official transcript.

Appeals to transfer credit awards must be submitted to the Associate Vice President of Academic Affairs within 14 calendar days of the transfer of credit determination.

Transfer to Other Institutions: Students who wish to continue their education at other institutions must not assume that credits earned at Helms College will be accepted by the receiving institution. It is the responsibility of a student who plans to transfer to another school to acquaint themselves with the requirements of the selected school and the requirements of that state's licensing, certification board, and accrediting body. Institutions of higher education vary in nature and number of credits and contact hours that they will accept toward their program. It is at the sole discretion of that receiving institution to accept credits earned at Helms College.

Students wishing to transfer out credits from Helms College to another institution should first contact the Registrar and complete a Transcript Request Form. The Registrar will provide the new institution with an official student transcript. If necessary, Helms College will provide the new institution with copies of the school catalog to assist in determining the content of our courses. We will provide this information directly to the school or to the student at their request. All catalogs will be provided electronically at no cost.

Helms College has articulation agreements with Fairleigh Dickinson University and Excelsior University providing for the transfer of credits for graduates in pursuit of an associate's and bachelor's degrees. Please see the Registrar for further information.

TRANSFER CREDIT FROM SECONDARY CAREER EDUCATION COURSES

Helms College has transfer credit articulation agreements with the Bibb, Putnam, and Baldwin Counties in Georgia and Aiken County in South Carolina for transfer credits of certain culinary arts career pathway courses taken at the secondary level. For more information on these articulation agreements and possible transferability of classes, contact the Director of Hospitality and Culinary Education.

TRANSFER CREDIT FOR VETERAN STUDENTS

Department of Veterans Affairs (VA) funded students enrolling in any of the College's programs with prior credit from another school or military education or skills training will be evaluated according to the Transfer Credit Policy for all students. All veterans and other students eligible for VA funding should apply for credit for previously completed training. The College will evaluate and grant credit, if appropriate. Training time will be adjusted appropriately, and tuition reduced proportionately if credit is granted for previous training. The VA and the student will be notified.

Academic Standards

ACADEMIC STANDARDS

GRADE POINT AVERAGE

The cumulative Grade Point Average (GPA) is determined by dividing the total number of grade points earned in courses by the total number of credit hours attempted. Courses which do not generate grade points are not included in credit hours attempted (e.g., pass/unsatisfactory grades). The GPA is carried out to two digits past the decimal point (There is no rounding).

GRADING SYSTEM

One indication of a student's achievement is a letter grade assigned to student performance. Each letter grade, in turn, carries "grade points" which are used in computing the student's "cumulative grade point average." Academic achievement in regular letter grades will be recorded at the end of each quarter for all course work for which credit is granted. The credit or clock hours attempted, and grade points attained will enter into the computation of the student's cumulative grade point average. Helms College reserves the right to revise its grading scale upon notification to students.

GRADE VALUES

A	90-100	Superior
B+	85-89	Very Good
B	80-84	Good
C+	75-79	Above Average
C	70-74	Average
D	65-69	Below Average
F	0-64	Failing
I		Incomplete
P		Pass – Passed Externship
U		Unsatisfactory – Failed Externship
W		Withdrawal
PE		Proficiency Examination
TC		Transfer Credit
WNA		Withdrawn - Never Attended

Incomplete grade will revert to the earned grade or "F", whichever is higher, if not resolved within 30 calendar days.

ACADEMIC AWARDS

Helms College celebrates students with exemplary academic achievement. Recognition for these accomplishments takes place in the quarter following the students' achievements.

- To qualify for the **Distinguished Scholars List**, students must complete all scheduled courses with a GPA of 3.50 to 3.90.
- To qualify for the **President's List**, students must complete all scheduled courses with a GPA of 4.00.

LEAVE OF ABSENCE

Students may interrupt their program of study because of a serious medical condition, active military service, jury duty, or other severe or unanticipated personal circumstance. A student must request the leave of absence (LOA) in writing prior to the beginning date of the LOA, unless unforeseen circumstances prevent the student from doing so. LOA's will not be granted during the first quarter (11 weeks) of the program.

The Leave of Absence Request Form is available to all students through their Student Retention and Engagement Specialist. If a student does not request a leave of absence within a time frame consistent with the institution's

consecutive absence policy, he or she will be withdrawn. Documentation of a student being withdrawn will be placed in the student file.

It is Helms College policy that the leave of absence cannot exceed 180 calendar days per one calendar year, or one-half of the published program length, whichever is shorter. Multiple leaves of absence are permitted provided that the total number of the leaves does not exceed this limit. The students will not be charged any fees for leave of absence. An approved leave of absence may be extended for an additional period of time with notice to the College, provided that the extension request meets all the above requirements, and the total length of the leave of absence does not exceed the specified limit of 180 days.

The student must complete and sign the Leave of Absence Request Form and specify a reason for the leave. The reason must be specified in order for the institution to have a reasonable expectation that the student will be able to return within the time frame of the leave of absence as requested. If approved, the student's status will be changed from Active to Leave of Absence.

STANDARD PERIOD OF NON-ENROLLMENT (SPN)

With the exception of scheduled breaks, Helms College programs and courses are delivered continuously throughout the year. Programs of study are designed to be delivered in an uninterrupted academic calendar; however, there are a certain set of limited circumstances wherein an individual student, for academic or scheduling reasons, needs to interrupt the sequential order of the courses in his or her program of study and will not take any classes up to one Quarter. Helms College has an enrollment status provision, Standard Period of Non-Enrollment (SPN) which would allow a student to request and be approved to retain his or her status as an otherwise active and enrolled during these brief periods which may never exceed eleven weeks, excluding scheduled breaks.

Outlined below are the steps for a student to be placed on the SPN enrollment status:

In order to qualify for the SPN enrollment status, the student must otherwise be in good academic standing with Helms College and sign a Standard Period of Non-Enrollment Request Form wherein the student affirms that he/she will attend no later than the next Quarter which shall be a period of time of non-attendance of no longer than a maximum of eleven weeks, excluding scheduled breaks. The SPN request must be completed prior to the first day of the quarter in which the student will not be attending.

The request must be reviewed and approved by the program Director and Financial Aid Manager.

During an approved SPN, Helms College will not charge tuition, books or fees for the quarter since no instruction will take place for the student during the SPN.

Title IV disbursements will be suspended during the SPN. SPN's greater than 45 calendar days will be treated as a withdrawal for Financial Aid purposes and a Return to Title IV calculation is required. Any loans will be put into a 6-month grace period. VA enrollment certifications will be suspended during the SPN.

MAKE-UP POLICY

Helms College is committed to ensuring student success while maintaining the academic integrity of its programs. To meet course requirements and comply with institutional and regulatory standards, students must meet minimum attendance requirements and, where appropriate, may complete approved makeup work.

Attendance Requirement
Students must attend a minimum of 80% of the scheduled course hours in order to receive a passing grade for each course.

- Students who fail to meet this minimum attendance requirement may be at risk of course failure, regardless of overall academic performance.
- Externship courses require 100% attendance and are not eligible for makeup time.

Eligibility for Makeup Time
Students may complete makeup time for up to 10% of the scheduled course hours at the discretion of the instructor.
The coursework used to earn makeup time must:

- Consist of academically relevant assignments, projects, or assessments.
- Reasonably approximate the instructional time, content, and delivery of the missed class sessions.
- Be completed to meet the minimum 80% attendance requirement.

Makeup time cannot be used to compensate for absences exceeding the allowable limit.

Makeup Time Deadlines

- Work completed for makeup time is generally due by the last scheduled class day of the course in which the absence occurred.
- If absences occur after the established makeup time deadline, an instructor may grant an extension by issuing an Incomplete ("I") grade.
    - The instructor will assign a new makeup deadline.
    - If the student fails to meet the extended deadline, the makeup time assignments will not be counted, and the student may fail the course based on attendance, regardless of academic performance.

Excessive Absences

- Students who miss 30% or more of the scheduled course hours will automatically receive a failing grade for the course.
- If absences reach or exceed 30% due to extenuating circumstances (e.g., illness, emergency, or other documented hardship), the student may submit an Attendance Appeal Form with:
    - A written explanation of the circumstances.
    - Supporting documentation verifying the nature and impact of the situation.
- Appeals will be reviewed by the Program Manager or Program Director and approved on a case-by-case basis.

Course-Specific Restrictions

- Makeup time may only be applied to the course in which the absences occurred.
- Students cannot use makeup time from one course to offset absences in another course.

REPEATED COURSES

If a student repeats a course in which a "D" or "F" was earned on the first attempt, the first attempt will be excluded from the computation of the cumulative GPA. Both attempts will be used for the Quantitative Standard and the maximum timeframe provision to complete the program. If more than one "D" or "F" grade is received in the same course, only one of these grades will be excluded from the computation of the cumulative GPA.

Grades for all attempted courses remain on the student's permanent record. A repeated course may be counted only once toward graduation. Students are allowed a maximum of three attempts at each course. Before repeating a course, the student should consult with their Student Advisor.

FINAL GRADE REPORTS

Instructors are required to submit a final grade for each student whose name appears on the course roster. At the end of each quarter, students are able to view the final grades received in each course for the grading period and the cumulative grade point average by visiting their Anthology Student Portal.

ACADEMIC HONESTY

Helms College can best function and accomplish its mission in an atmosphere of high ethical standards. As such, the College expects students to observe all accepted principles of academic honesty. Academic honesty in the advancement of knowledge requires that students respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding the validity of intellectual property. Students are expected to maintain complete honesty and integrity in all academic work attempted while enrolled at the College. Academic dishonesty is a serious violation of the trust upon which an academic community depends. There are different forms of academic dishonesty including, but not limited to, the following:

Acquiring or Providing Information Dishonestly

Using unauthorized notes or other study aids during an examination; using unauthorized technology during an examination; improper storage of prohibited notes, course materials and study aids during an exam such that they are accessible or possible to view; looking at other students' work during an exam or in an assignment where collaboration is not allowed; attempting to communicate with other students in order to get help during an exam or in an assignment where collaboration is not allowed; obtaining an examination prior to its administration; altering graded work and submitting it for re-grading; allowing another person to do one's work and submitting it as one's own; or undertaking any activity intended to obtain an unfair advantage over other students.

Plagiarism

Plagiarism is the deliberate or unintentional use of another's words or ideas without proper citation for which the student claims authorship. It is a policy of Helms College that students assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by an instructor of a course. Students may not submit the same work completed for one course in any other course, earning credit for the same work each time. Plagiarism, because it is a form of theft and dishonesty that interferes with the goals of education, must carry severe penalties. The penalties are as follows:

Partially plagiarized assignments

The first occurrence of a student turning in an assignment containing plagiarized material results in an automatic "F" for that assignment.

The second occurrence of a student turning in an assignment containing plagiarized material results in an automatic "F" for the course.

The third occurrence of a student turning in an assignment containing plagiarized material results in an automatic dismissal from the College.

Entirely plagiarized assignments

The first occurrence of a student turning in an entire plagiarized assignment results in an automatic "F" for the course.

The second occurrence of a student turning in an entire plagiarized assignment results in an automatic dismissal from the College.

Students who have been dismissed may reapply to Helms College after remaining out of school for one full quarter. Helms College believes strongly that each student against whom the College is forced to take action, has a right to procedural due process where the student has notice and an opportunity to be heard. If the administration must take disciplinary measures against a student or other action related to the student, the student may appeal the decision to the Grievance Committee. The procedures for the grievance are found in the Helms College catalog.

On written papers for which the student employs information gathered from books, articles, electronic, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own segments or the totality of another's work.

Conspiracy

Agreeing with one or more persons to commit any act of academic dishonesty.

Fraudulent Behavior

Fraudulent behavior includes sharing one's confidential login information with another person, which can also be an instance of misrepresenting oneself. In addition, allowing another student to participate in class assignments under your name and submitting work under another student's name constitute violations of academic integrity.

Fabrication of Information

Falsifying or inventing any information, citation, or data; using improper methods of collecting or generating data and presenting them as legitimate; misrepresenting oneself or one's status in the College; perpetrating hoaxes unbecoming to students in good standing or potentially damaging to the College's reputation or that of the members of its academic community of students and scholars.

Multiple Submissions

Submission of the same work for credit in two different courses without the instructor's permission.

Facilitating Academic Dishonesty

Aiding another person in an act that violates the standards of academic honesty; allowing other students to look at one's own work during an exam or in an assignment where collaboration is not allowed; providing information, material, or assistance to another person knowing that it may be used in violation of course, departmental, or College academic honesty policies; providing false information in connection with any academic honesty inquiry.

Abuse or Denying Others Access to Information or Resource Materials

Any act that maliciously hinders the use of or access to course materials or obstructing or interfering with another student's academic work. All of these acts are dishonest and harmful.

Falsifying Records and Official Documents

Forging signatures or falsifying information on official academic documents such as drop/add forms, incomplete forms, petitions, letters of permission, or any other official College document.

Externship Misconduct (if applicable to major)

Dishonesty in the externship setting includes but is not limited to: misrepresenting completion of externship hours or assignments; falsification of records; fabrication of experiences; failure to report omission of, or error in, assessments, treatments or medications; and appropriation/stealing of facility, client, staff and visitor and/or student property.

Disclosure of Confidential Information (if applicable to major)

A high, responsible standard of conduct and professionalism is expected from each student. Students are personally accountable for the way in which patient/customer information and other confidential information in externship facilities is utilized. Those having access to patient/customer, salary, or associate information should never browse such information out of "curiosity." It is to be used and accessed only for legitimate, externship/learning purposes.

A breach in confidentiality which involves discussing and/or releasing confidential patient facility information, or obtaining unauthorized system access, will lead to disciplinary action from Helms College.

Each student must seriously evaluate his/her daily use of confidential facility information to assure its proper use. When in doubt, students should seek clarification or direction from their immediate supervisor.

Sanctions for Violating the Academic Honesty Policy

After determining that the student has violated the Academic Honesty Policy, the instructor may impose one of the following sanctions (please note: separate sanctions apply to Plagiarism as described above):

The first occurrence of academic dishonesty will result in a grade of "F" for the assignment or exam.

The second occurrence of academic dishonesty will result in a grade of "F" for the course. The third occurrence of academic dishonesty will result in dismissal from the College.

All progressive disciplinary measures described above are cumulative throughout the program and not limited to occurrences within a specific course or term. Students who have been dismissed may reapply to Helms College after remaining out of school for one full quarter.

Helms College believes strongly that each student against whom the College is forced to take action has a right to procedural due process where the student has notice and an opportunity to be heard. If the administration has to take disciplinary measures against a student or other action related to the student, the student may appeal the decision to the Grievance Committee.

ALCOHOL AND DRUG POLICY

Helms College acknowledges that every student who enrolls does so with the goal of achieving training which will enable them to prepare for career enhancement. We are dedicated to assisting each student in reaching his or her goals. We recognize that each student deserves an equal opportunity to gain entry level skills and become a productive citizen of the community. As such, we believe that a drug free environment is integral to quality education. The U.S. Department of Education Drug Free Schools and Communities Act Amendments of 1989, requires that the school distribute the following information annually to you in writing concerning the possession, use, or distribution of alcohol and illicit drugs at Helms College. The school's policies on substance abuse and alcoholic beverages are outlined below, along with related information on school sanctions for violation of these policies; on criminal sanctions for the illegal possession or distribution of drugs and alcohol; on health risks of drugs and alcohol; and on the availability of treatment for drug or alcohol problems. Please read this material carefully. There is much information here, some of it technical, and all of it is vitally important.

I. Standards of Conduct—The students, faculty, and staff of Helms College make up a community in which each individual should respect the rights, health, property and participation of others in the community. Each individual in the community has a responsibility to his/her fellow community members. Students are expected to follow all federal, state, and local laws as they apply to alcohol and drugs. The Student Retention and Engagement Specialists are responsible for informing the students about this policy and by providing resources on education, prevention and treatment options.
It is prohibited to manufacture, distribute, sell, dispense, possess or use any controlled substance (except for the use or possession of drugs prescribed by a physician and in the original container) on campus or in any facility owned, leased, or otherwise controlled by Helms College. This includes, but is not limited to, school-related events and programs. Controlled substances include any drug, substance, or immediate precursor included in the definition of controlled substance in the Official Code of Georgia Section 16-13-21 (4) or Schedule I through V of Section 202 of the Federal Controlled Substance Act [21 United States Code 812].

Any and all types of drug paraphernalia including, but not limited to, bongs, pipes, or any items modified or adapted so that they can be used to consume drugs, are not permitted on school property. It is expected that Helms College students who use or possess alcoholic beverages will do so legally. Alcohol is prohibited on campus except in the hospitality learning venues where students may use the product during instruction.

II. Legal Sanctions—the legal ramifications of misuse of alcohol and/or controlled substances (drugs) are serious and varied, depending on the circumstances involved. The penalties are determined by examining each individual case. A

person can be arrested or cited for violations ranging from summary through felony offenses. Helms College students can be referred for prosecution for a violation of the law.

Under federal law, for a first offense, unlawful possession of a controlled substance (including marijuana) is punishable by a minimum fine of $1,000 and up to one-year imprisonment. 21 U.S.C. 844(a). Unlawful distribution of a controlled substance (including marijuana) may result in fines of between $250,000 and $8,000,000 and up to life imprisonment, depending on the circumstances and the quantity and type of controlled substance distributed, with greater penalties for subsequent offenses. For a more complete summary of federal laws and penalties for illegal drug use, see http://www.usdoj.gov/dea/agency/penalties.htm.

III. Counseling, Treatment, and Education Resources—Helms College recognizes that substance abuse is a complex problem that is not easily resolved. Students are encouraged with substance abuse problems are encouraged to take advantage of available diagnostic, referral, counseling and prevention services. However, students availing themselves of these services will not be exempt from Helms College's academic and conduct standards. Any student who believes he/she is dependent on a controlled substance or alcohol may seek assistance through the Office of Student Services or contact one of the following free national help lines:

1. Substance Abuse and Mental Health Services Administration (SAMHSA) at 800-662-HELP (4357)
2. Alcohol Anonymous at www.aa.org to find your local AA locations.

In regard to the Helms College Drug Free Policy and Program, the College reserves the right to administer random drug testing and/or reasonable suspicion testing of its students. Testing fees will be covered by Helms College at the facility designated by the College. Students will have no more than one hour from the notification to appear at the testing facility. Students determined to be in violation of the Helms College Drug Free Policy may be dismissed and possibly denied readmission. Students who refuse to appear for testing may be dismissed and possibly denied readmission. Information on facilities which can assist with addiction counseling and resources is available is provided in the Student Service Advisor's office.

IV. Disciplinary Sanctions—Any student found to be in violation of federal, state, and/or local laws, or who violates Helms College's alcohol and drug policy is subject to disciplinary procedures and/or can be referred to the appropriate authorities for legal prosecution. This action could range from an education or counseling program, up to and including suspension or permanent dismissal from the College.

