



Caldwell Community College and Technical Institute

www.cccti.edu

Caldwell Campus

Located on Highway 321 South

Mailing address: 2855 Hickory Boulevard • Hudson, North Carolina 28638
(828) 726-2200, (828) 264-7670 • Fax: (828) 726-2216

Watauga Campus

Mailing address: P.O. Box 3318 • Boone, North Carolina 28607
Location: 294 Community College Drive • Boone, North Carolina
(828) 297-3811 • Fax: (828) 297-4174

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This catalog is intended for informational purposes only. Though the College has made a good faith effort to avoid typographical errors and other mistakes, changes in requirements, rules, fees, procedures, courses, and informational statements may occur after the publication of this catalog. Efforts will be made to keep changes to a minimum, but the college reserves the right to revise any part or section as may be required. Students will be informed of such changes. In any case, erroneous catalog statements do not take precedence over properly adopted policies.

Academic advisors and staff members are available to assist students in understanding the requirements and regulations that follow. It is the student's responsibility, however, to meet them. Students are encouraged to keep this catalog as a reference.

Nondiscrimination Statement

Caldwell Community College and Technical Institute is dedicated to equality of opportunity for its staff and students. CCC&TI does not discriminate against students, employees, or applicants on the grounds of race, color, religion, age, sex, national origin, or disability.

CCC&TI is committed to this policy. Caldwell Community College and Technical Institute supports the protection of citizens by all applicable Federal Laws including Title VI and Title VII of the Civil Rights Act of 1964, Equal Pay Act of 1963, Title IX of the 1972 Education Amendments, Executive Order 11246 as amended by 11375 Title VII (Section 799A) and Title VIII (Section 845) of the Public Health Service Act, Age Discrimination Act, the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1991.

Sexual harassment shall be deemed a form of discrimination based on sex as prohibited by Section 703 of Title VII of the Civil Rights Act, and North Carolina General Statute 126-16 (in the case of employees), and Title VI of the Education Amendments Act of 1972 (in the case of students). Sexual harassment is defined as deliberate, unsolicited, unwelcome verbal and/or physical conduct of a sexual nature or with sexual implications. Any member of Caldwell Community College and Technical Institute believing he or she has been discriminated against or desiring more information concerning these provisions should contact: Eric Plemmons, Director of Human Resources, and/or Mark Poarch, Vice President of Student Services, Coordinator of Title IX and/or Section 504.

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2007-08 Academic Calendar

Fall Semester 2007

| | |
|----------------|---|
| August 1 | End of Summer Session, Exams |
| August 6 - 7 | Curriculum Registration for Returning and New Students |
| August 13 | Employee/Kick-off Day |
| August 15 | Curriculum and Continuing Education Registration, Caldwell Campus |
| August 16 | Curriculum and Continuing Education Registration, Watauga Campus |
| August 16 | Dual Enrollment Registration, Caldwell and Watauga Campus |
| August 18-24 | Pell students may charge books |
| August 20 | Curriculum Classes Begin |
| August 20-21 | Schedule change period for currently enrolled students |
| September 3 | Labor Day Holiday, Institution Closed |
| September 4 | Classes Resume |
| September 13 | Pell Pay Date |
| October 8-9 | Curriculum Student Fall Break |
| October 19 | Last Day to Apply for Fall Graduation, 2007 |
| November 1 | Last Day for Students to Drop Classes |
| November 1 | Online Registration Begins for Current Curriculum Students |
| November 5-9 | Curriculum Registration for Current Students |
| November 8-16 | Curriculum Registration for Returning and New Students |
| November 12 | Veteran's Day, Institution Closed |
| November 22 | Thanksgiving Day, Institution Closed |
| November 23 | Institution Closed |
| November 26 | Classes Resume |
| December 3-4 | Curriculum Registration for Returning and New Students |
| December 13-14 | Exams |
| December 17 | Exams, End of Fall Semester |
| December 24-31 | Institution Closed |

Spring Semester 2008

| | |
|--------------|---|
| January 1 | New Year's Day, Institution Closed |
| January 3 | Curriculum and Continuing Education Registration, Caldwell Campus |
| January 4 | Faculty/Staff Professional Development Day |
| January 5-18 | Pell students may charge books |
| January 7 | Curriculum and Continuing Education Registration, Watauga Campus |
| January 7 | Dual Enrollment Registration, Caldwell and Watauga Campus |
| January 9 | Curriculum Classes Begin |
| January 9-10 | Schedule Change Period, Currently Enrolled Students Only |
| January 21 | Martin Luther King, Jr. Holiday, Institution Closed |
| January 22 | Classes Resume |
| February 14 | Pell Pay Date |
| March 3 | Last Day to Apply for Spring Graduation, 2008 |
| March 18 | Last Day for Students to Drop Classes |
| March 24 | Easter Holiday, Institution Closed |
| March 24-28 | Curriculum Student Spring Break |
| March 31 | Curriculum Classes Resume |
| April 3 | Online Registration Begins for Current Curriculum Students |
| April 7-9 | Curriculum Registration for Current Students |

April 10-11.....Curriculum Registration for Returning and New Students
 May 5-7Exams
 May 7.....End of Spring Semester
 May 8Adult High School/GED Graduation
 May 9Curriculum Graduation
 May 19-23.....Pell students may charge books

Summer Session (10 weeks)

May 13.....Curriculum and Continuing Education Registration, Caldwell Campus
 May 14.....Curriculum and Continuing Education Registration, Watauga Campus
 May 14Dual Enrollment Registration, Caldwell and Watauga Campus
 May 19.....Curriculum Classes Begin
 May 19-20Schedule Change Period, Currently Enrolled Students Only
 May 26Memorial Day, Institution Closed
 May 27Classes Resume
 June 13Last Day to Apply for Summer Graduation, 2008
 June 19Pell Pay Date
 July 3Curriculum Student Holiday
 July 4Fourth of July Holiday, Institution Closed
 July 7Classes Resume
 July 7Last Day for Students to Drop Classes
 July 10Online Registration Begins for Current Curriculum Students
 July 14-16Curriculum Registration for Current Students
 July 17-18.....Curriculum Registration for Returning and New Students
 July 21-25.....Curriculum Registration for Returning and New Students
 July 30.....End of Summer Session, Exams
 August 4-5Curriculum Registration for Returning and New Students
 August 11.....Employee/Kick-off Day
 August 13.....Curriculum and Continuing Education Registration, Caldwell Campus
 August 14Curriculum and Continuing Education Registration, Watauga Campus
 August 14Dual Enrollment Registration, Caldwell and Watauga
 August 18Curriculum Classes Begin
 August 18-19Schedule Change Period, Currently Enrolled Students Only

General Information

History of the College

The 1963 North Carolina General Assembly passed the Community College Act creating a system of comprehensive community colleges, technical institutes, and industrial education centers in the state under the State Board of Education. The 1979 General Assembly rewrote the Community College Act and authorized a new board for community colleges, effective January 1, 1981.

The establishment of Caldwell Technical Institute was tentatively approved by the State Board of Education in January, 1964. The people of Caldwell County approved the college on March 28, 1964, through a bond vote of \$600,000. The monies funded purchase of a site, construction of facilities, and up to five cents tax authorization for college operations. Final approval by the State Board of Education followed on April 2, 1964. The first president, Dr. H. Edwin Beam, was selected that fall and began work in November, 1964.

Classes in health occupations began at a temporary site in 1965 with the first full year of classes held in 1966-67. A permanent site was selected for the institute in January, 1965, and an architect was selected the following month. New facilities were occupied in September, 1967.

On July 1, 1970, Caldwell Technical Institute was authorized by the North Carolina General Assembly through the State Board of Education to offer college transfer courses. Subsequently, Caldwell Technical Institute changed its name to Caldwell Community College and Technical Institute.

A referendum seeking approval of the issuance of \$800,000 in bonds by Caldwell County was proposed and voted upon on December 7, 1971. The local money was to match a federal grant of \$799,306 under the Appalachian Region Act. This referendum was passed by more than a 2 to 1 majority.

In 1973, the institution received \$500,000 in state construction funds from an appropriation by the North Carolina General Assembly. These funds enabled the trustees to increase the size of the college by about 77,000 square feet. The new buildings were occupied during the 1974-75 school year.

In 1979 the Caldwell County Commissioners authorized an expenditure of \$600,000 to match a proposed Appalachian Regional Grant of \$400,000 to construct additional facilities. These new facilities were occupied in August, 1982. The additional 19,000 square feet made a total of 154,000 square feet of building space at the institution. In September, 1973, the Watauga Division of Caldwell Community College and Technical Institute was established to provide limited credit and more extensive noncredit offerings in various locations throughout the county to the citizens of Watauga County. Appalachian State University permits the Caldwell Community College and Technical Institute Watauga students to use the university's library facilities.

Dr. H. Edwin Beam retired June 30, 1984, after 20 years of service. Dr. Eric B. McKeithan was appointed July 1, 1984, to begin his term as second president. The General Assembly appropriated \$250,000 to the college during the short session of

1984. These funds were combined with \$129,000 in local appropriations, and a 6200square foot addition was added to E Building to provide state-of-the-art facilities for the nursing, occupational therapy assistant, and physical therapist assistant training programs.

In the spring of 1987, the Watauga County Commissioners renovated a 6800-square foot former child care center and turned the facility over to the Watauga campus of Caldwell Community College and Technical Institute. With seven classrooms, a kitchen, and space for a Small Business Center, a Career Center, a computer lab, and offices, this facility, which was called the Watauga Business Center, provided the college with much needed space for daytime programming, as well as additional space for evening classes.

On June 6, 1986, the voters of Caldwell County approved a bond referendum of \$3.4 million for Caldwell Community College and Technical Institute to construct a job training center (\$1.9 million) and a civic center (\$1.5 million in bonds to be matched by \$1.5 million in funds from other sources). In July of 1986, the General Assembly appropriated \$100,000 in capital funds to Caldwell Community College and Technical Institute. Another \$1.49 million was appropriated by the General Assembly in August 1987.

In July of 1988, the North Carolina General Assembly designated \$100,000 for the design of the first permanent building on a Watauga County campus. In November of 1988, the Watauga County Commissioners purchased a 39-acre site for the Watauga campus of Caldwell Community College and Technical Institute. The campus is located west of Boone on the 105421 bypass.

The Job Training Center on the Caldwell campus was completed in April of 1989 and was named the E. M. Dudley Job Training Center by the Board of Trustees. In June of 1989, the college purchased a former showroom of Fairfield Chair Company, containing 23,250 square feet, and 13.3 acres of land on which the J.E. Broyhill Civic Center was constructed. In August 1989, the North Carolina General Assembly appropriated \$100,000 in capital constructions funds for the college to use on the civic center project. In July of 1991, the college purchased a lot adjoining the civic center. The civic center opened in October of 1993.

In July of 1989, the college purchased 20.3 acres of property adjoining the main Caldwell Campus for future development. A 1,600 square foot addition to the gym was completed in October of 1991, and construction of a 12,000 square foot maintenance building for the Caldwell campus was completed in August of 1992. In November of 1993, a \$250 million statewide community college bond referendum was approved by North Carolina voters. Of \$8,361,539 earmarked for Caldwell Community College and Technical Institute, \$2,261,539 was reserved by trustees to construct classrooms and laboratories for the Watauga campus, and \$6.1 million was set aside to construct classrooms, laboratories, and instructional support facilities on the Caldwell campus.

After serving as the second president of Caldwell Community College and Technical Institute for ten years, Dr. Eric McKeithan resigned on July 9, 1994 to become president of another community college in North Carolina. Dr. H. Edwin Beam served as interim president until the selection of Dr. Kenneth A. Boham who became the third president of Caldwell Community College and Technical Institute on July 1, 1995.

Design of the college's first permanent site in Watauga County was underway in fall 1995. Construction began in 1996, and the new 23,000 square foot facility was

completed two years later. Overlooking mile-high Grandfather Mountain, the CCC&TI Watauga Campus opened its doors to the community in January 1998 with expanded course offerings and consolidated services. Continuing Education, Student Support and Basic Skills centers remain located at other sites throughout Watauga County.

Caldwell County voters approved two important bond referenda in February 1997. A \$1.59 million bond resulted in the establishment of a college-wide fiber optic network, additional classrooms, renovations to existing classrooms and buildings, updated instructional equipment, additional parking and a campus alarm system.. The Caldwell Campus facility known as F Building opened in August, 1998. The 45,000 square foot building currently houses Student Services, Computer Services and health sciences classrooms and laboratories.

In May 1999, CCC&TI acquired the gift of the 58year old Broyhill Family home. The 12-acre estate, originally deeded to the late Satie Broyhill, consists of 34 rooms encompassing approximately 8,000 square feet in addition to its extensive grounds and an olympic-size swimming pool.

In fall 1999, a new Career Center was established on college's Caldwell campus. A joint venture among the public school system, CCC&TI and local employers, the Career Center benefits the county with focused and cooperative resources for skilled trade and technical occupations. Participants include students from three area high schools during the day while CCC&TI students utilize the facility for evening classes. Currently the first in the state to offer this unique training concept, the Career Center was funded by a separate \$2.6 million referendum for the Caldwell County public schools in 1997. The 25,000 square foot facility was dedicated in March, 2000.

CCC&TI was the recipient of the U.S. Department of Education's Title III Grant in summer of 2000. Totaling \$1,734,110, the funding allowed the college to link to the NC Information Highway, allowing for the installation of three interactive classrooms, an instructional production facility, support personnel and comprehensive technological training for faculty.

Caldwell and Watauga county voters approved the largest state bond referendum in the history of the community college system in November of 2000. CCC&TI's portion, totaling \$7,031,341, included provisions for construction and renovation on both campuses. Major projects include: Caldwell Campus – distance learning classrooms, site preparation for future instructional facility, auto body shop spray booth, institutional climate control system, civic center renovations, additional parking and relocation of the truck driver training range and miscellaneous repairs; Watauga Campus – occupational training building, Continuing Education Center renovations, physical education area, additional classroom space, site preparation for future facility and additions to the existing instructional facility. The projects will be completed over the next 6 years as bond monies are allocated.

Renovations to conference facilities at the college's J.E. Broyhill Civic Center were completed in June 2004. The expansion included more flexible meeting space and break-out rooms, a hospitality lab, a concession area and updates to the lobby. Following a public grand reopening of the civic center, the college held another celebration in August 2004 as CCC&TI's "F" Building was named in honor of John A. Forlines, Jr., the first chairman of the board of trustees. The first phase of expansion efforts on CCC&TI's Watauga Campus was completed in 2005. Four modular units house student services, basic skills, the bookstore and a maintenance/storage facility along with additional parking.

CCC&TI broke ground for the Faye A. Broyhill Building on its Caldwell Campus in February 2005. Launched with the help of the Broyhill Family Foundation along with federal monies and local support pledged by Caldwell County commissioners, the Appalachian State University Center is located in the building named in honor of Faye A. Broyhill along with CCC&TI's Corporate and Continuing Education Department. The center will have an initial emphasis on teacher education, making bachelor's degrees more accessible for local residents. The venture positions CCC&TI as a state and national model, providing a seamless education path with two high schools, a community college and university presence all on the same property. Dedication for the building was held July 20, 2006. ASU's first group of students pursuing a bachelor's degree in elementary education began classes in January 2007. The program represents ASU's first off campus full-time, daytime program.

The 2006 Fall Semester was the beginning of an exciting five-year journey for 75 Caldwell County High School students accepted as the first class of the Caldwell Early College High School. Commissioners approved funding to construct a facility to house the Early College on CCC&TI's campus.

The Caldwell County JobLink Center moved to the Forlines Building on the CCC&TI campus in August 2006 to assist with outreach for the unemployed in the community.

In summer 2006, CCC&TI purchased 13.73 acres of property less than one mile south of the college's campus in Hudson. The property, along with four existing buildings, makes up the college's new Transportation and Public Service Campus, which will eventually house all such programs. Truck driver training was the first program to occupy the new campus in August 2006. Former area for the program on the Caldwell campus allowed for approximately 350 additional parking spaces. An overflow parking area with 100 new paved spaces was also developed across Gunpowder Creek.

Construction of a new 46,680-square foot Early College/Multi-Purpose Building began in May 2007 on the northeast end of the Caldwell campus. The facility will house the Caldwell Early College High School as well as college multi-purpose classrooms. Anticipated completion date for the new building is summer 2008.

Planning is underway for a new 14,000-square foot Occupational Training Center at CCC&TI's Watauga campus. Nursing, construction trades, physical education and art/ceramics classes will occupy the space. Construction is set to begin in fall 2008.

Location

Caldwell Community College and Technical Institute is located on 98.3 acres off Highway 321 in Hudson, North Carolina, accessible to the population centers of Lenoir (5 miles), Granite Falls (5 miles), and Hickory (10 miles). The college's J. E. Broyhill Civic Center is located on 14.4 acres on U. S. 321, 2.5 miles north of the Caldwell campus. In Watauga County, the college has its main instructional facility, student services and basic skills center off Highway 105 on Community College Drive. The Corporate and Continuing Education Center is located on Bamboo Road in Boone

Institutional Mission

(Approved by the Board of Trustees November 8, 2006)

Purpose

CCC&TI is a public, comprehensive post-secondary institution whose primary service area is Caldwell and Watauga Counties. Operating under the legal framework of the State of North Carolina and in partnership with the NC Community College System, CCC&TI is an open-door institution which values the diversity of its constituencies and offers equal opportunities.

Philosophy

The faculty and staff of Caldwell Community College and Technical Institute are committed to providing an environment conducive to student success through institutional integrity, ethical practices, and an expectation of excellence. The institution provides leadership during social, economic, and cultural transitions through teaching, promoting lifelong learning, improving the quality of life, and fostering academic and civic enrichment. We are dedicated to educating a workforce prepared for a rapidly changing global economy.

Mission

The mission of Caldwell Community College and Technical Institute is to

- provide accessible, quality instruction to enhance student learning;
- support economic development through comprehensive resources to business, industry, and agencies;
- offer diverse services and opportunities which improve the quality of life.

Core Values for Planning and Improvement

CCC&TI is committed to continuously improving both the quality of teaching and learning for our students and to improving the effectiveness of our services. As an educational community, we believe that all students, employees and supporting constituencies must have an "expectation of excellence" and must join together to improve the environment in which they work and learn.

In support of these core values, we believe that

- students must join with the faculty as colleagues in learning and should constantly evaluate their own educational progress, as well as the quality of instruction and services provided by the college;
- faculty and staff must model their willingness to improve their areas of influence and must base all planning and decisions on students' and employers' long-term best interest; and
- administrative leadership throughout the college must be diligent in removing the barriers that hinder employees from making improvements in the teaching and learning environment and must provide the resources, training and personal support for all to be active participants in continuous improvements.

Accreditation

Caldwell Community College and Technical Institute is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools {1866 Southern Lane, Decatur, Georgia 30033-4097 Telephone: (404)679-4501} to award associate degrees. Inquiries to the Commission should relate only to the accreditation status of the institution and not to general admission information. Diploma, Associate in Applied Science, Associate in Arts, Associate in Fine Arts and Associate in Science programs have been approved by the North Carolina Department of Community Colleges and the State Board of Community Colleges.

The **automotive systems technology program** meets all eight areas for ASE MASTER certification recognized by the National Institute for Automotive Excellence (ASE). {101 Blue Seal Drive, S.E., Suite 101, Leesburg, VA 20175. Telephone: (703) 669-6600. Fax: (703) 669-6123}.

The **basic law enforcement training program** is accredited by the North Carolina Department of Justice, Criminal Justice Education and Training Standards Commission. {P.O. Drawer 149, Raleigh, NC 27603. Telephone: (919) 716-6470. Fax: (919) 716-6752.}

The **medical sonography and cardiovascular sonography programs** are accredited by the Joint Review Committee on Education in Diagnostic Medical Sonography {7108C S. Alton Way, Suite 150; Englewood, Colorado 80112-2106}.

The **radiography program** is accredited by the Joint Review Committee on Education in Radiologic Technology {20 N. Wacker Drive, Suite 900, Chicago, IL 60606-2901. Telephone: (312) 704-5300.}

The **nuclear medicine program** is accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT) {#1 2nd Avenue East, Suite C, Polson, Montana 59860-2320 Telephone: (406)883-0003} Email: jrcnmt@ptinet.net.

The **nursing program** is approved by the North Carolina Board of Nursing {PO Box 2129, Raleigh, NC 27602-2129. Telephone: (919) 782-3211} and is also seeking accreditation from the National League for Nursing Accrediting Commission {61 Broadway, 33rd floor, New York, New York 10006. Telephone: (212) 363-5555 Ext. 153.}

The **physical therapist assistant program** is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association {1111 N. Fairfax Street, Alexandria, Virginia 22314 Telephone: (703) 706-3245}.

The **ophthalmic medical assistant program** is approved by the Committee on Accreditation for Ophthalmic Medical Personnel (CoA-OMP) {2025 Woodlane Drive, St. Paul, Minnesota 55125-2995. Telephone: (651) 7312944, fax: (651) 731-0410}.

The **speech language pathology assistant program** is regulated by North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists {P. O. Box 16885, Greensboro, N. C. 27416-0885 Telephone: (336)272-1828}

Student Success Rates

Prospective and current students who would like information concerning graduation rates, students' satisfaction with the college, and students' goal attainment, may request such information from Student Services.

Admissions

General Admission Requirements

Caldwell Community College and Technical Institute is a coeducational college open to any individual 18 years of age or older. Persons under 18 years of age may be admitted if already a high school graduate or if they possess a GED or high school equivalent. High school students may be admitted under concurrent (dual) enrollment, Huskins Bill provisions, and intellectually gifted and mature student provisions established by the State of North Carolina.
(See "Student Status.")

Admission to the college does not necessarily mean admission to the curriculum or program desired by the applicant. A student must satisfy the admissions requirements for the desired program of study. All technical and college transfer programs require graduation from a regionally accredited high school, a state recognized home school, or the equivalent. Students must also meet required course prerequisites. Prerequisite documentation must be provided by submitting official transcripts and/or taking the appropriate placement test(s).

Applicants to CCC&TI should:

- Submit an application for admission.
- Request that official transcripts of past high school or equivalent and college work be submitted to the Student Services office.
- Complete the required placement tests for desired programs.
- Have an interview with a member of the Student Services Office.

Students who are not entering programs need to submit only an application for the admissions process unless they are registering for courses that have prerequisites. If the courses have prerequisites, students must take the appropriate placement tests and/or furnish official transcripts.

Health Sciences Program Policies

Additional departmental policies and procedures, including student retention and readmission, are available in the various departments and will be provided for each student following admission to the designated program. Clinical laboratory experiences are provided through the utilization of area institutions, clinics, agencies, and physicians' offices. Each student is responsible for providing transportation to the clinical site. Students also provide their own uniforms consistent with the department uniform guidelines. No student will be considered a nursing student, a cardiovascular sonography student, a radiography student, a medical sonography student, a nuclear medicine student, a physical therapist assistant student, a speech language pathology assistant student, a computed tomography and magnetic technology student, or an ophthalmic medical assisting student at CCC&TI until official notification of admission is granted through the mail by the director of enrollment management services. See specific programs of study for any special admissions requirements.

Student Status

New Students

An orientation course is available to all new students entering Caldwell Community College. The course, ACA 111, College Student Success, assists the students in becoming acquainted with programs, policies, facilities, and personnel on the campus. It is a required course for students in certain programs.

Transfer Students

A transfer student is a student entering Caldwell Community College and Technical Institute who has earned credit at another institution and wishes to apply these credits toward a CCC&TI degree, diploma or certificate. Students desiring to transfer credits must have all official transcripts sent to CCC&TI by the institutions that originally granted the credit. See "Academic Standards, Transfer Credit" for more information.

High School Students

High school students who want to take courses at CCC&TI are encouraged to see their guidance counselors. Tuition and books are often at no cost to the student. The following programs are offered at CCC&TI:

CCC&TI Huskins and Dual Enrollment Students

Grades 9-12 are eligible for Huskins courses; students ages 16 and older are eligible to enroll for select dual enrollment courses. Both programs provide an accelerated opportunity for many high school students who are ready for the challenge of college coursework. For juniors and seniors, in particular, college courses may help students meet their goals earlier. Prospective students must:

- Be enrolled in high school and approved for participation by the high school principal or designee
- Meet any academic requirements of the college

- Provide their own transportation to and from the college
- Be enrolled in at least two classes at their home high school

Caldwell County Career Center High School

The Career Center High School offers both half-day and full-day services to Caldwell County students.

Full-day expanded services are offered to high school juniors. Upon successful completion of two years, students will graduate from high school with both a strong academic foundation as well as advanced college/technical coursework. Upon graduation from this high school, students may pursue work-based learning opportunities, an associate's degree from a community college, or a bachelor's degree from a four-year university.

Prospective full-day students (rising Juniors) must:

- Have at least 14 high school credits prior to enrollment including: English I, English II, Earth/Environmental Science, Biology, World History, Civics and Economics, Health and PE, and Algebra I
- Complete an application process which includes three teacher recommendations, an interview before a selection committee, and an essay response to several questions
- Meet college requirements to enter college coursework

Prospective half-day students (rising Sophomores) may register for the following half-day courses:

- Introduction to T&I and Career Management
- Residential Construction I

Caldwell Early College Students

Rising ninth graders in Caldwell County are eligible to apply for admissions to Caldwell Early College High School. The program will focus on leadership, entrepreneurial skills and academic achievement that will culminate in a high school diploma and college associate's degree at the completion of a five-year commitment.

The goal of the Caldwell Early College High School (CECHS) admissions process is to select and admit a diverse group of academically capable students who have a genuine interest in the pursuit of this unique and rigorous program. Applications and accompanying documentation of prospective applicants will be reviewed by the Admissions Team. All students will be evaluated based on specific admissions elements outlined and approved by the Department of Public Instruction and the New Schools Project. Considerations for admission include:

CECHS Application: Well-developed and insightful responses written by the student
Diversity: Student population that closely reflects the diversity of the Caldwell County
Characteristics: Leadership potential, intellectual curiosity, need for a non-traditional high school setting, evidence of maturity and self motivation, self-disciplined, ability to work with others, etc.

Characteristics: Leadership potential, intellectual curiosity, need for a nontraditional high school setting, evidence of maturity and self motivation, self-disciplined, ability to work with others, etc.

Educational Services to Minors

An applicant not attending high school who is between the ages of sixteen and eighteen years and who has special educational needs may be admitted to appropriate courses or programs provided:

- The applicant has left the public schools no less than six calendar months prior to the last day of regular registration of the semester.
- The application is supported by a notarized petition of the applicant's parent, legal guardian, or other person or agency having legal custody and control, which petition certifies the place of residence and date of birth of the applicant, the parental or other appropriate legal relationship of the petitioner to the applicant, and the date on which the applicant left the public schools. However, all or any part of the six-month waiting period may be waived by the superintendent of public schools of the administrative unit in which the applicant resides.
- Such admission will not preempt institution facilities and staff to such an extent as to render the institution unable to admit all applicants who graduated from high school or who are eighteen years of age or older.

Intellectually Gifted and Mature Students Under 16 Years Old

The 2001 Session of The NC General Assembly enacted House Bill 1246 that amended Chapter 115D of the General Statutes by adding a new section 115D-1.1 to allow a student under the age of 16 to enroll in a community college if the president of the college or the president's designee finds that the student is intellectually gifted and has the maturity to justify admission to the college.

A. Student Eligibility:

- (1) The student must be identified as intellectually gifted and having the maturity to justify admission to the community college.
- (2) The student must receive approval of the appropriate person designated in paragraph D (4) below.
- (3) The student must meet course prerequisites and placement testing requirements.
- (4) The student and parent must interview with the President's designee to determine appropriateness of maturity level.

B. Course Eligibility:

Major and general education courses numbered 100 and above from the Common Course Library are eligible for the enrollment of intellectually gifted and mature students.

C. Other Operating Procedures:

- (1) Registrations of students under 16 years old are to be reported to the System Office using the regular curriculum student reporting information system.
- (2) When the student completes the course or withdraws therefrom, that fact plus the grade received are to be reported to the System Office.
- (3) Any student under the age of 15 shall be accompanied at all times when on the campus of Caldwell Community College and Technical Institute by a parent or another adult consented to and designated by the parent in writing.
- (4) Students enrolled under this section will pay appropriate tuition and fees.

D. Required Documentation:

- (1) Aptitude test scores from a System Office approved list of tests taken within three years before the date of admission that include composite or sub-test scores documenting percentile ranges from 92% through 99%, and
- (2) Achievement test scores from a System Office approved list of tests taken within three years before the date of admission that include composite or sub-test scores documenting percentile ranges from 92% through 99%, and
- (3) Any costs associated with aptitude and achievement testing are the responsibility of the student.
- (4) A completed approval form from one of the following:
 - a. The local board of education, or the board's designee, for the public school administrative unit in which the student is enrolled.
 - b. The administrator, or administrator's designee, of the nonpublic school in which the student is enrolled.
 - c. The person who provides the academic instruction in the home school in which the student is enrolled.
 - d. The designee of the board of directors of the charter school in which the student is enrolled.

Special Students

Students who are taking one or more curriculum credit courses but who are not enrolled in a degree, diploma or certificate program are called "Special Studies students." For admission, Special Studies students need only to complete the application available in Student Services. Special Studies students may register for any course, provided they meet prerequisite requirements for the course(s). Special Studies students will pay the same tuition and fees as students in programs. If a Special Studies student wishes to enter a program at a later date, he/she must complete a "Student Information Change Form" in the Student Services department and complete all admission requirements for that program. Special Studies students are not eligible for any form of financial aid through CCC&TI.

Provisional Students

A student applying too late to complete admission requirements may be permitted to enter the college as a provisional student. Provisional students must complete all requirements prior to registration for a subsequent term.

Visiting Students

A student working toward a degree at another institution may take courses at Caldwell Community College and Technical Institute for transfer. The student must complete the application form and should obtain confirmation from the degree-granting institution stating that the courses at CCC&TI will be acceptable toward degree requirements. It is the responsibility of the student to request IN WRITING that an official transcript from CCC&TI be sent to the degree-granting institution.

International Students

Caldwell Community College and Technical Institute is authorized by the U.S. Citizenship and Immigration Services to admit international students. This permission was granted on July 12, 1966, with authorization number WAS 2141562.

International students must meet the same admission requirements as all other students, as well as meeting requirements specified by immigration. Included with the application should be a high school transcript which has been certified by an appropriate agency to be the equivalent of a United States high school transcript. Also, these transcripts must show a graduation date. For a fee, applicants may use one of the following official evaluation organizations to have their transcripts officially evaluated and sent to CCC&TI:

- WES Organization Evaluators, 1-800-937-3899 or www.wes.org
- Global Credential Evaluators, 512-528-0908 or www.gcevaluators.com
- Josef Silny and Associates, Inc. 305-273-1616 or www.jsilny.com

Credits transferred from foreign colleges or universities are not accepted. The Test of English as a Foreign Language (TOEFL), with a minimum acceptable score of 500, is required of all applicants as evidence of adequate proficiency in English. The TOEFL scores must be no more than two years old at the time of application for admission.

Students with Disabilities

See Student Services, Disability Services

Enrollment

In order to guarantee high program standards and student success, it is important that the academic abilities of students be equal to program entrance requirements. The “open door” policy allows all students the opportunity to further their education; however, program entrance requirements must be met. The student advisement program and placement testing assure that students will be enrolled in courses appropriate to their academic abilities. Entrance requirements vary for individual courses and programs. See program and course descriptions in the catalog for prerequisites and entrance requirements.

Advisement

The faculty advisor program is a cooperative effort of the faculty and Student Services. Each curriculum student is assigned a faculty advisor who will assist that student in planning programs and selecting courses. College transfer students working towards Associate in Arts and Associate in Science degrees are assigned to the Academic Advising Center for advisement purposes. Students who are not enrolled in specific programs (Special Studies students) are assigned Student Services counselors as their advisors. Students should make appointments with their advisors prior to registration for the next semester.

Placement Testing

The Accuplacer computerized tests are given to all students who are entering a program, or who are taking courses with a placement test prerequisite. The tests include reading, sentence skills and math. Students take certain tests, or the whole sequence, depending upon their program or course choices. Students may be exempt from placement testing by meeting one of the following requirements:

1. Transfer credits in English, math and two college-approved reading intensive courses
2. Satisfactory S. A. T. or A. C. T. scores.
3. Satisfactory COMPASS or ASSET test scores (tests must have been taken at a regionally accredited higher education institution on or after Feb. 1, 2007)
4. Completion of Accuplacer tests at a regionally accredited higher education institution.
5. Completion of developmental coursework at a regionally accredited higher education institution with a grade of "C" or higher.

Determination of which placement test(s) a student can exempt will occur during the transcript evaluation and advisement process. This practice also applies to a student readmitted to CCC&TI.

Placement Retest Policy

Students are allowed to retest without completing a sequence of developmental courses. However, once enrolled in a developmental course, students may not retest until the end of the semester. Regardless of first test results, students may retest under the following guidelines:

- A waiting period of at least two weeks between original test date and retest date
- Evidence of at least ten hours of formal review in the Academic Support Center or documented completion of college-approved Placement Test Review course(s).
- A fee of \$2.00 per test other than those that fall within standard error
- Only one retest per subject allowed in a one-year period

Developmental Courses

If deficiencies are found in any one area, a counselor/advisor will help students select an appropriate course in order to meet necessary program requirements and/or course prerequisites. Developmental studies courses will not count toward graduation. Students are encouraged to complete developmental courses immediately upon enrollment.

Academic Standards

Grading System

Official grades are issued for each student at the end of each semester. A student who lacks passing averages at mid-semester should schedule a conference with the instructor and/or faculty advisor. Students enrolled in curriculum program courses will be graded by the grade system shown below and will be assigned a grade point equivalent in quality points (QP) for each semester scheduled.

| Number | Grade | Grade Point Equivalent |
|--------|-------|--|
| 93-100 | A | Excellent 4 QP each semester hour |
| 85-92 | B | Good 3 QP each semester hour |
| 77-84 | C | Average 2 QP each semester hour |
| 70-76 | D | Below Average 1 QP each semester hour |
| <70 | F | Unsatisfactory 0 QP each semester hour |

Grade Codes

| | |
|----|---|
| AC | Articulated Credit - No quality points |
| AP | Advanced Placement - No quality points |
| AU | Audit - Indicates no grade or credit |
| CR | Credit by examination - No quality points; reflects competence of "C" level or better |
| CS | Continued study to meet course objectives |
| I | Incomplete - Indicates failure to complete certain course requirements because of extenuating circumstances |
| NA | Never Attended |
| NG | No grade available |
| P | Pass - No quality points; reflects competence of "C" level or better |
| TR | Transfer Credit |
| W | Student withdrew from the course |
| CL | CLEP (College Level Examination Program) |

Academic Integrity Policy

It is the responsibility of every student, staff member, and instructor at CCC&TI to maintain the highest standards of academic integrity. For this reason, the college will not tolerate any instance of plagiarism or cheating, or any act that violates standards necessary to maintain academic honesty. Violations of the college's Academic Integrity Policy include, but are not limited to, cheating, plagiarism, abuse of academic materials, and participation in an act of academic dishonesty.

Cheating includes taking, possessing, or using any academic material (test information, research papers, notes, etc.) without permission; receiving or giving help during tests; copying or attempting to copy another person's paper, exam or other graded work; or allowing another to copy such paper, exam or graded work.

Plagiarism is defined as representing as one's own another's work or ideas, or any part thereof, published or unpublished. It includes copying a phrase, sentence, or passage from another's work and not identifying or citing that source; failing to cite a source fully, inadequate paraphrasing or summarizing; or attempting to pass off as one's own a paper written by another.

Violations of this policy will result in failure of the course and academic probation for one semester. Subsequent violations will result in suspension or expulsion from the college.

Articulated Credit

CCC&TI awards college credit for identified high school courses based on criteria outlined in the North Carolina high School to Community College Articulation Agreement. All criteria below must be met for college credit to be awarded.

- Grade of "B" or higher in the course.
- A raw or converted score of 80 or higher on the standardized VOCATS post-assessment.
- Students must enroll at CCC&TI within two years of high school graduation date.
- Students must provide official high school transcript and VOCATS scores.

Please see Student Services for more information on local articulation opportunities.

A grade of AC will be posted on the transcript. Credit hours will be granted, but no quality points will be given.

Advanced Placement

The college grants credit for the Advanced Placement Examinations conducted by the College Board. The grade of AP will be posted on the transcript, and credit hours will be granted, but no quality points will be given.

Grades of I (Incomplete)

An "I" grade in a course indicates the student is making satisfactory progress at the end of the semester but, because of extenuating circumstances, is unable to complete the course requirements. When an incomplete is given, a form outlining the work to be completed must be signed by the instructor and the appropriate department chair. A copy of the form will be submitted to Student Services with the end-of-semester grades. All work must be completed by the end of the following semester (by the end of the following fall semester for an incomplete received during spring semester). At that time, the incomplete must be changed to a letter grade by the instructor. Veterans should check with the veterans' coordinator in the Student Services department upon receiving an "I" grade.

Grades of CS (Continued Studies)

Students must have submitted all required coursework and must be enrolled throughout the course to receive a grade of 'CS' in the course. A "CS" grade in a course indicates that the student must enroll in the course again in order to receive credit. Students enrolled in developmental studies courses may receive a grade of "CS" only two times in any one course. If the student registers and fails to satisfactorily complete the course for a third time, he/she will receive a grade of "F."

Transfer Credit

To be considered for CCC&TI credit, courses must have been taken at a regionally accredited institution and must show a grade of “C” or better. Certain exceptions may be made. Transfer credit will not be awarded for courses in which a student has received a grade for credit by exam or has been granted credit for proficiency placement.

Notification of transfer credit granted will be mailed to the student prior to the end of the first semester of enrollment. If applicable credit has been accepted from another institution, transfer students may be exempt from some of the admission placement tests. A grade point average for graduation, honors, and continuing enrollment is computed only for courses taken at CCC&TI. For information on advanced standing by placement, see Credit by Examination.

Military Credits

No “across the board” credits are accepted. Departmental Vice Presidents may review courses and recommend credit and/or the student may take a proficiency examination in the appropriate courses. Effective spring semester 2001, one semester hour of physical education credit will be granted for any armed service personnel who has completed basic training under the following conditions:

- Minimum of four months active duty required. Reserve duty is not applicable.
- Personnel must have been separated under HONORABLE conditions.
- Personnel must provide his/her copy of DD214, with time served and separation conditions.
- Dishonorable discharge does not qualify one for credit.

The institution will make a copy of the DD214 for documentation of basic training and will grant one hour of credit for PED 111, Physical Fitness.

Withdrawing from Courses and/or School

Students who withdraw from a class or from college should first consult with their academic advisors and then contact the director of enrollment management services in the Student Services department. A student may withdraw from a course and receive a grade of “W” up until sixty percent of the class contact hours have elapsed. After that point, all drops will be initiated by the instructor who may assign a grade of “W” or “F” at the end of the semester.

Veterans should check with the veterans’ coordinator in the Student Services department for specific VA regulations concerning withdrawals and class repeats. Financial aid recipients should be aware that withdrawals will affect their “Satisfactory Academic Progress Requirements” and may require a portion of unearned aid to be repaid. Therefore, financial aid recipients should seek advisement from the Financial Aid Office before making any withdrawals.

Course Repeated for Credit

When a student repeats a course, the last grade is recorded as the final grade for the course; and only the last hours attempted are counted in determining the student’s grade point average.

Course Repetition

Students may take a course a total of three times, including transfer credit, withdrawal and audit. Exceptions to this policy must be approved by the appropriate department chair or academic vice president and the executive vice president. Exceptions to this policy include:

- Special disabling condition
- Change in technology
- Student failure of course or to improve grade
- Additional student improvement and learning

Veterans are advised that they cannot receive VA benefits for courses previously passed

Auditing

A student who audits a course pays the regular tuition and activity fees. The audit must be indicated at registration. Students who audit do not take tests or examinations, do not receive grades or credit, and cannot later change an audit to credit. Students who enroll for credit may not change to audit. Audit students are not required to meet attendance requirements. Instructors will drop only audit students who never have attended. Students are required to meet prerequisites, including placement tests, for all courses being audited. Any student who wishes to audit a physical education course must have the approval of the department chair of humanities/fine arts and social sciences. Note: Title IV funding (Federal Pell Grant) cannot include credit hours of an audited class in determining award amounts.

Course Substitutions

Under special circumstances, a course substitution may be made in a program. Any course must have written approval of the department chair and the vice president of the instructional area. Once approved, substitution forms must be submitted to the director of records and registration. In the event a course has been deleted from a particular program, a course substitution may be used to meet the requirement.

Credit by Examination

(Advanced Placement/College Level Examination Program)

Students enrolled at CCC&TI who are qualified to accelerate their studies because of their demonstrated abilities may receive credit by examination for some of the curriculum courses. The student wishing to receive credit by examination must petition the department chair under whom the course is offered. If the department chair deems the course suitable for credit by examination, the student may receive permission to take the examination developed by the department chair and appropriate instructors. The department chair will decide the appropriate score demonstrating competence in the course and, in all courses, the final score must equal a “C,” or better. “CR” credit is not guaranteed to transfer and does not meet Comprehensive Articulation Agreement (CAA) requirements.

For those students in their last semester prior to fulfilling the qualifications for graduation, application for credit by examination must be made at least 20 calendar days prior to the end of the semester. The test must be taken within the next 15 calendar days. Appeals for exception may be made to the executive vice president. If the exami-

nation is passed, the student will earn credit hours toward graduation but no quality points. Credit by examination (CR) will be indicated on the student's transcript. If the examination is not passed, no notation will be made on the transcript.

Students may not use credit by examination to repeat a course, nor may the student repeat the examination. The credit by examination process is used for a student desiring credit for prior learning. The student should contact the appropriate department chair for information on the proficiency examination. An entering student may receive semester credit hours based on Advanced Placement Examinations of the College Board. These examinations are taken prior to the student's high school graduation, and the scores must be sent to the admissions office for evaluation. By scoring 3 or higher on the appropriate Advanced Placement Examination, students will be awarded credit for approved courses.

CCC&TI offers college credit for the subject area examinations included in the College Level Examination Program (CLEP). If CLEP credit is granted, a "CL" will be indicated on the student's transcript but no quality points will be awarded. Information on the acceptance scores is available in Student Services.

No more than twenty-five percent of the hours required for a degree, diploma or certificate may be earned by examination, including advanced placement, CLEP, credit by examination, and/or any combination thereof. The student must provide an official copy of the test scores to the admissions office for evaluation.

Cooperative Education

Cooperative education is designed to give students enrolled in most programs an opportunity to work on a curriculum-related job while completing degree requirements. This combination of classroom instruction and related work experience provides numerous benefits to the student, the college, and employers. Coop students work in part-time or full-time jobs selected and/or approved by the college. Academic credit is granted for successful work experiences. Interested students should contact the evening/weekend administrator for details

Independent Study

Eligible students may apply to take a course that is listed in the school catalog but that is not being offered during the designated semester. Students should apply through the Student Services department by completing form CCC108. Requirements for independent study courses are as follows: student must have a 3.0 program GPA, student must meet with instructor a minimum of one hour per week, course cannot be a lab course, course cannot be a repeat, and student must have approval of department chair.

Class Designation

Students completing 32 semester hours of course work will be listed as sophomores.

Schedule Changes

Change of a student's schedule after registration has ended will be made only with permission of the department chair or academic vice president. If enrollment in any class is not deemed sufficient, the college reserves the right to cancel the course.

Academic Progress

CCC&TI's academic standards policies attempt to maintain academic quality and prevent prolonged failure for all students. Procedures are designed to identify students with academic difficulty and to insure effective and fair corrective action. Maintaining a viable procedure requires the commitment of faculty, staff, and students. The faculty/staff will:

- inform all students of minimum academic standards and grading procedures.
- alert all students of academic difficulty as early in the semester as possible.
- notify all students of their grade point averages immediately following the semester grade report period. Note: Copies of the policies for specific programs in health sciences are distributed to each student enrolled and are available with each program director and in the office of Student Services.

Academic Probation

A student whose program grade point average falls below the following standards will be placed on academic probation. (Academic status is based on program grade point averages)

| Semester Hours Attempted | Associate Degree Grade Point | Diploma Grade Points |
|---------------------------------|-------------------------------------|-----------------------------|
| 4-8 | 1.00 | 1.00 |
| 9-16 | 1.25 | 1.25 |
| 17-24 | 1.50 | 1.50 |
| 25-32 | 1.75 | 1.75 |
| 33-40 | 1.85 | 2.00 |
| 41-48 | 1.90 | |
| 49-56 | 1.95 | |
| 57-Graduation | 2.00 | |

Students on academic probation will be required to develop (in cooperation with their advisors) a plan of corrective action. This plan may include adjustments thought to be helpful, such as counseling, reduced course load, remedial work, tutoring, or work in the Academic Support Center.

Academic Suspension

A student who is on academic probation for two or more successive semesters will be subject to a one semester suspension. A suspension committee composed of the student's advisor, appropriate department chair, SGA representative, Student Services representative, and a faculty/staff member of the student's choice will meet immediately following notification of the second semester probation and determine appropriate action, i.e., suspension or other action. If suspension is ruled, refund of tuition will be allowed as outlined in the college catalog. A student's right to appeal any decision is outlined in the grievance procedure printed in this college catalog. A student may automatically enroll for the semester following suspension but will continue to be on probation until his/her program G.P.A. reflects necessary improvements.

Readmission of Dismissed Students

Readmission of dismissed students at a subsequent session will be at the discretion of the college. Students should refer to the student handbook for details on disciplinary procedures and regulations pertaining to suspension and expulsion. A student dismissed from

the college for any reason can petition the admissions committee to consider his/her readmission after one semester's absence following dismissal. Veterans should see the section on academic probation for information concerning the reinstatement of benefits.

Course Load

Students enrolled for 12 or more credit hours are classified as full-time students. Those taking fewer hours are classified as part-time. Normal course load will vary from one curriculum to another and should be carefully planned with advisors. Students may enroll for a maximum load depending upon their capabilities as determined by their advisors. A normal course load is outlined by programs in this catalog. NOTE: Nine (9) hours will be considered full-time for summer semester for insurance purposes only and twelve (12) hours for financial aid purposes.

Student Tutorial Assistance

Special assistance is available for students in all areas of study at the college at no cost to the student. To request a tutor, students should contact the course instructor. Instructors are also available for conferences at regularly scheduled office hours or by appointment. It is the responsibility of the student to seek extra help when needed.

Degree/Diploma/ Certificate Requirements

All students should refer to the college catalog for information about the courses required for graduation in the various areas of study. By conferring with the advisors when questions arise and by following the program check sheets, students will tend to be more accurate in the proper selection of courses. Check sheets are recommended for all students and are required for all veterans. Advisors and counselors are available to students, but final responsibility for meeting program and graduation requirements remains with the student.

Requirements for Graduation

Graduation exercises will be held in May. All candidates are expected to be in attendance. A student is eligible for graduation when the following requirements have been completed:

- The student must file an application for degree/diploma/certificate and pay the fee by a deadline which is set and published each semester. The graduation fee will be waived for certificate graduates not attending graduation exercises.
- All the requirements for a degree/diploma/certificate in a particular program must be satisfactorily completed with a program grade point average of at least 2.0.
- Students transferring from other colleges and schools are required to complete at least 25 percent of the course hours in their program of study or 10 semester hours, whichever is greater, in residence at CCC&TI. "In residence" denotes credit hours earned at CCC&TI. Cooperative education will not count toward residency requirements for graduation.
- The student must take care of all financial obligations to CCC&TI.

Catalog Requirements

Candidates for a degree, diploma or certificate may meet graduation requirements as outlined in either (1) the catalog for the year they initially entered their program of

study provided continuous enrollment is maintained in said program and no more than 10 years have elapsed or (2) in the catalog for the year of their graduation. Students who have not enrolled in two consecutive semesters (excluding summer semester) are not considered as continuously enrolled and must reapply for admission to CCC&TI. Requests for exceptions may be filed with the director of records and registration.

Honors

President's Honor List

At the end of each semester, a President's Honor List will be published to honor those students who:

- are enrolled in a curriculum program
- have completed a minimum of 12 credit hours during the current semester, including two or more courses (Courses with "CR" or "P" are not applicable.)
- have a grade point average of 4.0
- have no grades of "I."

Dean's Honor List

At the end of each semester, an academic honor list will be published of all students who:

- are enrolled in a curriculum program
- have completed a minimum of 12 credit hours during the current semester, including two or more courses (Courses with "CR" or "P" are not applicable)
- have a grade point average of 3.5 or better
- have no grades of "I."

Honors List

At the end of each semester, an academic honor list will be published to honor those students who:

- are enrolled in a curriculum program
- have completed 8 to 11 credit hours during the current semester (Courses with "CR" or "P" are not applicable.)
- have a grade point average of 3.5 or better
- have no grades of "I."

Graduation with Honors

A graduating student who has earned a program grade point average of 3.5 or better during studies at Caldwell Community College and Technical Institute will receive the degree, diploma, or certificate "with honors."

Restrictions on Class Admissions

No person may attend classes unless the registration procedure has been completed and all tuition and fees have been paid or deferred payment is granted by the Business Office.

Attendance Policy

Students are expected to attend all regularly scheduled classes. However, it is recognized that occasional absences may be necessary. A student is responsible for work missed and is expected to be prepared for the next class. Academic departments estab-

lish their own class attendance policy. The attendance policy is explained by the instructor at the first class meeting. Students who have not attended at least once by the 10 percent date of the class will be dropped by the instructor as “never attended.”

Transcripts of Credit

Transcripts of credit must be requested in writing from the Student Services office. All financial obligations to the college must be cleared before any transcript will be released.

It is recommended that at least one week be allowed for the processing and mailing time of transcripts. Written requests for immediate copies of transcripts must be submitted twenty-four hours in advance. Any transcript given directly to a student will carry the notation “Issued to Student” and will require the presentation of a photo I.D.

Confidentiality of Student Records

CCC&TI adheres to the Family Educational Rights and Privacy Act of 1974, which outlines the rights and privacies afforded each student. Exceptions to this practice of privacy are the release of information defined by law as “directory information.” Unless a student gives written notice to the contrary, the following will be made public information:

- student’s name
- date of birth
- phone number
- home address
- email address
- major field of study
- dates of attendance
- degree/diploma and awards received
- full or part-time enrollment status
- participation in officially recognized activities
- most recent previous institution attended

A more detailed description of students’ rights concerning accessing records is available in Student Services.

Grade Appeal Procedure

A student who believes his/her final grade in a course has been incorrectly assigned may seek corrective action through the following procedure:

Step 1: The student must first explain to the instructor why the student considers the grade to be incorrect. If the instructor is not available, the student should see the lead instructor, program coordinator, program director, or department chairperson to schedule an appointment with the instructor. The first notification to the instructor of a questioned grade must take place within 10 calendar days after the student receives official notification of the grade. The student should request a meeting with the instructor to resolve the issue. The instructor should document the result of the meeting and maintain this record in the event the appeal proceeds to Step 2.

Step 2: If the informal discussion/meeting does not result in a satisfactory resolution, the student may file a formal written appeal. This appeal is made by completing the

grade appeal form available in student services. The completed appeal form must be submitted within 5 calendar days after the completion of step 1 to the appropriate department chair for consideration. The department chair will consult with all parties associated with the grade appeal and render a decision as to the appropriateness of the grade in question and/or suggest equitable and educationally sound steps in reaching a fair solution. The department chair should document the results of the decision rendered and maintain this record in the event the issue proceeds to Step 3.

Step 3: If the student or instructor is not satisfied with the results of Step 2, he/she may request that the appeal be forwarded to the executive vice president. This action must be completed within 5 calendar days of the decision rendered from the department chair. The executive vice president will appoint a grade appeal committee and schedule a hearing of the appeal within 10 calendar days of the receipt of the forwarded appeal. This committee will be made up of 4 faculty members not associated with the appeal, 1 student representative, and the vice president of the instructional area in which the grade appeal has occurred. The committee will be made up of members from the campus of attendance to assure a fair and equitable hearing. The committee will hear all parties involved and render a decision within 5 calendar days that is considered to be fair and educationally sound. The decision of the committee will be the final binding decision for the institution.

This grade appeal procedure is designed to provide due process in academic/grading matters only. Other grievances must be handled through the Institutional Grievance Procedure as outlined in this catalog.

Tuition and Fees

Policies Regarding Student Expenses

All tuition and required fees are due and payable at the time of the student's registration. The vice president of finance and administration or a delegated representative shall have the authority to permit deferred payments of tuition and fees in situations where it is determined that a student is undergoing emergency financial conditions. All checks and money orders must be made payable to Caldwell Community College and Technical Institute. No student will be allowed to graduate, to receive transcripts, or to register for a new semester if said student has an unpaid balance due from any previous semester. Exceptions will be made only if such an outstanding balance has been guaranteed in writing by a financially responsible person or organization. The college will not accept checks from any individual who has written a check to the college from an account having insufficient funds.

Tuition

CCC&TI offers an educational opportunity at a minimum cost to the student. Tuition fees are set by the North Carolina General Assembly and are subject to change with out notice. Current tuition amounts are as follows:

In-state students

| | |
|--------------------------------------|----------|
| 16 credit hours or more | \$672.00 |
| Part-time students per semester hour | \$42.00 |

Out-of-state students

| | |
|--------------------------------------|-----------|
| 16 credit hours | \$3732.00 |
| Part-time students per semester hour | \$233.30 |

Tuition for High School Students

Students who are 16 years of age or older and are currently enrolled in high school are exempt from tuition for courses that are classified as 100 level or above.

Tuition for Students Enrolled in More Than One Institution

If a student desires to enroll for the same semester at two or more institutions of the community college system, the total amount of tuition shall not exceed the maximum tuition. When enrolled at the second institution, the student must produce his/her validated registration receipt in order to waive any payment of tuition. Activity fees will be charged. It is the student's responsibility to see that transcripts are sent to the "home" institution at the completion of the semester.

Tuition for Older Citizens

North Carolina residents sixty-five years of age or older shall be exempt from the payment of curriculum tuition and activity fees.

Tuition for Students Under the Age of 16

Any student enrolled under the age of 16 (with the exception of Huskins and Caldwell Early College students) shall pay standard tuition and any applicable fees for the course.

Tuition for Inmates

Prison or correctional unit inmates will be exempt from the payment of tuition or activity fees.

Other Charges

Student Activity Fees

Curriculum students will be charged a \$4.00 per course activity fee up to a maximum of \$16 per semester (fall & spring), and \$2 per course up to a maximum of \$6 for summer semester. This fee is not refundable unless there is an institutional error. Activity fees will also be charged to students in the Career Center High School, Caldwell Early College High School and dual enrollment programs.

Accident Insurance

A low cost student accident insurance program is available for purchase in the college's Business Office. Interested individuals should contact the Business Office at each campus for additional information. All students in health sciences programs must purchase this accident insurance each year. The cost of the policy varies each year.

Malpractice Insurance

Special malpractice insurance is required for biomedical equipment, cardiovascular sonography, CT/MRI, medical sonography, nuclear medicine, nursing, ophthalmic medical assistant, physical therapist assistant, radiography, and speech language pathology assistant students. This fee is not refundable.

Books and Supplies

Students are required to buy the necessary textbooks and supplies prescribed in the curriculum areas that they are entering. Textbooks and supplies vary according to different courses taken by the students. An average expenditure of \$600 can be expected for fall and spring semesters. Standard school supplies are sold during the regular bookstore hours.

Graduation Fees

A graduation fee of \$25 (subject to change) for a degree/diploma/certificate is payable by the deadline for graduation applications. This fee is not refundable. The current charge for each additional degree/diploma/certificate is \$15.

Curriculum Refund Policy

Students will receive a tuition refund in accordance with the NC Administrative Code (NCAC 2D.0202). A full tuition and activity fee refund will be granted to students who pre-register and completely withdraw prior to the first day of the college's aca-

demarc semester. For students who pre-register and withdraw from a class, a full refund will be given for that class if the student officially withdraws prior to the first day of the semester and if the withdrawal reduces the credit hours taken by the student to

fewer than 16 credit hours. Note: For purpose of the refund policy, "pre-registration" refers to registration that occurs prior to the first day of the semester. A 75 percent refund will be given to students who completely withdraw from the first day of the semester until the official 10 percent point of the semester. A 75 percent refund will be given to students who withdraw from class(es) from the first day of the semester until the official 10 percent point of the class(es). For contact hours classes, 10 calendar days from the first day of classes will be the determination date. No activity fees will be refunded for students receiving 75 percent refunds. Full refunds (tuition and activity fees) will be given automatically if the class(es) never materialized. In the event of the death of a student, a full refund will be granted to the individual's immediate family and/or estate. Fees not refundable (unless institutional error) are (1) insurance payment, (2) special course fees and (3) graduation fee. In order to begin the refund process, a student must:

Caldwell Campus

- Complete the student portion of the Registration Change Form (referred to as Drop/Add Form), including student, instructor and advisor signatures. The last date of attendance must be completed by the instructor. The form will not be accepted in Student Services without all information completed. This form is available in Student Services and in the Faculty office. In certain cases, e.g., institutional error, withdrawals before the first class, the Vice President of Student Services or his designee(s) may sign the official drop form.
- Present the former to a staff member in Student Services in order for the official drop date to be recorded.

Watauga Campus

- Complete the student portion of the Registration Change Form (referred to as Drop/Add Form), including student, instructor and advisor signatures. The last date of attendance must be completed by the instructor. The form will not be accepted in Student Services without all information completed. This form is available from the Watauga Instructional Facility, Watauga Student Support Center or Watauga High School. In certain cases, e.g., institutional error or withdrawals before the first class, the Student Services staff or the Executive Director of the Watauga Campus may sign the official drop form.
- Present the form to a staff member in Student Services in order for the official drop date to be recorded.

Refunds will not be given if:

- The Registration Change Form is incorrectly or incompletely filled out.
- The date the Registration Change Form is officially received in the Student Services Office of either campus is past the appropriate 10 percent point.
- The drop is done by the instructor rather than the student.

Accounts

Until all accounts are satisfactory, no transcripts, certificates, diplomas, or degrees will be issued nor will students be permitted to complete registration.

Residence Status for Tuition Payment

To qualify for in-state tuition, a legal resident must have maintained a domicile (legal residence) in North Carolina for at least the twelve months preceding the date of first enrollment or reenrollment in an institution of higher education in this state. Student status in an institution of higher education in this state shall not constitute eligibility for residence to qualify said student for in-state tuition. The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant. Regulations concerning the classification of students by residence for purposes of applicable tuition differentials are set forth in detail in A Manual To Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes. Each enrolled student is responsible for knowing the contents of that manual, which is the controlling administrative statement policy on this subject.

Copies of the manual are available on request at the college library or from Student Services on both campuses. Students seeking a change in residency status may be asked to complete the Residency Information Form. With information gained from this form, the director of enrollment management services will make the initial residency determination on the Caldwell campus. The Coordinator of Admissions and Records Services will make the determination of residency status on the Watauga Campus. Appeals to the initial classification will be made to the admissions committee. If not satisfied with the disposition of the complaint, an appeal may be made to the State Residence Committee. Information on the appeal process may be acquired from Student Services.

Financial Aid for Students

General Information

Caldwell Community College and Technical Institute encourages prospective students who desire to enroll but face financial problems to apply for assistance through the Financial Aid Office. Financial assistance for educational costs may be available in the form of scholarships, grants, loans, and work programs. Within the limited funds available for these purposes, every effort is made by the institution to help students who need monetary assistance. Financial need is determined through analysis of an application prepared by the student and the students' parents if applicable. Analysis of the family's financial situation indicates the family's ability to contribute toward educational expenses. Most financial aid is based on need rather than on scholastic record.

Financial need is the difference between the total education expenses and what the family can afford to contribute (Cost of Attendance minus EFC). There are three types of student financial aid: gift assistance, student loans, and work. Gift assistance includes grants and scholarships: awards that do not have to be repaid. Loans and work are self-help. Loans are usually paid back after enrollment is terminated. Work enables students to pay part of their expenses through their own earnings.

Students are encouraged to keep close contact with the Financial Aid Office or our website for availability of scholarships. Institutional needs-based scholarships are awarded by need. Applications are available in the Financial Aid Office.

Application Procedure

Students who are entering CCC&TI for the first time and are in need of financial aid are requested to follow this application procedure:

1. After application for admission has been initiated (see "Admissions"), the student should file an application for aid. (see #2). It is to the student's advantage to apply for aid at least three months before the expected enrollment date. If the financial aid application is not submitted by our target date we can not guarantee the application will be processed in time for aid to be provided at regular registration. Target dates are as follows:
 - Starting Fall Semester – Target Application Date is June 1
 - Starting Spring Semester – Target Application Date is November 1
 - Starting Summer Semester – Target Application Date is April 1

NOTE: Students that want to be considered for state grants will need to submit the FAFSA by March 15 each year.

2. Complete a Free Application for Federal Student Aid (FAFSA). CCC&TI's federal school code is 004835. This will be the initial application necessary to apply for federal and state aid programs at CCC&TI. FAFSA forms are available in

Student Services, at the Caldwell and Watauga Campuses or from high school counselors or you may submit your FAFSA online at www.fafsa.ed.gov.

3. After determination of all grant awards an award notification will be sent to the recipient.

Eligibility

Applicants may apply for a scholarship, grant, loan, work-study, or any combination of these. The total combined sum of these must not exceed total need.

To receive financial aid from these programs, a student must

1. Be a U.S. citizen or an eligible non-citizen.
2. Be registered with Selective Service, if required.
3. Have financial need.
4. Be older than compulsory age of secondary school attendance.
5. Not already have a baccalaureate degree.
6. Maintain satisfactory academic progress as defined for aid recipients by the U.S. Department of Education. (See Satisfactory Academic Progress Policy)
7. Not owe a refund on a previous grant nor be in default on a previous educational loan.
8. Be enrolled in a program leading to an eligible program of study.
9. Have a high school diploma or equivalent.

Aid Recipient Responsibilities

Students must be aware of the following as it directly has an effect on their awards and continued eligibility to receive federal and state aid.

Calculation of Pell Grant Funds: For financial aid recipients, enrollment status for Federal Pell Grant purposes is determined by enrollment verification by the Financial Aid office just prior to the disbursement of funds. After the initial disbursement is made no adjustments will be made to a student's account for any given term unless, 1) the Financial Aid Office receives notice of a 'never attended' or 2) the Financial Aid Office receives notice that the student has received federal funds from another institution for the same semester.

Return to Title IV (R2T4): In the event that a student receiving aid withdraws from the institution prior to the 60% point of the term, the student will be responsible for any return of Title IV funds. Students are given 45 days to repay or make arrangements to repay the overpayment. Should this not occur, the debt will be turned over to the Department of Education, and the student will not be eligible for any Title IV funds anywhere until arrangement have been made to repay the debt.

Satisfactory Academic Progress Policy

Federal regulations require that students receiving Federal financial aid must make satisfactory progress as defined by the college. Caldwell Community College and Technical Institute has elected to apply the standards set forth below to all students who received aid from any of the following programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Stafford Loan, Federal Work-Study Program, North Carolina Community College Grant, North

Carolina Student Incentive Grant and institutional aid.

Satisfactory academic progress will have three standards of measurement. These are qualitative, quantitative, and maximum time frame.

GPA Rule

- The qualitative measurement shall be the grade point average requirements adopted by the institution and published in the catalog. Under the Academic Standards section.

67% Rule

- The quantitative measurement will be a completion rate of two-thirds of all (cumulative) attempted credit hours. Better referred to as the 67% rule. Students must successfully complete 67% of the hours attempted (registered for) to meet the minimum requirements. Successful completion is defined as receiving a grad of A, B, C, or D.

150% Rule

- The maximum time frame allowable will be 150% of the required credit hours in the recipient's current academic program. For example, if a program of study requires 64 credit hours to complete a degree, the student may attempt a maximum of 96 hours before the student exceeds his or her eligibility for financial aid (i.e. $64 \times 1.5 = 96$). Up to 30 credit hours of required remedial course work will not be a part of the attempted hour count. Students that reach the maximum time frame will automatically be placed on Financial Aid Suspension.

Satisfactory Academic Progress Procedures

- Grade point averages will be checked prior to the beginning of each academic year.
- The completion rate will be checked at the end of each semester.
- The 150% allowance will be checked prior to the beginning of each academic year.
- Should either the GPA or two-thirds requirements not be met, one semester's probation will be allowed where aid will continue to be made available to regain satisfactory academic standards.
- Should either the GPA or two-thirds requirements fail to be met at the end of the probationary semester; eligibility for aid will be suspended.

Regaining Eligibility Procedures

- Recipients who have had their eligibility suspended due to the GPA rule and/or the 67% rule may appeal their suspensions for mitigating circumstances to the Director of Financial Aid. Mitigating circumstances are considered to be (1) the death of a relative of the student, (2) an injury or illness of the student and/or an immediate family member related by marriage or birth, or (3) other special circumstances causing undue hardship to the student and beyond the reasonable control of the student.
- The Director may reinstate after reviewing the appeal documentation by initiating a Reinstatement Contract with the student. This contract will remain in effect

for the signer for three academic semesters. If the student has not regained SAP standards by the end of the third academic semester or does not meet the requirements of the contract for any of the three semesters the student will then be placed on Financial Aid Suspension. The student would have to regain their eligibility by self-support until they met the academic standards.

- Students who exceed the maximum allowable time frame to complete a program of study must appeal by using the standard financial aid appeal process and must provide a graduation plan signed by a college official (i.e. academic advisor). If the plan is considered reasonable, students will receive financial aid on probation for one or more semesters until the degree is complete. Any withdrawals, incompletes, or failures during this probation time will automatically end the agreement and the student will be suspended from financial aid.
- The Director may select to have the Financial Aid Committee review any or all appeals.

What is Included

- All credit hours ever attempted are to be considered in computing Satisfactory Academic Progress Standards, even during periods when the student was not an aid recipient. All hours that were earned as requirements for a previous degree or diploma (as long as the diploma is not part of the currently sought degree) will be ignored in the computation of eligibility.
- Students that are on Financial Aid Probation or Financial Aid Suspension will not be allowed to early register for classes at early registration unless they are covering the charges themselves. Registration using Financial Aid will only be allowed after grades are in for the current term and SAP standards have been met.
- Each aid recipient will be provided with a copy of the Financial Aid Satisfactory Academic Progress Policy with the Financial Aid Award Packet. Financial Aid Satisfactory Academic Progress standards are also posted on the college web site.

Federally Sponsored Programs

When a student submits the Free Application for Federal Student Aid (FAFSA), his or her eligibility for the following programs will automatically be checked. Applications may be obtained from high school counselor offices, from the office of Financial Aid, or do the application on the Internet at www.fafsa.ed.gov. All of these programs are a part of Title IV funding.

Academic Competitiveness Grant (ACG)

For ACG grants, students must apply for financial aid by submitting the FAFSA and have been determined to be eligible for a Federal Pell Grant. They must be a U.S. Citizen, must be enrolled in a two- or four-year degree program; and must be enrolled full-time (12 credit hours or more). In addition – students must be in their first or second academic year of a two- or four-year degree program; have completed a rigorous high school program of study as designated by the state; and for a second year AC Grant, students must have a grade point average from their first year of college at least 3.0.

Application Procedures: Student applies for an ACG by completing the Free Application for Federal Student Aid (FAFSA). A student eligible for a Pell Grant and meeting the requirements listed above may be considered.

Federal Pell Grant

The Federal Pell Grant program is designed to provide financial assistance to those who need it to attend post-high school educational institutions. The amount of the Pell Grant is determined on the basis of the student's and his/her family's financial resources. Recipients must be undergraduates enrolled as either part-time or full-time students in an approved postsecondary institution who have not already earned a bachelor's or professional degree, be citizens or permanent residents of the United States.

This program awards grants directly to students with payment made through the institutions. Federal Pell Grants are the 'foundation' of student aid to which aid from other sources may be added. The maximum annual award at this time is \$4310; the minimum Pell award is \$400.

Application Procedures: Student applies for a Federal Pell Grant by filling out the Free Application for Federal Student Aid (FAFSA). See your high school counselor or college financial aid officer if you have questions about applying for a Federal Pell Grant. Applications are also available online at www.fafsa.ed.gov. Do not PAY to submit your FAFSA. It is a free application process.

Federal PLUS Loans to Parents

These loans are part of the North Carolina's Federal Family Education Loan Program. Eligibility:

- The borrower and the benefiting student must be U.S. citizens, Nationals, or permanent eligible noncitizen
- The student must be enrolled at least half-time in a degree or certificate program in an eligible college or vocational school.

Value: A parent of a dependent student may borrow up to the difference in the estimated cost of attendance and other financial aid for each child meeting the eligibility requirements.

Application Procedure: For CCC&TI, the student must have submitted a FAFSA and have completed the process before a PLUS loan will be certified. For application packets and additional information contact the Financial Aid at the campus the student will be attending.

Federal Stafford Loan (Subsidized and Unsubsidized)

Federal Stafford Loans are either subsidized or unsubsidized, depending on whether the student has demonstrated financial need. Subsidized means that the federal government pays the interest on the loan for the student while the student is in school and for six months after the student ceases enrollment; such loans are available to students who demonstrate sufficient financial need. Unsubsidized means that the student does not demonstrate financial need and is responsible for the interest for the entire life of the loan. The interest rate on Stafford loans is fixed and may change each July 1.

The amount a student can borrow through the subsidized Stafford Loan depends on the student's collegiate grade level as noted below:

- Freshmen \$2,625
- Sophomores \$3,500
(has at a minimum 32 completed credit hours)

In addition to the above amounts, independent students can borrow additional funds through the unsubsidized Stafford Loan Program, depending on their collegiate classification. There are cumulative lifetime amounts that any student can borrow through the Stafford Loan Program (subsidized and unsubsidized).

Federal Supplemental Educational Opportunity Grant (FSEOG)

This program of direct grants of financial aid is for students of exceptional financial need. Those that complete the FAFSA process prior to the target application date for fall semester will be the first to be considered. FSEOG will be disbursed by the following method at CCC&TI:

- EFC must be 0 and
- The student must meet Satisfactory Academic Standards as set by the U.S. Department of Education.
- Amounts of disbursements will be determined by credit hour enrollment status at first of term disbursement date. The disbursement amounts will be as follows:
 - Full-time (12 or more credit hours) = \$300 per semester
 - Three-quarter to half-time (6-11 credit hours) = \$150 per semester

Less than half-time (1-5 credit hours) = \$75 per semester. Application Procedure: Student applies for an FSEOG award by filling out the FAFSA. The FSEOG will be included as part of the student's total financial aid package developed through the school the student attends. Annual applications are required.

Federal Work-Study Program

Caldwell Community College and Technical Institute participates in the federal work-study program which provides on and off campus work opportunities for students needing financial assistance to attend school. Work is available for students to assist in the America Reads program that permits students to tutor in local elementary schools. Other employment opportunities are available in the library, faculty and administrative offices, laboratories, shops and as on-campus tutors.

Students working under this program are paid monthly for the work performed. In arranging a job and determining how many hours a week a student may work under this program, the Financial Aid Office will take into account the student's

- need for financial assistance
- class schedule
- health
- academic progress

Application Procedure: Students apply for the FAFSA, this identifies need. Students interested in the FWS program should contact the Financial Aid Office for additional application forms and information.

State-Supported Grant, Loan and Scholarship Programs

Listed below are some of the state-supported grant and loan programs available at Caldwell Community College and Technical Institute. Because grant and loan programs may change from year to year, please check with the Financial Aid office for current information. Also, the North Carolina State Education Assistance Authority publishes a handbook, "Financial Aid for North Carolinians" that provides up-to-date state-supported grant and loan program information. This can be located at <http://www.cfnc.org>. Click on "Paying for College" green tab and on the left hand side, click on "Publications and Forms." The handbook is near the bottom and is downloaded via PDF format.

State Grants

North Carolina Community College Grant

To be eligible for the North Carolina Community College Grant (NCCCCG) students must 1) be a resident of North Carolina, 2) enroll for at least 6 credit hours per semester in a curriculum program, and 3) complete the Free Application for Federal Student Aid (FAFSA). Eligibility is determined based on the same criteria as the Federal Pell Grant; students not eligible for the Federal Pell Grant may be considered for the grant based on their estimated family contribution (EFC) as determined on the Student Aid Report (SAR). The Financial Aid Office will include awards in the awarding package. The value per grant will vary according to information that is generated from the Pell Grant application. The NCCCCG does not include summer semester. It is only a fall and spring semester award.

North Carolina Education Lottery Scholarship (ELS)

Eligibility: Applicant must

- Be a North Carolina resident for tuition purposes
- Enroll for at least six credit hours per semester in a curriculum program
- Meet the Satisfactory Academic Progress requirements of the institution
- Be admitted, enrolled and classified as an undergraduate student in matriculated status in a degree, certificate or diploma program at an eligible North Carolina institution (UNC campuses, Community College Campuses, Independent College Campuses and certain other private colleges)

Eligibility is determined based on the same criteria as the Federal Pell Grant with one exception; students not eligible for the Federal Pell Grant with an estimated family contribution (EFC) of \$5000 or less will be eligible for ELS. Students who have earned baccalaureate (four-year) college degrees are ineligible.

Application Procedure: Applicants must complete the FAFSA which is also used to qualify for Federal Pell Grants.

North Carolina Education and Training Voucher Program (NCETV Program)

The NCETV Program is designed to help foster youth and former foster youth through college or vocational/technical training.

Eligibility: Applicants must meet these requirements

- Eligible for the NC LINKS program – you must have been in foster care as a teenager and a citizen or qualified non-citizen. Have no personal assets of more than \$10,000
- Aged out of the foster care system at age 18 or were adopted from foster care with adoption finalization after your 16th birthday
- Must be 18, 19, or 20 year of age to enter the ETV program
- Accepted into or are enrolled in a degree, certificate or other accredited program at a college, university, technical or vocational school and show progress toward completing that degree or certificate.

Value: Recipients are eligible to receive up to \$5,000 per school year to be used for tuition, books, and qualified living expenses.

Application Procedure: Scholarship applications are available online at <http://www.statevoucher.org>. Click on North Carolina, and on the left-hand side of the page you will see the link to the application form. Applicants must submit an essay between 250-500 words explaining their goals for furthering their education.

North Carolina Student Incentive Grant (SIG)

Legal residents of North Carolina who are enrolled full time and maintaining academic progress may be considered for the NCSIG. Students must demonstrate "substantial financial need." The NCSIG program is administered in North Carolina by the College Foundation, Inc. Recipients must

- be a US citizen
- be a North Carolina resident
- be enrolled or accepted for enrollment on a full-time basis at a North Carolina post-secondary institution
- not be enrolled in a program designed primarily for career preparation in a religious vocation
- maintain satisfactory academic progress.

Award is available to undergraduates who demonstrate "substantial financial need."

The application procedures are 1) complete and file the FAFSA, 2) show on the form that North Carolina is his/her state of legal residence, and 3) list at least one North Carolina community college, university, technical or vocational school in the release section of the form. The deadline for completing the FAFSA to be considered for the NCSIG award is March 15 of each year.

North Carolina Less Than Half-Time Grant

The State Board allocated funds to colleges to provide need-based assistance to students enrolled less than half-time in certificate, diploma or associate degree programs. Students must complete the FAFSA and have an Expected Family Contribution (EFC) from 801 through 4000. Qualified students enrolled less than half time shall be eligi-

ble for \$30 per semester hour up to a maximum of \$150.

North Carolina Targeted Assistance Grant

The State Board allocated funds for community college students who enroll in low-enrollment programs that prepare students for high-demand occupations. The amount of the actual award and the programs that are used is selected by the institution and will change yearly. A student must submit the FAFSA to be considered for the NCTAG. Recipients will be notified by the Financial Aid Office of their award and the amount in their award notification process.

North Carolina National Guard Tuition Assistance Program (NCNGTAP)

Eligibility: Recipients must

- Be an active member of the North Carolina Army or Air National Guard
- Remain a member of the National Guard for two years following the end of the academic period for which tuition assistance is provided
- Enroll in an eligible institution (public or private) located within the state of North Carolina
- Satisfactorily complete an eligible institution (public or private) located within the state of North Carolina
- Satisfactorily complete courses in which tuition assistance is provided.

Value: Subject to change yearly, based on availability of funds.

Application Procedure: A separate application must be completed for each academic period the member will be attending. Application and information is available online at <http://www.nc.ngb.army.mil/>.

Scholarship/Loan Programs

College Foundation of North Carolina, a service of the State of North Carolina provided by Pathways, CFI, and North Carolina State Educational Assistance Authority provides financial aid information through their web site at www.cnc.org/paying/pubs/pdf/FANC.pdf . Listed below are some of their offerings. Applicants are encouraged to visit the web site above for additional offerings.

Dottie Martin Teachers' Scholarship

This annual scholarship is designed for any student who is studying education. Eligible participants can be considered for the scholarship after approval of their program by the Board of Directors of the Dottie Martin Teachers' Scholarship fund. Preference will be given to those who are particularly interested in child guidance and counseling who want to make a difference in the lives of North Carolina's children.

Eligibility: Applicants must

- Plan to teach in North Carolina once their education is completed
- Presently be in an education program with an established career plan for teaching (high school students or recent high school graduates are not eligible to apply)
- Fully complete a series of background history forms present in the application
- Provide a recent college transcript, three letters of recommendation, and a typed essay which includes: reason for applying, career goals, teaching plans, and rea-

sons why the applicant should receive the Dottie Martin scholarship and the financial burden which they would incur without the scholarship.

Application Procedures: Email fglass@triad.rr.com or call 336-766-0067 for an application, or contact the financial aid office at the college you are attending. Applications must be mailed no later than June 1.

North Carolina Association of Certified Public Accountants (NCACPA)

The North Carolina Association of CPAs' (NCACPA) charitable foundation, the NC CPA Foundation, Inc. annually awards accounting scholarships, ranging from \$1,000 to \$5,000, to deserving North Carolina accounting students. To find out more call 800-772-2836 or email chapter@ncacpa.org.

Eligibility: The award is available to deserving North Carolina accounting students who:

- Have a NC residence
- Enroll in a NC college or university
- Have completed at least one college or university level accounting course
- Have completed at least 36 semester hours (or equivalent) by the start of the spring semester of the year of application
- Enroll or are enrolled in an academic program leading to a degree in accounting or its equivalent, either currently or during the first semester following the awarding of the scholarship
- Are sponsored by two accounting faculty members who sign the application form
- Provide evidence of academic achievement with GPA (including accounting subjects and overall) of 3.0 or higher on 4.0 scale
- Submit typed essay on topic of "What role do CPAs play in society and should that role change, given events of the past few years?"

North Carolina Community College Foundation Endowment for Teacher Preparation

The GlaxoSmithKline Foundation, Inc., the North Carolina General Assembly and Bank of America have contributed more than \$2 million toward the establishment of an endowment within the North Carolina Community College Foundation to support an expanded role for North Carolina's community colleges in teacher preparation.

Eligibility and priorities: Preference in awarding grants to students who meet one or more of the following qualifications:

- Students who are "career changers" who have returned to school from other occupations or from home responsibilities.
- Students preparing to teach mathematics or science in middle or high school.
- Students enrolled in community colleges serving low-wealth counties, as designated by the North Carolina Department of Public Instruction (Burke, Caldwell, Lincoln and Wilkes are a few of these identified counties, for a complete list see Financial Aid).
- Students must have completed the FAFSA.

Funding, Conditions and Requirements: The Foundation will award grants once per academic year. The total award per recipients will be \$2,500 per semester for up to two consecutive semesters of full-time study (a minimum of 12 hours per semester).

Receipt of second semester funds will be contingent upon satisfactory academic performance, with a minimum grade point average of 2.7 on a 4.0 scale, and progress toward the community college degree.

Recipients may re-apply for a second year of funding.

Acceptance of the grants carries with it the following obligations:

- Recipient must complete all credentials and begin work as a teacher in a public or charter school in a low-wealth county in North Carolina within six years of the first grant award.
- Recipient must teach two full years for each full year of scholarship grants. The first two years of the obligation must be completed within eight years of the grant award. Any additional obligation must be completed within ten years.
- Recipient must attend, if invited, a meeting of the Foundation or other appropriate group to report on the impact of the scholarship grant on his or her experience in preparing to teach.
- Recipient must sign a promissory note for each award which will be forgiven when the teaching obligation is fulfilled. The terms of the note will provide for a payback as noted in paragraph 2.
- Recipients who are unable to meet these obligations will be required to repay the grant within ten years of the grant award.

Application Process: Applications will be made available through the Financial Aid Office once they are received from the North Carolina Community College System Office. They will be placed on the CCC&TI Financial Aid Scholarship Bulletin Boards and on the Financial Aid website. These are generally released late summer.

North Carolina Hospitality Education Foundation

The Hospitality Education Foundation of the North Carolina Restaurant Association provides scholarships for individuals pursuing educational programs in hospitality and tourism. Scholarships are awarded in four categories with two of these at the community college level.

For the high school students' scholarship applicants

- Must be high school seniors who plan to enroll or students already enrolled in a full-time undergraduate course of study at an accredited two-year or four-year college or university, or vocational-technical school in North Carolina
- Pursuing a course of study in culinary arts, hospitality management or tourism.
- North Carolina resident.

For the community college culinary students applicants must be:

- Students who are already enrolled in a full-time undergraduate course of study at an accredited two-year college or culinary program
- Pursuing a degree in culinary arts, hospitality management or tourism
- North Carolina resident.

North Carolina Student Loan Program for Health, Science, and Mathematics

The NC State Education Assistance Authority (NCSEAA) administers this program. The loan obligation may be forgiven through approved employment within the state of

North Carolina provided the recipient works in the field for which he/she was funded. Associate Degree/Certificate Programs can receive \$3,000 per year. Maximum loan amount is \$6,000 for two years if unconditionally accepted into specific program discipline.

One calendar year of full-time employment in designated shortage areas is required for each school year a loan was received. Approved service areas include state facilities and educational systems, or designated healthcare and veterinary science disciplines. Should the student not complete the service obligation, cash repayment will be required. The in-school interest rate is 4%. The out-of-school interest rate ranges from 10% to 15%, depending upon the circumstances of repayment.

Who is eligible? To be considered for a loan, you must: 1) be a citizen of the US and a legal resident of North Carolina, 2) have attained unconditional acceptance or promotion in your respective field, and 3) must establish financial need. Eligible fields of study are Physical Therapist Assistant, Radiography, Nuclear Medicine Technologist, and Nursing.

All new applications and supporting materials must be submitted to the NCSEAA no later than June 1st for the upcoming academic year. Renewal applications must be completed prior to April 1 of the given year. Applications are made available at www.ncseaa.edu/. Click on Paying for College tab, then on Loan Programs then on Career Specific Loans.

North Carolina Veterans' Scholarships

Eligibility: Award is available to children (under age 25 at time of application) of certain deceased or disabled veterans or of veterans who were listed as POW/MIA. Veteran's disabilities must have occurred during a period of war. Veteran must have been legal resident of North Carolina at time of entry into service, or child must have been born in North Carolina and resided there continuously.

Value: Full scholarships provide for four academic years of free tuition, room and board allowances, and mandatory fees at state-supported institutions. Limited scholarships provide free tuition and mandatory fees at public universities. Awards may be used for either undergraduate or graduate study.

Application Procedure: For information concerning this scholarship program, contact the Veterans Coordinator in the Financial Aid Office or your local Veteran's Affairs Office or the North Carolina Division of Veterans Affairs, 919-733-3851. The division of Veterans Affairs notifies applicants of approval of benefits. Applications are due by March 1.

Nurse Education Scholarship Loan Program (NESLP)

The NESLP is designed to reduce the shortage of practicing nurses in North Carolina.

Eligibility: NESLP awards are

- Available through the financial aid offices of North Carolina colleges and universities that offer nurse education programs that prepare students for licensure in North Carolina as Licensed Practical Nurses (LPN's or RN's)

- Based upon financial need and other factors such as academic performance
- Applicants must be residents of North Carolina for tuition purposes.

Application Procedure: Contact the financial aid office for application information. Recipients once selected must sign a promissory note.

Repayment: Recipient enters into a contract with the State of North Carolina to work full-time as a licensed nurse in North Carolina. A minimum of six months consecutive full-time employment with one employer is required to qualify for service cancellation. Loans not repaid through service must be repaid in cash. The interest rate for cash repayment is 10% from the date of disbursement. Recipient has up to seven years to repay loans in service or ten years to repay loans in cash.

Nurse Scholars Program (NSP)

The NSP is a competitive, merit-based scholarship/loan program available to students who have chosen to enter the nursing profession. An 11-member Nurse Scholars Commission selects recipients for the award on the basis of superior academics, leadership potential, and desire to practice nursing on a full-time basis in North Carolina.

Eligibility: Applicants must

- Be NC residents for tuition purposes
- Plan to enter a nursing program at a North Carolina college, university, or hospital that offers nurse education programs which prepare students for licensure as Registered Nurses (RN's)
- Financial need is not a criterion.

Application Procedure: Applications may be obtained by visiting the following website www.cfnc.org/nsp. You may also call 866-866-CFNC for information or check with the Financial Aid Office.

Prospective Teacher Scholarship/Loan (PTSL)

Eligibility requirements for new and renewal applicants at two-year qualifying campuses and deadlines will be posted at <http://www.CFNC.org/PTSL> .

The Prospective Teacher Scholarship Loan is a competitive, merit-based scholarship-loan program available to students who have chosen to enter the education profession. A school official such as a high school counselor or principal must recommend students for this award. Recipients must have maintained a minimum unweighted cumulative grade point average of a 3.0 or better, received a score of 900 or better on the SAT or score of 19 or better on the ACT, enroll in a teacher preparation program at any of the eligible institutions, and plan to pursue a degree in teacher education to become a certified teacher and demonstrate a commitment to teach in the State's public schools.

Teacher Assistant Scholarship Loan (TASL) Two-Year Degree

The Teacher Assistant Scholarship/Loan (two-year) program provides funding to attend a North Carolina community college to receive an early childhood associate degree or a two-year degree in other skills of particular use to the state's public school system.

Eligibility: To be considered, applicant must: be a legal resident of North Carolina, have a minimum of one year's experience as a teacher assistant, currently be employed as a full-time teacher assistant in an instructional area in a K-12 public school in North Carolina, have a cumulative GPA of 2.5, provide proof of being admitted to one of the approved programs at a North Carolina community college, complete 12 semester hours within a 12-month period while maintaining a 2.5 or better cumulative grade point average, and remain employed as a full-time teacher assistant in an instructional area while pursuing a two-year degree.

Scholarships/loans are in an amount of up to \$3,500 per year for those seeking licensure and \$1,200 per year for those not seeking licensure. The maximum a recipient may receive toward earning licensure is \$14,000. The number of awards made per year is dependent upon state funding.

Application procedures: General information, eligibility requirements for new and renewal applicants at two-year and four-year qualifying campuses, application deadlines and applications for the consolidated TASF program will be posted at <http://www.CFNC.org/TASF> in December of each year.

Scholarships

Robert C. Byrd Honors Scholarship Program

This federally-funded scholarship program was established to promote student excellence and academic achievement. Financial need is not a criterion.

Eligibility: Applicants must

- Be a senior at a public, charter, or private high school in North Carolina or have a GED certificate
- Be accepted for enrollment as an undergraduate in an approved postsecondary institution
- Demonstrate outstanding academic achievement and promise of continued academic excellence
- Have a minimum SAT score of 1100 and an unweighted GPA of at least 3.5
- Attend an accredited postsecondary institution in the United States

Students must be nominated by the high school they attend in order to be eligible to receive the award. Schools may submit one nominee per 100 high school seniors or each portion thereof. Schools with fewer than 100 seniors may submit one application. Applicants must demonstrate outstanding academic achievement and show promise of continued academic excellence.

Value: Approximately 165 awards of \$1,500 are made annually in North Carolina. The scholarship may be renewed for up to four years of undergraduate study, subject to continued funding by the US Congress.

Application Procedure: Applicants will be available in December from high school principals and school counselors at the public, private and charter high schools in NC. A student must be nominated by the school he/she is attending to be considered for the award. The application deadline is the second Monday in February. Awards are

announced in May. For additional information on this program visit the website at <http://www.ncpublicschools.org/scholarships/byrd> .

Crumley and Associates – Crib to College Scholarship

Crumley and Associates is a law firm with 10 offices in North Carolina. The Crib to College Scholarship will provide financial assistance and laptop computers to five outstanding North Carolina high school seniors who will enroll at accredited colleges or universities.

Eligibility: To be considered, a candidate must

- Have a cumulative grade point average of 3.5 or better
- Be a graduating senior at a North Carolina high school
- Enroll at an accredited two-year community college or four-year university next fall.

Value: Five \$1,000 scholarships will be awarded. Each of the five scholars will also be receive a laptop computer.

Application procedures: The application will be available January 1, and the application deadline is March 15. The application is available only on the company website and must be completed online. Transcripts must be mailed by the school and post-marked no later than March 15 to be considered. Contact: Stephen Keaney at smkeaney@crumleyandassociates.com for more information. Scholarship recipients will be announced and notified by mail by May 1. Related Internet links: <http://www.crumleyandassociates.com/crib-to-college.php>

GlaxoSmithKline Opportunity Scholarship

This program offers Triangle residents who have overcome significant adversity the opportunity to improve their lives through further education or training.

Eligibility: Applicant must

- Have been a permanent resident of Durham, Orange or Wake County for a minimum of one year
- Be a US citizen and/or legal resident of the US
- Demonstrate the potential to succeed despite adversity
- Have an exceptional desire to improve himself/herself through further education or training

There are no limitations on age, income level, previous education, course of study or training program the applicant is planning to pursue. The scholarship may be used to begin a program or continue a program in which the applicant is already enrolled. It may be used for state universities in North Carolina or community colleges.

GlaxoSmithKline Inc. and Triangle Community Foundation employees and their family members are not eligible.

Value: Up to \$5,000 per year for a maximum of four years.

Application Procedure: Applications may be obtained online at <http://www.trianglecdf.org/static/compschols.shtml> or by contacting Linda Depo at the Triangle

Community Foundation, PO Box 12834, Research Triangle Park, NC 27709, 919-474-8370, email: Linda@trianglecf.org . All application materials must be postmarked on or before March 15. A selection committee of community leaders determines recipients.

Golden LEAF Scholarship

Provides grants up to \$750 per semester, including summer session for curriculum students and up to \$250 per semester for occupational education students to be applied toward their tuition, registration fees, and related expenses at the community colleges where they are enrolled. Scholarships will be need and merit based on a first-come, first-served basis. Eligible recipients can choose to attend any of the 58 member institutions of the North Carolina Community College System.

Eligibility and application procedures can be found at www.cfnc.org/goldenleaf. The Financial Aid Office will advertise the availability of applications on the CCC&TI Financial Aid website and on the scholarship bulletin boards located on campus.

Golden LEAF Transfer Scholarship

Designed to assist current high school seniors, current NC community college students and students currently enrolled at public North Carolina four-year universities.

Eligibility

To be considered for this award, a student must:

- Enroll at any participating North Carolina public university as a full-time degree-seeking undergraduate student.
- Be an incoming freshman, an incoming transfer student from a North Carolina community college.
- Be a permanent resident of a qualifying rural county that is economically distressed and/or tobacco dependent. Note: this requirement does not apply to current recipients of the Golden LEAF Scholarship at public universities applying for grant renewal.
- Demonstrate financial need.
- Students who have earned four-year (bachelors) degrees are not eligible for consideration

Application Procedures: Applications may be submitted online at www.cfnc.org/goldenleaf by March 15.

Ray Jefferies Scholarship

One scholarship valued at \$1000 will be issued jointly to the recipient and to the college.

Eligibility: To qualify as a candidate for the Ray Jefferies Scholarship, a student must meet the following criteria:

- Be elected the president of the North Carolina Comprehensive Student Government Association (N4CSGA) for the academic school year.
- Have the SGA Advisor and/or Dean of Students submits a written statement verifying their position to the appointed N4CSGA Trustee.

This scholarship is awarded annually to the president of the NC Comprehensive

Community College Student Government Association (N4CSGA) who has demonstrated outstanding leadership skills. This scholarship is awarded without regard to race, sex, color, creed, religion, age, national origin or disability. Recipient is encouraged to write a letter of appreciation to the sponsor.

Latino Diamante Scholarship

Diamante, Inc. is a statewide non-profit organization, working to be a catalyst for change by nourishing cultural and community participation among Hispanics in North Carolina. Diamante offers scholarships to high school seniors recognizing contributions to the community, leadership qualities, and the achievements of Hispanic youth in North Carolina.

Eligibility: The award is available to students who will be college freshmen or sophomores who

- Plan to enroll at North Carolina institutions of higher education
- Provide a recommendation from a high school principal, a college counselor or a community leader
- Present a certified copy of school transcripts with a minimum C+ or 2.5 grade point average
- Submit an essay

Value: Two scholarships valued at a minimum of \$500 each will be awarded for the academic year. Funds will be used for tuition and educational expenses.

Application Procedures: The application and program details may be obtained by contacting Diamante, Inc., 106 Lochwood East Drive, Cary, NC 27518; 919-852-0075; scholarships@diamanteinc.org. Information is also available at http://diamanteinc.org/index_files/Page417.htm. The application deadline is August 15, with selected applicants notified by September 15.

North Carolina AmeriCorps

The AmeriCorps Program offers full and part-time opportunities for participants to provide service to their community. Monthly stipends and educational vouchers are available to full and part-time members who successfully complete their terms of service (10 months to one year) in a one-year program.

Eligibility: Eligible candidates must

- Be U.S. citizens, U.S. nationals or lawful permanent resident aliens of the United States.
- Be 17 years of age or older
- Have a high school diploma or a G.E.D. or obtain one while serving
- People with disabilities are strongly encouraged to apply.

Value: Upon completing 1700 hours of service in one year, members receive educational vouchers worth \$4,725 for full-time service and \$2,362 for 900 hours of less than full-time service, and \$1,000 for 300 hours in an education award only position. The vouchers can be used to help pay off student loans, or to finance college, graduate school, or vocational training. In addition, the living stipend for members during the year they provide service is \$10,900-\$21,800 for full-time participants, and up to

\$10,900 for less than full-time participants.

Application Procedure: For more information about the AmeriCorps Program, contact Alicia Hartsfield, AmeriCorps Senior Program Office, Mail Service 03121, Mail Service Center, Raleigh, NC 27699-0312; e-mail Alicia.hartsfield@ncmail.net. You may also call or visit on the web the North Carolina Commission on Volunteerism and Community Service at <http://www.volunteernc.org>, 919-715-3470 or 800-820-4483.

North Carolina Bar Association Foundation Scholarship (NBCBA)

Eligibility: Applicant must

- Be the natural or adopted child of a NC law enforcement officer who was killed or permanently disabled in the line of duty
- Apply prior reaching his or her 27th birthday
- Be enrolled or accepted for admission in a college, vocational training school or other educational institution approved by the scholarship committee of the young Lawyers Division of the NC Bar Association
- Demonstrate financial need or and merit

Value: Funding varies in amount each year depending upon availability.

Application Procedure: Applications may be obtained by writing, The NC Bar Association Scholarship, PO Box 3688, Cary, NC 27519; 800-668-7407. The applications are available beginning in December. The deadline is April 1 each year. For more information, visit the website at <http://www.ncbar.org> or email [Jacquelyn Terrell-Foundation.jterrell@ncbar.org](mailto:Jacquelyn.Terrell-Foundation.jterrell@ncbar.org).

North Carolina 4-H Youth Development Scholarships

Eligibility: Applicant must

- Be a resident of North Carolina for tuition purposes
- Enroll as an undergraduate in a four-year accredited North Carolina community college
- Have an outstanding record of 4-H Youth Development Program participation and achievement
- Possess an excellent high school academic record
- Demonstrate an aptitude for college work through SAT scores

For some of the awards, financial need is a prerequisite. Some awards have geographic restrictions to regions of the state, while others are specific to a degree program or to a designated college or university.

Value: Scholarship amounts begin at \$500. Some scholarships are renewable.

Application Procedure: Applications are available in the fall through each county cooperative extension office (local 4-H officials) in North Carolina by calling Shannon McCollum, Extension 4-H Associate at 919-515-8486.

North Carolina Hispanic College Fund (NCHCF)

The NCHCF is a charitable fund established by the NC Society of Hispanic Professionals to benefit Hispanic students in North Carolina. Applicants must enroll

in a degree program at a community college or a four year university, and must be committed to public service and community development.

Eligibility: Applicants must

- Be accepted to a two or four-year college or university
- Be of Hispanic/Latino background and have graduated from an NC high school within the past two years
- Have a four-year (high school) cumulative GPA of 2.5 or better on a 4.0 scale (3.5 on a 5.0 scale)
- Preference will be given to foreign-born applicants or the native-born children of foreign-born parents. Preference will be given to students who enroll full-time; however, part-time students are encouraged to apply.

Value: the NCHCF awards annual scholarships valued between \$500 and \$2,500. Scholarship recipients may reapply for renewal for up to four years. The number of scholarships awarded varies from year to year. Scholarships will be designated for tuition, fees, and room and board.

Application Procedures: Application packets are available year-round. They can be obtained by emailing or calling the NC Society of Hispanic Professionals at: mail-box@theNCHSP.org or 919-654-4516. Applications are available online at <http://www.TheNCSHP.org/NCHCF>

North Carolina Needs Based Nursing and Teaching Scholarship (NCNTS)

The NCNTS is to increase educational opportunities for students who wish to become nurses and teachers. Annual scholarship amounts range from \$1425 for part-time student to \$1,900 for full-time students.

Eligibility Criteria:

- Each student must complete the FAFSA
- Each student must be enrolled for a minimum of six credit hours
- Nursing students must be enrolled in a Diploma or Associate Degree Program
- Teacher Education students must be enrolled in a College Transfer Program
- Each student must maintain satisfactory progress as determined by the college
- Each student must have at least a 2.5 GPA to be awarded the scholarship

Application Procedures:

Each college will develop their own scholarship applications and will select students from a pool of qualified applicants. Two recipients will be selected each academic year. Application information may be obtained in the Financial Office.

North Carolina Veterans Scholarship

Award is available to children of certain deceased or disabled veterans or those listed as POW/MIA. Veteran must have been a legal resident of North Carolina at time of entry into service, or child must have been born in North Carolina and resided there continuously.

Full scholarships provide for four academic years of free tuition, room, and board allowances and mandatory fees at state-supported institutions. Limited scholarships

provide free tuition and mandatory fees. The yearly value at private institutions is \$4,500 (full) and \$1,500 (limited). Awards may be used for either undergraduate or graduate study.

For information concerning this scholarship program, contact the North Carolina Division of Veterans Affairs, 325 N. Salisbury Street, Raleigh, NC 27603, (919)733-3851. The Division of Veterans Affairs notifies applicants of approval of benefits.

State Employees Association of North Carolina (SEANC) Scholarships (Merit-Based)

First established in 1974, the SEANC Scholarship Program provides endowments to SEANC members, their spouses, and their children to attend technical schools, community colleges, trade schools, junior colleges, or four-year universities on a full-time basis. SEANC also offers a need-based scholarship for state employees and their families.

Two merit-based categories of scholarships are available:

- Based on academic merit and character of the applicant. Financial need is not a consideration. This scholarship is available to SEANC members, their spouses, and their children.
- Reserved for SEANC members only (not spouses or dependents), who are full-time state employees enrolled in a minimum of six semester hours of undergraduate work or 3 semester hours of graduate work at an accredited post-secondary institution.

Value: Awards are \$500 for community colleges. The scholarships are nonrenewable, but previous recipients may reapply for funding.

Application Procedure: Scholarship applications are available on request from an applicant's local SEANC representatives after the first of December each year. A printable scholarship application can be found on SEANC's website. The application period begins in January and closes on April 15. Applications must be submitted to the appropriate scholarship chairman in a member's local district prior to the deadline. Visit the website <http://www.seanc.org> and click "Member Benefits" for more information.

State Employees Association of North Carolina (SEANC) Scholarships (Need-Based)

First established in 1974, the SEANC Scholarship Program provides endowments to SEANC members, their spouses, and their children to attend technical schools, community colleges, trade schools, junior colleges, or four-year universities on a full-time basis.

Eligibility: This award is available to SEANC members, their spouses, and their children, and is based on academic merit and the financial need of the applicant.

Value: Awards are \$500 for community colleges and SEANC members with full-time jobs. The scholarships are nonrenewable, but previous recipients may reapply for funding.

Application Procedure: Scholarship applications are available on request from an applicant's local SEANC representatives after the first of December each year, with the

application period beginning in January and closing on April 15. A printable scholarship application can be found on SEANC's website. Applications must be submitted to the appropriate scholarship chairperson in a member's local district prior to the deadline. Visit the website <http://www.seanc.org> and click "Benefits" for more information.

State Employees' Credit Union Foundation Scholarships

"People Helping People" Scholarship Program for Community College Students

The "People Helping People" Scholarship Program was established in 2004 by the State Employees' Credit Union Foundation. The scholarships were awarded for the first time in the fall of 2005 to students attending North Carolina community colleges. Each of the state's 58 community colleges will offer two (2) scholarships.

Eligibility: A candidate must

- Be an applicant or full-time student who is a high school graduate or has completed the G.E.D. program, enrolled in an associate degree, diploma or certificate program
- Be a U.S. citizen and a resident of North Carolina eligible for in-state tuition
- Demonstrate financial need using the FAFSA
- Demonstrate scholastic achievement and maintain a 2.5 or higher grade point average on a 4.0 scale or must attain a score of 3,000 on the GED test
- Use the scholarship to pay tuition, books, fees, course supplies and transportation
- Agree to continue at the community college where enrolled at the time of the scholarship award for the duration of the scholarship, for four consecutive semesters or until completing a diploma program
- Not be a Director, employee or family member of an employee of the State Employee's Credit Union or the SECU Foundation

The decision of the Scholarship Selection Committee will be final.

Value: Each "People Helping People" Scholarship for community college students is valued at \$5,000 (\$1,250 per semester for up to 4 consecutive semesters of study at a qualifying campus).

Application Procedure: Recipients of the scholarships will be selected by their community colleges. Application details and other information will be available through the financial aid offices by the end of July. Websites: <http://www.ncsecufoundation.org/> & <http://www.ncseacu.org> .

Wachovia Technical Scholarship

The recipients of the scholarships will be selected each year from applicants meeting the established criteria at local community colleges. Colleges may not submit alternate recipients for the Wachovia scholarship in the spring semester after March 1.

Eligibility: Recipient must

- Be enrolled full-time in a second year of a two-year educational/technical program
- Demonstrate financial need and scholastic promise
- Use the scholarship to pay for tuition, books, and transportation

Value: One scholarship per college valued at \$500 each. These scholarships are distributed among the 58 colleges in the community college system, and are distributed in two payments: \$250 for fall semester and \$250 for spring semester.

Application Procedure: Each college shall establish a special committee to select scholarship recipients.

Youth Development Centers Scholarships

The purpose of the Youth Development Centers Scholarship program shall be to recognize the graduation or GED completion of students who earned their high school credential while committed to a Youth Development Center (YDC) of the North Carolina Department of Juvenile Justice and Delinquency Prevention. Recipients of the scholarships must have completed their commitment to the YDC and be enrolled in curriculum or occupational extension programs of a member institution in the North Carolina Community College System. Students enrolled in curriculum programs may be awarded one-year scholarships of up to two thousand dollars per year (\$1000 per semester) for 12 semester hours or more, not to exceed actual costs and subject to availability of funds. Enrollments for less than 12 semester hours shall be prorated. Funds may be used for tuition, books, college assessed fees, and student insurance and course related supplies. Students enrolled in occupational extension courses and/or Human Resources Development programs may be awarded registration fees, textbook costs and course supplies up to \$500 per semester and not to exceed actual costs. These scholarships are handled as a 3rd party billing; therefore, the certification forms are sent directly to the college business office. The YDC scholarship is limited to students who are referred through the Department of Juvenile Justice and Delinquency Prevention (DJJDP).

Qualifying students can obtain application forms from DJJDP Education Services – Address: 1801 Mail Service Center, Raleigh, NC 27699-1801 or phone Michael Haley at (919) 733-3388 ext. 349 or e-mail: Michael.Haley@ncmail.net.

Locally Supported Scholarships

CCC&TI has numerous types of scholarships 1) by application, 2) by nomination, and 3) need-based. The sources of these scholarships (clubs, individuals, industries, businesses, foundations, etc.) determine what criteria are to be used in awarding them.

Awards are determined by 1) nominations made by in-house faculty/staff with selections by the Scholarship Committee appointed by the president of the college, 2) awarded by the Financial Aid Office based on the information obtained from the FAFSA form and the CCC&TI Scholarship application, 3) awarded by an external agency.

Due to limited funds, students are urged to complete the FAFSA form and the CCC&TI Scholarships application by June 1 each year to be considered for the needs-based scholarships. Students are urged to check the “Scholarship Bulletin Board” located outside the Financial Aid Office and in the student lounge. All available scholarship information will also be placed on the CCC&TI website under “Financial Aid”.

Available by Application

Alpha Delta Kappa Memorial Scholarship

The Alpha Delta Kappa Sorority established this academic scholarship. The recipients must be pre-teaching students who have completed at least 33 credit hours while maintaining an overall average of at least 3.0. See Financial Aid for application process.

Altrusa Club Scholarship

This fund was established by the Altrusa Club of Caldwell County in 1975 to aid students over 25 years of age who are residents of Caldwell County and who are returning to school to pursue career training. See Financial Aid for application process.

Bill and Vivian Armfield Scholarship

This fund was established by David and Amy Clark to honor the Armfield's contributions to CCC&TI. The recipient must be a Caldwell County resident interested in pursuing a career in elementary education through the college transfer program. Applications are available through the high school counselors' office at any of the three Caldwell County local high schools.

Kenny Beane Scholarship

Established in 1998 by friends and family of Kenny Beane. The purpose of this scholarship is to assist students enrolled in a vocational certificate or diploma program. Applications are available in the Industrial/Transportation Department or the Financial Aid Office.

Donna and Robert Belk Scholarship

Established in 2003 in memory of Donna Belk's mother, Mrs. Charles Below and her aunts, Hilda Smith and Mildred Bell. To honor their years in education, the scholarship will be presented to a second year or transfer student with financial need who is enrolled in a Pre-Teaching or Health Sciences program. See Financial Aid for application process.

G. Lewis Bernhardt Scholarship

Established in 2003 from the estate of Mr. G. Lewis "Bub" Bernhardt. This scholarship provides financial assistance to TRIO/ETS students to enhance the ability of the student to continue his/her education. TRIO/ETS students are encouraged to speak with their TRIO/ETS counselor for application information.

Boone Area Lions Club Scholarship

Established in 2006 to provide a scholarship for a Watauga County student who is visually impaired or has a visually impaired family member. See Financial Aid for application process.

J.E. Broyhill Fund (Gateway Scholarship)

This scholarship is for tuition, fees and books for students enrolled at CCC&TI who have completed at least one semester at Gateway High School and graduated from high school. Application information available at Gateway School.

John A. Forlines, Jr. Educational Scholarship

Established in 2003 by friends and family of John A. Forlines, Jr. in honor of his many contributions and years of service to the college. Forlines was a founding trustee and served as the first chairman of the Board of Trustees. He served in that capacity for 19 years and currently serves on the Foundation Board of Directors. His support and strong belief in education will provide financial assistance to many needy students. See Financial Aid for application process.

Foundation Scholars Award and Presidential Scholars Award

Established in 2001 by the CCC&TI Foundation. These scholarships are to promote and to recognize outstanding academic achievement among students at Caldwell and Watauga high schools. See Financial Aid for application process.

Hammary Furniture Company Sam Reid Scholarship

Established by Hammary to honor Sam Reid, a fifty-year employee, this scholarship is available to current Hammary employees, their spouses, and direct descendants, as well as to Mr. Reid's grandchildren. Applications are available in the Financial Aid Office or from the Personnel Office at Hammary Furniture Company.

Industrial/Transportation Scholarship

Established May 24, 1994 and endowed April 2000. Scholarships will be awarded to full-time and/or part-time students on the basis of achievement or financial need. A student must be beginning or continuing study in a technical field that is assigned to the Industrial/Transportation Department. Applications are available in the Industrial/Transportation Office or the Financial Aid Office.

Don Jensen Habilitation Scholarship

Established in 2002 by Tom Brittain to honor Don Jensen for his dedication to improving the lives of disabled citizens. This scholarship provides assistance to deserving students enrolled in any habilitation program with preference given to students enrolled in a coop program or working in a habilitation facility. See Financial Aid for application process.

J. Wade and Mary Sue Kincaid Memorial Scholarship

Established December 2000 by Steve and Kim Kincaid in memory of J. Wade Kincaid. Scholarships will be awarded to students enrolled at CCC&TI (curriculum or non-curriculum) who are current Kincaid Furniture Company employees with over one year of service, spouses of eligible employees, retirees, or direct descendants of eligible employees or retirees. Applications are available in the Financial Aid Office, Corporate and Continuing Education, and at Kincaid Furniture Company in the Human Resources Office.

McAfee Scholars Award

Established during the 1986-87 school year as a memorial to the late Charles McAfee, longtime college business instructor, this award will be given to a graduating senior from a local high school for use in a business-oriented program of study at CCC&TI. See Financial Aid for application process.

Jerry and Gail Orr Scholarship

Established in 2006 by Jerry and Gail Orr. The scholarship will provide tuition for a student pursuing a degree in a science-related field. See Financial Aid for application process.

W. Michael Pearson Scholars Award

Established in May 2000 by Marjorie H. Pearson in memory of W. Michael Pearson. This is designated for a yearly \$1,000 merit scholarship for each of the three high schools in Caldwell County to attend CCC&TI. See Financial Aid for application process.

Jesse W. Powell Memorial Scholarship

The Lenoir Firefighters Association established this memorial scholarship in 1994 in memory of Jesse Wayne Powell, one of their own. This scholarship is available to full-time students planning to attend Caldwell Community College and Technical Institute. Contact the Lenoir Firefighters Association for application information.

Thad and Reva Tunmire Truck Driving Scholarship

Established January 2000 in honor of Thad and Reva Tunmire, the scholarship is awarded to students enrolled in the Truck Driving Program at CCC&TI. Applications are available in the Industrial/ Transportation Office or the Financial Aid Office.

TRIO/SSS Alumni Scholarship

The scholarship was established in 2005 by the TRIO/SSS Alumni Group. Any TRIO/SSS student may apply. See the TRIO/SSS staff for application information.

Watauga Nursing Scholarship

Created through a fund-raising drive in 1990, this fund is to be used for a Watauga County resident who is accepted in the nursing program. Applications are available in the Financial Aid Office.

James Douglas Weiller Scholarship

Established December 2000 by Barbara and Don Weiller and Mia Weiller in memory of James Douglas Weiller. This is designated for a yearly scholarship based on need as determined by the scholarship committee for non-traditional students (25 years old and older) enrolled in the Truck Driver Training Certificate Program at CCC&TI. Applications are available in the Industrial/ Transportation Office or the Financial Aid Office.

Boyd C. Wilson Family Scholarship

Established in 2005 as a memorial to Boyd C. Wilson Sr. by his family. The scholarship will provide funds for a Caldwell County resident who plans to transfer to a 4-year university to obtain a teaching degree after completing training at CCC&TI. See Financial Aid for application process.

Scholarships Awarded by Faculty/Staff Nominations

Scholarships listed below are not available by application. These are selected by nominations from faculty/staff members. Recipients will be notified by the selection committee.

Julia Alexander Memorial Scholarship

Established in 1981, this award is designated for a student in an office-related technology program who maintains a GPA of 2.5. This fund honors a past president of the college's NCAEOP chapter. Nominations and selections done by NCAEOP.

The Arts and Sciences Faculty Scholarship

The scholarship is awarded annually to a college transfer student to honor retired arts and sciences faculty. If awarded to a math student, it will honor Lloyd Coffey; if a history student, it will honor Ray Huckabee. Selections done by Scholarship Committee.

Wilson and Ola Brown Scholarship

Given in 1997 by Gilma Roberts in honor of her parents, the recipient must be a full-time student enrolled in the college transfer program, a first-generation college student born in Watauga County. Selections are made by Watauga faculty/staff as appointed by the president.

Business Club Scholarship

The Business Club of CCC&TI established this fund in 1989. An annual award is presented to a student enrolled in a business curriculum. Selections done by the Business Club.

Marian Alma Coffey Memorial Scholarship

The family and friends of the late "Mac" Coffey, who was a student at CCC&TI in recreation leadership, established this memorial scholarship to be used for second-year students enrolled in allied health or human services programs. Nominations and selections will be made by the Health Sciences Department.

Vester Corpening Scholarship

Established in 1980 by the Ebony Kinship Club, this memorial fund will aid needy students from Caldwell County. Selections done by Ebony Kinship committee.

Stephanie Dale Memorial Scholarship

In 1985, the teaching staff of CCC&TI and various healthcare institutions affiliated with CCC&TI's radiography program, established this fund as memorial to Ms. Dale, who had been a student in the radiography program. The award will be made each year to a second-year radiography student. Selections done by scholarship committee.

M. L. DeVane Scholarship

The Ebony Kinship Club of CCC&TI established this fund in 1975 to aid a student enrolled full-time at this institution. Selections done by Ebony Kinship committee.

Ebony Kinship Scholarship

Selections done by Ebony Kinship committee.

First Generation Scholarship

Established in 1984 by the board of trustees of CCC&TI, this fund provides assistance to students who represent the first generation of their families to attend college.

Selections done by Ebony Kinship committee.

Frazier Literature Scholarship

This scholarship was given in memory of Mr. and Mrs. John Alexander Frazier. It is awarded to academically successful students who are pursuing English degrees. A committee from the college transfer department makes nominations and selections.

Rufus C. Gwyn Memorial Scholarship Fund

To honor Rufus C. Gwyn, a former instructor of data processing, the faculty awards a scholarship each year to a student who is graduating from CCC&TI and whose intentions are to further his/her education. Selections done by scholarship committee.

Helen J. Hatley Achievement Award

The CCC&TI Board of Trustees established this fund in 1984 to honor Helen Hatley, Controller Emeritus. The award is presented at graduation each year to a student who has completed one half of the required hours in a specific technical or college transfer curriculum. Selections done by scholarship committee.

Jimmy Hemphill Scholarship

This scholarship was established in August 1998 by friends, family and colleagues to honor Jimmy Hemphill, former executive vice-president, upon his retirement from CCC&TI. Selections done by scholarship committee.

Beverly Holt Scholarship

This scholarship was established in 2003 and endowed in 2007 by friends and family of Beverly Holt in her memory. The scholarship is awarded to a cardiovascular sonography student with financial need. Selections done by scholarship committee.

Claudia S. Kincaid Achievement Award

The friends and coworkers of the late Claudia Kincaid, Dean Emeritus, Student Development of CCC&TI, established this fund in 1983. The award is presented at graduation each year to a student who has completed one half of the required hours in a specific curriculum with a cumulative GPA of 3.50 or better. Selections done by scholarship committee.

Elizabeth M. Miller Scholarship

Established November 2001 by Dr. and Mrs. Kenneth K. Humphreys in memory of Mrs. Humphreys' mother, Elizabeth M. Miller. This scholarship is available by faculty nomination for a deserving second year, fulltime, female student who has at least a "B" average for the first year of college. Selections done by scholarship committee.

Samuel William Orlando Scholarship

Established in 2003 as a memorial to Sam Orlando, an instructor at the Watauga cam-

pus of CCC&TI, by his friends and family. The recipient must attend the Watauga Campus of CCC&TI and must have taken, or plan to take, at least two religion courses; however, no specific major is required. Selections done by scholarship committee.

Eunice Query Scholarship

Established in July of 1995. An endowed perpetual scholarship to honor Ms. Eunice Query, this scholarship will be awarded to a student after the completion of two academic semesters. Selections done by scholarship committee.

Query-Hickman Scholarship

Established in 1993 to honor William Hunter Query and Lucille Query Hickman, this scholarship will be awarded to a student after the completion of two academic semesters. Selections done by scholarship committee.

Dan and Ila Stallings Scholarship

This fund was established by Dr. Stallings' wife and children to honor his years of service to CCC&TI and his many contributions to education. An annual scholarship is awarded to a second year student with financial need, who is enrolled in the Fine Arts program. Selections done by scholarship committee.

Dent and Louise Sullivan Scholarship

Established in 2003 to provide a scholarship to a deserving 2nd year fulltime student working toward an accounting degree with plans to transfer to a four-year institution. Selections done by scholarship committee.

Trustees' Student Awards Merit

Selections done by three trustees and selected faculty member as appointed by Faculty Senate president.

Scholarships Awarded By Financial Need

Numerous scholarships are supported with need being the main criteria for selection. Listed below are the scholarships indicating additional criteria requirements.

Applications must be submitted by June 1 each year for the upcoming academic year. Application information may be obtained online at the CCC&TI website under Financial Aid or in the Financial Aid Office.

Blackwelder Foundation Memorial Scholarship

The Blackwelder Foundation established this scholarship in 1986 as a memorial to Dr. Blackwelder.

Additional criteria:

- Caldwell County resident
- Nursing or medical field

Caldwell County Medical Society Student Aid Fund

In 1984, the Caldwell County Medical Society established this scholarship for students in health-related programs.

Additional criteria:

- Health-related program

Coffey Foundation Scholarship

The Coffey Foundation established this scholarship fund in 1978 as a memorial to Mr. Harold Coffey.

Additional criteria:

- Caldwell and contiguous counties resident
- Preference given to nursing and other medical program students

Ben W. and Dixie Glenn Farthing Memorial Scholarship

Established by their family, this fund honors the memory and tradition of Mr. and Mrs. Farthing, who were from Valle Crucis in Watauga County.

Additional criteria:

- Recipients must be enrolled in nursing and must be residents of Watauga, Avery, or Mitchell counties who do not use tobacco products.

Addie B. Flowers Scholarship

Established in 1978 as a memorial to Ms. Flowers.

Additional criteria:

- Caldwell County resident

T. C. and Annie High Scholarship

Established by the family of T. C. and Annie High.

Additional criteria:

- Student from the southern part of Caldwell County

The Knights of Pythias, Caldwell Lodge 78, Scholarship

Established in 1992 by the Knights of Pythias with a gift of \$50,000

Additional criteria:

- Students from Caldwell County

Emory C. McCall Scholarship

Friends of the late Emory C. McCall established this memorial scholarship as a perpetual fund in 1976.

The McConnell Family Scholarship

Given by Alice Howland McConnell and Elizabeth McConnell Jarrett in 1991 in memory of their parents, Loy Dixon and Adda Howland McConnell

Additional criteria:

- Preferably, but not exclusively, in health career programs

Wilfred Randolph McGowan Scholarship

Established in 1978 as a memorial to Randy McGowan by his friends and family.

Additional criteria:

- Residents of Caldwell and contiguous counties
- Academic promise

Gladys and Glenn Miller Memorial Scholarship

Established in 1997 as a memorial to Gladys and Glenn Miller by their daughter, Dr. Susan Maynard.

Myron L. Moore, Jr. Scholarship

The Lenoir Mirror Company established this fund in 1983 to assist needy students.

Orville B. and Grace C. Peterson Memorial Scholarship

This scholarship was established in 2003 through a gift from the estate of O. B. and Grace Peterson.

Carl B. and Olene B. Prestwood Scholarship

The family and friends of the late Carl Prestwood established this memorial fund in 1976.

Thomas M. Robbins Nursing Scholarship

Established in 1998

Additional criteria:

- Nursing students

Mrs. D.L. Snyder Scholarship

Established in 1997 by the family of Mrs. Snyder on the occasion of her 95th birthday.

Hugh and Martha Wilson Family Scholarship

Established in 1997 to honor Hugh and Martha Wilson by their children.

Additional criteria:

- Residents of Caldwell

Other Sources of Financial Assistance

CCC&TI receives additional financial assistance for our students that are designated for specific divisions of the institution or are not actually classified as scholarships.

Listed below, by division, are some of the many other sources provided to assist our students. For additional information please contact the appropriate division.

Adult, Corporate & Continuing Education

Bank of Granite Literacy Fund

Literacy students who have special needs.

Dr. H.E. Beam Scholarship

Established October 2000 in honor of Dr. H. Edwin Beam by friends, family and colleagues. The scholarship is for tuition, fees and/or instructional supplies for non-curriculum students in programs of study exceeding 90 contact hours leading to specific employment opportunities.

CCC&TI Foundation Incentive Scholarship

Award certificates will be sent to students shortly after they complete either their GED

and/or Adult High School Diploma. Funds will be used to assist these graduates with their continuing education.

Nurse Aide I-II Scholarships

Based on need, these scholarships cover the cost of tuition, books and supplies for students enrolled in the Nurse Aide I or II program of study. Payment is authorized by the Vice President of Adult, Corporate and Continuing Education.

Career Center

Barton and Estoy Hayes Scholarship

An incentive scholarship for Career Center students to continue their education at CCC&TI.

Emergency Assistance Funds (Available for all students)

These funds are contingent upon funding availability.

David Pittman Emergency Assistance Fund

Established by friends and family of Dr. David Pittman, former CCC&TI faculty member and administrator, this fund is used to aid Watauga campus students facing emergency situations. Assistance is limited to \$40 in any academic year and may be returned as a gift to the fund at anytime. Any faculty or staff member may initiate action for a student once they have determined there is a true emergency situation. Once that has been determined the faculty or staff member must give the student a note indicating the need and send it with the student to the Financial Aid Office on the Watauga Campus.

Gilma Brown Roberts Emergency Assistance Fund

This fund was established in 1982 by the institution's staff and faculty to aid students facing critical emergency situations. Assistance is limited to \$40 in any academic year and may be returned as a gift to the fund at anytime. Any faculty or staff member may initiate action for a student once they have determined there is a true emergency situation. Once that has been determined the faculty or staff member must give the student a note indicating the need and send it with the student to the Financial Aid Office on the Hudson Campus.

Federal Programs for Veterans & Dependents

Other than the scholarship and loan programs for veterans and/or their dependents there are additional programs available to assist with educational expenses. They are as follows:

- 1) Montgomery GI Bill – Active Duty (MCGIB/Chapter 30)
- 2) Montgomery GI Bill – Selected Reserve (MCGIB/Chapter 1606)
- 3) Reserve Education Assistance Program (REAP/Chapter 1607)
- 4) Restored Entitlement Program for Survivors (REPS/Section 156)
- 5) Selected Reserve/National Guard Student Loan Repayment Program
- 6) Survivors' and Dependents' Educational Assistance Program (DEA/Chapter 35)
- 7) Tuition Assistance "Top Up" Program

- 8) Veterans Educational Assistance Program (VEAP/Chapter 32)
- 9) Vocational Rehabilitation for Veterans with Service Connected Disabilities/Chapter 31)
- 10) Work Study Program

For more information regarding these programs please see the Veterans Coordinator in the Financial Aid Office or contact the local Veteran's Affairs Office.

Child Care Services

Caldwell Community College and Technical Institute offers funding to assist students with child care expenses. Funding for these services is received through federal and state grants. Additional funding is received through the CCC&TI Foundation providing the largest contribution. Students who are interested in applying for child care assistance must submit the Free Application For Federal Student Aid (FAFSA) and request a child care application packet from the Financial Aid Office on both campuses. Funding of these services is contingent upon continued funding from all sources.

Services for Students

Career and Counseling Services

CCC&TI provides either directly, or through collaboration and referral, a variety of academic, career, employment and personal counseling services through individual and group counseling, testing, evaluation, and information resources to support co-curricular education growth. Services and programs within Career and Counseling Services are designated to promote student learning outcomes and to reduce barriers to attaining personal, academic, and career goals. Service areas include Career Assessment and Counseling, Student Employment Services, and Personal Counseling and Referral Services.

Counselors are available on the Caldwell and Watauga campuses, both day and evening, to provide confidential assessment, counseling, and information and referral services. Although an appointment is preferred, emergency services are provided as needed. Referrals to private counseling or mental health providers may be made for students in need of extended counseling services beyond the brief counseling services offered by the college's professional counselors. The CCC&TI Foundation provides funds to help pay for those services referred to a private provider.

Additional personal, career, and employee development activities are offered throughout the year in the form of workshops and support groups. Career assessment and counseling services are provided both by individual appointment or weekly career development workshops. Students seeking employment assistance are encouraged to register with the CCC&TI Jobs Network by accessing the link from the college web site, as an additional tool beyond the individual assistance offered by the employment counselor on campus. Distance learners may utilize resource links from the Career and Counseling Services pages on the college website or may request that a self-guided career exploration packet be mailed to them.

Academic Advising Center

The main purpose of the Academic Advising Center (AAC) is to provide academic advising for college transfer students in the Associate in Arts and the Associate in science programs. In addition to academic advisement, services provided include:

- Placement test score interpretation
- Assistance with college program selection
- Support services information
- Semester schedule planning
- Assistance with registration
- Assistance with transition from high school programs to CCC&TI admission
- Transfer information for students transitioning from CCC&TI to four-year colleges and universities
- Assistance with adding and/or dropping classes
- Huskins and Dual Enrollment advisement

Housing

The college does not have housing facilities and does not find housing for students.

Transportation

The college provides no transportation service for students. There are no buses or other forms of public transportation, so students must have their own forms of transportation and/or participate in carpools.

TRIO Programs

Federally funded TRIO comprises various programs that, since 1965, have promoted opportunity in education. The TRIO Office consists of TRIO/SSS (at CCC&TI since 1993) and TRIO/ETS (at CCC&TI since 2002) servicing over 800 students, ages 11 and up. Its purpose is to:

- provide general and strategic direction for TRIO/SSS and TRIO/ETS
- leverage the strengths of each program for the benefit of both
- explore new ways that TRIO programs can support the mission of CCC&TI and open educational opportunities for all.

TRIO/SSS

TRIO/SSS is a TRIO program whose aim is to provide additional opportunities and services to first-generation college students with financial need, or disabled students who demonstrate need for academic support and are enrolled in an associate degree program. Components of the program include:

- writing and publishing opportunities through the TRIO Tribune
- regular opportunities for student and faculty interaction at TRIO deli lunches
- a study skills course
- tutoring
- mentoring
- academic financial aid and transfer advisement
- personal and career counseling
- participation in extracurricular activities in the college community
- participation in TRIO/SSS service groups
- opportunity to develop and utilize leadership skills
- opportunity to teach others (basic skills, pre-job) through service-learning mini-courses
- opportunity for TRIO/SSS work scholar positions
- opportunity to be involved in cultural events
- laptop check-outs

TRIO/ETS

The second TRIO program is TRIO/ETS, whose purpose is to get academically talented students enrolled in postsecondary studies. Working with 625 middle and high school students from Caldwell County Public Schools, TRIO/ETS provides information about college, financial aid, and career exploration. Services include:

- writing and publishing opportunities through the Sam Says newsletter
- tutoring
- study skills and strategies for success in school
- day and overnight trips to college campuses

- leadership opportunities through the TRIO Youth Leadership League
- cultural enrichment activities
- help with college applications
- information on scholarships and the FAFSA
- an opportunity to apply for the G. Lewis Bernhardt Scholarship and the TRIO/ETS “Go Anywhere!” Award, reserved only for TRIO/ETS students.

Academic Support Center

The Academic Support Center offers a variety of services to enhance student learning, including:

- free tutoring in areas such as English, math, accounting and other subjects as needed
- interactive computer tutorials in a range of subject areas
- word processing and printers for typing papers
- internet access
- video tutorials
- reading labs
- workshops on grammar, writing and study skills
- review materials for ATI entrance nursing test, Accuplacer (placement tests) and PRAXIS
- study skills
- supplemental instruction (an academic enrichment program that utilizes peer-assisted study sessions)

The Support Center is located in F146 on the Caldwell Campus and in Room 110 at the Watauga Instructional Facility. All services are free to students enrolled in Caldwell Community College and Technical Institute. Appointments are not necessary. Students may reach the Academic Support Center by calling 726-2725 or 297-3811. Instructors and tutors are available to assist students if they need help. Special tutors are provided for students with language barriers and disabling conditions. (i.e., seeing or hearing impaired or learning disabled).

Disability Services

The offices of Disability Services at CCC&TI are located in Room F151 on the Caldwell Campus and in Room 110 of the Instructional Facility on the Watauga Campus. Disability services provides comprehensive, quality support to students with disabilities to insure access to the programs and offerings at CCC&TI Personnel in Disability Services work with students, instructors, staff and others to coordinate accommodations and other support services for all qualified students with disabilities.

In order to be eligible for services, a student must provide current documentation from an appropriate, licensed professional service provider. Acceptable documentation includes a medical report, psychological evaluation, physician’s report, or records from the Division of Services for the Blind, Services for the Deaf and Hard of Hearing, and/or Vocational Rehabilitation.

Section 504/American with Disabilities Act

No otherwise qualified handicapped individual shall, solely by reason of such disabili-

ty, be excluded from participation in, or benefits of, or be subjected to discrimination by any public or private entity. The American with Disabilities Act define disability as “a physical or mental impairment that substantially limits one or more major life activities such as walking, talking, seeing, hearing, learning, breathing, working; or having a record of such impairment; or being regarded as having one.”

Confidentiality

The college will not share specific information about a student’s disability with anyone, including faculty, without that student’s written permission.

How to Obtain Services

Students may receive assistance by doing the following:

- Notify Teena McRary in Disability Services at the Caldwell campus (828)726-2724 or by email at tmcrary@cccti.edu or Nancy Leonard at the Watauga campus (828) 297-3811 or by email at nleonard@cccti.edu.
- Provide Disability Services with current documentation of the disability.
- Request accommodations and auxiliary aids in a timely fashion
- Schedule follow-up visits regularly with Disability Services, at least once at the beginning of each semester. We want to know how students are doing and how we can help.

Writing Center

The goal of the Writing Center is to provide students with the tools necessary to write well, communicate effectively and subsequently, promote success throughout college as well as in the workplace. Consultants are available for one-on-one tutorials during any stage of the writing process. No appointment is necessary. Consultants provide help with:

- Brainstorming, outlining and drafting papers
- Essays
- Researching
- Journals and response papers
- Formatting and citing according to style guidelines
- Resumes and cover letters

The Writing Center is a free service for all CCC&TI students, faculty and staff. It is located on the Caldwell Campus in F-148. For more information, contact the Writing Center at 726-2722.

The Broyhill Center for Learning Resources

The purpose of the Broyhill Center for Learning Resources is to support the established objectives of the total educational program through a collection of print and non-print media and audiovisual equipment, through orientation and through reference services. Students are encouraged to look upon the center as an extension of their classroom instruction. The center has study stations and resources to support instruction and to provide for recreational reading, listening, and viewing. In addition, the staff is always ready to be of assistance.

Testing Center

The purpose of CCC&TI's testing program is to provide appropriate, fair, accessible, and reliable testing services to students, faculty, and staff in a manner that is in keeping with the college's mission to provide comprehensive student support services. All new students are referred to this area for placement inventories that determine appropriate beginning courses in English, math, and reading. Adult High School Diploma and GED tests are also administered by the Testing Center. Instructor makeup tests are administered through the testing center for students who have missed a regularly scheduled test in the classroom and for students taking individualized instruction.

Student Identification Cards

Student identification cards will be distributed to currently enrolled curriculum students free of charge. The student must provide his/her student identification number. Student identification cards will be provided to currently enrolled Continuing Education and Basic Skills students at a charge of \$2.50 per card. Students may replace lost student i.d. cards that have not yet expired at a charge of \$5.00 per card. For more information on identification cards, contact the Marketing and Communications Department on the Caldwell Campus and Student Services on the Watauga Campus.

Student Rights, Responsibilities and Code of Conduct

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the community. Students should exercise their freedom with responsibility. As members of the academic community, students are subject to the obligations that accrue to them by virtue of this membership. As members of the larger community of which the college is a part, students are entitled to all rights and protection accorded them by the laws of that community. By the same token, students are also subject to all laws, the enforcement of which is the responsibility of duly constituted authorities. When students violate laws, they may incur penalties prescribed by legal authorities. In such instance, college discipline will be initiated only when the presence of the student on campus will disrupt the educational process of the college. However, when a student's violation of the law also adversely affects the college's pursuit of its recognized educational objectives, the college may enforce its own regulations. When students violate college regulations, they are subject to disciplinary action by the college whether or not their conduct violates the law. If a student's behavior simultaneously violates both college regulations and the law, the college may take disciplinary action independent of that taken by legal authorities.

Student Rights

- All rights and privileges guaranteed to every citizen by the Constitution of the United States and by the state of North Carolina shall not be denied any student.
- Student performance will be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.
- Students have the right to freedom of expression, inquiry, and assembly without restraint or censorship subject to reasonable and nondiscriminatory rules and regulations regarding time, place, and manner.
- Students have the right to inquire about and to propose improvements in policies,

- regulations and procedures affecting the welfare of students through established student government procedures, campus committees, and college offices.
- Students and former students have the right to review their official records and to request a hearing if they challenge the contents of these records.
 - No disciplinary sanctions other than temporary removal from class or activity (only for duration of said activity) may be imposed upon any student without due process. Due process procedures are established to guarantee a student accused of a student code of conduct violation the right to a hearing, a presentation of charges, evidence for charges, the right to present evidence, the right to have witnesses on one's behalf and to hear witnesses on behalf of the accuser(s), the right to counsel, and the right of appeal.

Student Code of Conduct

The college reserves the right to maintain a safe and orderly educational environment for students and staff. Therefore, when, in the judgment of college officials, a student's conduct disrupts or threatens to disrupt the college community, appropriate disciplinary action will be taken to restore and protect the sanctity of the community. Students are expected to conduct themselves in accordance with generally accepted standards of scholarship and morality. The purpose of this code is not to restrict student rights but to protect the rights of individuals in their academic pursuits.

- Academic Dishonesty (See Academic Integrity Policy) A second violation of the CCC&TI Academic Integrity Policy shall be treated as a disciplinary issue carrying severe consequences.
- Theft of, misuse of, or damage to college property, or theft of or damage to property of a member of the college community or a campus visitor on college premises or at college functions; unauthorized entry upon the property of the college or into a college facility or a portion thereof which has been restricted in use and thereby placed off limits; unauthorized presence in a college facility after closing hours.
- Possession of or use of alcoholic beverages or being in a state of intoxication on the college campus or at college sponsored or supervised functions off campus or in college owned vehicles. Possession, use or distribution of any illegal drugs, except as expressly permitted by law. Any influence which may be attributed to the use of drugs or of alcoholic beverages shall not in any way limit the responsibility of the individual for the consequences of his/her actions.
- Lewd or indecent conduct, including public physical or verbal action or distribution of obscene or libelous written material.
- Mental or physical abuse of any person on college premises or at college sponsored or college supervised functions, including verbal or physical actions which threaten or endanger the health or safety of any such persons or which promote hatred or racial prejudice.
- Any act, comment, or behavior which is of a sexually suggestive or harassing nature and which in any way interferes with a student's or an employee's performance or creates an intimidating, hostile or offensive environment.
- Any act or misuse of technology that is directly prohibited by the current computer usage policy.
- Intentional obstruction or disruption of teaching, research, administration or disciplinary proceedings or other college activities, including public service functions

- and other duly authorized activities on college premises.
- Occupation or seizure in any manner of college property, a college facility or any portion thereof for a use inconsistent with prescribed, customary or authorized use.
 - Participating in or conducting an assembly, demonstration or gathering in a manner which threatens or causes injury to person or property; which interferes with free access to, ingress or egress of college facilities; or which is harmful, obstructive or disruptive to the educational process or institutional functions of the college; remaining at the scene of such an assembly after being asked to leave by a representative of the college staff.
 - Possession or use of a firearm, incendiary device or explosive, except in connection with a college approved activity. This also includes unauthorized use of any instrument designed to inflict serious bodily injury to any person.
 - Setting off a fire alarm or using or tampering with any fire safety equipment, except with reasonable belief in the need for such alarm or equipment.
 - Gambling.
 - Eating, drinking, or smoking in classrooms, shops, and labs or other unauthorized areas.
 - Violation of college regulations regarding the operation and parking of motor vehicles.
 - Forgery, alteration, or misuse of college documents, records, or instruments of identification with intent to deceive.
 - Failure to comply with instructions of college officials acting in performance of their duties.
 - Violation of the terms of disciplinary probation or any college regulation during the period of probation.
 - Fiscal irresponsibility such as failure to pay college levied fines, failure to repay college funded loans or the passing of worthless checks to college officials. The college will not accept checks from students who have written the college a check with insufficient funds.
 - Violation of a local, state or federal criminal law on college premises adversely affecting the college community's pursuit of its proper educational purposes.
 - Any conduct which materially and adversely affects the educational process.
 - Any physical, emotional or behavioral problems that adversely affects the safety of students and the educational process.

Disciplinary Procedures

Immediate Dismissal

If an act of misconduct threatens the health or well-being of any member of the academic community or seriously disrupts the function and good order of the college, an instructor or administrative officer may direct students involved to cease and desist such conduct and advise them that failing to cease and desist will result in immediate dismissal. If the students fail to cease and desist, the instructor or administrative officer may then dismiss them from the class or the college until a resolution of the matter can be made. Prior to dismissal, the student(s) shall be given the opportunity to explain his or her conduct to the instructor or administrative officer.

The instructor or administrative officer invoking such dismissal shall notify the vice president of student services in writing of the individuals involved and the nature of the infraction as soon as possible but no more than two days following the incident. The vice president of student services, responsible for implementing student discipline procedures, shall resolve the matter in a timely fashion utilizing the steps outlined below. In order to provide an orderly procedure for handling student disciplinary cases in accordance with due process and justice, the following procedures will be followed:

Charges

Any administrative official, faculty member, or student may file charges with the vice president of student services against any student or student organization for violations of college regulations. The individual(s) making the charge must make the following information available to the vice president of student services:

- name of the student(s) involved.
- the alleged violation of the specific code of conduct.
- the time, place, and date of the incident.
- the name(s) of person(s) directly involved or witnesses to the infractions.
- any action taken that related to the matter.
- desired solution.

Investigation and Decision

Within 5 working days after the charge is filed, the vice president of student services shall complete a preliminary investigation of the charge and shall schedule a meeting with the student. After discussing the alleged infraction with the student, the vice president of student services may act as follows:

- Drop the charges.
- Impose a sanction consistent with those shown below.
- Refer the student to a college office or community agency for services.

Notification

The decision of the vice president of student services shall be presented to the student in writing immediately following the meeting with the student. In instances where the student cannot be reached to schedule an appointment with the vice president or where the student refuses to cooperate, the vice president of student services shall send a certified letter to the student's last known address providing the student with a list of the charges, the vice president's decision, and instructions governing the appeal process.

Sanctions

The vice president of student services may apply the following sanctions as appropriate:

Reprimand

A written communication which gives official notice to the student that any subsequent offense against the Student Code of Conduct will carry heavier penalties because of this prior infraction.

General Probation

An individual may be placed on General Probation when involved in a minor disciplinary offense. General Probation has two important implications: The individual is given a chance to show his/her capability and willingness to observe the Student Code of Conduct without further penalty; secondly, if he/she errs again, further action will be taken. This probation will be in effect for no more than two semesters.

Restrictive Probation

Restrictive Probation results in loss of good standing and becomes a matter of record. Restrictive conditions may limit activity in the college community. Generally, the individual will not be eligible for initiation into any local or national organization and may not receive any college award or other honorary recognition. The individual may not occupy a position of leadership or responsibility with any college or student organization, publication, or activity. This probation will be in effect for not less than two semesters. Any violation of Restrictive Probation may result in immediate suspension.

Restitution

The student must pay for damaging, misusing, destroying or losing property belonging to the college, college personnel, or students.

Interim Suspension

Students will be excluded from class and/or other privileges or activities as set forth in the notice, until a final decision has been made concerning the alleged violation.

Loss of Academic Credit or Grade

This punishment is imposed as a result of academic dishonesty (as determined by the Grade Appeal Procedure).

Withholding Transcript, Diploma, or Right to Register

This sanction is imposed when financial obligations are not met.

Suspension

The student is excluded from class(es) and/or all other privileges or activities of the college for a specified period of time. This sanction is reserved for those offenses warranting discipline more severe than probation or for repeated misconduct. Students who receive this sanction must get specific written permission from the vice president of student services before returning to the college campus.

Expulsion

The student is dismissed from campus for an indefinite period. The student loses his/her student status. The student may be readmitted to the college only with the approval of the president.

Group Probation

This sanction is given to a college club or other organized group for a specified period of time. If group violations are repeated during the term of the sentence, the charter may be revoked or activities restricted.

Group Restriction

A club or other organization is removed from college recognition during the semester in which the offense occurred or for a longer period (usually not more than one other semester). While under restriction, the group may not seek or add members, hold or sponsor events in the college community, or engage in other activities as specified.

Group Charter Revocation

This sanction involves removal of college recognition for a group, club, society, or other organization for a minimum of two years. Re-charter after that time must be approved by the president.

Appeals Procedure

A student who disagrees with the decision of the vice president of student services may file a formal grievance as outlined below.

Grievance Procedures

From time to time within any organization, individuals may feel that they have been treated in an unjust manner. These individuals should have an opportunity to express this concern freely and ultimately to have the situation resolved. Caldwell Community College and Technical Institute in the past has attempted, in good faith, to resolve complaints and problems of its members - whether students, faculty or staff — in an informal manner utilizing whatever resources were needed to accomplish that end. In order to provide for the resolution of problems that cannot be resolved in an informal manner, the college has adopted a formal procedure.

This procedure is to be followed in any situation in which faculty, staff, and/or students feel that they have been discriminated against or treated unjustly. The Grievance Committee will consist of four permanent members and three members selected at the time a grievance is presented. The chairperson and secretary will be appointed at the first meeting called by the president or by the chairman of the board of trustees if the grievance is related to the president. The four permanent members will serve for two years; and, in order to provide continuity, initially two members will be appointed for two years and two members will serve one year. The parties involved may challenge the impartiality of any of the seven members selected by the president or by the chairman of the board of trustees. The committee will act as a hearing committee for all grievances other than those dealing with dismissal of employees. A separate procedure is established for this purpose. Every attempt should be made to resolve problems in an informal manner, and only when all else fails, should the formal procedure be utilized.

A. Definition of Grievance

The term “grievance” shall mean an allegation that there has been a claimed violation, misinterpretation, or misapplication of rules or regulations, existing policy, or orders of the college affecting the terms and conditions of the employment, including a complaint by a student or employee that he/she has been treated unfairly or inequitably by reason of any act or condition including those relative

to students' or employees' health and safety.

B. Purpose

The purpose of this procedure is to assure prompt and equitable solution of grievances and to provide a vehicle for settlement thereof. It is agreed that the individual is entitled to the utilization of the grievance procedure and to representation. He/she shall not be coerced or intimidated or suffer any reprisal as a direct or indirect result of its use.

C. Informal Procedure

Any individual may orally present and discuss his/her complaint with his/her immediate supervisor, faculty/staff member, and/or department chair on an informal basis. The student or the employee may request representation. Should an informal discussion not produce a satisfactory settlement, the grievant may move the grievance to the first formal step.

D. Formal Grievance Procedure

A grievance shall be presented and adjusted in accordance with the steps outlined below. The formal procedure begins when the grievance is put in writing to the appropriate party.

Step One: In the event the matter is not resolved informally, the employee may submit the grievance in writing to the immediate supervisor; the student may submit the grievance to the vice president of student services, who shall hear the grievance and render a decision.

Step Two: If the decision rendered at step 1 is not satisfactory, the grievance may be submitted in writing to the appropriate department chair who shall hear the grievance and render a decision.

Step Three: If the grievance is not resolved satisfactorily in step 2, it may be appealed to the grievance committee, who will make recommendations to the president or to the chairman of the board of trustees should the president be involved in the grievance. At that time, a decision will be rendered. The decision issuing there from shall be binding on all parties.

E. Time Sequence for Filing and Decision

1. A copy of the grievance must be filed as provided in Step One within twenty (20) days from the date on which the act, or purported act, which is the subject of the grievance, occurred.
2. References to days in this procedure are working days of the party to whom they apply.
3. Should a grievance not be satisfactorily resolved or should no decision be forthcoming in the time prescribed in paragraph 7 below, the grievance may, within five (5) working days, be submitted to the next step.
4. Where the subject or the grievance suggests it is appropriate and where the parties mutually agree, such grievance may be initiated at or moved to step 2 or step 3 without a hearing at a lower step(s).
5. If the finding or resolution of a grievance at any step in the grievance procedure is not appealed within ten (10) days, said grievance will be considered settled on the

- basis of the last answer provided, and there shall be no further appeal or review. Should the institution not respond within the prescribed time, the grievant may exercise the option to proceed to the next step.
6. Time limits under the procedure may be changed by mutual agreement only.
 7. Decisions after a scheduled grievance hearing shall be rendered in writing within the time limits below:
 - a. Step One within five (5) days after a decision has been rendered;
 - b. Step Two within ten (10) days of the receipt of the appeal from the Step One decision;
 - c. Step Three within ten (10) days of the receipt of the appeal from the Step Two decision;

Crime Awareness and Campus Security

Prospective and current students who would like information concerning campus policies and procedures relating to The Crime Awareness and Campus Security Act of 1990 may request a copy of the college's safety plan on file in the office of the vice president of facilities services. In addition, information may be found in the Student Handbook.

The Victims of Trafficking and Violence Protection Act of 2000 required colleges and universities to inform students and employees how to learn the identity of registered sex offenders on campus. This law contains the Campus Sex Crimes Protection Act which became effective October 28, 2002. Sex offender information is compiled by the North Carolina State Bureau of Investigation and posted at <http://sbi.jus.state.nc.us/>. Information about registered sex offenders can also be obtained from the local sheriffs' department in Caldwell or Watauga counties.

Parking Regulations

- Parking for students, faculty, and staff is on a first-come, first-served basis except for certain designated areas.
- Students, faculty, and staff must register all vehicles they expect to use on campus. Parking hangtags must be displayed on the rearview mirror of the automobile.
- Temporary handicapped parking permits are issued by NC License Tag Bureau.

Students are responsible for being aware of all traffic and parking regulations as outlined in the Student Policy manual, located in the LRC, Student Services, and the SGA office. Lack of knowledge of these regulations will not justify forgiveness of penalties for violations.

Student Activities and Organizations

Student Activities

CCC&TI believes that student participation in extracurricular activities contributes to the total development of the individual. In order to finance these activities, a student activity fee is charged to each student. A student activity fee of \$4 per credit course up to a maximum of four courses (\$16.00) is charged each student per semester (fall and spring), and \$2 per course up to a maximum of \$6 for summer semester. The fee is used to support activities and organizations such as: Student Government Association (SGA); campus clubs; Fall Festival, Spring Fling, Intercollegiate Athletics (NJCAA); intramurals; recreational equipment; scholarships; trophies; speakers; film series; a variety of cultural programs; skiing excursions; and to support variety of other activities on campus. Students who wish to initiate new activities should contact the Student Government Association or Student Activities Director for assistance.

Student Government Association

The Student Government Association (SGA) represents the curriculum student body of CCC&TI. The purpose of the SGA is to serve as a united voice of the students, provide a medium for leadership development, promote self-governance within the student body in order to support students' rights, responsibilities and code of conduct and lead the student body in extra-curricular and student-life activities. Officers are elected in the spring of each year to serve the student body the following year. SGA Senators are elected in the fall and serve the fall and spring semesters. SGA takes responsibility in promoting various activities and opportunities for out of class learning, social contacts, entertainment, and self-governance. The elected officers strive to promote the general welfare of the students in a democratic fashion. General Assembly meetings are held each month to provide an opportunity for the student body to interact with the SGA and learn about upcoming events on campus. A copy of the SGA Constitution may be found in the SGA Office or Student Activities Office located in E118 and E121.

Club and Organizations

Students are encouraged to join clubs and organizations offered on campus. The following organizations are related to subject or department areas: Basic Law Enforcement Club, Blue Ridge Flying Eagles (Aviation Club), Biomed Club, Business Club (Caldwell & Watauga), Cosmetology Club (Day - Night), DECA (Marketing Club), Early Childhood Club, Omega Rho Sigma (Ophthalmic Assistant), Paralegal Club, Phi Theta Kappa (National Honor Society), Physical Therapist Assistant Club, Pi Sigma Gamma (Nuclear Medicine Technology), Sigma Tau Omega (Radiography), Sonography Club, Student Nurses Association, Speech Language Pathology Club and Student Support Services.

The following general interest clubs are open to all students:

- Ebony Kinship- enhances communications between CCC&TI and the African-American community in arts and cultural affairs
- Alpha Omega- is a Christian based organization promoting a healthy school spirit, community relations and activities that build positive relationships among mem-

bers and provides a spiritual or Christian atmosphere on campus

All clubs must be organized in a manner consistent with the requirements of the Student Government Association. In addition, all student activities and clubs that receive or dispense funds must do so in accordance with procedures specified by the Vice President of Finance & Administration. Activities designed to raise funds and requests for using those funds must be approved in advance by the Student Activities Director, the Vice President of Student Services, the SGA President and the club advisor. In some instances, the Executive Director of the CCC&TI Foundation may need to approve fundraising activities. Receipt and disbursement of funds shall be in accordance with provisions of the North Carolina Administrative Code, the State Auditor's office, the NC Community College System, and the college. The College Executive Council retains final authority to approve, modify, or discontinue student activities or clubs.

Student Ambassadors

The CCC&TI Student Ambassadors are a select group of students demonstrating academic excellence who represent the college at a variety of events. Nominated by faculty members, the ambassadors serve CCC&TI by conducting campus tours, assisting with special events, mentoring students and representing the college at a variety of campus and community activities. Students eligible for nomination must have a minimum grade point average of 3.0.

Intercollegiate Sports

CCC&TI participates in intercollegiate athletics during fall and spring semesters. Sports include: Division III NJCAA Women's Volleyball, NJCAA Men's and Women's Basketball, and NJCAA Golf. For more information on athletics, contact the respective coach or CCC&TI's athletic director at 828.726.2388.

Intramurals

CCC&TI's Caldwell Campus offers a comprehensive intramural sports program with a variety of team and individual activities, including basketball, volleyball, ping pong, pool and others on demand. Students, faculty, and staff members are encouraged to participate on a voluntary basis. The program provides the opportunity for recreation, physical fitness, skill improvement, team building, spirit and good sportsmanship. Individuals participating in the intramural program assume responsibility for their own safety and health. It is recommended that each participant have an annual physical examination and be adequately protected by accident and health insurance. See the Director of Student Activities for more information.

Chorus

Students are encouraged to sign with the chorus and earn one hour of elective credit. The CCC&TI chorus performs three to five concerts a year. No auditions are required, although some knowledge of music is preferred. Many styles of music are performed including classical, spiritual, pop, and rock.