When the College is officially notified that a student, who is a recipient of a Federal Pell Grant, is convicted via a court of law of a drug offense during the period of enrollment covered by the Federal Pell Grant, and for which the student had previously certified he or she would be drug free, that individual is in violation of the certification statement and must be reported to the U.S. Department of Education Office of Inspector General, in accordance with section 668.14 (g) of the Title IV Higher Education Act of 1965 and its amendments. Upon the final determination by the Office of the Inspector General, and the notification of Helms College, the Financial Aid Manager will implement the recommendations set forth in their findings, which may include the withholding of all further payments to the student. Until a final determination is made regarding fraud on the part of the student, the student will remain eligible for financial aid.

V. Parental notification Guidelines for Alcohol and Controlled Substances Violations—These guidelines are in response to the Higher Education Amendments of 1998. These amendments created an exception to the Family Educational Rights and Privacy Act (FERPA), enabling universities to notify parents or legal guardians, under certain circumstances, of a student under 21 that uses or possesses alcohol or a controlled substance.

Notification of parents is done when the college believes it will help the student. When practicable, conversations normally are held with the student before contact is made with parents in an effort to determine whether such contact is the best course of action. Factors that are considered when deciding to contact a student's parent or guardian are: A consistent pattern of destructive or harmful behavior; behavior that may affect the student's overall well-being or the

well-being of others; behaviors that may jeopardize their ability to remain a student; and/or a situation of imminent danger.

When determining parental notification to be in the best interest of the student, it is the college's philosophy to assist the student in contacting their parent/guardian directly. In most cases, the college will intervene only when a student is unwilling or unable to contact their parent/guardian.

This policy shall remain in effect unless otherwise stated in writing. Helms College will review its alcohol and controlled substance policy annually for effectiveness and consistency of application and, where necessary, make appropriate changes.

COPYRIGHT POLICY

Helms College prohibits violations of copyright, license restrictions, trade secrets, privacy and authorial integrity. Distributing or receiving materials protected by copyright without permission of the copyright owner may be a violation of federal or state law and/or Helms College. Violations may be grounds for sanctions against members of Helms College and may be subject to civil or criminal penalties.

Helms College is committed to fostering an environment that provides for the fair use of copyrighted works to achieve educational goals while remaining in compliance with applicable laws. Helms College users of copyrighted works are accorded the rights and privileges pursuant to 17 U.S.C. §107 (Fair Use), 108 (Reproduction by Libraries and Archives), 109 (First Sale Doctrine and Transfers), 110 (Teaching Exception) and other statutory exemptions and limitations to the exclusive rights granted to the owner of a copyright protected work. While Helms College does not intend to unduly restrict the use of works otherwise permitted under law, it is the policy of Helms College to comply with federal copyright law and all related law codified at 17 U.S.C. §101 et seq.

All faculty, staff, and students must adhere to Helms College copyright policy when using the copyrighted works of others. It is the policy of Helms College to inform and educate faculty, students, and staff regarding federal copyright law, the rights of copyright owners, the legal obligation of the College to comply with applicable law, and the rights of the Helms College community to use copyrighted works. Violations are punishable under our academic honesty policy well as federal copyright law.

DEFINITION

Copyright is a form of protection the law provides to the creators of "original works of authorship" for their intellectual works, both published and unpublished. Although the rights provided by the law to the owners of the copyright are not unlimited in scope, it is illegal to violate any of these rights.

SCOPE OF COPYRIGHT POLICY

The Copyright Act, 17 U.S.C. § 101 (effective date: 1978), balances the author's interest against the public interest in the dissemination of information in areas of universal concern, such as art, science, history, and business. The intent of this balance is to foster the creation and dissemination of intellectual works for the general public.

Copyright protection exists in original works of authorship fixed in any tangible medium of expression from which they can be perceived, reproduced, or communicated either directly or indirectly by the aid of a machine or device. Works of authorship include literary works (books and printed material); computer software; musical works (including lyrics); video productions (motion pictures, videotapes); sound recordings; and dramatic works (plays).

Statutory copyright protection does not include works that have not been fixed in a tangible form of expression such as titles, names, short phrases and slogans; works consisting entirely of information that is common property; and ideas, procedures, methods, concepts, principles, discoveries, systems, devices, and processes.

FAIR USE

The Copyright Act defines the rights of a copyright holder and how they may be enforced against an infringer. Included within the Copyright Act is the "fair use" doctrine which allows, under certain conditions, the copying of copyrighted material. While the Copyright Act lists general factors under the much-misunderstood heading of "fair use," it provides little in the way of specific directions for what constitutes fair use. The law states:

Notwithstanding the provisions of section 106, the fair use of a copyrighted work, including such use by reproduction in copies or phone records or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use) scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes.
2. The nature of copyrighted work.
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon the potential market for or value of the copyrighted work.

Notwithstanding the above, fair use copying of software is limited by 17 U.S.C. § 117. (17 U.S.C. § 117. Limitations on exclusive rights: fair use. Emphasis added.)

"Fair Use" is by far the most confusing component of copyright law. Despite what most teachers think, it is not a carte blanche license to do whatever one wants "because I am using this material to teach." Litigation has established limitations on copies for "nonprofit educational purposes" guided by quantitative limits under item 3. Therefore, this term cannot be interpreted as a blanket license to distribute materials in an unrestricted fashion for academic use. In all cases, a fairly conservative approach to interpreting "fair use" is probably the safest course to follow.

THE DIGITAL MILLENNIUM COPYRIGHT ACT

The Digital Millennium Copyright Act (DMCA) is a 1998 amendment to the Copyright Act of 1976 that establishes certain limitations of copyright infringement liability for online service providers (OSPs), including colleges and universities, when certain requirements are met by the OSP. The Act contains a number of other provisions, including prohibitions on circumvention of technological protection measures among others.

THE TEACH ACT

Since the passage of the Digital Millennium Copyright Act (DMCA) in 1998, the vexed question of fair use of copyrighted materials in university classrooms has become even murkier. In November 2002, Congress passed H. R. 2215, the Technology, Education, and Copyright Harmonization Act (TEACH) to update copyright law regarding the digital use of copyrighted material. Under this law, if both the individual faculty member and the institution meet a number of specific guidelines (see below), the Act permits digital transmission of copyrighted works for educational purposes without obtaining permissions. TEACH is more restrictive than the "fair use" regulations that govern printed materials, but early indications are that the government may begin to use the TEACH standards for fair use to apply to almost any educational copyright case. All of these laws are fully documented at www.copyright.gov.

Tuition, Fees and Financial Information

FINANCIAL INFORMATION

FINANCIAL AID ASSISTANCE

Federal Student Aid (FSA) is available to students who qualify. In order to determine your eligibility for FSA, please complete a Free Application for Federal Student Aid (FAFSA) by visiting FAFSA on the web at https://studentaid.gov. When asked for the Helms College Federal School Code, please enter 042064. Once you submit the FAFSA, a copy will automatically be sent to our financial aid office within five days. For additional assistance or questions regarding your application for financial aid, please call the Helms College Financial Aid Office at 706.854.4706 in Augusta, or 478.471.4271 in Macon. Students who wish to use VA benefits to pay their educational expenses at Helms College should contact the Financial Aid office to begin the authorization process. Interactive Distance Learning students should call the Augusta Financial Aid office at 706.854.4706.

TITLE IV FINANCIAL AID PROGRAMS

Helms College participates in Federal Title IV Financial Aid programs. Financial Aid Programs available to students include Pell Grants, Supplemental Educational Opportunity Grants (SEOG) and Federal Direct Loans. Pell and SEOG are grants and do not have to be paid back. Students and Parents who receive money from the Direct Loan Program for their education are obligated to pay these loans back when they become due. In addition to meeting the Admissions Requirements, students must meet these additional criteria to be eligible to receive Federal Student Aid:

1. Demonstrate financial need, except for Unsubsidized and PLUS loan programs.
2. Have a valid Social Security Number.
3. If male, be registered with the Selective Service or qualify for an exemption from registering.
4. Maintain satisfactory academic progress and maintain the minimum attendance requirements while attending school.
5. Sign a statement that certifies that you will use your federal student aid for educational purposes only.

Tuition and Fees are due at the time class begins. Any student who cannot pay their tuition and fees in full at the time class begins may apply for Federal Financial Aid for grants and loans.

Grants and/or loans will be credited to the student account to pay tuition and fees. The student may use any remaining money over and above tuition and fees for supplies, uniforms and other educational expenses.

PELL GRANT

Federal Pell Grants are generally awarded to undergraduate students who demonstrate exceptional financial need and have not earned a bachelor's, graduate, or professional degree. In some instances, however, a student enrolled in a postbaccalaureate teacher certification program might receive a Federal Pell Grant.

Pell Grant eligibility will be determined in three steps:

1. Maximum Pell Grant – Applicants may qualify for a Maximum Pell Grant based on family size, adjusted gross income (AGI), and poverty guidelines. Students qualifying for a Maximum Pell Grant will have an SAI between negative $1,500 (-$,1500) and $0.

2. Student Aid Index (SAI) – Applicants who do not qualify for a Maximum Pell Grant may still qualify if their calculated SAI is less than the maximum Pell Grant award for the award year. The applicant's Pell Grant award for full-time enrollment will be equal to the maximum Pell Grant for the award year minus SAI. The Pell Grant will be prorated if an applicant enrolls in less than full time, or if the applicant's Cost of Attendance is less than the calculated Pell Grant award.

3. Minimum Pell Grant – Applicants whose SAI is greater than the maximum Pell Grant award for the award year may still qualify for a Pell Grant, based on family size, AGI, and poverty guidelines.

•Non- Filers – Independent student (and spouse, if applicable) tax non-filers and dependent children of non-filing parent (s).

•Children of certain deceased veterans and public safety officers- Students under age 33 whose parent died in the armed forces after September 11, 2001, and or students under age 33 whose parent (s) died in the line of duty as a public safety officer.

Automatic Pell Grants based on household income and size: Families making less than 175% and single parents making less than 225% of federal poverty level will see their students receive a maximum Federal Pell Grant award. Minimum Pell Grants will be guaranteed to students from households below 275%, 325%, 350%, or 400% of the federal poverty level, depending on household structure. Pell awards between the maximum and minimum amounts will be determined by SAI.

Previously, Pell Grant was awarded based on full-time (12 or more hours), three-quarter-time (9-11 credit hours), half-time (6-8 credit hours) or less-than-half-time (1-5 credit hours) enrollment statuses. For 2024-2025, the enrollment statuses will be replaced with a new term called “enrollment intensity.”

Enrollment intensity is the percentage of full-time enrollment at which a student tis enrolled, rounded to the nearest whole percent. For example, if full-time enrollment is 12 or more credit hours and the student is enrolled in 7 credit hours, the enrollment intensity would be (7 / 12) x 100% = 58%.

For the 2024-2025 award year and thereafter, a student’s scheduled Pell Grant award is multiplied by the student’s enrollment intensity percentage to determine the Annual Pell Grant Award.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)

SEOG is awarded to undergraduate students with exceptional financial need (those with an SAI of -1500 qualify for the maximum Pell Grant). SEOG is a need-based grant, and the amount awarded depends on your overall financial aid package and the availability of funds.

FEDERAL WORK-STUDY (FWS)

Under the Federal Work Study Program, you can work part-time to earn money for your education. The FWS program encourages community service work. You are paid by the hour under the FWS program. The school sets your work schedule; however, your school schedule must be considered. Your total FWS award depends on when you apply, your level of financial need and the funding level of the school for the current award year; however, the total number of FWS hours you may work cannot exceed 29 hours per week.

LOANS

Student loans, unlike grants and work-study, are borrowed money that must be repaid, with interest, just like car loans and mortgages. You cannot have these loans canceled because you did not like the education you received, did not get a job in your field of study or because you are having financial difficulty. Loans are legal obligations, so before you take out a student loan, think about the amount you will have to repay over the years. All loans originated will be reported to NSLDS and updated as student classification changes. The data reported is viewable by authorized officials, lenders, and other schools. In addition, your loan information may be reported to other agencies for the purposes of determining your credit worthiness, validating your identity, or to permit loan servicing activities.

TYPES OF LOANS

1. **Subsidized Loan:** The U.S. Department of Education will pay the interest that accrues while you attend school at least half time, and during your 6-month grace period and during periods of deferment. Students may borrow funds at a fixed interest rate that is established annually by the U.S. Department of Education. Interest begins to accrue when the loans are disbursed; loans are disbursed each quarter. A loan origination fee will be charged; the current origination fee is 1.057% and is subject to change July 1st each year. You must have a financial need to qualify for this loan. If you are a first-time borrower on or after July 1, 2013, there is a limit on the maximum period of time (measured in academic years) that you can receive Direct Subsidized Loans. This time limit does not apply to Direct Unsubsidized Loans or Direct PLUS Loans. If this limit applies to you,

you may not receive Direct Subsidized Loans for more than 150 percent of the published length of your program. This is called your "maximum eligibility period." Your maximum eligibility period is generally based on the published length of your current program. You can usually find the published length of any program of study in your school's catalog. For example, if you are enrolled in a four-year bachelor's degree program, the maximum period for which you can receive Direct Subsidized Loans is six years (150 percent of 4 years = 6 years). If you are enrolled in a two-year ***associate degree*** program, the maximum period for which you can receive Direct Subsidized Loans is three years (150 percent of 2 years = 3 years). Because your maximum eligibility period is based on the length of your current program of study, your maximum eligibility period can change if you change to a program that has a different length. Also, if you receive Direct Subsidized Loans for one program and then change to another program, the Direct Subsidized Loans you received for the earlier program will generally count toward your new maximum eligibility period.

2. **Unsubsidized Loan:** The U.S. Department of Education will not pay the interest on this loan. Students may borrow funds at a fixed interest rate that is established annually by the U.S. Department of Education. Interest begins to accrue when the loans are disbursed; loans are disbursed each quarter. Financial need is not required to qualify for this loan. A loan origination fee will be charged; the origination fee is 1.057% and is subject to change July 1st each year.
3. **PLUS Loans:** Loans that a parent can borrow to help pay the cost of education for their dependent undergraduate children. Parents may borrow funds at a fixed interest rate that is established annually by the U.S. Department of Education. Interest begins to accrue when the loans are disbursed; loans are disbursed each quarter. Financial need is not required to qualify for this loan, but loan amounts may be limited based on other financial. Your total PLUS loan, including grants and loans, may not exceed the cost of attendance. A loan origination fee will be charged; the current origination fee is 4.228% and is subject to change July 1st each year. These loans become due 30 days after the first disbursement is made; parents who cannot afford the payment can contact the loan servicer to see if they qualify for a deferment or forbearance.
4. **Consolidation Loans:** This loan allows student or parent borrowers to combine multiple federal education loans into one loan with one monthly payment. **Yearly loan amounts may be limited based on other financial aid received and your cost of attendance while enrolled**. Your total student aid, including loans, may not exceed your cost of attendance, even if you have not reached the yearly loan maximum.
5. The following table outlines maximum annual and career/aggregate loan limits for the subsidized and unsubsidized Stafford loans.

AWARD OF AID

Aid is awarded at Helms College on an as-enrolled basis. Counselors assist current and prospective students in the completion of their FAFSA application if necessary or allow them to complete the applications in the Financial Aid Office. Those qualifying for Financial Assistance will receive a Financial Aid Award Notification and discuss financing options with an advisor. Pell Grants are offered based on the SAI (student aid index) calculation and the appropriate Pell is awarded based on the program lengths. The Supplemental Educational Opportunity Grant is offered to students with the lowest SAI. Campus jobs are offered on a need basis and individual ability to perform the job functions for as long as the funds are available. Helms College does offer jobs working off campus in a community service program. These jobs usually require an interview. Details are available regarding Federal College Work Study Employment in the Financial Aid Office of each campus.

The amount of aid for which a student is eligible is determined by the cost of attendance (COA), which takes into account the tuition, fees, room and board, cost of transportation, and living expenses associated with attending the program of study. This COA is then compared to the SAI amount and the student's expected need is represented by the amount the COA exceeds the SAI.

The cost of attendance for a student is an estimate of that student's educational expenses for the period of enrollment. The types of costs that may be included are tuition and fees normally assessed for the number of contact hours enrolled; allowances for books, supplies, transportation, room and board; and miscellaneous personal expenses needed for a student's success.

SCHOLARSHIP PROGRAM

Helms College offers new students and returning students the opportunity to apply for scholarships to assist with the costs of their programs of study. Merit-based scholarships are available to students who have excelled academically. Need-based scholarships are available to students who have exhausted their financial aid eligibility and require assistance with covering program costs. Scholarships are also available to those who have served in the United States Armed Forces, and employees of Edgar's Hospitality Group and Goodwill Industries of Middle Georgia, Inc.

All scholarships are funded through the Tuition Assistance Program and administered through the Helms College Financial Aid Office. Scholarships are based on the availability of funding.

Helms College Distinguished Student Award

These merit-based scholarships are established to aid with tuition and fees to students who have excelled academically and have demonstrated a commitment to excellence through the pursuit of additional education and training. The applicant must have demonstrated academic achievement such as high college entrance scores, a 3.5 GPA. or above from high school, and at least a 3.5 GPA in the program of study at Helms College.

Helms College Distinguished Award recipients are eligible to receive an initial award of $500.00 and prorated awards each payment period based on the number of hours in the student's program of study. This award is renewable up to the maximum number of terms to complete the program of study as determined by the course catalog. Students will not be eligible for this funding for courses that must be repeated.

Maximum award amounts are outlined below.

- 6+ Quarter Programs of Study: $2,000
- 4 Quarter Programs of Study: $1,500
- 2 Quarter Programs of Study: $1,000

To maintain eligibility for this award, students must meet the following criteria:

1. Maintain a cumulative grade point average of 3.5 or higher.
2. Maintain 90% attendance in all courses.
3. Maintain full-time enrollment.
4. Remain in good standing with Helms College.

Peter Vossenberg Memorial Scholarship

This scholarship is established in honor of Peter Vossenberg, who taught Culinary Arts at Helms College, to increase the opportunities for individuals to better themselves through skill development accompanied by a solid work ethic. This need-based scholarship provides financial assistance to students who have demonstrated academic success at Helms College and need financial resources to cover the cost of education in all schools of study.

To qualify for this scholarship, the applicant must have exhausted all federal financial aid, including the Federal Pell Grant, Subsidized and Unsubsidized Stafford Loans, and, as applicable, the Parent PLUS Loan. The applicant must also maintain satisfactory academic progress and demonstrate a commitment to achieving educational goals.

The maximum award is subject to fund availability and is prorated each payment period based on the number of hours in the student's program of study.

To maintain eligibility for this award, students must meet the following criteria:

1. Maintain a cumulative grade point average of 3.5 or higher.
2. Maintain 90% attendance in all courses.
3. Maintain full-time enrollment.
4. Remain in good standing with Helms College.