Theater

Foothills Performing Arts Theatre, Inc. (FPA) is a nonprofit community theatre group located in B Building of CCC&TI's Caldwell Campus. The award-winning theatre group has received regional and statewide recognition for its performances. CCC&TI students are encouraged to participate in all FPA productions as actors, crew members, and volunteers. Tickets for students are offered at reduced rates and are available by contacting FPA at 726-2318. Visit www.foothillsperformingarts.org for show listings and dates.

J.E. Broyhill Civic Center

The J.E. Broyhill Civic Center of CCC&TI is located in Lenoir two miles north of the Caldwell Campus on US 321. The civic center features a 1000-seat performance theatre and meeting rooms along with a hospitality lab/catering kitchen located on the conference level. Facilities are available for rent for conferences, meetings, weddings and other events. Be sure to check out the civic center's annual Showcase of Stars events at www.broyhillcenter.com. From comedy and dance to Broadway shows and a variety of music programs, each year's season lineup offers something for everyone. In addition, the college presents several Performing Artist Series programs throughout the year at the civic center featuring regional, national and internationally known musical artists, lecturers, dance and dramatic presentations. Discounted tickets for civic center events are available to CCC&TI students and employees with a college I.D. Students are admitted to CCC&TI's Performing Artist Series events at no charge with an I.D. Contact the Box Office at 726-2407 for complete details and ticket information.

Publications

See also News and Events

Student news and activities are communicated in the college's campus newsletter, *The Caldwell Chronicle*, found at various campus locations and on the college website at www.ccti.edu. Special student publications appear periodically depending on student interest in newsletters, newspapers and other publications. New publications to be produced on a regular basis must have a faculty or staff sponsor and be approved by the Vice President of Student Services and the college's Public Information Office.

Regardless of the source of funding, the college retains editorial control of all student publications. Student editors have the responsibility to ensure that such publications establish and maintain an atmosphere of responsible discussion. All articles expressing opinions must be signed. Sponsors may exercise editorial control, and decisions regarding the initiation or continuance of any student publications are vested with the college's Executive Council. All financial operations of student publications must be in accordance with procedures specified by the Controller.

Performance Measures and Standards

In February 1999, the North Carolina the State Board of Community Colleges developed twelve performance measures for accountability that focus primarily on student success. These measures and standards were accepted and approved by the full State Board in May 2000 for implementation in the fiscal year 2000-2001. Each college is

required to publish performance on the twelve measures annually in its electronic catalog or on the Internet, and in its printed catalog each time the catalog is reprinted. The twelve Performance Measures and Standards and the results for the 2005-06 are as follows:

1. Progress of Basic Skills Students - Progress is defined as 1) progressing within a level of literacy, 2) completing the level entered or a predetermined goal, and 3) completing the level entered and advancing to a higher level. The standard for this measure is 75%.

CCC&TI met this measure for the year.

2. Passing Rates for Licensure and Certification - Licensure and Certification is based on first-time test-takers from community colleges passing an examination required for North Carolina licensure or certification prior to practicing the profession. The standard for this measure is an aggregate institutional passing rate of 80% for all first-time takers of licensure/certification examinations, plus no passing rate falling below 70% for any single examination.

CCC&TI students performed at an 83% aggregate passing rate.

3. Goal Completion of Program Completers - This measure is defined as the portion of graduates of certificate, diploma, and degree programs who report that their primary goal in attending has been met. The standard for this measure is 95% of program completers will report goal completion.

CCC&TI had a rate of 99% and this measure was met for the year.

4. Employment Status of Graduates - This measure is defined as the proportion of identified community college completers who are employed within one year of last attendance. The standard for this measure, 95%, is adjusted for the average annual unemployment rate in the service area of each college.

This measure was met for the 2002-2003 year.

5. Performance of Students Who Transfer to the University System - This measure compares the performance of community college students who transfer to public North Carolina universities with students native to the four-year institution. The standard for this measure is that the performance of community college students will be equal to or exceed the performance native UNC sophomores and juniors.

CCC&TI met this standard. 86.2% of CCC&TI graduates who entered the North Carolina University system performed better than students who attended their first two years at the universities.

6. Passing Rates of Students in Developmental Courses - The passing rates include all developmental English, mathematics, and reading. The standard for this measure is 70%.

CCC&TI students in developmental courses had a course passing rate of 85% and CCC&TI met this measure for the year.

7. Success Rate of Developmental Students in Subsequent College-Level Courses -

The performance of developmental students in subsequent college-level courses will be compared to the performance of non-developmental students in those courses.

The standard for this measure is that there should be no statistically significant difference in the performance of developmental students as compared to non-developmental students.

Data unavailable.

8. Student Satisfaction of Program Completers and Non-Completers - This indicator reports the proportion of graduates and early-leavers who indicate that the quality of the college programs and services met or exceeded their expectations. The standard for this measure is 90% satisfaction rate.

CCC&TI had a combined rate of 97%, and this measure was met for the year.

9. Curriculum Student Retention and Graduation - This composite measure consists of 1) number completing a curriculum program with a certificate, diploma, or degree and 2) number who have not completed a program but who are continuing enrollment in either curriculum or occupational extension programs. The standard for this measure is 60% of the defined cohort will graduate or be retained.

CCC&TI met this important standard.

10. Employer Satisfaction - This measure consists of a sample of businesses in the service area who employ community college students indicating whether or not their expectations have been met. The standard for this measure is 85% of employers reporting they are satisfied with preparation of community college students.

Employers of graduates reported a 95% satisfaction rate, and this measure was met for the year.

11. Business/Industry Satisfaction with Services Provided - This measure consists of a sample of businesses/industries in the service area that have received services from a community college indicating that whether or not their expectations have been met. The standard for this measure is 90% will report being satisfied with the services provided.

Employers reported 99% satisfaction with business/industry services and this measure was met for the year.

12. Program Enrollment - This indicator measures the annual number of unduplicated students enrolled in a given curriculum program. The current fixed standard of an average of 10 students over a three-year period is recommended.

CCC&TI met this standard.

CCC&TI met six of the six performance funding measures and is rated as a Superior community college by the North Carolina Community College System.

Programs of Study

Associate in Applied Science Degree Programs

The Associate in Applied Science degree programs are designed to prepare persons for technician-level occupations. More emphasis is given to theory than in diploma courses. Also, roughly one-half of the course requirements are in general education and the sciences underlying the particular occupational area. A core of general competencies in communication, computation, the use of technology, global awareness/diversity, and critical thinking must be met by all graduates of associate degree programs. These requirements are met through a variety of student learning outcomes identified in the General Education Assessment Plan and documented through the General Education Assessment Report issued annually and posted on the CCC and TI Office of Institutional Effectiveness and Research webpage. CCC&TI offers the following Associate in Applied Science degree programs:

- Accounting *
- Automotive Systems Technology
- Aviation Management and Career Pilot Technology
- Biomedical Equipment Technology ▲
- Biotechnology ▲
- Business Administration *
- Business Administration - Electronic Commerce
- Cardiovascular Sonography
- Computer Information Technology *
- Computer Programming
- Cosmetology
- Culinary Technology
- Early Childhood Associate *
- Electronics Engineering Technology
- Emergency Preparedness Technology
- General Occupational Technology *
- Industrial Systems Technology (Inactive)
- Landscape Gardening *
- Machining Technology (Tool, Die, and Mold Making) (Inactive)
- Mechanical Engineering Technology
- Medical Office Administration *
- Medical Sonography
- Networking Technology
- Nuclear Medicine Technology
- Associate Degree Nursing *
- Office Systems Technology *
- Paralegal Technology
- Physical Therapist Assistant
- Radiography
- Speech Language Pathology Assistant ▲
- Surveying Technology (Inactive)
- Web Technologies

Diploma and Certificate Programs

Diploma and certificate programs are designed to prepare persons for trade-level occupations. Emphasis is given to the development of manipulative skills. CCC&TI offers the following programs:

Diploma Programs

- Accounting *
- Autobody Repair
- Automotive Systems Technology
- Business Administration *
- Computed Tomography and Magnetic Resonance Imaging Technology
- Computer Information Technology *
- Computer Programming
- Cosmetology
- Early Childhood Associate *
- Electrical/Electronics Technology
- EPT - Fire Service Concentration
- General Occupational Technology *
- Heavy Equipment and Transport Technology (Inactive)
- Industrial Management Technology (Inactive)
- Landscape Gardening *
- Machining Technology (Inactive)
- Medical Office Administration *
- Office Systems Technology *
- Ophthalmic Medical Assistant

Certificate Programs

- Accounting - Accounting Applications *
- Accounting - Basic Income Tax *
- Autobody Repair
- Aviation Management and Career Pilot Technology
- Basic Law Enforcement Training
- Business Adm: Management *
- Business Adm: Marketing *
- Cardiovascular Sonography
- Computed Tomography
- Computer Information Technology - Database Specialist*
- Computer Information Technology - Software Specialist*
- Computer Programming - C#
- Computer Programming - Java
- Computer Programming - Visual Basic
- Cosmetology
- Cosmetology Instructor
- Early Childhood - Child Care Operator *
- Early Childhood - School-Age Provider *
- Early Childhood - Teacher/Caregiver *
- Early Childhood - Infant/Toddler *
- Echocardiography

Electrical/Electronics Technology
 EPT - Emergency Management Concentration
 Heavy Equipment and Transport Technology (Inactive)
 Industrial Management Technology (Inactive)
 Industrial Systems Technology (Inactive)
 Landscape Gardening - General *
 Landscape Gardening - Production *
 Landscape Gardening - Installation and Maintenance *
 Magnetic Resonance Imaging
 Manicuring/Nail Technology
 Manicure Instructor
 Mechanical Engineering Technology
 Networking Technology - Routing Basics
 Nursing Assistant
 Office Systems Technology: Receptionist *
 Office Systems Technology: Word Processing Clerk *
 Paralegal Technology: Family Law
 Paralegal Technology: Wills and Estates
 Surveying Technology
 Truck Driver Training
 Web Technologies - Web Design

* Program available at the Watauga Campus.

▲ Collaborative Agreement Programs

Special Coding System

- F Course will be offered Fall Semester.
- S Course will be offered Spring Semester.
- SS Course will be offered Summer Semester.
- D Course will be offered when sufficient students and instructor are available.

The numbers to the right of the course title represent the following: class, lab, credit.
For example:

| | | Class | Lab | Credit |
|---------|--------------------|--------------|------------|---------------|
| ENG 111 | Expository Writing | 3 | 0 | 3 |

In order to determine contact hours, class hours and lab hours are added.

Note: Minimum reading requirements must be completed for all programs. Graduates from diploma and certificate programs in the vocational area must have a reading score of 65 or better or must have successfully completed RED 080 - Introduction to College Reading.



Accounting (A25100)

Associate's Degree Program

Career Information

The Accounting curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting profession. Using the “language of business,” accountants assemble and analyze, process, and communicate essential information about financial operations. In addition to course work in accounting principles, theories, and practice, students will study business law, finance, management, and economics. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics. Graduates should qualify for entry-level accounting positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies. With work experience and additional education, individuals may advance in the accounting profession.

Fall Semester I

| | | | | | |
|-----|------|------------------------------------|----|---|----|
| ACC | 120 | Principles of Financial Accounting | 3 | 2 | 4 |
| BUS | 110 | Introduction to Business | 3 | 0 | 3 |
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| MAT | 115 | Mathematical Models | 2 | 2 | 3 |
| | | Semester Total | 12 | 8 | 16 |

Spring Semester I

| | | | | | |
|-----|-----|---------------------------------------|---|---|---|
| ACC | 121 | Principles of Managerial Accounting | 3 | 2 | 4 |
| ACC | 122 | Principles of Financial Accounting II | 3 | 0 | 3 |
| ACC | 140 | Payroll Accounting | 1 | 2 | 2 |

| | | | | | |
|-----|-----|---------------------------------------|-----------|----------|-----------|
| ACC | 149 | Intro. To Accounting Spreadsheets | 1 | 2 | 2 |
| ENG | 113 | Literature-Based Research | | | |
| or | | | | | |
| ENG | 114 | Professional Research & Report | 3 | 0 | 3 |
| | | *Business-related elective (SEE LIST) | 2 | 0 | 2 |
| | | Semester Total | 13 | 6 | 16 |

Summer Semester I

| | | | | | |
|-----|-----|----------------------------------|----------|----------|-----------|
| ACC | 150 | Accounting Software Applications | 1 | 2 | 2 |
| BUS | 115 | Business Law I | 3 | 0 | 3 |
| OST | 122 | Office Computations | 1 | 2 | 2 |
| | | Social Science Elective | 3 | 0 | 3 |
| | | Semester Total | 8 | 4 | 10 |

Fall Semester II

| | | | | | |
|-----|-----|-----------------------------|-----------|----------|-----------|
| ACC | 129 | Individual Income Taxes | 2 | 2 | 3 |
| ACC | 220 | Intermediate Accounting I | 3 | 2 | 4 |
| ACC | 225 | Cost Accounting | 3 | 0 | 3 |
| BUS | 240 | Business Ethics | 3 | 0 | 3 |
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| | | Semester Total | 14 | 4 | 16 |

Spring Semester II

| | | | | | |
|-----|-----|--------------------------------|-----------|-----------|-----------|
| ACC | 130 | Business Income Taxes | 2 | 2 | 3 |
| ACC | 269 | Auditing and Assurance Service | 3 | 0 | 3 |
| BUS | 270 | Professional Development | 3 | 0 | 3 |
| ECO | 151 | Survey of Economics | | | |
| or | | | | | |
| ECO | 251 | Principles of Microeconomics | | | |
| or | | | | | |
| ECO | 252 | Principles of Macroeconomics | 3 | 0 | 3 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Semester Total | 14 | 2 | 15 |
| | | Total Hours | 61 | 24 | 73 |

*Business Elective

Cooperative Education (minimum 2 credit hours)

| | | | | | |
|-----|-----|--------------------------|---|---|---|
| BUS | 121 | Business Math | 2 | 2 | 3 |
| BUS | 137 | Principles of Management | 3 | 0 | 3 |
| BUS | 225 | Business Finance | 2 | 2 | 3 |
| CTS | 115 | Info. Sys. Business Con. | 3 | 0 | 3 |
| CTS | 120 | Hardware/Software Supp. | 2 | 2 | 3 |
| CTS | 125 | Presentation Graphics | 2 | 2 | 3 |

| | | | | | |
|-----|-----|----------------------------|---|---|---|
| CTS | 135 | Integrated Software Intro. | 2 | 4 | 4 |
| OST | 131 | Keyboarding | 1 | 2 | 2 |
| OST | 136 | Word Processing | 1 | 2 | 2 |

* Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.

Accounting (D25100)

Diploma Program

Fall Semester I

| | | | | | |
|-----|------|------------------------------------|----|---|----|
| ACC | 120 | Principles of Financial Accounting | 3 | 2 | 4 |
| ACC | 129 | Individual Income Taxes | 2 | 2 | 3 |
| BUS | 110 | Introduction to Business | 3 | 0 | 3 |
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| | | Semester Total | 12 | 8 | 16 |

Spring Semester I

| | | | | | |
|-----|-----|-------------------------------------|----|---|----|
| ACC | 121 | Principles of Managerial Accounting | 3 | 2 | 4 |
| ACC | 140 | Payroll Accounting | 1 | 2 | 2 |
| ACC | 149 | Intro to Accounting Spreadsheets | 1 | 2 | 2 |
| BUS | 270 | Professional Development | 3 | 0 | 3 |
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| | | Semester Total | 11 | 6 | 14 |

Summer Semester I

| | | | | | |
|-----|-----|----------------------------------|----|----|----|
| ACC | 150 | Accounting Software Applications | 1 | 2 | 2 |
| BUS | 115 | Business Law I | 3 | 0 | 3 |
| OST | 122 | Office Computations | 1 | 2 | 2 |
| | | Semester Total | 5 | 4 | 7 |
| | | Total Hours | 28 | 18 | 37 |

* Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.

Accounting–Basic Income Tax (C25100B) Certificate Program

Fall Semester I

| | | | | | |
|-----|-----|------------------------------------|---|---|---|
| ACC | 120 | Principles of Financial Accounting | 3 | 2 | 4 |
| ACC | 129 | Individual Income Taxes | 2 | 2 | 3 |
| | | Semester Total | 5 | 4 | 7 |

Spring Semester I

| | | | | | |
|-----|-----|-------------------------------------|----|----|----|
| ACC | 121 | Principles of Managerial Accounting | 3 | 2 | 4 |
| ACC | 130 | Business Income Taxes | 2 | 2 | 3 |
| ACC | 140 | Payroll Accounting | 1 | 2 | 2 |
| | | Semester Total | 6 | 6 | 9 |
| | | Total Hours | 11 | 10 | 16 |

Accounting– Accounting Applications (C25100A) Certificate Program

Fall Semester I

| | | | | | |
|-----|-----|------------------------------------|---|---|---|
| ACC | 120 | Principles of Financial Accounting | 3 | 2 | 4 |
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |
| | | Semester Total | 4 | 4 | 6 |

Spring Semester I

| | | | | | |
|-----|-----|----------------------------------|---|---|---|
| ACC | 140 | Payroll Accounting | 1 | 2 | 2 |
| ACC | 149 | Intro to Accounting Spreadsheets | 1 | 2 | 2 |
| | | *Business-related elective | 3 | 0 | 3 |
| | | Semester Total | 5 | 4 | 7 |

Summer Semester I

| | | | | | |
|-----|-----|----------------------------------|----|----|----|
| ACC | 150 | Accounting Software Applications | 1 | 2 | 2 |
| OST | 122 | Office Computations | 1 | 2 | 2 |
| | | Semester Total | 2 | 4 | 4 |
| | | Total Hours | 10 | 14 | 17 |

*Business-related Elective

| | | | | | |
|-----|-----|----------------------------|---|---|---|
| CTS | 115 | Info. Sys. Business Con. | 3 | 0 | 3 |
| CTS | 120 | Hardware/Software Supp. | 2 | 2 | 3 |
| CTS | 125 | Presentation Graphics | 2 | 2 | 3 |
| CTS | 135 | Integrated Software Intro. | 2 | 4 | 4 |

Autobody Repair (D60100)

Diploma Program

Career Information

The Autobody Repair curriculum provides training in the use of equipment and materials of the autobody repair trade. The student studies the construction of the automotive body and techniques of autobody repairing, rebuilding, and refinishing. The course work includes autobody fundamentals, industry overview, and safety. Students will perform hands-on repairs in the areas of non-structural and structural repairs, mig welding, plastics and adhesives, refinishing, and other related areas. Graduates of the curriculum should qualify for entry-level employment opportunities in the automotive body and refinishing industry. Graduates may find employment with franchised independent garages or they may become self-employed.

Fall Semester I

| | | | | | |
|-----|-----|----------------------------|---|----|----|
| AUB | 111 | Painting and Refinishing I | 2 | 6 | 4 |
| AUB | 121 | Non-Structural Damage I | 1 | 4 | 3 |
| AUB | 131 | Structural Damage I | 2 | 4 | 4 |
| AUB | 134 | Autobody MIG Welding | 1 | 4 | 3 |
| ENG | 102 | Applied Communications II | 3 | 0 | 3 |
| | | Semester Total | 9 | 18 | 17 |

Spring Semester I

| | | | | | |
|-----|-----|-----------------------------|---|----|----|
| AUB | 112 | Painting and Refinishing II | 2 | 6 | 4 |
| AUB | 114 | Special Finishes | 1 | 2 | 2 |
| AUB | 122 | Non-Structural Damage II | 2 | 6 | 4 |
| AUB | 132 | Structural Damage II | 2 | 6 | 4 |
| MAT | 101 | Applied Math I | 2 | 2 | 3 |
| | | Semester Total | 9 | 22 | 17 |

Summer Semester I

| | | | | | |
|-----|-----|-------------------------------|----|----|----|
| AUB | 136 | Plastics and Adhesives | 1 | 4 | 3 |
| AUB | 141 | Mechanical & Elec. Components | 2 | 2 | 3 |
| AUB | 162 | Autobody Estimating | 1 | 2 | 2 |
| CIS | 113 | Computer Basics | 0 | 2 | 1 |
| | | Semester Total | 4 | 10 | 9 |
| | | Total Hours | 22 | 50 | 43 |

* Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.

Autobody Repair Certificate (C60100)

Certificate Program

A certificate will be awarded upon successful completion (2.00 GPA) of 18 credit hours from requirements listed as follows:

| | | | | | |
|-----|-----|----------------------------|---|----|----|
| AUB | 111 | Painting and Refinishing I | 2 | 6 | 4 |
| AUB | 121 | Non-Structural Damage I | 1 | 4 | 3 |
| AUB | 122 | Non-Structural Damage II | 2 | 6 | 4 |
| AUB | 131 | Structural Damage I | 2 | 4 | 4 |
| AUB | 134 | Autobody MIG Welding | 1 | 4 | 3 |
| | | Total Hours | 8 | 24 | 18 |

Automotive Systems Technology (A60160)

Associate in Applied Science Degree

Career Information

The Automotive Systems Technology curriculum prepares individuals for employment as Automotive Service Technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field. Classroom and lab experience integrate technical and academic course work. Emphasis is placed on theory, servicing and operation of brakes, electrical/electronic systems, engine performance, steering/suspension, automatic transmission/ transaxles, engine repair, climate control, and manual drive trains. Upon completion of this curriculum, students should be prepared to take the ASE exams and be ready for full-time employment in dealerships and repair shops in the automotive service industry.

Special Admission Requirements

- Placement tests
- Mechanical Aptitude Test

Fall Semester I

| | | | | | |
|-----|------|------------------------------|----|----|----|
| AUT | 110 | Intro to Auto Technology | 2 | 2 | 3 |
| AUT | 116 | Engine Repair | 2 | 3 | 2 |
| AUT | 116A | Engine Repair Lab | 0 | 3 | 1 |
| AUT | 161 | Basic Automotive Electricity | 4 | 3 | 5 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| | | Semester Total | 11 | 13 | 15 |

Spring Semester I

| | | | | | |
|-----|------|----------------------------------|---|---|---|
| AUT | 141 | Suspension & Steering System | 2 | 3 | 3 |
| AUT | 141A | Suspension & Steering System Lab | 0 | 3 | 1 |

| | | | | | |
|-----|------|----------------------------|---|----|----|
| AUT | 151 | Brake Systems | 2 | 3 | 3 |
| AUT | 151A | Brake Systems Lab | 0 | 3 | 1 |
| AUT | 181 | Engine Performance I | 2 | 3 | 3 |
| ENG | 114 | Prof. Research & Reporting | 3 | 0 | 3 |
| | | Semester Total | 9 | 15 | 14 |

Summer Semester I

| | | | | | |
|-----|-----|--------------------------------|---|---|---|
| AUT | 183 | Engine Performance 2 | 2 | 6 | 4 |
| AUT | 186 | PC Skills for Automotive Techs | 2 | 2 | 3 |
| | | Semester Total | 4 | 8 | 7 |

Fall Semester II

| | | | | | |
|-----|------|----------------------------------|---|----|----|
| AUT | 123 | Powertrain Diagnosis and Service | 1 | 3 | 2 |
| AUT | 171 | Automotive Climate Control | 2 | 4 | 4 |
| AUT | 221 | Automatic Trans/Transaxles | 2 | 3 | 3 |
| AUT | 221A | Automatic Trans/Transaxles Lab | 0 | 3 | 1 |
| PHY | 110 | Conceptual Physics | 3 | 0 | 3 |
| PHY | 110A | Conceptual Physics Lab | 0 | 2 | 1 |
| | | Semester Total | 8 | 15 | 14 |

Spring Semester II

| | | | | | |
|-----|------|--|----|----|----|
| AUT | 163 | Advanced Automotive Electricity Electronics | 2 | 3 | 3 |
| AUT | 163A | Advanced Automotive Electricity Electronics Lab | 0 | 3 | 1 |
| AUT | 231 | Manual Drive Trains | 2 | 3 | 4 |
| AUT | 285 | Introduction to Alternative Fuels | 2 | 2 | 3 |
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| | | Social Science Elective | | | |
| | | Or | | | |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Semester Total | 12 | 11 | 17 |

Summer Semester II

| | | | | | |
|-----|-----|-------------------------------|----|----|----|
| AUT | 212 | Auto Shop Management | 3 | 0 | 3 |
| | | Social Science Elective | | | |
| | | Or | | | |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Semester Total | 6 | 0 | 6 |
| | | Total Hours | 50 | 62 | 74 |

* Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.

Automotive Systems Technology (D60160)

Diploma Program

Career Information

The Automotive Systems Technology curriculum prepares individuals for employment as Automotive Service Technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field. Classroom and lab experience integrate technical and academic course work. Emphasis is placed on theory, servicing and operation of brakes, electrical/electronic systems, engine performance, steering/suspension, automatic transmission/transaxles, engine repair, climate control, and manual drive trains. Upon completion of this curriculum, students should be prepared to take the ASE exams and be ready for full-time employment in dealerships and repair shops in the automotive service industry.

Fall Semester I

| | | | | | |
|-----|------|------------------------------|----|----|----|
| AUT | 110 | Intro to Auto Technology | 2 | 2 | 3 |
| AUT | 116 | Engine Repair | 1 | 3 | 2 |
| AUT | 116A | Engine Repair Lab | 0 | 3 | 1 |
| AUT | 161 | Basic Automotive Electricity | 4 | 3 | 5 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| | | Semester Total | 11 | 13 | 16 |

Spring Semester I

| | | | | | |
|-----|------|---------------------------------|---|----|----|
| AUT | 141 | Suspension and Steering Systems | 2 | 3 | 3 |
| AUT | 141A | Suspension and Steering Sys Lab | 0 | 3 | 1 |
| AUT | 151 | Brake Systems | 2 | 3 | 3 |
| AUT | 151A | Brake Systems Lab | 0 | 3 | 1 |
| AUT | 181 | Engine Performance Electrical | 2 | 3 | 3 |
| COM | 120 | Interpersonal Communications | 3 | 0 | 3 |
| | | Semester Total | 9 | 15 | 14 |

Summer Semester I

| | | | | | |
|-----|-----|--------------------------------|----|----|----|
| AUT | 183 | Engine Performance 2 | 2 | 6 | 4 |
| AUT | 186 | PC Skills for Automotive Techs | 2 | 2 | 3 |
| | | Semester Total | 4 | 8 | 7 |
| | | Total Hours | 24 | 36 | 37 |

* Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.

Basic Undercar (C60160U)

Certificate

Fall Semester I

| | | | | | |
|-----|------|------------------------------|-----------|-----------|-----------|
| AUT | 110 | Intro to Auto Technology | 2 | 2 | 3 |
| AUT | 141 | Suspension & Steering | 2 | 3 | 3 |
| AUT | 141A | Suspension & Steering Lab | 0 | 3 | 1 |
| AUT | 151 | Brake Systems | 2 | 3 | 3 |
| AUT | 151A | Brake Systems Lab | 0 | 3 | 1 |
| AUT | 161 | Basic Automotive Electricity | 4 | 3 | 5 |
| | | Total Hours | 10 | 17 | 16 |

Basic Engine Performance (C60160E)

Certificate

Fall Semester I

| | | | | | |
|-----|------|------------------------------|-----------|-----------|-----------|
| AUT | 110 | Intro to Auto Technology | 2 | 2 | 3 |
| AUT | 161 | Basic Automotive Electricity | 4 | 3 | 5 |
| AUT | 181 | Engine Performance 1 | 2 | 3 | 5 |
| AUT | 181A | Engine Performance 1 Lab | 0 | 3 | 1 |
| AUT | 183 | Engine Performance 2 | 2 | 6 | 4 |
| | | Total Hours | 10 | 17 | 16 |



Aviation Management and Career Pilot Technology (A60180) Associate's Degree Program

Career Information

The Aviation Management and Career Pilot Technology curriculum prepares individuals for a variety of aviation and aviation-related careers including commercial airlines, general aviation, aerospace industry, military, and state and federal aviation organizations. Course work includes fundamentals of flight, aerodynamics, aircraft performance, meteorology, navigation, federal regulations, aviation management, instrument and commercial ground training. Optional course work includes flight and simulator training or business management training. Graduates will hold a commercial pilot certificate with an instrument rating or specialize in aviation management. Graduates may find employment as commercial, corporate, and military pilots, fixed base operators, airport managers, instructors, and flight dispatchers.

Special Admission Requirements

- Application
- Placement tests
- High school transcript
- Adult high school diploma or GED
- Transcript of college work
- Interview with program coordinator
- Federal Aviation Administration Medical Certificate
- 17 years of age or older
- Additional requirements and costs for career pilot

Aviation Management (A60180M)

Fall Semester I

| | | | | | |
|-----|------|-----------------------------|----|---|----|
| AER | 150 | Private Pilot Flight Theory | 2 | 2 | 3 |
| AER | 110 | Air Navigation | 2 | 2 | 3 |
| AER | 113 | History of Aviation | 2 | 0 | 2 |
| BUS | 137 | Principles of Management | 3 | 0 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| MAT | 171 | Precalculus Algebra | 3 | 0 | 3 |
| MAT | 171A | Precalculus Algebra Lab | 0 | 2 | 1 |
| | | Semester Total | 15 | 8 | 19 |

Spring Semester I

| | | | | | |
|-----|-----|--------------------------------|----|---|----|
| AER | 160 | Instrument Flight Theory | 2 | 2 | 3 |
| AER | 111 | Aviation Meteorology | 3 | 0 | 3 |
| AER | 112 | Aviation Law and FARs | 2 | 0 | 2 |
| ENG | 113 | Literature-Based Research | | | |
| | | or | | | |
| ENG | 114 | Professional Research & Report | 3 | 0 | 3 |
| PHY | 151 | College Physics I | 3 | 2 | 4 |
| | | Semester Total | 13 | 4 | 15 |

Summer Semester I

| | | | | | |
|-----|-----|-------------------------------|---|---|---|
| CIS | 110 | Introduction to Computers | 2 | 2 | 3 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Semester Total | 5 | 2 | 6 |

Fall Semester II

| | | | | | |
|-----|-----|------------------------------|----|---|----|
| AER | 170 | Commercial Flight Theory | 3 | 0 | 3 |
| AER | 216 | Engines and Systems | 2 | 2 | 3 |
| AER | 218 | Human Factors in Aviation | 2 | 0 | 2 |
| AER | 114 | Aviation Management | 3 | 0 | 3 |
| BUS | 153 | Human Resource Management | 3 | 0 | 3 |
| COM | 120 | Interpersonal Communications | 3 | 0 | 3 |
| | | Semester Total | 16 | 2 | 17 |

Spring Semester II

| | | | | | |
|-----|-----|--------------------------------|---|---|---|
| AER | 215 | Flight Safety | 3 | 0 | 3 |
| AER | 211 | Air Traffic Control | 2 | 0 | 2 |
| AER | 280 | Instructor Pilot Flight Theory | 3 | 0 | 3 |
| BUS | 230 | Small Business Management | 3 | 0 | 3 |

| | | | |
|-------------------------|----|----|----|
| Social Science Elective | 3 | 0 | 3 |
| Semester Total | 14 | 0 | 14 |
| Total Hours | 63 | 16 | 71 |

* Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.

Career Pilot Option (A60180P)

Fall Semester I

| | | | | | |
|-----|------|-----------------------------|----|----|----|
| AER | 110 | Air Navigation | 2 | 2 | 3 |
| AER | 113 | History of Aviation | 2 | 0 | 2 |
| AER | 151 | Flight-Private Pilot | 0 | 3 | 1 |
| AER | 150 | Private Pilot Flight Theory | 2 | 2 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| MAT | 171 | Precalculus Algebra | 3 | 0 | 3 |
| MAT | 171A | Precalculus Algebra Lab | 0 | 2 | 1 |
| | | Semester Total | 12 | 11 | 17 |

Spring Semester I

| | | | | | |
|-----|-------|--------------------------------|----|---|----|
| AER | 111 | Aviation Meteorology | 3 | 0 | 3 |
| AER | 112 | Aviation Law and FARs | 2 | 0 | 2 |
| AER | 160 | Instrument Flight Theory | 2 | 2 | 3 |
| AER | 161AB | Flight - Instrument Pilot | 0 | 3 | 1 |
| ENG | 113 | Literature-Based Research | | | |
| | | or | | | |
| ENG | 114 | Professional Research & Report | 3 | 0 | 3 |
| PHY | 151 | College Physics I | 3 | 2 | 4 |
| | | Semester Total | 13 | 7 | 16 |

Summer Semester I

| | | | | | |
|-----|-------|-------------------------------|---|---|---|
| AER | 161BB | Flight - Instrument Pilot | 0 | 3 | 1 |
| AER | 115 | Flight Simulator | 0 | 2 | 1 |
| CIS | 110 | Introduction to Computers | 2 | 2 | 3 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Semester Total | 5 | 7 | 8 |

Fall Semester II

| | | | | | |
|-----|-----|--------------------------|---|---|---|
| AER | 114 | Aviation Management | 3 | 0 | 3 |
| AER | 170 | Commercial Flight Theory | 3 | 0 | 3 |

| | | | | | |
|-----|-----|-----------------------------|----|---|----|
| AER | 171 | Flight - Commercial Pilot | 0 | 6 | 3 |
| AER | 216 | Engines and Systems | 2 | 2 | 3 |
| AER | 218 | Human Factors in Aviation | 2 | 0 | 2 |
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| | | Semester Total | 13 | 8 | 17 |

Spring Semester II

| | | | | | |
|-----|-----|--------------------------------|----|----|----|
| AER | 211 | Air Traffic Control | 2 | 0 | 2 |
| AER | 215 | Flight Safety | 3 | 0 | 3 |
| AER | 280 | Instructor Pilot Flight Theory | 3 | 0 | 3 |
| AER | 281 | Flight - CFI | | | |
| | | or | | | |
| AER | 285 | Flight - Multi - Engine | 0 | 3 | 1 |
| BUS | 270 | Professional Development | 3 | 0 | 3 |
| | | Social Science Elective | 3 | 0 | 3 |
| | | Semester Total | 14 | 3 | 15 |
| | | Total Hours | 57 | 36 | 73 |

* Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.

Aviation Management & Career Pilot Technology Certificate (C60180)

| | | | | | |
|-----|-----|-----------------------------|---|---|----|
| AER | 110 | Air Navigation | 2 | 2 | 3 |
| AER | 111 | Aviation Meteorology | 3 | 0 | 3 |
| AER | 113 | History of Aviation | 2 | 0 | 2 |
| AER | 150 | Private Pilot Flight Theory | 2 | 2 | 3 |
| AER | 151 | Flight-Private Pilot | 0 | 3 | 1 |
| | | Total Hours | 9 | 7 | 12 |



Basic Law Enforcement Training Certificate (C55120)

Career Information

Basic Law Enforcement Training (BLET) is designed to give students essential skills required for entry-level employment as law enforcement officers with state, county, or municipal governments, or with private enterprise. This program utilizes State-commission-mandated topics and methods of instruction. General subjects include, but are not limited to, criminal, juvenile, civil, traffic, and alcoholic beverage laws; investigate, patrol, custody, and court procedures; emergency responses; and ethics and community relations. Graduates receive a curriculum certificate and may be eligible to take the certification examination mandated by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission.

Special Admission Requirements

- Application
- Minimum of twenty (20) years of age
- High school transcript
- Medical physical
- Adult high school diploma or GED
- Background free of criminal offenses
- Sponsored by a law enforcement agency
- Reading placement test
- Interview with school director

Fall Semester I

| | | | | | |
|-----|-----|--------------------------------|---|----|----|
| CJC | 100 | Basic Law Enforcement Training | 9 | 30 | 19 |
| | | Total Hours | 9 | 30 | 19 |

Note: Graduates from this program must have a reading score of 65 or better or must have successfully completed RED 080 - Introduction to College Reading.

Biomedical Equipment Technology (A50100)

Associate's Degree Program

Career Information

The Biomedical Equipment Technology curriculum prepares individuals to install, operate, troubleshoot, and repair sophisticated devices and instrumentation used in the health care delivery system. Emphasis is placed on preventive and safety inspections to ensure biomedical equipment meets local and national safety standards. Course work provides a strong foundation in mathematics, physics, electronics, anatomy, physiology, and troubleshooting techniques. Some courses will include job experience and job shadowing, as well as people skills and communication, both in written and oral form. Graduates should qualify for employment opportunities in hospitals, clinics, clinical laboratories, shared service organizations, and manufacturers' field service. With an AAS degree and two years experience, an individual should be able to become a certified Biomedical Equipment Technician.

Special Admission Requirements

- Application
- Placement tests
- High school transcript
- Adult high school diploma or GED
- Health form after acceptance

Fall Semester I

| | | | | | |
|-----|-----|------------------------------|----|----|----|
| BMT | 111 | Introduction to Biomed Field | 1 | 0 | 1 |
| CIS | 110 | Introduction to Computers | 2 | 2 | 3 |
| ELC | 112 | DC/AC Electricity | 3 | 6 | 5 |
| MAT | 121 | Algebra/Trigonometry I | 2 | 2 | 3 |
| NET | 110 | Data Comm./Networking | 2 | 2 | 3 |
| | | Semester Total | 10 | 12 | 15 |

Spring Semester I

| | | | | | |
|-----|------|---------------------------------|----|----|----|
| BMT | 120 | Biomedical Anatomy & Physiology | 2 | 2 | 3 |
| ELN | 131 | Electronic Devices | 3 | 3 | 4 |
| ELN | 133 | Digital Electronics | 3 | 3 | 4 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| PHY | 131 | Physics -Mechanics | 3 | 2 | 4 |
| | | Semester Total | 14 | 12 | 19 |

Summer Semester I

| | | | | | |
|-----|-----|-----------------------------------|----|---|----|
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| ENG | 114 | Professional Research & Reporting | | | |
| or | | | | | |
| ENG | 113 | Literature-Based Research | 3 | 0 | 3 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Social Science Elective | 3 | 0 | 3 |
| | | Semester Total | 12 | 0 | 12 |

Fall Semester II

| | | | | | |
|-----|-----|---------------------------------|----|----|----|
| BMT | 112 | Hospital Safety Standards | 2 | 2 | 3 |
| BMT | 211 | Biomedical Measurements | 2 | 2 | 3 |
| BMT | 212 | BMET Instrumentation I | 3 | 6 | 6 |
| BMT | 223 | Imaging Tec./Laser Fund | 3 | 2 | 4 |
| ELN | 232 | Introduction to Microprocessors | 3 | 3 | 4 |
| | | Semester Total | 13 | 15 | 20 |

Spring Semester II

| | | | | | |
|-----|-----|---------------------------|----|----|----|
| BMT | 213 | BMET Instrumentation II | 2 | 3 | 3 |
| BMT | 225 | Biomed Troubleshooting | 1 | 4 | 3 |
| COE | 112 | Co-op Work Experience I | 0 | 20 | 2 |
| COE | 115 | Work Experience Seminar I | 1 | 0 | 1 |
| | | Semester Total | 4 | 27 | 9 |
| | | Total Hours | 53 | 66 | 75 |

* Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.



Biotechnology (A20100)

Collaborative Agreement

Career Information

These programs are offered through collaborative agreements with Asheville-Buncombe Technical Community College in Asheville, NC and Forsyth Technical Community College in Winston-Salem, NC. The first year fall and spring semester courses are general education and related courses which will be taught at CCC&TI. Additional general and related courses scheduled during the second year may be taught at CCC&TI. A-B Tech or Forsyth Tech will award the associate in applied science degree to students who successfully complete the curriculum requirements.

The Biotechnology curriculum, which has emerged from molecular biology and chemical engineering, is designed to meet the increasing demands for skilled laboratory technicians in various fields of biological and chemical technology. Course work emphasizes biology, chemistry, mathematics, and technical communications. The curriculum objectives are designed to prepare graduates to serve in three distinct capacities: research assistant to a biologist or chemist; laboratory technician/instrumentation technician; and quality control/quality assurance technician. Graduates may find employment in various areas of industry and government, including research and development, manufacturing, sales, and customer service.

Asheville Buncombe Technical Community College Biotechnology Collaborative Agreement

The Biotechnology (BTC) courses are scheduled for the first summer and the second year; these courses will be taught at the A-B Tech Enka Campus. Students should apply for the Biotechnology Program at A-B Tech before registering for the first summer semester.

Fall Semester I

| | | | | | |
|-----|------|-------------------------|----|----|----|
| ACA | 111 | Student Success | 1 | 0 | 1 |
| BIO | 111 | General Biology | 3 | 3 | 4 |
| CHM | 131 | Intro. to Chemistry | 3 | 0 | 3 |
| CHM | 131A | Intro to Chemistry Lab | 0 | 3 | 1 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| MAT | 171 | Precalculus Algebra | 3 | 0 | 3 |
| MAT | 171A | Precalculus Algebra Lab | 0 | 2 | 1 |
| | | Semester Total | 13 | 10 | 17 |

Spring Semester I

| | | | | | |
|-----|------|------------------------|----|---|----|
| BIO | 112 | General Biology II | 3 | 3 | 4 |
| CHM | 132 | Organic & Biochemistry | 3 | 3 | 4 |
| COM | 231 | Public Speaking | 3 | 0 | 3 |
| MAT | 151 | Statistics | 3 | 0 | 3 |
| MAT | 151A | Statistics Lab | 0 | 2 | 1 |
| | | Semester Total | 12 | 8 | 15 |

Fall Semester II

| | | | | | |
|-----|------|------------------------|---|---|----|
| BIO | 140 | Environ. Biology | 3 | 0 | 3 |
| BIO | 140A | Environ. Biology Lab | 0 | 3 | 1 |
| CIS | 110 | Intro. to Computers | 2 | 2 | 3 |
| ENG | 114 | Prof. Res. & Reporting | 3 | 0 | 3 |
| | | Semester Total | 8 | 5 | 10 |

Spring Semester II

| | | | | | |
|--|--|-------------------------|----|----|----|
| | | Elective/Social Science | 3 | 0 | 3 |
| | | Semester Total | 3 | 0 | 3 |
| | | Total Hours | 36 | 23 | 45 |

Major courses are taken at AB Tech during Summer I, Fall II, and Spring II semesters.

Forsyth Technical Community College Biotechnology Collaborative Agreement

Students should apply for the Biotechnology Program at Forsyth as well as for admission at CCC&TI.

Fall Semester I

| | | | | | |
|-----|-----|---------------------|---|---|---|
| BIO | 111 | General Biology I | 3 | 3 | 4 |
| CHM | 131 | Intro. to Chemistry | 3 | 0 | 3 |

| | | | | | |
|-----|------|------------------------|----|----|----|
| CHM | 131A | Intro to Chem. Lab | 0 | 3 | 1 |
| CIS | 110 | Intro to Computers | 2 | 2 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| MAT | 115 | Mathematical Models | 2 | 2 | 3 |
| | | Semester Total | 13 | 12 | 18 |

Spring Semester I

| | | | | | |
|-----|------|------------------------|---|---|----|
| BIO | 112 | General Biology II | 3 | 3 | 4 |
| CHM | 132 | Organic & Biochemistry | 3 | 3 | 4 |
| MAT | 151 | Statistics | 3 | 0 | 3 |
| MAT | 151A | Statistics Lab | 0 | 2 | 1 |
| | | Semester Total | 9 | 8 | 12 |

Spring Semester II

| | | | | | |
|-----|-----|------------------------|----|----|----|
| ENG | 114 | Prof. Res. & Reporting | 3 | 0 | 3 |
| | | Semester Total | 3 | 0 | 3 |
| | | Total Hours | 25 | 20 | 33 |

Major courses are taken at Forsyth Technical CC during the Fall II and Spring II semesters.



Business Administration (A25120)

Associate's Degree Program

Career Information

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations and the global economy. Course work includes business concepts such as accounting, business law, economics, management, and marketing.

Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making. Through these skills, students will have a sound business education base for life-long learning. Graduates are prepared for employment opportunities in governmental agencies, financial institutions, large to small businesses or industry.

Fall Semester I

| | | | | | |
|-----|------|------------------------------------|----|---|----|
| ACC | 120 | Principles of Financial Accounting | 3 | 2 | 4 |
| BUS | 110 | Introduction to Business | 3 | 0 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| MKT | 120 | Principles of Marketing | 3 | 0 | 3 |
| OST | 131 | Keyboarding | 1 | 2 | 2 |
| | | Semester Total | 13 | 6 | 16 |

Spring Semester I

| | | | | | |
|-----|-----|-------------------------------------|---|---|---|
| ACC | 121 | Principles of Managerial Accounting | 3 | 2 | 4 |
| BUS | 147 | Business Insurance | 3 | 0 | 3 |
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |

| | | | | | |
|-----|-----|---------------------------------|----|---|----|
| ENG | 113 | Literature-Based Research | | | |
| or | | | | | |
| ENG | 114 | Professional Research & Report | 3 | 0 | 3 |
| MKT | 220 | Advertising and Sales Promotion | 3 | 0 | 3 |
| | | Semester Total | 13 | 4 | 15 |

Summer Semester I

| | | | | | |
|-----|-----|-------------------------------|---|---|---|
| BUS | 115 | Business Law I | 3 | 0 | 3 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Social Science Elective | 3 | 0 | 3 |
| | | Semester Total | 9 | 0 | 9 |

Fall Semester II

| | | | | | |
|-----|-----|------------------------------|----|---|----|
| ACC | 129 | Individual Income Taxes | 2 | 2 | 3 |
| BUS | 137 | Principles of Management | 3 | 0 | 3 |
| BUS | 225 | Business Finance | 2 | 2 | 3 |
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| ECO | 151 | Survey of Economics | | | |
| or | | | | | |
| ECO | 251 | Principles of Microeconomics | | | |
| or | | | | | |
| ECO | 252 | Principles of Macroeconomics | 3 | 0 | 3 |
| MAT | 115 | Mathematical Models | 2 | 2 | 3 |
| | | Semester Total | 15 | 6 | 18 |

Spring Semester II

| | | | | | |
|-----|-----|---|----|----|----|
| ACC | 149 | Intro to Accounting Spreadsheets ¹ | | 2 | 2 |
| BUS | 239 | Business Applications Seminar | 1 | 2 | 2 |
| BUS | 121 | Business Math | 2 | 2 | 3 |
| BUS | 153 | Human Resource Management | 3 | 0 | 3 |
| BUS | 240 | Business Ethics | 3 | 0 | 3 |
| BUS | 270 | Professional Development | 3 | 0 | 3 |
| | | Semester Total | 13 | 6 | 16 |
| | | Total Hours | 66 | 20 | 74 |

* Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.

Business Administration - Electronic Commerce (A2512I)

Associate's Degree Program

Career Information

Electronic Commerce is a concentration under the title of Business Administration. This curriculum is designed to prepare individuals for a career in the internet economy. Course work includes topics related to electronic business, Internet strategy in business, basic business principles in the world of E-Commerce. Students will be able to demonstrate the ability to identify and analyze such functional issues as planning, technical systems, marketing, security, finance, law, design, implementation, assessment and policy issues at an entry level. Graduates from this program will have a sound business educational base for life long learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and small to medium size business or industry.

Fall Semester I

| | | | | | |
|-----|------|---------------------------|----|---|----|
| BUS | 110 | Introduction to Business | 3 | 0 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |
| WEB | 110 | Internet/Web Fundamentals | 2 | 2 | 3 |
| MKT | 120 | Principles of Marketing | 3 | 0 | 3 |
| OST | 131 | Keyboarding | 1 | 2 | 2 |
| | | Semester Total | 13 | 9 | 17 |

Spring Semester I

| | | | | | |
|-----|-----|--------------------------------------|----|---|----|
| ACC | 120 | Principles of Financial Accounting I | 3 | 2 | 4 |
| ENG | 114 | Prof. Research and Reporting | 3 | 0 | 3 |
| ECM | 168 | Electronic Business | 2 | 2 | 3 |
| ECM | 210 | Intro to E-Commerce | 2 | 2 | 3 |
| WEB | 140 | Web Development Tools | 2 | 2 | 3 |
| | | Semester Total | 12 | 8 | 16 |

Summer Semester I

| | | | | | |
|-----|-----|-------------------------------|---|---|---|
| ECO | 151 | Survey of Economics | | | |
| or | | | | | |
| ECO | 251 | Principles of Microeconomics | | | |
| or | | | | | |
| ECO | 252 | Principles of Macroeconomics | 3 | 0 | 3 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |

| | | | |
|-------------------------|---|---|---|
| Social Science Elective | 3 | 0 | 3 |
| Semester Total | 9 | 0 | 9 |

Fall Semester II

| | | | | | |
|-----|-----|-------------------------------|----|---|----|
| BUS | 115 | Business Law I | 3 | 0 | 3 |
| BUS | 121 | Business Math | 2 | 2 | 3 |
| BUS | 137 | Principles of Management | 3 | 0 | 3 |
| BUS | 230 | Small Business Management | 3 | 0 | 3 |
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| ECM | 220 | E-Commerce Planning & Implmt. | 2 | 2 | 3 |
| | | Semester Total | 16 | 4 | 18 |

Spring Semester II

| | | | | | |
|-----|-----|--------------------------|----|----|----|
| BUS | 240 | Business Ethics | 3 | 0 | 3 |
| BUS | 260 | Business Communication | 3 | 0 | 3 |
| BUS | 270 | Professional Development | 3 | 0 | 3 |
| ECM | 230 | Capstone Project | 1 | 6 | 3 |
| MAT | 115 | Mathematical Models | 2 | 2 | 3 |
| | | Semester Total | 12 | 8 | 15 |
| | | Total Hours | 62 | 28 | 75 |

* Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.

Business Administration (D25120)

Diploma Program

Fall Semester I

| | | | | | |
|-----|------|------------------------------------|----|---|----|
| ACC | 120 | Principles of Financial Accounting | 3 | 2 | 4 |
| BUS | 110 | Introduction to Business | 3 | 0 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| MKT | 120 | Principles of Marketing | 3 | 0 | 3 |
| | | Semester Total | 12 | 4 | 14 |

Spring Semester I

| | | | | | |
|-----|-----|-------------------------------------|---|---|---|
| ACC | 121 | Principles of Managerial Accounting | 3 | 2 | 4 |
| BUS | 147 | Business Insurance | 3 | 0 | 3 |
| BUS | 153 | Human Resource Management | 3 | 0 | 3 |

| | | | | | |
|-----|-----|--------------------------|----|---|----|
| BUS | 270 | Professional Development | 3 | 0 | 3 |
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |
| OST | 131 | Keyboarding | 1 | 2 | 2 |
| | | Semester Total | 14 | 6 | 17 |

Summer Semester I

| | | | | | |
|-----|-----|------------------------------|----|----|----|
| BUS | 115 | Business Law I | 3 | 0 | 3 |
| ECO | 151 | Survey of Economics | | | |
| | | or | | | |
| ECO | 251 | Principles of Microeconomics | | | |
| | | or | | | |
| ECO | 252 | Principles of Macroeconomics | 3 | 0 | 3 |
| MAT | 115 | Mathematical Models | 2 | 2 | 3 |
| | | Semester Total | 8 | 2 | 9 |
| | | Total Hours | 34 | 12 | 40 |

*Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.

Business Administration (C25120M) Management Certificate

Fall Semester I

| | | | | | |
|-----|-----|--------------------------|---|---|---|
| BUS | 110 | Introduction to Business | 3 | 0 | 3 |
| BUS | 115 | Business Law I | 3 | 0 | 3 |
| BUS | 137 | Principles of Management | 3 | 0 | 3 |
| | | Semester Total | 9 | 0 | 9 |

Spring Semester I

| | | | | | |
|-----|-----|---------------------------|----|---|----|
| BUS | 153 | Human Resource Management | 3 | 0 | 3 |
| BUS | 270 | Professional Development | 3 | 0 | 3 |
| MKT | 223 | Customer Service | 3 | 0 | 3 |
| | | Semester Total | 9 | 0 | 9 |
| | | Total Hours | 18 | 0 | 18 |

Business Administration (C25120K)

Marketing Certificate

Fall Semester I

| | | | | | |
|-----|-----|--------------------------|---|---|---|
| BUS | 110 | Introduction to Business | 3 | 0 | 3 |
| BUS | 115 | Business Law I | 3 | 0 | 3 |
| MKT | 120 | Principles of Marketing | 3 | 0 | 3 |
| | | Semester Total | 9 | 0 | 9 |

Spring Semester I

| | | | | | |
|-----|-----|---------------------------------|----|---|----|
| BUS | 270 | Professional Development | 3 | 0 | 3 |
| MKT | 223 | Customer Service | 3 | 0 | 3 |
| MKT | 220 | Advertising and Sales Promotion | 3 | 0 | 3 |
| | | Semester Total | 9 | 0 | 9 |
| | | Total Hours | 18 | 0 | 18 |

Cardiovascular Sonography (A45160)

Associate's Degree Program

Career Information

Cardiovascular Sonography curriculum provides the individual with the knowledge and skills necessary to acquire, process, and evaluate the human heart and vascular structures. A Cardiovascular Sonographer uses high frequency sound waves to produce images of the heart and vascular structures. Course work includes effective communication and patient care skills combined with a knowledge of physics, human anatomy, physiology, and pathology, all of which are essential to obtaining high quality sonographic images. Graduates may be eligible to apply to the American Registry of Diagnostic Medical Sonographers for examinations in physics, cardiovascular physics, vascular physics, adult echocardiography, and vascular technology. Graduates may find employment in hospitals, physician's offices, mobile services, and educational institutions.

Special Admission Requirements

- Application
- View information session DVD
- High school transcript
- Adult high school diploma or GED
- Transcripts of college work
- Placement tests
- Hospital visit arranged by admissions counselor (degree program)
- Interview with program director
- Current Certification in CPR after acceptance (degree program)
- Health form after acceptance (degree program)

Fall Semester I

| | | | | | |
|-----|------|--------------------------|---|----|----|
| BIO | 168 | Anatomy and Physiology I | 3 | 3 | 4 |
| CVS | 160 | CVS Clinical Education I | 0 | 15 | 5 |
| CVS | 163 | Echo I | 3 | 2 | 4 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| | | Semester Total | 9 | 22 | 17 |

Spring Semester I

| | | | | | |
|-----|-----|---------------------------|---|----|----|
| BIO | 169 | Anatomy and Physiology II | 3 | 3 | 4 |
| CVS | 161 | CVS Clinical Education II | 0 | 24 | 8 |
| CVS | 164 | Echo II | 3 | 2 | 4 |
| SON | 111 | Sonographic Physics | 3 | 3 | 4 |
| | | Semester Total | 9 | 32 | 20 |

Summer Semester I

| | | | | | |
|-----|-----|----------------------------|---|----|----|
| CVS | 162 | CVS Clinical Education III | 0 | 15 | 5 |
| ENG | 113 | Literature-Based Research | | | |
| | | OR | | | |
| ENG | 114 | Professional Research | 3 | 0 | 3 |
| PSY | 150 | General Psychology | 3 | 0 | 3 |
| | | Semester Total | 6 | 15 | 11 |

Fall Semester II

| | | | | | |
|-----|-----|-------------------------------|---|----|----|
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |
| CVS | 260 | CVS Clinical Education IV | 0 | 24 | 8 |
| SON | 250 | Vascular Sonography | 1 | 3 | 2 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Semester Total | 5 | 29 | 15 |

Spring Semester II

| | | | | | |
|-----|-----|-----------------------------|----|-----|----|
| CVS | 261 | CVS Clinical Education V | 0 | 24 | 8 |
| COM | 120 | Interpersonal Communication | | | |
| | | OR | | | |
| COM | 231 | Public Speaking | 3 | 0 | 3 |
| | | Semester Total | 3 | 24 | 11 |
| | | Total Hours | 32 | 122 | 74 |

Note: Minimum reading requirements must be completed for all programs. Graduates from diploma and certificate programs in the technical area must have a reading score of 83 or better or must have successfully completed RED 090 - Improved College Reading.

Cardiovascular Sonography Certificate (C45160)

Certificate Program

A certificate will be awarded upon successful completion (2.0 GPA) of a minimum of 14 credit hours from requirements listed below.

| | | | | | |
|-----|-----|---------------------|----|----|----|
| CVS | 163 | Echo I | 3 | 2 | 4 |
| CVS | 164 | Echo II | 3 | 2 | 4 |
| SON | 111 | Sonographic Physics | 3 | 3 | 4 |
| SON | 250 | Vascular Sonography | 1 | 3 | 2 |
| | | Total Hours | 10 | 10 | 14 |

Note: This program is designed for Sonographers. Graduates from the Cardiovascular Sonography Certificate program are not eligible to apply to the American Registry of Diagnostic Medical Sonographers.

Echocardiography Certificate (C45160A)

Certificate Program

A certificate will be awarded upon successful completion (2.0 GPA) of a minimum of 12 credit hours from the following requirements.

| | | | | | |
|-----|-----|---------------------|---|---|----|
| CVS | 163 | Echo I | 3 | 2 | 4 |
| CVS | 164 | Echo II | 3 | 2 | 4 |
| SON | 111 | Sonographic Physics | 3 | 3 | 4 |
| | | Total Hours | 9 | 7 | 12 |

Note: This program is designed for sonographers. Graduates from the Echocardiography Certificate program are not eligible to apply to the American Registry of Diagnostic Medical Sonographers.

Computed Tomography and

Magnetic Resonance Imaging Technology (D45200)

Diploma Program

Career Information

The Computed Tomography and Magnetic Resonance Imaging Technology curriculum, a specialty for radiographers, prepares the individual to use specialized equipment to visualize cross-sectional anatomical structures and aid physicians in the demonstration of pathologies and disease processes. Individuals entering this curriculum must be registered or registry eligible radiologic technologists by the ARRT. Course work prepares the technologist to provide patient care and perform studies utilizing imaging equipment, professional communication, and quality assurance in scheduled and emergency procedures through academic and clinical studies. Graduates may be eligible to sit for the American Registry of Radiologic Technologist Advanced-Level testing in Computed Tomography and/or Magnetic Resonance Imaging examinations. They may find employment in facilities which perform these imaging procedures.

Special Admission Requirements

- Application
- High school transcript
- Adult high school diploma or GED
- Transcripts of college work
- Placement tests
- Interview with program director
- ARRT certification

(check program requirements)

- Health form after acceptance

Fall Semester

| | | | | | |
|-----|-----|------------------------|---|----|----|
| CAT | 210 | CT Physics & Equipment | 3 | 0 | 3 |
| CAT | 211 | CT Procedures | 4 | 0 | 4 |
| CAT | 231 | CT Clinical Practicum | 0 | 33 | 11 |
| | | Semester Total | 7 | 33 | 18 |

Spring Semester

| | | | | | |
|-----|-----|-------------------------|---|----|----|
| MRI | 210 | MRI Physics & Equipment | 3 | 0 | 3 |
| MRI | 211 | MRI Procedures | 4 | 0 | 4 |
| MRI | 231 | MRI Clinical Practicum | 0 | 33 | 11 |
| | | Semester Total | 7 | 33 | 18 |

Summer Semester

| | | | | | |
|-----|------|-----------------------------|----|----|----|
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| COM | 120 | Interpersonal Communication | | | |
| or | | | | | |
| COM | 231 | Public Speaking | 3 | 0 | 3 |
| | | Semester Total | 6 | 2 | 7 |
| | | Total Hours | 20 | 68 | 43 |

CT Certificate (C45200C)**Certificate Program**

| | | | | | |
|-----|-----|------------------------|---|----|----|
| CAT | 210 | CT Physics & Equipment | 3 | 0 | 3 |
| CAT | 211 | CT Procedures | 4 | 0 | 4 |
| CAT | 231 | CT Clinical Practicum | 0 | 33 | 11 |
| | | Semester Total | 7 | 33 | 18 |

MRI Certificate (C45200M)**Certificate Program**

| | | | | | |
|-----|-----|-------------------------|---|----|----|
| MRI | 210 | MRI Physics & Equipment | 3 | 0 | 3 |
| MRI | 211 | MRI Procedures | 4 | 0 | 4 |
| MRI | 231 | MRI Clinical Practicum | 0 | 33 | 11 |
| | | Semester Total | 7 | 33 | 18 |



Computer Information Technology (A25260) Associate's Degree Program

Career Information

The Computer Information Technology curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. This is a flexible curriculum that can be customized to meet community information systems needs. Course work will develop a student's ability to communicate complex technical issues related to computer hardware, software, and networks in a manner that computer users can understand. Classes cover computer operations and terminology, operating systems, database, networking, security, and technical support. Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to manage information. Graduates should be prepared to sit for industry-recognized certification exams.

Fall Semester I

| | | | | | |
|-----|------|--------------------------------|----|----|----|
| CIS | 110 | Introduction to Computers | 2 | 2 | 3 |
| CIS | 115 | Intro to Programming and Logic | 2 | 2 | 3 |
| CTS | 115 | IS Business Concepts | | | |
| Or | | | | | |
| BUS | 110 | Introduction to Business | 3 | 0 | 3 |
| DBA | 110 | Database Concepts | 2 | 3 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| | | Semester Total | 12 | 10 | 16 |

Spring Semester I

| | | | | | |
|-----|-----|-----------------------------|---|---|---|
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| DBA | 115 | Database Application | 2 | 2 | 3 |
| ENG | 113 | Literature-Based Research | | | |

| | | | | | |
|-----|-----|--------------------------------|-------|-----|----|
| Or | | | | | |
| ENG | 114 | Professional Research & Report | 3 | 0 | 3 |
| NET | 110 | Networking Concepts | 2 | 2 | 3 |
| OR | | | | | |
| NET | 125 | Networking Basics | 1 | 4 | 3 |
| NOS | 110 | Operating System Concepts | 2 | 3 | 3 |
| | | Social Science Elective | 3 | 0 | 3 |
| | | Semester Total | 15/14 | 7/9 | 18 |

Summer Semester I

| | | | | | |
|-----|-----|-------------------------------|---|---|---|
| MAT | 115 | Mathematical Models | 2 | 2 | 3 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Semester Total | 5 | 2 | 6 |

Fall Semester II

| | | | | | |
|-----|-----|-----------------------------|----|------|-------|
| CTS | 120 | Hardware/Software Support | 2 | 3 | 3 |
| CTS | 130 | Spreadsheets | 2 | 2 | 3 |
| CTS | 155 | 1 Tech Support Functions | 2 | 2 | 3 |
| OR | | | | | |
| CTS | 135 | 2 Integrated Software Intro | 2 | 4 | 4 |
| CTS | 285 | Systems Analysis and Design | 3 | 0 | 3 |
| NOS | 130 | Windows Single User | 2 | 2 | 3 |
| SEC | 110 | Security Concepts | 3 | 0 | 3 |
| | | Semester Total | 14 | 9/11 | 18/19 |

Spring Semester II

| | | | | | |
|-----|-----|--------------------------------|-------|-------|-------|
| CTS | 217 | Computer Training/Support | 2 | 2 | 3 |
| CTS | 220 | Adv Hard/Software Support | 2 | 3 | 3 |
| CTS | 255 | 1 Adv Tech Support Functions | 2 | 2 | 3 |
| AND | | | | | |
| CTS | 230 | Adv Spreadsheets | 2 | 2 | 3 |
| OR | | | | | |
| CTS | 235 | 2 Integrated Software Advanced | 2 | 4 | 4 |
| CTS | 289 | System Support Project | 1 | 4 | 3 |
| NOS | 230 | Windows Admin I | 2 | 2 | 3 |
| | | Semester Total | 11/9 | 15/17 | 18/16 |
| | | Total Hours | 57/54 | 43/49 | 76/75 |

¹ Student must take CTS 115, CTS 255, and CTS 230 (76 credits)

² Student must take CTS 135 and CTS 235 (75 credits)

- **Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.**

Computer Information Technology (D25260)

Diploma Program

Fall Semester I

| | | | | | |
|-----|-----|----------------------------|----|----|----|
| CIS | 110 | Intro to Computers | 2 | 2 | 3 |
| CIS | 115 | Programming/Logic Concepts | 2 | 3 | 3 |
| CTS | 135 | Integrated Software Intro | 2 | 4 | 4 |
| DBA | 110 | Database Concepts | 2 | 3 | 3 |
| SEC | 110 | Security Concepts | 3 | 0 | 3 |
| | | Semester Total | 11 | 12 | 16 |

Spring Semester I

| | | | | | |
|-----|-----|------------------------------|------|-------|----|
| CTS | 217 | Computer Training/Support | 2 | 2 | 3 |
| CTS | 235 | Integrated Software Advanced | 2 | 4 | 4 |
| DBA | 115 | Database Application | 2 | 2 | 3 |
| NET | 110 | Networking Concepts | 2 | 2 | 3 |
| OR | | | | | |
| NET | 125 | Networking Basics | 1 | 4 | 3 |
| NOS | 110 | Operating System Concepts | 2 | 3 | 3 |
| | | Semester Total | 10/9 | 13/15 | 16 |

Summer Semester I

| | | | | | |
|-----|------|------------------------------|-------|-------|----|
| COM | 120 | Interpersonal Communications | 3 | 0 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| | | Semester Total | 6 | 2 | 7 |
| | | Total Semester Hours | 27/26 | 27/29 | 39 |

Computer Information Technology -

Database Specialist (C25260D)

Certificate Program

Fall Semester I

| | | | | | |
|-----|-----|---------------------------|---|---|---|
| CIS | 110 | Introduction to Computers | 2 | 2 | 3 |
| DBA | 110 | Database Concepts | 2 | 3 | 3 |
| SEC | 110 | Security Concepts | 3 | 0 | 3 |
| | | Semester Total | 7 | 5 | 9 |

Spring Semester I

| | | | | | |
|----------------------|-----|---------------------------|-------|-------|----|
| DBA | 115 | Database Application | 2 | 2 | 3 |
| NET | 110 | Networking Concepts | 2 | 2 | 3 |
| OR | | | | | |
| NET | 125 | Networking Basics | 1 | 4 | 3 |
| NOS | 110 | Operating System Concepts | 2 | 3 | 3 |
| Semester Total | | | 6/5 | 7/9 | 9 |
| Total Semester Hours | | | 13/12 | 12/14 | 18 |

Computer Information Technology - Software Specialist (C2526OS) Certificate Program

Fall Semester I

| | | | | | |
|----------------|-----|------------------------|---|---|---|
| CIS | 110 | Intro to Computers | 2 | 2 | 3 |
| CTS | 155 | Tech Support Functions | 2 | 2 | 3 |
| DBA | 110 | Database Concepts | 2 | 3 | 3 |
| Semester Total | | | 6 | 7 | 9 |

Spring Semester I

| | | | | | |
|----------------------|-----|----------------------------|----|----|----|
| CTS | 255 | Adv Tech Support Functions | 2 | 2 | 3 |
| DBA | 115 | Database Application | 2 | 2 | 3 |
| Semester Total | | | 4 | 4 | 6 |
| Total Semester Hours | | | 10 | 11 | 15 |

Computer Programming (A25130)

Associate's Degree Program

Career Information

The Computer Programming curriculum prepares individuals for employment as computer programmers and related positions through study and applications in computer concepts, logic, programming procedures, languages, generators, operating systems, networking, data management, and business operations. Students will solve business computer problems through programming techniques and procedures, using appropriate languages and software. The primary emphasis of the curriculum is hands-on training in programming and related computer areas that provide the ability to adapt as systems evolve. Graduates should qualify for employment in business, industry, and government organizations as programmers, programmer trainees, programmer/analysts, software developers, computer operators, systems technicians, database specialists, computer specialists, software specialists, or information systems managers.

Fall Semester I

| | | | | | |
|-----|------|----------------------------|----|----|----|
| CIS | 110 | Intro to Computers | 2 | 2 | 3 |
| CIS | 115 | Programming/Logic Concepts | 2 | 3 | 3 |
| CSC | 139 | Visual BASIC Programming | 2 | 3 | 3 |
| CTS | 115 | IS Business Concepts | | | |
| OR | | | | | |
| BUS | 110 | Introduction to Business | 3 | 0 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| DBA | 110 | Database Concepts | 2 | 3 | 3 |
| | | Semester Total | 14 | 13 | 19 |

Spring Semester I

| | | | | | |
|-----|-----|--------------------------------|-------|------|----|
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| CSC | 239 | Adv Visual BASIC Programming | 2 | 3 | 3 |
| ENG | 113 | Literature-Based Research | 3 | 0 | 3 |
| OR | | | | | |
| ENG | 114 | Professional Research & Report | 3 | 0 | 3 |
| NET | 110 | Networking Concepts | 2 | 2 | 3 |
| OR | | | | | |
| NET | 125 | Networking Basics | 1 | 4 | 3 |
| NOS | 110 | Operating System Concepts | 2 | 3 | 3 |
| | | Semester Total | 12/11 | 8/10 | 15 |

Summer Semester I

| | | | | | |
|-----|-----|---------------------|---|---|---|
| MAT | 115 | Mathematical Models | 2 | 2 | 3 |
|-----|-----|---------------------|---|---|---|

| | | | |
|-------------------------------|---|---|---|
| Humanities/Fine Arts Elective | 3 | 0 | 3 |
| Semester Total | 5 | 2 | 6 |

Fall Semester II

| | | | | | |
|-----|-----|---------------------------|----|----|----|
| CSC | 151 | Java Programming | 2 | 3 | 3 |
| CSC | 153 | C# Programming | 2 | 3 | 3 |
| CTS | 120 | Hardware/Software Support | 2 | 3 | 3 |
| CTS | 285 | Systems Analysis & Design | 3 | 0 | 3 |
| NOS | 120 | Linux/UNIX Single User | | | |
| OR | | | | | |
| NOS | 130 | Windows Single User | 2 | 2 | 3 |
| SEC | 110 | Security Concepts | 3 | 0 | 3 |
| | | Semester Total | 14 | 11 | 18 |

Spring Semester II

| | | | | | |
|-----|-----|------------------------------|-------|-------|----|
| CSC | 251 | Advanced Java Programming | 2 | 3 | 3 |
| CSC | 253 | Advanced C# Programming | 2 | 3 | 3 |
| CSC | 289 | Programming Capstone Project | 1 | 4 | 3 |
| CTS | 220 | Adv Hard/Software Support | 2 | 3 | 3 |
| NOS | 220 | Linux/UNIX Admin I | | | |
| OR | | | | | |
| NOS | 230 | Windows Admin I | 2 | 2 | 3 |
| | | Social Science Elective | 3 | 0 | 3 |
| | | Semester Total | 12 | 15 | 18 |
| | | Total Hours | 56/55 | 51/53 | 76 |

- Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.

Computer Programming (D25130)

Diploma Program

Fall Semester I

| | | | | | |
|-----|-----|--------------------------|----|----|----|
| CIS | 110 | Intro to Computers | 2 | 2 | 3 |
| CIS | 115 | Program/Logic Concepts | 2 | 3 | 3 |
| CSC | 139 | Visual BASIC Programming | 2 | 3 | 3 |
| CSC | 151 | Java Programming | 2 | 3 | 3 |
| DBA | 110 | Database Concepts | 2 | 3 | 3 |
| SEC | 110 | Security Concepts | 3 | 0 | 3 |
| | | Semester Total | 13 | 14 | 18 |

Spring Semester I

| | | | | | |
|----------------|-----|------------------------------|-----|-------|----|
| CSC | 239 | Adv Visual BASIC Programming | 2 | 3 | 3 |
| CSC | 251 | Advanced Java Programming | 2 | 3 | 3 |
| NET | 110 | Networking Concepts | 2 | 2 | 3 |
| OR | | | | | |
| NET | 125 | Networking Basics | 1 | 4 | 3 |
| NOS | 110 | Operating System Concepts | 2 | 3 | 3 |
| Semester Total | | | 8/7 | 13/11 | 12 |

Summer Semester I

| | | | | | |
|----------------------|------|------------------------------|-------|-------|----|
| COM | 120 | Interpersonal Communications | 3 | 0 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| Semester Total | | | 6 | 2 | 7 |
| Total Semester Hours | | | 27/26 | 29/27 | 37 |

Computer Programming - C# (C25130C) Certificate Program

Fall Semester I

| | | | | | |
|----------------|-----|----------------------------|---|---|---|
| CIS | 110 | Intro to Computers | 2 | 2 | 3 |
| CIS | 115 | Programming/Logic Concepts | 2 | 3 | 3 |
| CSC | 153 | C# Programming | 2 | 3 | 3 |
| Semester Total | | | 6 | 8 | 9 |

Spring Semester I

| | | | | | |
|----------------------|-----|---------------------------|-------|-------|----|
| CSC | 253 | Advanced C# Programming | 2 | 3 | 3 |
| NET | 110 | Networking Concepts | 2 | 2 | 3 |
| OR | | | | | |
| NET | 125 | Networking Basics | 1 | 4 | 3 |
| NOS | 110 | Operating System Concepts | 2 | 3 | 3 |
| Semester Total | | | 6/5 | 8/10 | 9 |
| Total Semester Hours | | | 12/11 | 16/18 | 18 |

Computer Programming - Java (C25130J)

Certificate Program

Fall Semester I

| | | | | | |
|-----|-----|----------------------------|---|---|---|
| CIS | 110 | Intro to Computers | 2 | 2 | 3 |
| CIS | 115 | Programming/Logic Concepts | 2 | 3 | 3 |
| CSC | 151 | Java Programming | 2 | 3 | 3 |
| | | Semester Total | 6 | 8 | 9 |

Spring Semester I

| | | | | | |
|-----|-----|---------------------------|-------|-------|----|
| CSC | 251 | Advanced Java Programming | 2 | 3 | 3 |
| NET | 110 | Networking Concepts | 2 | 2 | 3 |
| NET | 125 | Networking Basics | 1 | 4 | 3 |
| NOS | 110 | Operating System Concepts | 2 | 3 | 3 |
| | | Semester Total | 6/5 | 8/10 | 9 |
| | | Total Semester Hours | 12/11 | 16/18 | 18 |

Computer Programming - Visual BASIC (C25130V)

Certificate Program

Fall Semester I

| | | | | | |
|-----|-----|----------------------------|---|---|---|
| CIS | 110 | Intro to Computers | 2 | 2 | 3 |
| CIS | 115 | Programming/Logic Concepts | 2 | 3 | 3 |
| CSC | 139 | Visual BASIC Programming | 2 | 3 | 3 |
| | | Semester Total | 6 | 8 | 9 |

Spring Semester I

| | | | | | |
|-----|-----|------------------------------|-------|-------|-------|
| CSC | 239 | Adv Visual BASIC Programming | 2 | 3 | 3 |
| NET | 110 | Networking Concepts | 2 | 2 | 3 |
| OR | | | | | |
| NET | 125 | Networking Basics | 1 | 4 | 3 |
| NOS | 110 | Operating System Concepts | 2 | 3 | 3 |
| | | Semester Total | 6/5 | 8/10 | 9/9 |
| | | Total Semester Hours | 12/11 | 16/18 | 18/18 |

Cosmetology (D55140)

Diploma Program (1500 hours)

The Cosmetology curriculum is designed to provide competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills. Course work includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multi-cultural practices, business/computer principles, product knowledge, and other selected topics. Graduates should qualify to sit for the State Board of Cosmetic Arts examination. Upon successfully passing the State Board exam, graduates will be issued a license. Employment is available in beauty salons and related businesses.