Helms College General Fund Scholarhsip

To qualify for this scholarship, the applicant must have fully exhausted all available federal financial aid, including the Federal Pell Grant, Subsidized and Unsubsidized Stafford Loans, and, when applicable, the Parent PLUS Loan, In addition, the applicant must have an outstanding balance owed to the college, and the scholarship will be applied to support gap funding. The applicant must also maintain satisfactory academic progress and demonstrate commitment to achieving educational goals.

The maximum award is $2,500 and is prorated each payment period based on the number of hours in the student's program of study.

To maintain eligibility for this award, students must meet the following criteria:

1. Maintain a cumulative grade point average of 2.0 or higher.
2. Maintain 80% attendance in all courses.
3. Maintain full-time enrollment.
4. Remain in good standing with Helms College.

Helms College Military Service Award

In recognition of the service provided by the men and women who have served in the United States Armed Forces, Helms College offers this award in support of the educational goals of enlisted, retired, and former military personnel, spouses, and dependents, whose cost of education is not fully covered by Veteran Assistance Educational Benefits. Application for this scholarship must be supported with proof of current military status or previous military service with Honorable Discharge.

This scholarship is a $500.00 one-time award applied to the student's account during the student's 1st term of enrollment.

SCHOLARSHIP APPLICATION PROCESS

Applications are available on the Helms College web site and in the Financial Aid office at each campus. Completed scholarship applications are due in the Financial Aid office 2 weeks before the start of the quarter.

Scholarship decisions will be communicated to applicants through the Financial Aid office on their campus.

TUITION INFORMATION

Tuition is subject to change without notice; however, prospective students will receive notification of proposed tuition increases prior to any increases being implemented.

Program	Tuition	Books	Uniforms	Student Kit	Credentialing Exam	Drug Screen	Background Check	Immunizations	Technology Fee	Total Cost
AAS in Culinary Arts	$34,500	$2,248	$452	$400	NA	NA	NA	NA	NA	$37,600
Culinary Arts Diploma	$22,225	$1,000	$275	$400	NA	NA	NA	NA	NA	$23,900
Culinary Arts Certificate	$11,950	$675	$275	$400	NA	NA	NA	NA	NA	$13,300
Baking and Pastry Diploma	$17,250	$875	$275	$400	NA	NA	NA	NA	NA	$18,800
Multi-Skilled Medical Assistant	$14,317	$986	$60	$60	$280	$50	$50	$120	NA	$15,923
Heating, Ventilation, Air Conditioning and Refrigeration	$14,352	$978	$85	$810	$50	NA	NA	NA	NA	$16,275
AAS in Retail Operations Management	$21,344	$1,471	NA	NA	NA	NA	NA	NA	$1,200	$24,015

Please see Addendum III at the end of this catalog for updated pricing chart.

METHODS OF PAYMENT

Helms College accepts the following methods of payment:

- Cash
- Check (payable to Helms College)
- Money Orders
- Visa and MasterCard
- Debit Card
- Auto Draft from Checking/Savings Account

Payments must be made in accordance with the payment schedule specified in the payment contract. Payments can be mailed to the College at the following address, online via the Helms College Student Portal, or paid in person at the appropriate accounting office.

Helms College
5171 Eisenhower Parkway
Macon, GA 31206
Attn: Student Accounts

Helms College
3145 Washington Road
Augusta, GA 30907
Attn: Student Accounting

CANCELLATION AND REFUND POLICY

STATEMENT OF POLICY

Helms College will refund all monies paid by an applicant who is rejected for enrollment by the College or enrolls in a program that Helms College cancels.

Students who enroll but never attend classes will also be given a full refund.

Helms College will refund the unused portion of prepaid tuition and fees on a pro rata basis. Refunds are computed based on the actual withdrawal date certified by the Registrar. Exceptions to this refund policy are made only in rare instances. Written application for an exception must be filed with the Senior Vice President of Education within three years from the time period in which the student is appealing.

Helms College does not require written notification of cancellation or withdrawal and there is no penalty for failure to notify the institution in writing.

Refunds are based on the amount of tuition paid for segments of the instructional program as described by Helms College in the Enrollment Agreement. Refunds are made in full to the student within forty-five (45) days of the date that the student officially withdraws.

In cases of prolonged illness, accident, death in the family or other documentable circumstances that make it impractical to complete the program, a refund that is reasonable and fair to both parties shall be made, but in no event will the amount refunded be less than reflected in the refund schedule.

If Helms College cancels or changes a program of study or course (time or location) in such a way that students are unable to continue, arrangements will be made in a timely manner to accommodate the needs of each student enrolled in the program to assist them to complete a comparable program offered at another institution. Helms College would refund all money paid by the student for the program if alternative arrangements determined to be equitable to both Helms College and the student are not possible.

When calculating a refund, Helms College uses the Georgia Nonpublic Postsecondary Education Commission's refund policy and ACCET's refund policy to make a side-by-side comparison. The calculation that is consistently most lenient towards the student will be used to calculate the actual refund. It is imperative that the institutional refund calculation worksheet be filed along with the other refund documentation in the student file.

The official refund policy for Helms College is outlined in the table below.

Georgia Nonpublic Postsecondary Education Commission (GNPEC) Refund Policy

Withdrawal Period	Student Refund	Retained by Helms
Prior to the first day of the quarter	100% of tuition	None retained
First 6 weekdays of the quarter	100% of tuition	None retained
Through 2nd Week of the quarter	90% of tuition	10% of tuition
Through 3rd Week of the quarter	75% of tuition	25% of tuition
Through 5th Week of the quarter	50% of tuition	50% of tuition
After 5th Week of the quarter	No Refund	100% of tuition

ACCET Refund Policy

Refund amounts will be based on the student's LDA. When determining the number of weeks completed by the student, we will consider a partial week the same as if a whole week were completed, provided the student was present for at least one day during the scheduled week.
During the first week of classes, tuition charges withheld will not exceed 10 percent (10%) of the stated tuition up to a maximum of $1,000.

After the first week and through fifty percent (50%) of the period of financial obligation, tuition charges retained will not exceed a pro rata portion of tuition for the training period. completed.

After fifty percent (50%) of the period of financial obligation is completed, Helms College may retain the full tuition.

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

Purpose
All students at Helms College are expected to maintain satisfactory academic progress and ongoing progress toward graduation. All financial aid recipients are also required to meet satisfactory academic progress (SAP) standards according to Federal regulations and policies set by Helms College. The intent of these policies is to ensure that students who are receiving financial aid are making measurable progress toward completion of an approved program in a reasonable period of time and within a reasonable number of clock-hours or credit-hours attempted in their program of study.

Scope
Regulations require a student's progress for financial aid purposes to be measured both quantitatively and qualitatively. In addition to a student's cumulative grade point average, students are also required to pass a percentage of all attempted coursework, and to complete their program of study within the maximum timeframe established by the institution. This requirement applies to all students who apply for financial assistance from Federal, State, and institutional aid.

Standards of Progress for Credit Hour Programs
To receive financial aid, the student must maintain satisfactory academic progress toward an eligible program of study. There are two standards of progress that students receiving financial aid must meet in order to maintain satisfactory academic progress:

1. Qualitative Standard: The minimum cumulative grade point average (CGPA) requirement that the student must maintain to receive and/ or continue receiving financial aid assistance is 2.0. This includes all eligible programs.
2. Quantitative Standard: At the time of review, students must have successfully completed 67% of all attempted credits in the term. In addition, students must meet the maximum timeframe provision for completion of their program. Maximum timeframe is measured in cumulative credit hours required to complete the program. For example, if the program is 112 credit hours, the maximum number of credit hours that can be attempted is168 credit hours, which is 150% of the total program credit hours. A student may receive aid while enrolled in this program for up to the number of terms it takes to reach 168 attempted credit hours.

Standards of Progress for Clock Hour Programs

To receive financial aid, the student must maintain satisfactory academic progress toward an eligible program of study. There are two standards of progress that students receiving financial aid must meet in order to maintain satisfactory academic progress:

1. Qualitative Standard: The minimum cumulative grade point average (CGPA) requirement the student must maintain to receive and/ or continue receiving financial aid assistance is 2.0.
2. Quantitative Standard: Clock hour programs are reviewed when 50% of the total program hours are completed and when 100% of the total program hours are completed. Students must have successfully completed 67% of all attempted clock hours at the time of review. In addition, students must meet the maximum timeframe provision for completion of their program. The maximum timeframe is measured in cumulative clock hours required to complete the program. For example, if the program is 600 clock hours, the maximum number of clock hours that can be attempted (150%) is 900 clock hours. A student may receive aid while enrolled in this program for up to the number of terms it takes to reach 900 attempted clock hours.

Progress Evaluation

Helms College evaluates student progress at set intervals in the program to ensure student success. The following charts indicate the points in each program that satisfactory academic progress is evaluated:

Credit Hour Programs			
Program	**Program Length**	**Interval Progress Evaluated for Financial Aid Purposes**	**Interval Progress Evaluated for Academic Purposes**
Culinary Arts Certificate	36 Credit Hours/22 Weeks/ 2 Quarters	Following each quarter of enrollment	Following each quarter of enrollment
Culinary Arts Diploma	67 Credit Hours/44 Weeks/ 4 Quarters	Following each quarter of enrollment	Following each quarter of enrollment
AAS in Culinary Arts	104 Credit Hours/77 Weeks/ 7 Quarters	Following each quarter of enrollment	Following each quarter of enrollment
AAS in Retail Operations Management	92 Credit Hours/66 Weeks/6 Quarters	Following each quarter of enrollment	Following each quarter of enrollment

Clock Hour Programs			
Program	**Program Length**	**Interval Progress Evaluated for Financial Aid Purposes**	**Interval Progress Evaluated for Academic Purposes**
Multi-Skilled Medical Assistant Diploma	891 Clock Hours/44 Weeks/4 Quarters	At the 50% point of the program	Following each quarter of enrollment
Baking and Pastry Diploma Program	1122 Clock Hours/44 Weeks/4 Quarters	At the 50% point of the program	Following each quarter of enrollment

Heating, Ventilation, Air Conditioning and Refrigeration	880 Clock Hours/44 Weeks/4 Quarters	At the 50% point of the program	Following each quarter of enrollment

Treatment of Selected Grade

- Withdrawals: Credit or clock hours in which a student receives a grade of "W" are included in the number of attempted hours, but do not count toward successfully completed hours. Students who withdraw may have difficulty meeting satisfactory academic progress requirements.
- Incompletes and Failing Grade: Credit or clock hours in which a student receives a grade of "I" or "F" are included in the number of attempted hours, but do not count toward successfully completed hours. In addition, grades of "F" negatively affect GPA. Students with "incompletes" may have difficulty meeting satisfactory academic progress requirements at the time of evaluation but may request reevaluation upon completion.
- Transfer of Credit: Students transferring from another institution will be considered making satisfactory academic progress at the time of enrollment at Helms College. In addition to being factored into the completion rate requirements as attempted and completed credit or clock hours, a student's maximum time to receive financial aid will be reduced by the equivalent transfer of credit or clock hours toward his/her program.
- Repeat Courses: For financial aid purposes, all hours attempted will continue to be counted in each component of the student's academic progress.

REINSTATEMENT

Returning students are evaluated on a continuing basis from the first enrollment at Helms College unless an extenuating circumstance is considered. A student who is readmitted after dismissal for failure to meet the SAP standards is readmitted on Probation status and is not eligible for Title IV funds until the student has achieved a 2.0 CGPA and/or the required 66.67% pace at the end of the returning quarter. Returning students who were previously enrolled under a satisfactory academic progress policy other than the current policy will be required to meet the standards of the current policy upon returning.

ELIGIBILITY STATUS

- **Satisfactory:** Satisfactory status is achieved when all criteria explained above are met.
- **Warning:** Students who have not met the required cumulative grade point average and/or have not successfully completed at least 67% of their cumulative attempted credit or clock hours will be placed on warning status for the following payment period. Satisfactory progress will be monitored at the end of the payment period to determine if the student met the standards of progress and is eligible to continue to receive financial aid.
- **Suspension:** Students on financial aid Warning status who have not attained at least a cumulative 67% completion rate and/or earned the minimum required cumulative grade point average listed above will have their financial aid suspended at the conclusion of the financial aid warning period.
- **Probation:** If a status of Suspension is appealed and approved, a status of Probation is assigned. This status requires a student to maintain both a payment period GPA greater than or equal to 2.0 and a credit or clock hour completion rate of 100%. If the student fails to maintain the required GPA or credit or clock hour completion rate during the payment period, the appeal is terminated, and the student will return to a financial aid suspension. During the Probation period, student progress will be evaluated weekly by their Student Retention and Engagement Specialist as part of the Helms College Academic Intervention Program.
- **Academic Intervention Program:** Students who require academic intervention because their GPA fell below 2.0 are required to meet with their Student Retention and Engagement Specialist on a weekly basis. The advisor helps the student keep track of attendance and offers academic support as needed through the academic achievement center.
- **Maximum Timeframe:** Students who have attempted the maximum allowable credit or clock hours, which is 150% of the total program credit/clock hours, will be terminated from the program.
- **Appeal of Satisfactory Academic Progress Standards:** Students who have been suspended from receiving financial aid may appeal to the Financial Aid Manager to waive the satisfactory academic progress

requirements only when there are mitigating circumstances. A student may submit written documentation to the Financial Aid Manager by completing the Satisfactory Academic Progress Appeal form that explains the mitigating circumstances that have affected academic performance and what has changed that will allow him/her to make Satisfactory Academic Progress. Supporting documentation must be presented. Circumstances may include but are not limited to major illness or injury, the death of a family member, natural disaster and military service. If the status of Suspension is appealed and approved, a status of Probation is assigned. This status requires a student to maintain both a payment period GPA greater than or equal to 2.0 and a credit or clock hour completion rate of 100%. If the student fails to maintain the required GPA or credit or clock hour completion rate during the payment period, the appeal is terminated, and the student will return to a financial aid suspension. During the Probation evaluation period student progress will be evaluated weekly by their Student Retention and Engagement Specialist as part of the Helms College Academic Intervention Program.

- **Termination:** Any student who at the conclusion of the probation period does not meet the minimum academic progress standards, will be terminated from the program.

RETURN OF TITLE IV FUNDS

These requirements are separate from the College's refund policy. The Federal Return of Title IV funds formula (R2T4) dictates the amount of Federal Title IV aid that must be returned to the federal government by the College and/or the student. The federal formula is applicable to an eligible student receiving federal aid when that student withdraws on or before the end of a payment period. If a student does not begin training, the R2T4 formula does not apply.

For official withdrawals from a credit hour program, a student's withdrawal date is the date the College received notice from the student that they are withdrawing. For official withdrawals from a clock hour program, a student withdrawal date is the date the students last documented physical attendance. The withdrawal date determined is the date the College received notice from the student that they are withdrawing.

Withdrawal Process: If a student wishes to withdraw from Helms College, they must notify their advisor or program administrator. The notification may be in writing or oral. The date the notification is received is the date of determination.

For administrative withdrawals a student's withdrawal date is their last day of physical attendance. The College's determination that a student is no longer in school for unofficial withdrawals is determined after 14 days of non-attendance.

The federal formula requires a Return of Title IV calculation if the student received or could have received (based on eligibility criteria) federal financial assistance in the form of Pell Grants, Stafford Loans or Plus loans and withdraws on or before the conclusion of the payment period. The percentage of Title IV aid earned is equal to the percentage of the payment period that was completed as of the withdrawal date. The percentage that has not been earned is calculated by subtracting the percentage of Title IV aid earned from 100%.

The percentage of the payment period completed is calculated by the hours completed in the payment period as of the withdrawal date divided by the scheduled hours in the payment period. Minus any scheduled break days that are five (5) or more consecutive calendar days.

The amount to be returned is calculated by subtracting the amount of Title IV assistance earned from the amount of Title IV aid that was or could have been disbursed as of the withdrawal date. Aid can be considered as aid that could have been disbursed as long as the institution had a valid ISIR, and the loan was originated in COD before the student's last date of attendance.

If a student receives less Title IV funds than the amount earned, the College will offer the student a disbursement of the earned aid that was not received at the time of their withdrawal which is a post withdrawal disbursement. Post withdrawal disbursements will be made from Pell grant funds first if eligible. If there are current educational costs still due to the College at the time of withdrawal, a Pell grant post withdrawal disbursement will be credited to the student's account. Any Pell grant funds in excess of current educational costs will be refunded to the student. The College must receive the student's permission to process post-withdrawal disbursements of student loan funds. Students will receive a post withdrawal eligibility notification; students will have 30 calendar days to notify financial aid if they want to receive the post withdrawal direct loan eligibility amount. Refunds due back to the Direct Loans will be made to the federal programs within 45 days of the student's withdrawal date of determination.

The statute requires that a student is responsible for all unearned Title IV program assistance that the College is not required to return. This is determined by subtracting the amount returned by the College from the total amount of unearned Title IV funds to be returned.

The following Title IV refund distribution is used for all FA students due a refund:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Unsubsidized Direct Stafford Loan
4. Subsidized Direct Stafford Loan
5. Federal Perkins Loan
6. Federal PLUS Loan
7. Direct PLUS Loan
8. Federal Pell Grant
9. FSEOG

FINANCIAL OBLIGATIONS AND DELINQUENT ACCOUNTS

By enrolling at Helms College, students acknowledge financial responsibility for all tuition and fees assessed to their student account in accordance with the enrollment agreement and any other payment agreements.
Student accounts that remain unpaid are subject to penalties up to referral to an outside collection agency. Students will be responsible for all reasonable collection agency and attorney fees incurred in attempting to collect an unpaid debt.

Academic Programs

School of Hospitality
School of Health Services
School of Trades
School of Business

ACADEMIC PROGRAMS

SCHOOL OF HOSPITALITY

A career in hospitality can offer a rare combination of creativity, variety, and the satisfaction of hands-on accomplishment. Chefs and Hospitality managers use skill and imagination to prepare entire meals and focus on the bigger picture, overseeing day-to-day operations to ensure excellent guest dining experiences and business profitability.

OBJECTIVES

Helms College Degree and Diploma programs provide comprehensive seamless educational programs that give students knowledge and skills in the culinary arts. Culinary programs emphasize technical and theoretical knowledge combined with the practical applications of cooking, culinary, baking, guest service and entry level leadership skills needed for success in the food industry.

The core culinary objectives of the Degree and Diploma programs are:

- Professionalism: Graduates demonstrate a strong and willing work ethic, a high regard for guest service and teamwork; a commitment to ethical and sanitary food handling practices and a high regard for personal grooming and uniform standards.
- Culinary Skills and Knowledge: Graduates demonstrate technical fluency and theoretical understanding of fundamental cooking and culinary baking processes.
- Cost Control: Graduates can demonstrate fundamental food and beverage cost control measures.
- Nutrition: Graduates can explain the relationship between nutrient intake and good health and recognize the eating habits that are essential to proper nutrition. Graduates also demonstrate a broad understanding of how nutrition and health affect food preparation.
- Sanitation: Graduates demonstrate a comprehensive and operant knowledge of the principles of food microbiology, food borne diseases, regulatory agencies' standards, applied measures for the prevention of food borne diseases and emerging pathogens.
- Develop students' competence to practice effectively in entry-level positions within the hospitality industry.
- Ensure the ability to advance within the culinary and hospitality industry; and
- Promote lifelong enhancement of learning and opportunities.

The core general objectives of the Degree programs are:

- Critical Thinking (CT): Graduates demonstrate higher order thinking skills. They apply elements of reasoning and use criteria and intellectual standards in order to make decisions, analyze arguments, conduct credible research, solve problems, and create original ideas.
- Communications Competence (CC): Graduates read, write, speak, and listen effectively and express ideas clearly and succinctly. Graduates demonstrate proficiency in written and verbal communication.
- Quantitative Literacy (QL): Graduates demonstrate computational competency and the ability to solve basic mathematical problems.
- Scientific Literacy (SL): Graduates explain and apply the scientific method and deductive reasoning to scientific questions about mankind and the natural world.

Students are exposed to a variety of skills and experiences that benefit them as they begin or advance their career. Upon completion of the diploma or degree program, a student is eligible to apply to sit for the certification test with the American Culinary Federation (ACF) to become a Certified Fundamentals Cook (CFC) on their own, not as part of the program. Students are eligible to take the following certification examinations as part of both the diploma and degree programs: ServeSafe Manager, Nutrition, Hospitality & Restaurant Marketing, Hospitality & Restaurant Management, and Controlling Foodservice Costs.

Helms College prepares students for a career in Hospitality through carefully designed programs that stress personalized instruction and practical experience. Our instructors are working professionals from careers in the food service industry, who share their real-world knowledge and experience. Students develop their skills through hands-on learning in facilities designed exclusively for the instruction of culinary arts for the hospitality field. Students may also gain real-world experience working in one of Helms College's restaurants, catering facilities and participating in extracurricular activities to further hone skills.

Students have the opportunity to work with executive chefs, experienced sous chefs, and experienced restaurant managers throughout their program. The maximum number of students per lab class is 22. The maximum student to instructor ratio is 22:1.

CURRICULUM SEQUENCE

The Diploma and Degree curricula offer a blend of classroom and hands-on experience in professional kitchens, restaurants, and catering facilities. The competency-based nature of the curriculum affords the student an opportunity to apply knowledge and skills in a laboratory that approximates a setting that students will encounter in entry-level and advanced culinary careers.

CAREER OPPORTUNITIES

Upon completion of the programs, graduates are prepared to seek employment opportunities such as line cook, prep cook, kitchen, banquet cook or personal chef depending on their experience level. Program availability varies by campus. Please contact the Admissions Department on your campus to learn more.

PROGRAMS IN CULINARY ARTS

Culinary Arts has the following Programs:

- Culinary Arts Certificate
- Diploma in Culinary Arts
- Associate of Applied Science in Culinary Arts
- Baking and Pastry Diploma
- Associate of Applied Science in Culinary Operations in Resorts & Clubs (CORC)

CULINARY ARTS CERTIFICATE

Length: 572 Clock-Hours; 22 Instructional Weeks
Program Quarter Credits: 36
Credential Awarded: Certificate
Mode of Delivery: Residential

Program Description
The Certificate in Culinary Arts prepares students for entry-level positions in a wide variety of hospitality operations. The program emphasizes technical and theoretical knowledge combined with the practical applications of cooking and baking along with an introduction into management topics in the food industry. All of the courses in the Culinary Arts Certificate program are also components of the Diploma and Associate of Applied Science in Culinary Arts programs, and credits earned in this Certificate program may be applied toward the Diploma and associate in applied science in Culinary Arts upon successful completion of the Certificate.

Career Opportunities

Upon satisfactory completion of the program, students are prepared to seek entry level positions in a variety of hospitality operations.

Plan of Study

Course Code	Course Title	Clock Hours	Credit Hours
CUL 101	Food Safety & Sanitation	33	3
CUL 102	Knife Skills & Identification	55	3
CUL 104	Stocks & Sauces	77	4
CUL 105	Intro to Hospitality, Culinary & Marketing	33	3
CUL 106	Cooking Methods & Fabrication	99	5
CUL 109	Management & Supervision	33	3
CUL 112	Introduction to Baking	66	4
CUL 114	Introduction to Pastry	66	4
CUL 115	Wine & Beverage Management	33	3
CUL 120	International Cuisine	77	4

CULINARY ARTS DIPLOMA

Length: 1100 Clock Hours; 44 Instructional Weeks Program
Quarter Credits: 67
Credential Awarded: Diploma
Mode of Delivery: Residential

Program Description
The Diploma in Culinary Arts prepares students for entry-level positions in a wide variety of hospitality operations. The program emphasizes technical and theoretical knowledge combined with the practical applications of cooking, baking, serving, and leadership skills needed for success in the food service industry. Credits earned in this Diploma may be applied toward the associate in applied science in Culinary Arts.

Career Opportunities
Upon satisfactory completion of the program, students are prepared to seek entry level positions in a variety of hospitality operations.

Plan of Study

Course Code	Course Title	Clock Hours	Credit Hours
CUL 101	Food Safety and Sanitation	33	3
CUL 102	Knife Skills and Identification	55	3
CUL 104	Stocks and Sauces	77	4
CUL 105	Intro to Hospitality, Culinary Arts and Marketing	33	3
CUL 106	Cooking Methods and Fabrication	99	5
CUL 107	Nutrition	33	3
CUL 108	Front of House Restaurant Techniques	121	6
CUL 109	Management and Supervision	33	3
CUL 110	Back of House Restaurant Techniques	121	6

CUL 112	Introduction to Baking	66	4
CUL 114	Introduction to Pastry	66	4
CUL 115	Wine & Beverage Management	33	3
CUL 119	Garde Manger	77	4
CUL 120	International Cuisine	77	4
CUL 121	Menu and Facilities Planning	33	3
CUL 123	Purchasing and Culinary Cost Control	33	3
CUL 125	Banquets and Catering	110	6

ASSOCIATE OF APPLIED SCIENCE IN CULINARY ARTS

Length: 1683 Clock Hours; 77 Instructional Weeks
Program Quarter Credits: 104
Credential Awarded: Associate of Applied Science Degree
Mode of Delivery: Residential

Program Description
The Helms College Associate of Applied Science (AAS) in Culinary Arts program prepares graduates for entry-and mid-level positions in a variety of hospitality operations. Successful completion of the Helms College Diploma program is a requirement for entry into the AAS program. Per the Transfer Credit policy, credits earned in the Diploma Program are fully accepted in the AAS program. Building upon instruction in culinary methods, students benefit from a broad range of general education courses. Supervision and leadership skills are developed throughout the program. Guest lectures and field trips are an ongoing part of coursework. The program emphasizes technical and theoretical knowledge combined with the practical applications of cooking, baking, serving, and leadership skills needed for success in the food service industry. Courses also include fundamental business skills such as cost control and supervising food service personnel. Competencies learned throughout the program will prepare students for success in their externship and future employment.

Externship
An externship course is included in this program to provide students with the opportunity to apply their knowledge and skills in a professional foodservice operation while developing their personal network of industry professionals. Students are required to complete the required externship hours and other related learning activities prior to graduation. Students may be paid for work performed at the externship site at the discretion of the employer partner.

Career Opportunities
Upon satisfactory completion of the program, students are prepared to seek entry level positions in a variety of hospitality operations.

Plan of Study

Course Code	Course Title	Clock Hours	Credit Hours
CUL 101	Food Safety and Sanitation	33	3
CUL 102	Knife Skills and Identification	55	3
CUL 104	Stocks and Sauces	77	4
CUL 105	Intro to Hospitality, Culinary Arts & Marketing	33	3
CUL 106	Cooking Methods and Fabrication	99	5
CUL 107	Nutrition	33	3
CUL 108	Front of House Restaurant Techniques	121	6
CUL 109	Management and Supervision	33	3

CUL 110	Back of House Restaurant Techniques	121	6
CUL 112	Introduction to Baking	66	4
CUL 114	Introduction to Pastry	66	4
CUL 115	Wine & Beverage Management	33	3
CUL 119	Garde Manger	77	4
CUL 120	International Cuisine	77	4
CUL 121	Menu and Facilities Planning	33	3
CUL 123	Purchasing and Culinary Cost Control	33	3
CUL 125	Banquets and Catering	110	6
CUL 270	Culinary Arts Capstone	66	4
CUL 290	Externship	242	9
BIO 101	Biology of Horticulture	55	4
COM 101	Interpersonal Communications	44	4
ENG 101	English Composition	44	4
MAT 101	Mathematics for Business	44	4
PSY 101	Introduction to Psychology	44	4
SOC 101	Sociology	44	4

BAKING AND PASTRY DIPLOMA PROGRAM

Length: 1122 Clock-Hours; 44 Instructional Weeks
Credential Awarded: Diploma
Mode of Delivery: Residential

Program Description

The Baking and Pastry Arts Diploma program is designed to offers hands-on experiential learning in partnership with our venues including Edgar's Grille, Edgars Bake Shop, Snelling Conference Center, Pinnacle Club, and Edgar's Above Broad, which is an essential part of bringing together education and the art and business of baking and pastry. This program offers students the opportunity to earn up to five certifications from the National Restaurant Association while enrolled in school and prepares students to test for the Certified Fundamentals Pastry Cook (CFPC) certification from the American Culinary Federation (ACF) after graduation. Helms College learning labs showcase industry relevant equipment and small class sizes to create exciting learning environments. Graduates of the program will obtain specialized baking and pastry skills that prepare them to start a culinary career in positions like artisan baker, cake decorator, chocolatier and sugar artist pastry cook and Pastry Chef. Our faculty have worked across the country and around the world and are eager to share their knowledge with students.

Career Opportunities

Upon successful completion of this program, graduates are prepared to seek employment in the foodservice industry for positions such as Pastry Cook, Baker and Pastry Chef.

Plan of Study

Course Code	Course Title	Clock Hours
BPA 101	Food Safety and Sanitation	33
BPA 105	Introduction to Hospitality, Culinary Arts & Marketing	33
BPA 102	Baking & Pastry Skills & Techniques	55
BPA 103	Cake Design & Production	77

BPA 106	Plated Hot & Cold Desserts	99
BPA 109	Management & Supervision	33
BPA 112	Essentials of Bread	66
BPA 114	Cookies & Petit Fours	66
BPA 115	Culinary Bistro	55
BPA 120	Advanced Cake Techniques	77
BPA 107	Nutrition	33
BPA 119	Artisan Breads & Viennoiserie	77
BPA 123	Purchasing & Culinary Cost Control	33
BPA 125	Chocolate and Sugar Artistry	110
BPA 121	Menu & Facilities Planning	33
BPA 108	Front of House Service Techniques	121
BPA 110	Back of House Service Techniques	121

CULINARY ARTS COURSE DESCRIPTIONS

BPA 102 Baking & Pastry Skills & Techniques

55 Clock Hours (11 Lecture/44 Lab)
Prerequisite: CUL 101

In this course, students are introduced to the various baking and pastry supplies and equipment in the kitchen and their proper use, storage, application and maintenance. Students are presented with the fundamental skills and techniques of baking and pastry including ingredient identification, recipe modification, and weights and measures. Through lecture, demonstration, production, tasting and testing, students learn basic skills and techniques that will build a foundation for advancing through all levels of baking and pastry.

BPA 103 Cake Design and Production

77 Clock Hours (11 Lecture/66 Lab)
Prerequisite: CUL 101 and BPA 102

This course provides students with the skills and knowledge of producing a variety of cakes using the appropriate mixing method. Students will produce different types of buttercream and icings to be used as fillings and for decorating. Students will assemble ice, tier and finish using a variety of techniques to include buttercream, rolled fondant and glazing. Students will develop skills in making various flowers using a range of mediums such as butter cream, modeling chocolate, marzipan, and rolled fondant. Students will be introduced to principles of cake economics which includes costing, pricing, and contracts.

BPA 106 Plated Hot & Cold Desserts

99 Clock Hours (11 Lecture/88Lab)
Prerequisites: CUL 101 and BPA 102

This course provides students with the skills and knowledge of design and the preparation of plated hot and cold desserts. Plated dessert principles will be introduced which includes flavor development, flavor profiles, textural components, sauce, shape and color. Students will learn to produce and plate ice cream, sorbets, souffles, crepes, cobbler, strudel, chocolate decorations, garnish preparation and sauce making. Students will be introduced to the principles of costing and pricing plated desserts.

BPA 108 Front of House Service Techniques

121Clock Hours (22 Lecture/99Lab)

Prerequisites: CUL 101, 102, 104, 106, 109

Introduction is given to the principles of fine service and hospitality in a foodservice establishment serving the public via hands-on application. The course will emphasize customer service, foodservice trends and sales and management. The students study and participate in the fundamentals of reservation and point-of-sale systems, controlling inventory, managing costs, assuring high-quality service to all customers and managing service. Strong management at the front of the house includes staff training, design of foodservice establishments and various sales focused promotions. Students will rotate through positions found in most FOH operations of commercial foodservice establishments while maintaining proper safety and sanitation procedures.

BPA 110 Back of House Service Techniques

121Clock Hours (22 Lecture/99Lab)

Prerequisites: CUL 101, 102, 104, 106, 107, 109, 112, 114

This hands-on lab gives students practical experience in a working foodservice establishment. Introduction is given to food and beverage systems with emphasis on production techniques, managing all back-of-house operations and quality and cost control. Students will rotate through a variety of positions found in most commercial foodservice kitchens while maintaining proper safety and sanitation standards.

BPA112 Essentials of Breads

66 Clock Hours (22 Lecture/44 Lab)

Prerequisites: CUL 101 and BPA 102

This course introduces students to the essential principles and skills in making a variety of bread varieties. Students will learn the proper use of bread making equipment including mixers, dough sheeters, dough divider, proof box and baking ovens. Students will be introduced to baker's percentage and proper scaling of ingredients. Through lecture, demonstrations, production, tasting and testing students will learn how to create yeast breads, laminated dough and quick breads.

BPA 114 Cookies & Petits Fours

66 Clock Hours (22 Lecture/44 Lab)

Prerequisites: CUL 101 and BPA 102

This course introduces students to classical and contemporary methods and techniques of making Petits Fours and cookies. Students will prepare a variety of cookies using a variety of methods such as drops, icebox, bar, sheet, cut-out, piped, rolled and wafer cookies. Students will learn the science behind cookies and ingredients, and the role ingredients play in the final product. Students will be introduced to and create five varieties of petits fours; fresh, iced, dry, glazed fruit and prestige.

BPA 115 Culinary Bistro

55 Clock Hours (11 lecture/44 Lab)

Prerequisites: CUL 101 and BPA 102

This course introduces students to the principles of culinary skills and techniques used in a foodservice operation. Students will be introduced to culinary knife skills, cooking methods including sauté, braising, roasting, grilling and poaching. Students will be preparing and serving egg dishes, soups, sandwiches, salads and hot and cold stations.

BPA 119 Artisan Breads & Viennoiserie

77 Clock Hours (11 Lecture/66 Lab)
Prerequisites: *CUL 101, BPA 102, BPA 112 Prerequisites*:

This course advances the knowledge and skill of bread baking and introduction to Viennoiserie. Students will produce artisan style breads using ancient grains, spices and yeast fermentation. Gluten free bread formulas will also be prepared. Students will be introduced and the preparation of Viennoiserie items including brioche, croissant, pain au chocolate and danish.

BPA 120 Advanced Cake Techniques

77 Clock Hours (11 Lecture/66Lab)
Prerequisites: CUL 101, BPA 102, BPA 103

This course advances the knowledge and skill of designing and creating tiered and themed cakes. Theme cakes include birthday cakes, wedding cakes and cakes for all occasions using a variety of techniques. Students will further advance piping skills, flower making, fondant techniques, modeling chocolate, marzipan and gum paste artistry. Students will be introduced to customer relations, client contracts, cost analysis and pricing of final products and services.

BPA 125 Chocolate & Sugar Artistry

110 Clock Hours (22 Lecture/88 Lab)
Prerequisites: CUL 101, BPA 102, BPA 120

Students will be introduced to the science and artistry of working with chocolate and sugar. Students will practice chocolate tempering methods and creating artistic creations using a variety of different types of chocolate. Production of bonbons and a variety of flavored truffles. Students will practice various forms of working with sugar such as pulled, blown and poured that will result in the creation of a themed sugar centerpiece.

CUL/BPA 101 Food Safety and Sanitation

3.0 Credits
33 Clock Hours (33 Lecture/0 Lab)
Prerequisite: None

This course is an introduction to environmental sanitation and safety in a food-production area, based on the most recent recommendations of the United States Food Code. Attention is focused on food-borne illnesses, their origins and minimizing risk or spread of such illnesses. Safety procedures followed in the food service industry while operating, cleaning, and maintaining all equipment is also covered, as well as kitchen cleaning standards, pest control guidelines and Hazard Analysis Critical Control Point (HACCP) plans. Successful completion of this course is a pre-requisite to other courses in the programs.

CUL 102 Knife Skills and Identification

3.0 Credits
55 Clock Hours (11 Lecture/44 Lab)
Prerequisite: CUL101

This course introduces students to various equipment, hand tools, small wares and common professional kitchen products. Students learn proper selection, maintenance, usage and storage of knives. Students will progressively develop dexterity in classical knife cuts of vegetables. Identification and use of herbs, dry herbs, spices and other kitchen items will be taught.

CUL 104 Stocks and Sauces

4.0 Credits
77 Clock Hours (11 Lecture/66 Lab)
Prerequisite: CUL 101, 102

This course introduces the students to techniques in the preparation, cooking and application of various stocks and sauces. Students learn the fundamentals of thickening agents and reduction techniques

used in preparation of five mother sauces, derivative sauces and modern pan sauces. Soup preparations include cream, puree, bisque, chowder, consommé and others.

CUL/BPA 105 Introduction to Hospitality, Culinary & Marketing

3.0 Credits
33 Clock Hours (33 Lecture/0 Lab)
Prerequisite: None

This course introduces the student to the various aspects of hospitality and culinary arts career paths such as hotels, restaurants, theme parks, private chef services, catering companies and convention/conference venues while highlighting best practices for student success in culinary school. Students learn the history of the industry and how it has transitioned over time. The course identifies marketing orientation as a management philosophy that guides the design and delivery of guest services. Upon completion, students should be able to prepare a marketing plan applicable to the hospitality industry.

CUL 106 Cooking Methods and Fabrication

5.0 Credits
99 Clock Hours (11 Lecture/88 Lab)
Prerequisite: CUL 101, 102

This course introduces the student to the fundamentals of various cooking methods of vegetables, starches, proteins and egg cookery. Students will learn fabrication techniques of different proteins and apply appropriate moist, dry or combination cooking methods to various foods depending on their inherent characteristics. Explores techniques of braising, poaching, sautéing, roasting, baking and grilling.