Special Admission Requirements

- Application
- Adult high school diploma or GED
- Interview with program coordinator
- High school transcript
- Transcripts of college work
- Reading placement test

Fall Semester I

| | | | | | |
|-----|-----|---------------------------|---|----|----|
| COS | 111 | Cosmetology Concepts I | 4 | 0 | 4 |
| COS | 112 | Salon I | 0 | 24 | 8 |
| ENG | 102 | Applied Communications II | 3 | 0 | 3 |
| | | Semester Total | 7 | 24 | 15 |

Spring Semester I

| | | | | | |
|-----|-----|-------------------------|---|----|----|
| COS | 113 | Cosmetology Concepts II | 4 | 0 | 4 |
| COS | 114 | Salon II | 0 | 24 | 8 |
| PSY | 101 | Applied Psychology | 3 | 0 | 3 |
| | | Semester Total | 7 | 24 | 15 |

Summer Semester I

| | | | | | |
|-----|-----|--------------------------|---|----|---|
| COS | 115 | Cosmetology Concepts III | 4 | 0 | 4 |
| COS | 116 | Salon III | 0 | 12 | 4 |
| | | Semester Total | 4 | 12 | 8 |

Fall Semester II

| | | | | | |
|-----|-----|-------------------------|----|----|----|
| COS | 117 | Cosmetology Concepts IV | 2 | 0 | 2 |
| COS | 118 | Salon IV | 0 | 21 | 7 |
| | | Semester Total | 2 | 21 | 9 |
| | | Total Hours | 20 | 81 | 47 |

Cosmetology Certificate (C55140)

Certificate Program (1200 hours)

Fall Semester

| | | | | | |
|-----|-----|------------------------|---|----|----|
| COS | 111 | Cosmetology Concepts I | 4 | 0 | 4 |
| COS | 112 | Salon I | 0 | 24 | 8 |
| | | Semester Total | 4 | 24 | 12 |

Spring Semester

| | | | | | |
|-----|-----|-------------------------|---|----|----|
| COS | 113 | Cosmetology Concepts II | 4 | 0 | 4 |
| COS | 114 | Salon II | 0 | 24 | 8 |
| | | Semester Total | 4 | 24 | 12 |

Summer Semester

| | | | | | |
|-----|-----|--------------------------|----|----|----|
| COS | 115 | Cosmetology Concepts III | 4 | 0 | 4 |
| COS | 116 | Salon III | 0 | 12 | 4 |
| | | Semester Total | 4 | 12 | 8 |
| | | Total Hours | 12 | 60 | 32 |

Cosmetology Instructor Certificate (C55160)

Certificate Program

Career Information

The Cosmetology Instructor curriculum provides a course of study for learning the skills needed to teach the theory and practice of cosmetology as required by the North Carolina Board of Cosmetic Arts. Course work includes requirements for becoming an instructor, introduction to teaching theory, methods and aids, practice teaching, and development of evaluation instruments. Graduates of the program may be employed as cosmetology instructors in public or private education and business. A certificate will be awarded upon successful completion (2.0 GPA) of a minimum of 24 credit hours from requirements listed below.

| | | | | | |
|-----|-----|-------------------------|----|----|----|
| COS | 271 | Instructor Concepts I | 5 | 0 | 5 |
| COS | 272 | Instructor Practicum I | 0 | 21 | 7 |
| COS | 273 | Instructor Concepts II | 5 | 0 | 5 |
| COS | 274 | Instructor Practicum II | 0 | 21 | 7 |
| | | Total Hours | 10 | 42 | 24 |

Manicure Instructor Certificate (C55380)

Certificate Program

Career Information

The Manicuring Instructor curriculum provides a course of study covering the skills needed to teach the theory and practices of manicuring as required by the North Carolina State Board of Cosmetology. Course work includes all phases of manicuring theory laboratory instruction. Graduates should be prepared to take the North Carolina cosmetology State Board Manicuring Instructor Licensing Exam and upon passing be qualified for employment in a cosmetology or manicuring school. A certificate will be awarded upon successful completion (2.0 GPA) of a minimum of 13 credit hours from requirements listed below.

| | | | | | |
|-----|-----|---------------------------------|---|----|----|
| COS | 251 | Manicure Instructors' Concepts | 8 | 0 | 8 |
| COS | 252 | Manicure Instructors' Practicum | 0 | 15 | 5 |
| | | Total Hours | 8 | 15 | 13 |

Manicuring/Nail Technology Certificate (C55400)

Certificate Program

Career Information

The Manicuring/Nail Technology curriculum provides competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the nail technology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills. Course work includes instruction in all phases of professional nail technology, business/computer principles, product knowledge, and other related topics. Graduates should be prepared to take the North Carolina Cosmetology State Board Licensing Exam and upon passing be licensed and qualify for employment in beauty and nail salons, as a platform artist, in related businesses. A certificate will be awarded upon successful completion (2.0 GPA) of a minimum of 12 credit hours from requirements listed below.

| | | | | | |
|-----|-----|-----------------------------|---|----|----|
| COS | 121 | Manicure/Nail Technology I | 4 | 6 | 6 |
| COS | 122 | Manicure/Nail Technology II | 4 | 6 | 6 |
| | | Total Hours | 8 | 12 | 12 |

Note: Graduates from this program must have a reading score of 65 or better or must have successfully completed RED 080 - Introduction to College Reading.



Culinary Technology (A55200)

Associate's Degree Program

Career Information

The Culinary Technology curriculum provides specific training required to prepare students to assume positions as trained culinary professionals in a variety of food service settings including full service restaurants, hotels, resorts, clubs, catering operations, contract food service, and health care facilities. Course offerings emphasize practical application, a strong theoretical knowledge base, and professionalism and provides the critical competencies to successfully meet industry demands. Courses also include sanitation, food/beverage service and control, baking, garde manager, American/international cuisines, food production, and hospitality supervision. Graduates should qualify for entry-level positions such as line cook, station chef, and assistant pastry chef. American Culinary Federation certification is available to graduates. With experience, graduates may advance to positions such as sous-chef, executive chef, or food service manager.

Fall Semester I

| | | | | | |
|-----|------|----------------------------|----|----|----|
| CUL | 110 | Sanitation and Safety | 2 | 0 | 2 |
| CUL | 110A | Sanitation and Safety Lab | 0 | 2 | 1 |
| CUL | 112 | Nutrition for Food Service | 3 | 0 | 3 |
| CUL | 120 | Purchasing | 2 | 0 | 2 |
| CUL | 140 | Basic Culinary Skills | 2 | 6 | 5 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| | | Total Semester | 12 | 10 | 17 |

Spring Semester I

| | | | | | |
|-----|------|-------------------------------|---|---|---|
| CUL | 135 | Food and Beverage Service | 2 | 0 | 2 |
| CUL | 135A | Food and Beverage Service Lab | 0 | 2 | 1 |
| CUL | 150 | Food Science | 1 | 2 | 2 |
| CUL | 160 | Baking I | 1 | 4 | 3 |
| CUL | 160A | Baking I Lab | 0 | 3 | 1 |

| | | | | | |
|-----|------|-------------------------------------|---|----|----|
| CUL | 170 | Gardemanger I | 1 | 4 | 3 |
| CUL | 170A | Gardemanger I Lab | 0 | 3 | 1 |
| ENG | 114 | Professional Research and Reporting | 3 | 0 | 3 |
| | | Total Semester | 8 | 18 | 16 |

Summer Semester I

| | | | | | |
|-----|-----|------------------------------------|---|----|---|
| COE | 112 | Co-op Work Experience I | 0 | 20 | 2 |
| | | Social/Behavioral Science Elective | 3 | 0 | 3 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Total Semester | 6 | 20 | 8 |

Fall Semester II

| | | | | | |
|-----|------|------------------------------|---|----|----|
| BUS | 230 | Small Business Management | 3 | 0 | 3 |
| CUL | 240 | Advanced Culinary Skills | 1 | 8 | 5 |
| CUL | 240A | Advanced Culinary Skills Lab | 0 | 3 | 1 |
| CUL | 270 | Gardemanger II | 1 | 4 | 3 |
| CUL | 270A | Gardemanger II Lab | 0 | 3 | 1 |
| MAT | 115 | Mathematical Models | 2 | 2 | 3 |
| | | Total Semester | 7 | 20 | 16 |

Spring Semester II

| | | | | | |
|-----|------|--------------------------------------|----|----|----|
| CUL | 180 | International & American Cuisine | 1 | 8 | 5 |
| CUL | 180A | International & American Cuisine Lab | 0 | 3 | 1 |
| CUL | 260 | Baking II | 1 | 4 | 3 |
| CUL | 260A | Baking II Lab | 0 | 3 | 1 |
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| HRM | 245 | Hosp Human Resource Mgt | 3 | 0 | 3 |
| | | Total Semester | 8 | 18 | 16 |
| | | Total | 41 | 86 | 73 |



Early Childhood Associate (A55220)

Associate's Degree Program

Career Information

The Early Childhood Associate curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers. Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children. Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school age programs.

Professional Fundamentals Option (A55220F)

Associate's Degree Program

This program is designed to meet the needs of most students desiring to work within the field of early childhood. It will prepare students to function within a variety of existing settings and is recommended for all, except those wishing to work in a self-supporting role.

Fall Semester I

| | | | | | |
|-----|-----|------------------------------------|----|---|----|
| ACA | 111 | College Student Success | 1 | 0 | 1 |
| EDU | 119 | Intro to Early Childhood Education | 4 | 0 | 4 |
| EDU | 131 | Child, Family, & Community | 3 | 0 | 3 |
| EDU | 144 | Child Development I | 3 | 0 | 3 |
| EDU | 146 | Child Guidance | 3 | 0 | 3 |
| | | Humanities/Fine Arts | 3 | 0 | 3 |
| | | Semester Total | 17 | 0 | 17 |

Spring Semester I

| | | | | | |
|-----|------|-----------------------------|----|----|----|
| CIS | 110 | Intro to Computers | 2 | 2 | 3 |
| COE | 111 | Co-op Work Experience I | 0 | 10 | 1 |
| COE | 115 | Work Experience Seminar I | 1 | 0 | 1 |
| EDU | 145 | Child Development II | 3 | 0 | 3 |
| EDU | 153 | Health, Safety, & Nutrition | 3 | 0 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| | | Semester Total | 12 | 14 | 15 |

Summer Semester I

| | | | | | |
|-----|-----|-----------------------------|-----|-----|------|
| EDU | 221 | Children w/Exceptionalities | 3 | 0 | 3 |
| ENG | 113 | Literature-Based Research | | | |
| OR | | | | | |
| ENG | 114 | Prof Research & Reporting | 3 | 0 | 3 |
| | | *Math/Science Elective | 2/3 | 2/3 | 2/3 |
| | | Semester Total | 8/9 | 2/3 | 9/10 |

Fall Semester II

| | | | | | |
|-----|-----|----------------------------------|----|---|----|
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| OR | | | | | |
| COM | 231 | Public Speaking | 3 | 0 | 3 |
| EDU | 151 | Creative Activities | 3 | 0 | 3 |
| EDU | 259 | Curriculum Planning | 3 | 0 | 3 |
| EDU | 261 | Early Childhood Administration I | 3 | 0 | 3 |
| EDU | 271 | Educational Technology | 2 | 2 | 3 |
| PSY | 150 | General Psychology | 3 | 0 | 3 |
| | | Semester Total | 17 | 2 | 18 |

Spring Semester II

| | | | | | |
|-----|-----|-----------------------------------|-------|-------|-------|
| COE | 121 | Co-op Work Experience II | 0 | 10 | 1 |
| COE | 125 | Work Experience II | 1 | 0 | 1 |
| EDU | 251 | Exploration Activities | 3 | 0 | 3 |
| EDU | 262 | Early Childhood Administration II | 3 | 0 | 3 |
| EDU | 280 | Language & Literacy Experiences | 3 | 0 | 3 |
| | | *Social Science | | | |
| | | OR | | | |
| | | *EDU Elective | 2/3 | 0 | 2/3 |
| | | Semester Total | 12/13 | 10 | 13/14 |
| | | Total Hours | 67/68 | 28/29 | 73/74 |

*Math/Science Elective

| | | | | | |
|-----|-----|-------------------|---|---|---|
| BIO | 111 | General Biology I | 3 | 3 | 4 |
|-----|-----|-------------------|---|---|---|

| | | | | | |
|-----|------|---------------------------|---|---|---|
| BIO | 140 | Environmental Biology | 3 | 0 | 3 |
| BIO | 140A | Environmental Biology Lab | 0 | 3 | 1 |
| MAT | 115 | Mathematical Models | 2 | 2 | 3 |
| MAT | 140 | Survey of Mathematics | 3 | 0 | 3 |
| MAT | 140A | Survey of Mathematics Lab | 0 | 2 | 1 |
| MAT | 171 | Precalculus Algebra | 3 | 0 | 3 |
| MAT | 171A | Precalculus Algebra | 0 | 2 | 1 |

*Social Science or EDU Elective

| | | | | | |
|-----|-----|----------------------------|---|---|---|
| SOC | 213 | Sociology of the Family | 3 | 0 | 3 |
| EDU | 234 | Infants, Toddler, and Twos | 3 | 0 | 3 |
| EDU | 235 | School-Age Dev. & Prog | 2 | 0 | 2 |

Note: Minimum math requirement is MAT 070.

Professional Business Option (A55220B) Associate's Degree Program

This program is structured for those students wishing to pursue early childhood as a business. It is designed to provide courses specific to increasing knowledge and skills in business management, accounting, and computer usage.

Fall Semester I

| | | | | | |
|-----|-----|------------------------------------|----|---|----|
| ACA | 111 | College Student Success | 1 | 0 | 1 |
| EDU | 119 | Intro to Early Childhood Education | 4 | 0 | 4 |
| EDU | 131 | Child, Family, & Community | 3 | 0 | 3 |
| EDU | 144 | Child Development I | 3 | 0 | 3 |
| EDU | 146 | Child Guidance | 3 | 0 | 3 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Semester Total | 17 | 0 | 17 |

Spring Semester I

| | | | | | |
|-----|------|-----------------------------|----|----|----|
| CIS | 110 | Intro to Computers | 2 | 2 | 3 |
| COE | 111 | Co-op Work Experience I | 0 | 10 | 1 |
| COE | 115 | Work Experience Seminar I | 1 | 0 | 1 |
| EDU | 145 | Child Development II | 3 | 0 | 3 |
| EDU | 153 | Health, Safety, & Nutrition | 3 | 0 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| | | Semester Total | 12 | 14 | 15 |

Summer Semester I

| | | | | | |
|-----|-----|---------------------------------|-----|-----|------|
| EDU | 221 | Children w/Exceptionalities | 3 | 0 | 3 |
| ENG | 113 | Literature-Based Research | 3 | 0 | 3 |
| Or | | | | | |
| ENG | 114 | Professional Research&Reporting | | | |
| | | Math/Science Elective | 2/3 | 2/3 | 3/4 |
| | | Semester Total | 8/9 | 2/3 | 9/10 |

Fall Semester II

| | | | | | |
|-----|-----|----------------------------------|----|---|----|
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| OR | | | | | |
| COM | 231 | Public Speaking | 3 | 0 | 3 |
| EDU | 151 | Creative Activities | 3 | 0 | 3 |
| EDU | 259 | Curriculum Planning | 3 | 0 | 3 |
| EDU | 261 | Early Childhood Administration I | 3 | 0 | 3 |
| EDU | 271 | Educational Technology | 2 | 2 | 3 |
| PSY | 150 | General Psychology | 3 | 0 | 3 |
| | | Semester Total | 17 | 2 | 18 |

Spring Semester II

| | | | | | |
|-----|-----|--------------------------------------|-------|-------|-------|
| ACC | 120 | Principles of Financial Accounting I | 3 | 2 | 4 |
| COE | 121 | Co-op Work Experience II | 0 | 10 | 1 |
| COE | 125 | Work Experience II | 1 | 0 | 1 |
| EDU | 251 | Exploration Activities | 3 | 0 | 3 |
| EDU | 280 | Language & Literacy Experiences | 3 | 0 | 3 |
| BUS | 230 | Small Business Management | 3 | 0 | 3 |
| or | | | | | |
| EDU | 262 | Early Childhood Administration II | 3 | 0 | 3 |
| | | Semester Total | 13 | 12 | 15 |
| | | Total Hours | 67/68 | 30/31 | 74/75 |

*Math/Science Elective

| | | | | | |
|-----|------|---------------------------|---|---|---|
| BIO | 111 | General Biology I | 3 | 3 | 4 |
| BIO | 140 | Environmental Biology | 3 | 0 | 3 |
| BIO | 140A | Environmental Biology Lab | 0 | 3 | 1 |
| MAT | 115 | Mathematical Models | 2 | 2 | 3 |
| MAT | 140 | Survey of Mathematics | 3 | 0 | 3 |
| MAT | 140A | Survey of Mathematics Lab | 0 | 2 | 1 |
| MAT | 171 | Precalculus Algebra | 3 | 0 | 3 |
| MAT | 171A | Precalculus Algebra | 0 | 2 | 1 |

Note: Minimum math requirement is MAT 070.

Early Childhood Associate (D55220)

Diploma Program

Fall Semester I

| | | | | | |
|-----|-----|------------------------------------|----|---|----|
| ACA | 111 | College Student Success | 1 | 0 | 1 |
| EDU | 119 | Intro to Early Childhood Education | 4 | 0 | 4 |
| EDU | 144 | Child Development I | 3 | 0 | 3 |
| EDU | 146 | Child Guidance | 3 | 0 | 3 |
| EDU | 151 | Creative Activities | 3 | 0 | 3 |
| EDU | 261 | Early Childhood Administration I | 3 | 0 | 3 |
| EDU | 271 | Educational Technology | 2 | 2 | 3 |
| | | Semester Total | 19 | 2 | 20 |

Spring Semester I

| | | | | | |
|-----|-----|-----------------------------------|----|----|----|
| COE | 111 | Co-op Work Experience I | 0 | 10 | 1 |
| COE | 115 | Work Experience Seminar I | 1 | 0 | 1 |
| EDU | 131 | Child, Family, & Community | 3 | 0 | 3 |
| EDU | 145 | Child Development II | 3 | 0 | 3 |
| EDU | 153 | Health, Safety, and Nutrition | 3 | 0 | 3 |
| EDU | 251 | Exploration Activities | 3 | 0 | 3 |
| OR | | | | | |
| EDU | 262 | Early Childhood Administration II | 3 | 0 | 3 |
| EDU | 280 | Language & Literacy Experiences | 3 | 0 | 3 |
| | | Semester Total | 16 | 10 | 17 |

Summer Semester I

| | | | | | |
|-----|------|-----------------------------|-------|-------|-------|
| EDU | 221 | Children w/Exceptionalities | 3 | 0 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| | | Math/Science Elective | 2/3 | 2/3 | 3/4 |
| | | Semester Total | 8/9 | 4/5 | 10/11 |
| | | Total Hours | 43/44 | 16/17 | 47/48 |

*Math/Science Elective

| | | | | | |
|-----|------|---------------------------|---|---|---|
| BIO | 111 | General Biology I | 3 | 3 | 4 |
| BIO | 140 | Environmental Biology | 3 | 0 | 3 |
| BIO | 140A | Environmental Biology Lab | 0 | 3 | 1 |
| MAT | 115 | Mathematical Models | 2 | 2 | 3 |
| MAT | 140 | Survey of Mathematics | 3 | 0 | 3 |
| MAT | 140A | Survey of Mathematics Lab | 0 | 2 | 1 |
| MAT | 171 | Precalculus Algebra | 3 | 0 | 3 |
| MAT | 171A | Precalculus Algebra | 0 | 2 | 1 |

Note: Minimum math requirement is MAT 070.

Child Care Operator (C55220CC) Certificate Program

Fall Semester I

| | | | | | |
|----------------|-----|------------------------------------|----|---|----|
| EDU | 119 | Intro to Early Childhood Education | 4 | 0 | 4 |
| EDU | 144 | Child Development I | 3 | 0 | 3 |
| OR | | | | | |
| EDU | 145 | Child Development II | 3 | 0 | 3 |
| EDU | 261 | Early Childhood Administration I | 3 | 0 | 3 |
| Semester Total | | | 10 | 0 | 10 |

Spring Semester I

| | | | | | |
|----------------|-----|-----------------------------------|----|----|----|
| COE | 111 | Co-op Work Experience I | 0 | 10 | 1 |
| COE | 115 | Work Experience Seminar I | 1 | 0 | 1 |
| EDU | 146 | Child Guidance | 3 | 0 | 3 |
| EDU | 262 | Early Childhood Administration II | 3 | 0 | 3 |
| Semester Total | | | 7 | 0 | 8 |
| Total Hours | | | 17 | 10 | 18 |

School-Age Provider (C55220SA) Certificate Program

Fall Semester I

| | | | | | |
|--|-----|---------------------------|-----|---|-----|
| EDU | 146 | Child Guidance | 3 | 0 | 3 |
| EDU | 235 | School Age Dev. & Program | 2 | 0 | 2 |
| Elective EDU 119, 151, 153, 251 or 280 | | | 3/4 | 0 | 3/4 |
| Semester Total | | | 8/9 | 0 | 8/9 |

Spring Semester

| | | | | | |
|----------------|-----|------------------------------|-------|----|-------|
| COE | 111 | Co-op Work Experience I | 0 | 10 | 1 |
| COE | 115 | Work Experience Seminar I | 1 | 0 | 1 |
| EDU | 131 | Child, Family, and Community | 3 | 0 | 3 |
| EDU | 145 | Child Development II | 3 | 0 | 3 |
| Semester Total | | | 7 | 10 | 8 |
| Total Hours | | | 15/16 | 10 | 16/17 |

Teacher/Caregiver (C55220TC) Certificate Program

Fall Semester I

| | | | | | |
|----------------|-----|------------------------------------|----|---|----|
| EDU | 119 | Intro to Early Childhood Education | 4 | 0 | 4 |
| EDU | 144 | Child Development I | 3 | 0 | 3 |
| OR | | | | | |
| EDU | 145 | Child Development II | 3 | 0 | 3 |
| EDU | 146 | Child Guidance | 3 | 0 | 3 |
| Semester Total | | | 10 | 0 | 10 |

Spring Semester I

| | | | | | |
|----------------|-----|-------------------------------|----|----|----|
| COE | 111 | Co-op Work Experience I | 0 | 10 | 1 |
| COE | 115 | Work Experience Seminar I | 1 | 0 | 1 |
| EDU | 131 | Child, Family, and Community | 3 | 0 | 3 |
| EDU | 153 | Health, Safety, and Nutrition | 3 | 0 | 3 |
| Semester Total | | | 7 | 10 | 8 |
| Total Hours | | | 17 | 10 | 18 |

Infant/Toddler (C552290IT) Certificate Program

Fall Semester I

| | | | | | |
|----------------|-----|------------------------------------|----|---|----|
| EDU | 119 | Intro to Early Childhood Education | 4 | 0 | 4 |
| EDU | 144 | Child Development I | 3 | 0 | 3 |
| EDU | 234 | Infant, Toddlers, and Twos | 3 | 0 | 3 |
| Semester Total | | | 10 | 0 | 10 |

Spring Semester I

| | | | | | |
|----------------|-----|-----------------------------|----|----|----|
| COE | 111 | Co-op Work Experience I | 0 | 10 | 1 |
| COE | 115 | Work Experience Seminar I | 1 | 0 | 1 |
| EDU | 131 | Child, Family, & Community | 3 | 0 | 3 |
| EDU | 153 | Health, Safety, & Nutrition | 3 | 0 | 3 |
| Semester Total | | | 7 | 10 | 8 |
| Total Hours | | | 17 | 10 | 18 |

Electrical/Electronics Technology (D35220)

Diploma Program

Career Information

The Electrical/Electronics Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical/electronic systems found in residential, commercial and industrial facilities. Training, most of which is hands-on, will include such topics as DC/AC theory, basic wiring practices, digital electronics, programmable logic controllers, industrial motor controls, the National Electric Code, and other subjects as local needs require. Graduates should qualify for a variety of jobs in the electrical/electronics field as an on-the-job trainee or apprentice, assisting in the layout, installation, and maintenance of electrical/electronic systems.

Fall Semester I

| | | | | | |
|-----|-----|---------------------------|----|----|----|
| ELC | 112 | DC/AC Electricity | 3 | 6 | 5 |
| ELC | 113 | Basic Wiring I | 2 | 6 | 4 |
| ELC | 118 | National Electric Code | 1 | 2 | 2 |
| ELC | 125 | Diagrams & Schematics | 1 | 2 | 2 |
| ENG | 102 | Applied Communications II | 3 | 0 | 3 |
| MAT | 101 | Applied Math I | 2 | 2 | 3 |
| | | Semester Total | 12 | 18 | 19 |

Spring Semester I

| | | | | | |
|-----|-----|---------------------|----|----|----|
| CIS | 111 | PC Literacy | 1 | 2 | 2 |
| ELC | 114 | Basic Wiring II | 2 | 6 | 4 |
| ELC | 128 | Introduction to PLC | 2 | 3 | 3 |
| ELN | 131 | Electronic Devices | 3 | 3 | 4 |
| ELN | 133 | Digital Electronics | 3 | 3 | 4 |
| | | Semester Total | 11 | 17 | 17 |

Summer Semester I

| | | | | | |
|-----|-----|-------------------------|----|----|----|
| COE | 111 | Co-op Work Experience I | 0 | 10 | 1 |
| ELC | 117 | Motors & Controllers | 2 | 6 | 4 |
| HYD | 110 | Hydraulics/Pneumatics I | 2 | 3 | 3 |
| | | Semester Total | 4 | 19 | 8 |
| | | Total Hours | 27 | 54 | 44 |

Electrical/Electronics Technology

Electrical Controls (C35220C)

Certificate Program

| | | | | | |
|-----|-----|--------------------------|----|----|----|
| ELC | 112 | DC/AC Electricity | 3 | 6 | 5 |
| ELC | 118 | National Electrical Code | 1 | 2 | 2 |
| ELC | 128 | Introduction to PLC | 2 | 3 | 3 |
| ELC | 131 | Electronic Devices | 3 | 3 | 4 |
| ELC | 133 | Digital Electronics | 3 | 3 | 4 |
| | | Total Hours | 12 | 17 | 18 |

Electronics Engineering Technology (A40200)

Associate's Degree Program

Career Information

The Electronic Engineering Technology curriculum prepares individuals to become technicians who design, build, install, test, troubleshoot, repair, and modify developmental and production electronic components, equipment, and systems such as industrial/computer controls, manufacturing systems, communication systems, and power electronic systems. A broad-based core of courses, including basic electricity, solid-state fundamental, digital concepts, and microprocessors, ensures the student will develop the skills necessary to perform entry-level tasks. Emphasis is placed on developing the student's ability to analyze and troubleshoot electronic systems. Graduates should qualify for employment as engineering assistants or electronic technicians with job titles such as electronics engineering technician, field service technician, maintenance technician, electronic tester, electronic systems integrator, bench technician, and production control technician.

Fall Semester I

| | | | | | |
|-----|------|---------------------------|----|----|----|
| CIS | 110 | Introduction to Computers | 2 | 2 | 3 |
| ELC | 118 | National Electric Code | 1 | 2 | 2 |
| ELC | 131 | DC/AC Circuit Analysis | 4 | 3 | 5 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| MAT | 171 | Precalculus Algebra | 3 | 0 | 3 |
| MAT | 171A | Precalculus Algebra Lab | 0 | 2 | 1 |
| | | Semester Total | 13 | 11 | 18 |

Spring Semester I

| | | | | | |
|-----|------|--------------------------------|----|---|----|
| ELN | 131 | Electrical Devices | 3 | 3 | 4 |
| ELN | 133 | Digital Electronics | 3 | 3 | 4 |
| ENG | 114 | Professional Research & Report | 3 | 0 | 3 |
| OR | | | | | |
| ENG | 113 | Literature Based Research | 3 | 0 | 3 |
| MAT | 172 | Precalculus Trigonometry | 3 | 0 | 3 |
| MAT | 172A | Precalculus Trigonometry Lab | 0 | 2 | 1 |
| | | Semester Total | 12 | 8 | 15 |

Summer Semester I

| | | | | | |
|-----|-----|-------------------------|---|----|----|
| ELC | 135 | Electrical Machines I | 2 | 3 | 3 |
| ELN | 231 | Industrial Controls | 2 | 3 | 3 |
| ELN | 275 | Troubleshooting | 1 | 2 | 2 |
| HYD | 110 | Hydraulics Pneumatics I | 2 | 3 | 3 |
| | | Semester Total | 7 | 11 | 11 |

Fall Semester II

| | | | | | |
|-----|-----|---------------------------------|----|----|----|
| ELN | 132 | Linear IC Application | 3 | 3 | 4 |
| ELN | 232 | Introduction to Microprocessors | 3 | 3 | 4 |
| NET | 110 | Data Com/Networking | 2 | 2 | 3 |
| PHY | 131 | Physics - Mechanics | 3 | 2 | 4 |
| | | Semester Total | 11 | 10 | 15 |

Spring Semester II

| | | | | | |
|-----|-----|-----------------------------|----|----|----|
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| ELC | 128 | Introduction to PLC | 2 | 3 | 3 |
| ELN | 233 | Microprocessor Systems | 3 | 3 | 4 |
| | | Social Science Elective | 3 | 0 | 3 |
| | | Humanities/Fine Arts | 3 | 0 | 3 |
| | | Semester Total | 14 | 6 | 16 |
| | | Total Hours | 57 | 46 | 75 |

*Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.

Emergency Preparedness Technology (A55420)

Associate's Degree Program

Career Information

The Emergency Preparedness Technology curriculum is designed to provide students with a foundation of technical and professional knowledge needed for emergency services delivery in local and state government agencies. Study involves both management and technical aspects of law enforcement, fire protection, emergency medical services and emergency planning. Course work includes online classroom and laboratory exercises to introduce the student to various aspects of emergency preparedness, protection and enforcement. Students will learn technical and administrative skills such as investigative principles, hazardous materials, codes, standards, emergency agency operations and finance. Employment opportunities include ambulance services, fire/rescue agencies, law enforcement agencies, fire marshal offices, industrial firms, educational institutions, emergency management offices, and other government agencies. Employed persons should have opportunities for skilled and supervisory-level positions within their current organizations.

Fall Semester I

| | | | | | |
|-----|------|---------------------------------|----|---|----|
| CJC | 131 | Criminal Law | 3 | 0 | 3 |
| FIP | 120 | Introduction to Fire Protection | 3 | 0 | 3 |
| FIP | 164 | OSHA | 3 | 0 | 3 |
| FIP | 236 | Emergency Management | 3 | 0 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| | | Semester Total | 15 | 2 | 16 |

Spring Semester I

| | | | | | |
|-----|-----|---------------------------------|-------|---|-------|
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |
| OR | | | | | |
| CIS | 110 | Introduction to Computers | 2 | 2 | 3 |
| FIP | 136 | Inspections and Codes | 3 | 0 | 3 |
| ENG | 113 | Literature-Based Research | 3 | 0 | 3 |
| OR | | | | | |
| ENG | 114 | Professional Research & Report | 3 | 0 | 3 |
| EPT | 210 | Disaster Response Ops and Mgmt. | 3 | 0 | 3 |
| EPT | 275 | Emergency Ops Center Mgmt. | 3 | 0 | 3 |
| | | Semester Total | 13/14 | 2 | 14/15 |

Summer Semester I

| | | | | | |
|-----|-----|-----------------------|---|---|---|
| EPT | 120 | Sociology of Disaster | 3 | 0 | 3 |
|-----|-----|-----------------------|---|---|---|

| | | | | | | |
|-----|-----|-------------------------------|---|---|----|------|
| EPT | 150 | EMS Incident Mgmt. | 2 | 2 | 3 | |
| FIP | 152 | Fire Protection Law | 3 | 0 | 3 | |
| | | Humanities/Fine Arts Elective | | 3 | 0 | 3 |
| | | Semester Total | | | 11 | 2 12 |

Fall Semester II

| | | | | | | |
|-----|-----|-------------------------------|--|----|---|----|
| COM | 120 | Interpersonal Communications | | 3 | 0 | 3 |
| EPT | 220 | Terrorism and Emergency Mgmt. | | 3 | 0 | 3 |
| FIP | 176 | Haz Mat Operations | | 4 | 0 | 4 |
| FIP | 276 | Managing Fire Services | | 3 | 0 | 3 |
| MAT | 115 | Mathematical Models | | 2 | 2 | 3 |
| | | Semester Total | | 15 | 2 | 16 |

Spring Semester II

| | | | | | | |
|-----|-----|---------------------------------|--|-------|---|-------|
| CJC | 215 | Organization and Administration | | 3 | 0 | 3 |
| FIP | 228 | Local Gov't. Finance | | 3 | 0 | 3 |
| FIP | 240 | Fire Service Supervision | | 3 | 0 | 3 |
| FIP | 256 | Municipal Public Relations | | 3 | 0 | 3 |
| | | Social Science Elective | | 3 | 0 | 3 |
| | | Semester Total | | 15 | 0 | 15 |
| | | Total Hours | | 69/70 | 8 | 73/74 |

* Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.

EPT Fire Service Concentration (D55420) Diploma Program

Fall Semester I

| | | | | | | |
|-----|-----|---------------------------------|--|----|---|----|
| FIP | 120 | Introduction to Fire Protection | | 3 | 0 | 3 |
| FIP | 164 | OSHA | | 3 | 0 | 3 |
| FIP | 176 | Haz Mat Operations | | 4 | 0 | 4 |
| FIP | 276 | Managing Fire Services | | 3 | 0 | 3 |
| | | Semester Total | | 13 | 0 | 13 |

Spring Semester I

| | | | | | | |
|-----|-----|----------------------------|--|---|---|---|
| FIP | 136 | Inspections and Codes | | 3 | 0 | 3 |
| FIP | 228 | Local Gov't. Finance | | 3 | 0 | 3 |
| FIP | 240 | Fire Service Supervision | | 3 | 0 | 3 |
| FIP | 256 | Municipal Public Relations | | 3 | 0 | 3 |
| ENG | 111 | Expository Writing | | 3 | 0 | 3 |

| | | | | | |
|-----|------|------------------------|----|---|----|
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| | | Semester Total | 15 | 2 | 16 |

Summer Semester I

| | | | | | |
|-----|-----|-----------------------------|-------|---|-------|
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |
| OR | | | | | |
| CIS | 110 | Introduction to Computers | 2 | 2 | 3 |
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| FIP | 152 | Fire Protection Law | 3 | 0 | 3 |
| | | Semester Total | 7/8 | 2 | 8/9 |
| | | Total Hours | 35/36 | 4 | 37/38 |

EPT Emergency Management Concentration (C55420) Certificate Program

Fall Semester I

| | | | | | |
|-----|-----|-----------------------------|----|---|----|
| EPT | 120 | Sociology of Disaster | 3 | 0 | 3 |
| EPT | 150 | EMS Incident Management | 2 | 2 | 3 |
| EPT | 275 | Emergency Ops Center Mgm't | 3 | 0 | 3 |
| EPT | 210 | Disaster Resp. Ops. & Mgm't | 3 | 0 | 4 |
| EPT | 220 | Terrorism & Emergency Mgm't | 3 | 0 | 3 |
| FIP | 236 | Emergency Management | 3 | 0 | 3 |
| | | Total Hours | 17 | 2 | 19 |

General Occupational Technology (A55280)

Associate's Degree Program

The General Occupational Technology curriculum provides individuals with an opportunity to upgrade their skills and to earn their associate degrees by taking courses suited for their occupational interests and /or needs. The curriculum content will be individualized for students according to their occupational interests and needs. A program of study for each student will be selected from associate degree-level courses offered by the College. Graduates will become more effective workers, better qualified for advancements within their field of employment, and become qualified for a wide range of entry-level employment opportunities.

Minimum General Education Courses (20-23 Hours required):

| | | | | | |
|------------------------------|------|-----------------------------------|-----|-----|-----|
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| ENG | 113 | Literature-Based Research | 3 | 0 | 3 |
| OR | | | | | |
| ENG | 114 | Professional Research & Reporting | 3 | 0 | 3 |
| COM | 120 | Interpersonal Communications | 3 | 0 | 3 |
| OR | | | | | |
| COM | 231 | Public Speaking | 3 | 0 | 3 |
| Humanities/Fine Arts | | | 3 | 0 | 3 |
| Social Sciences | | | 3 | 0 | 3 |
| Mathematics/Natural Sciences | | | 3/4 | 0/3 | 3/4 |
| CIS | 110 | Introduction to Computers | 2 | 2 | 2 |
| OR | | | | | |
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |
| OR | | | | | |
| CIS | 113 | Computer Basics | 0 | 2 | 1 |

Other Program Courses (44-53 Hours required):

Other major courses are chosen from courses required by curriculum offered by the college. The course selection process will utilize the College's Procedural Guidelines for this Associate degree program.

The first step in the planning and development of a curriculum Plan of Study for this Associate degree program is to meet with the professional staff located in Student Services.

Total Required Credit Hours for AAS Degree: 64-76

General Occupational Technology (D55280)

Diploma Program

| | |
|----------------------------|-------|
| General Education Hours | 7 |
| Other Major/Required Hours | 30 |
| Other Required Hours | 4 |
| Total Hours | 37-48 |

General Education Courses

Must Select: (7 hours)

| | | | | | |
|-----|------|-----------------------------|---|---|---|
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| COM | 120 | Interpersonal Communication | | | |
| OR | | | | | |
| COM | 231 | Public Speaking | 3 | 0 | 3 |

Other Major/Required Courses (choose 30 hrs.)

| | | | | | |
|-----|------|--------------------------------|---|---|---|
| BIO | 163 | Basic Anatomy and Physiology | 4 | 2 | 5 |
| BIO | 168 | Anatomy and Physiology I | 3 | 3 | 4 |
| BIO | 169 | Anatomy and Physiology II | 3 | 3 | 4 |
| BIO | 170 | Introductory Microbiology | 3 | 3 | 4 |
| CHM | 151 | General Chemistry I | 3 | 3 | 4 |
| CIS | 111 | Basic PC Literacy 1 | 2 | 2 | |
| OR | | | | | |
| CIS | 113 | Computer Basics 0 | 2 | 1 | |
| ENG | 113 | Literature-Based Research | 3 | 0 | 3 |
| ENG | 114 | Professional Research & Report | 3 | 0 | 3 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| MAT | 151 | Statistics3 | 0 | 3 | |
| MAT | 151A | Statistics Lab | 0 | 2 | 1 |
| MED | 121 | Medical Terminology I | 3 | 0 | 3 |
| PHY | 110 | Conceptual Physics | 3 | 0 | 3 |
| PSY | 150 | General Psychology | 3 | 0 | 3 |
| PSY | 237 | Social Psychology | 3 | 0 | 3 |
| PSY | 241 | Developmental Psychology | 3 | 0 | 3 |
| PSY | 281 | Abnormal Psychology | 3 | 0 | 3 |

Refer to specific AAS program in Health Sciences for the appropriate Major and /or Required courses.

Total Required Credit Hours for Diploma: 37

Heavy Equipment and Transport Technology (Inactive) (D60240) Diploma Program

Career Information

The Heavy Equipment and Transport Technology curriculum is designed to prepare individuals with the knowledge and skills needed to service, troubleshoot, and repair medium and heavy duty vehicles. The course work includes the purpose, construction features, and principles of operation of medium and heavy duty vehicles. Graduates of the curriculum should qualify for entry-level employment opportunities in a dealership, fleet shop, or independent garage as a technician. Graduates that have met the work experience requirement should also be prepared to take the ASE certification exam.

Fall Semester I

| | | | | | |
|-----|-----|---------------------------|-----------|-----------|-----------|
| ACA | 111 | College Student Success | 1 | 0 | 1 |
| ENG | 102 | Applied Communications II | 3 | 0 | 3 |
| HET | 110 | Diesel Engines | 3 | 9 | 6 |
| HET | 125 | Preventive Maintenance | 1 | 3 | 2 |
| HET | 134 | Mechanical Fuel Injection | 2 | 2 | 3 |
| HET | 118 | Mechanical Orientation | 2 | 0 | 2 |
| | | Semester Total | 12 | 14 | 17 |

Spring Semester I

| | | | | | |
|-----|-----|-----------------------------------|----------|-----------|-----------|
| HET | 112 | Diesel Electrical Systems | 3 | 6 | 5 |
| HET | 114 | Power Trains | 3 | 6 | 5 |
| HET | 116 | Air Conditioning/Diesel Equipment | 1 | 2 | 2 |
| HET | 233 | Suspension and Steering | 2 | 4 | 4 |
| | | Semester Total | 9 | 18 | 16 |

Summer Semester I

| | | | | | |
|-----|-----|-----------------------|-----------|-----------|-----------|
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |
| HET | 115 | Electronic Engines | 2 | 3 | 3 |
| PSY | 101 | Applied Psychology | 3 | 0 | 3 |
| | | Semester Total | 6 | 5 | 8 |
| | | Total Hours | 27 | 37 | 41 |

* Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.

Heavy Equipment and Transport Technology (Inactive) (C60240) Certificate Program

| | | | | | |
|-----|-----|---------------------------|----------|-----------|-----------|
| HET | 110 | Diesel Engines | 3 | 9 | 6 |
| HET | 112 | Diesel Electrical Systems | 3 | 6 | 5 |
| HET | 125 | Preventive Maintenance | 1 | 3 | 2 |
| | | Total Hours | 7 | 18 | 13 |

Industrial Systems Technology (Inactive)

(A50240)

Associate's Degree Program

Career Information

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, or install equipment. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems. Students will learn multi-craft technical skills in blueprint reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, systems will be emphasized and additional advanced course work may be offered. Upon completion of this curriculum, graduates should be able to individually, or with a team, safely install, inspect, diagnose, repair and maintain industrial process and support equipment. Students will also be encouraged to develop their skills as life-long learner.

Fall Semester I

| | | | | | |
|-----|-----|---------------------------------|-----------|-----------|-----------|
| ACA | 111 | College Student Success | 1 | 0 | 1 |
| BPR | 111 | Blueprint Reading | 1 | 2 | 2 |
| ELC | 131 | DC/AC Circuit Analyses | 4 | 3 | 5 |
| HYD | 110 | Hydraulics/Pneumatics I | 2 | 3 | 3 |
| MAT | 121 | Algebra/Trigonometry I | 2 | 2 | 3 |
| MEC | 111 | Machine Processes I | 1 | 4 | 3 |
| MNT | 110 | Intro to Maintenance Procedures | 1 | 3 | 2 |
| | | Semester Total | 12 | 17 | 19 |

Spring Semester I

| | | | | | |
|-----|-----|------------------------------|-----------|-----------|-----------|
| ELC | 117 | Motors and Controls | 2 | 6 | 4 |
| ELC | 125 | Diagrams and Schematics | 1 | 2 | 2 |
| ELC | 128 | Introduction to PLC | 2 | 3 | 3 |
| HYD | 121 | Hydraulics and Pneumatics II | 1 | 3 | 2 |
| ISC | 112 | Industrial Safety | 2 | 0 | 2 |
| MNT | 111 | Maintenance Practices | 2 | 2 | 3 |
| WLD | 112 | Basic Welding Processes | 1 | 3 | 2 |
| | | Semester Total | 11 | 19 | 18 |

Summer Semester I

| | | | | | |
|-----|------|-------------------------------|----------|----------|-----------|
| CIS | 113 | Computer Basics | 0 | 2 | 1 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Social Science Elective | 3 | 0 | 3 |
| | | Semester Total | 9 | 4 | 11 |

Fall Semester II

| | | | | | |
|-----|-----|-------------------------------|----------|-----------|-----------|
| AHR | 110 | Introduction to Refrigeration | 2 | 6 | 5 |
| ELC | 135 | Electrical Machines I | 2 | 2 | 3 |
| MNT | 220 | Rigging and Moving | 1 | 3 | 2 |
| WLD | 115 | SMAW (Stick) Plate | 2 | 9 | 5 |
| | | Semester Total | 7 | 20 | 15 |

Spring Semester II

| | | | | | |
|-----|-----|----------------------------------|-----------|-----------|-----------|
| COE | 111 | Co-op Work Experience I | 0 | 10 | 1 |
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| ENG | 113 | Literature-Based Research | | | |
| OR | | | | | |
| ENG | 114 | Professional Research & Report | 3 | 0 | 3 |
| MNT | 240 | Industrial Equip Troubleshooting | 1 | 3 | 2 |
| PLU | 111 | Introduction to Basic Plumbing | 1 | 3 | 2 |
| | | Semester Total | 8 | 16 | 11 |
| | | Total Hours | 47 | 76 | 74 |

* Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.

Industrial Systems Technology (D50240) (Inactive)

Diploma Program

Fall Semester

| | | | | | |
|-----|-----|---------------------------------|-----------|-----------|-----------|
| ACA | 111 | College Student Success | 1 | 0 | 1 |
| BPR | 111 | Blueprint Reading | 1 | 2 | 2 |
| ELC | 131 | DC/AC Circuit Analysis | 4 | 3 | 5 |
| ISC | 112 | Industrial Safety | 2 | 0 | 2 |
| MAT | 121 | Algebra/Trigonometry I | 2 | 2 | 3 |
| MEC | 111 | Machine Processes I | 1 | 4 | 3 |
| MNT | 110 | Intro to Maintenance Procedures | 1 | 3 | 2 |
| WLD | 112 | Basic Welding Processes | 1 | 3 | 2 |
| | | Semester Total | 13 | 17 | 20 |

Spring Semester

| | | | | | |
|-----|-----|-------------------------|---|---|---|
| ELC | 117 | Motors & Controls | 2 | 6 | 4 |
| ELC | 125 | Diagrams and Schematics | 1 | 2 | 2 |
| ELC | 128 | Introduction to PLC | 2 | 3 | 3 |
| HYD | 110 | Hydraulics/Pneumatics I | 2 | 3 | 3 |
| MNT | 220 | Rigging and Moving | 1 | 3 | 2 |

| | | | | | |
|-----|-----|-----------------------|-----------|-----------|-----------|
| WLD | 115 | SMAW (Stick) Plate | 2 | 9 | 5 |
| | | Semester Total | 10 | 26 | 19 |

Summer Semester

| | | | | | |
|-----|-----|---------------------------|-----------|-----------|-----------|
| CIS | 113 | Computer Basics | 0 | 2 | 1 |
| ENG | 102 | Applied Communications II | 3 | 0 | 3 |
| | | Semester Total | 3 | 2 | 4 |
| | | Total Hours | 26 | 45 | 43 |

Industrial Systems Technology (C50240) (Inactive) Certificate Program

Fall Semester I

| | | | | | |
|-----|-----|---------------------------------|-----------|-----------|-----------|
| BPR | 111 | Blueprint Reading | 1 | 2 | 2 |
| ELC | 131 | DC/AC Circuit Analysis | 4 | 3 | 5 |
| HYD | 110 | Hydraulics/Pneumatics I | 2 | 3 | 3 |
| MEC | 111 | Machine Processes I | 1 | 4 | 3 |
| MNT | 110 | Intro to Maintenance Procedures | 1 | 3 | 2 |
| WLD | 112 | Basic Welding Processes | 1 | 3 | 2 |
| | | Total Hours | 10 | 18 | 17 |



Landscape Gardening (A15260)

Associate's Degree Program

Career Information

The Landscape Gardening curriculum emphasizes intensive, practical, hands-on training in applied horticulture to reinforce classroom lecture on theory and technique. Course work includes plant propagation, greenhouse and nursery plant culture, turf management, plant identification, arboriculture, diseases and pests of plants, and landscape planning, maintenance, and construction. Graduates will be prepared for employment opportunities in applied horticulture related to landscape development and maintenance for residential and commercial operations. Graduates should be prepared to take the North Carolina Pesticide Applicator's Examination and the North Carolina Certified Plant Professional Examination.

Fall Semester I

| | | | | | |
|-----|------|-------------------------------|----|----|----|
| ACA | 111 | College Student Success | 1 | 0 | 1 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| LSG | 111 | Basic Landscape Techniques | 2 | 0 | 2 |
| LSG | 121 | Fall Gardening Lab | 0 | 6 | 2 |
| MAT | 121 | Algebra/Trigonometry I | 2 | 2 | 3 |
| PSY | 150 | General Psychology | 3 | 0 | 3 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Semester Total | 14 | 10 | 18 |

Spring Semester I

| | | | | | |
|-----|-----|------------------------------|---|----|---|
| COE | 111 | LSG Co-op Work Experience I | 0 | 10 | 1 |
| ENG | 114 | Prof. Research and Reporting | 3 | 0 | 3 |
| HOR | 114 | Landscape Construction | 2 | 2 | 3 |
| HOR | 134 | Greenhouse Operations | 2 | 2 | 3 |

| | | | | | |
|-----|-----|--------------------------------|----|----|----|
| HOR | 160 | Plant Materials I | 2 | 2 | 3 |
| HOR | 162 | Applied Plant Science | 2 | 2 | 3 |
| LSG | 122 | Spring Gardening Lab | 0 | 6 | 2 |
| TRF | 110 | Intro Turfgrass Culture and ID | 3 | 2 | 4 |
| | | Semester Total | 14 | 26 | 22 |

Summer Semester I

| | | | | | |
|-----|-----|------------------------------|---|----|----|
| COE | 121 | LSG Co-op Work Experience II | 0 | 10 | 1 |
| HOR | 112 | Landscape Design I | 2 | 3 | 3 |
| HOR | 164 | Horticulture Pest Management | 2 | 2 | 3 |
| HOR | 257 | Arboriculture Practices | 1 | 3 | 2 |
| HOR | 260 | Plant Materials II | 2 | 2 | 3 |
| LSG | 123 | Summer Gardening Lab | 0 | 6 | 2 |
| | | Semester Total | 7 | 26 | 14 |

Fall Semester II

| | | | | | |
|-----|-----|-------------------------------|---|----|---|
| BUS | 230 | Small Business Management | 3 | 0 | 3 |
| COE | 131 | LSG Co-op Work Experience III | 0 | 10 | 1 |
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| LSG | 231 | Landscape Supervision | 2 | 6 | 4 |
| LSG | 232 | Garden Management | 1 | 2 | 2 |
| | | Elective from list below | | | |

Students must take a minimum of 3 credit hours from the following list of electives:

| | | | | | |
|-----|-----|----------------------|---|---|---|
| HOR | 118 | Equipment Op & Maint | 1 | 3 | 2 |
| HOR | 166 | Soil and Fertilizer | 2 | 2 | 3 |
| HOR | 168 | Plant Propagation | 2 | 2 | 3 |
| HOR | 213 | Landscape Design II | 2 | 2 | 3 |
| HOR | 215 | Landscape Irrigation | 2 | 2 | 3 |
| HOR | 225 | Nursery Production | 2 | 3 | 3 |
| HOR | 245 | Hor Specialty Crops | 2 | 3 | 3 |
| HOR | 255 | Interiorscapes | 1 | 2 | 2 |
| HOR | 265 | Adv. Plant Materials | 1 | 2 | 2 |

Spring Semester II

| | | | | | |
|-----|-----|--------------------------|-------|----------|-------|
| COE | 212 | Co-op Work Experience IV | 0 | 20 | 2 |
| | | Semester Total | 0 | 20 | 2 |
| | | Total Hours | 45/46 | 102/103/ | 72/73 |
| | | | | 104 | |

Landscape Gardening Diploma (D15260)

Fall Semester I

| | | | | | |
|-----|------|----------------------------|---|----|----|
| LSG | 111 | Basic Landscape Techniques | 2 | 0 | 2 |
| LSG | 121 | Fall Gardening Lab | 0 | 6 | 2 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| MAT | 121 | Algebra/Trigonometry I | 2 | 2 | 3 |
| | | Semester Total | 7 | 10 | 11 |

Spring Semester I

| | | | | | |
|-----|-----|--------------------------------|---|----|----|
| HOR | 114 | Landscape Construction | 2 | 2 | 3 |
| HOR | 160 | Plant Materials I | 2 | 2 | 3 |
| HOR | 162 | Applied Plant Science | 2 | 2 | 3 |
| LSG | 122 | Spring Gardening Lab | 0 | 6 | 2 |
| TRF | 110 | Intro.Turfgrass Culture and ID | 3 | 2 | 4 |
| | | Semester Total | 9 | 14 | 15 |

Summer Semester I

| | | | | | |
|-----|-----|------------------------------|----|----|----|
| HOR | 112 | Landscape Design I | 2 | 3 | 3 |
| HOR | 164 | Horticulture Pest Management | 2 | 2 | 3 |
| HOR | 257 | Arboriculture Practices | 1 | 3 | 2 |
| LSG | 123 | Summer Gardening Lab | 0 | 6 | 2 |
| LSG | 232 | Garden Management | 1 | 2 | 2 |
| | | Semester Total | 6 | 16 | 12 |
| | | Total Hours | 22 | 40 | 38 |

Landscape Gardening Certificate – General (C15260G)

| | | | | | |
|-----|-----|------------------------------|---|---|---|
| HOR | 114 | Landscape Construction | 2 | 2 | 3 |
| HOR | 160 | Plant Materials I | 2 | 2 | 3 |
| OR | | | | | |
| HOR | 260 | Plant Materials II | 2 | 2 | 3 |
| HOR | 164 | Horticulture Pest Management | 2 | 2 | 3 |
| LSG | 111 | Basic Landscape Technique | 2 | 0 | 2 |
| LSG | 121 | Fall Gardening Lab | 0 | 6 | 2 |
| OR | | | | | |
| LSG | 122 | Spring Gardening Lab | 0 | 6 | 2 |
| OR | 123 | Summer Gardening Lab | 0 | 6 | 2 |

| | | | | | |
|-----|-----|--------------------------------|----|----|----|
| TRF | 110 | Intro Turfgrass Culture and ID | 3 | 2 | 4 |
| | | Total Semester Hours | 11 | 14 | 17 |

Landscape Gardening Certificate – Production (C15260P)

| | | | | | |
|-----|-----|------------------------|---|---|----|
| HOR | 114 | Landscape Construction | 2 | 2 | 3 |
| HOR | 134 | Greenhouse Operations | 2 | 2 | 3 |
| HOR | 160 | Plant Materials I | 2 | 2 | 3 |
| HOR | 168 | Plant Propagation | 2 | 2 | 3 |
| | | Total Hours | 8 | 8 | 12 |

Landscape Gardening Certificate – Installation and Maintenance (C15260I)

| | | | | | |
|-----|-----|------------------------------|----|----|----|
| HOR | 112 | Landscape Design I | 2 | 3 | 3 |
| HOR | 114 | Landscape Construction | 2 | 2 | 3 |
| HOR | 160 | Plant Materials I | 2 | 2 | 3 |
| OR | | | | | |
| HOR | 260 | Plant Materials II | 2 | 2 | 3 |
| HOR | 164 | Horticulture Pest Management | 2 | 2 | 3 |
| LSG | 111 | Basic Landscape Technique | 2 | 0 | 2 |
| HOR | 257 | Arboriculture Practices | 1 | 3 | 2 |
| | | Total Semester Hours | 11 | 12 | 16 |

Machining Technology

(Tool, Die, and Mold Making) (Inactive) (A5030A)

Associate Degree Program

Fall Semester I

| | | | | | |
|-----|------|-------------------------|---|----|----|
| ACA | 111 | College Student Success | 1 | 0 | 1 |
| BPR | 111 | Blueprint Reading | 1 | 2 | 2 |
| CIS | 113 | Computer Basics | 0 | 2 | 1 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| MAC | 111 | Machining Technology I | 2 | 12 | 6 |
| MAC | 121 | Introduction to CNC | 2 | 0 | 2 |
| | | Semester Total | 9 | 18 | 16 |

Spring Semester I

| | | | | | |
|-----|-----|------------------------------|---|----|----|
| BPR | 121 | Blueprint Reading Mechanical | 1 | 2 | 2 |
| MAC | 112 | Machining Technology II | 2 | 12 | 6 |
| MAC | 122 | CNC Turning | 1 | 3 | 2 |
| MAC | 124 | CNC Milling | 1 | 3 | 2 |
| | | Semester Total | 5 | 20 | 12 |

Summer Semester I

| | | | | | |
|-----|-----|-----------------------------------|---|----|---|
| ENG | 113 | Literature-Based Research | 3 | 0 | 3 |
| OR | | | | | |
| ENG | 114 | Professional Research & Reporting | 3 | 0 | 3 |
| MAC | 113 | Machining Technology III | 2 | 12 | 6 |
| | | Semester Total | 5 | 12 | 9 |

Fall Semester II

| | | | | | |
|-----|-----|-------------------------|---|----|----|
| MAC | 229 | CNC Programming | 2 | 0 | 2 |
| MAC | 243 | Die Making I | 2 | 6 | 4 |
| MAC | 245 | Mold Construction I | 2 | 6 | 4 |
| MAT | 121 | Algebra/Trigonometry I | 2 | 2 | 3 |
| MEC | 110 | Introduction to CAD/CAM | 1 | 2 | 2 |
| | | Semester Total | 9 | 16 | 15 |

Spring Semester II

| | | | | | |
|-----|-----|-------------------------|---|----|---|
| COE | 111 | Co-op Work Experience I | 0 | 10 | 1 |
| MAC | 222 | Advanced CNC Turning | 1 | 3 | 2 |
| MAC | 244 | Die Making II | 1 | 9 | 4 |

| | | | | | |
|-----|-----|----------------------|---|----|----|
| MAC | 246 | Mold Construction II | 1 | 9 | 4 |
| | | Semester Total | 3 | 31 | 11 |

Summer Semester II

| | | | | | |
|-----|-----|-------------------------------|----|-----|----|
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| MAC | 153 | Compound Angles | 1 | 2 | 2 |
| MAC | 224 | Advanced CNC Milling | 1 | 3 | 2 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Social Science Elective | 3 | 0 | 3 |
| | | Semester Total | 11 | 5 | 13 |
| | | Total Hours | 42 | 102 | 76 |



Mechanical Engineering Technology (A40320)

Associate's Degree Program

Career Information

The Mechanical Engineering Technology curriculum prepares graduates for employment as technicians in the diversified mechanical and manufacturing engineering fields. Mechanical Engineering technicians assist in design, development, testing, process design and improvement, and troubleshooting and repair of engineered systems. Emphasis is placed on the integration of theory and hands-on application of engineering principles. In addition to course work in engineering graphics, engineering fundamentals, materials and manufacturing processes, mathematics, and physics, students will study computer applications, critical thinking, planning and problem solving, and oral and written communications. Graduates of the curriculum will find employment opportunities in the manufacturing or service sectors of engineering technology. Engineering technicians may obtain professional certification by application to organizations such as ASQC, SME, and NICET.

Fall Semester I

| | | | | | |
|-----|------|---------------------------|---|----|----|
| CIS | 110 | Introduction to Computers | 2 | 2 | 3 |
| DFT | 111 | Technical Drafting I | 1 | 3 | 2 |
| DFT | 111A | Technical Drafting I Lab | 0 | 3 | 1 |
| DFT | 151 | CAD I | 2 | 3 | 3 |
| MAT | 171 | Pre-calculus Algebra | 3 | 0 | 3 |
| MAT | 171A | Pre-calculus Algebra Lab | 0 | 2 | 1 |
| MEC | 111 | Machine Processes I | 1 | 4 | 3 |
| | | Semester Total | 9 | 17 | 16 |

Spring Semester I

| | | | | | |
|-----|-----|-----------------------|---|---|---|
| DFT | 112 | Technical Drafting II | 1 | 3 | 2 |
|-----|-----|-----------------------|---|---|---|

| | | | | | |
|-----|------|----------------------------|---|----|----|
| DFT | 112A | Technical Drafting II Lab | 0 | 3 | 1 |
| DFT | 152 | CAD II | 2 | 3 | 3 |
| MAT | 172 | Pre-calculus | 3 | 0 | 3 |
| MAT | 172A | Pre-calculus Lab | 0 | 2 | 1 |
| MEC | 172 | Introduction to Metallurgy | 2 | 2 | 3 |
| | | Semester Total | 8 | 13 | 13 |

Summer Semester I

| | | | | | |
|-----|------|---------------------------|---|---|----|
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| MEC | 161 | Manufacturing Processes I | 3 | 0 | 3 |
| | | Social Science Elective | 3 | 0 | 3 |
| | | Semester Total | 9 | 2 | 10 |

Fall Semester II

| | | | | | |
|-----|------|-------------------------------------|----|----|----|
| DFT | 153 | CAD III | 2 | 3 | 3 |
| ELC | 112 | DC/AC Electricity | 3 | 6 | 5 |
| ENG | 113 | Literature Based Research | 3 | 0 | 3 |
| | | OR | | | |
| ENG | 114 | Professional Research and Reporting | 3 | 0 | 3 |
| PHY | 131 | Physics-Mechanics | | | |
| | | OR | | | |
| PHY | 110 | Conceptual Physics | 3 | 0 | 3 |
| PHY | 110A | Conceptual Physics Lab | 0 | 2 | 1 |
| | | Semester Total | 11 | 11 | 15 |

Spring Semester II

| | | | | | |
|-----|-----|-------------------------------|----|----|-----|
| COE | 111 | Co-op Work Experience I | 0 | 10 | 1 |
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| | | OR | | | |
| COM | 231 | Public Speaking | | | |
| HYD | 110 | Hydraulics/Pneumatics I | 2 | 3 | 3 |
| MEC | 250 | Statics/Strength of Materials | 4 | 3 | 5 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Semester Total | 12 | 16 | 15 |
| | | Total Hours | 49 | 59 | 699 |

* Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.

Mechanical Engineering Technology (C40320)

Certificate Program

Fall Semester I

| | | | | | |
|-----|------|--------------------------|---|---|---|
| DFT | 111 | Technical Drafting I | 1 | 3 | 2 |
| DFT | 111A | Technical Drafting I Lab | 0 | 3 | 1 |
| DFT | 151 | CAD I | 2 | 3 | 3 |
| | | Semester Total | 3 | 9 | 6 |

Spring Semester I

| | | | | | |
|-----|------|---------------------------|---|----|----|
| DFT | 112 | Technical Drafting II | 1 | 3 | 2 |
| DFT | 112A | Technical Drafting II Lab | 0 | 3 | 1 |
| DFT | 152 | CAD II | 2 | 3 | 3 |
| | | Semester Total | 3 | 9 | 6 |
| | | Total Hours | 6 | 18 | 12 |



Medical Office Administration (A25310)

Associate's Degree Program

Career Information

This curriculum prepares individuals for entry-level positions in medical and allied health facilities. Jobs include transcriptionist, secretary, hospital unit secretary, records clerk, insurance form preparer, patient accounting clerk, and clinical technician. Course work includes processing, compiling, recording, and maintaining medical records; utilizing office equipment and software; medical law and ethics; billings and coding; and transcribing medical documents. Employment opportunities include the offices of allied health facilities, HMOs, insurance claims processors, laboratories, and manufacturers and suppliers of medical and hospital equipment.

Fall Semester I

| | | | | | |
|-----|------|------------------------|----|---|----|
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |
| MED | 121 | Medical Terminology I | 3 | 0 | 3 |
| OST | 131 | Keyboarding | 1 | 2 | 2 |
| OST | 136 | Word Processing | 1 | 2 | 2 |
| OST | 149 | Medical Legal Issues | 3 | 0 | 3 |
| | | Semester Total | 12 | 8 | 16 |

Spring Semester I

| | | | | | |
|-----|-----|--------------------------------|---|---|---|
| ENG | 113 | Literature-Based Research | 3 | 0 | 3 |
| OR | | | | | |
| ENG | 114 | Professional Research & Report | 3 | 0 | 3 |
| MED | 122 | Medical Terminology II | 3 | 0 | 3 |
| OST | 134 | Text Entry and Formatting | 2 | 2 | 3 |

| | | | | | |
|-----|-----|---------------------------|----|---|----|
| OST | 164 | Text Editing Applications | 3 | 0 | 3 |
| OST | 286 | Professional Development | 3 | 0 | 3 |
| | | Semester Total | 14 | 2 | 15 |

Summer Semester I

| | | | | | | |
|-----|-----|-----------------------------|--|---|---|----|
| COM | 120 | Interpersonal Communication | | 3 | 0 | 3 |
| MAT | 115 | Mathematical Models | | 2 | 2 | 3 |
| OST | 122 | Office Computations | | 1 | 2 | 2 |
| OST | 184 | Records Management | | 1 | 2 | 2 |
| | | Semester Total | | 7 | 6 | 10 |

Fall Semester II

| | | | | | |
|-----|-----|------------------------------------|----|----|----|
| ACC | 120 | Principles of Financial Accounting | 3 | 2 | 4 |
| CTS | 135 | Integrated Software Introduction | 2 | 4 | 4 |
| OST | 148 | Medical Coding, Billing, & Ins | 3 | 0 | 3 |
| OST | 201 | Medical Transcription I | 3 | 2 | 4 |
| WEB | 110 | Internet/Web Fundamentals2 | 2 | 3 | |
| | | Semester Total | 13 | 10 | 18 |

Spring Semester II

| | | | | | | |
|-----|-----|----------------------------------|--|----|----|----|
| ACC | 150 | Accounting Software Applications | | 1 | 2 | 2 |
| MKT | 223 | Customer Service | | 3 | 0 | 3 |
| OST | 243 | Medical Office Simulation | | 2 | 2 | 3 |
| | | Humanities/Fine Arts Elective | | 3 | 0 | 3 |
| | | Social Science Elective | | 3 | 0 | 3 |
| | | Semester Total | | 12 | 4 | 14 |
| | | Total Hours | | 58 | 30 | 73 |

* Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.

Medical Office Administration (D25310)

Diploma Program

Fall Semester I

| | | | | | | |
|-----|-----|--------------------------------|--|----|---|----|
| CIS | 111 | Basic PC Literacy | | 1 | 2 | 2 |
| MED | 121 | Medical Terminology I | | 3 | 0 | 3 |
| OST | 131 | Keyboarding | | 1 | 2 | 2 |
| OST | 136 | Word Processing | | 1 | 2 | 2 |
| OST | 148 | Medical Coding, Billing, & Ins | | 3 | 0 | 3 |
| OST | 149 | Medical Legal Issues | | 3 | 0 | 3 |
| | | Semester Total | | 12 | 6 | 15 |

Spring Semester I

| | | | | | |
|-----|------|---------------------------|----|---|----|
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| OST | 134 | Text Entry and Formatting | 2 | 2 | 3 |
| MED | 122 | Medical Terminology II | 3 | 0 | 3 |
| OST | 164 | Text Editing Applications | 2 | 2 | 3 |
| OST | 243 | Medical Office Simulation | 2 | 2 | 3 |
| OST | 164 | Text Editing Applications | 3 | 0 | 3 |
| OST | 286 | Professional Development | 3 | 0 | 3 |
| | | Semester Total | 16 | 6 | 19 |

Summer Semester I

| | | | | | |
|-----|-----|-----------------------------|----|----|----|
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| OST | 184 | Records Management | 1 | 2 | 2 |
| OST | 122 | Office Computations | 1 | 2 | 2 |
| | | Semester Total | 5 | 4 | 7 |
| | | Total Hours | 33 | 16 | 41 |

* Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.



Medical Sonography (A45440)

Associate's Degree Program

Career Information

The Medical Sonography curriculum provides knowledge and clinical skills in the application of high frequency sound waves to image internal body structures. Course work includes physics, cross-sectional anatomy, abdominal, introductory vascular, and obstetrical/gynecological sonography. Competencies are attained in identification of normal anatomy and pathological processes, use of equipment, fetal growth and development, integration of related imaging, and patient interaction skills. Graduates of accredited programs may be eligible to take examinations in ultrasound physics and instrumentation and specialty examinations administered by the American Registry of Diagnostic Medical Sonographers and find employment in clinics, physicians' offices, mobile services, hospitals, and educational institutions.

Special Admission Requirements

- Application
- View information session DVD
- High school transcript/Adult high school diploma/GED
- College transcripts, if applicable
- Placement tests
- Hospital visit arranged by admissions counselor
- Interview with program director
- Current Certification in CPR after acceptance
- Health Form after acceptance

Fall Semester I

| | | | | | |
|-----|------|--------------------------|---|---|---|
| BIO | 168 | Anatomy and Physiology I | 3 | 3 | 4 |
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |

| | | | | | |
|-----|-----|----------------------------|----|----|----|
| SON | 110 | Introduction to Sonography | 1 | 6 | 3 |
| SON | 130 | Abdominal Sonography I | 2 | 3 | 3 |
| | | Semester Total | 10 | 16 | 16 |

Spring Semester I

| | | | | | |
|-----|-----|---------------------------|---|----|----|
| BIO | 169 | Anatomy and Physiology II | 3 | 3 | 4 |
| SON | 111 | Sonographic Physics | 3 | 3 | 4 |
| SON | 120 | SON Clinical Education I | 0 | 15 | 5 |
| SON | 131 | Abdominal Sonography II | 1 | 3 | 2 |
| SON | 140 | Gynecological Sonography | 2 | 0 | 2 |
| | | Semester Total | 9 | 24 | 17 |

Summer Semester I

| | | | | | |
|-----|-----|----------------------------------|---|----|----|
| ENG | 113 | Literature-Based Research | | | |
| | | OR | | | |
| ENG | 114 | Professional Research and Report | 3 | 0 | 3 |
| PSY | 150 | General Psychology | 3 | 0 | 3 |
| SON | 121 | SON Clinical Education II | 0 | 15 | 5 |
| | | Semester Total | 6 | 15 | 11 |

Fall Semester II

| | | | | | |
|-----|-----|------------------------------|---|----|----|
| SON | 220 | SON Clinical Education III | 0 | 24 | 8 |
| SON | 225 | Case Studies | 0 | 3 | 1 |
| SON | 241 | Obstetrical Sonography I | 2 | 0 | 2 |
| SON | 250 | Vascular Sonography | 1 | 3 | 2 |
| | | Humanities/Fine Art Elective | 3 | 0 | 3 |
| | | Semester Total | 6 | 30 | 16 |

Spring Semester II

| | | | | | |
|-----|-----|-----------------------------|----|-----|----|
| COM | 120 | Interpersonal Communication | | | |
| | | OR | | | |
| COM | 231 | Public Speaking | 3 | 0 | 3 |
| SON | 221 | SON Clinical Education IV | 0 | 24 | 8 |
| SON | 242 | Obstetrical Sonography II | 2 | 0 | 2 |
| SON | 289 | Sonographic Topics | 2 | 0 | 2 |
| | | Semester Total | 7 | 24 | 15 |
| | | Total Hours | 38 | 109 | 75 |



Networking Technology (A25340)

Associate's Degree Program

Career Information

The Networking Technology curriculum prepares individuals for employment supporting network infrastructure environments. Students will learn how to use technologies to provide reliable transmission and delivery of data, voice, image, and video communications in business, industry, and education. Course work includes design, installation, configuration, and management of network infrastructure technologies and network operating systems. Emphasis is placed on the implementation and management of network software and the implementation and management of hardware such as switches and routers. Graduates may find employment in entry-level jobs as local area network managers, network operators, network analysts, and network technicians. Graduates may also be qualified to take certification examinations for various network industry certifications, depending on their local program.

Fall Semester I

| | | | | | |
|-----|------|----------------------------|----|----|----|
| CIS | 110 | Introduction to Computers | 2 | 2 | 3 |
| CIS | 115 | Programming/Logic Concepts | 2 | 3 | 3 |
| DBA | 110 | Database Concepts | 2 | 3 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| NET | 125 | Networking Basics | 1 | 4 | 3 |
| | | Semester Total | 10 | 14 | 16 |

Spring Semester I

| | | | | | |
|-----|-----|----------------------------------|---|---|---|
| COM | 120 | Interpersonal Communications | 3 | 0 | 3 |
| ENG | 113 | Literature-Based Research | | | |
| OR | | | | | |
| ENG | 114 | Professional Research and Report | 3 | 0 | 3 |

| | | | | | |
|-----|-----|---------------------------|----|---|----|
| NET | 126 | Routing Basics | 1 | 4 | 3 |
| NET | 240 | Network Design | 3 | 0 | 3 |
| NOS | 110 | Operating System Concepts | 2 | 3 | 3 |
| | | Social Science Elective | 3 | 0 | 3 |
| | | Semester Total | 15 | 7 | 18 |

Summer Semester I

| | | | | | |
|-----|-----|-------------------------------|---|---|---|
| MAT | 115 | Mathematical Models | 2 | 2 | 3 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Semester Total | 5 | 2 | 6 |

Fall Semester II

| | | | | | |
|-----|-----|---------------------------|----|----|----|
| CTS | 115 | IS Business Concepts | | | |
| | | OR | | | |
| BUS | 110 | Introduction to Business | 3 | 0 | 3 |
| NET | 225 | Routing & Switching I | 1 | 4 | 3 |
| NOS | 120 | Linux/UNIX Single User | 2 | 2 | 3 |
| NOS | 130 | Windows Single User | 2 | 2 | 3 |
| SEC | 110 | Security Concepts | 3 | 0 | 3 |
| CTS | 120 | Hardware/Software Support | 2 | 3 | 3 |
| | | Semester Total | 13 | 11 | 18 |

Spring Semester II

| | | | | | |
|-----|-----|---------------------------|----|----|----|
| CTS | 220 | Adv Hard/Software Support | 2 | 3 | 3 |
| NET | 175 | Wireless Technology | 2 | 2 | 3 |
| NET | 226 | Routing & Switching II | 1 | 4 | 3 |
| NOS | 220 | Linux/UNIX Admin I | 2 | 2 | 3 |
| NOS | 230 | Windows Admin I | 2 | 2 | 3 |
| NET | 289 | Networking Project | 1 | 4 | 3 |
| | | Semester Total | 10 | 17 | 18 |
| | | Total Semester Hours | 53 | 51 | 76 |

* Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.

Networking Technology-Routing Basics (C25340R) Certificate Program

Fall Semester I

| | | | | | |
|-----|-----|---------------------------|---|---|---|
| CIS | 110 | Introduction to Computers | 2 | 2 | 3 |
| NET | 125 | Networking Basics | 1 | 4 | 3 |
| SEC | 110 | Security Concepts | 3 | 0 | 3 |
| | | Semester Total | 6 | 6 | 9 |

Spring Semester I

| | | | | | |
|-----|-----|---------------------------|----|----|----|
| NET | 126 | Routing Basics | 1 | 4 | 3 |
| NET | 175 | Wireless Technology | 2 | 2 | 3 |
| NOS | 110 | Operating System Concepts | 2 | 3 | 3 |
| | | Semester Total | 5 | 9 | 9 |
| | | Total Semester Hours | 11 | 15 | 18 |

Nuclear Medicine Technology (A45460)

Associate's Degree Program

Career Information

The Nuclear Medicine Technology curriculum provides the clinical and didactic experience to prepare students to qualify as entry-level Nuclear Medicine Technologists. Students will acquire the knowledge and skills necessary to properly perform clinical procedures. These skills include patient care, use of radioactive materials, operation of imaging and counting instrumentation, and laboratory procedures. Students are required to maintain current CPR certification during clinical classes. Graduates may be eligible to apply for certification/registration examinations given by the Nuclear Medicine Technology Certification Board and the American registry of Radiologic Technologists.

Special Admission Requirements

- Application
- Information session
- High school transcript/Adult high school diploma/GED
- College transcripts, if applicable
- Placement tests
- Health Form after acceptance

Fall Semester I

| | | | | | |
|-----|------|-------------------------------|----|---|----|
| BIO | 168 | Anatomy & Physiology I | 3 | 3 | 4 |
| CHM | 131 | Intro to Chemistry | 3 | 0 | 3 |
| CHM | 131A | Intro to Chemistry Lab | 0 | 3 | 1 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| NMT | 110 | Intro to Nuclear Medicine | 2 | 0 | 2 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Semester Total | 14 | 8 | 17 |

Spring Semester I

| | | | | | |
|-----|------|----------------------------------|---|---|---|
| BIO | 169 | Anatomy & Physiology II | 3 | 3 | 4 |
| COM | 231 | Public Speaking | 3 | 0 | 3 |
| OR | | | | | |
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| ENG | 113 | Literature-Based Research | | | |
| OR | | | | | |
| ENG | 114 | Professional Research and Report | 3 | 0 | 3 |
| MAT | 151 | Statistics I | 3 | 0 | 3 |
| MAT | 151A | Statistics Lab | 0 | 2 | 1 |

| | | | | | |
|-----|-----|--------------------|----|---|----|
| NMT | 126 | Nuclear Physics | 2 | 0 | 2 |
| PSY | 150 | General Psychology | 3 | 0 | 3 |
| | | Semester Total | 17 | 5 | 19 |

Summer Semester I

| | | | | | |
|-----|-----|-------------------|---|---|---|
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |
| NMT | 132 | Overview - NM | 2 | 6 | 4 |
| NMT | 134 | Nuclear Pharmacy | 2 | 0 | 2 |
| | | Semester Total | 5 | 8 | 8 |

Fall Semester II

| | | | | | |
|-----|-----|-------------------------------|---|----|----|
| NMT | 211 | Clinical Practice I | 0 | 21 | 7 |
| NMT | 212 | Procedures I | 2 | 0 | 2 |
| NMT | 214 | Radiobiology | 2 | 0 | 2 |
| NMT | 215 | Non-Imaging Instrumentation | 1 | 3 | 2 |
| NMT | 218 | Computers in Nuclear Medicine | 2 | 0 | 2 |
| | | Semester Total | 7 | 24 | 15 |

Spring Semester II

| | | | | | |
|-----|-----|-------------------------|----|----|----|
| NMT | 221 | Clinical Practice II | 0 | 21 | 7 |
| NMT | 222 | Procedures II | 2 | 0 | 2 |
| NMT | 225 | Imaging Instrumentation | 1 | 3 | 2 |
| NMT | 289 | NM Tech. Topics | 2 | 3 | 3 |
| | | Semester Total | 5 | 27 | 14 |
| | | Total Hours | 48 | 72 | 73 |

Note: Students are required to have their radiation exposure monitored.
Semester fees for this service are due at registration and are not refundable.



Associate Degree Nursing (A45100)

Associate's Degree Program

Career Information

The Associate Degree Nursing curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the life span in a variety of settings. Courses will include content related to the nurse's role as provider of nursing care, as manager of care, as member within the discipline of nursing, and as a member of the interdisciplinary team. Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN) which is required for practice as a Registered Nurse. Employment opportunities include hospitals, long term care facilities, clinics, physician's offices, industry, and community agencies.

Special Admission Requirements

- Application
- Attend information session or view information session DVD
- High school transcript/Adult high school diploma/GED
- College transcripts, if applicable
- Placement tests
- Assessment Technologies Institute Testing (ATI) (completed prior to Acceptance)
- Current certification in CPR after acceptance
- Health Form after acceptance
- Current certification as a Nurse Aide I and currently listed with North Carolina Division of Facility Services with no substantial findings

Fall Semester I

| | | | | | |
|-----|-----|--------------------------|----|----|----|
| BIO | 168 | Anatomy and Physiology I | 3 | 3 | 4 |
| NUR | 110 | Nursing I | 5 | 9 | 8 |
| PSY | 150 | General Psychology | 3 | 0 | 3 |
| | | Semester Total | 11 | 12 | 15 |

Spring Semester I

| | | | | | |
|-----|-----|---------------------------|----|----|----|
| BIO | 169 | Anatomy and Physiology II | 3 | 3 | 4 |
| NUR | 120 | Nursing II | 5 | 9 | 8 |
| PSY | 241 | Developmental Psychology | 3 | 0 | 3 |
| | | Semester Total | 11 | 12 | 15 |

Summer Semester I

| | | | | | |
|-----|-----|----------------|---|----|----|
| BIO | 275 | Microbiology | 3 | 3 | 4 |
| NUR | 130 | Nursing III | 4 | 9 | 7 |
| | | Semester Total | 7 | 12 | 11 |

Fall Semester II

| | | | | | |
|-----|------|------------------------|---|----|----|
| CIS | 113 | Computer Basics | 0 | 2 | 1 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| NUR | 210 | Nursing IV | 5 | 15 | 10 |
| | | Semester Total | 8 | 19 | 15 |

Spring Semester II

| | | | | | |
|-----|-----|--------------------------------|----|----|----|
| ENG | 113 | Literature-Based Research | | | |
| OR | | | | | |
| ENG | 114 | Professional Research & Report | 3 | 0 | 3 |
| NUR | 220 | Nursing V | 4 | 18 | 10 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Semester Total | 10 | 18 | 16 |
| | | Total Hours | 47 | 73 | 72 |

Nursing Assistant Certificate (C45480)

Certificate Program

Career Information

The Nursing Assistant curriculum prepares individuals to work under the supervision of licensed health care professionals in performing nursing care and services for persons of all ages. Course work emphasizes growth and development throughout the life span, personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management, family resources and services and employment skills. Graduates of this curriculum may be eligible to be listed on the registry as a Nursing Assistant I and Nursing Assistant II. They may be employed in home health agencies, hospitals, clinics, nursing homes, extended care facilities and doctors' offices.

Special Admission Requirements

- Must have a high school diploma or GED to receive the Nursing Assistant Certificate

Fall Semester I

| | | | | | | |
|-----|-----|---------------------|------|------|------|---|
| NAS | 101 | Nursing Assistant I | (C)3 | (L)4 | (C)3 | 6 |
| | | Semester Total | 3 | 4 | 3 | 6 |

Spring Semester I

| | | | | | | |
|-----|-----|----------------------|------|------|------|----|
| NAS | 102 | Nursing Assistant II | (C)3 | (L)2 | (C)6 | 6 |
| NAS | 103 | Home Health Care | 2 | 0 | 0 | 2 |
| | | Semester Total | 5 | 2 | 6 | 8 |
| | | Total Hours | 8 | 6 | 9 | 14 |



Office Systems Technology (A25360)

Associate's Degree Program

Career Information

The Office Systems Technology curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace. Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on non-technical as well as technical skills. Graduates should qualify for employment in a variety of positions in business, government, and industry. Job classifications range from entry-level to supervisor positions to middle management.

Fall Semester I

| | | | | | |
|-----|------|------------------------|---|---|----|
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| MKT | 223 | Customer Service | 3 | 0 | 3 |
| OST | 131 | Keyboarding | 1 | 2 | 2 |
| OST | 136 | Word Processing | 1 | 2 | 2 |
| | | Semester Total | 9 | 8 | 13 |

Spring Semester I

| | | | | | |
|-----|-----|--------------------------------|---|---|---|
| ENG | 113 | Literature-Based Research | | | |
| OR | | | | | |
| ENG | 114 | Professional Research & Report | 3 | 0 | 3 |
| OST | 134 | Text Entry and Formatting | 2 | 2 | 3 |

| | | | | | |
|-----|-----|---------------------------------|----|---|----|
| OST | 164 | Text Editing Applications | 3 | 0 | 3 |
| OST | 236 | Adv Word/Information Processing | 2 | 2 | 3 |
| | | Social Science Elective | 3 | 0 | 3 |
| | | Semester Total | 13 | 4 | 15 |

Summer Semester I

| | | | | | |
|-----|-----|-----------------------------|----|---|----|
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| MAT | 115 | Mathematical Models | 2 | 2 | 3 |
| OST | 122 | Office Computations | 1 | 2 | 2 |
| OST | 184 | Records Management | 1 | 2 | 2 |
| | | Business Elective | 3 | 0 | 3 |
| | | Semester Total | 10 | 6 | 13 |

Fall Semester II

| | | | | | |
|-----|-----|------------------------------------|----|---|----|
| ACC | 120 | Principles of Financial Accounting | 3 | 2 | 4 |
| BUS | 125 | Personal Finance | 3 | 0 | 3 |
| CTS | 135 | Integrated Software Introduction | 2 | 4 | 4 |
| WEB | 110 | Internet/Web Fundamentals | 2 | 2 | 3 |
| | | Semester Total | 10 | 8 | 14 |

Spring Semester II

| | | | | | |
|-----|-----|----------------------------------|----|----|----|
| ACC | 150 | Accounting Software Applications | 1 | 2 | 2 |
| BUS | 260 | Business Communications | 3 | 0 | 3 |
| OST | 286 | Professional Development | 3 | 0 | 3 |
| OST | 289 | Office Systems Management | 2 | 2 | 3 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | *Business Elective | 3 | 0 | 3 |
| | | Semester Total | 15 | 4 | 17 |
| | | Total Hours | 57 | 30 | 72 |

*Business Elective

| | | | | | |
|-----|-----|----------------------------|---|---|---|
| ACC | 129 | Individual Income Taxes | 2 | 2 | 3 |
| BUS | 115 | Business Law | 3 | 0 | 3 |
| BUS | 121 | Business Math | 2 | 2 | 3 |
| BUS | 240 | Business Ethics | 3 | 0 | 3 |
| DBA | 110 | Database Concepts | 2 | 2 | 3 |
| DBA | 115 | Database Applications | 2 | 2 | 3 |
| CTS | 120 | Spreadsheets | 2 | 2 | 3 |
| OST | 233 | Office Publications Design | 2 | 2 | 3 |
| | | Cooperative Education | | | |

- Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.

Office Systems Technology (D25360)

Diploma Program

Fall Semester I

| | | | | | |
|-----|------|------------------------|---|---|----|
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| MKT | 223 | Customer Service | 3 | 0 | 3 |
| OST | 131 | Keyboarding | 1 | 2 | 2 |
| OST | 136 | Word Processing | 1 | 2 | 2 |
| | | Semester Total | 9 | 8 | 13 |

Spring Semester I

| | | | | | |
|-----|-----|-----------------------------|----|---|----|
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| OST | 134 | Text Entry and Formatting | 2 | 2 | 3 |
| OST | 164 | Text Editing Applications | 3 | 0 | 3 |
| OST | 236 | Advanced Word/Information | 2 | 2 | 3 |
| OST | 286 | Professional Development | 3 | 0 | 3 |
| | | Semester Total | 13 | 4 | 15 |

Summer Semester I

| | | | | | |
|-----|-----|---------------------------|----|----|----|
| OST | 122 | Office Computations | 1 | 2 | 2 |
| OST | 184 | Records Management | 1 | 2 | 2 |
| OST | 289 | Office Systems Management | 2 | 2 | 3 |
| | | *Business Elective | 3 | 0 | 3 |
| | | Semester Total | 7 | 6 | 10 |
| | | Total Hours | 29 | 18 | 38 |

*Business Elective

| | | | | | |
|-----|-----|------------------------------------|---|---|---|
| ACC | 120 | Principles of Financial Accounting | 3 | 2 | 4 |
| ACC | 129 | Individual Income Taxes | 2 | 2 | 3 |
| ACC | 150 | Accounting Software Applications | 1 | 2 | 2 |
| BUS | 115 | Business Law | 3 | 0 | 3 |
| BUS | 121 | Business Math | 2 | 2 | 3 |
| BUS | 240 | Business Ethics | 3 | 0 | 3 |
| CTS | 120 | Spreadsheets | 2 | 2 | 3 |
| DBA | 110 | Database Concepts | 2 | 3 | 3 |
| DBA | 115 | Database Applications | 2 | 2 | 3 |
| OST | 233 | Office Publications Design | 2 | 2 | 3 |
| | | Cooperative Education | | | |

* Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.

Office Systems Technology - Receptionist (C25360R) Certificate Program

Fall Semester I

| | | | | | |
|-----|-----|-------------------|---|---|---|
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |
| MKT | 223 | Customer Service | 3 | 0 | 3 |
| OST | 131 | Keyboarding | 1 | 2 | 2 |
| | | Semester Total | 5 | 4 | 7 |

Spring Semester I

| | | | | | |
|-----|-----|---------------------------|---|---|---|
| OST | 164 | Text Editing Applications | 3 | 0 | 3 |
| OST | 286 | Professional Development | 3 | 0 | 3 |
| | | Semester Total | 6 | 0 | 6 |

Summer Semester I

| | | | | | |
|-----|-----|---------------------|----|---|----|
| OST | 122 | Office Computations | 1 | 2 | 2 |
| OST | 184 | Records Management | 1 | 2 | 2 |
| | | Semester Total | 2 | 4 | 4 |
| | | Total Hours | 13 | 8 | 17 |

Office Systems Technology - Word Processing Clerk (C25360W) Certificate Program

Fall Semester I

| | | | | | |
|-----|-----|-------------------|---|---|---|
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |
| OST | 131 | Keyboarding | 1 | 2 | 2 |
| OST | 136 | Word Processing | 1 | 2 | 2 |
| | | Semester Total | 3 | 6 | 6 |

Spring Semester I

| | | | | | |
|-----|-----|---------------------------------|----|----|----|
| OST | 134 | Text Entry and Formatting | 2 | 2 | 3 |
| OST | 164 | Text Editing Applications | 3 | 0 | 3 |
| OST | 236 | Adv Word/Information Processing | 2 | 2 | 3 |
| OST | 286 | Professional Development | 3 | 0 | 3 |
| | | Semester Total | 10 | 4 | 12 |
| | | Total Semester | 13 | 10 | 18 |



Ophthalmic Medical Assistant (D45510)

Diploma Program

Career Information

The Ophthalmic Medical Assistant Program prepares individuals to provide support services under the supervision of a licensed physician specializing in Ophthalmology. The curriculum will provide the students with the knowledge and skills to work with Ophthalmologists and their patients. Course work includes didactic, laboratory, and clinical training with an emphasis on ophthalmic history, taking ocular measurements, ocular testing, lensometry, administering topical and oral medications, and caring for instruments. Graduates are employed in medical institutions, clinics, or physicians groups. The graduate is then a candidate to take the Joint Commission on Allied Health Personnel in Ophthalmology National Certification Exam for certified ophthalmic assistant (COA).

Special Admissions Requirements

- Application
- High school transcript/Adult high school diploma/GED
- College transcripts, if applicable
- Placement tests
- Information session/Interview with program faculty
- Current Certification in CPR after acceptance
- Health Form after acceptance

Summer Semester

| | | | | | |
|-----|------|-------------------------------|----|---|----|
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| OPH | 150 | Intro. to Ophthal. Med. Asst. | 2 | 0 | 2 |
| OPH | 151 | Ocular Anatomy & Physiology | 2 | 0 | 2 |
| PSY | 150 | General Psychology | 3 | 0 | 3 |
| | | Semester Total | 13 | 2 | 14 |

Fall Semester

| | | | | | |
|-----|-----|---------------------------------|---|----|----|
| OPH | 103 | Introduction to Diseases of Eye | 2 | 0 | 2 |
| OPH | 104 | Basic Ophthalmic Pharmacology | 2 | 0 | 2 |
| OPH | 105 | Maint. of Ophthal. Instruments | 2 | 0 | 2 |
| OPH | 106 | Ophthal. Med. Asst. Practicum I | 0 | 27 | 9 |
| | | Semester Total | 6 | 27 | 15 |

Spring Semester

| | | | | | |
|-----|-----|----------------------------------|----|----|----|
| OPH | 107 | Princ. of Glaucoma/Cataract | 2 | 0 | 2 |
| OPH | 108 | Ophthalmic Patient Care | 2 | 0 | 2 |
| OPH | 109 | Ophthal. Optics & Basic Refract. | 2 | 0 | 2 |
| OPH | 110 | Ophthal. Med. Asst. Practicum II | 0 | 27 | 9 |
| | | Semester Total | 6 | 27 | 15 |
| | | Total Hours | 25 | 56 | 44 |

Paralegal Technology (A25380)

Associate's Degree Program

Career Information

The Paralegal Technology curriculum prepares individuals to work under the supervision of attorneys by performing routine legal tasks and assisting with substantive legal work. A paralegal/legal assistant may not practice law, give legal advice, or represent clients in a court of law. Course work includes substantive and procedural law in the areas of civil litigation, legal research and writing, real estate, family law, wills, estates, trusts, and commercial law. Required courses also include subjects such as English, mathematics, and computer utilization.

Graduates are trained to assist attorneys in probate work, investigations, public records search, drafting and filing legal documents, research, and office management. Employment opportunities are available in private law firms, governmental agencies, banks, insurance agencies, and other business organizations.

Fall Semester I

| | | | | | |
|-----|------|---------------------------------|----|---|----|
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| LEX | 110 | Introduction to Paralegal Study | 2 | 0 | 2 |
| LEX | 130 | Civil Injuries | 3 | 0 | 3 |
| LEX | 150 | Commercial Law | 2 | 2 | 3 |
| OST | 131 | Keyboarding | 1 | 2 | 2 |
| | | Semester Total | 12 | 8 | 14 |

Spring Semester I

| | | | | | |
|-----|-----|-----------------------------------|----|---|----|
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |
| ENG | 113 | Literature-Based Research | | | |
| OR | | | | | |
| ENG | 114 | Professional Research & Reporting | 3 | 0 | 3 |
| LEX | 120 | Legal Research I | 2 | 2 | 3 |
| LEX | 140 | Civil Litigation I | 3 | 0 | 3 |
| OST | 134 | Text Entry and Formatting | 2 | 2 | 3 |
| OST | 164 | Text Editing Applications | 3 | 0 | 3 |
| | | Semester Total | 14 | 6 | 17 |

Summer Semester I

| | | | | | |
|-----|-----|-------------------------------|---|---|---|
| MAT | 115 | Mathematical Models | 2 | 2 | 3 |
| | | Social Science Elective | 3 | 0 | 3 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Semester Total | 8 | 2 | 9 |

Fall Semester II

| | | | | | |
|-----|-----|------------------------------------|----|---|----|
| ACC | 120 | Principles of Financial Accounting | 3 | 2 | 4 |
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| LEX | 160 | Criminal Law and Procedure | 2 | 2 | 3 |
| LEX | 210 | Real Property I | 3 | 0 | 3 |
| | | *Business Elective | 2 | 0 | 2 |
| | | Semester Total | 13 | 4 | 15 |

Spring Semester II

| | | | | | |
|-----|-----|---------------------------|----|----|----|
| BUS | 260 | Business Communications | 3 | 0 | 3 |
| BUS | 270 | Professional Development | 3 | 0 | 3 |
| LEX | 211 | Real Property II | 1 | 4 | 3 |
| LEX | 240 | Family Law | 3 | 0 | 3 |
| LEX | 250 | Wills, Estates and Trusts | 2 | 2 | 3 |
| | | Semester Total | 12 | 6 | 15 |
| | | Total Hours | 59 | 26 | 70 |

*Business Elective

| | | | | | |
|-----|-----|----------------------------------|---|---|---|
| ACC | 129 | Individual Income Taxes | 2 | 2 | 3 |
| ACC | 150 | Accounting Software Applications | 1 | 2 | 2 |
| BUS | 110 | Introduction to Business | 3 | 0 | 3 |
| BUS | 240 | Business Ethics | 3 | 0 | 3 |
| BUS | 137 | Princ. Of Management | 3 | 0 | 3 |
| BUS | 147 | Business Insurance | 3 | 0 | 3 |
| BUS | 153 | Human Res. Management | 3 | 0 | 3 |

* Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.

Paralegal Technology (C25380F)

Family Law Certificate

Fall Semester I

| | | | | | |
|-----|-----|--------------------------|---|---|---|
| LEX | 110 | Intro to Paralegal Study | 2 | 0 | 2 |
| LEX | 210 | Real Property I | 3 | 0 | 3 |
| OST | 131 | Keyboarding | 1 | 2 | 2 |
| | | Semester Total | 6 | 2 | 7 |

Spring Semester I

| | | | | | |
|-----|-----|------------------------------|---|---|---|
| LEX | 120 | Legal Research and Writing I | 2 | 2 | 3 |
| LEX | 140 | Civil Litigation I | 3 | 0 | 3 |

| | | | | | |
|-----|-----|----------------|----|---|----|
| LEX | 240 | Family Law | 3 | 0 | 3 |
| | | Semester Total | 8 | 2 | 9 |
| | | Total Hours | 14 | 4 | 16 |

Paralegal Technology (C25380W)

Wills and Estates Certificate

Fall Semester I

| | | | | | |
|-----|-----|--------------------------|---|---|---|
| LEX | 110 | Intro to Paralegal Study | 2 | 0 | 2 |
| LEX | 210 | Real Property I | 3 | 0 | 3 |
| OST | 131 | Keyboarding | 1 | 2 | 2 |
| | | Semester Total | 6 | 2 | 7 |

Spring Semester I

| | | | | | |
|-----|-----|------------------------------|----|---|----|
| LEX | 120 | Legal Research and Writing I | 2 | 2 | 3 |
| LEX | 250 | Wills, Trusts and Estates | 2 | 2 | 3 |
| OST | 134 | Text Entry and Formatting | 2 | 2 | 3 |
| | | Semester Total | 6 | 6 | 9 |
| | | Total Hours | 14 | 8 | 16 |



Physical Therapist Assistant (A45640)

Associate's Degree Program

Career Information

The Physical Therapist Assistant curriculum prepares graduates to work in direct patient care settings under supervision of physical therapists. Assistants work to improve or restore function by alleviation or prevention of physical impairment and perform other essential activities in a physical therapy department. Course work includes normal human anatomy and physiology, the consequences of disease or injury, and physical therapy treatment of a variety of patient conditions affecting humans throughout the life span. Graduates may be eligible to take the licensure examination administered by the NC Board of Physical Therapy Examiners. Employment is available in general hospitals, rehabilitation centers, extended care facilities, specialty hospitals, home health agencies, private clinics and public school systems.

Special Admission Requirements

- Application
- Completion information session
- High school transcript/Adult high school diploma/GED
- College transcripts, if applicable
- Placement tests
- Current Certification in CPR after acceptance
- Health Form after acceptance

Summer Semester I

| | | | | | |
|-----|------|--------------------------|---|---|----|
| PSY | 150 | General Psychology | 3 | 0 | 3 |
| BIO | 168 | Anatomy and Physiology I | 3 | 3 | 4 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| | | Semester Total | 9 | 5 | 11 |

Fall Semester I

| | | | | | |
|-----|-----|----------------------------------|----|---|----|
| BIO | 169 | Anatomy and Physiology II | 3 | 3 | 4 |
| COM | 120 | Interpersonal Communication | | | |
| OR | | | | | |
| COM | 231 | Public Speaking | 3 | 0 | 3 |
| ENG | 113 | Literature Based Research | | | |
| OR | | | | | |
| ENG | 114 | Prof. Research & Report Writing | 3 | 0 | 3 |
| BIO | 161 | Introduction to Human Biology | 3 | 0 | 3 |
| PTA | 110 | Introduction to Physical Therapy | 2 | 3 | 3 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Semester Total | 17 | 6 | 19 |

Spring Semester I

| | | | | | |
|-----|-----|------------------------------|---|----|----|
| PTA | 125 | Gross and Functional Anatomy | 3 | 6 | 5 |
| PTA | 135 | Pathology | 4 | 0 | 4 |
| PTA | 165 | PTA Clinical I | 0 | 9 | 3 |
| PTA | 222 | Professional Interaction | 2 | 0 | 2 |
| | | Semester Total | 9 | 15 | 14 |

Summer Semester II (10 Week Term)

| | | | | | |
|-----|-----|------------------------|---|---|---|
| PTA | 152 | Wellness Prevention | 2 | 0 | 2 |
| PTA | 145 | Therapeutic Procedures | 2 | 6 | 4 |
| | | Semester Total | 4 | 6 | 6 |

Fall Semester II

| | | | | | |
|-----|-----|--------------------------------|---|----|----|
| PTA | 185 | PTA Clinical II | 0 | 9 | 3 |
| PTA | 215 | Therapeutic Exercise | 2 | 3 | 3 |
| PTA | 225 | Introduction to Rehabilitation | 3 | 3 | 4 |
| PTA | 245 | PTA Clinical III | 0 | 12 | 4 |
| | | Semester Total | 5 | 27 | 14 |

Spring Semester II

| | | | | | |
|-----|-----|-----------------------------|----|----|----|
| PTA | 212 | Health Care/Resources | 2 | 0 | 2 |
| PTA | 235 | Neurological Rehabilitation | 3 | 6 | 5 |
| PTA | 255 | PTA Clinical IV | 0 | 12 | 4 |
| PTA | 270 | PTA Topics | 1 | 0 | 0 |
| | | Semester Total | 6 | 18 | 11 |
| | | Total Hours | 50 | 62 | 76 |



Radiography (A45700)

Associate's Degree Program

Career Information

The Radiography curriculum prepares the graduate to be a radiographer, a skilled health care professional who uses radiation to produce images of the human body. Course work includes clinical rotations to area health care facilities, radiographic exposure, image processing, radiographic procedures, physics, pathology, patient care and management, radiation protection, quality assurance, anatomy and physiology, and radiobiology. Graduates of accredited programs are eligible to apply to take the American Registry of Radiologic Technologists' national examination for certification and registration as medical radiographers. Graduates may be employed in hospitals, clinics, physicians' offices, medical laboratories, government agencies, and industry.

Special Admission Requirements

- Application
- Information session
- High school transcript/Adult high school diploma/GED
- College transcripts, if applicable
- Placement tests
- Hospital visits arranged by admissions counselor
- Current Certification in CPR after acceptance
- Health Form after acceptance
- Students are required to have their radiation exposure monitored.
Semester fees for this service are due at registration and are not refundable.

Fall Semester I

| | | | | | |
|-----|------|-----------------------------------|----|----|----|
| BIO | 163 | Basic Anatomy and Physiology | 4 | 2 | 5 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| RAD | 110 | Radiography Intro & Patient Care | 2 | 3 | 3 |
| RAD | 111 | Radiographic Procedures I | 3 | 3 | 4 |
| RAD | 151 | Radiographic Clinical Education I | 0 | 6 | 2 |
| | | Semester Total | 12 | 16 | 18 |

Spring Semester I

| | | | | | |
|-----|-----|------------------------------------|---|----|----|
| ENG | 114 | Professional Research & Report | 3 | 0 | 3 |
| RAD | 112 | Radiographic Procedures II | 3 | 3 | 4 |
| RAD | 121 | Radiographic Imaging I | 2 | 3 | 3 |
| RAD | 161 | Radiographic Clinical Education II | 0 | 15 | 5 |
| | | Semester Total | 8 | 21 | 15 |

Summer Semester I

| | | | | | |
|-----|-----|------------------------------|---|----|---|
| RAD | 122 | Radiographic Imaging II | 1 | 3 | 2 |
| RAD | 131 | Radiographic Physics I | 1 | 3 | 2 |
| RAD | 171 | Radiographic Clinical Ed III | 0 | 12 | 4 |
| | | Semester Total | 2 | 18 | 8 |

Fall Semester II

| | | | | | |
|-----|-----|------------------------------------|---|----|----|
| PSY | 150 | General Psychology | 3 | 0 | 3 |
| RAD | 211 | Radiographic Procedures III | 2 | 3 | 3 |
| RAD | 231 | Radiographic Physics II | 1 | 3 | 2 |
| RAD | 241 | Radiobiology/Protection | 2 | 0 | 2 |
| RAD | 251 | Radiographic Clinical Education IV | 0 | 21 | 7 |
| | | Semester Total | 8 | 27 | 17 |

Spring Semester II

| | | | | | |
|-----|-----|-----------------------------------|----|-----|----|
| COM | 231 | Public Speaking | 3 | 0 | 3 |
| RAD | 245 | Rad Quality Management | 1 | 3 | 2 |
| RAD | 261 | Radiographic Clinical Education V | 0 | 21 | 7 |
| RAD | 271 | Radiography Capstone | 0 | 3 | 1 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Semester Total | 7 | 27 | 16 |
| | | Total Hours | 37 | 109 | 74 |

Speech-Language Pathology Assistant (A45730)

Associate's Degree Program

Career Information

The Speech-Language Pathology Assistant curriculum prepare graduates to work under the supervision of a Licensed Speech-Language Pathologist, who screens for speech, language, and hearing disorders and treats individuals with various communication disorders. Courses provide instruction in methods of screening for speech, language, and hearing disorders and in following written protocols designed to remediate individual communication problems. Supervised field experience include working with patients of various ages and with various communication disorders. Graduates may be eligible for registration with the North Carolina Board of Examiners for Speech-Language Pathologist and Audiologist and must be supervised by a Licensed Speech-Language Pathologist. They may be employed in health care or education settings.

Special Admission Requirements

- Application
- Information session – DVD Conformation
- High school transcript/Adult high school diploma/GED
- College transcripts, if applicable
- Placement tests
- Current Certification in CPR after acceptance
- Health Form after acceptance

Fall Semester I

| | | | | | |
|-----|-----|-------------------------------|----|---|----|
| BIO | 168 | Anatomy and Physiology I | 3 | 3 | 4 |
| MED | 121 | Medical Terminology I | 3 | 0 | 3 |
| PSY | 150 | General Psychology | 3 | 0 | 3 |
| SLP | 111 | Ethics & Standards for SLPA's | 3 | 0 | 3 |
| SLP | 140 | Normal Communication | 3 | 0 | 3 |
| | | Semester Total | 15 | 3 | 16 |

Spring Semester I

| | | | | | |
|-----|------|------------------------------|----|---|----|
| BIO | 169 | Anatomy and Physiology II | 3 | 3 | 4 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| PSY | 241 | Developmental Psychology | 3 | 0 | 3 |
| SLP | 120 | SLPA Admin Procedures & Mgt. | 2 | 0 | 2 |
| SLP | 130 | Phonetics/Speech Patterns | 2 | 2 | 3 |
| | | Semester Total | 13 | 7 | 16 |

Summer Semester I

| | | | | | |
|-----|-----|-------------------------------|----|---|----|
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| ENG | 113 | Literature-Based Research | | | |
| OR | | | | | |
| ENG | 114 | Prof. Research & Report | 3 | 0 | 3 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Semester Total | 10 | 2 | 11 |

Fall Semester II

| | | | | | |
|-----|-----|-------------------------|----|---|----|
| PSY | 265 | Behavioral Modification | 3 | 0 | 3 |
| SLP | 112 | SLP Antony & Physiology | 3 | 0 | 3 |
| SLP | 211 | Developmental Disorders | 3 | 2 | 4 |
| SLP | 220 | Assistive Technology | 1 | 2 | 2 |
| | | Elective | 3 | 0 | 3 |
| | | Semester Total | 13 | 4 | 15 |

Spring Semester II

| | | | | | |
|-----|-----|------------------------|----|----|----|
| SLP | 212 | Acquired Disorders | 3 | 5 | 5 |
| SLP | 230 | SLPA Fieldwork | 0 | 12 | 4 |
| SLP | 231 | SLPA Fieldwork Seminar | 3 | 0 | 3 |
| | | Semester Total | 6 | 17 | 12 |
| | | Total Hours | 57 | 33 | 70 |

Surveying Technology (A40380)

Associate's Degree Program (Inactive)

Career Information

The Surveying Technology curriculum provides training for technicians in the many areas of surveying. Surveyors are involved in land surveying, route surveying, construction surveying, photogrammetry, mapping, global positioning systems, geographical information systems, and other areas of property description and measurements. Course work includes the communication and computational skills required for boundary, construction, route, and control surveying, photogrammetry, topography, drainage, surveying law, subdivision design, with emphasis upon applications of electronic data collection and relate software including CAD. Graduates should qualify for jobs as survey party chief, instrument person, surveying technician, highway surveyor, mapper, GPS technician, and CAD operator. Graduates will be prepared to pursue the requirements necessary to become a Registered Land Surveyor in North Carolina.

Fall Semester I

| | | | | | |
|-----|------|------------------------------------|----|----|----|
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |
| EGR | 115 | Introduction to Technology | 2 | 6 | 4 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| MAT | 121 | Algebra/Trigonometry | 2 | 2 | 3 |
| | | Social/Behavioral Science Elective | 3 | 0 | 3 |
| | | Semester Total | 11 | 12 | 16 |

Spring Semester II

| | | | | | |
|-----|-----|-------------------------------|-------|-------|-------|
| CIV | 110 | Statics/Strength of Materials | 2 | 6 | 4 |
| OR | | | | | |
| MEC | 250 | Statics/Strength of Materials | | | |
| ENG | 114 | Prof Research & Reporting | 3 | 0 | 3 |
| OR | | | | | |
| ENG | 113 | Literature-Based Research | | | |
| SRV | 110 | Surveying I | 2 | 6 | 4 |
| | | Major Elective | 1-3 | 0-6 | 2-4 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 2 |
| | | Semester Total | 11-13 | 12-18 | 15-17 |

Summer Semester III

| | | | | | |
|-----|-----|--------------------------|-----|-----|-----|
| CIV | 211 | Hydraulics and Hydrology | 2 | 3 | 3 |
| | | Major Elective | 1-3 | 0-6 | 2-4 |
| | | Semester Total | 3-5 | 3-9 | 5-7 |

Fall Semester IV

| | | | | | |
|-----|-----|-----------------------------|------|------|-------|
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| OR | | | | | |
| COM | 231 | Public Speaking | | | |
| SRV | 220 | Surveying Law | 2 | 2 | 3 |
| SRV | 111 | Surveying II | 2 | 6 | 4 |
| | | Major Elective | 1-3 | 0-6 | 2-4 |
| | | Major Elective | 1-3 | 0-6 | 2-4 |
| | | Semester Total | 9-13 | 8-20 | 14-18 |

Spring Semester V

| | | | | | |
|-----|-----|---------------------|------|-------|-------|
| SRV | 210 | Surveying III | 2 | 6 | 4 |
| SRV | 240 | Topo/Site Surveying | 2 | 6 | 4 |
| | | Major Elective | 1-3 | 0-6 | 2-4 |
| | | Major Elective | 1-3 | 0-6 | 2-4 |
| | | Major Elective | 1-3 | 0-6 | 2-4 |
| | | Semester Total | 7-13 | 12-30 | 14-18 |

Summer Semester VI

| | | | | | |
|-----|-----|----------------------|-----|------|-----|
| SRV | 230 | Subdivision Planning | 1 | 6 | 3 |
| | | Major Elective | 1-3 | 0-6 | 2-4 |
| | | Semester Total | 2-4 | 6-12 | 5-7 |

Major Electives – Select 23 Credit Hours (Min)

| | | | | | |
|-----|-----|-----------------------------|---|---|---|
| CIS | 120 | Spreadsheet I | 2 | 2 | 3 |
| CIS | 169 | Business Presentations | 1 | 2 | 2 |
| CIV | 125 | Civil/Surveying CAD | 1 | 6 | 3 |
| CIV | 250 | Civil Engineering Tech Proj | 1 | 3 | 2 |
| CSC | 132 | Basic Programming | 2 | 3 | 3 |
| DFT | 111 | Technical Drafting I | 1 | 3 | 2 |
| DFT | 151 | CAD I | 2 | 3 | 3 |
| EGR | 285 | Design Project | 0 | 4 | 2 |
| MAT | 171 | Precalculus Trigonometry | 3 | 2 | 4 |
| MAT | 172 | Precalculus Trigonometry | 3 | 2 | 4 |
| MAT | 271 | Calculus I | 3 | 2 | 4 |
| PHY | 101 | Fundamentals of Physics I | 3 | 2 | 4 |
| PHY | 131 | Physics-Mechanics | 3 | 2 | 4 |
| PHY | 151 | College Physics I | 3 | 2 | 4 |
| PHY | 152 | College Physics II | 3 | 2 | 4 |
| SRV | 112 | Landscape Arch Surveying | 2 | 6 | 4 |
| SRV | 250 | Advanced Surveying | 2 | 6 | 4 |
| SRV | 260 | Field & Office Practices | 1 | 3 | 2 |

Surveying Technology (C40380)

Certificate Program

Career Information

The Surveying Technology curriculum provides training for technicians in the many areas of surveying. Surveyors are involved in land surveying, route surveying, construction surveying, photogrammetry, mapping, global positioning systems, geographical information systems, and other areas of property description and measurements. Course work includes the communication and computational skills required for boundary, construction, route, and control surveying, photogrammetry, topography, drainage, surveying law, and subdivision design, with emphasis upon applications of electronic data collection and related software including CAD. Graduates should qualify for jobs as survey party chief, instrument person, surveying technician, highway surveyor, mapper, GPS technician, and CAD operator. Graduates will be prepared to pursue the requirements necessary to become a Registered Land Surveyor in North Carolina.

Fall Semester I

| | | | | | |
|-----|-----|----------------------------|---|---|---|
| EGR | 115 | Introduction to Technology | 2 | 6 | 4 |
| MAT | 121 | Algebra/Trigonometry | 2 | 2 | 3 |
| | | Semester Total | 4 | 8 | 7 |

Spring Semester I

| | | | | | |
|-----|-----|-------------------|---|---|---|
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |
| SRV | 110 | Surveying I | 2 | 6 | 4 |
| | | Semester Total | 3 | 8 | 6 |

Fall Semester II

| | | | | | |
|-----|-----|----------------|---|----|----|
| SRV | 111 | Surveying II | 2 | 6 | 4 |
| | | Semester Total | 2 | 6 | 4 |
| | | Total Hours | 9 | 22 | 17 |



Truck Driver Training (C60300) Certificate Program

Career Information

The Truck Driver Training curriculum prepares individuals to drive tractor trailers rigs. This program teaches proper driving procedures, safe driver responsibility, commercial motor vehicle laws and regulations, and the basic principles and practices for operating commercial vehicles. The course work includes motor vehicle laws and regulations, map reading, vehicle maintenance, safety procedures, daily logs, defensive driving, freight handling, security and fire protection. Highway driving training exercises, and classroom lectures are used to develop the student's knowledge and skills. Graduates of the curriculum are qualified to take the Commercial Driver's License and are employable by commercial trucking firms. They may also become owner-operators and work as private contract haulers. A certificate will be awarded upon successful completion (2.0 GPA) of a minimum of 12 credit hours from requirements listed below.

Special Admission Requirements

- Application
- Official driving record
- D. O. T. physical examination
- Reading placement test
- Disclosure form
- High school transcript
- Drug testing

| | | | | | |
|-----|-----|-----------------------|---|----|----|
| TRP | 100 | Truck Driver Training | 6 | 18 | 12 |
| | | Total Hours | 6 | 18 | 12 |

Note: Graduates from this program must have a reading score of 40 or better or must have successfully completed RED 080 - Introduction to College Reading.



Web Technologies (A25290)

Associate's Degree Program

Career Information

The Web Technologies curriculum prepares graduates for careers in the information technology arena using computers and distributed computing to disseminate and collect information via the web. Course work in this program covers the terminology and use of computers, network devices, networks, servers, databases, applications, programming languages, as well as web applications, site development and design. Studies will provide opportunity for students to learn related industry standards. Graduates should qualify for career opportunities as designers, administrators, or developers in the areas of web applications, websites, web services, and related areas of distributed computing.

Fall Semester I

| | | | | | |
|-----|------|----------------------------|----|----|----|
| CIS | 110 | Introduction to Computers | 2 | 2 | 3 |
| CIS | 115 | Programming/Logic Concepts | 2 | 3 | 3 |
| CTS | 115 | IS Business Concepts | | | |
| OR | | | | | |
| BUS | 110 | Introduction to Business | 3 | 0 | 3 |
| DBA | 110 | Database Concepts | 2 | 3 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| WEB | 110 | Internet/Web Fundamentals | 2 | 2 | 3 |
| | | Semester Total | 14 | 12 | 19 |

Spring Semester I

| | | | | | |
|-----|-----|-----------------------------------|---|---|---|
| ENG | 113 | Literature Based Research | | | |
| OR | | | | | |
| ENG | 114 | Professional Research & Reporting | 3 | 0 | 3 |

| | | | | | |
|-----|-----|---------------------------|-------|-------|----|
| NET | 110 | Networking Concepts | 2 | 2 | 3 |
| OR | | | | | |
| NET | 125 | Networking Basics | 1 | 4 | 3 |
| WEB | 111 | Intro to Web Graphics | 2 | 2 | 3 |
| WEB | 115 | Web Markup and Scripting | 2 | 2 | 3 |
| WEB | 120 | Intro Internet Multimedia | 2 | 2 | 3 |
| WEB | 140 | Web Development Tools | 2 | 2 | 3 |
| | | Semester Total | 13/12 | 10/12 | 18 |

Summer Semester I

| | | | | | |
|-----|-----|-------------------------------|---|---|---|
| MAT | 115 | Mathematical Models | 2 | 2 | 3 |
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | Semester Total | 5 | 2 | 6 |

Fall Semester II

| | | | | | |
|-----|-----|--------------------------|----|---|----|
| SEC | 110 | Security Concepts | 3 | 0 | 3 |
| WEB | 182 | PHP Programming | 2 | 2 | 3 |
| WEB | 210 | Web Design | 2 | 2 | 3 |
| WEB | 230 | Implementing Web Servers | 2 | 2 | 3 |
| WEB | 250 | Database Driven Websites | 2 | 2 | 3 |
| | | Semester Total | 11 | 8 | 15 |

Spring Semester II

| | | | | | |
|-----|-----|------------------------------|----|----|----|
| COM | 120 | Interpersonal Communications | 3 | 0 | 3 |
| NOS | 110 | Operating Systems Concepts | 2 | 3 | 3 |
| WEB | 211 | Advanced Web Graphics | 2 | 2 | 3 |
| WEB | 289 | Web Technologies Project | 2 | 4 | 3 |
| | | Social Science Elective | 3 | 0 | 3 |
| | | Semester Total | 12 | 9 | 15 |
| | | Total Semester Hours | 55 | 41 | 73 |

* Previously awarded cooperative education experience may be substituted for selected courses with the approval of an academic advisor and an academic Vice President.

Web Technologies Web Design (C25290D)

Certificate Program

Fall Semester I

| | | | | | |
|-----|-----|---------------------------|---|---|---|
| CIS | 110 | Introduction to Computers | 2 | 2 | 3 |
| WEB | 110 | Internet/Web Fundamentals | 2 | 2 | 3 |
| WEB | 210 | Web Design | 2 | 2 | 3 |
| | | Semester Total | 6 | 6 | 9 |

Spring Semester II

| | | | | | |
|-----|-----|---------------------------|----|----|----|
| WEB | 111 | Intro to Web Graphics | 2 | 2 | 3 |
| WEB | 120 | Intro Internet Multimedia | 2 | 2 | 3 |
| WEB | 140 | Web Development Tools | 2 | 2 | 3 |
| | | Semester Total | 6 | 6 | 9 |
| | | Total Semester Hours | 12 | 12 | 18 |

College/University Transfer Programs

Associate in Arts Associate in Fine Arts Associate in Science

The Associate in Arts, Associate in Fine Arts, and Associate in Science degree programs are designed for persons who are planning to transfer to four-year colleges or universities. These programs provide opportunities to complete the first two years of general college courses with some degree of specialization. The college/university transfer programs, including core requirements, are outlined below.

Program electives may be selected from a variety of courses. Selection should be based upon the requirements of the four-year institution to which the student plans to transfer.

In the interest of helping students succeed in their chosen curricula, CCC&TI offers reading improvement courses, encompassing instruction in how to study, how to improve reading comprehension, how to increase vocabulary, and how to increase reading rate. Facilities and equipment are provided for diagnosing individual reading difficulties and for achieving peak skills in reading efficiency and comprehension. A student who desires to improve his/her reading ability or whose placement test scores indicate a need for greater reading proficiency may enroll in a reading course.

A core of general competencies in communication, computation, the use of technology, global awareness/diversity, and critical thinking must be met by all graduates of associate degree programs. These requirements are met through a variety of student learning outcomes identified in the General Education Assessment Plan and documented through the General Education Assessment Report issued annually and posted on the CCC and TI Office of Institutional Effectiveness and Research webpage.

Courses from the college/university transfer programs at CCC&TI normally transfer to four-year institutions participating in the community college articulation agreement, while completion of a pre-major facilitates acceptance into specific programs. Specific pre-major requirements may be obtained through advisors, counselors in Student Services or at <http://www.northcarolina.edu/content.php/assessment/reports/studentinfo/caa.htm>. However, since many institutions and academic departments have specific course requirements, it is in every student's best interest to consult with the desired senior institution to which transfer is being considered.

Note: The Comprehensive Articulation Agreement (CAA) with the University of North Carolina system requires that a student have earned a grade of C or better in each course and have a cumulative grade point average of 2.0 when all grades are counted in the computation. Thus, in order to gain the advantages of the CAA, a student must attain a grade point average of at least 2.0.

Transfer Assured Admissions Policy

The Comprehensive Articulation Agreement (CAA) addresses the admission of community college graduates to UNC institutions and the transfer of credits between institutions within the North Carolina Community College System and institutions within the University of North Carolina.

The CAA assures admission to one of the 16 UNC institutions with the following stipulations:

- Admission is not assured to a specific campus or specific program or major.
- Students must have graduated from a North Carolina Community College with an associate of arts or associate of science degree.
- Students must meet all requirements of the Comprehensive Articulation Agreement.
- A student must have an overall GPA of at least 2.0 on a 4.0 scale, as calculated by the college from which he or she graduated, and a grade of “C” or better in all CAA courses.
- Students must be academically eligible for re-admission to the last institution attended.
- Students must meet judicial requirements of the institution to which the student applies.
- Students must meet all application requirements at the receiving institution including the submission of all required documentation by stated deadlines.

If a student is denied admission to a UNC institution, then he or she will receive a letter from that institution directing the student to the CFNC website. At the CFNC website, the student will be presented with the conditions of the Assured Admissions Program (specified above), and if these conditions are met, the student will be given information regarding space availability and contacts within the UNC system. The student should contact those institutions to get specific information about admissions and available majors.

In the rare instance that the previous steps do not result in admission to a UNC institution, then the student should contact the CFNC Resource Center at 1-866-866-CFNC.

Pre-Majors

Associate in Arts

| | |
|---|--------|
| Art Education | A1010A |
| Business Administration | A1010B |
| Business Education and Marketing Education | A1010C |
| Elementary Education | A1010R |
| English | A1010E |
| English Education | A1010F |
| Health Education | A1010G |
| History | A1010H |
| Middle Grades Education and Special Education | A1010S |
| Physical Education | A1010J |
| Political Science | A1010K |
| Psychology | A1010L |
| Social Science Secondary Education | A1010M |
| Social Work | A1010Q |
| Sociology | A1010N |

Associate in Science

| | |
|-------------------------------|--------|
| Biology and Biology Education | A1040A |
| Engineering | A1040D |

Associate in Arts (A10100)

Associate in Arts degree candidates must complete the following general education courses and approved electives for a minimum of 65 credit hours with a program grade point average of 2.0 (“C”) or better.

| | Semester Hours | Credit |
|--|----------------|--------|
| Communication | 7 | |
| This requirement is met by completing | | |
| A. ENG 111, 111A | | |
| B. ENG 113 | | |
| Humanities/Fine Arts | 12 | |
| This requirement is met by completing A, 1 course from B below and 2 courses (unduplicated) from two different areas of B, C, D, E, F, G, H, and I as follows: | | |
| A. COM 231 | | |
| B. ENG 231, 232, 241, 242, 261, 262 | | |
| C. ART 111, 114, 115, 116 | | |
| D. HUM 120, 122, 130, 150, 160 | | |

- E. MUS 110, 113, 210, 211
- F. REL 110, 211, 212, 221
- G. DRA 111
- H. PHI 210, 215, 230, 240
- I. SPA 111/181, 112/182, 211/281, 212/282

Social Sciences12

This requirement is met by completing 1 course from A and 3 unduplicated courses from two different areas of A, B, C, D, E, F, and G as follows:

- A. HIS 111, 112, 121 or 122*
- B. ECO 151, 251, 252
- C. GEO 111, 130
- D. POL 120, 210, 220
- E. PSY 150, 237, 241, 281
- F. SOC 210, 213, 220
- G. ANT 210, 220, 221

*A two course sequence of history is recommended if pre-major requirements allow.

Math7-8

This requirement is met by completing A, B, or C and D

- A. MAT 171, 171A
- B. MAT 172, 172A
- C. MAT 271
- D. Any mathematics course numbered higher than MAT 171, MAT 151 and 151A, CIS 110 or CIS 115.

Natural Science8

This requirement is met by completing two courses, including accompanying lab work, from the courses that follow:

- A. BIO 110, 111, 112, 140/140A, 120, 130
- B. CHM 151, 152
- C. PHY 110/110A, 151, 152, 251, 252
- D. AST 151/151A, 152/152A

Other Requirements

CIS 110 or CIS 115

(if used to fulfill math requirement, elective hours increase by 3)3

Electives15-16

Total Hours65

Note: Associate in Arts students completing the general education core meet the requirements for the Associate in Arts Diploma (D10100)

Associate in Fine Arts (A10200)

Music and Music Education (A1020D)

The music specialist degree program is intended to provide students with general education requirements for the Associate in Fine Arts, to prepare students for junior-level entry into college or conservatory music programs and to provide students with opportunities to participate in and enjoy music activities. Music specialists also will be required to develop a secondary performance area (class music). Approval for entry into the program must be secured from the director of music.

Associate in Fine Arts degree candidates must complete the following general education courses in addition to professional program requirements for a total of 65 credit hours with an overall grade point average of 2.0 ("C") or better.

| | Semester Hours | Credit |
|---|----------------|--------|
| Communication | 7 | |
| This requirement is met by completing ENG 111/111A, and 113 | | |
| Humanities/Fine Arts | 6 | |
| This requirement is met by completing COM 231 and 3 semester hours credit in literature to be selected from ENG 231, 232, 241, 242, 261, 262, | | |
| Social Sciences | 9 | |
| This requirement is met by completing either HIS 111, 112, 121, or 122 and 2 courses from two different areas of A, B, C, D, E below. | | |
| A. ECO 151, 251, 252 | | |
| B. GEO 111, 130 | | |
| C. POL 120 | | |
| D. PSY 150 | | |
| E. SOC 210, 213, or 220 | | |
| F. ANT 210, 220, 221 | | |
| Math | 3 | |
| This requirement is met by completing MAT 161 | | |
| Natural Science | 4 | |
| This requirement is met by completing AST 151/151A, BIO 111, CHM 151, PHY 110/110A, 151 or 251. | | |
| Other Requirements | | |
| Professional Program Courses (listed below) | 30 | |
| MUS Electives | 6 | |

| | |
|---|----|
| Professional Program Courses for Music Specialist AFA | |
| Music Theory | 16 |
| This requirement is met by completing MUS 121, 122, 221, and 222 | |
| Class Music | 2 |
| Vocal and instrumental (wind and percussion) majors will complete MUS 151P and 152P.* Piano majors will complete MUS 151V and 152V. | |
| * Vocal and instrumental (wind and percussion) majors must study until proficiency is attained. This may require that additional courses (MUS 251P and 252P) be taken. If piano proficiency is not attained in two semesters, MUS 251P and 252P must be two of the hours taken. | |
| Applied Music | 8 |
| This requirement is met by completing MUS 161, 162, 261, and 262 | |
| Ensembles | 4 |
| This requirement is met by completing four of the following courses: MUS 131, 132, 133, 134, 231, 232, 233, 234, 141, 142, 241, or 242 | |

Notes:

1. Students must meet the receiving university’s foreign language and/or health physical education requirements, if applicable, prior to or after transfer to the senior institution.
2. AFA in Music students may have to pass an audition and/or have to take additional hours before attaining junior status in a Bachelor of Music degree program at the senior institution.

Visual Arts (A1020A)

Associate in Fine Arts degree candidates must complete the following general education courses in addition to professional program requirements for a total of 65 credit hours with an overall grade point average of 2.0 (“C”) or better.

| | Semester Hours | Credit |
|--|----------------|--------|
| Communication | 7 | |
| This requirement is met by completing: | | |
| A. ENG 111/111A | | |
| B. ENG 113 | | |

| | |
|---|-------------------------------|
| Humanities/Fine Arts | 6 |
| This requirement is met by completing COM 231 and 3 semester hours credit in literature to be selected from ENG 231, 232, 241, 242, 261, 262. | |
| Social Sciences | 9 |
| This requirement is met by completing either HIS 111, 112, 121, or 122 and two courses from two different areas of A, B, C, D, E or F as follows: | |
| A. ECO 151, 251, 252 | |
| B. GEO 111, 130 | |
| C. POL 120 | |
| D. PSY 150 | |
| E. SOC 210, SOC 213, SOC 220 | |
| F. ANT 210, ANT 220, ANT 221 | |
| Math | 3 |
| This requirement is met by completing MAT 161. | |
| Natural Science | 4 |
| This requirement is met by completing AST 151/151A, BIO 111, CHM 151, PHY 110/110A, 151, or 251. | |
| Professional Program Courses | 36 |
| The following courses are required (15 SHC): | |
| ART 114 | Art History Survey I (3 SHC) |
| ART 115 | Art History Survey II (3 SHC) |
| ART 121 | Design I (3 SHC) |
| ART 122 | Design II (3 SHC) |
| ART 131 | Drawing I (3 SHC) |
| 21 additional hours of the following courses are required: | |
| ART 132 | Drawing II (3 SHC) |
| ART 135 | Figure Drawing I (3 SHC) |
| ART 171 | Computer Art (3 SHC) |
| ART 231 | Printmaking I (3 SHC) |
| ART 240 | Painting I (3 SHC) |
| ART 241 | Painting II (3 SHC) |
| ART 261 | Photography I (3 SHC) |
| ART 262 | Photography II (3 SHC) |
| ART 271 | Computer Art II (3 SHC) |
| ART 281 | Sculpture (3 SHC) |
| ART 282 | Sculpture II (3 SHC) |
| ART 283 | Ceramics I (3 SHC) |
| ART 284 | Ceramics II (3 SHC) |
| ART 289 | Museum Study (3 SHC) |
| Total hours in program | 65 SHC |

Notes:

1. Students must meet the receiving university’s foreign language and/or health physical education requirements, if applicable, prior to or after transfer to the senior institution.
2. Graduates with the AFA in Visual Arts may have to pass a portfolio review and/or take additional hours before attaining junior status in a Bachelor of Arts or Fine Arts degree program at the senior institution.

Associate in Science (A10400)

Associate in Science degree candidates must complete the following general education courses and approved electives for a minimum of 65 credit hours with a program grade point average of 2.0 (“C”) or better.

Communication7
Semester Hours Credit

This requirement is met by completing the following:

- A. ENG 111/111A
- B. ENG 113

Humanities/Fine Arts9

This requirement is met by completing A, 1 course from B, and 1 (unduplicated) course from C, D, E, F, G, H, and I below.

- A. COM 231
- B. ENG 231, 232, 241, 242, 261, 262
- C. ART 111, 114, 115
- D. HUM 120, 122, 130, 150, 160
- E. MUS 110, 113, 210, 211
- F. REL 110, 211, 212, 221
- G. DRA 111
- H. PHI 210, 215, 230, 240
- I. SPA 111/181, 112/182, 211/281, 212/282

Social Sciences9

This requirement is met by completing one course from A and 2 courses in two different areas from B, C, D, E, and F below.

- A. HIS 111, 112 , 121, 122
- B. ECO 251, 252
- C. GEO 111, 130
- D. POL 120, 210, 220
- E. PSY 150

F. SOC 210, 213, 220

G. ANT 210, 220, 221

Mathematics and Natural Science35
See specific pre-professional curriculum guideline for appropriate courses
at www.ga.unc.edu/student-info/caa.

Other Requirements

CIS 110 or CIS 1153

Elective2

Total Hours65

Note: Associate in Science students completing the general education core meet the requirement for the Associate in Science Diploma (D10400).

Electives for College Transfer Programs

| | | | |
|---------|----------|----------|----------|
| ACC 120 | ART 283 | CHM 131 | ENG 242 |
| ACC 121 | ART 284 | CHM 132 | ENG 261 |
| ANT 210 | ART 285 | CHM 151 | ENG 262 |
| ANT 220 | ART 286 | CHM 152 | ENG 273 |
| ANT 221 | ART 288 | CHM 251 | GEO 111 |
| ART 110 | ART 289 | CHM 252 | GEO 130 |
| ART 111 | AST 151 | CIS 110 | HEA 110 |
| ART 114 | AST 151A | CIS 115 | HEA 112 |
| ART 115 | AST 152 | COM 120 | HEA 120 |
| ART 116 | AST 152A | COM 231 | HIS 111 |
| ART 121 | BIO 110 | CSC 139 | HIS 112 |
| ART 122 | BIO 111 | CSC 151 | HIS 131 |
| ART 131 | BIO 112 | CSC 239 | HIS 132 |
| ART 132 | BIO 120 | CTS 115 | HIS 236 |
| ART 135 | BIO 130 | DRA 111 | HUM 120 |
| ART 171 | BIO 140 | ECO 151 | HUM 122 |
| ART 212 | BIO 140A | ECO 251 | HUM 130 |
| ART 213 | BIO 163 | ECO 252 | HUM 150 |
| ART 231 | BIO 168 | EDU 216 | HUM 160 |
| ART 240 | BIO 169 | EGR 220 | HUM 170 |
| ART 241 | BIO 223 | EGR 225 | MAT 151 |
| ART 242 | BIO 224 | ENG 111 | MAT 151A |
| ART 247 | BIO 225 | ENG 111A | MAT 161 |
| ART 248 | BIO 226 | ENG 112 | MAT 171 |
| ART 261 | BIO 275 | ENG 113 | MAT 171A |
| ART 262 | BUS 110 | ENG 114 | MAT 172 |
| ART 263 | BUS 115 | ENG 125 | MAT 172A |
| ART 271 | BUS 137 | ENG 231 | MAT 263 |
| ART 281 | CHM 115 | ENG 232 | MAT 263A |
| ART 282 | CHM 115A | ENG 241 | MAT 271 |

| | | | |
|----------|----------|----------|---------|
| MAT 272 | MUS 221 | PED 129 | POL 120 |
| MAT 273 | MUS 222 | PED 130 | POL 210 |
| MAT 280 | MUS 231 | PED 131 | POL 220 |
| MAT 285 | MUS 232 | PED 137 | PSY 150 |
| MUS 110 | MUS 233 | PED 138 | PSY 237 |
| MUS 111 | MUS 234 | PED 139 | PSY 239 |
| MUS 113 | MUS 241 | PED 143 | PSY 241 |
| MUS 121 | MUS 242 | PED 144 | PSY 281 |
| MUS 122 | MUS 251P | PED 145 | REL 110 |
| MUS 131 | MUS 252P | PED 147 | REL 211 |
| MUS 132 | MUS 261 | PED 170 | REL 212 |
| MUS 133 | MUS 262 | PED 175 | REL 221 |
| MUS 134 | PED 110 | PED 176 | SOC 210 |
| MUS 141 | PED 111 | PED 181 | SOC 213 |
| MUS 142 | PED 112 | PED 182 | SOC 220 |
| MUS 151G | PED 113 | PED 187 | SPA 111 |
| MUS 151P | PED 114 | PED 188 | SPA 181 |
| MUS 151V | PED 115 | PED 211 | SPA 112 |
| MUS 152G | PED 116 | PED 212 | SPA 182 |
| MUS 152P | PED 117 | PHI 210 | SPA 161 |
| MUS 152V | PED 118 | PHI 215 | SPA 211 |
| MUS 161 | PED 120 | PHI 240 | SPA 281 |
| MUS 162 | PED 121 | PHY 110 | SPA 212 |
| MUS 210 | PED 122 | PHY 110A | SPA 282 |
| MUS 211 | PED 123 | PHY 151 | |
| MUS 214 | PED 125 | PHY 152 | |
| MUS 215 | PED 126 | PHY 251 | |
| MUS 217 | PED 128 | PHY 252 | |



Special Programs/Projects Distance Learning at CCC&TI

Busy, working adults can benefit from a significant number of distance learning courses at CCC&TI. Distance learning, often called DL, enables students to take courses somewhere other than one of the college's two campuses. This means most of the coursework, including exams and quizzes, can be completed from home and have the same credit hours as conventional courses. Distance learning courses come in a number of forms. Almost half of the DL courses CCC&TI offers are Internet-based classes, where students use a Web browser to log in to a Web-based application, called Blackboard, to download course work and assignments, turn in assignments, participate in discussion boards with classmates and the instructor, take exams and check their grades. Other types of DL courses use DVDs to deliver pre-recorded lectures that supplement a printed syllabus and an assignment packet developed by the instructor. Hybrid courses combine the use of the Internet and/or DVDs with traditional classroom-based learning techniques. For more information about CCC&TI's Distance Learning offerings and requirements, or to learn more about Blackboard, visit www.ccti.edu/DistanceLearning/distancelearning.htm, or call 828.726.2707.

Admissions Policies for Distance Learning

Students who are enrolling in distance learning courses must adhere to all the admissions policies of the college. Additionally, students must meet the prerequisite requirements of individual courses through appropriate placement test scores and/or course completion as documented on official transcripts. Also, students that enroll in a Distance Learning Course must complete an online orientation on

the first day of classes. Students are strongly advised to limit the number of distance learning courses for which they register, for these courses require a higher level of commitment and self-discipline than required in traditional classes. Historically, about 50 percent of students successfully complete distance learning courses whereas about 60 percent successfully complete traditional classes. However, among those students who are successful completers, distance students earn higher grades than traditional students do. Students enrolling in Internet classes must consider their level of computer competence.

Hardware Requirements for Distance Learning

In addition to strong study habits, many distance learning courses require that students have a certain degree of technological skill and have access to certain technical equipment. For a telecourse, students must have access to a television and DVD player or a computer that plays DVDs since these courses are based on a collection of DVDs that students check out. For an internet or telenet course, students should meet at least the list of Minimum Requirements below. However, in order to have an optimum experience, with minimal technical glitches and/or free of excessive download waiting, students should try to meet or exceed the list of Recommended Hardware Requirements. Please keep in mind that other software (i.e. word processing software or Powerpoint) may be required for a particular course. Students should check with the course instructor for a complete list.

Recommended Requirements for Online Courses (for optimum performance):

- Home access to Internet (or at least day, evening, and weekend access)
- E-mail account through an Internet Service Provider (rather than through a free service like Hotmail or Yahoo)
- Same E-mail account for entire semester (If you must change addresses, notify your instructor immediately.)
- Current anti-virus software, updated weekly, at least
- Netscape Navigator or Internet Explorer, versions 6.0 or higher, loaded on computer (*AOL users, see Important Note below)

Recommended Hardware Requirements:

PC

Pentium III/300 MHz processor
128+ MB memory
56K or faster internet connection
Windows 2000 or higher
CD-ROM drive

MacIntosh

G3/300+ MHz processor
128+ MB memory
56K or faster internet connection
MAC OS 10.2 or higher
CD-ROM drive

Important Note for America Online (AOL) Users! If you use AOL to access the Internet, you must download Netscape Navigator or Internet Explorer (both available free of charge) and use one of these browsers to access the Internet course rather than the AOL browser. The AOL browser will not allow you access to your course. Ask your course instructor for instructions if necessary.

Technical Competencies for Internet Classes

Before enrolling in an online course, you should be able to do the following:

Basic Computer and Troubleshooting Skills

- Start up and shut down computer system and peripherals.
- Identify and use icons, windows, menus.
- Start an application and create a document.
- Name, save, retrieve, revise a document.
- Use printing options.
- Insert and eject floppy disk and CD-ROM.
- Copy documents from hard disk to floppy disk and vice versa.
- Open and work with more than one application at a time.
- Protect and care for floppy disks.
- Make backup copies of key applications and documents.
- Use self-help resources to diagnose and correct common hardware and printing problems.
- Install and upgrade an application.
- Protect against computer viruses.
- Obtain technical assistance resources from your Internet Service Provider.

Word Processing Skills

- Enter and edit text.
- Copy and move blocks of text.
- Change text format and style, set margins, line spacing, and tabs.
- Check spelling, grammar, word usage.
- Insert page numbers, page breaks, or section breaks.

Internet and E-mail Skills

- Connect to the Internet or an online service.
- Use electronic mail (e-mail): compose, send, retrieve, read, respond to, forward messages, attach files.
- Be able to send and receive e-mail attachments.
- Access and use resources on the Internet and World Wide Web.
- Obtain/maintain an account on the Internet using an Online service.
- Connect a computer to a modem and telephone line for dial-in access.
- Create and use group addresses for E-mail.
- Install and change options/preferences in a web browser (Microsoft Internet Explorer or Netscape Navigator).

Course Descriptions

Special Coding System

- F Course will be offered Fall Semester
 S Course will be offered Spring Semester
 SS Course will be offered Summer Semester
 D Course will be offered when sufficient students and instructor are available.

The numbers to the right of the course title represent the following: class hours, lab hours, and credit hours. For example:

ENG 203 English Literature 3 0 3

In order to determine contact hours, add class hours and lab hours.
 For example:

ART 120 Ceramics I 2 2 3

Two class hours plus two lab hours equal four contact hours. If no prerequisite is listed, none is required.

In addition to the listed prerequisites, all students enrolling in college-level courses must demonstrate competency by achieving satisfactory scores on either the CPT, SAT, ACT, or the relevant proficiency assessment.

| | | | |
|-----|--|-----|---------------------------------|
| ACA | Academic Related | CTS | Computer Information Technology |
| ACC | Accounting | CUL | Culinary Technology |
| AER | Aviation Management and Career Pilot Technology | CVS | Cardiovascular Sonography |
| ANT | Anthropology | DBA | Database Management Technology |
| ART | Art | DFT | Drafting |
| AST | Astronomy | DRA | Drama/Theatre |
| AUB | Automotive Body Repair | ECM | E-Commerce |
| AUT | Automotive | ECO | Economics |
| BIO | Biology | EDU | Education |
| BMT | Biomedical Equipment Technology | EGR | Engineering |
| BPR | Blueprint Reading | ELC | Electricity |
| BUS | Business | ELN | Electronics |
| CAT | Computed Tomography | ENG | English |
| CHM | Chemistry | EPT | Emergency Preparedness Tech. |
| CIS | Information Systems | FIP | Fire Protection |
| CIV | Civil Engineering | GEO | Geography |
| CJC | Criminal Justice | HEA | Health |
| COE | Cooperative Education | HET | Heavy Equipment &Transport |
| COM | Communication | HIS | History |
| COS | Cosmetology | HOR | Horticulture |
| CSC | Computer Science | HRM | Hospitality Human Resource Mgt. |
| | | HSC | Health Sciences |

| | | | |
|-----|------------------------------|-----|--|
| HUM | Humanities | PCC | Professional Crafts |
| HYD | Hydraulics | PED | Physical Education |
| INT | International Business | PHI | Philosophy |
| ITN | Internet Technologies | PHY | Physics |
| ISC | Industrial Science | PLU | Plumbing |
| LEX | Legal Education | POL | Political Science |
| LSG | Landscape Gardening | PSY | Psychology |
| MAC | Machining | PTA | Physical Therapist Assistant |
| MAT | Mathematics | RAD | Radiography |
| MEC | Mechanical | RED | Reading |
| MED | Medical Assisting | REL | Religion |
| MKT | Marketing and Retailing | SEC | Information Systems Security |
| MNT | Maintenance | SLP | Speech-Language Pathology Assistant |
| MRI | Magnetic Resonance Imaging | SOC | Sociology |
| MUS | Music | SON | Medical Sonography |
| NAS | Nursing Assistant | SPA | Spanish |
| NET | Networking Technology | SRV | Surveying Technology |
| NMT | Nuclear Medicine | TRF | Turfgrass |
| NOS | Networking Operating Systems | TRP | Truck Driver Training |
| NUR | Nursing | WEB | Web Technologies |
| OMT | Operations Management | WLD | Welding |
| OPH | Ophthalmic Medical Assistant | | |
| OST | Office Systems Technology | | |

General Course Descriptions

Academic Related

| | | | | |
|---------|--------------------------|---|---|---|
| ACA 090 | Study Skills (Pass/Fail) | 3 | 0 | 3 |
|---------|--------------------------|---|---|---|

This course is intended for those who placed into credit-level course work but who are not maintaining satisfactory academic progress toward meeting program goals. Topics include study skills, note taking, learning styles and strategies, test taking, goal setting, and self-assessment skills. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals. This course is also intended to serve SSS students who need assistance to become acclimated to the college environment and workload. (F/S)

| | | | | |
|---------|-------------------------------------|---|---|---|
| ACA 111 | College Student Success (Pass/Fail) | 1 | 0 | 1 |
|---------|-------------------------------------|---|---|---|

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives. *This course is also available through the Virtual Learning Community (VLC).* (F/S)

Accounting

| | | | | |
|---------|--------------------|---|---|---|
| ACC 115 | College Accounting | 3 | 2 | 4 |
|---------|--------------------|---|---|---|

This course, introduces basic accounting principles for a business. Topics include the complete accounting cycle with end-of-period statements, bank reconciliation, payroll, and petty cash. Upon completion, students should be able to demonstrate an understanding of accounting principles and apply those skills to a business organization. This course is intended for those who have not received credit for ACC 120. (D)

| | | | | |
|---------|------------------------------------|---|---|---|
| ACC 120 | Principles of Financial Accounting | 3 | 2 | 4 |
|---------|------------------------------------|---|---|---|

Prerequisites: Reading Proficiency or RED 090 and MAT 060 or Math Placement. This course introduces business decision-making accounting information systems. Emphasis is on analyzing, summarizing, analyzing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making, and address ethical considerations. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. *This course is also available through the Virtual Learning Community (VLC).* (F/S/SS)

| | | | | |
|---------|-------------------------------------|---|---|---|
| ACC 121 | Principles of Managerial Accounting | 3 | 2 | 4 |
|---------|-------------------------------------|---|---|---|

Prerequisite: ACC 120
This course includes a greater emphasis on managerial and cost accounting skills.

Emphasis is placed on corporate and managerial accounting concepts for external and internal analysis, reporting, and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts, including product-costing systems. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. *This course is also available through the Virtual Learning Community (VLC).* (S/SS)

ACC 122 Principles of Financial Accounting II 3 0 3

Prerequisite: ACC 120

This course provides additional instruction in the financial accounting concepts and procedures introduced in ACC 120. Emphasis is placed on the analysis of specific balance sheet accounts, with in-depth instruction on the accounting principles applied to those accounts. Upon completion, students should be able to analyze data, prepare journal entries, and prepare reports in compliance with generally accepted accounting principles. (F)

ACC 129 Individual Income Taxes 2 2 3

Prerequisite: Reading Proficiency or RED 080 and MAT 060 or Math Placement.