CUL/BPA 107 Nutrition

3.0 Credits
33 Clock Hours (33 Lecture/0 Lab)
Prerequisites: *CUL 101, 102*

This course introduces the basic principles of nutrition. It explores the relationship of nutrition and health in learning about the functions and sources of nutrients. Basic nutrition trends and dietary guidelines in the kitchen are discussed. The transformation of basic recipes into more nutritious ones is developed. This course provides current issues in nutrition to include reviewing the U.S. Dietary Guidelines, energy balance, vitamin supplements and food fads.

CUL 108 Front of House Restaurant Techniques

6.0 Credits
121 Clock Hours (22 Lecture/99 Lab)
Prerequisites: *CUL 101, 102, 104, 106, 109*

Introduction is given to the principles of fine service and hospitality in a foodservice establishment serving the public via hands-on application. The course will emphasize customer service, foodservice trends and sales and management. The student study and participate in the fundamentals of reservation and point-of-sale systems, controlling inventory, managing costs, assuring high-quality service to all customers and managing service. Strong management at the front of the house includes staff training, design of foodservice establishments and various sales focused promotions. Students will rotate through positions found in most FOH operations of commercial foodservice establishments while maintaining proper safety and sanitation procedures.

CUL/BPA 109 Management and Supervision

3.0 Credits
33 Clock Hours (33 Lecture/0 Lab)
Prerequisites: None

With a focus on managing people from the hospitality supervisor's viewpoint, this course prepares students for the transition from employee to supervisor. The course stresses effective communication and explains the responsibilities of a leader in the food service operation. It examines different styles of leadership including such topics as functions and theories of management, leadership philosophies, communications and motivational theories. A strong emphasis is placed on employee relations.

CUL 110 Back of House Restaurant Techniques

6.0 Credits
121 Clock Hours (22 Lecture/99Lab)
Prerequisites: CUL 101, 102, 104, 106, 107, 109, 112, 114

This hands-on lab gives students practical experience in a working foodservice establishment. Introduction is given to food and beverage systems with emphasis on production techniques, managing all back-of-house operations and quality and cost control. Students will rotate through a variety of positions found in most commercial foodservice kitchens while maintaining proper safety and sanitation standards.

CUL 112 Introduction to Baking

4.0 Credits
66 Clock Hours (22 Lecture/44 Lab)
Prerequisites: CUL101, 102,104, 106

In this course students are introduced to the various baking supplies and equipment in the kitchen and their proper use, storage, application and maintenance. Students are presented with the fundamental principles of baking including ingredient identification and function, recipe modification and weights and measures. Through lecture, demonstration, production, tasting and testing, students learn mixing methods, quick and yeasted breads, cookies, batters, fillings and glazes with emphasis on the formulas.

CUL 114 Introduction to Pastry

4.0 Credits
66 Clock Hours (22 Lecture/44 Lab)
Prerequisites: CUL101, 102,104, 106, 112

This introductory hands-on pastry course presents students with the fundamental principles of pastry production including ingredient identification and recipe modification and weights and measures. Proper use, maintenance and storage of equipment area also covered. Through lecture, demonstration, production, tasting and testing students will learn requirements and functions of mixing methods, cakes, icings, cake decorating, dessert sauces, meringues and tarts. Plated dessert construction and presentation are also covered in the course.

CUL 115 Wine & Beverage Management

3.0 Credits
33 Clock Hours (33 Lecture/0 Lab)

A study of beverage service in the hospitality industry including wines, beers, spirits and non-alcoholic beverages. Topics include history of alcoholic beverages, responsible service, viticulture, vinification (enology), wine regions and grapes, brewing, distillation, deductive tasting method and marketing for profitability

CUL 119 Garde Manger

4.0 Credits
77 Clock Hours (11 Lecture/66 Lab)

Prerequisites: CUL101, 102, 104, 106

This course introduces students to hands-on techniques that will be utilized in the production of classical Garde Manger, charcuterie, curing and preserving. Students learn preparation methods of marinades, cold sauces, forcemeats, mousses, hot and cold hors d'oeuvres, sandwiches, terrines, pates, ballontines, and galantines. Discussion will include plate, platter, mirror presentations, mise en place and proper sanitation.

CUL 120 International Cuisine

4.0 Credits
77 Clock Hours (11 Lecture/66 Lab)
Prerequisites: CUL101, 102, 104, 106

This course introduces students to concepts of cultural differences, similarities and the preparation of the food specialties of major geographical areas of the world. Students will build upon established culinary principles and apply them to the world cuisines of Asia, Europe, the Middle East and the Americas. Emphasis is on applying previously studied techniques to new ingredients with attention to mise en place, kitchen organization, sanitation, sense of urgency and plate presentation.

CUL/BPA 121 Menu and Facilities Planning

3.0 Credits
33 Clock Hours (33 Lecture/0 Lab)
Prerequisites: CUL109, 117, 123

Menu & Facilities planning, and design are among the responsibilities of foodservice managers and hospitality entrepreneurs. Student involvement will range from planning a new foodservice facility to remodeling or making minor changes within an existing facility. The concepts presented in this course apply to all planning projects regardless of size or scope. The primary focus will be that of the entrepreneur building his or her own facility of their choice, whether it is a Restaurant, Bakery, Bed & Breakfast, Jazz Club, Hot Dog Stand, etc. This real-world emphasis will make for a challenging, detail-oriented project, designed to allow the student an opportunity to experience how such a project is created and the amount of important work required to succeed at such a venture.

CUL/BPA 123 Purchasing and Culinary Cost Control

3.0 Credits
33 Clock Hours (33 Lecture/0 Lab)
Prerequisites: None

This course introduces the purchasing and receiving procedures and the flow of goods in food service operations. In this course, students explore planning and control processes in the food and beverage industry. Menu pricing, cost-volume-profit analysis, food, beverage and labor costs are included. Inventory control, production projections, cost determination and analysis, income control and labor cost savings techniques are also covered.

CUL 125 Banquets & Catering

6.0 Credits
110 Clock Hours (22 Lecture/88 Lab)

Catering is the business of providing food service for or/at a remote site. This course emphasizes an in-depth, hands-on practical study of a variety of catering operations including planning, organizing, marketing and executing off-site receptions, parties and special events. The application catering principles such as production, serving and managing banquets will be stressed in conjunction with American, Russian and Buffet service styles.

CUL 203 American Regional Cuisine

4.0 Credits
66 Clock Hours (22 Lecture/44 Lab)
Prerequisites: All 100 Level CUL Courses

This course explores the relationship between immigration patterns, native cookery methodsand the indigenous ingredients of the New World which culminate in the American culinary melting pot. Working in teams, students produce multi-course menus representative of various culinary regions of the United States including savory and sweet items. Emphasis is placed on production lists, mise en place, a la minute cookery, plate presentation and teamwork.

CUL 205 Event Planning & Operations

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: All 100 Level CUL Courses

Exploring the relationship between Back and Front of the House teams, students learn to plan successful events for guests with the entire operational team. Emphasis is placed on menu development, seasonal availability of items and producing tasting menus for banquet clients during the sales cycle. Students design event menus to maximize club-membership utilization and understand the niche market of repeat guests in high end resorts for increasing F&B sales among a limited audience.

CUL 210 Member Relations and Engagement

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab
Prerequisites: All 100 Level CUL Courses

Focusing on developing the relationship with guests and club members from a Back of the House perspective, students explore concepts such as guest interaction, guest complaint recovery methods and anticipating guest needs. Additionally, students explore the scope of empowerment within the organization with the goal of elevating the guest experience and creating repeat client base to continually engage the guest.

CUL 215 Action Stations Design

4.0 Credits
66 Clock Hours (22 Lecture/44 Lab)
Prerequisites: All 100 Level CUL Courses

Action Stations add a dimension of elegance to events and a means to provide guests with an exceptional live cooking experience and to showcase the talent of the Back of the House staff. This course explores incorporating action stations into event menus as a means to upsell the event and facilitates students to design action stations with regard to lasting food quality, ease of cooking and exciting guest interactions. Emphasis is placed on menu design as it relates to the whole event menu, equipment needs and role play to improve guest interfacing skills.

CUL 220 Multi Unit Operations

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab
Prerequisites: All 100 Level CUL Courses

Foodservice standards throughout the resort operation are explored including banquet facilities,specialty restaurants, lounges and bars, coffee shops, poolside venues and room service. Students learn how multiple outlets are both interrelated and operate as separate entities with their own cost structure and operating results. Emphasis is placed on understanding the rolesof Chefs de Cuisine for individual outlets and the overreaching roles of Executive Chef and Director of Food & Beverage for the resort. Students review the means to replicate any one ofthese outlets in a multi-unit operation.

CUL 270 **Culinary Arts Capstone**

4.0 Credits
66 Clock Hours (22 Lecture/44 Lab)
Prerequisites: All 100 Level CUL Courses

This course serves to culminate the student's on-campus experience and refresh skills in advance of the student proceeding to an off-campus Externship site. Includes a review of culinary fundamentals where techniques are emphasized versus following standardized recipes.Students have the opportunity to create their own dishes and document their work in the form of photos and personalized recipes. Additionally, students update resumes and develop portfolios documenting the students' achievements throughout the program.

CUL 290 **Externship**

9.0 Credits
242 Clock Hours (22 Lecture/220 Externship)
Prerequisites: All CUL program courses

This upper-level capstone course concentrates on integrating the critical competencies from previous courses in a real-world experiential learning setting. Emphasis is placed on professional development. This course provides the student with an opportunity to apply the basic techniques developed during the course of study in the classroom, laboratory, and Applied Learning venues of Helms College/Goodwill Industries through field work in an approved food service operation or culinary education facility under supervision of chef, chef-instructor, or manager.

CUL 291 **CORC Externship**

9.0 Credits
242 Clock Hours (22 Lecture/220 Lab)
Prerequisites: All 100 Level CUL Courses

This upper-level capstone course concentrates on integrating the critical competencies from previous courses in a real-world experiential learning setting within a country club, private or resort hotel. This course provides the student with an opportunity to apply the advanced techniques developed during the course of study in the classroom, laboratory, and applied learning venues of Helms College/Goodwill Industries through field work in an approved food service operation or culinary education facility under supervision of chef, chef-instructor, or manager.

General Education

BIO 101 **Biology of Horticulture**

4.0 Credits
55 Clock Hours (33 Lecture/22 Lab)
Prerequisites: Completed Helms College Diploma Program

This course provides the student with an understanding and various interactions and manipulations between the genotype and the environment. Scientific foundation on the growth and care of plants is explored to understand horticultural practices and solve problems. Information in this course prepares students for more specialized courses in commodity areas of horticulture, including vegetable science, fruit science, nursery management, floriculture, turf- grass science, and landscaping.

COM 101 **Interpersonal Communications**

4.0 Credits
44 Clock Hours (44 Lecture / 0 Lab)
Prerequisites: Completed Helms College Diploma Program

This course introduces fundamental precepts of small group and one-on-one communication. An emphasis is placed on the application of relative theories/ strategies to train students to become better

listeners, speakers, conflict managers, and decision-makers. Knowledge and skills are gained through lecture, role-play, discussion, interviews, and other interactive classroom exercises.

ENG 101 **English Composition**

4.0 Credits
44 Clock Hours (44Lecture / 0 Lab)
Prerequisite: None

Writing skills are essential to professional success. In this course students learn the major aspects of writing, beginning with components of the essay, and ending with full essays of different modes of composition. Students go through the various writing stages and strategies and learn to adapt them to their own writing and learning preferences. They also acquire skills for generating ideas, preliminary outlining, topic selection, and drafting while learning to revise, rewrite, and polish structure and style for effective communication.

MAT 101 **Mathematics for Business**

4.0 Credits
44 Clock Hours (44 Lecture / 0 Lab)
Prerequisite: None

This is an introductory college mathematics course with the goal of teaching students to think mathematically and solve real-world problems by applying mathematical concepts and principles. Emphasis will be placed on numeration, whole numbers, fractions, mixed numbers, and decimals. Also included are the concepts of variables, ratios, proportions, solving simple equations in one variable, percent, basic geometry, solving applied problems, and operations with integers.

PSY 101 **Introduction to Psychology**

4.0 Credits
44 (44 Lecture/0Lab)
Prerequisites: None

This course provides a general overview of human psychology with special emphasis given to emotion. It begins by laying a foundation of psychology intertwined with critical thinking. Areas of study include the brain and human development, learning and memory, motivation and emotion, personality, psychological disorders and associated common therapies. This course discusses basic psychological concepts focusing on improving the quality of life thereby strengthening the ability to perceive, control and evaluate emotions of self and others.

SOC 101 **Sociology**

4.0 Credits
44 (44 Lecture/0 Lab)
Prerequisites: None

Sociology is the systematic study of the relationship between human beings and society. In this course, students examine basic sociological principles, concepts, and theories in the context of human culture, societies, the socialization process, and various types of stratification. Students also explore and compare the various historic, cultural, and social frameworks of the world and learn to appreciate unique cultural identities. In addition, this course helps students learn to analyze and interpret historic as well as contemporary socialissues in the U.S. and around the world.

STUDENT APPEARANCE AND CONDUCT REQUIREMENTS

Helms College Culinary Arts Department maintains a dress code for all students for safety purposes as well as appearance. The dress code is designed to portray a level of professionalism, pride, and discipline. Professionalism is the signature of this program and is the expectation for performance and appearance. Uniform and personal appearance standards are strictly enforced. Complete student chef uniform must be worn while attending all courses except BIO 101. Student uniform consists of the following:

- Clean and pressed white HC logo student chef jacket, worn completely buttoned.
- White or black undershirt with no visible lettering or logos to be worn under the student chef jacket. May be long sleeves and/or thermal in colder weather. No sleeveless tank tops or camisoles allowed.
- Clean and pressed black and white checkered pants as issued by the college, worn at the waist, and appropriately hemmed to touch the top of the shoe.
- Black closed-toed slip resistant work shoes as distributed by the college, or other similar shoes with approval of the Culinary Program Manager.
- Socks must be worn daily - either black or white, no other colors
- College issued skullcap, apron and side towels to be worn in kitchen labs. These items are not required in classroom settings.
- No jewelry other than a wedding band or medical id bracelet. No watches. No visible piercings including tongue, lip, cheek, nose, brow, ears, etc. Excessively long false eyelashes.
- Students with existing ear gauges must wear clear round place holders and are not allowed to stretch them any larger while enrolled in school.
- Students with semi-permanent piercings will be given 3 business days to have them professionally removed. After such time, they will be considered in violation of the uniform policy.

The following forms of dress are NOT allowed on campus:

- No jackets, hoodies, etc. are to be worn over or under the student chef's jacket. If worn while commuting during cold weather, they must be removed upon entering the campus and stored in a classroom.
- Any type of head covering (hat, caps, hoods, bandanas, etc.) that is not part of the uniform. Students that wish to wear a head covering for religious purposes should seek approval from the Culinary Program Manager.
- Sneakers, sports-style shoes, flip flops or any other open-toed shoes.
- Attire that shows, implies or promotes offensive words, pictures, emblems, symbols, sexually suggestive statements or drugs.
- Tight fitting, revealing, sexually suggestive clothes or items that show bare skin between shoulder and thigh.
- Sagging, loose-fitting pants, or clothing which reveal undergarments.
- T-shirts, tank tops, jeans, polo shirts, shorts or sports attire
- Facial piercing(s), including ear, nose, eyebrow, tongue, lips, etc.

Personal grooming in the kitchen and the classroom consists of the following:

- College-issued skullcap must be worn at all times in the kitchen. Long hair must be pulled back and either covered by a hat or restrained by a hair net per food safety guidelines.
- Students should be clean-shaven. Those with mustaches and beards should be neatly groomed within ½" of the face. Chef Instructors will demand those with beards/long hair to wear a beard snood or hairnet in lab.
- All fingernails must be clean and trimmed short. All nail polish is unacceptable, as are artificial nails, acrylic nails, bonded nails or nail jewelry.

Chefs and Instructors will enforce uniform and grooming standards in each class. Those students found in violation will be asked to correct their infractions immediately. If unable to do so, faculty members will deduct daily points for the infractions. Subsequent or repeated infractions will cause the student to be dismissed from the class until infractions can be rectified. Attendance hours and daily points will be affected for such time that the student is not in class due to uniform violations.

SCHOOL OF HEALTH SERVICES

Helms College School of Health Services programs are designed to provide students with knowledge and skills expected in their chosen career. Helms College graduates will be prepared to seek entry-level employment in the field of study.

OBJECTIVES

The objectives of the Health Services programs are to provide the following:

- Graduates demonstrate a strong and willing work ethic; a high level of patient care knowledge and skills; a commitment to ethical practices and confidentiality; and an exceptional commitment to teamwork.
- Develop students' competence to practice effectively in entry-level positions within the healthcare industry.
- Build a strong professional foundation that enables them to continue learning and advance within the healthcare industry.

Helms College prepares students for careers in healthcare through carefully designed programs that stress personalized instruction and practical experience. Our instructors are experienced professionals in the healthcare industry, who share their real-world knowledge and experience. Students develop their skills through hands-on learning in facilities designed and equipped specifically for the instruction of healthcare programs.
The maximum number of students per laboratory class is 18:1. The maximum number of students in a lecture-oriented class such as a general education class is 18:1.

HEALTH SERVICES UNIFORM REQUIREMENTS

Helms College maintains a dress code for all students for safety purposes as well as appearance. The dress code is designed to portray a level of professionalism, pride, and discipline. Professionalism is the signature of this program and is the expectation for performance and appearance. Uniform and personal appearance standards are strictly enforced. In labs, no excessive makeup or excessively long fingernails are permitted. These will interfere with the proper and effective use of personal protective equipment. Health Services uniforms consist of the following:

- Clean and appropriately fitted scrub top and bottom.
- Clean closed-toed shoes in neutral colors
- Neutral colored socks
- Hair must be neatly groomed and free of unnatural colors.
- Students are only permitted to dress business casual with instructor approval.

The following forms of dress are NOT allowed on campus:

- Sports-style or open-toed shoes
- Any type of head covering (hat, caps, hoods, bandannas, etc.) that is not part of the uniform, unless it is a religious or cultural head covering.
- Attire that shows, implies or promotes offensive works, pictures, emblems, symbols, sexually suggestive statements or drugs.
- Extremely tight fitting, revealing or sexually suggestive clothing.
- Sagging, loose-fitting pants, or clothing which reveal underwear or bare skin between the shoulder and mid-thigh.
- T-shirts, tank tops, jeans, polo shirts, shorts or sports attire
- Facial piercings that will impact the proper use of personal protective equipment (PPE).

BACKGROUND CHECKS, DRUG TESTING, AND IMMUNIZATIONS

Students enrolling in health services programs must submit to a criminal background check. Students who refuse will not be permitted to enroll. Students with convictions or charges of violent crimes, or crimes against children or the elderly will not be permitted to enroll. Students will also be required to submit to a drug screening prior to being placed on a clinical site. Students who test positive or refuse to undergo drug screening will not be permitted on externship sites, which may prevent the student from successfully completing the program. All students must have a Purified Protein Derivative (PPD) TB Test or Chest X-ray (if applicable) with results prior to attending the clinical site, plus any additional requirements of the clinical site.