This course introduces the relevant laws governing individual income taxation. Topics include tax law, electronic research and methodologies, and the use of technology for preparation of individual tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms. *This course is also available through the Virtual Learning Community (VLC).* (F)

ACC 130 Business Income Taxes 2 2 3

Prerequisite: ACC 129

This course introduces the relevant laws governing business and fiduciary income taxes. Topics include tax law as it relates to business organizations, electronic research and methodologies, and the use of technology for the preparation of business tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various business tax forms. (S)

ACC 140 Payroll Accounting 1 2 2

Prerequisite: ACC 115 or ACC 120

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technologies. *This course is also available through the Virtual Learning Community (VLC).* (S)

ACC 149 Introduction to Accounting Spreadsheets 1 2 2

Prerequisites: ACC 115 or ACC 120 and CIS 110 or CIS 111

This course provides a working knowledge of computer spreadsheets and their use in accounting. Topics include pre-programmed problems, model-building problems,

beginning -level macros, graphics, and what-if analysis enhancements of template problems. Upon completion, students should be able to use a computer spreadsheet to complete many of the tasks required in accounting. (S)

ACC 150 Accounting Software Applications 1 2 2

Prerequisites: ACC 115 or ACC 120

This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems. *This course is also available through the Virtual Learning Community (VLC).* (SS)

ACC 220 Intermediate Accounting I 3 2 4

Prerequisite: ACC 120, ACC 122

This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and extensive analysis of financial statements. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards. *This course is also available through the Virtual Learning Community (VLC).* (F)

ACC 225 Cost Accounting 3 0 3

Prerequisite: ACC 121

This course introduces the nature and purposes of cost accounting as an information system for planning and control. Topics include direct materials, direct labor, factory overhead, process, job order, and standard cost systems. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered. *This course is also available through the Virtual Learning Community (VLC).* (F)

ACC 269 Audit & Assurance Services 3 0 3

Prerequisites: ACC 220

This course introduces selected topics pertaining to the objectives, theory and practices in engagements providing auditing and other assurance services. Topics will include planning, conducting and reporting, with emphasis on the related professional ethics and standards. Upon completion, students should be able to demonstrate an understanding of the types of professional services, the related professional standards, and engagement methodology. (S)

Aerospace and Flight Training

AER 110 Air Navigation 2 2 3

This course covers the basic elements of air navigation, fundamentals of pilotage and dead reckoning, and the use of a plotter, computer, and aerial charts. Topics include pilotage, dead reckoning, radio navigation, LORAN, Global Positioning Systems, and the use of FAA publications. Upon completion, students should be able to interpret aeronautical charts and apply navigational principles. (F)

| | | | | |
|--|--------------------------|---|---|---|
| AER 111 | Aviation Meteorology | 3 | 0 | 3 |
| <p>This course covers the atmosphere, interpretation and measurement of meteorological elements, and the effects of such on aircraft operations and performance. Topics include heat exchanges in the atmosphere; temperature, pressure, stability, clouds, air masses, fronts, and thunderstorms; and the use and interpretation of weather data. Upon completion, students should be able to analyze weather data for flight planning and safe flying. (S)</p> | | | | |
| AER 112 | Aviation Laws and FARs | 2 | 0 | 2 |
| <p>This course provides an in-depth study of the state, federal, and international regulations forming the structure of aviation law. Emphasis is placed on Federal Aviation Regulations Parts 61, 91, and 135 with additional emphasis on legal issues in aviation law. Upon completion, students should be able to apply legal principles and interpret federal air regulations. (S)</p> | | | | |
| AER 113 | History of Aviation | 2 | 0 | 2 |
| <p>This course provides a historical survey of the efforts of manned-flight. Topics include the development of aircraft, milestones in aviation, noted pioneers, and the socioeconomic impact of flight upon modern civilization. Upon completion, students should be able to demonstrate an understanding of the advancements that aviation has accrued for society and contemporary changes in aviation. (F)</p> | | | | |
| AER 114 | Aviation Management | 3 | 0 | 3 |
| <p>This course covers operation of a flight department on a cost-effective basis and analysis of profit and loss statements. Topics include flight operations costs, aircraft acquisition analysis and cost comparisons, costs versus revenue, and break-even points. Upon completion, students should be able to calculate cost of flight operations and apply monthly and annual budget analysis. (F)</p> | | | | |
| AER 115 | Flight Simulator | 0 | 2 | 1 |
| <p>This course covers instrument instruction and training in a FAA-approved flight simulator. Emphasis is placed on approach and navigation procedures including holding and missed approaches. Upon completion, students should be able to plan and execute an IFR flight and smoothly transition to instrument training in the aircraft. (SS)</p> | | | | |
| AER 150 | Private Pilot Flt Theory | 2 | 2 | 3 |
| <p>This course covers the aeronautical knowledge required to meet the Federal Aviation Administration regulations for private pilot certification. Topics include the principles of flight, the flight environment, basic aircraft systems and performance, basic meteorology and weather data interpretation, and FAA regulations. Upon completion, students should be able to demonstrate the competencies required for the FAA written examination for a private pilot certificate. (F)</p> | | | | |
| AER 151 | Flight-Private Pilot | 0 | 3 | 1 |
| <p>This course provides the hands-on training needed to qualify for a Federal Aviation Administration private pilot certificate. Topics include flight maneuvers (ground procedures, take-offs, climbs, level flight, turns, glides, stalls, slow flight, descents, slips,</p> | | | | |

landings, emergency procedures) and cross-country planning and navigation. Upon completion, students should be able to demonstrate the competencies required for the flight test practical exam for the private pilot certificate. (F)

AER 160 Instrument Flight Theory 2 2 3

This course covers the required aeronautical knowledge of the Federal Aviation Administration Regulation Instrument Ground School. Topics include a study of instruments, systems, instrument flight charts, instrument flight planning, approach procedures, and the IFR regulations. Upon completion, students should be able to demonstrate the competencies required to complete the FAA written examination for an instrument rating. (S)

AER 161 Flight-Instrument Pilot 0 6 2

Prerequisite: AER 151

This course covers instruction and training in instrument flight planning including IFR navigation, VOR, ILS, ADF, and compliance with ATC procedures. Emphasis is placed on approach and navigation procedures, including holding and missed approaches, and development of skill in executing en route and approach procedures. Upon completion, students should be able to plan and execute an IFR flight and demonstrate competencies required for the FAA instrument pilot flight exam. (S/SS)

AER 161AB Part-time 0 3 1

AER 161BB Part-time 0 3 1

AER 170 Commercial Flight Theory 3 0 3

This course covers advanced aircraft control, cross-country operations, and other topics required for the FAA commercial pilot written exam. Emphasis is placed on the principles of aircraft performance and operation, take-off performance, cruise performance, descent and landing performance, and weight and balance computations. Upon completion, students should be able to demonstrate commercial pilot skills and competence in the materials required for the FAA written commercial pilot examination. (F)

AER 171 Flight-Commercial Pilot 0 6 3

Prerequisite: AER 161

This course provides the hands-on training needed to qualify for a Federal Aviation Administration commercial pilot certificate. Topics include flight instruction in advanced precision maneuvers, maximum performance take-off and landings, emergency procedures, operation of complex aircraft, aircraft performance, and range and fuel planning. Upon completion, students should be able to demonstrate competence in the areas of the flight test practical exam for the commercial pilot certificate. (F)

AER 211 Air Traffic Control 2 0 2

This course provides a detailed analysis of all aspects of air traffic control. Emphasis is placed on an in-depth analysis of air traffic control, including utilization of the air traffic environment based on the pilot's and controller's perspective. Upon completion, students should be able to operate an aircraft within the national airspace system under FAA air traffic control. (S)

| | | | | |
|---|---------------------------|---|---|---|
| AER 215 | Flight Safety | 3 | 0 | 3 |
| <p>This course covers the basic procedures and practices of aircraft accident prevention, accident investigation, and reporting. Topics include a comprehensive review of federal regulations pertinent to aviation safety and analysis of actual aviation accident cases and their causes. Upon completion, students should be able to demonstrate an understanding and respect for specific personal factors such as attitude, motivation, and skill related to flight safety. (S)</p> | | | | |
| AER 216 | Engines and Systems | 2 | 2 | 3 |
| <p>This course introduces piston and turbine aircraft engines and associated systems. Topics include aircraft hydraulic, pneumatic, electrical, air conditioning, and pressurization systems along with the theory of engine operations, including power and thrust computations. Upon completion, students should be able to apply principles of engine and systems operation. (F)</p> | | | | |
| AER 218 | Human Factors in Aviat. | 2 | 0 | 2 |
| <p>This course analyzes interpersonal relationships in the cockpit and related psychological factors that affect pilot performance and efficiency during flight operations. Topics include cockpit management, judgment, aircraft and flight crew coordination and control, physiological factors, responsibility, and decision-making capabilities. Upon completion, students should be able to apply work-proven routines to stress management, crew responsibility, and the team concept in the cockpit. (F)</p> | | | | |
| AER 280 | Instruct Pilot Fit Theory | 3 | 0 | 3 |
| <p>Prerequisite: AER 170 This course covers flight instruction and the skills and knowledge necessary to work effectively as a flight instructor. Topics include fundamentals of instruction, lesson planning, instructor regulations and endorsements, and related aeronautical knowledge. Upon completion, students should be able to demonstrate competence necessary for the Federal Aviation Administration Fundamentals of Instructing Test and the appropriate instructor written examination. (S)</p> | | | | |
| AER 281 | Flight-CFI | 0 | 3 | 1 |
| <p>Prerequisites: AER 171 This course provides experience in preparation for the flight instructor practical test. Emphasis is placed on the ability to transition to right seat flight while teaching performance maneuvers including operation of a complex aircraft. Upon completion, students should be able to demonstrate competence in right seat operation and CFI maneuvers as specified in the FAA Practical Test Standards. (S)</p> | | | | |
| AER 285 | Flight-Multi-Engine | 0 | 3 | 1 |
| <p>Prerequisite: AER 171 This course provides the flight training required to obtain a multi-engine rating. Topics include multi-engine safety procedures, single-engine operations and performance, V_{mc}, instrument approaches (single- and multi-engine), and emergency procedures. Upon completion, students should be able to demonstrate the competencies required for the flight test practical examination for a multi-engine rating. (S)</p> | | | | |

Anthropology

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|---------|----------------------|---|---|---|
| ANT 210 | General Anthropology | 3 | 0 | 3 |
|---------|----------------------|---|---|---|

This course introduces the physical, archaeological, linguistic, and ethnological fields of anthropology. Topics include human origins, genetic variations, archaeology, linguistics, primatology, and contemporary cultures. Upon completion, students should be able to demonstrate an understanding of the four major fields of anthropology. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirements in social/behavioral sciences. *This course is also available through the Virtual Learning Community (VLC).* (D)

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|---------|-----------------------|---|---|---|
| ANT 220 | Cultural Anthropology | 3 | 0 | 3 |
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This course introduces the nature of human culture. Emphasis is placed on cultural theory, methods of fieldwork, and cross-cultural comparisons in the areas of ethnology, language, and the cultural past. Upon completion, students should be able to demonstrate an understanding of basic cultural processes and how cultural data are collected and analyzed. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (D)

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|---------|----------------------|---|---|---|
| ANT 221 | Comparative Cultures | 3 | 0 | 3 |
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This course provides an ethnographic survey of societies around the world covering their distinctive cultural characteristics and how these relate to cultural change. Emphasis is placed on the similarities and differences in social institutions such as family economics, politics, education, and religion. Upon completion, students should be able to demonstrate knowledge of a variety of cultural adaptive strategies. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (D)

Art

| | | | | |
|---------|---------------------|---|---|---|
| ART 110 | Introduction to Art | 2 | 0 | 2 |
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This course is designed to introduce an awareness of art in the everyday world. Emphasis is placed on art as visual communication. Upon completion, students should be able to demonstrate an understanding of the meanings and purposes of art. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.* (D)

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|---------|------------------|---|---|---|
| ART 111 | Art Appreciation | 3 | 0 | 3 |
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This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. *This course is also available through the Virtual Learning Community (VLC).* (D)

| | | | | |
|--|------------------------|---|---|---|
| ART 114 | Art History Survey I | 3 | 0 | 3 |
| <p>This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. <i>This course is also available through the Virtual Learning Community (VLC).</i> (D)</p> | | | | |
| ART 115 | Art History Survey II | 3 | 0 | 3 |
| <p>This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. <i>This course is also available through the Virtual Learning Community (VLC).</i> (D)</p> | | | | |
| ART 116 | Survey of American Art | 3 | 0 | 3 |
| <p>This course covers the development of American art forms from colonial times to the present. Emphasis is placed on architecture, painting, sculpture, graphics, and decorative arts. Upon completion, students should be able to demonstrate understanding of the history of the American creative experience. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)</p> | | | | |
| ART 121 | Design I | 0 | 6 | 3 |
| <p>This course introduces the elements and principles of design as applied to two-dimensional art. Emphasis is placed on the structural elements, the principles of visual organization, and the theories of color mixing and interaction. Upon completion, students should be able to understand and use critical and analytical approaches as they apply to two-dimensional visual art. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (F)</p> | | | | |
| ART 122 | Design II | 0 | 6 | 3 |
| <p>Prerequisite: ART 121 This course introduces basic studio problems in three-dimensional visual design. Emphasis is placed on the structural elements and organizational principles as applied to mass and space. Upon completion, students should be able to apply three-dimensional design concepts. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)</p> | | | | |
| ART 131 | Drawing I | 0 | 6 | 3 |
| <p>This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media, and graphic principles. Upon</p> | | | | |

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|---|--------------------|---|---|---|
| ART 231 | Printmaking I | 0 | 6 | 3 |
| <p>This course introduces printmaking: its history, development techniques, and processes. Emphasis is placed on basic applications with investigation into image source and development. Upon completion, students should be able to produce printed images utilizing a variety of methods. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)</p> | | | | |
| ART 240 | Painting I | 0 | 6 | 3 |
| <p>This course introduces the language of painting and the use of various painting materials. Emphasis is placed on the understanding and use of various painting techniques, media, and color principles. Upon completion, students should be able to demonstrate competence in the use of creative processes directed toward the development of expressive form. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)</p> | | | | |
| ART 241 | Painting II | 0 | 6 | 3 |
| <p>Prerequisite: ART 240</p> <p>This course provides a continuing investigation of the materials, processes, and techniques of painting. Emphasis is placed on the exploration of expressive content using a variety of creative processes. Upon completion, students should be able to demonstrate competence in the expanded use of form and variety. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)</p> | | | | |
| ART 242 | Landscape Painting | 0 | 6 | 3 |
| <p>Prerequisite: ART 240</p> <p>This course introduces and practices the skills and techniques of open-air painting. Emphasis is placed on techniques of painting summer foliage, skies and mountains, and the elements of aerial perspective. Upon completion, students should be able to complete an open-air landscape painting employing brush, knife, scumbling and glazing techniques. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)</p> | | | | |
| ART 247 | Jewelry I | 0 | 6 | 3 |
| <p>Prerequisites: None</p> <p>This course introduces a basic understanding of the design and production of jewelry. Emphasis is placed on concepts and techniques using metals and other materials. Upon completion, students should be able to demonstrate an ability to use appropriate methods to create unique jewelry. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (F/S)</p> | | | | |
| ART 248 | Jewelry II | 0 | 6 | 3 |
| <p>Prerequisites: ART 247</p> <p>This course is a continuation of the skills learned in ART 247. Emphasis is placed on</p> | | | | |

This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)

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|---------|--------------|---|---|---|
| ART 282 | Sculpture II | 0 | 6 | 3 |
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Prerequisite: ART 281

This course builds on the visual and technical skills learned in ART 281. Emphasis is placed on developing original solutions to sculptural problems in a variety of media. Upon completion, students should be able to express individual ideas using the techniques and materials of sculpture. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)

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|---------|------------|---|---|---|
| ART 283 | Ceramics I | 0 | 6 | 3 |
|---------|------------|---|---|---|

This course provides an introduction to three-dimensional design principles using the medium of clay. Emphasis is placed on fundamentals of forming, surface design, glaze application, and firing. Upon completion, students should be able to demonstrate skills in slab and coil construction, simple wheel forms, glaze technique, and creative expression. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)

| | | | | |
|---------|-------------|---|---|---|
| ART 284 | Ceramics II | 0 | 6 | 3 |
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Prerequisite: ART 283

This course covers advanced hand building and wheel techniques. Emphasis is placed on creative expression, surface design, sculptural quality, and glaze effect. Upon completion, students should be able to demonstrate a high level of technical competence in forming and glazing with a development of three-dimensional awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)

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|---------|--------------|---|---|---|
| ART 285 | Ceramics III | 0 | 6 | 3 |
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Prerequisite: ART 284

This course provides the opportunity for advanced self-determined work in sculptural and functional ceramics. Emphasis is placed on developing the technical awareness of clay bodies, slips, engobes, and firing procedures necessary to fulfill the student's artistic goals. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)

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|---------|-------------|---|---|---|
| ART 286 | Ceramics IV | 0 | 6 | 3 |
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Prerequisites: ART 285

This course provides the opportunity for self-determined work in sculptural and functional ceramics. Emphasis is placed on developing the technical awareness of glaze materials, glaze formulation, and firing techniques necessary to fulfill the student's artistic goals. Upon completion, students should be able to demonstrate knowledge of materials and techniques necessary to successfully create original projects in the clay medium. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)

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|---------|--------|---|---|---|
| ART 288 | Studio | 0 | 6 | 3 |
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Prerequisite: Limited to those who have completed a sequence of art courses in the proposed area of study. This course provides the opportunity for advanced self-determined work beyond the limits of regular studio course sequences. Emphasis is placed on creative self-expression and in-depth exploration of techniques and materials. Upon completion, students should be able to create original projects specific to media, materials and techniques. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)

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|---------|--------------|---|---|---|
| ART 289 | Museum Study | 2 | 2 | 3 |
|---------|--------------|---|---|---|

This course introduces research methods in the museum setting. Emphasis is placed on the chronology, styles, periods, context, and meaning in art. Upon completion, students should be able to demonstrate the advantage of first-hand and on-site research. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)

Astronomy

| | | | | |
|---------|---------------------|---|---|---|
| AST 151 | General Astronomy I | 3 | 0 | 3 |
|---------|---------------------|---|---|---|

Prerequisite: MAT 060/MAT 070
 This course introduces the science of modern astronomy with a concentration on the solar system. Emphasis is placed on the history and physics of astronomy and an introduction to the solar system, including the planets, comets, and meteors. Upon completion, students should be able to demonstrate a general understanding of the solar system. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (F)

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|----------|-------------------------|---|---|---|
| AST 151A | General Astronomy I Lab | 0 | 2 | 1 |
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Corequisite: AST 151
 The course is a laboratory to accompany AST 151. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 151 and which provide practical experience. Upon completion, students should be able to demonstrate a general understanding of the solar system. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (FS)

| | | | | |
|---------|----------------------|---|---|---|
| AST 152 | General Astronomy II | 3 | 0 | 3 |
|---------|----------------------|---|---|---|

Prerequisite: AST 151
 This course is a continuation of AST 151 with primary emphasis beyond the solar system. Topics include the sun, stars, galaxies, and the larger universe, including cosmology. Upon completion, students should be able to demonstrate a working knowledge of astronomy. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (S)

damage analysis, tools and equipment, advanced repair techniques, materials selection, materials usage, movable glass, and other related topics. Upon completion, students should be able to identify and repair or replace direct and indirect damage to accepted standards including movable glass and hardware. This is a diploma-level course. (S)

AUB 131 Structural Damage I 2 4 4

Prerequisite: Reading Placement or completion of RED 080

This course introduces safety, equipment, structural damage analysis, and damage repairs. Topics include shop safety, design and construction, structural analysis and measurement, equipment, structural glass, repair techniques, and other related topics. Upon completion, students should be able to analyze and perform repairs to a vehicle which has received light/moderate structural damage. This is a diploma-level course. (F)

AUB 132 Structural Damage II 2 6 4

Prerequisite: AUB 131

This course provides an in-depth study of structural damage analysis and repairs to vehicles that have received moderate to heavy structural damage. Topics include shop safety, structural analysis and measurement, equipment, structural glass, advanced repair techniques, structural component replacement and alignment, and other related topics. Upon completion, students should be able to analyze and perform repairs according to industry standards. This is a diploma-level course. (S)

AUB 134 Autobody MIG Welding 1 4 3

This course covers the terms and procedures for welding the various metals found in today's autobody repair industry with an emphasis on personal/environmental safety. Topics include safety and precautionary measures, setup/operation of MIG equipment, metal identification methods, types of welds/joints, techniques, inspection methods, and other related topics. Upon completion, students should be able to demonstrate a basic knowledge of welding operations and safety procedures according to industry standards. This is a diploma-level course. (F)

AUB 136 Plastics and Adhesives 1 4 3

This course covers safety, plastic and adhesive identification, and the various repair methods of automotive plastic components. Topics include safety, identification, preparation, material selection, and the various repair procedures including refinishing. Upon completion, students should be able to identify, remove, repair, and/or replace automotive plastic components in accordance with industry standards. This is a diploma-level course. (SS)

AUB 141 Mech. & Elec. Component 2 2 3

This course covers the basic principles of automotive mechanical and electrical components. Topics include personal and environmental safety and suspension and steering, electrical, brake, heating and air-conditioning, cooling, drive train, and restraint systems. Upon completion, students should be able to identify system components and perform basic system diagnostic checks and/or repairs according to industry standards. This is a diploma-level course. (SS)

ing and suspension components, check and adjust various alignment angles, and balance wheels. (S)

AUT 141A Suspension & Steering Lab 0 3 1

Corequisites: AUT 141

This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.

AUT 151 Brake Systems 2 2 3

Corequisite: AUT 110, AUT 152

This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems. (F)

AUT 151A Brakes Systems Lab 0 3 1

Corequisites: AUT 151

This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include drum and disc brakes involving hydraulic, vacuum-boost, hydra-boost, electrically powered boost, and anti-lock, parking brake systems and emerging brake systems technologies. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

AUT 161 Electrical Systems 4 3 5

Corequisite: AUT 110

This course covers basic electrical theory and wiring diagrams, test equipment, and diagnosis/repair/replacement of batteries, starters, alternators, and basic electrical accessories. Topics include diagnosis and repair of battery, starting, charging, lighting, and basic accessory systems problems. Upon completion, students should be able to diagnose, test, and repair the basic electrical components of an automobile. (S)

AUT 163 Adv Auto Electricity 2 3 3

Prerequisites: AUT 161

This course covers electronic theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of electronics, lighting, gauges, horn, wiper, accessories, and body modules. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, and troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns.

AUT 163A Adv Auto Electricity Lab 0 3 1

Corequisites: AUT 163

This course is an optional lab to be used as an alternative to co-op placement in meet-

ing the NATEF standards for total hours. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, troubleshooting and emerging electrical/electronic systems technologies. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns.

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|---------|------------------------|---|---|---|
| AUT 164 | Automotive Electronics | 2 | 2 | 3 |
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Corequisite: AUT 110

This course covers fundamentals of electrical/electronic circuitry, semi-conductors, and microprocessors. Topics include Ohm's law, circuits, AC/DC current, solid state components, digital applications, and the use of digital multimeters. Upon completion, students should be able to apply Ohm's law to diagnose and repair electrical/electronic circuits using digital multimeters and appropriate service information. (SS)

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|---------|----------------------------|---|---|---|
| AUT 171 | Automotive Climate Control | 2 | 4 | 4 |
|---------|----------------------------|---|---|---|

Corequisite: AUT 110

This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis/repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information. (SS)

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|---------|-----------------|---|---|---|
| AUT 181 | Engine Repair 1 | 2 | 3 | 3 |
|---------|-----------------|---|---|---|

Prerequisite: AUT 161

This course covers the principles, systems, and procedures required for diagnosing and restoring engine performance using electrical/electronics test equipment. Topics include procedures for diagnosis and repair of ignition, emission control, and related electronic systems. Upon completion, students should be able to describe operation of and diagnose/repair ignition/emission control systems using appropriate test equipment and service information. (S)

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|---------|-----------------|---|---|---|
| AUT 183 | Engine Repair 2 | 2 | 6 | 4 |
|---------|-----------------|---|---|---|

This course covers the principles of fuel delivery/management, exhaust/emission systems, and procedures for diagnosing and restoring engine performance using appropriate test equipment. Topics include procedures for diagnosis/repair of fuel delivery/management and exhaust/emission systems using appropriate service information. Upon completion, students should be able to describe, diagnose, and repair engine fuel delivery/management and emission control systems using appropriate service information and diagnostic equipment. (S)

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|---------|--------------------------|---|---|---|
| AUT 186 | PC Skills for Auto Techs | 2 | 2 | 3 |
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This course introduces students to personal computer literacy and Internet literacy with an emphasis on the automotive service industry. Topics include service information systems, management systems, computer-based systems, and PC based diagnostic equipment. Upon completion, students should be able to access information pertaining to automotive technology and perform word processing.

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| AUT 212 | Auto Shop Management | 3 | 0 | 3 |
| <p>This course covers the principals of management essential to decision-making, communication, authority, and leadership. Topics include shop supervision, shop organization, customer relations, cost effectiveness and work place ethics. Upon completion, students should be able to describe basic automotive shop operation from a management standpoint.</p> | | | | |
| AUT 221 | Automatic Transmissions | 2 | 6 | 4 |
| <p>Prerequisite: Reading Placement or completion of RED 080 Corequisite: AUT 110</p> <p>This course covers operation, diagnosis, service, and repair of automatic transmissions/transaxles. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to explain operational theory and diagnose and repair automatic drive trains. (S)</p> | | | | |
| AUT 221 | Auto Transm/Transaxles | 2 | 3 | 3 |
| <p>This course covers operation, diagnosis, service, and repair of automatic transmissions/transaxles. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair automatic drive trains.</p> | | | | |
| AUT 231 | Manual Drive Trains/Axles | 2 | 3 | 3 |
| <p>Prerequisite: Reading Placement or completion of RED 080 Corequisite: AUT 110</p> <p>This course covers the operation, diagnosis, and repair of manual transmissions/transaxles, clutches, drive shafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to explain operational theory and diagnose and repair manual drive trains. (F)</p> | | | | |
| AUT 285 | Intro to Alternative Fuels | 2 | 2 | 3 |
| <p>This course is an overview of alternative fuels and alternative fueled vehicles. Topics include composition and use of alternative fuels, including compressed natural gas, propane, biodiesel, ethanol, electric, hydrogen, synthetic fuels, and vehicles that use alternative fuels. Upon completion, students should be able to identify alternative fuel vehicles, explain how each alternative fuel delivery system works, and make minor repairs.</p> | | | | |

Biology

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by the college's placement test.

BIO 094 Concepts of Human Biology 3 2 4
Corequisite: RED 090

This course focuses on fundamental concepts of human biology. Topics include terminology, biochemistry, cell biology, tissues, body systems, and other related topics. Upon completion, students should be able to demonstrate preparedness for college-level anatomy and physiology courses. (D)

BIO 110 Principles of Biology 3 3 4
Prerequisite: Reading Proficiency or RED 090

This course provides a survey of fundamental biological principles of non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, taxonomy, evolution, ecology, diversity, and other selected topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (D)

BIO 111 General Biology I 3 3 4
Prerequisite: Reading Proficiency or RED 090

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. *This course is also available through the Virtual Learning Community (VLC).* (F)

BIO 112 General Biology II 3 3 4
Prerequisites: BIO 111 and Reading Proficiency or RED 090

This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. *This course is also available through the Virtual Learning Community (VLC).* (S)

BIO 120 Introductory Botany 3 3 4
Prerequisite: BIO 110 or BIO 111

This course provides an introduction to classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant

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|---|---------------------------|---|---|---|
| BIO 168 | Anatomy and Physiology I | 3 | 3 | 4 |
| Prerequisite: Reading Proficiency or RED 090 | | | | |
| This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (F/SS) | | | | |
| BIO 169 | Anatomy and Physiology II | 3 | 3 | 4 |
| Prerequisites: BIO 168 & Reading Proficiency or RED 090 | | | | |
| This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (F/S) | | | | |
| BIO 223 | Field Botany | 2 | 3 | 3 |
| Prerequisite: BIO 112 | | | | |
| This course provides a field and laboratory study of local flora. Emphasis is placed on local flora classification, identification, and ecology by the use of keys and field studies. Upon completion, students should be able to use keys for classification and identification of local flora and to demonstrate an understanding of plant ecology. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D) | | | | |
| BIO 224 | Local Flora Spring | 1 | 2 | 2 |
| This course provides an introduction to the identification of native plants. Emphasis is placed on spring wild flowers. Upon completion, students should be able to identify a variety of spring wild flowers and native plants. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D) | | | | |
| BIO 225 | Local Flora Summer | 1 | 2 | 2 |
| This course provides an introduction to the identification of native plants. Emphasis is placed on summer wild flowers. Upon completion, students should be able to identify a variety of summer wild flowers and native plants. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D) | | | | |
| BIO 226 | Local Flora Fall | 1 | 2 | 2 |
| This course provides an introduction to the identification of native plants. Emphasis is placed on fall wild flowers. Upon completion, students should be able to identify a | | | | |

variety of fall wild flowers and native plants. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)

BIO 275 Microbiology 3 3 4

Prerequisites: BIO 110, BIO 112, BIO 163, BIO 165, or BIO 168

This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (S/S)

Biomedical Equipment Technology

BMT 111 Intro to Biomed Field 1 0 1

This course introduces the fundamental concepts of the health care delivery system. Topics include hospital organization and structure, BMET duties and responsibilities, and the professional and social interrelationships between services. Upon completion, students should be able to demonstrate an understanding of hospital organization as related to BMET duties. (F)

BMT 112 Hospital Safety Standards 2 2 3

This course covers national, state, and local standards pertaining to hospital safety. Topics include electrical safety, gas safety, SMDA reporting, and JCAHO and FPA compliance. Upon completion, students should be able to conduct PM and safety inspections in compliance with safety regulations. (F)

BMT 120 Biomedical Anatomy & Physiology 2 2 3

This course provides a basic study of human anatomy and physiology with emphasis on biomonitoring of body systems. Topics include homeostasis; cells and tissues; and the structure, function, and monitoring of body systems. Upon completion, students should be able to demonstrate a basic understanding of the structure, function, and biomedical monitoring of human body systems. (S)

BMT 211 Biomedical Measurements 2 2 3

This course introduces the human-instrument system and problems encountered in attempting to obtain measurements from a living body. Topics include electrodes, transducers, instrumentation, amplifiers, electrocardiographs, monitors, recorders, defibrillators, ESU units, and related equipment. Upon completion, students should be able to analyze, troubleshoot, repair, and calibrate diagnostic and therapeutic equipment. (F)

BMT 212 BMET Instrumentation I 3 6 6

Corequisites: BMT 120 or transfer credit, ELC 112 or transfer credit, ELN 131 or transfer credit and BMT112

This course covers theory of operation, circuit analysis, troubleshooting techniques, and medical applications for a variety of instruments and devices. Topics include instruments found in clinical laboratories, intensive care units, and research facilities. Upon completion, students should be able to repair, calibrate, and certify that instrumentation meets manufacturers' original specifications. (F)

BMT 213 BMET Instrumentation II 2 3 3
Prerequisite: BMT 212

Corequisites: PHY 131
This course provides continued study of theory of operation, circuit analysis, troubleshooting techniques, and medical applications for a variety of instruments and devices. Topics include instruments found in clinical laboratories, intensive care units, and research facilities. Upon completion, students should be able to repair, calibrate, and certify that instrumentation meets manufacturers' original specifications. (S)

BMT 223 Imaging Tech/Laser Fund 3 2 4
Corequisites: BMT 120 or transfer credit, ELC 112 or transfer credit, ELN 131 or transfer credit and BMT 112

This course covers techniques associated with X-Ray, CT Scan, Magnetic Resonance Imaging and ultrasound, along with fundamental concepts and applications of medical lasers. Topics include radiation interaction with matter, X-Ray emissions, beam restricting devices, laser energy generation, and laser usage in surgery and other related medical procedures,. Upon completion, students should be able to understand the operation of imaging devices, evaluate, calibrate, align, and provide safety instruction in usage of medical lasers. (F)

BMT 225 Biomed Troubleshooting 1 4 3
Prerequisite: ELC 112, ELN 131, ELN 133, and ELN 133A

This course is designed to provide students with basic problem solving skills, and to track down and identify problems frequently encountered with medical instrumentation. Emphasis is placed on developing logical troubleshooting techniques using technical manuals, flowcharts, and schematics, to diagnose equipment faults. Upon completion, students should be able to locally diagnose and isolate faults, and perform repairs to meet manufacturer specifications. (S)

Blueprint Reading

BPR 111 Blueprint Reading 1 2 2

This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part. (F)

BPR 121 Blueprint Reading: Mech 1 2 2
Prerequisite: BPR 111 or MAC 131

This course covers the interpretation of intermediate blueprints. Topics include tolerancing, auxiliary views, sectional views, and assembly drawings. Upon completion, students should be able to read and interpret a mechanical working drawing. (S)

Business

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|---|--------------------------|---|---|---|
| BUS 110 | Introduction to Business | 3 | 0 | 3 |
| <p>This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. <i>This course is also available through the Virtual Learning Community (VLC).</i> (F)</p> | | | | |
| BUS 115 | Business Law I | 3 | 0 | 3 |
| <p>Prerequisites: Reading placement or completion of RED 080 This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to select business decision-making situations. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. <i>This course is also available through the Virtual Learning Community (VLC).</i> (D)</p> | | | | |
| BUS 121 | Business Math | 2 | 2 | 3 |
| <p>Prerequisites: Grade of C or higher in MAT 060 and in RED 090 or satisfactory score on the math and reading placement exams. This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business. <i>This course is also available through the Virtual Learning Community (VLC).</i> (F)</p> | | | | |
| BUS 125 | Personal Finance | 3 | 0 | 3 |
| <p>This course provides a study of individual and family financial decisions. Emphasis is placed on building useful skills in buying, managing finances, increasing resources, and coping with current economic conditions. Upon completion, students should be able to develop a personal financial plan. (F)</p> | | | | |
| BUS 137 | Principles of Management | 3 | 0 | 3 |
| <p>This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. <i>This course is also available through the Virtual Learning Community (VLC).</i> (F/S)</p> | | | | |
| BUS 147 | Business Insurance | 3 | 0 | 3 |
| <p>Prerequisites: RED 080 This course surveys the basic concepts of risk management. Topics include principles and applications of health, property, life, and casualty insurance. Upon completion,</p> | | | | |

students should be able to evaluate different insurance needs and assist an organization in acquiring adequate insurance coverage. (S)

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| BUS 153 | Human Resource Management | 3 | 0 | 3 |
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This course introduces the functions of personnel/human resource management within an organization. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations. Upon completion, students should be able to anticipate and resolve human resource concerns. *This course is also available through the Virtual Learning Community (VLC).* (S)

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|---------|------------------|---|---|---|
| BUS 225 | Business Finance | 2 | 2 | 3 |
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Prerequisite: ACC 120 and Reading placement or completion of RED 080

This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management. *This course is also available through the Virtual Learning Community (VLC).* (F)

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|---------|---------------------------|---|---|---|
| BUS 230 | Small Business Management | 3 | 0 | 3 |
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This course introduces the challenges of entrepreneurship including the start-up and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan. *This course is also available through the Virtual Learning Community (VLC).* (F)

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|---------|--------------------------|---|---|---|
| BUS 239 | Bus Applications Seminar | 1 | 2 | 2 |
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Prerequisites: ACC 120, BUS 115, BUS 137, MKT 120, and either ECO 151, ECO 251 or ECO 252

This course is designed as a capstone course for Business Administration majors. Emphasis is placed on decision making in the areas of management, marketing, production, purchasing, and finance. Upon completion, students should be able to apply the techniques, processes, and vital professional skills needed in the work place. *This course is also available through the Virtual Learning Community (VLC).* (S)

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|---------|-----------------|---|---|---|
| BUS 240 | Business Ethics | 3 | 0 | 3 |
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Prerequisites: Reading placement or completion of RED 080

This course introduces contemporary and controversial ethical issues that face the business community. Topics include moral reasoning, moral dilemmas, law and morality, equity, justice and fairness, ethical standards, and moral development. Upon completion, students should be able to demonstrate an understanding of their moral responsibilities and obligations as members of the workforce and society. (F/S)

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|---------|------------------------|---|---|---|
| BUS 260 | Business Communication | 3 | 0 | 3 |
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Prerequisite: ENG 111 and Keyboarding or proficiency exam or OST 131

This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon

completion, students should be able to communicate effectively in the work place. *This course is also available through the Virtual Learning Community (VLC).* (S)

BUS 270 Professional Development 3 0 3

This course provides basic knowledge of self-improvement techniques as related to success in the professional world. Topics include positive human relations, job-seeking skills, and projecting positive self-image. Upon completion, students should be able to demonstrate competent personal and professional skills necessary to get and keep a job. (S)

Computed Tomography

CAT 210 CT Physics & Equipment 3 0 3

Prerequisites: Enrollment in the CT/MRI program

This course covers the system operations and components, image processing and display, image quality, and artifacts in computed tomography. Emphasis is placed on the data acquisition components, tissue attenuation conversions, image manipulation, and factors controlling image resolution. Upon completion, students should be able to understand the physics and instrumentation used in computed tomography. (F)

CAT 211 CT Procedures 4 0 4

Prerequisites: Enrollment in the CT/MRI program

Corequisite: CAT210

This course is designed to cover specialized patient care, cross-sectional anatomy, contrast media, and scanning procedures in computed tomography. Emphasis is placed on patient assessment and monitoring, contrast agents use, radiation safety, methods of data acquisition, and identification of cross-sectional anatomy. Upon completion, students should be able to integrate all facets of the imaging procedures in computed tomography. (F)

CAT 231 CT Clinical Practicum 0 33 11

Prerequisites: Enrollment in CT/MRI program

This course provides the opportunity to apply knowledge gained from classroom instruction to the computed tomography clinical setting. Emphasis is placed on patient care and positioning, scanning procedures, and image production in computed tomography. Upon completion, students should be able to assume a variety of duties and responsibilities within the computed tomography clinical environment. (S)

Chemistry

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by the college's placement test.

CHM 090 Chemistry Concepts 4 0 4

This course provides a non-laboratory based introduction to basic concepts of chemistry. Topics include measurements, matter, energy, atomic theory, bonding, molecular

structure, nomenclature, balancing equations, stoichiometry, solutions, acids and bases, gases, and basic organic chemistry. Upon completion, students should be able to understand and apply basic chemical concepts necessary for success in college-level science courses. (D)

CHM 115 Concepts in Chemistry 3 0 3

Corequisite: CHM 115A

This course introduces basic chemical concepts and their applications to daily life for non-science majors. Topics include air pollution, global warming, energy, world of polymers, water and its importance to a technological society, food, drugs, and nuclear chemistry. Upon completion, students should be able to discuss, apply, and appreciate the impact of chemistry on modern society. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)

CHM 115A Concepts in Chem Lab 0 2 1

Corequisite: CHM 115

This course is a laboratory for CHM 115. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 115. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical concepts presented in CHM 115. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)

CHM 131 Introduction to Chemistry 3 0 3

Prerequisite: MAT 060 and MAT 070 or completion of math placement and RED 090 or completion of Reading placement

Corequisite: CHM 131A

This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC). (F)

CHM 131A Introduction to Chemistry Lab 0 3 1

Prerequisite: MAT 060 and MAT 070 or completion of Math placement and RED 090 or completion of Reading placement

Corequisite: CHM 131

This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (F)

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| CHM 132 | Organic and Biochemistry | 3 | 3 | 4 |
| Prerequisites: CHM 131 and CHM 131A or CHM 151 | | | | |
| This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC). (S) | | | | |
| CHM 151 | General Chemistry I | 3 | 3 | 4 |
| Prerequisites: MAT 060, MAT 080 and RED 090 or appropriate Math/Reading Placement. | | | | |
| This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (F) | | | | |
| CHM 152 | General Chemistry II | 3 | 3 | 4 |
| Prerequisite: CHM 151, MAT 060, MAT 080, and RED 090 or appropriate Math/Reading placement. | | | | |
| This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complexions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (S) | | | | |
| CHM 251 | Organic Chemistry I | 3 | 3 | 4 |
| Prerequisite: CHM 152 | | | | |
| This course provides a systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of hydrocarbons, alkyl halides, alcohols, and ethers; further topics include isomerization, stereochemistry, and spectroscopy. Upon completion, students should be able to demonstrate an understanding of the fundamental concepts of covered organic topics as needed in CHM 252. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (D) | | | | |
| CHM 252 | Organic Chemistry II | 3 | 3 | 4 |
| Prerequisite: CHM 251 | | | | |
| This course provides continuation of the systematic study of the theories, principles, | | | | |

and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of aromatics, aldehydes, ketones, carboxylic acids and derivatives, amines and heterocyclics; multi-step synthesis will be emphasized. Upon completion, students should be able to demonstrate an understanding of organic concepts as needed to pursue further study in chemistry and related professional fields. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course agreement. (D)

Information Systems

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|--|------------------------------|---|---|---|
| CIS 110 | Introduction to Computers | 2 | 2 | 3 |
| Prerequisites: RED 090 or Reading Proficiency | | | | |
| This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option). <i>This course is also available through the Virtual Learning Community (VLC).</i> (F/S/SS) | | | | |
| CIS 111 | PC Literacy | 1 | 2 | 2 |
| This course provides an overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and fundamental workplace use. Upon completion, students should be able to demonstrate basic personal computer skills. <i>This course is also available through the Virtual Learning Community (VLC).</i> (F/S/SS) | | | | |
| CIS 113 | Computer Basics | 0 | 2 | 1 |
| This course introduces basic computer usage for non-computer majors. Emphasis is placed on developing basic personal computer skills. Upon completion, students should be able to demonstrate competence in basic computer applications. <i>This course is also available through the Virtual Learning Community (VLC).</i> (F/S/SS) | | | | |
| CIS 115 | Programming & Logic Concepts | 2 | 3 | 3 |
| Prerequisites: MAT 060, MAT 070, MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 161, MAT 171, or MAT 175 | | | | |
| This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option). <i>This course is also available through the Virtual Learning Community (VLC).</i> (F) | | | | |

Civil Engineering

| | | | | |
|--|-------------------------------|---|---|---|
| CIV 110 | Statics/Strength of Materials | 2 | 6 | 4 |
| Prerequisites: MAT 121 | | | | |
| This course includes vector analysis, equilibrium of force systems, friction, sectional properties, stress/strain, and deformation. Topics include resultants and components of forces, moments and couples, free-body diagrams, shear and moment diagrams, trusses, frames, beams, columns, connections, and combined stresses. Upon completion, students should be able to analyze simple structures. (S) | | | | |
| CIV 125 | Civil/Surveying CAD | 1 | 6 | 3 |
| Prerequisites: CIS 111 and EGR 115 and SRV 110 | | | | |
| This course introduces civil/surveying computer-aided drafting (CAD) software. Topics include drawing, editing, and dimensioning commands; plotting; and other related civil/surveying topics. Upon completion, students should be able to produce civil/surveying drawings using CAD software. (D) | | | | |
| CIV 211 | Hydraulics and Hydrology | 2 | 3 | 3 |
| Prerequisites: CIV 110 or MEC 250 | | | | |
| This course introduces the basic engineering principles and characteristics of hydraulics and hydrology. Topics include precipitation and runoff, fluid statics and dynamics, flow measurement, and pipe and open channel flow. Upon completion, students should be able to analyze and size drainage structures. (S) | | | | |
| CIV 250 | Civil Eng Tech Project | 1 | 3 | 2 |
| This course includes an integrated team approach to civil engineering technology projects. Emphasis is placed on project proposal, site selection, analysis/design of structures, construction material selection, time and cost estimating, planning, and management of a project. Upon completion, students should be able to apply team concepts, prepare estimates, submit bid proposals, and manage projects. (D) | | | | |

Criminal Justice

| | | | | |
|--|-----------------------|---|----|----|
| CJC 100 | Basic Law Enforce Trn | 9 | 30 | 19 |
| This course covers the skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Emphasis is placed on topics and areas as defined by the North Carolina Administrative Code. Upon completion, students should be able to demonstrate competence in the topics and areas required for the state comprehensive examination. This is a certificate-level course. (F/S) | | | | |
| CJC 131 | Criminal Law | 3 | 0 | 3 |
| This course covers the history/evolution/principles and contemporary applications of criminal law.. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements. <i>This course is also available through the Virtual Learning Community (VLC).</i> | | | | |

| | | | | |
|---|---------------------------|---|----|---|
| COE 121 | Co-op Work Experience II | 0 | 10 | 1 |
| Prerequisite: COE 111 | | | | |
| This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (F/S) | | | | |
| COE 122 | Co-op Work Experience II | 0 | 20 | 2 |
| Prerequisite: COE 112 | | | | |
| This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (F/S) | | | | |
| COE 123 | Co-op Work Experience II | 0 | 30 | 3 |
| Prerequisite: COE 113 | | | | |
| This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (F/S) | | | | |
| COE 125 | Work Exp Seminar II | 1 | 0 | 1 |
| Corequisite: COE 121, COE 122, COE 123, or COE 124 | | | | |
| This course provides opportunity for discussion of work-related topics and experiences. Emphasis will be placed on understanding and meeting the needs of the individual child within the group, as well as on discussing work-related experiences and problem solving. Upon completion, students should be able to develop, through observation and interpretation, activity plans to strengthen skill areas for a particular child. (F/S) | | | | |
| COE 131 | Co-op Work Experience III | 0 | 10 | 1 |
| Prerequisite: COE 121 | | | | |
| This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (F/S/SS) | | | | |
| COE 132 | Co-op Work Experience III | 0 | 20 | 2 |
| Prerequisite: COE 122 | | | | |
| This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (F/S) | | | | |

| | | | | |
|---------|--------------------------|---|----|---|
| COE 211 | Co-op Work Experience IV | 0 | 10 | 1 |
|---------|--------------------------|---|----|---|

Prerequisite: COE 131

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (F/S)

| | | | | |
|---------|--------------------------|---|----|---|
| COE 212 | Co-op Work Experience IV | 0 | 20 | 2 |
|---------|--------------------------|---|----|---|

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

| | | | | |
|---------|-------------------------|---|----|---|
| COE 221 | Co-op Work Experience V | 0 | 10 | 1 |
|---------|-------------------------|---|----|---|

Prerequisite: COE 211

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (F/S)

| | | | | |
|---------|--------------------------|---|----|---|
| COE 231 | Co-op Work Experience VI | 0 | 10 | 1 |
|---------|--------------------------|---|----|---|

Prerequisite: COE 221

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (F/S)

Communication

For AA, AS and AFA programs, 3 SHC in Speech/Communications may be substituted for 3 SHC in Humanities/Fine Arts. Speech/Communication may not substitute for the literature requirement.

| | | | | |
|---------|-------------------------|---|---|---|
| COM 120 | Intro Interpersonal Com | 3 | 0 | 3 |
|---------|-------------------------|---|---|---|

Prerequisite: Reading proficiency or RED 090

This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations. Students will also prepare and deliver presentations individually and in groups. This course has been approved to satisfy the Comprehensive Articulation

Agreement general education core requirement in humanities/fine arts (substitute). *This course is also available through the Virtual Learning Community (VLC).* (F/S)

| | | | | |
|---------|-----------------|---|---|---|
| COM 231 | Public Speaking | 3 | 0 | 3 |
|---------|-----------------|---|---|---|

Prerequisites: Reading proficiency or RED 090 and ENG 111/111A

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. Students will also demonstrate and apply basic interpersonal communication skills. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts (substitute). (F/S)

Cosmetology

| | | | | |
|---------|--------------------------------------|---|---|---|
| COS 111 | Cosmetology Concepts I (Day Program) | 4 | 0 | 4 |
|---------|--------------------------------------|---|---|---|

Corequisite: COS 112

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting. (F/S)

| | | | | |
|-----------|-----------------------------|---|---|---|
| COS 111AB | Part-time (Evening Program) | 2 | 0 | 2 |
|-----------|-----------------------------|---|---|---|

| | | | | |
|-----------|-----------------------------|---|---|---|
| COS 111BB | Part-time (Evening Program) | 2 | 0 | 2 |
|-----------|-----------------------------|---|---|---|

or

| | | | | |
|-----------|---------------------|-----|---|-----|
| COS 111AC | Part-time (Huskins) | 1.5 | 0 | 1.5 |
|-----------|---------------------|-----|---|-----|

| | | | | |
|-----------|---------------------|-----|---|-----|
| COS 111BC | Part-time (Huskins) | 1.5 | 0 | 1.5 |
|-----------|---------------------|-----|---|-----|

| | | | | |
|-----------|---------------------|---|---|---|
| COS 111CC | Part-time (Huskins) | 1 | 0 | 1 |
|-----------|---------------------|---|---|---|

| | | | | |
|---------|-----------------------|---|----|---|
| COS 112 | Salon I (Day Program) | 0 | 24 | 8 |
|---------|-----------------------|---|----|---|

Corequisite: COS 111

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, hair cutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services. (F/S)

| | | | | |
|-----------|-----------------------------|---|----|---|
| COS 112AB | Part-time (Evening Program) | 0 | 12 | 4 |
|-----------|-----------------------------|---|----|---|

| | | | | |
|-----------|-----------------------------|---|----|---|
| COS 112BB | Part-time (Evening Program) | 0 | 12 | 4 |
|-----------|-----------------------------|---|----|---|

or

| | | | | |
|-----------|---------------------|---|-----|-----|
| COS 112AC | Part-time (Huskins) | 0 | 7.5 | 2.5 |
|-----------|---------------------|---|-----|-----|

| | | | | |
|-----------|---------------------|---|-----|-----|
| COS 112BC | Part-time (Huskins) | 0 | 7.5 | 2.5 |
|-----------|---------------------|---|-----|-----|

| | | | | |
|-----------|---------------------|---|---|---|
| COS 112CC | Part-time (Huskins) | 0 | 9 | 3 |
|-----------|---------------------|---|---|---|

COS 113 Cosmetology Concepts II (Day Program) 4 0 4

Prerequisites: COS 111 and COS 112

Corequisite: COS 114

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting. (F/S)

COS 113AB Part-time (Evening Program) 2 0 2

COS 113BB Part-time (Evening Program) 2 0 2

COS 114 Salon II (Day Program) 0 24 8

Prerequisite: COS 112

Corequisite: COS 113

This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, hair cutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services. (F/S)

COS 114AB Part-time (Evening Program) 0 12 4

COS 114BB Part-time (Evening Program) 0 12 4

COS 115 Cosmetology Concepts III (Day Program) 4 0 4

Prerequisites: COS 111 and COS 112

Corequisite: COS 116

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting. (SS)

COS 115AB Part-time (Evening Program) 2 0 2

COS 115BB Part-time (Evening Program) 2 0 2

COS 116 Salon III (Day Program) 0 12 4

Prerequisite: COS 112

Corequisite: COS 115

This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, hair cutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services. (SS)

COS 116AB Part-time (Evening Program) 0 6 2

COS 116BB Part-time (Evening Program) 0 6 2

COS 117 Cosmetology Concepts IV (Day Program) 2 0 2

Prerequisites: COS 111 and COS 112

Corequisite: COS 118

This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements. (F/S)

COS 118 Salon IV (Day Program) 0 21 7

Corequisite: COS 117

This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements. (F/S)

COS 118AB Part-time (Evening Program) 0 11 4

COS 118BB Part-time (Evening Program) 0 10 3

COS 120 Esthetics 0 18 6

This course covers the concepts and techniques of esthetics. Topics include safety, skin care, make-up, aromatherapy, massage, and superfluous hair removal. Upon completion, students should be able to perform professional skin care and make-up services. (SS)

COS 251 Manicure Instr Concepts 8 0 8

Corequisite: COS 252

This course introduces manicuring instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervision techniques, and assess student classroom performance. (D)

COS 252 Manicure Instr Practicum 0 15 5

Corequisite: COS 251

This course covers supervisory and instructional skills for teaching manicuring students in a laboratory setting. Topics include demonstrations of services, supervision, student assessment, and other related topics. Upon completion, students should be able to demonstrate competence in the areas covered by the Manicuring Instructor Licensing Examination and meet program completion requirements. (D)

COS 271 Instructor Concepts I 5 0 5

Corequisite: COS 272

This course introduces the basic cosmetology instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon com-

pletion, students should be able to identify theories of education, develop lesson plans, demonstrate supervisory techniques, and assess student performance in a classroom setting. This is a certificate-level course. (D)

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|---------|------------------------|---|----|---|
| COS 272 | Instructor Practicum I | 0 | 21 | 7 |
|---------|------------------------|---|----|---|

Corequisite: COS 271

This course covers supervisory and instructional skills for teaching entry-level cosmetology students in a laboratory setting. Topics include demonstrations of services, supervision, and entry-level student assessment. Upon completion, students should be able to demonstrate salon services and instruct and objectively assess the entry-level student. This is a certificate-level course. (D)

| | | | | |
|---------|------------------------|---|---|---|
| COS 273 | Instructor Concepts II | 5 | 0 | 5 |
|---------|------------------------|---|---|---|

Prerequisites: COS 271 and COS 272

Corequisite: COS 274

This course covers advanced cosmetology instructional concepts. Topics include practical demonstrations, lesson planning, lecture techniques, development and administration of assessment tools, record keeping, and other related topics. Upon completion, students should be able to develop lesson plans, demonstrate supervision techniques, assess student performance in a classroom setting, and keep accurate records. This is a certificate-level course. (D)

| | | | | |
|---------|-------------------------|---|----|---|
| COS 274 | Instructor Practicum II | 0 | 21 | 7 |
|---------|-------------------------|---|----|---|

Prerequisites: COS 271 and COS 272

Corequisite: COS 273

This course is designed to develop supervisory and instructional skills for teaching advanced cosmetology students in a laboratory setting. Topics include practical demonstrations, supervision, and advanced student assessment. Upon completion, students should be able to demonstrate competence in the areas covered by the Instructor Licensing Examination and meet program completion requirements. This is a certificate-level course. (S) (D)

Computer Science

| | | | | |
|---------|-------------------|---|---|---|
| CSC 139 | Visual BASIC Prog | 2 | 3 | 3 |
|---------|-------------------|---|---|---|

This course introduces computer programming using the Visual BASIC programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC). (F)

| | | | | |
|---------|------------------|---|---|---|
| CSC 151 | JAVA Programming | 2 | 3 | 3 |
|---------|------------------|---|---|---|

This course introduces computer programming using the JAVA programming language with object-oriented programming principles. Emphasis is placed on event-driven pro-

programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (F)

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|---------|----------------|---|---|---|
| CSC 153 | C# Programming | 2 | 3 | 3 |
|---------|----------------|---|---|---|

This course introduces computer programming using the C# programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement objects using the appropriate environment at the beginning level. (F)

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|---------|-----------------------|---|---|---|
| CSC 239 | Adv Visual BASIC Prog | 2 | 3 | 3 |
|---------|-----------------------|---|---|---|

Prerequisites: CSC 139
 This course is a continuation of CSC 139 using the Visual BASIC programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement objects using the appropriate environment. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC). (S)

| | | | | |
|---------|----------------------|---|---|---|
| CSC 251 | Adv JAVA Programming | 2 | 3 | 3 |
|---------|----------------------|---|---|---|

Prerequisites: CSC 151
 This course is a continuation of CSC 151 using the JAVA programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement objects using the appropriate environment. (S)

| | | | | |
|---------|--------------------|---|---|---|
| CSC 253 | Adv C# Programming | 2 | 3 | 3 |
|---------|--------------------|---|---|---|

Prerequisites: CSC 153
 This course is a continuation of CSC 153 using the C# programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement objects using the appropriate environment. (S)

| | | | | |
|---------|---------------------------|---|---|---|
| CSC 289 | Programming Capstone Proj | 1 | 4 | 3 |
|---------|---------------------------|---|---|---|

Prerequisites: CTS 285
 This course provides an opportunity to complete a significant programming project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, testing, presentation, and implementation. Upon completion, students should be able to complete a project from the definition phase through implementation.

Computer Information Technology

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|---|--------------------|
| <p>CTS 115 Info Sys Business Concept</p> <p>The course introduces the role of IT in managing business processes and the need for business process and IT alignment. Emphasis is placed on industry need for understanding business challenges and developing/managing information systems to contribute to the decision making process based on these challenges. Upon completion, students should be able to demonstrate knowledge of the 'hybrid business manager' and the potential offered by new technology and systems. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (F)</p> | <p>3 0 3</p> |
| <p>CTS 120 Hardware/Software Support</p> <p>Prerequisites: CIS 110 or CIS 111</p> <p>This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers. (F)</p> | <p>2 3 3</p> |
| <p>CTS 130 Spreadsheet</p> <p>Prerequisites: CIS 110 or CIS 111 or OST 137</p> <p>This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts. (F)</p> | <p>2 2 3</p> |
| <p>CTS 135 Integrated Software Intro</p> <p>Prerequisites: CIS 110 or CIS 111</p> <p>This course instructs students in the Windows or Linux based program suites for word processing, spreadsheet, database, personal information manager, and presentation software. This course prepares students for introductory level skills in database, spreadsheet, personal information manager, word processing, and presentation applications to utilize data sharing. Upon completion, students should be able to design and integrate data at an introductory level to produce documents using multiple technologies. (F)</p> | <p>2 4 4</p> |
| <p>CTS 155 Tech Support Functions</p> <p>This course introduces a variety of diagnostic and instructional tools that are used to evaluate the performance of technical support technologies. Emphasis is placed on technical support management techniques and support technologies. Upon completion, students should be able to determine the best technologies to support and solve actual technical support problems. (F)</p> | <p>2 2 3</p> |

| | | | | |
|---|---------------------------|---|---|---|
| CTS 217 | Computer Train/Support | 2 | 2 | 3 |
| Prerequisites: CIS 110 or CIS 111 | | | | |
| This course introduces computer training and support techniques. Topics include methods of adult learning, training design, delivery, and evaluation, creating documentation, and user support methods. Upon completion, students should be able to design and implement training and provide continued support for computer users. (S) | | | | |
| CTS 220 | Adv Hard/Software Support | 2 | 3 | 3 |
| Prerequisites: CTS 120 | | | | |
| This course provides advanced knowledge and competencies in hardware and operating system technologies for computer technicians to support personal computers. Emphasis is placed on: configuring and upgrading; diagnosis and troubleshooting; as well as preventive maintenance of hardware and system software. Upon completion, students should be able to install, configure, diagnose, perform preventive maintenance, and maintain basic networking on personal computers. (S) | | | | |
| CTS 230 | Advanced Spreadsheet | 2 | 2 | 3 |
| Prerequisites: CTS 130 | | | | |
| This course covers advanced spreadsheet design and development. Topics include advanced functions and statistics, charting, macros, databases, and linking. Upon completion, students should be able to demonstrate competence in designing complex spreadsheets. (S) | | | | |
| CTS 235 | Integrated Software Adv | 2 | 4 | 4 |
| Prerequisites: CTS 135 | | | | |
| This course provides strategies to perform data transfer among software programs. Emphasis is placed on data interchange among word processors, spreadsheets, presentation graphics, databases and communications products. Upon completion, students should be able to integrate data to produce documents using multiple technologies. (S) | | | | |
| CTS 255 | Adv Tech Supp Functions | 2 | 2 | 3 |
| Prerequisites: CTS 155 | | | | |
| This course introduces a variety of diagnostic and instructional tools that are used to evaluate the performance of technical support technologies. Topics include technical support management techniques, evaluation, and methods of deployment for technical support technologies. Upon completion, students should be able to determine the best technologies to support and solve more complex technical support problems. (S) | | | | |
| CTS 285 | Systems Analysis & Design | 3 | 0 | 3 |
| Prerequisites: CIS 115 | | | | |
| This course introduces established and evolving methodologies for the analysis, design, and development of an information system. Emphasis is placed on system characteristics, managing projects, prototyping, CASE/OOM tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques. (F) | | | | |

| | | | | |
|---------|------------------------|---|---|---|
| CTS 289 | System Support Project | 1 | 4 | 3 |
|---------|------------------------|---|---|---|

Prerequisites: CTS 285

This course provides an opportunity to complete a significant support project with minimal instructor assistance. Emphasis is placed on written and oral communication skills, project definition, documentation, installation, testing, presentation, and user training. Upon completion, students should be able to complete a project from the definition phase through implementation. (S)

Culinary

| | | | | |
|---------|---------------------|---|---|---|
| CUL 110 | Sanitation & Safety | 2 | 0 | 2 |
|---------|---------------------|---|---|---|

Corequisite: CUL 110A

This course introduces the basic principles of sanitation and safety and their relationship to the hospitality industry. Topics include personal hygiene, sanitation and safety regulations, use and care of equipment, the principles of foodborne illness, and other related topics. Upon completion, students should be able to demonstrate an understanding of sanitation and safety procedures in the hospitality industry. (F)

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|----------|-------------------------|---|---|---|
| CUL 110A | Sanitation & Safety Lab | 0 | 2 | 1 |
|----------|-------------------------|---|---|---|

Corequisite: CUL 110

This course is a laboratory to accompany CUL 110. Emphasis is placed on practical experiences that enhance the materials presented in CUL 110. Upon completion, students should be able to demonstrate practical applications of sanitation and safety procedures in the hospitality industry. (F)

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|---------|---------------------------|---|---|---|
| CUL 112 | Nutrition for Foodservice | 3 | 0 | 3 |
|---------|---------------------------|---|---|---|

This course covers the principles of nutrition and its relationship to the foodservice industry. Topics include fundamentals of personal nutrition, nutrition over the life cycle, weight management and exercise, health aspects of nutrition, developing healthy recipes and menus, healthy cooking techniques and marketing nutrition in a foodservice operation. Upon completion, students should be able to apply basic nutritional concepts to food preparation and selection. (F)

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|---------|------------|---|---|---|
| CUL 120 | Purchasing | 2 | 0 | 2 |
|---------|------------|---|---|---|

This course covers purchasing for hotels and restaurants. Emphasis is placed on procurement, yield tests, inventory control, specification, planning, forecasting, market trends, terminology, cost controls, pricing, and foodservice ethics. Upon completion, students should be able to apply effective purchasing techniques based on the end-use of the product. (F)

| | | | | |
|---------|-------------------------|---|---|---|
| CUL 135 | Food & Beverage Service | 2 | 0 | 2 |
|---------|-------------------------|---|---|---|

Corequisite CUL 135A

This course covers the practical skills and knowledge for effective food and beverage service in a variety of settings. Topics include reservations, greeting and service of guests, styles of service, handling complaints, and sales and merchandising. Upon completion, students should be able to demonstrate competence in human relations and technical skills required in the service of foods and beverages. (S)

CUL 135A Food & Beverage Serv Lab 0 2 1

Corequisite: CUL 135

This course is a laboratory to accompany CUL 135. Emphasis is placed on practical experiences that enhance the materials presented in CUL 135. Upon completion, students should be able to demonstrate practical applications of skills required in the service of foods and beverages. (S)

CUL 140 Basic Culinary Skills 2 6 5

Prerequisites: RED 090 or Reading Placement & MAT 060, MAT 070 or Math Placement

This course introduces the fundamental concepts, skills, and techniques involved in basic cookery. Emphasis is placed on recipe conversion, measurements, terminology, knife skills, safe food handling, cooking methods, flavorings, seasonings, stocks/sauces/soups, and other related topics. Upon completion, students should be able to exhibit the basic cooking skills used in the food service industry. (F)

CUL 150 Food Science 1 2 2

This course covers the chemical and physical changes in foods that occur with cooking, handling, and processing. Topics include heat transfer and its effect on color, flavor, and texture; and emulsification, protein coagulation, leavening agents, viscosity, and gel formation. Upon completion, students should be able to demonstrate an understanding of the principles covered as they apply to food preparation in an experimental setting. (S)

CUL 160 Baking I 1 4 3

Corequisite: CUL160A

This course covers basic ingredients, weights and measures, baking terminology, and formula calculations. Topics include yeast-raised products, quick breads, pastry dough, various cakes and cookies, and appropriate filling and finishing techniques. Upon completion, students should be able to prepare and evaluate baked products. (S)

CUL 160A Baking I Lab 0 3 1

Corequisite: CUL 160

This is a laboratory course to accompany CUL 160. Emphasis is placed on the practical experiences that enhance the materials and skills presented in CUL 160. Upon completion, students should be able to demonstrate a basic proficiency in bakeshop applications. (S)

CUL 170 Gardemanger I 1 4 3

Corequisite: CUL 170A

This course introduces basic cold food preparation techniques and pantry production. Topics include salads, sandwiches, appetizers, dressings, basic garnishes, cheeses, cold sauces, and related food items. Upon completion, students should be able to lay out a basic cold food display and exhibit an understanding of the cold kitchen and its related terminology. (S)

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| CUL 170A | Gardemanger I Lab | 0 | 3 | 1 |
| Corequisite: CUL 170 | | | | |
| This is a laboratory course to compliment CUL 170. Emphasis is placed on the practical experiences that enhance the materials and skills presented in CUL 170. Upon completion, students should be able to demonstrate proficiency in the design of a basic cold food display. | | | | |
| CUL 180 | Internat & Amer Reg Cuisine | 1 | 8 | 5 |
| Prerequisites: CUL 140 | | | | |
| Corequisite: CUL 180A | | | | |
| This course provides practical experience in the planning, preparation, and service of representative foods from different countries and regions of America. Emphasis is placed on eating habits, indigenous foods and customs, nutritional concerns, and traditional equipment. Upon completion, students should be able to research and execute international and domestic menus. (F) | | | | |
| CUL 180A | Internat & Amer Reg Cuisine Lab | 0 | 3 | 1 |
| Prerequisites: CUL 140 | | | | |
| Corequisite: CUL 180 | | | | |
| This is a laboratory course to accompany CUL 180. Emphasis is placed on the practical experiences that enhance the materials and skills presented in CUL 180. Upon completion, students should be able to exhibit an understanding of the culinary practices and techniques of specific countries and geographic regions of America. (F) | | | | |
| CUL 240 | Adv Culinary Skills | 1 | 8 | 5 |
| Prerequisites: CUL 140 | | | | |
| Corequisite: CUL 240A | | | | |
| This course is a continuation of CUL 140. Emphasis is placed on meat fabrication and butchery; vegetable, starch, and protein cookery; compound sauces; plate presentation; breakfast cookery; and quantity food preparation. Upon completion, students should be able to plan, execute, and successfully serve entrees with complementary side items. (S) | | | | |
| CUL 240A | Adv Culinary Skills Lab | 0 | 3 | 1 |
| Prerequisites: CUL 140 | | | | |
| Corequisite: CUL 240 | | | | |
| This is a laboratory course to accompany CUL 240. Emphasis is placed on the practical experiences that enhance the materials and skills presented in CUL 240. Upon completion, students should be able demonstrate a basic proficiency in the preparation of entrees and accompaniments. (S) | | | | |
| CUL 260 | Baking II | 1 | 4 | 3 |
| Prerequisites: CUL 160 | | | | |
| Corequisite: CUL 260A | | | | |
| This course is a continuation of CUL 160. Topics include specialty breads, understanding, development and maintaining of natural sourdough, classical desserts, laminated pastry dough, cake and torte decorating and dessert plating and presentation. Upon completion, students should be able to demonstrate pastry preparation and plating, | | | | |

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| CVS 162 | CVS Clinical Ed III | 0 | 15 | 5 |
| Prerequisite: CVS 161 | | | | |
| This course provides continued participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations. (SS) | | | | |
| CVS 163 | Echo I | 3 | 2 | 4 |
| Prerequisite: Enrollment in the Cardiovascular Sonography program | | | | |
| This course covers cardiac anatomy and introduces cardiac scanning techniques. Topics include normal cardiac anatomy, Doppler physics, and 2-D and M-mode imaging. Upon completion, students should be able to perform 2-D and M-mode studies. (F) | | | | |
| CVS 164 | Echo II | 3 | 2 | 4 |
| Prerequisite: CVS 163 | | | | |
| This course is a continuation of CVS 163 with continued study of 2-D and M-mode imaging. Emphasis is placed on continuous wave, pulsed wave, color, and power Doppler imaging of normal and abnormal cardiac conditions. Upon completion, students should be able to perform and recognize normal and abnormal cardiac studies. (S) | | | | |
| CVS 260 | CVS Clinical Ed IV | 0 | 24 | 8 |
| Prerequisite: CVS 162 | | | | |
| This course provides continued active participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations. (F) | | | | |
| CVS 261 | CVS Clinical Ed V | 0 | 24 | 8 |
| Prerequisite: CVS 260 | | | | |
| This course provides continued active participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations. (S) | | | | |

Database Management Technology

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|---|-----------------------|---|---|---|
| DBA 110 | Database Concepts | 2 | 3 | 3 |
| This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms. (F) | | | | |
| DBA 115 | Database Applications | 2 | 2 | 3 |
| Prerequisites: DBA 110 | | | | |
| This course applies concepts learned in DBA 110 to a specific DBMS. Topics include manipulating multiple tables, advanced queries, screens and reports, linking, and com- | | | | |

mand files. Upon completion, students should be able to create multiple table systems that demonstrate updates, screens, and reports representative of industry requirements. (S)

Drafting

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|----------|---------------------------|---|---|---|--|
| DFT 111 | Technical Drafting I | 1 | 3 | 2 | <p>This course introduces basic drafting skills, equipment, and applications. Topics include sketching, measurements, lettering, dimensioning, geometric construction, orthographic projections and pictorial drawings, sections, and auxiliary views. Upon completion, students should be able to understand and apply basic drawing principles and practices. (F)</p> |
| DFT 111A | Technical Drafting I Lab | 0 | 3 | 1 | <p>Corequisite: DFT 111</p> <p>This course provides a laboratory setting to enhance basic drafting skills. Emphasis is placed on practical experiences that enhance the topics presented in DFT 111. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in DFT 111. (F)</p> |
| DFT 112 | Technical Drafting II | 1 | 3 | 2 | <p>Prerequisite: DFT 111</p> <p>This course provides for advanced drafting practices and procedures. Topics include detailed working drawings, hardware, fits and tolerances, assembly and sub-assembly, geometric dimensioning and tolerancing, intersections, and developments. Upon completion, students should be able to produce detailed working drawings. (S)</p> |
| DFT 112A | Technical Drafting II Lab | 0 | 3 | 1 | <p>Corequisite: DFT 112</p> <p>This course provides a laboratory setting to enhance advance drafting skills. Emphasis is placed on practical experiences that enhance the topics presented in DFT 112. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in DFT 112. (S)</p> |
| DFT 151 | CAD I | 2 | 3 | 3 | <p>This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing. (F)</p> |
| DFT 152 | CAD II | 2 | 3 | 3 | <p>Prerequisite: DFT 151</p> <p>This course is a continuation of DFT 151. Topics include advanced two-dimensional, three-dimensional, and solid modeling and extended CAD applications. Upon completion, students should be able to generate and manage CAD drawings and models to produce engineering documents. (S)</p> |

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| DFT 153 | CAD III | 2 | 3 | 3 |
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Prerequisites: DFT 111 and DFT 151

This course covers basic principles of three-dimensional CAD wire frame and surface models. Topics include user coordinate systems, three-dimensional viewpoints, three-dimensional wire frames, and surface components and viewpoints. Upon completion, students should be able to create and manipulate three-dimensional wire frame and surface models. (F)

Drama/Theatre

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| DRA 111 | Theatre Appreciation | 3 | 0 | 3 |
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This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (D)

Electronic Commerce

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|---------|---------------------|---|---|---|
| ECM 168 | Electronic Business | 2 | 2 | 3 |
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Prerequisite: RED 080 or Reading Placement

This course provides a survey of the world of electronic business. Topics include the definition of electronic business, current practices as they evolve using Internet strategy in business, and application of basic business principles to the world of E-commerce. Upon completion, students should be able to define electronic business and demonstrate an understanding of the benefits of E-commerce as a foundation for developing plans leading to electronic business implementation. This course is a unique concentration requirement of the E-Commerce concentration in the Business Administration program. *This course is also available through the Virtual Learning Community (VLC).* (F)

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|---------|----------------------|---|---|---|
| ECM 210 | Intro. to E-Commerce | 2 | 2 | 3 |
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Prerequisite: RED 080 or Reading Placement

This course introduces the concepts and tools to implement electronic commerce via the Internet. Topics include application and server software selection, securing transactions, use and verification of credit cards, publishing of catalogs, and site administration. Upon completion, students should be able to setup a working E-commerce Internet web site. (S)

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|---------|----------------------------|---|---|---|
| ECM 220 | E-Commerce Plan. & Implem. | 2 | 2 | 3 |
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Prerequisite: RED 080 or Reading Placement

This course builds on currently accepted business practices to develop a business plan and implementation model for E-Commerce. Topics include analysis and synthesis of the planning cycle, cost/benefit analysis, technical systems, marketing, security, financial support, Internet strategies, website design, customer support and feedback and assessment. Upon completion, students should be able to develop a plan for E-

Education

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|--|------------------------------------|---|---|---|
| EDU 119 | Intro to Early Childhood Education | 4 | 0 | 4 |
| <p>This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for children. Topics include historical foundations, program types, career options, professionalism, and creating inclusive environments and curriculum that are responsive to the needs of children and families. Upon completion, students should be able to design career plans and develop appropriate schedules, environments and activity plans while incorporating adaptations for children with exceptionalities. <i>This course is also available through the Virtual Learning Community (VLC).</i> (F)</p> | | | | |
| EDU 131 | Child, Family, and Community | 3 | 0 | 3 |
| <p>This course covers the development of partnerships between families, inclusive programs for children/schools that serve young children with and without disabilities, and the community. Emphasis is placed on requisite skills and benefits for successfully establishing, supporting, and maintaining respectful collaborative relationships between today's diverse families, center/schools, and community resources. Upon completion, students should be able to describe appropriate relationships with parents/caretakers, center/school colleagues, and community agencies that enhance the educational experiences/well-being of all children. <i>This course is also available through the Virtual Learning Community (VLC).</i> (F, S)</p> | | | | |
| EDU 144 | Child Development I | 3 | 0 | 3 |
| <p>Prerequisites: Reading Placement or completion of RED 090</p> <p>This course covers the theories of child development, developmental sequences, and factors that influence children's development, from conception through preschool for all children. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development and the multiple influences on development and learning of the whole child. Upon completion, students should be able to identify typical and atypical developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments. <i>This course is also available through the Virtual Learning Community (VLC).</i> (F)</p> | | | | |
| EDU 145 | Child Development II | 3 | 0 | 3 |
| <p>Prerequisites: Reading Placement or completion of RED 090</p> <p>This course covers theories of child development, developmental sequences, and factors that influence children's development from preschool through middle childhood for all children. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development, multiple influences on development and learning of the whole child. Upon completion, students should be able to identify typical and atypical developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments. <i>This course is also available through the Virtual Learning Community (VLC).</i> (S)</p> | | | | |
| EDU 146 | Child Guidance | 3 | 0 | 3 |
| <p>This course introduces practical principles and techniques for providing developmen-</p> | | | | |

tally appropriate guidance for all children with and without disabilities, including those at risk. Emphasis is placed on encouraging self-esteem, cultural awareness, effective communication skills, direct/indirect techniques/strategies and observation to understand the underlying causes of behavior. Upon completion, students should be able to demonstrate appropriate interactions with children and families and promote conflict resolution, self-control, self-motivation, and self-esteem in children. *This course is also available through the Virtual Learning Community (VLC).* (F, S)

EDU 151 Creative Activities 3 0 3

This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and physical skills, and dramatics. Upon completion, students should be able to create, manage, adapt and evaluate developmentally supportive learning materials, experiences and environments. (F)

EDU 153 Health, Safety, & Nutrition 3 0 3

This course focuses on promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, implement safe learning environments, and adhere to state regulations. (S)

EDU 216 Foundations of Education 3 2 4

Prerequisites: Reading Placement or completion of RED 090
This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational, structural, legal, and financial issues, PRAXIS I preparation and observation and participation in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. *This course is also available through the Virtual Learning Community (VLC).* (D)

EDU 221 Children with Exceptionalities 3 0 3

Prerequisite: EDU 144 and EDU 145 or PSY 244 and PSY 245
This course, based on the foundation of typical development, introduces working with children with exceptionalities. Emphasis is placed on the characteristics and assessment of children and strategies for adapting the learning environment. Upon completion, students should be able to recognize atypical development, make appropriate referrals, and collaborate with families and professionals to plan, implement, and evaluate inclusion strategies. *This course is also available through the Virtual Learning Community (VLC).* (Su)

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| EDU 234 | Infants, Toddlers, & Twos | 3 | 0 | 3 |
| Prerequisites: Reading Placement or completion of RED 090 | | | | |
| This course covers the skills needed to effectively implement group care for infants, toddlers, and two-year olds. Emphasis is placed on child development and developmentally appropriate practices. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate a developmentally appropriate curriculum. (F) | | | | |
| EDU 235 | School-Age Dev. & Prog. | 2 | 0 | 2 |
| Prerequisites: Reading Placement or completion of RED 090 | | | | |
| This course presents developmentally appropriate practices in group care for school-age children. Topics include principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for children five to twelve years of age and plan and implement age-appropriate activities. (F) | | | | |
| EDU 251 | Exploration Activities | 3 | 0 | 3 |
| Prerequisites: Reading Placement or completion of RED 090 | | | | |
| This course covers discovery experiences in science, math, and social studies. Emphasis is placed on developing concepts for each area and encouraging young children to explore, discover, and construct concepts. Upon completion, students should be able to discuss the discovery approach to teaching, explain major concepts in each area, and plan appropriate experiences for children. (S) | | | | |
| EDU 259 | Curriculum Planning | 3 | 0 | 3 |
| Prerequisites: Reading Placement or completion of Red 090, EDU 112 or 113 or EDU 119 | | | | |
| This course covers early childhood curriculum planning. Topics include philosophy, curriculum, indoor and outdoor environmental design, scheduling, observation and assessment, and instructional planning and evaluation. Upon completion, students should be able to assess children and curriculum; plan for daily, weekly, and long-range instruction; and design environments with appropriate equipment and supplies. The teacher's role in facilitating children's learning within the classroom environment will also be included. (F) | | | | |
| EDU 261 | Early Childhood Admin I | 3 | 0 | 3 |
| This course covers the policies, procedures, and responsibilities for the management of early childhood education programs. Topics include implementation of goals, principles of supervision, budgeting and financial management, and meeting the standards for a NC Child Day Care license. Upon completion, students should be able to develop program goals, explain licensing standards, determine budgeting needs, and describe effective methods of personnel supervision. <i>This course is also available through the Virtual Learning Community (VLC).</i> (F) | | | | |
| EDU 262 | Early Childhood Admin II | 3 | 0 | 3 |
| Prerequisite: EDU 261 | | | | |
| This course provides a foundation for budgetary, financial, and personnel management | | | | |

of the child care center. Topics include budgeting, financial management, marketing, hiring, supervision, and professional development of a child care center. Upon completion, students should be able to formulate marketing, financial management, and fund development plans and develop personnel policies, including supervision and staff development plans. *This course is also available through the Virtual Learning Community (VLC).* (S)

EDU 271 Educational Technology 2 2 3

Prerequisites: Reading Placement or completion of RED 090

This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology. Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments. (F)

EDU 280 Language & Literacy Experiences 3 0 3

Prerequisites: Reading Placement or completion of RED 090

This course explores the continuum of the children’s communication development, including verbal and written language acquisition and other forms of communication. Topics include selection of literature and other media, the integration of literacy concepts throughout the classroom environment, inclusive practices and appropriate assessments. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate literacy experiences. *This course is also available through the Virtual Learning Community (VLC).* (S)

Engineering

EGR 115 Introduction to Technology 2 6 4

This course introduces the basic skills and career fields for technicians. Topics include career options, technical vocabulary, dimensional analysis, measurement systems, engineering graphics, calculator applications, professional ethics, safety practices, and other related topics. Upon completion, students should be able to demonstrate an understanding of the basic technologies, prepare drawings, and sketches, and perform computations using a scientific calculator. (F)

EGR 220 Engineering Statics 3 0 3

Prerequisites: PHY 251

Corerequisite: MAT 272

This course introduces the concepts of engineering based on forces in equilibrium. Topics include concentrated forces, distributed forces, forces due to friction, and inertia as they apply to machines, structures, and systems. Upon completion, students should be able to solve problems which require the ability to analyze systems of forces in static equilibrium. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

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| EGR 225 | Engineering Dynamics | 3 | 0 | 3 |
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Prerequisites: EGR 220

Corerequisite: MAT 273

This course introduces the concepts of engineering based on the analysis of motion in Cartesian, cylindrical, and spherical coordinate systems. Topics include the two and three dimensional motion of particles and rigid bodies, the forces associated with that motion, and relative motion between two coordinate systems. Upon completion, students should be able to solve problems which require the ability to analyze the motion and forces involved in a dynamic system. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

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| EGR 285 | Design Project | 0 | 4 | 2 |
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This course provides the opportunity to design and construct an instructor-approved project using previously acquired skills. Emphasis is placed on selection, proposal, design, construction, testing, and documentation of the approved project. Upon completion, students should be able to present and demonstrate operational projects.

Electricity

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|---------|-------------------|---|---|---|
| ELC 112 | DC/AC Electricity | 3 | 6 | 5 |
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This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits. (F)

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| ELC 113 | Basic Wiring I | 2 | 6 | 4 |
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This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint reading; planning, layout; and installation of electrical distribution equipment; lighting; over current protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with basic electrical installations. (F)

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| ELC 114 | Basic Wiring II | 2 | 6 | 4 |
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Prerequisite: ELC 113

This course provides additional instruction in the application of electrical tools, materials, and test equipment associated with electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and over current devices. Upon completion, students should be able to properly install equipment and conduit associated with electrical installations. (S)

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|---------|-------------------|---|---|---|
| ELC 115 | Industrial Wiring | 2 | 6 | 4 |
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This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment. (S)

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| ELC 117 | Motors and Controls | 2 | 6 | 4 |
| Prerequisites: 112 or ELC 131 | | | | |
| This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contractors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits. (S) | | | | |
| ELC 118 | National Electrical Code | 1 | 2 | 2 |
| This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC. (S) | | | | |
| ELC 125 | Diagrams and Schematics | 1 | 2 | 2 |
| This course covers the interpretation of electrical diagrams, schematics, and drawings common to electrical applications. Emphasis is placed on reading and interpreting electrical diagrams and schematics. Upon completion, students should be able to read and interpret electrical diagrams and schematics. (F) | | | | |
| ELC 127 | Software for Technicians | 1 | 2 | 2 |
| This course introduces computer software which can be used to solve electrical/electronics problems. Topics include electrical/electronics calculations, applications, and controls. Upon completion, students should be able to utilize a personal computer for electrical/electronics- related applications. (F) | | | | |
| ELC 128 | Intro to PLC | 2 | 3 | 3 |
| This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs. <i>This course is also available through the Virtual Learning Community (VLC).</i> (S) | | | | |
| ELC 131 | DC/AC Circuit Analysis | 4 | 3 | 5 |
| Corequisite: MAT 121 | | | | |
| This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation software, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment. (F) | | | | |
| ELC 132 | Electrical Drawings | 1 | 3 | 2 |
| This course introduces the technical documentation that is typically found or used in the industrial environment. Topics include interpretation of service manuals, freehand sketching of lines, orthographic views and dimensions, and blueprint reading. Upon completion, students should be able to interpret technical documents and blueprints and use basic drafting skills to prepare usable field drawings. (F) | | | | |

ladder logic, electromechanical and solid state relays, motor controls, pilot devices, three-phase power systems, and other related topics. Upon completion, students should be able to interpret ladder diagrams and demonstrate an understanding of electro-mechanical and electronic control of rotating machinery. (S)

ELN 232 Intro to Microprocessors 3 3 4

Prerequisite: ELN 133

This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include assembly language programming, bus architecture, bus cycle types, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment. (F)

ELN 233 Microprocessor Systems 3 3 4

Prerequisite: ELN 232

This course covers the application and design of microprocessor control systems. Topics include control and interfacing of systems using AC/DC, serial/parallel I/O, communication protocols, and other related applications. Upon completion, students should be able to design, construct, program, verify, analyze, and troubleshoot fundamental microprocessor interface and control circuits using related equipment. (S)

ELN 237 Local Area Networks 2 3 3

Prerequisite: CIS 110 or CIS 111 or CET 111 or ELC 127

This course introduces the fundamentals of local area networks and their operation in business and computer environments. Topics include the characteristics of network topologies, system hardware (repeaters, bridges, routers, gateways), system configuration, and installation and administration of the LAN. Upon completion, students should be able to install, maintain, and manage a local area network. (S)

ELN 275 Troubleshooting 1 2 2

Corequisite: ELN 131

This course covers techniques of analyzing and repairing failures in electronic equipment. Topics include safety, signal tracing, use of service manuals, and specific troubleshooting methods for analog, digital, and other electronics-based circuits and systems. Upon completion, students should be able to logically diagnose and isolate faults and perform necessary repairs to meet manufacturers' specifications. (SS)

English

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. See "Admissions" for more information.

Students should begin developmental course work at the appropriate level indicated by the college's placement test.

ENG 075 Reading and Language Essentials 5 0 5

Prerequisite: Appropriate score on either the reading or English placement test.

Corequisite: ENG 111A

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course also introduces students to the use of documentation and culminates in an argumentative research paper. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. *This course is also available through the Virtual Learning Community (VLC).* (F/S/SS)

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| ENG 111A | Expository Writing Lab | 0 | 2 | 1 |
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Prerequisites: English and Reading placement or completion of ENG 090/090A and RED 090

Corequisite: ENG 111

This writing laboratory is designed to apply the skills introduced in ENG 111. Emphasis is placed on the editing and revision components of the writing process. Upon completion, students should be able to apply those skills in the production of final drafts in ENG 111. (F/S/SS)

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|---------|-------------------------|---|---|---|
| ENG 112 | Argument-Based Research | 3 | 0 | 3 |
|---------|-------------------------|---|---|---|

Prerequisites: ENG 111 with at least a C and Reading placement or completion of RED 090

This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style. This course also introduces the study of literature and culminates on the composition of literacy analysis papers. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. *This course is also available through the Virtual Learning Community (VLC).* (D)

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|---------|---------------------------|---|---|---|
| ENG 113 | Literature-Based Research | 3 | 0 | 3 |
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Prerequisites: ENG 111 with at least a C and Reading placement or completion of RED 090

This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. *This course is also available through the Virtual Learning Community (VLC).* (F/S/SS)

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|---|---------------------------|---|---|---|
| ENG 114 | Prof Research & Reporting | 3 | 0 | 3 |
| Prerequisites: ENG 111 with at least a C and Reading placement or completion of RED 090 | | | | |
| This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. <i>This course is also available through the Virtual Learning Community (VLC).</i> (F/S) | | | | |
| ENG 125 | Creative Writing I | 3 | 0 | 3 |
| Prerequisites: ENG 111 with at least a C and Reading placement or completion of RED 090 | | | | |
| This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D) | | | | |
| ENG 231 | American Literature I | 3 | 0 | 3 |
| Prerequisites: ENG 112, ENG 113, or ENG 114 and Reading placement or completion of RED 090 | | | | |
| This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. <i>This course is also available through the Virtual Learning Community (VLC).</i> (F) | | | | |
| ENG 232 | American Literature II | 3 | 0 | 3 |
| Prerequisites: ENG 112, ENG 113, or ENG 114 and Reading placement or completion of RED 090 | | | | |
| This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. <i>This course is also available through the Virtual Learning Community (VLC).</i> (S) | | | | |
| ENG 241 | British Literature I | 3 | 0 | 3 |
| Prerequisites: ENG 112, ENG 113, or ENG 114 and Reading placement or completion of RED 090 | | | | |

should be able to interpret, analyze, and respond to selected texts. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. *This course is also available through the Virtual Learning Community (VLC).* (D)

Emergency Preparedness Technology

- | | | | | |
|---------|-----------------------|---|---|---|
| EPT 120 | Sociology of Disaster | 3 | 0 | 3 |
|---------|-----------------------|---|---|---|
- This course is designed to overview sociological disaster research, disaster systems, and alternative research approaches. Topics include human and organizational behaviors, long-term disaster impact on communities, disaster warning, and evacuation considerations. Upon completion, students should be able to assess and predict the impact of disaster-related human behavior. (SS)
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- | | | | | |
|---------|-------------------------|---|---|---|
| EPT 150 | EMS Incident Management | 2 | 2 | 3 |
|---------|-------------------------|---|---|---|
- This course covers the fully integrated incident management system for EMS response to high impact incidents. Topics include mass casualty incidents, terrorist events, communications, training, triage, law and fire incident command. Upon completion, students should be able to implement and operate within the National Incident Management System. (F)
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- | | | | | |
|---------|--------------------------|---|---|---|
| EPT 210 | Disaster Resp Ops & Mgt. | 3 | 0 | 4 |
|---------|--------------------------|---|---|---|
- Prerequisite: FIP 236
- This course covers the basic concepts and operational procedures and authorities involved in responding to major disasters. Topics include Federal, State, and local roles and responsibilities in major disaster recovery work with an emphasis on governmental coordination. Upon completion, students should be able to implement a disaster plan and assess the needs of those involved in a major disaster. (S)
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- | | | | | |
|---------|--------------------------|---|---|---|
| EPT 220 | Terrorism and Emer. Mgt. | 3 | 0 | 3 |
|---------|--------------------------|---|---|---|
- Prerequisite: EPT 210
- This course covers preparing for, responding to, and safely mitigating terrorism incidents. Topics include the history of terrorism, scene hazards, evidence preservation, risk assessment, roles and responsibilities, explosive recognition, and terrorism planning. Upon completion, students should be able to recognize the threat of terrorism and operate within the emergency management framework at a terrorism incident. (SS)
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- | | | | | |
|---------|---------------------------|---|---|---|
| EPT 275 | Emergency OPS Center Mgt. | 3 | 0 | 3 |
|---------|---------------------------|---|---|---|
- Prerequisite: FIP 236
- This course provides students with the knowledge and skills to effectively manage and operate an EOC during crisis situations. Topics include properly locating and designing an EOC, staffing, training and briefing EOC personnel, and how to operate an EOC. Upon completion, students should be able to conduct a competent fire investigation and present those findings to appropriate officials or equivalent, meeting NFPA 1021. (S)

Fire Protection

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|---|--------------------------|---|---|---|
| FIP 120 | Intro to Fire Protection | 3 | 0 | 3 |
| <p>This course provides an overview of the history, development, methods, systems, and regulations as they apply to the fire protection field. Topics include history, evolution, statistics, suppression, organizations, careers, curriculum, and other related topics. Upon completion, students should be able to demonstrate a broad understanding of the fire protection field.</p> | | | | |
| FIP 136 | Inspections & Codes | 3 | 0 | 3 |
| <p>This course covers the fundamentals of fire and building codes and procedures to conduct an inspection. Topics include review of fire and building codes, writing inspection reports, identifying hazards, plan reviews, site sketches, and other related topics. Upon completion, students should be able to conduct a fire code compliance inspection and product a written report meeting NFPA 1021. (F)</p> | | | | |
| FIP 152 | Fire Protection Law | 3 | 0 | 3 |
| <p>This course covers fire protection law. Topics include torts, legal terms, contracts, liability, review of case histories, and other related topics. Upon completion, students should be able to discuss laws, codes, and ordinances as they relate to fire protection. This course is also available through the Virtual Learning Community (VLC). (F)</p> | | | | |
| FIP 164 | OSHA Standards | 3 | 0 | 3 |
| <p>This course covers public and private sector OSHA work site requirements. Emphasis is placed on accident prevention and reporting, personal safety, machine operation, and hazardous material handling. Upon completion, students should be able to analyze and interpret specific OSHA regulations and write workplace policies designed to achieve compliance. (S)</p> | | | | |
| FIP 176 | HazMat: Operations | 4 | 0 | 4 |
| <p>This course is designed to increase first responder awareness of the type, nature, physiological effects of, and defensive techniques for mitigation of HazMat incidents. Topics include recognition, identification, regulations and standards, zoning, resource usage, defensive operations, and other related topics. Upon completion, students should be able to recognize and identify the presence of hazardous materials and use proper defensive techniques for incident mitigation. (S)</p> | | | | |
| FIP 228 | Local Government Finance | 3 | 0 | 3 |
| <p>This course introduces local governmental financial principles and practices. Topics include budget preparation and justification, revenue policies, statutory requirements, taxation, audits, and the economic climate. Upon completion, students should be able to comprehend the importance of finance as it applies to the operation of a department. (S)</p> | | | | |
| FIP 236 | Emergency Management | 3 | 0 | 3 |
| <p>Prerequisite: Reading proficiency or RED 090 This course covers the four phases of emergency management: mitigation, preparedness, response, and recovery. Topics include organizing for emergency management,</p> | | | | |

Health

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|--|--------------------------|---|---|---|
| HEA 110 | Personal Health/Wellness | 3 | 0 | 3 |
| <p>This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. <i>This course is also available through the Virtual Learning Community (VLC).</i> (F)</p> | | | | |
| HEA 112 | First Aid and CPR | 1 | 2 | 2 |
| <p>This course introduces the basics of emergency first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other first aid procedures. Upon completion, students should be able to demonstrate skills in providing emergency care for the sick and injured until medical help can be obtained. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (F)</p> | | | | |
| HEA 120 | Community Health | 3 | 0 | 3 |
| <p>This course provides information about contemporary community health and school hygiene issues. Topics include health education and current information about health trends. Upon completion, students should be able to recognize and devise strategies to prevent today's community health problems. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (F)</p> | | | | |

Heavy Equipment & Transport Technology

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|--|---------------------------|---|---|---|
| HET 110 | Diesel Engines | 3 | 9 | 6 |
| <p>This course introduces theory, design, terminology, and operating adjustments for diesel engines. Emphasis is placed on safety, theory of operation, inspection, measuring, and rebuilding diesel engines according to factory specifications. Upon completion, students should be able to measure, diagnose problems, and repair diesel engines. (F)</p> | | | | |
| HET 112 | Diesel Electrical Systems | 3 | 6 | 5 |
| <p>This course introduces electrical theory and applications as they relate to diesel powered equipment. Topics include lighting, accessories, safety, starting, charging, instrumentation, and gauges. Upon completion, students should be able to follow schematics to identify, repair, and test electrical circuits and components. (S)</p> | | | | |
| HET 114 | Power Trains | 3 | 6 | 5 |
| <p>This course introduces power transmission devices. Topics include function and operation of gears, chains, clutches, planetary gears, drive lines, differentials, and transmissions. Upon completion, students should be able to identify, research specifications, repair, and adjust power train components. (S)</p> | | | | |

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| HET 115 | Electronic Engines | 2 | 3 | 3 |
| This course introduces the principles of electronically controlled diesel engines. Emphasis is placed on testing and adjusting diesel engines in accordance with manufacturers' specifications. Upon completion, students should be able to diagnose, test, and calibrate electronically controlled diesel engines. (SS) | | | | |
| HET 116 | Air Condit./Diesel Equip. | 1 | 2 | 2 |
| This course provides a study of the design, theory, and operation of heating and air conditioning systems in newer models of medium and heavy duty vehicles. Topics include component function, refrigerant recovery, and environmental regulations. Upon completion, students should be able to use proper techniques and equipment to diagnose and repair heating/air-conditioning systems according to industry standards. (S) | | | | |
| HET 118 | Mechanical Orientation | 2 | 0 | 2 |
| This course introduces the care and safe use of power and hand tools. Topics include micrometers, dial indicators, torque wrenches, drills, taps dies, screw extractors, thread restorers, and fasteners. Upon completion, students should be able to select and properly use tools for various operations. (F) | | | | |
| HET 125 | Preventive Maintenance | 1 | 3 | 2 |
| This course introduces preventive maintenance practices used on medium and heavy duty vehicles and rolling assemblies. Topics include preventive maintenance schedules, services, DOT rules and regulations, and road ability. Upon completion, students should be able to set and follow a preventive maintenance schedule as directed by manufacturers. (F) | | | | |
| HET 134 | Mechanical Fuel Injection | 2 | 2 | 3 |
| This course introduces the principles of mechanical fuel injection. Emphasis is placed on test equipment, component functions, and theory. Upon completion, students should be able to diagnose, service, and repair fuel systems and governors. (F) | | | | |
| HET 233 | Suspension and Steering | 2 | 4 | 4 |
| This course introduces the theory and principles of medium and heavy duty steering and suspension systems. Topics include wheel and tire problems, frame members, fifth wheel, bearings, and coupling systems. Upon completion, students should be able to troubleshoot, adjust, and repair suspension and steering components on medium and heavy duty vehicles. (S) | | | | |

History

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| HIS 111 | World Civilizations I | 3 | 0 | 3 |
| Prerequisite: Reading and English placement or completion of ENG 090/090A and RED 090 | | | | |
| This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to | | | | |

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| HOR 118 | Equipment Op & Maint | 1 | 3 | 2 |
| <p>This course covers the proper operation and maintenance of selected equipment used in horticulture. Emphasis is placed on the maintenance, minor repairs, safety devices, and actual operation of selected equipment. Upon completion, students should be able to design a maintenance schedule, service equipment, and demonstrate safe operation of selected equipment.</p> | | | | |
| HOR 114 | Landscape Construction | 2 | 2 | 3 |
| <p>Prerequisite: Math placement or completion of MAT 060 and MAT 070 This course introduces the design and fabrication of landscape structures/features. Emphasis is placed on safety, tool identification and use, material selection, construction techniques, and fabrication. Upon completion, students should be able to design and construct common landscape structures/features. (S)</p> | | | | |
| HOR 134 | Greenhouse Operations | 2 | 2 | 3 |
| <p>This course covers the principles and procedures involved in the operation and maintenance of greenhouse facilities. Emphasis is placed on the operation of greenhouse systems, including the environmental control, record keeping, scheduling, and production practices. Upon completion, students should be able to demonstrate the ability to operate greenhouse systems and facilities to produce greenhouse crops. (S)</p> | | | | |
| HOR 160 | Plant Materials I | 2 | 2 | 3 |
| <p>Prerequisite: Reading placement or completion of RED 080 This course covers identification, culture, characteristics, and use of plants. Emphasis is placed on nomenclature, identification, growth requirements, cultural requirements, soil preferences, and landscape applications. Upon completion, students should be able to demonstrate knowledge of the proper selection and utilization of plant materials. <i>This course is also available through the Virtual Learning Community (VLC).</i></p> | | | | |
| HOR 162 | Applied Plant Science | 2 | 2 | 3 |
| <p>Prerequisites: Reading placement or completion of RED 090 This course introduces the basic concepts of botany as they apply to horticulture. Topics include nomenclature, physiology, morphology, and anatomy as they apply to plant culture. Upon completion, students should be able to apply the basic principles of botany to horticulture. (S)</p> | | | | |
| HOR 164 | Horticulture Pest Management | 2 | 2 | 3 |
| <p>This course covers the identification and control of plant pests including insects, diseases, and weeds. Topics include pest identification and chemical regulations, safety, and pesticide application. Upon completion, students should be able to meet the requirements for North Carolina Commercial Pesticide Ground Applicators License. (SS)</p> | | | | |
| HOR 166 | Soils & Fertilizers | 2 | 2 | 3 |
| <p>Prerequisite: Reading placement or completion of RED 090 This course covers the physical and chemical properties of soils and soil fertility and management. Topics include soil formation, classification, physical and chemical</p> | | | | |

properties, testing, fertilizer application, and other amendments. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media. (D)

HOR 168 Plant Propagation 2 2 3

Prerequisite: Reading placement or completion of RED 090

This course is a study of sexual and asexual reproduction of plants. Emphasis is placed on seed propagation, grafting, stem and root propagation, micro-propagation, and other propagation techniques. Upon completion, students should be able to successfully propagate ornamental plants. (F)

HOR 213 Landscape Design II 2 2 3

Prerequisite: Math and Reading placement or completion of MAT 060, MAT 070, RED 090, and HOR 112

This course covers residential and commercial landscape design, cost analysis, and installation. Emphasis is placed on job cost estimates, installation of the landscape design, and maintenance techniques. Upon completion, students should be able to read landscape design blueprints, develop cost estimates, and implement the design. (F)

HOR 215 Landscape Irrigation 2 2 3

Prerequisite: Math placement or completion of MAT 060 and MAT 070

This course introduces basic irrigation design, layout, and installation. Topics include site analysis, components of irrigation systems, safety, types of irrigation systems, and installation techniques. Upon completion, students should be able to design and install basic landscape irrigation systems. (F)

HOR 225 Nursery Production 2 3 3

Prerequisite: Math and Reading placement or completion of MAT 060, MAT 070 and RED 090

This course covers all aspects of nursery crop production. Emphasis is placed on field production and covers soils, nutrition, irrigation, pest control, and harvesting. Upon completion, students should be able to produce a marketable nursery crop. (F)

HOR 245 Hort Specialty Crops 2 2 3

This course introduces the techniques and requirements for the production of horticultural crops of special or local interest. Topics include development of a local market, proper varietal selection, cultural practices, site selection, and harvesting and marketing practices. Upon completion, students should be able to choose, grow, and market a horticultural crop of special or local interest.

HOR 255 Interiorscapes 1 2 2

This course covers plant selection, design, and management for interior settings. Topics include tropical plant identification, cultural requirements, insect and disease identification and control, and design and management requirements for interior plants. Upon completion, students should be able to design, install, and manage plants in interior settings.

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| HOR 257 | Arboriculture Practices | 1 | 3 | 2 |
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Prerequisite: HOR 160

This course covers the culture and maintenance of trees and shrubs. Topics include fertilization, pruning, approved climbing techniques, students should be able to properly prune trees and shrubs and perform arboricultural practices.

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| HOR 260 | Plant Materials II | 2 | 2 | 3 |
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Prerequisite: Reading placement or completion of RED 080

This course covers important landscape plants. Emphasis is placed on identification, plant nomenclature, growth characteristics, culture requirements and landscape uses. Upon completion, students should be able to demonstrate knowledge of the proper selection and utilization of plant materials.

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| HOR 265 | Advanced Plant Materials | 1 | 2 | 2 |
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Prerequisite: Reading placement or completion of RED 090

This course covers important landscape plants. Emphasis is placed on identification, plant nomenclature, growth characteristics, culture requirements, and landscape uses. Upon completion, students should be able to correctly select plants for specific landscape uses.

Hospitality Human Resource Management

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| HRM 245 | Hosp Human Resource Mgt | 3 | 0 | 3 |
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This course presents a systematic approach to human resource management in the hospitality industry. Topics include labor regulations and laws, hiring, development, discipline, motivation, separation, productivity, and organizational culture. Upon completion, students should be able to apply sound human resource management skills to the hospitality industry. (S)

Health Sciences

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| HSC 120 | CPR | 0 | 2 | 1 |
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This course covers the basic knowledge and skills for the performance of infant, child, and adult CPR and the management of foreign body airway obstruction. Emphasis is placed on recognition, assessment, and proper management of emergency care. Upon completion, students should be able to perform infant, child, and adult CPR and manage foreign body airway obstructions. (F/S/SS)

Humanities

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|---------|------------------|---|---|---|
| HUM 120 | Cultural Studies | 3 | 0 | 3 |
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This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirements in humanities/fine arts. (D)

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| HUM 122 | Southern Culture | 3 | 0 | 3 |
| Prerequisite: Reading proficiency or completion of RED 090 | | | | |
| This course explores the major qualities that make the South a distinct region. Topics include music, politics, literature, art, religion, race relations, and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify the characteristics that distinguish Southern culture. Special emphasis will be placed on applying these topics to the history, economic development, and culture of Southern Appalachia. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (F/S) | | | | |
| HUM 130 | Myth in Human Culture | 3 | 0 | 3 |
| Prerequisite: Reading proficiency or completion of RED 090 | | | | |
| This course provides an in-depth study of myths and legends. Topics include the varied sources of myths and their influence on the individual and society within diverse cultural contexts. Upon completion, students should be able to demonstrate a general familiarity with myths and a broad-based understanding of the influence of myths and legends on modern culture. The course also explores the ways in which myth, ritual, and individual psychological transformation work to shape personal identity in modern life. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (D) | | | | |
| HUM 150 | American Women's Studies | 3 | 0 | 3 |
| Prerequisite: Reading proficiency or completion of RED 090 | | | | |
| This course provides an inter-disciplinary study of the history, literature, and social roles of American women from Colonial times to the present. Emphasis is placed on women's roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able to identify and analyze the roles of women as reflected in various cultural forms. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/ fine arts. <i>This course is also available through the Virtual Learning Community (VLC).</i> (D) | | | | |
| HUM 160 | Introduction to Film | 2 | 2 | 3 |
| This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/ fine arts. <i>This course is also available through the Virtual Learning Community (VLC).</i> | | | | |
| HUM 170 | The Holocaust | 3 | 0 | 3 |
| This course provides a survey of the destruction of European Jewry by the Nazis during World War II. Topics include the anti-Semitic ideology, bureaucratic structures, and varying conditions of European occupation and domination under the Third Reich. Upon completion, students should be able to demonstrate an understanding of the his- | | | | |

torical, social, religious, political, and economic factors which cumulatively resulted in the Holocaust. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

Hydraulics

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| HYD 110 | Hydraulics/Pneumatics I | 2 | 3 | 3 |
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This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting. (S)

International Business

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| INT 110 | International Business | 3 | 0 | 3 |
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This course provides an overview of the environment, concepts, and basic differences involved in international business. Topics include forms of foreign involvement, international trade theory, governmental influences on trade and strategies, international organizations, multinational corporations, personnel management, and international marketing. Upon completion, students should be able to describe the foundation of international business. *This course is also available through the Virtual Learning Community (VLC).* (D)

Industrial Science

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|---------|-------------------|---|---|---|
| ISC 112 | Industrial Safety | 2 | 0 | 2 |
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This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA and environmental regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment. *This course is also available through the Virtual Learning Community (VLC).* (S)

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|---------|-----------------------|---|---|---|
| ISC 128 | Industrial Leadership | 2 | 0 | 2 |
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This course introduces principles and techniques for managers in modern industry. Topics include leadership traits, management principles and processes, managing conflict, group dynamics, team building, counseling, motivation, and communication. Upon completion, students should be able to understand and apply leadership and management principles in work situations. (F)

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|---------|--------------------|---|---|---|
| ISC 131 | Quality Management | 3 | 0 | 3 |
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This course provides a study and analysis of the aspects and implications of quality management that lead to customer satisfaction through continuous quality improvement. Topics include Total Quality Management, ISO 9000, organizing for quality, supplier/vendor relationships, and the role of leadership in quality management. Upon completion, students should be able to demonstrate an understanding of quality management concepts and techniques. (SS)

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| ISC 132 | Mfg Quality Control | 2 | 3 | 3 |
| <p>This course introduces quality concepts and techniques used in industry. Topics include elementary statistics and probability, process control, process capability, and quality improvement tools. Upon completion, students should be able to demonstrate an understanding of the concepts and principles of quality and apply them to the work environment. (S)</p> | | | | |
| ISC 135 | Principles of Industrial Mgmt | 3 | 0 | 3 |
| <p>This course covers the managerial principles and practices required for organizations to succeed in modern industry. Topics include the functions and roles of all levels of management, organization design, and planning and control of manufacturing operations. Upon completion, students should be able to demonstrate an understanding of management principles and integrate these principles into job situations. (F)</p> | | | | |
| ISC 136 | Productivity Analysis I | 2 | 3 | 3 |
| <p>This course covers modern methods of improving productivity. Topics include traditional motion economy, methods analysis, time standards, process analysis, cycle time management, and human factors/ergonomics. Upon completion, students should be able to demonstrate an understanding of productivity concepts and apply productivity improvement techniques to work situations. (S)</p> | | | | |
| ISC 141 | Prod Activity Control | 3 | 0 | 3 |
| <p>This course covers a broad base of production operations in a wide variety of production environments. Emphasis is placed on the principles, approaches, and techniques needed to schedule, control, measure, and evaluate the effectiveness of production operations. Upon completion, students should be able to demonstrate an understanding of production activity control and be prepared for the APICS CPIM examination. (D)</p> | | | | |
| ISC 153 | Motion & Time Study | 2 | 3 | 3 |
| <p>This course covers the principles of motion and time study including practice in time study using a stop watch. Emphasis is placed on the principles of motion economy, performance rating, allowances, and development of standards. Upon completion, students should be able to perform motion and time study, MTM analysis, and working sampling studies. (D)</p> | | | | |
| ISC 215 | Job Analysis and Evaluation | 3 | 0 | 3 |
| <p>This course includes techniques necessary to gather facts about specific operations and responsibilities of the job, identify methods improvement, and facilitate performance evaluation. Emphasis is placed on what the job entails including mental abilities, job skills, and physical requirements, as well as job improvement and performance evaluation methods. Upon completion, students should be able to demonstrate an understanding of job analysis and evaluation methods. (D)</p> | | | | |
| ISC 225 | Facility Layout | 3 | 2 | 4 |
| <p>This course provides a practical study of facility planning with emphasis on structured approach to solving layout problems. Emphasis is placed on investigating and design-</p> | | | | |

ing an effective facility layout. Upon completion, students should be able to design a basic work area indicating effective use of allowable resources. (D)

ISC 233 Industrial Org and Mgmt. 3 0 3

Prerequisites: ISC 133 or ISC 128

This course covers advanced organization and management philosophies for organization improvement. Emphasis is placed on understanding comprehensive organization improvement concepts such as reengineering, MBQA, ISO 9000, and teams. Upon completion, students should be able to demonstrate an understanding of organizations and assess their strengths and weaknesses. (F)

Legal Education

LEX 110 Intro to Paralegal Study 2 0 2

This course introduces the paralegal profession and the legal system and an emphasis is placed on the role of professional and legal ethics. Topics include regulation, ethics, case analysis, legal reasoning, career opportunities, professional organizations, terminology and other related topics. Upon completion, the student should be able to understand the role of a paralegal and identify the skills, knowledge and ethics required of paralegals. *This course is also available through the Virtual Learning Community (VLC).* (F)

LEX 120 Legal Research/Writing I 2 2 3

Prerequisite: English and Reading placement or completion of ENG 090 and RED 090

This course introduces the techniques of legal research and writing. Emphasis is placed on locating, analyzing, applying, and updating sources of law; effective legal writing, including proper citation; and the use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course. *This course is also available through the Virtual Learning Community (VLC).* (S)

LEX 130 Civil Injuries 3 0 3

Prerequisite: ENG 080 and RED 080

This course covers traditional tort concepts and the evolving body of individual rights created by statute. Topics include intentional and non-intentional torts with emphasis on negligence, strict liability, civil rights, workplace and environmental liability, remedies, and damages. Upon completion, students should be able to recognize, explain, and evaluate elements of civil injuries and related defenses. *This course is also available through the Virtual Learning Community (VLC).* (F)

LEX 140 Civil Litigations I 3 0 3

This course introduces the structure of the legal system and the rules governing civil litigation. Topics include jurisdiction, state and federal rules of civil procedure and evidence. Upon completion, students should be able to assist an attorney in pre-litigation matters and the preparation of pleadings and motions. (S)

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| LEX 150 | Commercial Law | 2 | 2 | 3 |
| Prerequisite: ENG 080 and RED 080 | | | | |
| This course covers legally enforceable agreements, forms of organization, and selected portions of the Uniform Commercial Code. Topics include drafting and enforcement of contracts, leases, and related documents and selection and implementation of business organization forms, sales, and commercial papers. Upon completion, students should be able to apply the elements of a contract, prepare various business documents, and understand the role of commercial paper. (F) | | | | |
| LEX 160 | Criminal Law & Procedure | 2 | 2 | 3 |
| This course introduces substantive criminal law and procedural rights of the accused. Topics include elements of state/federal crimes, defenses, constitutional issues, pre-trial and trial process, and other related topics. Upon completion, students should be able to explain elements of specific crimes and assist an attorney in preparing a criminal case. (F) | | | | |
| LEX 210 | Real Property I | 3 | 0 | 3 |
| Prerequisite: ENG 080 and RED 080 | | | | |
| This course introduces the study of real property law. Topics include the distinction between real and personal property, various estates, mechanics of conveyance and encumbrance, recordation, special proceedings, and other related topics. Upon completion, students should be able to identify estates, forms of deeds, requirements for recording, and procedures to enforce rights to real property. <i>This course is also available through the Virtual Learning Community (VLC).</i> (F) | | | | |
| LEX 211 | Real Property II | 1 | 4 | 3 |
| Prerequisite: LEX 210 | | | | |
| This course continues the study of real property law relating to title examination and preparation of closing documents. Topics include use of courthouse and other public records in title examination and preparation of documents required in real estate transactions and closings. Upon completion, students should be able to plot/draft a description, perform complete title examination, draft closing documents including title insurance forms, and prepare disbursement reconciliation. (S) | | | | |
| LEX 240 | Family Law | 3 | 0 | 3 |
| Prerequisite: ENG 080 and RED 080 | | | | |
| This course covers laws governing domestic relations. Topics include marriage, separation, divorce, child custody, support, property division, adoption, domestic violence, and other related topics. Upon completion, students should be able to interview clients, gather information, and draft documents related to family law. <i>This course is also available through the Virtual Learning Community (VLC).</i> (S) | | | | |
| LEX 250 | Wills, Estates, and Trusts | 2 | 2 | 3 |
| Prerequisite: ENG 080 and RED 080 | | | | |
| This course covers various types of wills, trusts, probate, estate administration, and intestacy. Topics include types of wills and execution requirements, caveats and dis-sents, intestate succession, inventories and accounting, distribution and settlement, and | | | | |

meet the needs of certificate and diploma programs. Topics include arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon completion, students should be able to solve practical problems in their specific areas of study. This course is intended for certificate and diploma programs.

MAT 115 Mathematical Models 2 2 3
Prerequisites: Math and Reading Placement or completion of MAT 060, MAT 070 and RED 090
All students enrolling in MAT 115 must demonstrate competency by achieving satisfactory scores on either the CPT, SAT, ACT or Math 070 and Reading 090 Proficiency Assessments. This course develops the ability to utilize mathematical skills and technology to solve problems at a level found in non-mathematics-intensive programs. Topics include applications to percent, ratio and proportion, formulas, statistics, functional notation, linear functions and their graphs, probability, sampling techniques, scatter plots, and modeling. Upon completion, students should be able to solve practical problems, reason and communicate with mathematics, and work confidently, collaboratively, and independently. *This course is also available through the Virtual Learning Community (VLC).* (F/S)

MAT 121 Algebra/Trigonometry I 2 2 3
Prerequisites: Math and Reading Placement or completion of MAT 060, MAT 070 and RED 090
All students enrolling in MAT 121 must demonstrate competency by achieving satisfactory scores on either the CPT, SAT, ACT or Math 070 and Reading 090 Proficiency Assessments.
This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include simplification, evaluation, and solving of algebraic, and radical functions; complex numbers; right triangle trigonometry; systems of equations; and the use of technology. Upon completion, students should be able to demonstrate an understanding of the use of mathematics and technology to solve problems and analyze and communicate results. (F)

MAT 122 Algebra/Trigonometry II 2 2 3
Prerequisite: MAT 121
This course extends the concepts covered in MAT 121 to include additional topics in algebra, function analysis, and trigonometry. Topics include exponential and logarithmic functions, translation and scaling of functions, Sine Law, Cosine Law, vectors, and statistics. Upon completion, students should be able to demonstrate an understanding of the use of technology to solve problems and to analyze and communicate results. (S)

MAT 151 Statistics I 3 0 3
Prerequisites: Math Placement or completion of MAT 060 and MAT 080
Corequisite: MAT 151A
This course provides a project-based approach to the study of basic probability, descriptive and inferential statistics, and decision making. Emphasis is placed on measures of central tendency and dispersion, correlation, regression, discrete and continu-

ous probability distributions, quality control, population parameter estimation, and hypothesis testing. Upon completion, students should be able to describe important characteristics of a set of data and draw inferences about a population from sample data. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics (Quantitative Option). *This course is also available through the Virtual Learning Community (VLC).* (F/S)

MAT 151A Statistics I Lab 0 2 1

Prerequisite: Math placement or completion of MAT 060 and MAT 080

Corequisite: MAT 151

This course is a laboratory for MAT 151. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics (Quantitative Option). (F/S)

MAT 161 College Algebra 3 0 3

Prerequisite: Math placement or completion of MAT 060 and MAT 080

This course provides an integrated technological approach to algebraic topics used in problem solving. Emphasis is placed on applications involving equations and inequalities; polynomial, rational, exponential and logarithmic functions; and graphing and data analysis/modeling. Upon completion, students should be able to choose an appropriate model to fit a data and use the model for analysis and prediction. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics for the Associate in Arts Degree. *This course is also available through the Virtual Learning Community (VLC).*

MAT 171 Precalculus Algebra 3 0 3

Prerequisites: Math placement or completion of MAT 060 and MAT 080

Corequisite: MAT 171A

This is the first of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions (linear, polynomial, rational) systems of equations and inequalities, and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (F/S/SS)

MAT 171A Precalculus Algebra Lab 0 2 1

Prerequisites: Math placement or completion of MAT 060 and MAT 080

Corequisite: MAT 171

This course is a laboratory for MAT 171. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (F/S/SS)

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| MAT 172 | Precalculus Trigonometry | 3 | 0 | 3 |
| Prerequisites: MAT 171 | | | | |
| Corequisite: MAT 172A | | | | |
| This is the second of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, and vectors. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (S) | | | | |
| MAT 172A | Precalculus Trig. Lab | 0 | 2 | 1 |
| Prerequisites: MAT 171 | | | | |
| Corequisite: MAT 172 | | | | |
| This course is a laboratory for MAT 172. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (S) | | | | |
| MAT 263 | Brief Calculus | 3 | 0 | 3 |
| Prerequisite: MAT 161 or MAT 171 | | | | |
| This course introduces concepts of differentiation and integration and their applications to solving problems; the course is designed for students needing one semester of calculus. Topics include functions, graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics. (D) | | | | |
| MAT 263A | Brief Calculus Lab | 0 | 2 | 1 |
| Prerequisite: MAT 161 or MAT 171 | | | | |
| Corequisite: MAT 263 | | | | |
| This course is a laboratory for MAT 263. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D) | | | | |
| MAT 271 | Calculus I | 3 | 2 | 4 |
| Prerequisite: MAT 172 or MAT 175 or department chair's permission | | | | |
| This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and | | | | |

Mechanical

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|---|----------------------------|---|---|---|
| MEC 110 | Introduction to CAD/CAM | 1 | 2 | 2 |
| This course introduces CAD/CAM. Emphasis is placed on transferring part geometry from CAD to CAM for the development of a CNC-ready program. Upon completion, students should be able to use CAD/CAM software to produce a CNC program. (F) | | | | |
| MEC 111 | Machine Processes I | 1 | 4 | 3 |
| This course introduces safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include safety, measuring tools, and the basic setup and operation of lathes, milling machines, drill presses, and saws. Upon completion, students should be able to manufacture a simple part to a specified tolerance. (F) | | | | |
| MEC 112 | Machine Processes II | 2 | 3 | 3 |
| Prerequisite: MEC 111 | | | | |
| This course covers advanced use of milling machines and lathes. Emphasis is placed on safety and compound setup of milling machines and lathes for manufacture of projects with a specified fit. Upon completion, students should be able to demonstrate proper procedures for manufacture of assembled parts. (S) | | | | |
| MEC 145 | Manufacturing Materials | 2 | 3 | 3 |
| This course introduces a variety of manufacturing materials and common processing techniques. Emphasis is placed on the processing, testing, and application of materials such as wood, metals, plastics, ceramics, and composites. Upon completion, students should be able to demonstrate an understanding of fundamental engineering applications for a variety of materials, including their process capabilities and limitations. (S) | | | | |
| MEC 161 | Manufacturing Processes I | 3 | 0 | 3 |
| This course provides the fundamental principles of value-added processing of materials into usable forms for the customer. Topics include material properties and traditional and non-traditional manufacturing processes. Upon completion, students should be able to specify appropriate manufacturing processing for common engineering materials. (S) | | | | |
| MEC 172 | Intro to Metallurgy | 2 | 2 | 3 |
| This course covers the production, properties, testing, classification, microstructure, and heat-treating effects of ferrous and non-ferrous metals. Topics include the iron-carbon phase diagram, ITT diagram, ANSI code, quenching, senescing, and other processes concerning metallurgical transformations. Upon completion, students should be able to understand the iron-carbon phase diagram, ITT diagram, microstructure images, and other phenomena concerning the behavior of metals. (S) | | | | |
| MEC 250 | Statics & Strength of Mat. | 4 | 3 | 5 |
| Prerequisite: PHY 131 or PHY 110 and PHY 110A | | | | |
| This course covers the concepts and principles of statics and stress analysis. Topics include systems of forces on structures in equilibrium and analysis of stresses and | | | | |

strains on these components. Upon completion, students should be able to analyze forces and the results stresses and strains on structural components. (S)

Medical Assisting

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| MED 121 | Medical Terminology I | 3 | 0 | 3 |
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Prerequisite: Reading proficiency or RED 090

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders. *This course is also available through the Virtual Learning Community (VLC).* (F)

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|---------|------------------------|---|---|---|
| MED 122 | Medical Terminology II | 3 | 0 | 3 |
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Prerequisite: MED 121

This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders. *This course is also available through the Virtual Learning Community (VLC).* (S)

Marketing and Retailing

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|---------|-------------------------|---|---|---|
| MKT 120 | Principles of Marketing | 3 | 0 | 3 |
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Prerequisite: Reading placement or completion of RED 080

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making. *This course is also available through the Virtual Learning Community (VLC).* (F)

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|---------|---------------------------------|---|---|---|
| MKT 220 | Advertising and Sales Promotion | 3 | 0 | 3 |
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Prerequisite: Reading placement or completion of RED 080

This course covers the elements of advertising and sales promotion in the business environment. Topics include advertising and sales promotion appeals, selection of media, use of advertising and sales promotion as a marketing tool, and means of testing effectiveness. Upon completion, students should be able to demonstrate an understanding of the concepts covered through application. *This course is also available through the Virtual Learning Community (VLC).* (S)

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|---------|------------------|---|---|---|
| MKT 223 | Customer Service | 3 | 0 | 3 |
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This course stresses the importance of customer relations in the business world. Emphasis is placed on learning how to respond to complex customer requirements and to efficiently handle stressful situations. Upon completion, students should be able to demonstrate the ability to handle customer relations. (F)

Maintenance

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| MNT 110 | Intro to Maint Procedures | 1 | 3 | 2 |
| This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards. (F) | | | | |
| MNT 111 | Maintenance Practices | 2 | 2 | 3 |
| This course provides in-depth theory and practical applications relating to predictive and preventive maintenance programs. Emphasis is placed on equipment failure analysis, maintenance management software, and techniques such as vibration and infrared analysis. Upon completion, students should be able to demonstrate an understanding of modern analytical and documentation methods. <i>This course is also available through the Virtual Learning Community (VLC).</i> (S) | | | | |
| MNT 220 | Rigging & Moving | 1 | 3 | 2 |
| This course covers the principles of safe rigging practices for handling, placing, installing, and moving heavy machinery and equipment. Topics include safety, weight and dimensional estimation, positioning of equipment slings, rollers, jacks, levers, dollies, ropes, chains, padding, and other related topics. Upon completion, students should be able to safely relocate and set up equipment using accepted rigging practices. (F) | | | | |
| MNT 240 | Indus Equip Troubleshoot | 1 | 3 | 2 |
| This course covers the various service procedures, tools, instruments, and equipment necessary to analyze and repair typical industrial equipment. Emphasis is placed on electro-mechanical and fluid power equipment troubleshooting, calibration, and repair, including common techniques and procedures. Upon completion, students should be able to troubleshoot and repair industrial equipment. (S) | | | | |

Magnetic Resonance Imaging

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| MRI 210 | MRI Physics & Equipment | 3 | 0 | 3 |
| Prerequisites: Enrollment in the CT/MRI diploma or MRI certificate programs This course covers the physical principles of image formation, data acquisition, and image processing in magnetic resonance imaging. Emphasis is placed on instrumentation, fundamentals, pulse sequences, data manipulation, imaging parameters, options, and their effects on image quality. Upon completion, students should be able to understand the principles behind image formation, data acquisition, and image processing in magnetic resonance imaging. (S) | | | | |
| MRI 211 | MRI Procedures | 4 | 0 | 4 |
| Prerequisites: Enrollment in the CT/MRI diploma or MRI certificate programs This course covers patient care, magnetic field safety, cross-sectional anatomy, contrast media, and scanning procedures in magnetic resonance imaging. Emphasis is placed on | | | | |

patient assessment and monitoring, safety precautions, contrast agents use, methods of data acquisition, and identification of cross-sectional anatomy. Upon completion, students should be able to integrate all facets of imaging procedures in magnetic resonance imaging. (S)

MRI 231 MRI Clinical Practicum 0 33 11
Prerequisites: Enrollment in the CT/MRI diploma or MRI certificate programs
This course provides experience in the computed tomography clinical setting. Emphasis is placed on patient care and positioning, scanning procedures, and image production in magnetic resonance imaging. Upon completion, students should be able to assume a variety of duties and responsibilities within the magnetic resonance clinical environment. (S)

Music

MUS 110 Music Appreciation 3 0 3
This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. *This course is also available through the Virtual Learning Community (VLC).* (F/S)

MUS 111 Fundamentals of Music 3 0 3
This course is an introductory course for students with little or no music background. Emphasis is placed on music notation, rhythmic patterns, scales, key signatures, intervals, and chords. Upon completion, students should be able to demonstrate an understanding of the rudiments of music. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)

MUS 113 American Music 3 0 3
This course introduces various musical styles, influences, and composers of the United States from pre-Colonial times to the present. Emphasis is placed on the broad variety of music particular to American culture. Upon completion, students should be able to demonstrate skills in basic listening and understanding of American music. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (F/S)

MUS 121 Music Theory I 3 2 4
Prerequisite: Permission of the instructor.
This course provides an in-depth introduction to melody, rhythm, and harmony. Emphasis is placed on fundamental melodic, rhythmic, and harmonic analysis, introduction to part writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above. Students must have permission of music director before registering. This course

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| MUS 141 | Ensemble I | 0 | 2 | 1 | This course provides an opportunity to perform in any combination of instrumental, vocal, or keyboard groups of two or more. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. Student must provide instrument. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D) |
| MUS 142 | Ensemble II | 0 | 2 | 1 | Prerequisite: MUS 141 This course is a continuation of MUS 141. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D) |
| MUS 151P | Class Music I: Piano | 0 | 2 | 1 | This course provides group instruction in skills and techniques of the particular instrument or voice for those with little or no previous experience. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (F/S) |
| MUS 151G | Class Music I: Guitar | 0 | 2 | 1 | This course provides group instruction in skills and techniques of the particular instrument or voice for those with little or no previous experience. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Students must provide instruments. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (F/S) |
| MUS 151V | Class Music I: Voice | 0 | 2 | 1 | This course provides group instruction in skills and techniques of the particular instrument or voice for those with little or no previous experience. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D) |

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| MUS 152P | Class Music II: Piano | 0 | 2 | 1 |
| Prerequisite: MUS 151P | | | | |
| This course is a continuation of MUS 151P. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (F/S) | | | | |
| MUS 152G | Class Music II: Guitar | 0 | 2 | 1 |
| Prerequisite: MUS 151G | | | | |
| This course is a continuation of MUS 151G. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Students must provide instrument. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D) | | | | |
| MUS 152V | Class Music II: Voice | 0 | 2 | 1 |
| Prerequisite: MUS 151V | | | | |
| This course is a continuation of MUS 151V. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D) | | | | |
| MUS 161 | Applied Music I | 1 | 2 | 2 |
| Prerequisite: Permission of the instructor | | | | |
| This course provides individual instruction in the skills and techniques of the particular instrument or voice. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Additional fees and instructor permission are required. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D) | | | | |
| *Note: The areas of study include piano (P), voice (V), brass (B), woodwind (W), guitar (G), strings (S), organ (O), and percussion (D) (F/S). | | | | |
| MUS 162 | Applied Music II | 1 | 2 | 2 |
| Prerequisite: MUS 161 | | | | |
| This course is a continuation of MUS 161. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Additional fees are required. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. *Note: The areas of study include piano (P), voice (V), brass (B), woodwind (W), guitar (G), percussion (D), strings (S), and organ (O).(F/S) | | | | |

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| MUS 210 | History of Rock Music | 3 | 0 | 3 |
| This course is a survey of Rock music from the early 1950's to the present. Emphasis is placed on musical groups, soloists, and styles related to the evolution of this idiom and on related historical and social events. Upon completion, students should be able to identify specific styles and to explain the influence of selected performers within their respective eras. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (D) | | | | |
| MUS 211 | History of Country Music | 3 | 0 | 3 |
| This course introduces the varied origins of country music and the commercialization of this art form. Emphasis is placed on historical, sociocultural, and stylistic factors related to country music and musicians. Upon completion, students should be able to identify specific styles and explain the influence of pop culture on the development of country music. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (D) | | | | |
| MUS 217 | Elementary Conducting | 1 | 2 | 2 |
| Prerequisite: MUS 111 This course introduces the basic patterns and skills for conducting instrumental and vocal groups. Emphasis is placed on conducting beat patterns, expressive gestures, fermatas, accents, tempos, and rehearsal techniques. Upon completion, students should be able to demonstrate the above skills by conducting vocal and/or instrumental groups. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D) | | | | |
| MUS 221 | Music Theory III | 3 | 2 | 4 |
| Prerequisite: MUS 122 This course is a continuation of MUS 122. Emphasis is placed on altered and chromatic harmony, common practice era compositional techniques and forms, and continued studies in part-writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D) | | | | |
| MUS 222 | Music Theory IV | 3 | 2 | 4 |
| Prerequisite: MUS 221 This course is a continuation of studies begun in MUS 221. Emphasis is placed on continued study of common practice era compositional techniques and forms, 20th century practices, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D) | | | | |
| MUS 231 | Chorus III | 0 | 2 | 1 |
| Prerequisite: MUS 132 This course is a continuation of MUS 132. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon | | | | |

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| MUS 251P | Class Music III: Piano | 0 | 2 | 1 |
| Prerequisite: MUS 152P | | | | |
| This course is a continuation of MUS 152P. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Note: The following courses are available: piano, guitar and voice. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (F/S) | | | | |
| MUS 252P | Class Music IV: Piano | 0 | 2 | 1 |
| Prerequisite: MUS 251P | | | | |
| This course is a continuation of MUS 251P. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Note: The following courses are available: piano, guitar and voice. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (F/S) | | | | |
| MUS 261 | Applied Music III | 1 | 2 | 2 |
| Prerequisite: MUS 162 | | | | |
| This course is a continuation of MUS 162. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Additional fees are required. Note: The areas of study include piano (P), voice (V), brass (B), woodwind (W), guitar (G), percussion (D), strings (S), and organ (O). This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (F/S) | | | | |
| MUS 262 | Applied Music IV | 1 | 2 | 2 |
| Prerequisite: MUS 261 | | | | |
| This course is a continuation of MUS 261. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. Additional fees are required. Note: areas of study include piano (P), voice (V), brass (B), woodwind (W), guitar (G), percussion (D), strings (S), and organ (O). This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (F/S) | | | | |

Nursing Assistant

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|--|---------------------|---|---|---|
| NAS 101 | Nursing Assistant I | 3 | 5 | 5 |
| This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communications, safety, patients' rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, and mental health. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant I with the North Carolina Nurse Aide I Registry. This is a certificate level course. (F) | | | | |

| | | | | |
|---------|----------------------|---|---|---|
| NAS 102 | Nursing Assistant II | 3 | 8 | 6 |
|---------|----------------------|---|---|---|

Prerequisite: NAS101; current listing as CNA I with NC Nurse Aide Registry

Corequisite: NAS 103

This course provides training in selected advanced nursing assistant procedures. Emphasis is placed on sterile techniques, respiratory procedures, catheterizations, wound and trach care, irrigations, and ostomy care. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant II with the North Carolina Board of Nursing. This is a certificate level course. (S)

| | | | | |
|---------|------------------|---|---|---|
| NAS 103 | Home Health Care | 2 | 0 | 2 |
|---------|------------------|---|---|---|

Prerequisite: NAS101; current listing as CAN I with NC Nurse Aide Registry

Corequisite: NAS 102

This course covers basic health issues that affect clients in the home setting. Emphasis is placed on home safety, recognizing significant changes in the client's condition, family dynamics, and use of home health care equipment. Upon completion, students should be able to identify care for clients at home. This is a certificate level course. (F)

Networking Technology

| | | | | |
|---------|---------------------|---|---|---|
| NET 110 | Networking Concepts | 2 | 2 | 3 |
|---------|---------------------|---|---|---|

This course introduces students to the networking field. Topics include network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols. *This course is also available through the Virtual Learning Community (VLC).* (S)

| | | | | |
|---------|-------------------|---|---|---|
| NET 125 | Networking Basics | 1 | 4 | 3 |
|---------|-------------------|---|---|---|

This course introduces the networking field. Emphasis is placed on network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols. (F)

| | | | | |
|---------|----------------|---|---|---|
| NET 126 | Routing Basics | 1 | 4 | 3 |
|---------|----------------|---|---|---|

Prerequisites: NET 125

This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Emphasis will be placed on the fundamentals of router configuration, managing router software, routing protocol, and access lists. Upon completion, students should have an understanding of routers and their role in WANs, router configuration, routing protocols, TCP/IP, troubleshooting, and ACLs. (S)

| | | | | |
|---------|---------------------|---|---|---|
| NET 175 | Wireless Technology | 2 | 2 | 3 |
|---------|---------------------|---|---|---|

Prerequisites: NET 110 or NET 125

This course introduces the student to wireless technology and interoperability with different communication protocols. Topics include Wireless Application Protocol (WAP),

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|---|---------------------------|---|----|---|
| NMT 126 | Nuclear Physics | 2 | 0 | 2 |
| Prerequisite: NMT 110 | | | | |
| This course introduces the fundamental principles of the physics that underlie nuclear medicine. Topics include atomic structure, electromagnetic and particulate radiation, decay schemes, production of radionuclides with emphasis on radionuclide generators, and decay calculations. Upon completion, students should be able to demonstrate an understanding of the physical concepts covered in the course. (Sp) | | | | |
| NMT 132 | Overview-Clinical Nuc Med | 2 | 6 | 4 |
| Prerequisite: NMT 110 | | | | |
| This course is designed to familiarize students with the clinical practice of nuclear medicine. Emphasis is placed on the routine clinical procedures, radiopharmaceuticals and dosage, equipment manipulation, and basic patient care. Upon completion, students should be able to demonstrate integration of the principles covered in the classroom with the clinical experience. (SS) | | | | |
| NMT 134 | Nuclear Pharmacy | 2 | 0 | 2 |
| Prerequisite: NMT 110 | | | | |
| This course covers the formulation and application of radiopharmaceuticals. Topics include the preparation, handling, disposition, and quality control of clinically useful radiopharmaceuticals. Upon completion, students should be able to discuss the appropriate use and disposition of radiopharmaceuticals currently used in clinical nuclear medicine. (SS) | | | | |
| NMT 211 | NMT Clinical Practice I | 0 | 21 | 7 |
| Prerequisite: NMT 132 | | | | |
| This course is one of two courses designed to provide clinical practice in nuclear medicine. Topics include radiation protection, radiopharmaceutical use, patient care, imaging procedures, non-imaging procedures, administrative procedures, and the therapeutic use of radionuclide. Upon completion, students should be able to demonstrate performance of the procedures covered in the course. (F) | | | | |
| NMT 212 | Proc for Nuclear Med I | 2 | 0 | 2 |
| Prerequisite: NMT 132 | | | | |
| This course begins the in-depth study of clinical procedures performed by nuclear medicine technologists. Emphasis is placed on dose administration, use of instrumentation, computer applications, and normal and abnormal presentation. Upon completion, students should be able to demonstrate an understanding of the principles related to the procedures presented in the course. (F) | | | | |
| NMT 214 | Radiobiology | 2 | 0 | 2 |
| Prerequisite: NMT 132 | | | | |
| This course covers the principles of radiation biology. Emphasis is placed on a system's sensitivity to radiation, radiation pathology, and the biological effects of radiation. Upon completion, students should be able to demonstrate an understanding of the effects of radiation in nuclear medicine. (F) | | | | |

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|---|------------------------------------|---|----|---|
| NMT 215 | Non-Imaging Instrument. | 1 | 3 | 2 |
| Prerequisite: NMT 132 | | | | |
| This course covers the proper operation of various types of non-imaging equipment used in nuclear medicine. Emphasis is placed on principles of radiation detection, quality control procedures, various counting problems, and machine-specific operating procedures. Upon completion, students should be able to demonstrate the proper use of the devices discussed in the course. (F) | | | | |
| NMT 218 | Computers in Nuc Med | 2 | 0 | 2 |
| Prerequisite: NMT 132 | | | | |
| This course provides a general introduction to the operation of computers and the application of computers to the field of nuclear medicine. Topics include number systems, major system components, input/output devices, and acquisition and processing of nuclear medicine images. Upon completion, students should be able to demonstrate an understanding of the concepts presented. (F) | | | | |
| NMT 221 | NMT Clinical Practice II | 0 | 21 | 7 |
| Prerequisite: NMT 132 | | | | |
| This course is one of two courses designed to provide clinical practice in nuclear medicine. Topics include radiation protection, radiopharmaceutical use, patient care, imaging procedures, non-imaging procedures, administrative procedures, and the therapeutic use of radionuclides. Upon completion, students should be able to demonstrate performance of the procedures covered in this course. (S) | | | | |
| NMT 222 | Proc for Nuclear Med II | 2 | 0 | 2 |
| Prerequisite: NMT 132 | | | | |
| This course concludes the in-depth study of clinical procedures performed in nuclear medicine. Topics include method of dose administration, data acquisition parameters, computer use, and data patterns consistent with normal and described pathological states. Upon completion, students should be able to demonstrate an understanding of the principles related to the procedures discussed in the course. (S) | | | | |
| NMT 225 | Imaging Instrumentation | 1 | 3 | 2 |
| Prerequisite: NMT 132 | | | | |
| This course covers the operations of various imaging equipment used in nuclear medicine. Emphasis is placed on planar and SPECT gamma cameras. Upon completion, students should be able to safely operate and evaluate performance characteristics of the equipment discussed in the course. (S) | | | | |
| NMT 289 | Nuclear Medicine Technology Topics | 2 | 2 | 3 |
| Prerequisite: NMT 221 | | | | |
| Corequisite: NMT 222 | | | | |
| This course covers professional practice in nuclear medicine. Emphasis is placed on the procedures vital to a clinical nuclear medicine staff technologist. Upon completion, students should be able to demonstrate a comprehensive knowledge of nuclear medicine and be prepared for the comprehensive examination. (S) | | | | |

Networking Operating Systems

| | | | | |
|---------|---------------------------|---|---|---|
| NOS 110 | Operating System Concepts | 2 | 3 | 3 |
|---------|---------------------------|---|---|---|

Prerequisites: CIS 110

This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is place on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems. (S)

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|---------|------------------------|---|---|---|
| NOS 120 | Linux/UNIX Single User | 2 | 2 | 3 |
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Prerequisites: NOS 110

This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles. (F)

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|---------|---------------------|---|---|---|
| NOS 130 | Windows Single User | 2 | 2 | 3 |
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Prerequisites: NOS 110

This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment. (F)

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|---------|--------------------|---|---|---|
| NOS 220 | Linux/UNIX Admin I | 2 | 2 | 3 |
|---------|--------------------|---|---|---|

Prerequisites: NOS 120

This course introduces the Linux file system, group administration, and system hardware controls. Topics include installation, creation and maintaining file systems, NIS client and DHCP client configuration, NFS, SMB/Samba, Configure X, Gnome, KDE, basic memory, processes, and security. Upon completion, students should be able to perform system administration tasks including installation, configuring and attaching a new Linux workstation to an existing network. (S)

| | | | | |
|---------|-----------------|---|---|---|
| NOS 230 | Windows Admin I | 2 | 2 | 3 |
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Prerequisites: NOS 130

This course covers the installation and administration of a Windows Server network operating system. Topics include managing and maintaining physical and logical devices, access to resources, the server environment, managing users, computers, and groups, and Managing/Implementing Disaster Recovery. Upon completion, students should be able to manage and maintain a Windows Server environment. (S)

Nursing

| | | | | |
|--|-------------|---|----|----|
| NUR 110 | Nursing I | 5 | 9 | 8 |
| Prerequisite: Admission to the Associate Degree Nursing Program | | | | |
| Corequisite: BIO 168 and PSY 150 | | | | |
| This course introduces concepts basic to beginning nursing practice. Emphasis is placed on introducing the nurse's role as provider of care, manager of care, and member within the discipline of nursing. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations in health. Concepts studied include nursing as a profession, the nursing process, health and wellness, human needs theory, and skills basic to nursing. (F) | | | | |
| | | | | |
| NUR 120 | Nursing II | 5 | 9 | 8 |
| Prerequisite: NUR 110 | | | | |
| Corequisite: BIO 169 and PSY 241 | | | | |
| This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on developing the nurse's role as provider of care, manager of care, and member within the discipline of nursing. Upon completion, students should be able to participate in the delivery of nursing care for individuals with common alterations in health. The focus of this course is utilizing the nursing process to meet the needs of clients adapting to alterations in health related to surgery and cardiovascular, respiratory, regulatory, and integumentary function. (S) | | | | |
| | | | | |
| NUR 130 | Nursing III | 4 | 9 | 7 |
| Prerequisite: NUR 120 | | | | |
| Corequisite: BIO 275 | | | | |
| This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on expanding the nurse's role as provider of care, manager of care, and member within the discipline of nursing. Upon completion, students should be able to deliver nursing care to individuals with common alterations in health. The focus of this course is utilizing the nursing process to meet the needs of clients adapting to alterations in health related to child bearing and reproduction. (SS) | | | | |
| | | | | |
| NUR 210 | Nursing IV | 5 | 15 | 10 |
| Prerequisite: NUR 130 | | | | |
| Corequisite: ENG 111, 111A and CIS 113 | | | | |
| This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on using collaboration as a provider of care, manager of care, and member within the discipline of nursing. Upon completion, students should be able to modify nursing care for individuals with common alterations in health. The focus of this course is utilizing the nursing process to meet the more complex needs of clients adapting to alterations in health related to cardiovascular, hematologic, gastrointestinal, hepatic/biliary, endocrine, neurological, musculoskeletal, and renal function. (F) | | | | |

tion control, identification of minor surgical equipment, and aseptic technique. Upon completion, the student should be able to apply these principles in interactions with patients. (S)

OPH 109 Ophth. & Basic Refract 2 0 2

Prerequisite: OPH 103

Corequisite: OPH 107, 108, and 110

This course introduces basic theoretical and clinical optics. Topics include interaction of light and lenses, refractive states of the eye, and principles of retinoscopy and refractometry. Upon completion, the student will be able to demonstrate physical and geometric optics, and basic refractometry techniques. (S)

OPH 110 Practicum II 0 27 9

Prerequisite: OPH 103

Corequisite: OPH 107, 108, and 109

This course provides additional clinical experience in ophthalmic patient care procedures. Topics include interpersonal skills with patients, work and legal ethics, confidentiality, appearance, and performance. Upon completion, the student will be able to demonstrate basic skills in patient care and examination techniques. Actual patient examination by student is performed under supervision. (S)

OPH 150 Intro. to Ophth. Med. Asst. 2 0 2

Prerequisite: Entry into program

Corequisite: OPH 151

This course introduces the role, scope, and duties of the ophthalmic assistant. Topics include medical ethics, duties of assistant, medical history, basic medical terminology and an overview of human anatomy and physiology. Upon completion, students should demonstrate knowledge of medical history-taking, preliminary patient examination, basic ophthalmic equipment, and office efficiency. (SS)

OPH 151 Ocular Anatomy & Physiology 2 0 2

Prerequisite: Entry into program

Corequisite: OPH 150

This course studies the normal anatomy and physiology of eye and orbit. Topics include structures of the eye, functioning process of the eye and correct medical terminology of the structures and functions of the eye. Upon completion, the student should be able to demonstrate a basic understanding and fundamental principles of anatomy and physiology of the eye. (SS)

Office Systems Technology

OST 122 Office Computations 1 2 2

This course introduces the keypad and the touch method using the electronic calculator. Topics include mathematical functions in business applications. Upon completion, students should be able to use the electronic calculator to solve a wide variety of problems commonly encountered in business. (SS)

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|---|--------------------------------|---|---|---|
| OST 131 | Keyboarding | 1 | 2 | 2 |
| This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system. (F/S/SS) | | | | |
| OST 134 | Text Entry and Formatting | 2 | 2 | 3 |
| Prerequisite: OST 131 or Keyboarding proficiency This course is designed to provide the skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce mailable documents and key timed writings at speeds commensurate with employability. <i>This course is also available through the Virtual Learning Community (VLC).</i> (S) | | | | |
| OST 136 | Word Processing | 1 | 2 | 2 |
| This course introduces word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment. <i>This course is also available through the Virtual Learning Community (VLC).</i> (D) | | | | |
| OST 148 | Med Coding Billing & Insurance | 3 | 0 | 3 |
| This course introduces CPT and ICD coding as they apply to medical insurance and billing. Emphasis is placed on accuracy in coding, forms preparation, and posting. Upon completion, students should be able to describe the steps of the total billing cycle and explain the importance of accuracy. (F) | | | | |
| OST 149 | Medical Legal Issues | 3 | 0 | 3 |
| This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior. This course is a unique concentration requirement in the Medical Office Systems Technology concentration in the Office Systems Technology program. (F) | | | | |
| OST 164 | Text Editing Applications | 3 | 0 | 3 |
| Prerequisite: Reading placement or completion of RED 080 This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text. <i>This course is also available through the Virtual Learning Community (VLC).</i> (S) | | | | |
| OST 184 | Records Management | 1 | 2 | 2 |
| This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, sub- | | | | |

OST 286 Professional Development 3 0 3
 This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society. (S)

OST 289 Office Systems Management 2 2 3
 Prerequisites: OST 164 and either OST 134 or OST 136
 This course provides a capstone course for the office professional. Topics include administrative office procedures, imaging, communication techniques, ergonomics, and equipment utilization. Upon completion, students should be able to function proficiently in a changing office environment. (S/SS)

Professional Crafts

PCC 118 Clay: Special Study 0 4 2
 This course provides a format in which to explore personal interests in clay with instructor supervision. Emphasis is placed on student proposals and student-instructor-developed contractual agreements specifying goals, deadlines, and evaluation criteria. Upon completion, students should be able to complete clay works as specified in student-instructor-designed contractual agreements. (D)

Physical Education

PED 110 Fit and Well For Life 1 2 2
 This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)

PED 111 Physical Fitness I 0 3 1
 This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (F/S)

PED 112 Physical Fitness II 0 3 1
 Prerequisite: PED 111
 This course is an intermediate-level fitness class. Topics include specific exercises contributing to fitness and the role exercise plays in developing body systems. Upon completion, students should be able to implement and evaluate an individualized physical fitness

program. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (F/S)

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|---------|------------|---|---|---|
| PED 113 | Aerobics I | 0 | 3 | 1 |
|---------|------------|---|---|---|

This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is placed on developing cardiovascular efficiency, strength, and flexibility and on safety precautions. Upon completion, students should be able to select and implement a rhythmic aerobic exercise program. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (F/S)

| | | | | |
|---------|-------------|---|---|---|
| PED 114 | Aerobics II | 0 | 3 | 1 |
|---------|-------------|---|---|---|

Prerequisite: PED 113

This course provides a continuation of a program of cardiovascular fitness involving rhythmic exercise. Emphasis is placed on a wide variety of aerobic activities which include cardiovascular efficiency, strength, and flexibility. Upon completion, students should be able to participate in and design a rhythmic aerobic exercise routine. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (F/S)

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|---------|-----------------|---|---|---|
| PED 115 | Step Aerobics I | 0 | 3 | 1 |
|---------|-----------------|---|---|---|

This course introduces the fundamentals of step aerobics. Emphasis is placed on basic stepping up and down on an adjustable platform; cardiovascular fitness; and upper body, floor, and abdominal exercises. Upon completion, students should be able to participate in basic step aerobics. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)

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|---------|------------------|---|---|---|
| PED 116 | Step Aerobics II | 0 | 3 | 1 |
|---------|------------------|---|---|---|

Prerequisite: PED 115

This course provides a continuation of step aerobics. Emphasis is placed on a wide variety of choreographed step patterns; cardiovascular fitness; and upper body, abdominal, and floor exercises. Upon completion, students should be able to participate in and design a step aerobics routine. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)

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|---------|-------------------|---|---|---|
| PED 117 | Weight Training I | 0 | 3 | 1 |
|---------|-------------------|---|---|---|

This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (F/S)

| | | | | |
|---------|--------------------|---|---|---|
| PED 118 | Weight Training II | 0 | 3 | 1 |
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Prerequisite: PED 117

This course covers advanced levels of weight training. Emphasis is placed on meeting

oped in PED 125. Emphasis is placed on the appropriate psychological and physiological responses to various encounters. Upon completion, students should be able to demonstrate intermediate skills in self-defense stances, blocks, punches and kick combinations. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PED 128 Golf-Beginning 0 2 1
This course emphasizes the fundamentals of golf. Topics include the proper grips, stance, alignment, swings for the short and long game, putting, and the rules and etiquette of golf. Upon completion, students should be able to perform the basic golf shots and demonstrate a knowledge of the rules and etiquette of golf. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (S)

PED 129 Golf-Intermediate 0 2 1
Prerequisite: PED 128
This course covers the more advanced phases of golf. Emphasis is placed on refining the fundamental skills and learning more advanced phases of the games such as club selection, trouble shots, and course management. Upon completion, students should be able demonstrate the knowledge and ability to play a recreational round of golf. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (S)

PED 130 Tennis-Beginning 0 2 1
This course emphasizes the fundamentals of tennis. Topics include basic strokes, rules, etiquette, and court play. Upon completion, students should be able to play recreational tennis. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)

PED 131 Tennis-Intermediate 0 2 1
Prerequisite: PED 130
This course emphasizes the refinement of playing skills. Topics include continuing the development of fundamentals, learning advanced serves, and strokes and pace and strategies in singles and doubles play. Upon completion, students should be able to play competitive tennis. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)

PED 137 Badminton 0 2 1
This course covers the fundamentals of badminton. Emphasis is placed on the basics of serving, clears, drops, drives, smashes, and the rules and strategies of singles and doubles. Upon completion, students should be able to apply these skills in playing situations. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (F/S)

PED 138 Archery 0 2 1
This course introduces basic archery safety and skills. Topics include proper techniques of stance, bracing, drawing, and releasing as well as terminology and scoring. Upon

form more difficult steps and types of dances. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (F/S)

PED 212 Snowboarding 0 2 1

This course is designed to develop the basic knowledge and skills of snowboarding. Topics include equipment, conditioning exercises, terminology, safety, rules, fundamental skills, and use of lifts. Upon completion, students should be able to snowboard downhill, enter and exit a ski lift and perform basic maneuvers on a board. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (S)

Philosophy

PHI 210 History of Philosophy 3 0 3

Prerequisite: ENG 111

This course introduces fundamental philosophical issues through an historical perspective. Emphasis is placed on such figures as Plato, Aristotle, Lao-Tzu, Confucius, Augustine, Aquinas, Descartes, Locke, Kant, Wollstonecraft, Nietzsche, and Sartre. Upon completion, students should be able to identify and distinguish among the key positions of the philosophers studied. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (D)

PHI 215 Philosophical Issues 3 0 3

Prerequisite: ENG 111

This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critique the philosophical components of an issue. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (D)

PHI 240 Introduction to Ethics 3 0 3

Prerequisite: ENG 111

This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on utilitarianism, rule-based ethics, existentialism, relativism versus objectivism, and egoism. Upon completion, students should be able to apply various ethical theories to individual moral issues such as euthanasia, abortion, crime and punishment, and justice. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. *This course is also available through the Virtual Learning Community (VLC).* (D)

Physics

| | | | | |
|--|---------------------------|---|---|---|
| PHY 101 | Fundamentals of Physics I | 3 | 2 | 4 |
| Prerequisite: Math placement or completion of MAT 060 and MAT 070 | | | | |
| This course introduces fundamental physical concepts with emphasis on applications. Topics include systems of units, problem-solving methods, graphical analysis, vectors, motion, forces, Newton's laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to demonstrate an understanding of the principles studied as applied to their specific programs. This course is intended for certificate and diploma programs. (D) | | | | |
| PHY 110 | Conceptual Physics | 3 | 0 | 3 |
| Prerequisites: Math and Reading placement or completion of MAT 060 and MAT 080 and RED 090 | | | | |
| Corequisite: PHY 110A | | | | |
| This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (F) | | | | |
| PHY 110A | Conceptual Physics Lab | 0 | 2 | 1 |
| Corequisite: PHY 110 | | | | |
| This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirements in natural sciences/mathematics. (F) | | | | |
| PHY 131 | Physics-Mechanics | 3 | 2 | 4 |
| Prerequisite: MAT 121 or MAT 171 | | | | |
| This algebra/trigonometry-based course introduces fundamental physical concepts as applied to engineering technology fields. Topics include systems of units, problem-solving methods, graphical analysis, vectors, motion, forces, Newton's laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to apply the principles studied to applications in engineering technology fields. (F/S) | | | | |
| PHY 151 | College Physics I | 3 | 2 | 4 |
| Prerequisite: MAT 161 or 171 | | | | |
| This course uses algebra and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurements, vectors, linear, kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving | | | | |

ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (D)

PHY 152 College Physics II 3 2 4

Prerequisite: PHY 151

This course uses algebra and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/ mathematics. (D)

PHY 251 General Physics I 3 3 4

Prerequisite: MAT 271

Corequisite: MAT 272

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (F)

PHY 252 General Physics II 3 3 4

Prerequisites: MAT 272 and PHY 251

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (S)

Plumbing

PLU 111 Intro to Basic Plumbing 1 3 2

This course introduces basic plumbing tools, materials, and fixtures. Topics include standard tools, materials, and fixtures used in basic plumbing systems and other related topics. Upon completion, students should be able to demonstrate an understanding of a basic plumbing system. (SS)

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|--|---------------------------|---|---|---|
| PSY 131 | Psychology of Dreams | 3 | 0 | 3 |
| This course covers the physiology of sleeping and dreaming and the major psychological approaches to the interpretation of dreams. Topics include historical and cultural perspectives on dreams, sleep disorders, and an examination of traditional and contemporary approaches to dreams and their meaning. Upon completion, students should be able to demonstrate a basic understanding of the psychological implications of sleeping and dreaming. (D) | | | | |
| PSY 150 | General Psychology | 3 | 0 | 3 |
| Prerequisite: Reading Placement or completion of RED 090 | | | | |
| This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. <i>This course is also available through the Virtual Learning Community (VLC).</i> (F/S/SS) | | | | |
| PSY 237 | Social Psychology | 3 | 0 | 3 |
| Prerequisites: PSY 150 or SOC 210 and Reading placement or completion of Red 090 | | | | |
| This course introduces the study of individual behavior within social contexts. Topics include affiliation, attitude formation and change, conformity, altruism, aggression, attribution, interpersonal attraction, and group behavior. Upon completion, students should be able to demonstrate an understanding of the basic principles of social influences on behavior. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (F) | | | | |
| PSY 239 | Psychology of Personality | 3 | 0 | 3 |
| Prerequisites: PSY 150 | | | | |
| This course covers major personality theories and personality research methods. Topics include psychoanalytic, behavioristic, social learning, cognitive, humanistic, and trait theories including supporting research. Upon completion, students should be able to compare and contrast traditional and contemporary approaches to the understanding of individual differences in human behavior. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. | | | | |
| PSY 241 | Developmental Psych | 3 | 0 | 3 |
| Prerequisites: PSY 150 and Reading placement or completion of RED 090 | | | | |
| This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. <i>This course is also available through the Virtual Learning Community (VLC).</i> (F/S) | | | | |