PROGRAMS IN HEALTH SERVICES

Health Services has the following Programs:

- Multi-Skilled Medical Assistant Diploma

MULTI-SKILLED MEDICAL ASSISTANT DIPLOMA

Length: 891 Clock Hours; 44 Instructional Weeks
Credential Awarded: Diploma
Mode of Delivery: Residential

Program Description
The Multi-Skilled Medical Assistant Program is designed to prepare students to assist physicians and nurses in the medical office or medical center. This program allows students to focus on a variety of clinical procedures while learning other administrative skills of a Medical Assistant.

Externship
An externship course is included in this program to provide students with the opportunity to apply their knowledge and skills to real-life situations in a healthcare setting. Students are required to complete the required externship hours and other related learning activities prior to graduation. Students are not paid for work performed at the externship site.

Credentialing Exams
Students, in their final quarter, are eligible and required to take the National Healthcareer Association (NHA) Certified Clinical Medical Assistant (CCMA) examination. The cost of this examination is $155.00, which is included in the total cost of the program.

Career Opportunities
Upon satisfactory completion of the program, students are prepared to seek entry-level positions as medical assistants performing medical procedures, lab techniques and medical office duties in a variety of settings.

Plan of Study

Course Code	Course Title	Clock Hours
AHS 101	Anatomy and Physiology	66
AHS 102	Medical Terminology	33
AHS 103	Health Care Fundamentals	55
AHS 104	Pharmacology	55
CIS 101	Introduction to Computers	44
CRF 100	Career fundamentals	33

MAS 100	Basic Medical Assisting	77
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HEALTH SERVICES COURSE DESCRIPTIONS

AHS 101 **Anatomy and Physiology**

66 Clock Hours (66 Lecture/0 Lab)
Prerequisite: None

This course provides a basic study of the normal structure and function of the human body. Topics include body organization, homeostasis, chemistry and cytology, integumentary system, skeletal system, muscular system, nervous system and senses, endocrine system, cardiovascular system, lymphatic system, digestive system, respiratory system, urinary system, and reproductive system. Upon completion, students should be able to demonstrate an understanding of principles of anatomy and physiology and their interrelationships.

AHS 102 **Medical Terminology**

33 Clock Hours (33 Lecture/0 Lab)
Prerequisite: None

This course provides a basis for medical terminology, word building, and pronunciation. The course introduces the history of medical language and the origin of the combined words. Topics include root words, prefixes, suffixes, the human body, membranes, musculoskeletal system, nervous system, sensory system, endocrine system, blood system, cardiovascular system, lymphatic system, respiratory system, digestive system, urinary system, and reproductive system. Upon completion of this course the students will have an understanding of medical terminology and be able to use the terminology in a clinical environment.

AHS 103 **Health Care Fundamentals**

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: None

This course introduces the fundamental principles of healthcare, practices, and issues common to many specializations in the health care profession. In addition to the essential skills, students explore various healthcare systems and related issues. Topics include: HIPPA, medical ethics, PPE, basic life support/CPR, basic emergency care/first aid and triage, vital signs, infection control, and blood/airborne pathogens.

AHS 104 Pharmacology

55 Clock Hours (55 Lecture/0 Lab)
Prerequisite: AHS 101, AHS 102, AHS 103

An introductory course in pharmacology designed to provide students with a basic understanding of medical therapy. Topics include basic pharmacology including drug nomenclature, federal law and regulating agencies, dosage forms and calculations, administrative routes, medical classification, drug actions, body response, medical errors and prevention, and special populations.

CIS 101 Introduction to Computers

44 Clock Hours (22 Lecture/22 Lab)
Prerequisite: None

An introductory course in computers designed to provide students with hands-on experience with the personal computer and its applications. Students will learn fundamental concepts of computer hardware and software. Applications introduced will include word-processing, spreadsheets, databases and PowerPoint. Students will also investigate Internet-based applications, exploring email and learning how to browse the web.

CRF 100 Career Fundamentals

33 Clock Hours (33 Lecture/0 Lab)
Prerequisite: This course is taken in the last quarter of the program.

This course prepares students to enter the workplace and prepare for the certification exam. Emphasis is placed on professionalism, diversity in the workplace, resume writing techniques, interview techniques, and the soft skills necessary to be successful in a career. This course also reviews all aspects of PCT duties in preparation for certification exam.

MAS 100 Basic Medical Assisting Skills

77 Clock Hours (55 Lecture/22 Lab)
Prerequisite: AHS 101, AHS 102, AHS 103

This course includes a survey of medical assisting occupations and their education and certification requirements. The course is designed to furnish the student with theory and practical applications of medical assisting basics including infection control, taking a temperature, pulse, respiration, and blood pressure. Students also assist with medical specialties, visual and auditory acuity, examinations of the eye and ear, physical exams, and specimen collection.

MAS 101 Disease Process

33 Clock Hours (33 Lecture/0 Lab)
Prerequisite: AHS 101, AHS 102, AHS 103

This course examines the phenomena that produce alterations in human physiologic function and resulting human response. Students will understand common pathophysiological changes, including how pathological processes are manifested, progress in the body, and primary and secondary effects. This course focuses on pathological factors that influence the disease process.

MAS 102 Phlebotomy

44 Clock Hours (22 Lecture/22 Lab)
Prerequisite: AHS 101, AHS 102, AHS 103

The course is an introduction to venous and micro blood collection equipment and techniques. Topics include infectious control and safety in the workplace, venipuncture collection equipment and supplies, skin puncture collection procedures, specimen handling, basic laboratory tests, quality assurance, communication skills and professionalism. Competency required in the performance of venous and micro blood collection.

MAS 103 **Medical Insurance Management**

44 Clock Hours (44 Lecture/0 Lab)

Prerequisite: AHS 101, AHS 102, AHS 103, COM 101, MAS 100

This course provides an introduction to medical office procedures related to economics, management skills, and medical billing and coding. Topics include administrative equipment and supplies, liability coverage, basic medical economies, and introductory medical billing and coding. Upon completion, students should be able to perform basic administrative skills and understanding of medical billing and coding within the medical office.

MAS 104 **Electronic Health Records**

55 Clock Hours (33 Lecture/22 Lab)

Prerequisite: AHS 101, AHS 102, AHS 103, COM 101

The course introduces students to the use of computers and the internet in utilizing, creating and updated an electronic medical record. This course covers key topics of the Electronic Health Record as it relates to practice management, HER billing processes, data input and output, order entry, physician office applications and regulatory guidelines. Upon completion, students will have a basic understanding of the Electronic Health Record and its function in the physician's office and other medical settings.

MAS 105 **Advanced Medical Assisting**

77 Clock Hours (55 Lecture/22 Lab)

Prerequisite: AHS 101, AHS 102, AHS 103, MAS 100, COM 101, MAS 102

This course further enhances the students' knowledge of more complex procedures in a physician's office. Topics include assisting with exams and treatment, patient education, preparation and administration of medications, EKG, medical emergencies, principles of radiology safety, and respiratory evaluations.

MAS 107 **Administrative Procedures**

44 Clock Hours (22 Lecture/22 Lab)

Prerequisite: AHS 101, AHS 102, AHS 103, COM 101, MAS 100

This course reinforces the touch system of keyboarding placing emphasis on correct techniques with adequate speed and accuracy and producing properly formatted business documents, phone etiquette, and workplace diversity. Areas of focus will include reinforcing correct keyboarding techniques, building speed and accuracy, formatting business documents, language arts, proofreading, medical office administrative duties, and introduction to medical office management.

MAS 108 **Externship**

198 Clock Hours (198 Externship)

This course is designed to give students experiential learning in a professional environment. The student will apply the knowledge, skills and competencies acquired in the classroom at an off-campus site. Upon completion, the student will have extensive real-world experience in a professional setting.

MAS 109

EKG for Medical Assistants

33 Clock Hours (22 Lecture/11 Lab)

Prerequisites: AHS 101, AHS 102, AHS 103

This 33 clock-hour course prepares the student to perform routine electrocardiograms. These readings assist the physician to diagnose irregularities or changes in a patient's heart. Students will be trained to recognize normal and abnormal rhythms, document rhythm strips to provide reliable test results for the physician's interpretation, administer the EKG, and operate the electrocardiograph machine.

SCHOOL OF INDUSTRIAL TRADES

Helms College School of Industrial Trades programs are designed to provide students with knowledge and skills expected in their chosen career. Helms College graduates will be prepared to seek entry-level employment in the field of study.

OBJECTIVES

The objectives of the Industrial Trades programs are to provide the following:

Helms College prepares students for careers in the industrial trades through carefully designed programs that stress personalized instruction and practical experience. Our instructors are experienced professionals in industry, who share their real-world knowledge and experience. Students develop their skills through hands-on learning with tools and equipment selected specifically for the instruction of industrial trades programs.
The maximum number of students per class is 20.

The objective of the Heating, Ventilation, Air Conditioning and Refrigeration Diploma program is to educate the student, with theory and hands on training, to a degree of competency in the heating and air conditioning field, enabling the student to perform the associated skills, and pass the Environmental Protection Agency (EPA) certification examination; all leading to obtain gainful employment.

INDUSTRIAL TRADES UNIFORM REQUIREMENTS

Helms College maintains a dress code for all students for safety purposes as well as appearance. The dress code is designed to portray a level of professionalism, pride, and discipline. Professionalism is the signature of this program and is the expectation for performance and appearance. Uniform and personal appearance standards are strictly enforced. Industrial Trades uniforms consist of the following:

- Clean and appropriately fitted work shirt and work pants.
- Hair must be neatly groomed and free of unnatural colors.
- Students are only permitted to dress business casual with instructor approval.

The following forms of dress are NOT allowed on campus:

- Sports-style or open toed shoes
- Any type of head covering (hat, caps, hoods, bandannas, etc.) that is not part of the uniform.
- Attire that shows, implies or promotes offensive works, pictures, emblems, symbols, sexually suggestive statements or drugs.
- Extremely tight fitting, revealing or sexually suggestive clothing.
- Sagging, loose-fitting pants, or clothing which reveal underwear or bare skin between the shoulder and mid-thigh.
- T-shirts, tank tops, jeans, polo shirts, shorts or sports attire
- Facial piercing(s), including ear, nose, eyebrow, tongue, lips, etc.

HEATING, VENTILATION, AIR CONDITIONING AND REFRIGERATION

Length: 880 Clock Hours; 44 Instructional Weeks
Program Quarter Credits: 64
Credential Awarded: Diploma
Mode of Delivery: Residential

Program Description

The objective of the program is to provide the student with the skills and knowledge required for entry-level employment in the Heating, Ventilation, Air Conditioning and Refrigeration industry. The program is designed to be comprehensive in nature, including extensive hands-on training, covering service for residential and commercial refrigeration, gas furnaces, heat pumps, electric furnaces and air conditioning equipment.

The four-quarter long Heating, Ventilation, Air Conditioning and Refrigeration program is designed for individuals interested in a career in the field of climate control systems, focusing on learning objectives identified as the key knowledge points for an HVACR Technician. The student will be adept at using a variety of tools to work with refrigerant lines and air ducts. They use voltmeters, thermometers, pressure gauges, manometers, and other testing devices to check airflow, refrigerant pressure, electrical circuits, burners, and other components.

Certification Exam

Students will be required to take and pass the EPA certification exam.

Career Opportunities

Upon satisfactory completion of the program, students are prepared to seek entry-level positions in the HVACR field such as HVACR Service Technician, HVACR Installation Technician, and Apprentice Heating Technician.

Plan of Study

Course Code	Course Title	Clock Hours
HVR101	Principles of Electricity	55
HVR105	Thermodynamics	55
HVR110	Practical Applications of Electricity	55
HVR115	HVACR Controls	55
HVR120	Controls, Motors and Motor Controls	55
HVR125	Refrigerants	55
HVR130	Residential Air Conditioning	55
HVR135	Commercial Air Conditioning	55
HVR140	Commercial Refrigeration	55
HVR145	Industrial Refrigeration	55
HVR150	Electric Heat and Heat Pumps	55
HVR155	Gas Heating Systems	55
HVR160	Water-Based Heating Systems	55
HVR165	HVAC System Performance	55
HVR170	HVAC Troubleshooting and Service Calls	55
HVR180	EPA Certification Preparation	55

Course Descriptions

HVR101 Principles of Electricity

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: None

This course is designed to present basic concepts of electricity. Topics covered in the course include electrical safety, electrical theory, circuits, measuring instruments, alternating currents, transformers, and more. Students will develop skills that support introductory electrical theory and principles that are required in the construction and maintenance industries.

HVR105 Thermodynamics

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: None

In this course students become familiar with the principles and theory of thermodynamics and how they apply to the HVAC-R industry. The components and features of the HVAC-R system are introduced. Students will also be introduced to Manual "J" calculations. At the conclusion of this course students will have a basic understanding of heat, pressure, temperature, conduction and radiation.

HVR110 Practical Applications of Electricity

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: None

This course delivers practical applications of electricity in relation to the Heating, Ventilation, Air Conditioning (HVAC) systems & electrical panels. Topics include basic principles of electricity, circuits, interpreting wiring diagrams, the principles of electric motors and testing, troubleshooting, servicing, maintaining and installing HVAC electrical components. Students will be focusing on alternating current circuits, proper wiring of electrical boards, the application of electrical laws to practical wiring applications and safety in the process.

HVR115 HVACR Controls

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: None

In this course students gain a basic understanding of the principles and theory of controls used in the HVACR industry. Students will apply electrical and energy theory to applications; learn control components, the basics of troubleshooting, and types of electric motors. At the completion of this course the student will be prepared to use Ohms law to analyze circuits, identify types of mechanical, electromechanical, and electronic controls to sense and control temperature, level, flow, and pressure, the use of basic electrical troubleshooting techniques, and identify types of motors and state their characteristics.

HVR120 Controls, Motors and Motor Controls

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: HVR105

In this course, students will be introduced to direct digital controls (DDCs): control applications, types of control systems, and components. The application of motors: safety, voltages, environments, insulation, bearings and drives. Motor controls: safety, control devices, motor protection, and troubleshooting electric motors. Upon completion of this course the student will be prepared to explain control terminology, describe electronic control components, explain service factor amperage (SFA), full load amperage (FLA), and rated load amperage (RLA); and describe motor applications.

HVR125 Refrigerants

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: HVR105

This course introduces the physics of the basic refrigeration cycle, refrigerants, the pressure and temperature relationship, and pressure-enthalpy to the student. The methods and principles associated with evacuation, recovery and charging of refrigeration and air conditioning equipment are explored. At the completion of this course students will be prepared to identify the main components in a refrigeration cycle, use a pressure temperature chart, measure superheat and sub-cooling, plot a pressure-enthalpy diagram, correctly recover, evacuate and charge an air conditioning or refrigeration system within compliance of EPA608 guidelines, identify refrigerants, and determine the temperature application.

HVR130 Residential Air Conditioning

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: HVR125

In this course students become familiar with indoor air quality and major air conditioning system components including condensers, compressors, accumulators, suction lines, evaporators, metering devices, receivers, suction-, discharge-, liquid- and condensate lines. How equipment is selected using manual J heat gain and heat loss calculations are explored. At the end of this course the student will have a foundation of indoor air quality issues and methods that can address these issues. The student will be able to speak about the use of manual J to apply proper selection of equipment and installation and use of major air conditioning components.

HVR135 Commercial Air Conditioning

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: HVR125

This course focuses on the installation, start-up, and operation of commercial air-conditioning equipment. High-pressure, low-pressure, absorption chilled-water systems, cooling towers and pumps, operation, maintenance, and a troubleshooting of chilled water air conditioning systems, commercial packaged rooftop equipment, economizers, variable air volume, variable refrigerant flow and variable air flow system will be covered. Upon completion of this course students will be able to recognize components and types of commercial air conditioning systems.

HVR140 Commercial Refrigeration

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: HVR125

Commercial Refrigeration provides the student with a basic understanding of the components, methods, principles and troubleshooting associated with HVAC-R equipment used in commercial HVAC-R systems. Topics include the major components, controls and accessories used in refrigeration systems, the identification of appropriate systems for given applications, and diagnosis and service of refrigeration systems. At the end of this course, students will be able to define, describe and identify the concepts, functions, components and troubleshooting strategies involved in commercial refrigeration.

HVR145 Industrial Refrigeration

55 Clock Hours (33 Lecture/22 Lab)

Prerequisite: HVR125

Industrial Refrigeration provides the student with a basic understanding of the components, methods, and principles associated with transport refrigeration and in large-scale industrial facilities. Topics include methods of refrigerated transport, and the components, processes and troubleshooting of chillers, cooling towers and chilled water air conditioning systems. At the end of this course, students will be able to define, describe and identify the concepts, functions, and components involved in servicing transport- and industrial-style refrigeration systems.

HVR150 Electric Heat and Heat Pumps

55 Clock Hours (33 Lecture/22 Lab)

Prerequisite: HVR105

Students are introduced to the principles and theory of electric heat and heat pump systems. Focus is on the equipment and controls of electric heating and how to maintain, test, and troubleshoot electrical problems. This course also provides students with a basic understanding of the principles and theory of heat pumps. The equipment and controls of air-source and geothermal heat pumps are covered. At completion of this course the student should be prepared to identify the components, trace electrical schematics, describe operating sequences, perform basic maintenance and tests in troubleshooting electric heat and heat pump systems.

HVR155 Gas Heating Systems

55 Clock Hours (33 Lecture/22 Lab)

Prerequisite: HVR105

Gas Heating Systems exposes students to the theory of gas combustion and gas heating equipment and controls. Throughout the course students gain practical knowledge of gas furnaces along with safety considerations, and students will implement techniques used for troubleshooting, maintaining, and installing gas-heating equipment. After successfully completing this course, students will have the knowledge and skills necessary to begin supervised service and maintenance as well as installation of gas heating systems.

HVR160 Water-Based Heating Systems

55 Clock Hours (33 Lecture/22 Lab)

Prerequisite: HVR105

Water-Based Heating Systems introduces students to the equipment and controls of hot water and steam-based heating systems, as well as the strategies used to reduce indoor air pollution. Throughout the course students will gain valuable knowledge and experience with safety procedures, tools, piping, valves, and control systems used with water-based heating systems, and the tools and components used for providing indoor quality air. After successfully completing this course, students will have the knowledge and skills necessary to begin supervised maintenance and repair of water-based heating systems and be able to explain procedures used to create indoor quality air.

HVR165 HVAC System Performance

55 Clock Hours (33 Lecture/22 Lab)

Prerequisite: HVR125

This course provides the student with the basic principles for the design and installation of HVACR equipment and how these practices ensure proper system performance. The principles and theory of airflow requirements, indoor air quality, duct design, load calculation, and sheet metal fabrication are covered in this course. Manual “J” will be

introduced. At the completion of this course the student will be prepared to develop a basic load calculation resulting in a properly sized system, recognize good installation practices and analyze system performance.