PSY 265 Behavioral Modification 3 0 3
 Prerequisites: PSY 150 and Reading placement or completion of RED 090
 This course is an applied study of factors influencing human behavior and strategies for behavioral change. Emphasis is placed on cognitive-behavioral theory, behavioral assessment, practical applications of conditioning techniques, and maintenance of adaptive behavior patterns. Upon completion, students should be able to implement basic learning principles to effect behavioral changes in self and others. (D)

PSY 281 Abnormal Psychology 3 0 3
 Prerequisites: PSY 150 and Reading 090 or Reading Placement
 This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. *This course is also available through the Virtual Learning Community (VLC).* (SS)

Physical Therapist Assistant

PTA 110 Intro to Physical Therapy 2 3 3
 Prerequisite: Enrollment in the Physical Therapist Assistant program
 This course introduces the field of physical therapy including the history and standards of practice for the physical therapist assistant and basic treatment techniques. Emphasis is placed on ethical and legal considerations, universal precautions, vital signs, documentation, basic patient preparation and treatment skills, and architectural barrier screening. Upon completion, students should be able to explain the role of the physical therapist assistant and demonstrate competence in basic techniques of patient care. (F)

PTA 125 Gross & Functional Anat 3 6 5
 Prerequisite: PTA 110
 Corequisite: PTA 135, PTA 165, PTA 222
 This course provides an in-depth, clinically oriented survey of gross and functional anatomy. Emphasis is placed on musculoskeletal and nervous systems and clinical biomechanics, including goniometry, basic manual muscle testing, and components of normal gait. Upon completion, students should be able to identify specific anatomical structures and describe, observe, and measure musculoskeletal posture and function. (S)

PTA 135 Pathology 4 0 4
 Prerequisite: PTA 110
 Corequisite: PTA 125, PTA 165, PTA 222
 This course introduces principles of pathology, processes of and normal responses to injury and disease, and changes related to aging. Emphasis is placed upon conditions

most commonly treated in physical therapy. Upon completion, students should be able to discuss basic pathological processes and identify etiology, signs, symptoms, complications, treatment options, and prognoses of specific orthopedic conditions. (S)

PTA 145 Therapeutic Procedures 2 6 4

Prerequisites: PTA 125, PTA 135, PTA 165, PTA 222

Corequisite\ : PED 110

This course provides a detailed study of specific treatment procedures and the physiological principles and techniques involved. Emphasis is placed on the correct application of superficial heat and cold, massage and soft tissue mobilization, ultrasound, diathermy, traction, and electrical stimulation. Upon completion, students should be able to demonstrate competence in the application of these modalities and explain the indications, contraindications, effects, and precautions for each. (SS)

PTA 152 PTA Wellness and Prevention 2 0 2

Prerequisites: PTA 110

Corequisite: PTA 145

This course is designed to investigate and apply, under the supervision of a therapist, the basic concepts and principles of lifetime wellness and prevention. Emphasis is placed on improving overall health through the study of nutrition, weight control, stress management, and exercise including conditioning, strength, and flexibility. Upon completion, the students should be able to develop, implement, and maintain an individualized personal wellness program. (SS)

PTA 165 PTA Clinical I 0 9 3

Prerequisite: PTA 110

Corequisite: PTA 125, PTA 135, PTA 222

This course provides the opportunity to gain clinical experience and apply academic skills and knowledge to patient care. Emphasis is placed on performing patient care skills, observation and measurement, and professional and patient interaction. Upon completion, students should be able to demonstrate safe and effective clinical practice as measured by a standardized performance evaluation. (S)

PTA 185 PTA Clinical II 0 9 3

Prerequisite: PTA 145

Corequisite: PTA 215, PTA 225, PTA 245

This course provides the opportunity to gain clinical experience and apply academic skills and knowledge to patient care. Emphasis is placed on performing patient care skills, observation and measurement, and professional and patient interaction. Upon completion, students should be able to demonstrate safe and effective clinical practice as measured by a standardized performance evaluation. (F)

PTA 212 Health Care/Resources 2 0 2

Prerequisites: PTA 185, PTA 215, PTA 225, PTA 245

Corequisite: PTA 235, PTA 255, PTA 270

This course provides an overview of various aspects of health care delivery systems and the interrelationships of health care team members. Topics include health agencies

and their functions, health care team member roles, management, and other health care issues. Upon completion, students should be able to discuss the functions of health organizations and team members and aspects of health care affecting physical therapy delivery. (S)

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|--|----------------------|---|---|---|
| PTA 215 | Therapeutic Exercise | 2 | 3 | 3 |
| Prerequisite: PTA 145 | | | | |
| Corequisite: PTA 185, PTA 225, PTA 245 | | | | |

This course introduces basic concepts of strengthening, endurance, and flexibility exercise and balance, gait, and posture training. Emphasis is placed on applying techniques to the treatment of orthopedic conditions. Upon completion, students should be able to safely and effectively execute basic exercise programs and balance, gait, and posture training. (F)

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|--|---------------------------|---|---|---|
| PTA 222 | Professional Interactions | 2 | 0 | 2 |
| Prerequisite: PTA 110 | | | | |
| Corequisite: PTA 125, PTA 135, PTA 165 | | | | |

This course is designed to assist in the development of effective interpersonal skills in the physical therapist assistant setting. Topics include reactions to disability, the grieving process, method of communication, motivation, health promotion, disease prevention, and aging. Upon completion, students should be able to discuss and demonstrate methods for achieving effective interaction with patients, families, the public, and other health care providers. (S)

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|--|-------------------------|---|---|---|
| PTA 225 | Intro to Rehabilitation | 3 | 3 | 4 |
| Prerequisite: PTA 145 | | | | |
| Corequisite: PTA 185, PTA 215, PTA 245 | | | | |

This course covers cardiovascular, pulmonary, and integumentary conditions, as well as causes and treatment of amputations. Emphasis is placed upon pathological processes as well as comprehensive treatment of the various conditions studied. Upon completion, students should be able to discuss etiology, signs, symptoms, complications, and prognoses of various conditions and implement components of a comprehensive treatment program. (F)

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|--|--------------------|---|---|---|
| PTA 235 | Neurological Rehab | 3 | 6 | 5 |
| Prerequisites: PTA 185, PTA 215, PTA 245 | | | | |
| Corequisite: PTA 225, PTA 212, PTA 270 | | | | |

This course covers neurological and neuromuscular conditions experienced throughout the life span. Topics include the pathology of selected conditions and the methods and rationales of various treatment approaches. Upon completion, students should be able to discuss etiology, signs, symptoms, complications, and prognoses of various conditions and implement components of a comprehensive treatment program. (S)

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|--|------------------|---|----|---|
| PTA 245 | PTA Clinical III | 0 | 12 | 4 |
| Prerequisite: PTA 145 | | | | |
| Corequisite: PTA 185, PTA 215, PTA 225 | | | | |

This course provides the opportunity to gain clinical experience and apply academic skills and knowledge to patient care. Emphasis is placed on performing patient care

skills, observation and measurement, and professional and patient interaction. Upon completion, students should be able to demonstrate safe and effective clinical practice as measured by a standardized performance evaluation. (F)

PTA 255 PTA Clinical IV 0 12 4

Prerequisites: PTA 185, PTA 215, PTA 225, PTA 245

Corequisite: PTA 235, PTA 212, PTA 270

This course provides the opportunity to gain clinical experience and apply academic skills and knowledge to patient care. Emphasis is placed on performing patient care skills, observation and measurement, and professional and patient interaction. Upon completion, students should be able to demonstrate safe and effective clinical practice as measured by a standardized performance evaluation. (S)

PTA 270 Physical Therapy Topics 1 0 1

Prerequisites: PTA 185, PTA 215, PTA 225, PTA 245

Corequisite: PTA 255, PTA 235, PTA 212

This course covers the physical therapist assistant profession in preparation for the state licensure exam. Topics include developing time management skills and practicing for the competence examinations. Upon completion, students should be able to identify individual academic strengths and weaknesses and utilize this information to continue self-study for the licensure exam. (S)

Radiography

RAD 110 Rad Intro & Patient Care 2 3 3

Prerequisite: Enrollment in Radiography program

Corequisite: RAD 111 and RAD 151

This course provides an overview of the radiography profession and student responsibilities. Emphasis is placed on basic principles of patient care, radiation protection, technical factors, and medical terminology. Upon completion, students should be able to demonstrate basic skills in these areas. (F)

RAD 111 RAD Procedures I 3 3 4

Prerequisite: Enrollment in the Radiography program

Corequisite: RAD 110 and RAD 151

This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the chest, abdomen, extremities, spine, and pelvis. Upon completion, students should be able to demonstrate competence in these areas. (F)

RAD 112 RAD Procedures II 3 3 4

Prerequisites: RAD 110, RAD 111, and RAD 151

Corequisite: RAD 121 and RAD 161

This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the skull, bony thorax, and gastrointestinal, biliary, and urinary systems. Upon completion, students should be able to demonstrate competence in these areas. (S)

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|--|-------------------------|---|----|---|
| RAD 121 | Radiographic Imaging I | 2 | 3 | 3 |
| Prerequisites: RAD 110, RAD 111, and RAD 151 | | | | |
| This course covers factors of image quality and methods of exposure control. Topics include density, contrast, recorded detail, distortion, technique charts, manual and automatic exposure control, and tube rating charts. Upon completion, students should be able to demonstrate an understanding of exposure control and the effects of exposure factors on image quality. (S) | | | | |
| RAD 122 | Radiographic Imaging II | 1 | 3 | 2 |
| Prerequisites: RAD 112, RAD 121, and RAD 161 | | | | |
| Corequisite: RAD 131 and RAD 171 | | | | |
| This course covers image receptor systems and processing principles. Topics include film, film storage, processing, intensifying screens, grids, and beam limitation. Upon completion, students should be able to demonstrate the principles of selection and usage of imaging accessories to produce quality images. (SS) | | | | |
| RAD 131 | Radiographic Physics I | 1 | 3 | 2 |
| This course introduces the fundamental principles of physics that underlie diagnostic X-ray production and radiography. Topics include electromagnetic waves, electricity and magnetism, electrical energy, and power and circuits as they relate to radiography. Upon completion, students should be able to demonstrate an understanding of basic principles of physics as they relate to the operation of radiographic equipment. (S) | | | | |
| RAD 151 | RAD Clinical Ed I | 0 | 6 | 2 |
| Prerequisite: Enrollment in the Radiography program | | | | |
| Corequisite: RAD 110 and RAD 111 | | | | |
| This course introduces patient management and basic radiographic procedures in the clinical setting. Emphasis is placed on mastering positioning of the chest and extremities, manipulating equipment, and applying principles of ALARA. Upon completion, students should be able to demonstrate successful completion of clinical objectives. (F) | | | | |
| RAD 161 | RAD Clinical Ed II | 0 | 15 | 5 |
| Prerequisites: RAD 110, RAD 111, and RAD 151 | | | | |
| Corequisite: RAD 112 and RAD 121 | | | | |
| This course provides additional experience in patient management and in more complex radiographic procedures. Emphasis is placed on mastering positioning of the spine, pelvis, head and neck, and thorax and adapting procedures to meet patient variations. Upon completion, students should be able to demonstrate successful completion of clinical objectives. (S) | | | | |
| RAD 171 | RAD Clinical Ed III | 0 | 12 | 4 |
| Prerequisites: RAD 112, RAD 121, and RAD 161 | | | | |
| Corequisite: RAD 122 and RAD 131 | | | | |
| This course provides experience in patient management specific to fluoroscopic and advanced radiographic procedures. Emphasis is placed on applying appropriate technical factors to all studies and mastering positioning of gastrointestinal and urological studies. Upon completion, students should be able to demonstrate successful completion of clinical objectives. (SS) | | | | |

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| RAD 211 | RAD Procedures III | 2 | 3 | 3 |
| Prerequisite: RAD 122 | | | | |
| Corequisite: RAD 231, RAD 241, and RAD 251 | | | | |
| This course provides the knowledge and skills necessary to perform standard and specialty radiographic procedures. Emphasis is placed on radiographic specialty procedures, pathology, and advanced imaging. Upon completion, students should be able to demonstrate competence in these areas. (F) | | | | |
| RAD 231 | Radiographic Physics II | 1 | 3 | 2 |
| Prerequisite: RAD 171 or RAD131 | | | | |
| This course continues the study of physics that underlie diagnostic X-ray production and radiographic and fluoroscopic equipment. Topics include X-ray production, electromagnetic interactions with matter, X-ray devices, equipment circuitry, targets, filtration, and dosimetry. Upon completion, students should be able to demonstrate an understanding of the application of physical concepts as related to image production. (F) | | | | |
| RAD 241 | Radiobiology/Protection | 2 | 0 | 2 |
| Prerequisites: RAD 122, RAD 131, and RAD 171 | | | | |
| Corequisite: RAD 211, RAD 231, and RAD 251 | | | | |
| This course covers the principles of radiation protection and radiobiology. Topics include the effects of ionizing radiation on body tissues, protective measures for limiting exposure to the patient and personnel, and radiation monitoring devices. Upon completion, students should be able to demonstrate an understanding of the effects and uses of radiation in diagnostic radiology. (F) | | | | |
| RAD 245 | Rad Quality Management | 1 | 3 | 2 |
| Prerequisite: RAD 211, RAD231, RAD241 and RAD251 | | | | |
| Corequisite: RAD 261 | | | | |
| This course provides an overview of imaging concepts and introduces methods of quality assurance. Topics include a systematic approach for image evaluation and analysis of imaging service and quality assurance. Upon completion, students should be able to establish and administer a quality assurance program and conduct a critical review of images. (S) | | | | |
| RAD 251 | RAD Clinical Ed IV | 0 | 21 | 7 |
| Prerequisites: RAD 122, RAD 131, and RAD 171 | | | | |
| Corequisite: RAD 211, RAD 231, and RAD 241 | | | | |
| This course provides the opportunity to continue mastering all basic radiographic procedures and to attain experience in advanced areas. Emphasis is placed on equipment operation, pathological recognition, pediatric and geriatric variations, and a further awareness of radiation protection requirements. Upon completion, students should be able to demonstrate successful completion of clinical objectives. (F) | | | | |
| RAD 261 | RAD Clinical Ed V | 0 | 21 | 7 |
| Prerequisite: RAD 251 | | | | |
| Corequisite: RAD 245 | | | | |
| This course is designed to enhance expertise in all radiographic procedures, patient management, radiation protection, and image production and evaluation. Emphasis is | | | | |

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| REL 211 | Intro to Old Testament | 3 | 0 | 3 |
| Prerequisite: Reading Placement or completion of RED 090 | | | | |
| This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (F/S) | | | | |
| REL 212 | Intro to New Testament | 3 | 0 | 3 |
| Prerequisite: Reading placement or completion of RED 090 | | | | |
| This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. All New Testament books will be covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (F/S) | | | | |
| REL 221 | Religion in America | 3 | 0 | 3 |
| Prerequisite: RED 090 or Reading Placement | | | | |
| This course is an examination of religious beliefs and practice in the United States. Emphasis is placed on mainstream religious traditions and non-traditional religious movements from the Colonial period to the present. Upon completion, students should be able to recognize and appreciate the diversity of religious traditions in America. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (F/S) | | | | |

Information Systems Security

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|---|-------------------|---|---|---|
| SEC 110 | Security Concepts | 3 | 0 | 3 |
| This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy. (F) | | | | |

Selected Topics

The appropriate curriculum prefix should be substituted for SEL. For example, Selected Topics in English would use the ENG prefix. The complete course title would substitute the curriculum area for the blank. A first-year one credit English selected topics course would be ENG 191 Selected Topics in English.

issues. Upon completion, students should be able to critically analyze issues and establish informed opinions.

SEM 198 Seminar in 1-3 0-6 3
 This course provides an opportunity to explore topics of current interest. Emphasis is placed on the development of critical listening skills and the presentation of seminar issues. Upon completion, students should be able to critically analyze issues and establish informed opinions.

SEM 296 Seminar in 0-1 0-3 1
 This course provides an opportunity to explore topics of current interest. Emphasis is placed on the development of critical listening skills and the presentation of seminar issues. Upon completion, students should be able to critically analyze issues and establish informed opinions.

SEM 297 Seminar in 0-2 0-6 2
 This course provides an opportunity to explore topics of current interest. Emphasis is placed on the development of critical listening skills and the presentation of seminar issues. Upon completion, students should be able to critically analyze issues and establish informed opinions.

SEM 298 Seminar in 1-3 0-6 3
 This course provides an opportunity to explore topics of current interest. Emphasis is placed on the development of critical listening skills and the presentation of seminar issues. Upon completion, students should be able to critically analyze issues and establish informed opinions.

Speech-Language Pathology Assistant

SLP 111 Ethics and Standards for SLPA 3 0 3
 This course provides an overview of the theory, practice, and philosophy of speech-language pathology assisting. Topics include legal and ethical issues, scope of practice, multiculturalism, and diversity. Upon completion, students should be able to describe characteristics of the profession and identify components of safe and ethical practice. (SS)

SLP 112 SLP Anatomy & Physiology 3 0 3
 Prerequisites: BIO 163, BIO 166, or BIO 169
 This course introduces the basic pathophysiology of the orofacial and thoracic structures of the human body. Emphasis is placed on the most commonly treated speech, language, and hearing disorders. Upon completion, students should be able to identify and describe basic pathophysiology related to the production of speech and hearing. (SS)

SLP 120 SLPA Administrative Procedures and Mngt. 2 0 2
 This course covers organizational and functional skills appropriate to the speech-language pathology workplace. Emphasis is placed on scheduling, office etiquette, opera-

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| SON 140 | Gynecological Sonography | 2 | 0 | 2 |
| Prerequisite: SON 110 | | | | |
| This course is designed to relate gynecological anatomy and pathology to sonography. Emphasis is placed on gynecological relational anatomy, endovaginal anatomy, and gynecological pathology. Upon completion, students should be able to recognize normal and abnormal gynecological sonograms. (S) | | | | |
| SON 220 | SON Clinical Ed III | 0 | 24 | 8 |
| Prerequisites: SON 110 and 121 | | | | |
| This course provides continued active participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations. (F) | | | | |
| SON 221 | SON Clinical Ed IV | 0 | 24 | 8 |
| Prerequisite: SON 220 | | | | |
| This course provides continued active participation off campus in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations. (S) | | | | |
| SON 225 | Case Studies | 0 | 3 | 1 |
| Prerequisite: SON 110 or CVS 163 | | | | |
| This course offers the opportunity to present interesting cases found during clinical education. Emphasis is placed on presentation methods which integrate patient history, laboratory results, and sonographic findings with reference to current literature. Upon completion, students should be able to correlate information necessary for complete presentation of case studies. (F) | | | | |
| SON 241 | Obstetrical Sonography I | 2 | 0 | 2 |
| Prerequisite: SON 110 | | | | |
| This course covers normal obstetrical sonography techniques, the normal fetal environment, and abnormal first trimester pregnancy states. Topics include gestational dating, fetal anatomy, uterine environment, and first trimester complications. Upon completion, students should be able to produce gestational sonograms which document age, evaluate the uterine environment, and recognize first trimester complications. (F) | | | | |
| SON 242 | Obstetrical Sonography II | 2 | 0 | 2 |
| Prerequisite: SON 241 | | | | |
| This course covers second and third trimester obstetrical complications and fetal anomalies. Topics include abnormal fetal anatomy and physiology and complications in the uterine environment. Upon completion, students should be able to identify fetal anomalies, fetal distress states, and uterine pathologies. (S) | | | | |
| SON 250 | Vascular Sonography | 1 | 3 | 2 |
| Prerequisite: SON 111 | | | | |
| This course provides an in-depth study of the anatomy and pathology of the vascular | | | | |

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| SPA 181 | Spanish Lab 1 | 0 | 2 | 1 |
| Corequisite: SPA 111 | | | | |
| This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D) | | | | |
| SPA 182 | Spanish Lab 2 | 0 | 2 | 1 |
| Prerequisite: SPA 181 | | | | |
| Corequisite: SPA 112 | | | | |
| This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D) | | | | |
| SPA 211 | Intermediate Spanish I | 3 | 0 | 3 |
| Prerequisite: SPA 112 | | | | |
| Corequisite: SPA 251 | | | | |
| This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (D) | | | | |
| SPA 212 | Intermediate Spanish II | 3 | 0 | 3 |
| Prerequisite: SPA 211 | | | | |
| Corequisite: SPA 282 | | | | |
| This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (D) | | | | |
| SPA 281 | Spanish Lab 3 | 0 | 2 | 1 |
| Prerequisite: SPA 182 | | | | |
| Corequisite: SPA 211 | | | | |
| This course provides an opportunity to enhance the review and expansion of the essen- | | | | |

tial skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. This course has been approved to satisfy the Comprehensice Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)

SPA 282 Spanish Lab 4 0 2 1

Prerequisite: SPA 281

Corequisite: SPA 212

This course provides an opportunity to enhance the review and expansion of the essential skills of the Spanish language. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. This course has been approved to satisfy the Comprehensice Articulation Agreement for transferability as a pre-major and/or elective course requirement. (D)

Surveying Technology

SRV 110 Surveying I 2 6 4

Prerequisite: EGR 115 and MAT 121

This course introduces the theory and practice of plane surveying. Topics include measuring distances and angles, differential and profile leveling, compass applications, topography, and mapping. Upon completion, students should be able to use/care for surveying instruments, demonstrate field note techniques, and apply the theory and practice of plane surveying. (S)

SRV 111 Surveying II 2 6 4

Prerequisite: SRV 110

This course introduces route surveying and roadway planning and layout. Topics include simple, compound, reverse, spiral, and vertical curves; geometric design and layout; planning of cross-section and grade line; drainage; earthwork calculations; and mass diagrams. Upon completion, students should be able to calculate and lay out highway curves; prepare roadway plans, profiles, and sections; and perform slope staking. (F)

SRV 112 Landscape Arch Surveying 2 6 4

Prerequisite: MAT 101

This course covers surveying techniques commonly used by landscape architects and contractors. Topics include boundary and topographic surveying. Upon completion students should be able to create boundary and topo maps and layout construction projects both on paper and in the field. (D)

SRV 210 Surveying III 2 6 4

Prerequisite: SRV 110

This course introduces boundary surveying, land partitioning, and calculations of areas. Topics include advanced traverses and adjustments, preparation of survey docu-

stages and develop an establishment and maintenance plan for high quality turf areas.(S)

Truck Driver Training

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|---------|-----------------------|---|----|----|
| TRP 100 | Truck Driver Training | 6 | 18 | 12 |
|---------|-----------------------|---|----|----|

Prerequisite: Reading Placement of at least 40 or completion of ENG 075
This course provides training in inspecting and driving tractor trailers and assuming driver responsibilities on the road and at pickup and delivery points. Emphasis is placed on defensive driving, federal motor carrier safety regulations, trip planning, cargo handling, vehicle systems, hours of service, and accident prevention. Upon completion, students should be able to demonstrate the skills required for the commercial driver's license and employment. This is a certificate-level course. (F/S/SS)

Web Technologies

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|---------|---------------------------|---|---|---|
| WEB 110 | Internet/Web Fundamentals | 2 | 2 | 3 |
|---------|---------------------------|---|---|---|

This course introduces basic markup language, various navigational tools and services of the Internet. Topics include creating web pages, using Internet protocols, search engines, file compression/decompression, FTP, E-mail, listservers, and other related topics. Upon completion, students should be able to deploy a web-site created with basic markup language, retrieve/decompress files, e-mail, FTP, and utilize other Internet tools. (F)

| | | | | |
|---------|-----------------------|---|---|---|
| WEB 111 | Intro to Web Graphics | 2 | 2 | 3 |
|---------|-----------------------|---|---|---|

This course is the first of two courses covering the creation of web graphics, addressing problems peculiar to WWW display using appropriate software. Topics include web graphics file types, type conversion, RGB color, the browser-safe palette, elementary special effects, image maps, and other related topics. Upon completion, students should be able to create graphics such as banners, buttons, backgrounds, and other graphics for Web pages. (S)

| | | | | |
|---------|--------------------------|---|---|---|
| WEB 115 | Web Markup and Scripting | 2 | 2 | 3 |
|---------|--------------------------|---|---|---|

This course introduces client-side Internet programming using the current W3C-recommended presentation markup language and supporting elements. Topics include site management and development, markup elements, stylesheets, validation, accessibility, standards, browsers, and basic JavaScripting. Upon completion, students should be able to hand-code web pages with various media elements according to current markup standards and integrate them into websites. (S)

| | | | | |
|---------|---------------------------|---|---|---|
| WEB 120 | Intro Internet Multimedia | 2 | 2 | 3 |
|---------|---------------------------|---|---|---|

This is the first of two courses covering the creation of Internet Multimedia. Topics include Internet multimedia file types, file type conversion, acquisition of digital audio/video, streaming audio/video and graphics animation plug-in programs and other related topics. Upon completion, students should be able to create Internet multimedia presentations utilizing a variety of methods and applications. (S)

| | | | | |
|---|--------------------------|---|---|---|
| WEB 140 | Web Development Tools | 2 | 2 | 3 |
| This course provides an introduction to web development software suites. Topics include the creation of web sites and applets using web development software. Upon completion, students should be able to create entire web sites and supporting applets. (S) | | | | |
| WEB 182 | PHP Programming | 2 | 2 | 3 |
| Prerequisites: CIS 115 | | | | |
| This course introduces students to the server-side, HTML-embedded scripting language PHP. Emphasis is placed on programming techniques required to create dynamic web pages using PHP scripting language features. Upon completion, students should be able to design, code, test, debug, and create a dynamic web site using the PHP scripting language. (F) | | | | |
| WEB 210 | Web Design | 2 | 2 | 3 |
| This course introduces intermediate to advanced web page design techniques. Topics include effective use of graphics, fonts, colors, navigation tools, advanced markup language elements, as well as a study of bad design techniques. Upon completion, students should be able to employ advanced design techniques to create high impact and highly functional web pages. (F) | | | | |
| WEB 211 | Advanced Web Graphics | 2 | 2 | 3 |
| Prerequisites: WEB 111 and WEB 110 | | | | |
| This course is the second of two courses covering web graphics. Topics include graphics acquisition using scanners and digital cameras, graphics optimization, use of masks, advanced special effects, GIF animation, and other related topics. Upon completion, students should be able to create graphics optimized for size, graphic file type, properly converted from digitized sources and create useful animated graphics. (S) | | | | |
| WEB 230 | Implementing Web Serv | 2 | 2 | 3 |
| Prerequisites: NET 110 or NET 125 | | | | |
| This course covers website and web server architecture. Topics include installation, configuration, administration, and security of web servers, services and sites. Upon completion, students should be able to effectively manage the web services deployment lifecycle according to industry standards. (F) | | | | |
| WEB 250 | Database Driven Websites | 2 | 2 | 3 |
| Prerequisites: DBA 110 and WEB 140 | | | | |
| This course introduces dynamic (database-driven) website development. Topics include the use of basic database CRUD statements (create, read, update and delete) incorporated into web applications, as well as in software architecture principles. Upon completion, students should be able to design and develop database driven web applications according to industry standards. (F) | | | | |
| WEB 289 | WEB Technologies Project | 1 | 4 | 3 |
| Prerequisites: WEB 230 and WEB 250 | | | | |
| This course provides an opportunity to complete a significant Web technologies project from the design phase through implementation with minimal instructor support. | | | | |

Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, students should be able to complete an Internet project from the definition phase through implementation. (S)

Welding

WLD 112 Basic Welding Processes 1 3 2
This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.(S)

WLD 115 SMAW (Stick) Plate 2 9 5
This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.



Adult, Corporate and Continuing Education Division

Corporate and Continuing Education Department

The Corporate and Continuing Education Department at Caldwell Community College and Technical Institute seeks to provide relevant, high-quality instruction to meet the needs and interests of businesses, industries, agencies, and the community. The department is dedicated to serving all adults in their pursuit of employment skills, discovery of new and emerging technologies, and commitment to lifelong learning.

Mission

To provide accessible, quality educational instruction in occupational courses to individuals who seek to enhance their employment skills and to offer a variety of community service and self-supporting courses to individuals and to the community for personal enrichment.

Goals

- Assure quality instruction;
- Provide lifelong learning opportunities for students by providing access to additional educational pursuits;
- Partner with external organizations to respond to and encourage economic development and provide training to upgrade and/or retain the workforce.
- Respond to the immediate and future training needs of businesses, industries and agencies;
- Maintain successful student pass rates for first-time test takers on certification/licensure exams;
- Provide students with the skills and knowledge necessary to be successful in their

- chosen careers;
- Provide instructors and staff with the skills and knowledge necessary to be successful in their positions.

Occupational Training

“Workforce Preparedness for Today and Tomorrow”

Occupational Training courses provide opportunities for citizens to prepare for new occupations or upgrade their knowledge and skill in their current employment. The opportunities are provided through single courses or a series of courses specifically designed for an occupation. The courses are offered in technical or vocational occupations and vary in length according to the complexity of the skill and the need of the employee or employer. Occupational courses can be developed upon request for a group or an employer and taught at a time and place convenient to those requesting instruction. Through these program areas, certification, recertification, and short-term skills training are provided.

A variety of courses are provided for the professional development of individuals who need additional skills, upgraded skills, or new skills in these areas. Although degrees are not awarded for completion of continuing education courses, certificates are provided and students may be certified by the class or may be prepared for testing and certification, i.e. state certification or apprenticeship programs. Courses include, but are not limited to, the following:

Certification and Licensure

EPA Refrigerant Recovery/Recycling Certification

This course is designed to aid technicians in preparing to take the CFC recovery/recycling certification examination. The certification examination will be offered as a part of this course and forwarded to the NC Board of Refrigeration Examiners.

Escort Driver Certification

This 8-hour course satisfies the requirements set by the NCDOT to certify oversize - overweight load escort vehicle drivers. Defensive driving, escort driver requirements, skills training, and an examination are the components of the course. The NCDOT will issue a certificate for those attending the course and scoring 75% or higher on the end of course examination.

Motor Vehicle Independent Dealer License-Renewal

The six hours of training required for renewal of the motor vehicle independent dealer license is satisfied by successful completion of this course. A variety of topics will be covered with a minimum of two hours of training being devoted to current Department of Motor Vehicles issues. Positive identification is required to receive credit for attending the course.

Nail Technology (Manicurist)

This 316-hour course is designed to prepare students to take the state board examination to become a licensed manicurist through the NC Board of Cosmetic Art. Topics studied during the course include the professional image, manicuring and pedicuring, bacteriology, sanitation and disinfecting, nail product chemistry, anatomy and physiology, OSHA safety regulations, disorders of the nail, acrylic nails, nail wraps, gel nails, silk wraps, nail art, nail enhancements, nail piercing, nail jewelry and nail appliques.

Prerequisites:

- High School Diploma/GED
- Must be 18 years of age

Notary Public Education

Notary Public Education provides individuals with the opportunity to become or renew their standing as a Notary with the state of North Carolina. This course of study meets the state guidelines for instruction.

OBD Emission Control Inspection

This course is designed to prepare auto technicians and service personnel as OBD emission inspectors for motor vehicles. Course topics include regulations and test inspection procedures required by the NC DMV - Enforcement Selection - for OBD emission inspectors. Upon completion, a student should understand the rules, regulations and procedures for OBD emission inspections, be able to inspect a vehicle properly and be prepared to sit for the state certification exam.

Tanning Booth Operator Training

Effective January 1, 1993, the Division of Radiation Protection in Raleigh requires any person operating a tanning bed in North Carolina be at least 18 years of age and be certified. The course is designed to instruct the student on the proper and safe way to operate a tanning bed.

Teacher Assistant Institute

The Teacher Assistant Institute meets the “No Child Left Behind” Act qualifications and is designed to meet the needs of current and prospective paraprofessionals. Note: Additional courses may be approved.

Requirements for the Teacher Assistant Institute are:

- A 12-hour WorkKeys preparation, review, and assessments in Math, Reading, Writing
- Two 48-hour approved continuing education courses or four 24-hour approved online courses

Courses include, but are not limited to:

| | |
|---|-----------------------------|
| Methodology/Curriculum Development | 48 hours |
| Online courses begin every month. | |
| Note: Current list is available at www.ed2go.com/cccti | 24 hours |
| WorkKeys Prep and Assessment | Available in JobLink Center |
| Classroom Management | 48 hours |

Vehicle Safety Inspection Course

This 8-hour course of instruction is offered for certification or renewal as a North Carolina Vehicle Safety Inspector. Individuals meeting the state requirements and successfully completing the end of course test will be designated as a North Carolina Safety Inspector.

Corporate Computer Training Center

"Making Technology Work For You"

The Corporate Computer Training Center offers computer instruction for adults who want to increase their knowledge of computers. Training is designed to produce immediate productivity with the software package being taught. The center focuses on updated computer instruction to match the release of new software and to address the specific application needs of students. Services offered include current computer application training and customized computer applications. Courses are available for businesses, industries, agencies, and the general public.

Computer Services

Access

This course covers creating a database form, editing and printing databases, searching and sorting a database; using filters and queries, and generating reports; creating, modifying and printing, building forms with subforms and other controls.

Beginning Internet

This course is designed for students interested in gaining a basic understanding of Internet applications. Students will learn to navigate the Internet, download files, and utilize information. Experience with the mouse is recommended.

Beginning Windows

This is an ideal course for the student who is upgrading an earlier version of Windows. The student will learn to navigate the Windows operating system to perform daily tasks. Students should have basic keyboarding skills.

Excel

This course covers how to create, save and edit a worksheet as well as features such as freezing, titles, sorting, multiple calculations, formulas and functions, edit, print options, formula and template construction, working with workbooks, logical functions, autofill, protecting and hiding data, creating charts and graphs, filtering data and using filters.

I Know Nothing About Computers

This is an ideal course for the student who has never used a computer. The student will learn to navigate the Windows operating system to perform daily tasks. Students should have basic keyboarding skills.

Internet Applications

This course covers browsers and search engines, links, advanced searches and boolean operators, online reference services, validity of information, privacy and security issues, ethics, copyright, legal issues and e-mail features.

Fire, Rescue, EMS

Basic Anatomy & Physiology

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology. This course is a prerequisite for EMS 3031, Emergency Medical Technician-Paramedic Initial.

CPR

This course is designed to instruct students in cardiopulmonary resuscitation with an emphasis on prevention through changes in lifestyles. Successful completion of the course will result in certification from the American Heart Association.

EMT-Basic

This is the first level for the Emergency Medical Technician in preparation to take the NCOEMS or NR examination. This course prepares students for basic pre-hospital emergency care such as treatment for shock, bleeding, burns, poisonings, childbirth, pediatric emergencies, CPR, use of ambulance equipment and communications to the emergency department.

Prerequisites:

- Must be 18 years of age;
- High School Diploma/GED, or successful completion of an exam assessing basic reading comprehension skills at a minimum at the tenth-grade level.

EMT-Intermediate

This course prepares the EMT to be able to perform skills such as intravenous medication administration, inhalation medication administration, use of blind insertion airway devices and subcutaneous injection.

Prerequisites:

- Successful completion of the EMT Basic course
- High School Diploma/GED
- Reading comprehension and English language skills on the post-secondary level, and compliance with the mathematical skills on the high school grade level.

EMT-Paramedic

This course prepares the EMT to be able to perform skills such as endotracheal intubation, use of drugs for pain, and manual defibrillation.

Prerequisites:

- Successful completion of the EMT Basic course;

- High School Diploma/GED;
- Reading comprehension and English language skills on the post-secondary level, and compliance with the mathematical skills on the high school grade level.

Co-Requisites:

- Successful completion of the Basic Anatomy & Physiology course.

Firefighter I / II

Firefighter I & II is a series of courses developed by the NC Department of Insurance, Fire and Rescue Commission. Successful completion of the courses required for each level will certify the firefighter at either Level I or II. Examples of courses offered in the series are Ladders, Fire Behavior, Forcible Entry, Fire Control and Water Supplies. Fee is waived for all students affiliated with a paid or volunteer fire department.

Prerequisites:

- Must be 18 prior to certification as a firefighter, but may begin training at the age of 16;
- High School Diploma/GED prior to being certified.

First Aid

This course covers the basics of first aid, including what to look for prior to giving care to ensure patient safety. Skills learned include bleeding control, basic splinting and caring for shock and diabetic emergencies. First aid classes can be customized to meet the individual and/or group needs.

Hazardous Materials

Hazardous Materials is a series of courses approved by the NC Department of Insurance. Hazardous Materials Level I certification requires completion of Hazardous Materials Awareness and Operations/Terrorism. A Hazardous Materials Level I certification is required for Firefighter Level II and Rescue Technician. The awareness course provides the responder with knowledge and skills needed for detecting and identifying hazardous materials and initiating the incident command system. The operations course trains the responder to understand and interpret the basic hazards of the chemical incident and to make proper risk assessment within the limitations of equipment, resources, training, and personnel on hand.

Prerequisites:

- Must be 18 prior to certification;
- High School Diploma/GED prior to certification.

Medical Responder

This is an entry-level course for state certification. This course prepares students to perform Basic Life Support skills to assist Emergency Medical Technicians in the field. Skills developed are patient assessment, CPR, splinting and hemorrhage control.

Prerequisites:

- Must be 18 years of age;
- High School Diploma/GED, or successful completion of an exam assessing basic reading comprehension skills at a minimum at the tenth-grade level.

Rescue Technician

The Rescue Technician is a series of courses approved by the North Carolina Department of Insurance, Fire and Rescue Commission. Successful completion of the courses required for RT will then certify the rescue worker. Examples of the courses offered in the series are General-Search Management & Helicopter Transport. Fee is waived for all students affiliated with a paid or volunteer rescue department.

Prerequisites:

- Must be 18 prior to certification as ERT, but may begin training at the age of 16;
- High School Diploma/GED prior to certification.

Health Services

Manicurist

This 316-hour course is designed to prepare students to take the state board examination to become a licensed manicurist through the NC Board of Cosmetic Art. Topics studied during the course include the professional image, manicuring and pedicuring, bacteriology, sanitation and disinfecting, nail product chemistry, anatomy and physiology, OSHA safety regulations, disorders of the nail, acrylic nails, nail wraps, gel nails, silk wraps, nail art, nail enhancements, nail piercing, nail jewelry and nail appliqués.

Admission Requirements:

- High School Diploma or GED
- Must be 18 years of age

Massage Therapy - Watauga

This 570-hour course is divided into three semesters and is designed to prepare students for the national certification exam required for the North Carolina licensure application process. Through class work and practical “hands-on” training, students obtain a solid foundation for professional practice as an entry level Massage Therapist. Upon successful completion of the three-semester course, the student will be eligible to sit for the national exam and apply for state licensure in North Carolina.

Semester I is offered beginning each fall semester. Modules include: fundamentals of Swedish massage, anatomy and physiology, kinesiology, ethics, North Carolina laws and rules, communication, hygiene, standard precautions, special populations, wellness and self care, and student clinics.

Semester II is offered beginning each spring semester. Modules include: sports massage, anatomy and physiology, pathology, prenatal massage, oriental bodywork, hydrotherapy, joint mobility, functional assessment, student clinics, fieldwork and CPR.

Semester III is offered beginning each summer semester. Modules include: deep tissue massage, somatic psychology, pathology, tai chi body mechanics, business, fieldwork and student clinics.

Note: Massage Therapy Semesters I, II, and III are sequenced courses. Students are admitted fall semester only.

Admission Requirements:

- Must be 18 years of age
- High School Diploma or GED
- No felony convictions
- Placement test. A reading test is required for entrance into the course. Test is waived if the student shows proof of a post secondary degree.
- Attend mandatory orientation session
- Interview with Massage Therapy Coordinator
- Completed admission packet

Massage Therapy - Caldwell

This 600-hour five (5)-course series is designed to prepare students for the national certification exam required for the North Carolina licensure application process. Through class work and practical “hands-on” training, students obtain a solid foundation for professional practice as an entry level Massage Therapist. Upon successful completion of the five (5)-course series, the student will be eligible to sit for the national exam and apply for state licensure in North Carolina.

Semester I is offered beginning each fall semester. Courses include: Fundamentals of Therapeutic Massage I and Anatomy and Physiology with Kinesiology.

Semester II begins spring semester. Courses include: Fundamentals of Therapeutic Massage II, Anatomy and Physiology II, and Pathophysiology.

Note: The Massage Therapy five (5)-course series offered in semesters I and II are sequenced courses. Students are admitted fall semester only.

Admission Requirements:

- Must be 18 years of age
- High School Diploma or GED
- No felony convictions
- Placement test. A reading test is required for entrance into the program. Test is waived if the student shows proof of a post secondary degree.
- Attend mandatory orientation session
- Interview with Massage Therapy Coordinator
- Completed admission packet

Medical Billing and Coding

This is an introductory course designed to familiarize students with insurance programs and federal health care regulations as well as provide basic knowledge of ICD-9 and CPT codes. Students will cover topics related to both the physicians’ office and hospital coding. Course topics include an introduction to CPT, evaluation/management services, anesthesia/surgery, radiology and pathology/laboratory, medicine, ICD-9-CM introduction, ICD-9-CM guidelines and third-party reimbursements, and managed care. Other topics include surgery coding, outpatient coding, procedure coding, diagnosis coding, anatomy, and UB-92 claim forms.

Admission Requirements:

- Medical Terminology course

Medical Terminology

This 30-hour course is an introduction to the study of the structure of medical words and terms. Emphasis is placed upon spelling and defining commonly used prefixes, suffixes, root words, and their combining forms. Program content covers basic human anatomy and physiology, elements of medical terminology and names of major diseases, including terms used in physical exams, operative procedures and diagnosis. Students will receive a certificate upon successful completion of this course.

Admission Requirements:

- Completion of a minor permission form for students under 18 years of age

Medical Transcription

This 60-hour course offers a foundation in medical transcription. It enhances students' knowledge of medical terminology, human anatomy and physiology, as well as English language skills. Students will become proficient in typing a variety of medical reports and become familiar with transcribing equipment. Upon successfully completing the course, the student will receive a certificate.

Admission Requirements:

- Proficient in keyboarding
- Medical Terminology course
- Ability to operate available transcribing equipment

Nurse Aide Level I

This 160-hour course prepares students to provide personal care and perform basic nursing skills for the elderly and other adults. Emphasis is placed upon the aging process. Topics covered include safety, restorative care, personal and functional diseases/disorders, communication, patient's rights, nutrition management and elimination. In addition, CPR instruction, competency and certification are included in the course curriculum. Students are required to successfully complete all segments of the course including classroom, lab, and clinical hours in order to receive a certificate of course completion.

The student must also successfully pass a two-part written and skills state administered examination, in order to satisfy requirements imposed by the Division of Facility Services to become listed as a Nurse Aide I in North Carolina. Upon successfully completing both course work and state exam, the student will then be listed on the North Carolina Nurse Aide I Registry.

Admission Requirements:

- Placement test. A reading placement test is required for entrance into the course.
- Completion of a minor permission form for students under 18 years of age

Nurse Aide Level II

This 192-hour two-part course prepares students to perform more complex nursing skills than those required for Nurse Aide I. The first segment of the course includes 100 hours of classroom instruction with lab practice. Curriculum focus is on infection control, oropharyngeal suctioning, established tracheostomy care, observation and maintenance of oxygen therapy, enteral nutrition, and Nursing Assistant II roles with members of a health care team. The second segment of the course involves 92 hours of clinical learning experience in various health care settings. Students will demon-

strate proficiency of knowledge and skills learned through interactions with patients and residents while in the clinical setting. A comprehensive written and skills evaluation is administered to confirm student competency for completion of this two-part course. Students are then eligible to apply for listing as a Nurse Aide II in North Carolina through the Board of Nursing.

Admission Requirements:

- Proof of completion of a minimum 75-hour state approved Nurse Aide I course
- High School Diploma or GED

Nurse Aide Refresher

This 20-hour course provides the individual with an expired Nurse Aide I listing an opportunity to update and refresh his/her knowledge of personal care and basic nursing skills needed for elderly patients to become re-listed in North Carolina. This course also allows out of state individuals the opportunity for initial listing in North Carolina.

Once the student successfully completes this course and receives the Certificate of Course Completion, he/she is eligible to apply and sit for the two-part written and skills state examination that became a state requirement effective July 1, 2006.

The student will be listed as a Nurse Aide I with the State of North Carolina as required by the Division of Facility Services upon successfully passing the state examination.

Admission Requirements:

- Proof of completion of a minimum 75-hour state approved Nurse Aide I course

Phlebotomy

This 160-hour two-part course prepares students to draw blood specimens from patients/clients for analysis. The first part of the course includes 120 hours of classroom instruction with extensive lab practice. Curriculum focus is on basic anatomy and physiology; proper selection/collection of blood specimens via capillaries and veins; proper techniques for care of blood specimens; use and maintenance of laboratory equipment; appropriate interpersonal communication skills with patients/clients and healthcare team members; data entry and associated clerical duties for accurate record keeping. Instructor demonstration of proper technique and student return demonstration is a key component of this course. Students participating in this course must interact with classmates by giving and receiving actual blood specimens. CPR instruction, competency and certification are also included in the course curriculum. A comprehensive written evaluation and mock competency is administered to confirm student competency at the end of the first course. The second part of the course requires 40 consecutive hours of clinical rotation in an assigned venue, wherein the student will demonstrate proficiency of knowledge and skills acquired, though interactions with patients/clients. Upon successful completion of this two-part course, the student will receive a course certificate, will be prepared to sit for a national examination, and will be a certified phlebotomist.

Admission Requirements:

- High School Diploma or GED
- Must be 18 years of age

School Health Assistant

This 48-hour course, will qualify students to work as a School Health Assistant in conjunction with the Registered nurse in public schools. Topics include: the role of the School Health Assistant, scope of practice/ethics, documentation, communication, organization, health and safety (CPR/First Aid, Bloodborne Pathogens and Hepatitis), common childhood illnesses, chronic diseases, medications, screenings and medical procedures.

Admission Requirements:

- High School Diploma or GED
- Must be 18 years of age

Tanning Booth Operator Training

Effective January 1, 1993, the Division of Radiation Protection in Raleigh requires any person operating a tanning bed in North Carolina be at least 18 years of age and be certified. This 13-hour course is designed to instruct the student on the proper and safe way to operate a tanning bed.

Admission requirements:

- Must be 18 years of age

Vocational and Technical Services

Apprenticeship Training provides the formal course work for skilled trade employees at local industries to be enrolled in the NC Apprentice Program. Combined with on-the-job training, individuals upon completion of the program will be awarded a certificate and registered as a journeyman in the particular skill craft area.

Aviation courses provide two types of training for the prospective and advanced pilot. Ground schools are offered for the private pilot certification and pilot's instrument rating.

Cabinetmaking, a 96-hour course, is designed to teach the fundamental techniques of cabinetmaking. Course topics include the proper selection of woods, building materials, tools, finishes, installation and labor costs. Participants will plan, blueprint, and build cabinets suitable for kitchen or bath.

Construction Trades courses are taught using a nationally recognized certification program entitled "Wheels of Learning" encompassing twenty-six disciplines. A student who has completed any "module" in the discipline offered will be tested to determine competency and will be certified as such. This is a competency-based program, allowing students to work at their own pace as suits their needs and/or abilities. Currently, five disciplines are offered to include:

- Carpentry
- Masonry
- Plumbing
- Electrical
- HVAC

Electrical/Electronics courses have been used extensively by industry to provide specific training in areas of communication, PLC, metering, AC/DC theory, digital electron-

ics, motors, motor controls, HVACR controls, etc. This area provides students with training in areas that will qualify them for electronic troubleshooting, development, and programming.

General Contractor's License Preparation is a 60-hour course that prepares students for the General Contractor's licensing examination. Emphasis will be on blueprints, laws and regulations, employment security laws of NC, and workers' compensation. Upon successful completion of the course, students are eligible to sit for the NC Contractor's licensing examination.

National Electric Code License Preparation is a 60-hour course is designed to prepare the student for the Electrical Contractor's Licensing examination for the state of North Carolina. Students examine all aspects of the electrical code and are tested to evaluate competency during the class.

NC Manufacturing Certification Program enhances career opportunities in manufacturing fields using a curriculum based upon industry standards and competency testing. Current and potential manufacturing workers can achieve certification at two levels. Level I certification can be gained by completing the manufacturing fundamentals program. This program is 96 hours in length, covering four core courses and two electives. Level II certification involves industry-specific programs.

Plumbing Contractor's License Exam Preparation is a 36-hour review course is designed to prepare the student to sit for the NC Plumbing Contractor's exam. This course is a study of the plumbing code minimum requirements and principles involved in the designing of the plumbing system. Students must meet the State minimum experience requirement in order to take the state certification examination.

Welding courses are designed to provide the beginner and professional the opportunity to gain or develop skills. MIG, TIG, stick, pipe, and basic welding offer the beginner or professional the opportunity to develop skills that may qualify them for promotion or certification.

Human Resources Development Program

Since 1973, Human Resources Development (HRD) has been offering a variety of courses to educate and train adults for workplace success. These courses vary from Computers in the World of Work: Introduction to Basic Computer Skills to Communication Skills in the Workplace to the Pre-job Program.

HRD courses are available to individuals who are unemployed, underemployed, seeking to make a job change, or seeking to gain basic job maintenance skills. All classes are offered at no cost to those who qualify. Others may also take the class but must pay a registration fee.

Employment Connections

Employment Connections class is for dislocated workers, the unemployed and those who want to get a new job or start a new career.

Employment Connections can help you:

- Explore your career options
- Learn to job search
- Fill out applications
- Prepare your resume
- Practice interview skills
- Learn how to answer those tough interview questions
- Learn how to dress for an interview
- Learn how to build relationships in the workplace
- Learn how to communicate effectively

Computers in the World of Work

This is an introductory course for those individuals who have minimal or no computer skills. The course has four major objectives:

- to teach basic computer skills to adults who have a desire to learn in order to increase their employability skills;
- to emphasize the role of information technology in the world of work
- to generate enthusiasm for computer technology;
- to create a desire to obtain additional information and skills in computers.

Students receive hands-on computer experience and individual attention from the instructor.

The course is offered at no cost to those who qualify. Others may also take the class but pay a registration fee. To see if you qualify to take the class for free or if you need additional information, please call (828) 726-2242.

Career Start will help students assess their existing skills and identify potential skill deficits which may create barriers for employment. Upon completion of the Career Start Workshop, establishment of an educational development plan is completed to increase students' competitiveness in the local job market. Students will also learn to complete employment applications, prepare resumes and how to conduct themselves in an interview.

Other HRD courses that are offered include, but are not limited to:

- Career Planning and Assessment
- Employability Skills
- Getting and Keeping a Job
- HRD-Keyboarding
- Using the Internet in Your Job Search
- Using Word and Excel in Your Job Search

Online Courses

Corporate and Continuing Education currently has 200+ Ed2Go online courses available ranging from computer application to personal enrichment courses that begin every month. Registration is required one week prior to the beginning of class. For details and complete course listing, visit www.ed2go.com/cccti.

Minimum Requirements

- Basic familiarity with computer use and operations
- Access to the Internet
- E-mail account
- Current antivirus software, updated frequently
- Netscape Navigator or Internet Explorer, versions 4.0 or higher.

Minimum Hardware Requirements:

PC

486/75MHz processor
16 MB memory
28.8K modem
Windows 98 or above
CD-ROM drive

MacIntosh

75MHz processor
16 MB Memory
28.8K modem
Mac OS 7.5
CD-ROM drive

Small Business Center

“The First Step to Your Business Success”

The Small Business Center is designed to meet the training needs of the area's small business owners, managers, and other personnel, as well as entrepreneurs planning to start a small business. Training sessions are offered as workshops, seminars, and short-term courses. The Small Business Center also offers confidential business counseling at no charge and has a resource center with publications and other research materials to help with small business research and problem solving.

General Interest

Basic Rider Safety Program

This course is designed for the student with little or no motorcycle riding experience. Upon successful completion of this 22-hour safety and street skills course, students will be given completion cards to take to their local DMV office. Upon successful completion of the written examination at the DMV office, students will receive a motorcycle endorsement on their driver's license. Motorcycles are provided by the college, however the student is responsible for the protective gear required to participate in this course. Classes are held March-November each year.

Alive at 25! Defensive Driving Course

This program goes hand in hand with the defensive driving program; however, this young driver intervention program zeroes in on drivers between the ages of 16 and 24 – the group most likely to be involved in fatal collisions. This highly interactive four-hour program teaches young drivers how to take control of situations by taking responsibility for their own driving behavior. Call 828.726.2242 in Caldwell County for registration information and eligibility requirements.

Defensive Driving Course

Those charged with certain traffic violations, such as speeding, unsafe movement, etc.,

in any county that recognizes the NC Safety and Health Council program may have their charges reduced by the District Attorney by taking this 4-hour course. Violations will be reduced to improper equipment and points will not appear on your driver's license or your insurance. The course is offered weekly. Call 828.726.2242 in Caldwell County or 828.263.5370 in Watauga County for registration information and eligibility requirements.

Experienced Motorcycle Safety Course

Offered on demand, this 8-hour course is designed for students who would like to sharpen their current riding safety skills. Students are required to bring their own motorcycle and protective riding gear.

General Information

The Corporate and Continuing Education Department provides full services to both Caldwell and Watauga counties. The department has facilities at CCC&TI's Caldwell Campus, the J.E. Broyhill Civic Center and at the Watauga Continuing Education Center. The Small Business Center has offices on the Caldwell Campus of CCC&TI as well as at the Watauga Continuing Education Center in Boone.

Admissions

Admission to classes is open to individuals 18 years of age or individuals whose regular high school class has graduated. Persons between 16 and 18 years old may enroll if they have written permission from the school where they last attended.

Fees

Registration fees will depend upon the nature and purpose of each course/workshop. Textbooks or special materials may be purchased from the campus bookstore. Occupational training courses are free to NC residents 65 and older. In self-support classes and workshops, special fees may be charged.

To Enroll

Courses last an average of six to sixteen weeks; however, classes may be offered on a short-term basis. Registration dates may be found in the front of the college catalog under Academic Calendar and are listed below. Semester schedules are also published and distributed. The college reserves the right to cancel any course when an insufficient number of people register. Applicants are admitted on a first come, first served basis; students may also register any Tuesday from 8 am - 7 pm at the Corporate and Continuing Education Office on both campuses and at the first class session if space is available. Parking stickers and student IDs are available on regular registration days. See Academic Calendar for current registration dates and holidays.

Refund Policy

Students registered for an occupational training course who officially withdraw prior to the first day of class will be eligible for a 100 percent refund, if requested. Students who officially withdraw on the first day of class or by the 10 percent date of the class will be eligible for a 75 percent refund, if requested. (Students enrolled in a multi-

entry/multi-exit class who officially withdraw on the first day of class or within 10 calendar days of the first class meeting are eligible for a 75 percent refund, if requested). Students registered for an occupational training course that is canceled for any reason by the vice-president will automatically be issued a 100 percent refund. To receive a refund, a student must complete and sign a continuing education drop/refund form and have the vice-president sign for the class(es) being dropped.

Course Repetition Policy - Occupational Extension

No occupational extension training course may be taken more than twice within a five-year period unless the student pays full cost of the course. The occupational extension repeat policy does not apply to students taking classes for certification, licensure, or recertification.

Attendance/Grading System

A course syllabus will be distributed by the instructor to include attendance policies at the beginning of each course. Students will be held responsible for understanding all attendance and classroom rules issued by the instructor. Numerical and/or letter grades will be given for occupational training classes requiring certification. All other continuing education grades will be recorded as follows:

| | | | |
|---|---------------|---|----------------|
| A | Excellent | S | Satisfactory |
| B | Above Average | U | Unsatisfactory |
| C | Average | W | Withdrawn |
| D | Below Average | | |
| F | Failing | | |

Student Records/Transcripts

Student records and transcripts can be reviewed by students for accuracy and may be picked up in person by presenting a signed request in the Student Services office. Certificates are given for the satisfactory completion of occupational training courses. CCC& TI adheres to the Family Privacy Rights Act and assures all students that their records will remain confidential. The college has the right to release information which may include the following:

- student's name
- date of birth
- address
- telephone number
- dates of attendance

Rules and Regulations

All the rules and regulations of the college under "Student Conduct and Responsibilities" will be adhered to by Corporate and Continuing Education students.

J.E. Broyhill Civic Center

The J.E. Broyhill Civic Center of CCC&TI is located in Lenoir, NC, two miles north of the Caldwell campus in Hudson on US 321. The Broyhill Center features a 1000

seat state-of-the-art proscenium performance theatre and up to eight meeting rooms with banquet seating for up to 300.

Scheduling and use of the Broyhill Civic Center is on a first come, first served basis. Scheduling must be done by contacting either the Program Assistant or the Civic Center Director. College events are permitted to use the facility free of rental charge. However, there may be charges for such items as linens, cleaning and optional equipment.

The Broyhill Civic Center offers discount tickets to all employees and students of CCC&TI. Discounts are based on events and availability. We may not be able to offer discounts to events that are not produced by J.E. Broyhill Civic Center or CCC&TI.



Basic Skills Department

In an effort to meet the needs of adults who do not have a high school credential, plus the numbers of unemployed and underemployed, the Basic Skills Department offers approximately 40 classes in over 15 locations each semester. These classes serve students wishing to improve their reading, writing or math skills, earn a GED or Adult High School Diploma, learn to speak English, improve life skills, or learn a specific academic skill for their job. All Basic Skills classes are tuition free.

Literacy

ABE – Adult Basic Education classes are offered for people who may need help learning basic speaking, reading, and writing skills. Instruction is also provided in math, science, and social studies. Books and materials which have been especially prepared for adult learners are provided. Students can study at their own pace and/or enroll in classes that address specific topics. Instructors are available to assist students in this pre-high school program. Volunteer tutors are also available to assist as needed. Orientation and placement testing are offered weekly.

ESL – English as a Second Language students comprise one of the fastest growing groups served in Basic Skills. These classes are designed for non-native students who need to learn to speak, read, or write English. Classes are held on campus, in the community, and sometimes in the workplace. Special curricula and instructional techniques are used to meet the needs of this population.

Workplace – Classes may be held in local business and industry each semester using a variety of formats. There can be classes held after work for regular ABE/GED, where employees improve skills or earn credentials. Others offer job related or job specific curricula integrating workplace skills with basic skills instruction. Often industry purchases books, pays testing fees, and provides paid time-off for employees who attend

classes. At the request of industry, short skill courses can be offered. These are closed ended and involve the teaching of a particular skill such as writing and/or responding to a memo.

Family Literacy – The Family Resource Center and Whitnel Elementary School offer Caldwell Even Start Family Literacy classes. Adults in need of basic skills instruction may attend class with their children ages six weeks to seven years. These classes provide comprehensive and intensive services to families. Components of the program include Adult Basic Education/GED, Parent Education, Parent/Child Together Time and Early Childhood Education. Local elementary schools provide “study clubs” for parents improving their English or working toward a GED. Pre-school and school aged children may attend these free classes.

GED or General Educational Development – This program is designed to give adults who have less than a twelfth-grade education an opportunity to earn a high school equivalency certificate. Classes are offered on the Caldwell and Watauga campuses, and throughout the community. Individualized instruction is provided in an adult-centered atmosphere. Students can also work online to do some preparatory work for the GED. To complete the GED, passing scores are required on five tests: reading, science, math, social studies, and writing. Persons wanting to earn a GED may enroll and complete the program at any time during the semester. Orientation and placement testing are offered weekly.

Compensatory Education – This is a community college program designed for adults with mental retardation or traumatic brain injury. Its goals are to help the individual acquire basic skills and abilities needed to become more independent and self directed and to meet and manage community, social, work, and personal adult responsibilities. Classes meet in sheltered workshops, group homes, community sites and on campus.

Adult High School Diploma

Program Description

The Adult High School Program is for anyone who wants to complete his/her high school education and earn a diploma. The AHS classes are offered at Caldwell Community College and Technical Institute in Hudson and Boone. Classes are free and textbooks are provided free of charge for use in the classroom.

Students may choose to enroll in morning or evening classes, or both. Core subject classes meet twice a week for three hours and elective classes meet once a week for three hours. Classes are structured for students to earn one unit of credit for each class completed. Most classes can be completed in eight weeks.

Graduation Requirements

A total of 20 units must be completed for graduation. Applicants may receive transfer credits for courses previously completed in public, private, or home school. If there are no credits to transfer, a student may earn all 20 units with the AHS program. The Adult High School graduation requirements are:

- A minimum score of 9.0 on the Reading, Language Skills, and Math Placement tests.
 - Passing scores on the NC Competency Test
 - English 4 units
 - Mathematics 3 units (to include Algebra I)
 - Science 3 units (to include Biology and Physical Science)
 - Social Studies 3 units (to include Government/Economics, US History, and a World Studies)
 - Health or PE 1 unit
 - Electives 6 units
- 20 units (including passing scores on the NC Competency Tests)

Enrollment Procedure

The first step in the enrollment process is to attend orientation and placement testing. Orientation sessions are offered weekly at the Basic Skills Center in Hudson and at the Watauga Basic Skills Center in Boone (Minor applicants, 18 years old and under, must bring the Minor Permission Form). A score of 9.0 or above is required to be eligible for AHS class registration. Review classes are available for those who would like to retest. Applicants should also have an official transcript sent from their last high school.

New Student Registration

The New Student Registration takes place every eight weeks. Attendance at Adult High School registration is a requirement for enrollment. Applicants will be assigned a date to attend the registration session after completing orientation and placement testing. At registration, the applicant will receive important information about the program and will register for classes.

CCC&TI Full Time Personnel



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Librarian-Watauga Campus
 B.A., Lincoln Memorial University; M.A., State University of West Georgia; M.L.S., Florida State University



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Barber, Mark
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Annas, Rosanne
Director, Radiography Program; Instructor
 B.S., University of Saint Francis



Barefoot, Diane
Instructor, History
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Annas, Shirley
Housekeeper, Environmental Services



Barlowe, Gloria
Technician, Computer Information Services
 A.A.S., Caldwell Community College and Technical Institute



Arney, Christine
Coordinator, Compensatory Education; Instructor
 B.S., Western Carolina University



Barrier, Teddie
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 A.A.S., Catawba Valley Community College, B.S., Gardner-Webb University, M.A., Appalachian State University



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Benson, Patrick Wayne
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Instructor, Truck Driver Training Program
 C.R.T., N.C. Apprentice Truck Mechanics



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 A.A.S., Western Piedmont Community College



Bolick, Sherry Wilson
Professional Development Coordinator, Early Childhood Education
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Housekeeper, Environmental Services



Bowman, Amy
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Brown, Charles Shannon
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Courier
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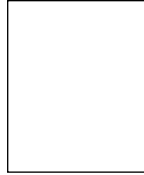
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Instructor; Religion, Philosophy
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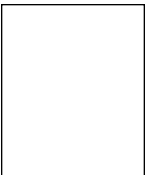
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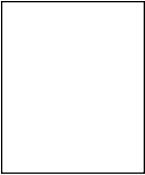
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Automotive Systems Technology (A60160)

Fall Semester I

| | | | | | |
|-----|------|------------------------------|----|----|----|
| AUT | 110 | Intro to Auto Technology | 2 | 2 | 3 |
| AUT | 116 | Engine Repair | 2 | 3 | 3 |
| AUT | 116A | Engine Repair Lab | 0 | 3 | 1 |
| AUT | 161 | Basic Automotive Electricity | 4 | 3 | 5 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| ENG | 111A | Expository Writing Lab | 0 | 2 | 1 |
| | | Semester Total | 11 | 13 | 16 |

Spring Semester I

| | | | | | |
|-----|------|-----------------------------------|---|----|----|
| ENG | 114 | Prof. Research & Reporting | 3 | 0 | 3 |
| AUT | 141 | Suspension & Steering Systems | 2 | 3 | 3 |
| AUT | 141A | Suspension & Steering Systems Lab | 0 | 3 | 1 |
| AUT | 151 | Brake Systems | 2 | 3 | 3 |
| AUT | 151A | Brake Systems Lab | 0 | 3 | 1 |
| AUT | 181 | Engine Performance I | 2 | 3 | 3 |
| | | Semester Total | 9 | 15 | 14 |

Summer Semester I

| | | | | | |
|-----|-----|--------------------------------|---|---|----|
| | | Social Science Elective | 3 | 0 | 3 |
| AUT | 183 | Engine Performance 2 | 2 | 6 | 4 |
| AUT | 186 | PC Skills for Automotive Techs | 2 | 2 | 3 |
| | | Semester Total | 7 | 8 | 10 |

Fall Semester II

| | | | | | |
|-----|------|-----------------------------------|----|----|----|
| AUT | 212 | Auto Shop Management | 3 | 0 | 3 |
| AUT | 221 | Automatic Transmission/Transaxles | 2 | 3 | 3 |
| AUT | 221A | Automatic Trans/Transaxles Lab | 0 | 3 | 1 |
| AUT | 123 | Powertrain Diagnosis and Services | 1 | 3 | 2 |
| AUT | 171 | Automotive Climate Control | 2 | 4 | 4 |
| PHY | 110 | Conceptual Physics | 3 | 0 | 3 |
| PHY | 110A | Conceptual Physics Lab | 0 | 2 | 1 |
| | | Semester Total | 11 | 15 | 17 |

Spring Semester II

| | | | | | |
|-----|------|-------------------------------------|----|----|----|
| | | Humanities/Fine Arts Elective | 3 | 0 | 3 |
| COM | 120 | Interpersonal Communication | 3 | 0 | 3 |
| AUT | 231 | Man. Trans./Transaxles&Drivetrains | 2 | 4 | 4 |
| AUT | 163 | Adv Auto Electricity/Electronics | 2 | 3 | 3 |
| AUT | 163A | Adv Auto Electricity/ElectronicsLab | 0 | 3 | 1 |
| AUT | 285 | Introduction to Alternative Fuels | 2 | 2 | 3 |
| | | Semester Total | 12 | 12 | 16 |
| | | Total Hours | 50 | 63 | 73 |

Page 94

Automotive Systems Technology (D60160) Diploma Program

- Change hours Fall Semester I for AUT 116 to 2, 3, 3 and Total Semester Hours to 11, 13, 16 and Total Hours to 24, 36, 37

Page 95

Basic Engine Performance (C60160E)

- Delete AUT 181A Engine Performance I Lab

Page 101

Biomedical Equipment Technology (A50100)

- Spring Semester I misspelled “Expository” in ENG 111 and ENG 111A

Page 108

Business Administration-Electronic Commerce (A25121)

- Falls Semester I, Total Hours 13 8 17

Page 117

Computer Information Technology (A25260)

- CTS 130 in Fall Semester II, Spreadsheets should not have an “s”

Page 128

Culinary Technology (A55200)

- Spring Semester II CUL 180 International & Reg Cuisine and CUL 180A International Reg Cuisine Lab

Page 130

Early Childhood Associate / Professional Fundamentals Option (A55220F)

- Change hours Summer Semester I for Math/Science Elective 2/3, 2/3, 3/4 and Total Semester Hours 8/9, 2/3, 10/11
- Change Total Hours 67/68, 28/29, 73/74/75

Page 137

Electrical/Electronics Technology Electrical Controls (C35220C)

- Change ELC 131 to ELN 131
- Change ELC 133 to ELN 133

Page 141

EPT Emergency Management Concentration (C55420)

- EPT Emergency Management Concentration (C55420) EPT 210 3 0 3, Total Hours 17 2 18

Page 142

General Occupational Technology (A55280)

- CIS 110 Introduction to Computers 2 2 3

Page 143

General Occupational Technology (D55280)

- Change under Other Major/Required Courses BIO 170 to BIO 275

Page 156

Mechanical Engineering Technology (A40320)

- Change Total Hours 49, 59, 69

Page 160

Medical Office Administration (D25310)

- Delete second entry for OST 164 Text Editing Applications from Spring Semester I

Page 166

Nuclear Medicine Technology (A45460)

- No need to list credit hours for COM 231 Public Speaking because of “or” statement

Page 172

Office Systems Technology (A25360)

- DBA 110 2 3 3
- Change CTS 120 to CTS 130 under *Business Elective

Page 173

Office System Technology (D25360)

- Change CTS 120 to CTS 130 under *Business Elective

Page 178

Paralegal Technology (A25380)

- Change Total Hours to 57/59, 24/26, 70/71

Page 181

Physical Therapist Assistant (A45640)

- Change hours in Summer semester II for PTA 152 to 1, 2, 2 and change total semester hours to 3, 8, 6
- Change hours in Spring semester II for PTA 270 to 1, 0, 1 and change total semester hours to 6, 18, 12
- Change total hours to 49, 79, 76

Page 185

Speech-Language Pathology Assistant (A45730)

- Fall Semester II SLP 112 misspelled Anatomy

Page 191

Web Technologies (D25290) Diploma

Fall Semester I

| | | | | |
|---------|----------------------------|---|---|---|
| CIS 110 | Computer Concepts | 2 | 2 | 3 |
| CIS 115 | Programming/Logic Concepts | 2 | 3 | 3 |

| | | | | |
|-------------------|---------------------------|-------|-------|-------|
| DBA 110 | Database Concepts | 2 | 3 | 3 |
| CTS 115 | IS Business Concepts | | | |
| Or | | | | |
| BUS 110 | Introduction to Business | 3 | 0 | 3 |
| WEB 110 | Internet/Web Fundamentals | 2 | 2 | 3 |
| SEC 110 | Security Concepts | 3 | 0 | 3 |
| | Semester Total | 14 | 10 | 18 |
| Spring Semester I | | | | |
| NET 110 | Networking Concepts | 2 | 2 | 3 |
| Or | | | | |
| NET 125 | Networking Basics | 1 | 4 | 3 |
| WEB 111 | Intro to Web Graphics | 2 | 2 | 3 |
| WEB 115 | Web Markup and Scripting | 2 | 2 | 3 |
| WEB 120 | Intro Internet Multimedia | 2 | 2 | 3 |
| WEB 140 | Web Development Tools | 2 | 2 | 3 |
| | Semester Total | 10/9 | 10/12 | 15/15 |
| Summer Semester I | | | | |
| COM 120 | Interpersonal Comm | 3 | 0 | 3 |
| ENG 111 | Expository Writing | 3 | 0 | 3 |
| ENG 111A | Expository Writing Lab | 0 | 2 | 1 |
| | Semester Total | 6 | 2 | 7 |
| | Total Hours | 24/23 | 20/22 | 40/40 |

Page 195-196

Associate in Arts (A10100)

- Under Humanities/Fine Arts, C ART delete 116 and H PHI delete 230
- Under Social Sciences, A HIS delete 121 and 122

Page 197

Associate in Fine Arts (A10200) Music and Music Education (A1020D)

- Under Social Sciences, delete HIS 121 and 122

Page 199

Visual Arts (A1020A)

- Under Social Sciences, delete HIS 121 and 122

Page 200

Associate in Science (A10400)

- Under Social Sciences, This requirement is met by completing one course from A and 2 courses in two different areas from B, C, D, E, F, and G below
- Under Social Sciences, delete HIS 121 and 122
- Under Social Sciences, add ECO 151
- Under Social Sciences, delete POL 210 and 220

Page 201

Electives for College Transfer Programs

- Add MAT 140 and MAT 140A
- Delete MUS 214 and MUS 215

Page 224

AUT 110 Intro to Auto Technology 2 2 3

This course covers workplace safety, hazardous material and environmental regulations, use of hand tools, service information resources, basic concepts, systems, and terms of automotive technology. Topics include familiarization with vehicle systems along with identification and proper use of various automotive hand and power tools. Upon completion, students should be able to describe safety and environmental procedures, terms associated with automobiles, identify and use basic tools and shop equipment.

AUT 116 Engine Repair 2 3 3

Corequisites: 116A, AUT 110

This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information. (F)

AUT 123 Powertrain Diagn& Serv 1 3 2

Corequisites: AUT 110

AUT 141 Suspension & Steering Sys. 2 3 3

Corequisites: AUT 110, AUT 141A, AUT 161

Page 225

AUT 151 Brake Systems 2 2 3

Corerequisites: AUT 110, AUT 151A, AUT 161

This course offered in (S)

AUT 151A Brakes Systems Lab 0 3 1

Corequisites: AUT 151

This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include drum and disc brakes involving hydraulic, vacuum-boost, hydra-boost, electrically powered boost, and anti-lock, parking brake systems and emerging brake systems technologies. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems. (S)

AUT 161 Basic Auto Electricity 4 3 5

Corequisites: AUT 110

This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring

diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns. (F)

AUT 163 Adv Auto Electricity 2 3 3

Prerequisites: AUT 161

This course covers electronic theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of electronics, lighting, gauges, horn, wiper, accessories, and body modules. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, and troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns. (S)

Page 226

Delete AUT 164 Automotive Electronics

AUT 171 Automotive Climate Control 2 4 4

Corequisite: AUT 161

Offered (F)

AUT 181 Engine Performance I 2 3 3

AUT 183 Engine Performance II 2 6 4

Offered (SS)

AUT 186 PC Skills for Auto Techs 2 2 3

Corequisite: AUT 110

Offered (SS)

Page 227

AUT 212 Auto Shop Management 3 0 3

Prerequisite: AUT 183, ENG 111, ENG 111A

Offered (F)

Delete first entry of AUT 221 Automatic Transmissions 2 3 3

AUT 221 Auto Transm/Transaxles 2 3 3

Prerequisite: AUT 183, Reading Placement or completion of RED 080

Corequisite: AUT 221A

Offered (F)

AUT 221A Auto Transm/Transax Lab 0 3 1

Corequisites: AUT 221

This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to diagnose

and repair automatic drive trains. (F)

AUT 231 Manual Dive Trains/Axles 2 4 4
Prerequisite: AUT 183, Reading placement or completion of RED 080
Offered (S)

AUT 285 Intro to Alternative Fuels 2 2 3
Prerequisites: AUT 183, Reading Placement or completion of RED 080
Offered (S)

Page 270

EPT 210 Disaster Resp Ops & Mgt. 3 0 3

Page 286

MAT 140 Survey of Mathematics 3 0 3
Prerequisites: MAT 070, MAT 080, MAT 090, MAT 095, MAT 120,
MAT 121, MAT 161, MAT 171, or MAT 175

This course provides an introduction in a non-technical setting to selected topics in mathematics. Topics may include, but are not limited to, sets, logic, probability, statistics, matrices, mathematical systems, geometry, topology, mathematics of finance, and modeling. Upon completion, students should be able to understand a variety of mathematical applications, think logically, and be able to work collaboratively and independently. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).*

MAT 140A Survey of Mathematics Lab 0 2 1
Prerequisites: MAT 070, MAT 080, MAT 090, MAT 095, MAT 120,
MAT 121, MAT 161, MAT 171, or MAT 175
Corequisites: MAT 140

This course is a laboratory for MAT 140. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

Page 299

NAS 101 Nursing Assistant I 3 4 3

Page 309

OST 136 Word Processing 1 2 2
Offered (F)

Page 317

PED 211 New Games 0 2 1

This course includes explanation, demonstration, and participation in games that provide an alternative to traditional sports. Emphasis is placed on playing for pleasure rather than for competitive purposes. Upon completion, students should be able to participate and lead others in participating in non-competitive games. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

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PTA 152

Wellness and Prevention

1

2

2