HVR170 HVAC Troubleshooting and Service Calls

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: HVR125

This course provides the student with the basic principles for troubleshooting HVACR equipment. The methods for repairing problems identified in HVACR equipment are practiced. The focus is on HVACR service calls for residential and commercial equipment. At the completion of this course, the student will be prepared to make service calls for troubleshooting and repairing problems in basic HVACR equipment.

HVR180 EPA Certification Preparation

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: HVR125

This course provides an extensive review of refrigeration and air conditioning systems fundamentals and lab practical. The Core, Type I, Type II and Type III certifications will be covered. Emphasis will be placed on the safe and proper handling of refrigerants in compliance with Section 608 of the Clean Air Act. At the end of this course the student will be prepared for the EPA Certification—Universal Exam.

SCHOOL OF BUSINESS

Helms College School of Business programs are designed to provide students with knowledge and skills expected in their chosen career. Helms College graduates will be prepared to seek entry-level employment in the field of study.

OBJECTIVES

The objectives of the Business programs are to provide the following:

- Graduates demonstrate a strong and willing work ethic; a high level of business and management knowledge and skills; a commitment to ethical practices and confidentiality; and an exceptional commitment to teamwork.
- Develop students' competence to practice effectively in entry-level management and supervisory positions within the retail industry.
- Build a strong professional foundation that enables them to continue learning and advance within the retail industry.

Helms College prepares students for careers in business through carefully designed programs that stress personalized instruction and practical experience. Our instructors are experienced professionals in industry, who share their real-world knowledge and experience.

The maximum number of students per Interactive Distance Learning (IDL) class is 20:1.

INTERACTIVE DISTANCE LEARNING TECHNOLOGY REQUIREMENTS

For best performance, use the current or first previous major release of Chrome, Firefox, Edge, or Safari. Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades. For additional information on technical requirements, visit the Canvas community page on browsers and minimum requirements. This site is updated continuously with the most current technical requirements for Canvas users.

INTERACTIVE DISTANCE LEARNING ATTENDANCE REQUIREMENTS

Attendance for students in Interactive Distance Learning programs is recorded on a weekly basis. A week is defined as the period between 00:00 a.m. EST on Sunday and 11:59 p.m. EST on Saturday. To be counted as in attendance, the student must meet the following criteria during the given week:

1. Watched 70% of the assigned lesson videos for the week.
2. Completed the required number of posts in Discussion Forum.
3. Completed the assigned assessment activities for the week.
4. Attended the required Live Learning Session of the applicable week.
5. Participated in the required Project Mentoring activities of the applicable week; and
6. Completed at least one meeting with the course instructor.

Students who are absent for 14 consecutive calendar days (excluding school holidays and breaks) and have not been approved for a Leave of Absence will be administratively withdrawn from the college.

The simple act of logging into the Canvas classroom does not equate to attendance.

PROGRAMS IN BUSINESS

Business and Technology has the following Program:

- AAS in Retail Operations Management (Interactive Distance Learning Only)

ASSOCIATE OF APPLIED SCIENCE IN RETAIL OPERATIONS MANAGEMENT (INTERACTIVE DISTANCE LEARNING)

Length: 1012 Clock Hours; 66 Instructional Weeks
Program Quarter Credits: 92
Credential Awarded: Associate of Applied Science Degree
Mode of Delivery: Interactive Distance Learning

Program Description
The retail industry continues to grow and evolve, and the demand for retail operations management personnel is steadily growing. The objective of the Associate of Applied Science degree program in Retail Operations Management is to provide formal education for those who wish to develop a career in retail operations.

The Associate of Applied Science in Retail Operations Management program starts with foundation courses in business, accounting, management, and marketing and then goes into specialty courses that provide knowledge and skills specific to retail operations and management. General education courses in written and verbal communication, math and science, and social sciences are spread over the six quarters of the program. Graduates of the program are expected to master a wide range of competencies in business, management, communication, human resources, and retail operations and management.

Career Opportunities
Graduates of the program will be prepared to seek entry-level operations management positions in the retail industry.

Plan of Study

Course Code	Course Title	Clock Hours	Credit Hours
BUS 101	Introduction to Business	44	4
BUS 102	Fundamentals of Management	44	4
ENG 101	English Composition	44	4
CIS 102	Introduction to Computers and POS Systems	44	4
BUS 105	Principles of Marketing	44	4
RTM 101	Retail Store Operations	44	4
MAT 101	Mathematics for Business	44	4
BUS 110	Business Communications	44	4
BUS 115	Principles of Accounting	44	4
RTM 105	Fundamentals of Customer Service	44	4
PSY 101	Introduction to Psychology	44	4
BUS 201	Electronic Commerce	44	4
BUS 205	Business Law and Ethics	44	4
RTM 110	Pricing of Retail Goods	44	4
SOC 101	Sociology	44	4
RTM 115	Retail Inventory Management	44	4
BUS 215	Entrepreneurship	44	4
RTM 201	Safety and Loss Prevention	44	4
BIO 101	Biology of Horticulture	44	4
RTM 210	Retail Display and Floor Organization	44	4
RTM 215	Consumer Behaviors	44	4
COM 101	Interpersonal Communications	44	4
CRF 202	Career Development	44	4

BUSINESS COURSE DESCRIPTIONS

BUS101 Introduction to Business

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: None

This course provides an introduction to the basic functions of business with an overview of the role of contemporary business in society. Topics include the business environment; business creation; the functions of accounting, marketing, and management; ethics; and an introduction to business plans. Emphasis is placed on the impact of globalization and diversity on business.

BUS102 Fundamentals of Management

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: None

This course introduces fundamental concepts of business management. Topics include foundations of management, the role of management in achieving organizational goals, and the basic management functions of planning, organizing, leading, and controlling. Emphasis is placed on the importance of ethical management.

BUS105 Principles of Marketing

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: BUS 101

This course is an introduction to the basic concepts of marketing and the role of marketing in a business organization. Topics include the modern marketing environment, understanding the marketplace, ethics in marketing, target marketing, product decisions, distribution, promotion and communication, and pricing. Emphasis is placed on the importance of the consumer.

BUS110 Business Communications

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: ENG 101

This course explores professional business communication strategies, and the tools needed to collect, organize, and present information in a business environment. Topics include library and Internet resources; proper citation, using word processing, spreadsheet, and graphics applications to organize and present business information; business report writing, developing persuasive presentations; and e-mail methods for team-based communication. Emphasis is placed on the use of professionalism in communication.

BUS115 Principles of Accounting

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: BUS 101

This course introduces students to the general principles and concepts of accounting and the important role accounting plays in a business organization. Topics include accounting in business; accounting ethics; GAAP; accounting transactions; financial statements; the accounting cycle; and internal controls and cash. Emphasis is placed on the practical application of accounting principles and concepts to business problems.

BUS201 Electronic Commerce

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: BUS 101

This course covers the principles of Internet marketing, and the ways businesses employ electronic commerce. Topics include using the Internet to create a brand presence and complete commercial transactions; important aspects of online business; and Web 1.0, Web 2.0, and social media. Legal and ethical issues and best practices are also presented.

BUS205 Business Law and Ethics

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: BUS 101

This course provides an introduction to the American legal system as it applies to business. Students will explore the legal system, contracts, sales, consumer protection, agency and employment, and other relevant topics. Special emphasis is placed on ethics.

BUS215 Entrepreneurship

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: BUS 205

This course provides an introduction to small business planning, ownership, and management. Topics include the entrepreneurial mindset; the entrepreneurial process; business plans; marketing; finance and accounting; and managing small businesses. Emphasis is placed on the attitudes and behaviors needed to be a successful entrepreneur.

CIS102 Introduction to Computers and Point-of-Sale Systems

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: None

An introductory course in computers designed to provide students with hands-on experience with business computers and various point-of-sale systems and software. Students will learn fundamental concepts of retail computer hardware and software. Applications introduced will include word-processing, spreadsheets, databases, and software designed to maintain records of sales and purchases in a retail environment. Topics studied will also include Internet-based applications, email, and ethical issues related to computing and telecommunications.

CRF202 Career Development

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: All BUS Courses

This course will enable the student to develop techniques and strategies for identifying fields of interest, personal branding, and conducting an effective job search. The student will engage in the assessing of marketable skills, researching the marketplace, building a personal brand, and developing a network of contacts, writing resumes, cover letters, and other standard means of correspondence used in the job search process.

RTM101 Retail Store Operations

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: None

This course examines various new developments in retailing and the application of operations management principles to these developments. Topics that will be discussed include responsive supply chains, store execution, assortment planning, pricing, online retailing, sustainability, retailing in emerging markets, use of technology such as RFID, and the link between inventory and financial performance.

RTM105 Fundamentals of Customer Service

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: RTM 101

This course focuses on the needs and requirements of internal and external customers, the enhancement of customer relationships, the significance of market research with respect to customers, the design and redesign of customer service strategies, and differentiate between internal and external customers in a retail organization.

RTM110 Pricing of Retail Goods

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: RTM 101

This course introduces students to basic principles and practices for pricing various types of retail goods. Students will also learn to make pricing decisions to promote sales and apply strategies for clearing inventories through discounted pricing.

RTM115 Retail Inventory Management

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: RTM 101

In this course students review retail inventory management processes and methods used to keep track of stock. Students will review the following functions for a retail business: Tracking and managing the inventory for the business to keep up with store markdowns; Evaluating how well groups of products perform in sales; Provides analysis for comparison shopping with competitors; and Methods to accurately review inventory. Students will distinguish between large and small retail organizations, and variations in inventory management based upon the nature of the inventory (perishable, seasonal, fashion, etc.).

RTM201 Safety and Loss Prevention

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: RTM 101

This course examines safety elements in operating a retail business and explores strategies to ensure the safety of customers and employees during business hours. General safety procedures and processes and emergency operational procedures are examined. Strategies for loss prevention are also explored.

RTM210 Retail Display and Floor Organization

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: RTM 101

This course introduces students to the importance of visual merchandising as an integral component of a successful retail operation. This course includes an in-depth analysis of the retail store environment. The principles, philosophies and technologies of visual merchandising will be studied through exploration of the marketplace and hands-on classroom experimentation. Students will also be introduced to product and space analysis and shelf management.

RTM215 Consumer Behaviors

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: RTM 101

This course introduces students to the basic concepts in understanding and analyzing consumer behaviors. Students will examine various factors and forces that influence human behaviors in general and the behaviors of consumers in a retail business environment. Emphasis is placed on strategies and tactics to influence consumer satisfaction and loyalty.

ENG101 English Composition

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: None

Writing skills are essential to professional success. In this course students learn the major aspects of writing, beginning with components of the essay, and ending with full essays of different modes of composition. Students go through the various writing stages and strategies and learn to adapt them to their own writing and learning preferences. They also acquire skills for generating ideas, preliminary outlining, topic selection, and drafting while learning to revise, rewrite, and polish structure and style for effective communication.

MAT101 Mathematics for Business

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: None

This is an introductory college mathematics course with the goal of teaching students to think mathematically and solve real-world problems by applying mathematical concepts and principles. Emphasis will be placed on numeration, whole numbers, fractions, mixed numbers, and decimals. Also included are the concepts of variables, ratios, proportions, solving simple equations in one variable, percent, basic geometry, solving applied problems, and operations with integers.

PSY101 Introduction to Psychology

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: None

This course provides a general overview of human psychology with special emphasis given to emotion. It begins by laying a foundation of psychology intertwined with critical thinking. Areas of study include the brain and human development, learning and memory, motivation and emotion, personality, psychological disorders and associated common therapies. This course discusses basic psychological concepts focusing on improving the quality of life thereby strengthening the ability to perceive, control and evaluate emotions of self and others.

SOC101 Sociology

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: None

Sociology is the systematic study of the relationship between human beings and society. In this course, students examine basic sociological principles, concepts, and theories in the context of human culture, societies, the socialization process, and various types of stratification. Students also explore and compare the various historic, cultural, and social frameworks of the world and learn to appreciate unique cultural identities. In addition, this course helps students learn to analyze and interpret historic as well as contemporary social issues in the U.S. and around the world.

BIO101 Biology of Horticulture

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: None

This course provides the student with an understanding and various interactions and manipulations between the genotype and the environment. Scientific foundation on the growth and care of plants is explored to understand horticultural practices and solve problems. Information in this course prepares students for more specialized courses in commodity areas of horticulture, including vegetable science, fruit science, nursery management, floriculture, turf-grass science, and landscaping.

COM101 Interpersonal Communications

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: ENG 101

This course introduces fundamental precepts of small group and one-on-one communication. An emphasis is placed on the application of relative theories/ strategies to train students to become better listeners, speakers, conflict managers, and decision-makers. Knowledge and skills are gained through lectures, role-play, discussion, interviews, and other interactive classroom exercises.

ORGANIZATION

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Kamalisha Green	Get Up & Thrive
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Heather Sinclair	Goodwill Industries International
Donn Githens	Goodwill Industries-Manasota, Inc.
Adrian Gessen	Goodwill Industries-Manasota, Inc.
Callie Joslin	Goodwill Industries-Manasota, Inc.
Jim Stailey	Goodwill Industries of the Greater Chattanooga Area
Lane Schonour	Goodwill of Central and Northern Arizona

HELMS COLLEGE FACULTY & STAFF

Institutional Leadership

Kristine Furtaw	Senior Vice President of Education
Leah Pontani	Executive Vice President of Career Development
Bill Dindy	Vice President of Education Operations and Compliance
Chef Christopher Thompson	Vice President of Culinary Education and Operations
Dr. Derk Riechers	Associate Vice President of Academic Affairs

Academic and Instructional Support

Warren Rick	Registrar
Davina Jones	Instructional Designer
Barbara Marchan	Administrative Assistant

Admissions

Paul Portugal	Director of Admissions
Jessica Hansen	Admissions Advisor II – Macon
Shakara Jones	Admissions Advisor - Macon
Ricky Mills	Admissions Advisor- Augusta
La'Quasha Smalls	Admissions Advisor – Augusta
Sean Lemon	Enrollment Services Specialist – Augusta

Financial Aid

Gerri Bogan	Financial Aid Manager - Augusta
Christopher Baggarly	Financial Aid Representative – Macon

Career Services

Leah Pontani	Senior Vice President of Career Development
Carlye Thompson	Senior Director of Career Services
Jasmine Proctor	Career Services Advisor – Augusta
Yolanda Polk	Career Services Advisor – Macon

Student Services

Leah Pontani	Senior Vice President of Career Development
Jasmine Owens	Student Support Advisor – Augusta
Jessica Snider	Student Support Advisor – Macon

Student Success and Learning Resources

Dr. Derk Riechers	Associate Vice President of Academic Affairs
Vacant	Student Retention and Engagement Specialist – Augusta
Vacant	Student Retention and Engagement Specialist – Macon
Vacant	Learning Resources Coordinator – Augusta
Janette Walker	Learning Resources Coordinator – Macon

Culinary Faculty and Staff

Chef Christopher Thompson	Vice President of Culinary Operations and Education
David Buchanan	Program Manager – Macon
Lane Richardson	Chef Instructor - Macon
Michael Amos	Chef Instructor – Macon
Rodney Booker	Chef Instructor – Macon

Tonya Zellner	General Education Instructor – Macon
Susan Bray	General Education Instructor – Macon
Noah Prickett	General Education Instructor – Macon
Lynae Radke	Chef Instructor – Augusta
Derrick Beverly	Chef Instructor – Augusta
Jana Stewart	Chef Instructor – Augusta
Miranda Knight	Chef Instructor – Augusta
Jonathan Grickis	Chef Instructor – Augusta
Lisa Fernandez	Chef Instructor – Augusta
Nikiya Darch	Chef Instructor – Augusta
Lisa Fernandez	Chef Instructor – Augusta
Krystale Fee	General Education Instructor – Augusta
Cassandra Bayer	General Education Instructor – Augusta
Judith Kluth	General Education Instructor – Augusta

Health Services Faculty

Angelia McCraw	Health Services Instructor – Augusta
Katie Lock	Health Services Instructor – Augusta
Iris Sanchez, RN	Health Services Instructor – Augusta
Theresa Williams	Health Services Instructor – Augusta
Teena Griffin	Health Services Instructor – Augusta
Madeasha Utley	Health Services Instructor – Augusta
Twame Williams	Health Services Instructor – Augusta
Brittney Wynder, RN	Health Services Instructor – Augusta
Rachel Stewart, RN	Health Services Instructor – Augusta
Jana Thurmond	Computer Instructor – Augusta
Marvin Jones	Computer Instructor – Augusta

Industrial Trades Faculty

Maximino Agosto	HVAC Program Manager
Arthur Butler	HVAC Instructor – Macon
Ronnie Zachary	HVAC Instructor – Macon
Brandon Wedgeworth	HVAC Instructor – Macon
Robert Reaves	HVAC Instructor – Macon
Kyle Case	HVAC Lead Instructor – Augusta
Nayland Kilpatrick	HVAC Instructor – Augusta
Mike Simpkins	HVAC Instructor – Augusta
Clarence Ward	HVAC Instructor – Augusta

Retail Operations Faculty

Daniel Goldman	Retail Operations Instructor – IDL
Takenya Fulks	Retail Operations Instructor – IDL
Susan Yelvington	Retail Operations Instructor – IDL
Kam Green	Retail Operations Instructor – IDL
Sheffie Robinson	Retail Operations Instructor – IDL
Susan Bray	Retail Operations Instructor – IDL
Shelby Moore	Retail Operations Instructor – IDL
Jessica Howington	Retail Operations Instructor – IDL
Tami O'Connor	Retail Operations Instructor – IDL

ADDENDUMS

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ADDENDUM I

The Plan of Study below for the Associate of Applied Science in Retail Operations Management replaces the Plan of Study on page 92 of this catalog.

Course Code	Course Title	Clock Hours	Credit Hours
BUS 101	Introduction to Business	44	4
BUS 102	Fundamentals of Management	44	4
ENG 101	English Composition	44	4
CIS 102	Introduction to Computers and POS Systems	44	4
BUS 105	Principles of Marketing	44	4
RTM 101	Retail Store Operations	44	4
MAT 101	Mathematics for Business	44	4
BUS 110	Business Communications	44	4
BUS 115	Principles of Accounting	44	4
RTM 105	Fundamentals of Customer Service	44	4
PSY 101	Introduction to Psychology	44	4
BUS 201	Electronic Commerce	44	4
BUS 205	Business Law and Ethics	44	4
RTM 110	Pricing of Retail Goods	44	4
SOC 101	Sociology	44	4
RTM 115	Retail Inventory Management	44	4
BUS 215	Entrepreneurship	44	4
RTM 201	Safety and Loss Prevention	44	4
SCI 101	Introduction to Sustainability Science	44	4
RTM 210	Retail Display and Floor Organization	44	4
RTM 215	Consumer Behaviors	44	4
COM 101	Interpersonal Communications	44	4
CRF 202	Career Development	44	4

The course description below replaces the course description for BIO 101 – Biology of Horticulture on page 97 of this catalog.

SCI 101 Introduction to Sustainability Science

4.0 Credits
44 Clock Hours (44 Lecture/0 Lab)
Prerequisites: None

The field of sustainability science provides a useful framework for understanding and responding to complex environmental problems. This Interactive Distance Learning course introduces the theory and principles that form the basis of sustainability science, focusing on feedback between society and the environment with an emphasis on how retail organizations can address sustainability both in their overall strategy and in day-to-day operations.

ADDENDUM II

The Tuition Information Chart below replaces the Tuition Information Chart on page 57 of this catalog.

Program	Tuition	Books	Uniforms	Student Kit	Credentialing Exam	Drug Screen	Background Check	Immunizations	Technology Fee	Total Cost
AAS in Culinary Arts	$34,500	$2,248	$452	$400	NA	NA	NA	NA	NA	$37,600
Culinary Arts Diploma	$22,225	$1,000	$275	$400	NA	NA	NA	NA	NA	$23,900
Culinary Arts Certificate	$11,950	$675	$275	$400	NA	NA	NA	NA	NA	$13,300
Baking and Pastry Diploma	$17,250	$875	$275	$400	NA	NA	NA	NA	NA	$18,800
Multi-Skilled Medical Assistant	$14,317	$986	$60	$60	$280	$50	$50	$120	NA	$15,923
Heating, Ventilation, Air Conditioning and Refrigeration	$14,296	$564	$85	$810	$120	NA	NA	NA	$400	$16,275
AAS in Retail Operations Management	$21,344	$1,471	NA	NA	NA	NA	NA	NA	$1,200	$24,015

ADDENDUM III

The entrance requirements chart below replaces the entrance requirements chart on page 14 of this catalog.

The chart below outlines the minimum entrance requirement for each program:

Program	Wonderlic SLE	SAT Composite	ACT Composite	ASVAB
Culinary Arts Degree	15	910	17	50
Culinary Arts Diploma	15	910	17	50
Culinary Arts Certificate	15	910	17	50
Baking and Pastry Diploma	15	910	17	50
Multi-Skilled Medical Assistant Diploma	13	870	16	31

HVACR Diploma	13	870	16	31
Electrician Technician Diploma	13	870	16	31
AAS in Retail Operations Management (SLE-Q)	15	910	17	50

The Tuition Information Chart below replaces the Tuition Information Chart on page 57 of this catalog.

Tuition is subject to change without notice; however, prospective students will receive notification of proposed tuition increases prior to any increases being implemented.

Program	Tuition	Books & Supplies	Uniforms	Student Kit	Credentialing Exam	Drug Screen	Background Check	Immunizations	Technology Fee	Total Cost
AAS in Culinary Arts	$34,500	$2,248	$452	$400	NA	NA	NA	NA	NA	$37,600
Culinary Arts Diploma	$22,225	$1,000	$275	$400	NA	NA	NA	NA	NA	$23,900
Culinary Arts Certificate	$11,950	$675	$275	$400	NA	NA	NA	NA	NA	$13,300
Baking and Pastry Diploma	$17,250	$875	$275	$400	NA	NA	NA	NA	NA	$18,800
Multi-Skilled Medical Assistant	$14,317	$986	$60	$60	$280	$50	$50	$120	NA	$15,923
Heating, Ventilation, Air Conditioning and Refrigeration	$14,296	$564	$85	$810	$120	NA	NA	NA	$400	$16,275
Electrician Technician Diploma	$14,296	$564	$85	$810	$120	NA	NA	NA	$400	$16,275
AAS in Retail Operations Management	$21,344	$1,471	NA	NA	NA	NA	NA	NA	$1,200	$24,015

The Progress Evaluation chart below replaces the Progress Evaluation chart on pages 60-61of this catalog.

Clock Hour Programs			
Program	**Program Length**	**Interval Progress Evaluated for Financial Aid Purposes**	**Interval Progress Evaluated for Academic Purposes**
Multi-Skilled Medical Assistant Diploma	891 Clock Hours/44 Weeks/4 Quarters	At the 50% point of the program	Following each quarter of enrollment
Baking and Pastry Diploma Program	1122 Clock Hours/44 Weeks/4 Quarters	At the 50% point of the program	Following each quarter of enrollment
Heating, Ventilation, Air Conditioning and Refrigeration	880 Clock Hours/44 Weeks/4 Quarters	At the 50% point of the program	Following each quarter of enrollment
Electrician Technician Diploma	880 Clock Hours/44 Weeks/4 Quarters	At the 50% point of the program	Following each quarter of enrollment

The Program Information below is added to the School of Industrial Trades program information on page 85 of this catalog.

ELECTRICIAN TECHNICIAN DIPLOMA

Length: 880 Clock Hours; 44 Instructional Weeks
Program Quarter Credits: 64
Credential Awarded: Diploma
Mode of Delivery: Residential

Program Description

The objective of the Electrician Technician Diploma program is to provide students with the skills and knowledge required for entry-level employment in the electrical trade. The program is designed to be comprehensive in nature, combining classroom instruction with extensive hands-on laboratory training. Students learn the installation, maintenance, and troubleshooting of residential and light commercial electrical systems, including electrical theory, wiring methods, circuitry, electrical components, and industry safety practices.

The four-quarter Electrician Technician Diploma program is delivered through live, in-person instruction at the Helms College campus and is designed for individuals interested in pursuing a career in the electrical field. The curriculum focuses on key knowledge and skills required of entry-level electricians, including electrical theory, residential wiring, electrical code concepts, blueprint reading, and safe work practices. Students gain practical experience using common electrical tools and testing equipment such as multimeters, circuit testers, conduit bending tools, and other diagnostic devices used to install and evaluate electrical systems and components.

Graduates who successfully complete all program requirements are awarded the Electrician Technician Diploma.

Career Opportunities

Upon satisfactory completion of the program, students are prepared to seek entry-level employment in the electrical trade working with residential and light commercial electrical systems. Potential positions include Electrical Technician, Electrical Installation Technician, Electrician's Helper, and Electrical Apprentice.

Electrician Technician Diploma Plan of Study				
Course No.	Course Title	Lecture Hours	Lab Hours	Total Clock Hours
ELC 101	Electrical Safety & OSHA Compliance	33	22	55
ELC 105	Electrical Tools, Materials & Basic Math	33	22	55
ELC 110	DC Electrical Theory	33	22	55
ELC 115	Solar Photovoltaic Systems	33	22	55
ELC 120	AC Electrical Theory	33	22	55

ELC 125	Residential Wiring I	33	22	55
ELC 130	Residential Wiring II	33	22	55
ELC 135	Electrical Test Equipment & Troubleshooting	33	22	55
ELC 140	NEC Code & Compliance	33	22	55
ELC 145	Commercial Wiring I	33	22	55
ELC 150	Commercial Wiring II	33	22	55
ELC 155	Motors & Motor Controls	33	22	55
ELC 160	Industrial Electrical Fundamentals	33	22	55
ELC 165	Low Voltage & Special Systems	33	22	55
ELC 170	Electrical Troubleshooting Capstone	33	22	55
ELC 180	Electrical Career Fundamentals	33	22	55

Course Descriptions

ELC 101 **Electrical Safety & OSHA Compliance**

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: None

This course introduces students to essential safety practices required for working in the electrical and construction industries. Instruction focuses on recognizing and preventing electrical hazards, including shock, arc flash, arc blast, burns, and other jobsite risks associated with installing and servicing electrical systems. Students learn OSHA construction safety standards related to electrical work, including hazard identification, personal protective equipment (PPE), lockout/tagout procedures, ladder and tool safety, and safe jobsite practices. Through lecture and hands-on lab activities, students practice proper safety procedures, inspect and use protective equipment, and apply safe work methods while performing basic electrical tasks. OSHA-10 Construction safety standards are embedded within the course to provide students with industry-recognized safety knowledge essential for entry-level employment in the electrical trade.

ELC 105 **Electrical Tools, Materials & Basic Math**

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: None

This course introduces students to the common tools, materials, and foundational mathematics used in the electrical trade. Students learn the proper identification, selection, safe use, and maintenance of hand tools, power tools, fasteners, conductors, and installation materials commonly used in residential and light commercial electrical work. Instruction also emphasizes essential trade mathematics, including fractions, decimals, measurement conversions, basic algebraic calculations, and the interpretation of measurements used in electrical installation. Through lecture and hands-on lab activities, students apply mathematical concepts to real-world electrical tasks such as measuring, layout, conduit calculations, and material estimation. The course prepares students to accurately perform calculations and safely use tools required for entry-level electrical installation work.

ELC 110 **DC Electrical Theory**

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: None

This course introduces the fundamental principles of direct current (DC) electricity and their application in electrical systems. Students study electrical quantities including voltage, current, resistance, and power, and learn to apply Ohm's Law and basic circuit analysis to understand the relationship between these values. Instruction includes the construction and analysis of series and parallel DC circuits, proper use of electrical measuring instruments such as multimeters, and interpretation of electrical diagrams and schematics. Through lecture and hands-on laboratory activities, students build and test DC circuits while measuring electrical values and verifying theoretical calculations, developing the foundational knowledge necessary for more advanced electrical coursework and practical applications in the electrical trade.

ELC 115 **Solar Photovoltaic Systems**

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: None

This course introduces the fundamental concepts and components of solar photovoltaic (PV) systems used in residential and light commercial applications. Students examine the operation and function of PV modules, inverters, mounting systems, and balance-of-system components, along with basic system design considerations. Instruction covers electrical connections, grounding and bonding, rapid shutdown requirements, and applicable National Electrical Code (NEC) Article 690 standards governing PV installations. Through lecture and hands-on laboratory activities, students explore basic PV system layout, perform introductory system sizing calculations, and gain practical familiarity with equipment and safety considerations associated with solar photovoltaic installations.

ELC 120 **AC Electrical Theory**

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: HVR105

This course introduces the principles of alternating current (AC) electricity and their application in electrical systems. Students examine waveform characteristics, frequency, inductance, capacitance, impedance, and power factor, and learn how these electrical properties affect circuit performance. Instruction includes analysis of AC circuits, interpretation of electrical diagrams, and the use of test instruments to measure electrical values. Through lecture and hands-on laboratory activities, students conduct experiments to observe AC circuit behavior, measure voltage and current characteristics, and apply theoretical concepts to practical electrical applications commonly encountered in residential and light commercial electrical systems.

ELC 125 **Residential Wiring I**

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: ELC 101

This course introduces students to the installation of residential electrical wiring systems in accordance with National Electrical Code (NEC) requirements. Instruction focuses on the layout and installation of branch circuits, receptacles, switches, and lighting systems commonly used in residential structures. Students learn proper wiring methods, conductor selection, circuit protection, and device installation techniques while emphasizing safe work practices and code compliance. Residential blueprint reading and interpretation are incorporated to help students understand electrical plans and circuit layouts. Through lecture and hands-on laboratory activities, students install and test basic residential wiring systems while applying NEC guidelines and industry-standard installation practices.

ELC 130 **Residential Wiring II**

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: ELC 101 & ELC 125

This course builds on foundational residential wiring skills by introducing more advanced electrical installation concepts used in residential electrical systems. Students study the installation and operation

of service panels, grounding and bonding systems, and circuit protection devices. Instruction includes residential load calculations, proper panelboard wiring, and the application of Ground Fault Circuit Interrupter (GFCI) and Arc Fault Circuit Interrupter (AFCI) protection in accordance with National Electrical Code (NEC) requirements. Through lecture and hands-on laboratory activities, students practice installing service equipment, performing load calculations, and completing more advanced residential wiring installations while emphasizing safe work practices and code compliance.

ELC 135 **Electrical Test Equipment & Troubleshooting**

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: ELC 101

This course introduces the use of electrical testing instruments and diagnostic procedures used to identify and resolve electrical system faults. Students learn to safely operate multimeters and other common electrical testing equipment to measure voltage, current, resistance, and continuity in residential and light commercial electrical systems. Instruction emphasizes systematic troubleshooting techniques, interpretation of electrical diagrams and schematics, and the logical process of identifying wiring errors, component failures, and circuit interruptions. Through lecture and hands-on laboratory activities, students apply diagnostic methods to simulated electrical faults, developing the practical troubleshooting skills required for entry-level work in the electrical trade.

ELC 140 **NEC Code & Compliance**

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: None

This course provides instruction in the structure, organization, and practical application of the National Electrical Code (NEC) used to regulate safe electrical installations. Students learn how to navigate and interpret NEC articles, tables, and requirements related to conductor sizing, overcurrent protection, grounding and bonding, and general wiring methods. Emphasis is placed on applying code requirements to common residential and light commercial electrical installations. Through lecture and hands-on laboratory activities, students practice locating code references, performing basic code calculations, and applying NEC standards to ensure electrical installations meet established safety and compliance requirements.

ELC145 **Commercial Wiring I**

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: ELC 101

This course introduces students to wiring methods and installation practices commonly used in commercial electrical systems. Instruction focuses on the installation and bending of Electrical Metallic Tubing (EMT) conduit, commercial lighting systems, and associated wiring components used in commercial construction. Students learn to interpret commercial electrical plans and apply National Electrical Code (NEC) requirements related to commercial wiring installations. Through lecture and hands-on laboratory activities, students practice conduit bending, installing commercial lighting circuits, and completing wiring layouts while emphasizing precision, proper installation techniques, and code compliance.

ELC 150 **Commercial Wiring II**

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: ELC 101 & ELC 145

This course builds on foundational commercial wiring skills by introducing more advanced installation practices used in commercial electrical systems. Instruction focuses on the installation and application of rigid conduit systems, panelboard distribution equipment, and the fundamentals of three-phase electrical

systems commonly found in commercial facilities. Students learn proper wiring methods, conduit installation techniques, and the layout of commercial branch and feeder circuits while applying relevant National Electrical Code (NEC) requirements. Through lecture and hands-on laboratory activities, students practice installing rigid conduit, wiring panelboards, and working with basic three-phase configurations while emphasizing accuracy, safety, and code compliance.

ELC 155 **Motors & Motor Controls**

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: ELC 101

This course introduces the operation and application of electric motors and basic motor control systems used in residential, commercial, and light industrial environments. Students study motor types, control components such as starters, relays, contactors, and overload protection devices, and learn to interpret ladder diagrams and control schematics. Instruction emphasizes the principles of motor operation, circuit design, and safe installation practices. Through lecture and hands-on laboratory activities, students wire, test, and troubleshoot basic motor control circuits, developing the skills necessary to diagnose and maintain motor-driven electrical systems.

ELC 160 **Industrial Electrical Fundamentals**

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: ELC 101

This course introduces students to the foundational concepts and components used in industrial electrical systems. Instruction covers the operation and application of transformers, industrial control panels, and basic automation principles used in manufacturing and industrial environments. Students examine system layout, electrical distribution in industrial facilities, and the safety practices required when working with industrial electrical equipment. Through lecture and hands-on laboratory activities, students gain practical experience identifying components, wiring basic industrial circuits, and understanding the role of automation and control systems in modern industrial electrical installations.

ELC 165 **Low Voltage & Special Systems**

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: ELC 101

This course introduces the installation and operation of low-voltage electrical systems commonly used in residential and commercial environments. Students study the components and wiring methods associated with fire alarm systems, security and access control systems, structured cabling, and other communication and signaling systems. Instruction emphasizes system layout, basic code considerations, and safe installation practices for low-voltage applications. Through lecture and hands-on laboratory activities, students gain practical experience installing and terminating low-voltage cables, connecting system components, and testing basic low-voltage circuits used in modern building systems.

ELC 170 **HVAC Electrical Troubleshooting Capstone**

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: All courses ELC 101 – ELC 165

This capstone course integrates the electrical knowledge and skills developed throughout the program through comprehensive troubleshooting and diagnostic scenarios. Students apply electrical theory, wiring methods, code knowledge, and testing techniques to identify and resolve electrical faults in simulated residential, commercial, and industrial systems, including HVAC-related electrical components and controls. Instruction emphasizes systematic troubleshooting procedures, interpretation of electrical

diagrams and schematics, and the safe use of diagnostic equipment. Through lecture and hands-on laboratory activities, students analyze complex electrical problems, perform circuit testing, and demonstrate the practical problem-solving skills required for entry-level employment in the electrical trade.

ELC 180 **Electrical Career Fundamentals**

55 Clock Hours (33 Lecture/22 Lab)
Prerequisite: All course ELC 101 – ELC 165

This course prepares students for successful entry into the electrical workforce by developing the professional skills necessary for long-term career advancement. Students will learn effective job search strategies specific to the electrical and construction industries, including how to identify employment opportunities, network with employers, and navigate online job platforms and union/non-union hiring processes. Emphasis is placed on resume development tailored to electrical positions, portfolio preparation, and documenting technical competencies and certifications.

ADDENDUM IV

The following Helms College program statistics were officially reported to the Accrediting Council for Continuing Education & Training (ACCET) on May 1, 2026 in accordance with ACCET annual reporting requirements:

Helms College 2025 Program Statistics

Campus	Program	Enrollment	Completion	Placement
Augusta	AAS in Culinary Arts	16	87.5%	85.7%
Augusta	Culinary Arts Diploma	74	72.2%	75.0%
Augusta	Baking & Pastry Diploma	9	88.8%	83.3%
Augusta	Multi-Skilled Medical Assistant Diploma	47	67.5%	83.3%
Macon	AAS in Culinary Arts	9	100%	77.7%
Macon	Culinary Arts Diploma	18	88.2%	83.3%
Macon	Culinary Arts Certificate	31	68.7%	71.4%
Macon	Heating, Ventilation Air Condition and Refrigeration	59	78.5%	71.0%

ADDENDUM V

The paragraph below replaces paragraph 5 of the Admissions Requirements for Campus Students on page 14 of the 2026 Helms College Catalog:

5. Applicants, who otherwise meet the requirements to pursue a selected program of study, will be given the opportunity to take the Wonderlic Scholastic Level Exam (SLE). Applicants who do not achieve a passing score are eligible to retake another version of the SLE. If the applicant does not achieve a passing score on the second attempt, they must wait 180 days before being given a third attempt. If the applicant does not receive a passing score on the third attempt, they must wait 365 days to repeat this process. Students who have an earned degree at another accredited institution may be exempt from the testing requirement by providing a college transcript showing a cumulative grade point average of 2.0 or better. Please see chart below for other acceptable scores that may exempt students from Wonderlic requirement.

ADDENDUM VI

The entrance requirements chart below replaces the entrance requirements chart on page 14 of this catalog.

The chart below outlines the minimum entrance requirement for each program:

Program	Wonderlic SLE	SAT Composite	ACT Composite	ASVAB
Culinary Arts Degree	15	910	17	50
Culinary Arts Diploma	15	910	17	50
Culinary Arts Certificate	15	910	17	50
Baking and Pastry Diploma	15	910	17	50
Multi-Skilled Medical Assistant Diploma	15	910	17	50
HVACR Diploma	13	870	16	31
Electrician Technician Diploma	13	870	16	31
AAS in Retail Operations Management (SLE-Q)	15	910	17	50